I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for May 11, 2004

IV. MINUTES
Consideration of the Open and Closed Minutes of March 23, 2004

V. SUPERINTENDENT’S REPORT

VI. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM APRIL 20, 2004 (Mr. Grimsley)

VII. REPORTS
A. Report on Proposed 2005-2006 School Calendar (First Reading) (Dr. Poff) Exhibit B

VIII. NEW BUSINESS
A. Consideration of consent to the following personnel matters: (Mr. Grimsley) Exhibit C
   1. Retirements
   2. Resignations
   3. Leaves
   4. Deaths

B. Consideration of Negotiated Master Agreement(s) with CASE (Mr. Grimsley) Exhibit G

C. Consideration of consent to the following contract awards: (Mr. Nichols) Exhibit H
   1. Automated Substitute Teacher Notification System
   2. Computer Assisted Real Time (CART)
   3. Contracted Services—MD K-12 Digital Library Project – Purchasing Consortium
   4. Contracted Services—Food Service Kitchen Equipment Maintenance
C. Consideration of consent to the following contract awards (cont):

5. Contracted Services—*Maryland Students Online Consortium* (MSOC) – Purchasing Consortium

6. Equipment Contract—Intercom/Telephone Systems

7. *Fast Track* Intervention Materials for Designated Elementary Schools

8. Food Service—Produce

9. Gizmos, Internet Library of Science and Mathematics Activities

10. Maryland State Assessment Home Report Distribution

11. Printing—Student Handbooks

12. Scholastic *ReadlingLine Vocabulary Kit* Curriculum Materials

13. Supply Contract—Various Airedale HVAC Repair and Replacement Parts


15. Toro Infield Pro Model 2020 Groomer

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

1. Award of Contract – Window Replacement at Riverview Elementary School

2. Award of Contract – Drywall Package at Woodholme Elementary School

3. Award of Contract – Lighting Upgrades at Franklin Elementary, Old Court Middle, and Randallstown High Schools

4. Award of Contract – Parking Lot Lighting at Battle Grove Elementary and Dumbarton Middle Schools

5. Fee Acceptance – Construction Management Services at Windsor Mill Middle School

6. Declare Property Surplus – Farmland Tenant House

E. Consideration of consent to the FY2004 Year End Budget Appropriation Transfer

(Mr. Nichols) Exhibit H

(Building Committee) Exhibit I

Exhibit J

Exhibit K

Exhibit L

Exhibit M

Exhibit N
XI. INFORMATION
A. Revised Rule 6104 – INSTRUCTION: Field Trip and Foreign Travel
   Exhibit P
C. Policy and Procedures for Interscholastic Athletics
   Exhibit Q
B. Manual of Procedures for Public Charter Schools in Baltimore County
   Exhibit R

XII. ANNOUNCEMENTS
A. Constituent Groups
B. Public Comment - Proposed Staffing Plan for Special Education 2004-2005 (Second Reading)
C. General Public Comment

Next Board Meeting May 25, 2004
7:30 PM Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, March 23, 2004

The Board of Education of Baltimore County, Maryland, met in open session at 3:05 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Miss Francesca Cirincione, Mr. Thomas G. Grzymski, Mr. John Hayden, Dr. Warren Hayman, Ms. Jean Jung, Mr. Michael P. Kennedy, and Mr. James Walker. In addition, Ms. Christine M. Johns, Deputy Superintendent of Curriculum and Instruction, and staff members were present.

Mr. Sasiadek reminded Board members of upcoming functions for April and May 2004.

Mr. Kennedy moved that the student Board member be permitted to participate in discussions relative to negotiations. The motion was seconded by Mr. Walker and approved by the Board.

At 3:22 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), (a)(7), and (a)(9). The motion was seconded by Ms. Jung and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Nevett Steele, Jr. Esq., Assistant County Attorney, updated the Board on potential litigation with a contractor.

Mr. Hayden exited the room at 3:24 p.m.

Mr. Randy Grimsley, Executive Director of Human Resources, reviewed with Board members personnel matters under consideration.

Mr. Grimsley and Mr. Dan Capozzi, Manager of Human Resources, reviewed with Board members matters relating to upcoming negotiations with the bargaining units.

Mr. Hayden re-entered the room at 3:50 p.m.

Ms. Shillman entered the room at 3:52 p.m.

At 4:05 p.m., Mr. Walker moved to adjourn the closed session. The motion was seconded by Mr. Kennedy and approved by the Board.

Miss Cirincione, student Board member, exited the room at 4:06 p.m.

The Board entertained oral argument in Hearing Examiner’s Case #03-37. The matter was heard in closed session.
CLOSED SESSION MINUTES (cont)

In addition to the above listed Board members, also in attendance were the Appellant’s attorney, Thomas B. Corbin, Esq.; Ms. Christine Johns, Deputy Superintendent of Curriculum and Instruction; Ms. Merle Audette, Chief of Staff; 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.

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

The hearing was concluded at 5:05 p.m.

Board members deliberated on the case.

At 5:30 p.m., Ms. Walker moved to adjourn closed session. The motion was seconded by Ms. Jung and approved by the Board.

The Board hosted members of the Minority Achievement Advisory Group for dinner.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 7:40 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Miss Francesca Cirincione, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Dr. Warren Hayman, Ms. Jean Jung, Mr. Michael P. Kennedy, Ms. Joy Shillman, and Mr. James Walker. In addition, Ms. Christine M. Johns, Deputy Superintendent of Curriculum and Instruction, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Ben Mackey, Scout Troop 5, 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 Minutes of February 10, 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

On behalf of the Superintendent, Ms. Johns reported that Baltimore County Public Schools were well represented in the Black Saga Competition over the weekend at the University of Maryland College Park. Among our schools, Cromwell Valley placed fifth in the final round of competition, while three other elementary schools – Winfield, Powhatan, and Battle Grove – all made it to the semifinal play-off round.

Ms. Johns also reported that during the recent statewide robotics competition in Annapolis, Parkville High School’s robotics team took home the Prestigious Entrepreneurship Award. She noted that Woodlawn High School’s summer robotics camp was cited by the National Science Foundation in the Congressional Record for its rigor and success.

Ms. Johns stated that Preston Copeland, senior at Carver Center for Arts & Technology, who has been named one of only 20 Ron Brown Scholars in the nation.

Ms. Johns also recognized Math Teacher William Barnes and Physics Instructor Jonathan Roland as two winners of the 2003 Presidential Awards for Excellence in Mathematics and Science Teaching from the National Science Foundation.

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

Mr. Grimsley recognized Ms. Judith Glass, whose appointment to Director of Special Education was approved at the March 9th meeting. Mr. Grimsley also recognized Mr. David Marks, whose appointment to the Northeast Area Educational Advisory Council was approved at the March 9th meeting.

OLD BUSINESS

Proposed Changes to Policy 2372

Mr. Hayden pointed out that other school boards in Maryland have adopted rules similar to what is being suggested tonight.

On motion of Mr. Kennedy, seconded by Mr. Grzymski, the Board approved the changes to proposed Policy 2372 – Conduct: Tobacco.
REPORTS

The Board received the following reports:

A. **Report on Middle School Task Force Recommendations** – Through a PowerPoint™ presentation, Dr. Gwen Grant, Executive Director of Secondary Programs, shared with the Board the Middle School Task Force Implementation Plan for 2002-2003 Recommendations. 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. Dr. Grant outlined the original seven recommendations:

   I. Communication Plan  
   II. Content Strands/Curriculum  
   III. School Schedules (implementation phased in 2004-06)  
   IV. Mentor/Advisor  
   V. Enrichment  
   VI. Highly Qualified Teachers/Math (implementation phase in 2003-06)  
   VII. CollegeEd / College Readiness (planning and implementation)

Dr. Grant recognized the members of the middle school task force team for their outstanding work over the past two years.

Mr. Arnold inquired about the long term monitoring of the success of the students and the program. Dr. Grant responded that once the recommendations are implemented, monitoring of the program would be through the annual results report and the MSA data. Mr. Arnold asked whether middle schools in other counties would be evaluated. Dr. Grant stated that national data from middle schools would be reviewed to determine if student achievement scores are increasing. She noted that the data warehouse information could assist in tracking data by individual school, area, and student. Mr. Arnold asked how the information would be broken out regarding special needs students. Dr. Grant responded there would be a Special Education Support program offered through the Office of Special Education who will monitor the information at a system level. She noted that the data would also be disaggregated in all sub-groups.

Mr. Walker asked whether BCPS is in the pilot or implementation stage. Dr. Grant responded that schools have two years to phase in the Content Strands program. The four Support Programs (Reading Screening, English Enrichment, Special Education, and Guidance) would be phased in beginning with the 2004-2005 school year. Mr. Walker requested a list of the eight pilot schools.
Mr. Grzymski applauds the mentor concept. He asked how the mentor program would be managed in the schools and how many students a teacher can mentor in a class. Dr. Grant responded that a guide would be developed this spring, which will provide specific mentor guidelines and will include teacher/student ratio. With regards to community support mentors, Dr. Grant stated community leaders could assist as mentors including forming partnerships with colleges and universities.

Ms. Shillman inquired about an honors program in middle schools. Dr. Grant stated no honors program is available at the middle school level. She noted that the English Enrichment Program has a guide for grades 6-8 so that students can build their skills in English. Ms. Shillman expressed her concerns with available funding for the Enrichment Program. Dr. Grant responded that the program does not cost any money. The Office of English and Reading has written the program with professional development taking place in the class.

Mr. Kennedy appreciated all the work put into the presentation. He expressed concern over implementing a successful mentoring program. Dr. Grant stated that the focus of this mentorship program is on academic achievement and planning for eighth graders going into high school.

Mr. Kennedy noted there were no recommendations with regards to students placed in group homes in certain schools, class size, and possibilities of additional resources. Mr. Kennedy asked if mainstream youngsters would be with one group or spread out in sections. Dr. Grant stated many of those concerns are school-level decisions. Mr. Kennedy expressed concern over resources and part-time help and that students would get lost in the shuffle.

Mr. Hayden commented that the mentor ratio is thin and recruiting parents would be a remarkable chore. With regards to No Child Left Behind, Mr. Hayden remarked that in the future Board members should focus on resources and funding in the middle school years.

Ms. Jung expressed concern with looking for community and parent mentors. She also noted this program would increase teachers’ workload. Dr. Grant stated that teachers would be paid and that schools have grant funds or can use operational funds to cover after school and weekend programs. With regards to the G/T program, Dr. Grant explained the English Enrichment Program is to help increase students’ skills and move them towards upper level courses.

Ms. Jung also asked whether this program would be more or less work for teachers. Dr. Grant stated the work would be differentiated.
REPORTS (cont)

With regards to teacher participation in the English Enrichment Program, Ms. Paula Simon, Coordinator, English and Reading Secondary Programs explained the English Enrichment Program is designed to provide a bridge for students not identified for the G/T program but who are in need of a more rigorous program. To assist teachers, Ms. Simon noted that a parallel guide has been crafted based on the same objectives and state voluntary state indicators and offers extension and enrichment activities that can be done simultaneous with the standard curriculum.

In regards to the Arts, Ms. Jamie Tucker, Music Coordinator, noted most schools are on an A/B schedule. This means each student would have art 3 days one week and music 2 days a week.

Ms. Jung expressed concern regarding the before and after enrichment program and the budget. Dr. Grant stated the goal is to change direction from before and after school remediation programs to focused programs. Ms. Jung asked who pays for the remediation programs. Dr. Grant responded that the program would be implemented through school funds, grants, and teacher volunteers.

Mr. Kennedy asked whether the report card would handle the new programs. Dr. Grant stated a new report card would not be necessary.

In regards to Mr. Walker’s question, Dr. Grant indicated students must take reading in the sixth grade. If a student is identified through the reading screening process using multiple data points, he/she would get reading in the seventh or eight grade. Mr. Walker asked if additional funds would be needed for instruction and staffing. Dr. Grant responded monies are in the budget to purchase sixth grade reading texts and Fast Track Intervention Materials.

Dr. Hayman raised concerns in several areas:

- Implementation of a program will require additional money and resources
- Timing of the report (report should have preceded the budget process)
- Focus on reading and math because of AYP testing; also need to focus on communication
- Need to focus on highly qualified teachers in all subject areas
- Need to focus on students’ mental health needs (i.e., additional social workers and psychologists at the middle school level)
- Before and after school enrichment – need to enrich and improve curriculum during the school day
- Absence of ethnicity throughout the entire report
- Suggests developing a bridge program between the fifth and sixth grades, which involves students, parents and teachers, to bridge the gap between elementary school and middle school
REPORTS (cont)

Dr. Hayman expressed the necessity to emphasize four-year colleges and universities and not just focus on community colleges. He noted that liberal arts is being minimized in low-achieving schools since the focus is on reading and math. In regards to the magnet program in the report, Dr. Hayman stated that all Baltimore County Public Schools should have the same potential, focus, and quality as the magnet schools. Dr. Grant responded the content portion of the program would be phased in over a two-year period. She also stated should additional funds be necessary, a request would be brought before the Board at that time.

Ms. Shillman disagreed with Dr. Hayman stating the need to continue to focus on math and science. She noted children who receive music perform extremely well in math. Ms. Shillman asked if all sixth graders were required to receive reading. Dr. Grant responded all sixth graders presently take reading. There are reading strategies and skills in the sixth grade that students still need to perfect.

Mr. Hayden applauded Dr. Hayman’s comments. He recommends the Board and the Curriculum and Instruction committee further discuss this issue.

B. Report on Proposed Board Meeting Schedule, 2004-2005 - Mr. Sasiadek reviewed the proposed Board meeting dates for the upcoming year with Board members. Dr. Hayman will provide Ms. Stiffler with dates relevant to CUBE’s calendar. Mr. Sasiadek noted that the Board will vote on the proposed schedule at the April 20, 2004 Board meeting.

PERSONNEL MATTERS

On motion of Mr. Grzymski, seconded by Dr. Hayman, the Board approved the personnel matters as presented on Exhibits E, F, G, G-1 and H. (Copies of the exhibits are attached to the formal minutes.)

CONTRACT AWARDS

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

Ms. Jung expressed concern over the cost for one year and the cost for five years. Mr. Gay stated this would be a one-time purchase of material within the next five years for all 26 middle schools.
CONTRACT AWARDS (cont)

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

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-7 (Exhibits J through P). The Board approved these recommendations. Mr. Hayden abstained from voting on items 4 and 5 (Exhibits M and N). Mr. Arnold abstained from voting on items 1 through 4 (Exhibits J, K, L, and M).

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

SCHOOL LEGISLATION

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board voted to support HB 1 – Public School Construction Assistant Act of 2004.

Mr. Hayden expressed concerns of a flaw in the bill with what constitutes a transfer. Mr. Hayden and Mr. Arnold voted to oppose HB 1.

Dr. Poff provided an update on the SB 8 (HB 306) Teachers’ Retirement and Pension Systems – Reemployment of Retired Teachers – Sunset. This bill has not been resolved and could be modified significantly. Ms. Shillman asked for status of the bill sponsored by Senator Paula Hollinger. Dr. Poff stated the bill not been resolved.
SCHOOL LEGISLATION (cont)

Mr. Walker asked what would occur if the bill does not pass. Dr. Poff responded the bill would end effective June 30, 2004. Mr. Walker asked if principals and teachers are both included in the bill. Dr. Poff responded affirmatively.

INFORMATION

The Board received the following as information:

A. Revised Rule 2372 – Conduct: Tobacco

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

• Schools and offices will be closed for Spring Break from April 5-12, 2004. Schools and offices will reopen on Tuesday, April 13, 2004.

• The Central Area Educational Advisory Council will meet on Wednesday, April 14, 2004 at Pot Springs Elementary School. The meeting will begin at 7:30 p.m.

• The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, April 20, 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. The Board will host the Department of Recreation and Parks for dinner on April 20 from 6:00 – 7:30 p.m.

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

Dr. Ella White Campbell, Minority Achievement Advisory Group Chairperson, expressed appreciation to the Board for their condolences in the passing of her child. She congratulated Ms. Kathleen McMahon for getting students involved in the Black Saga.
STAKEHOLDER GROUPS (cont)

Ms. Maggie Kennedy, Baltimore County Education Coalition Chairperson, met with County Executive Jim Smith, Mr. Dorsey, and Mr. Joseph on March 17. She stated a bus will be going to Annapolis on Monday, March 29 to meet with a delegation to address county aid, Thornton funding, school facilities, and highly qualified teachers. She announced that on April 19th the coalition would meet with the County Council at 6:00 p.m. regarding support of the operating budget.

Miss Amethyst Danesie, Baltimore County Student Council President, announced that the council met to review and approve their platform, which is accomplished every two years. She also announced the BCSC annual Bull Roast on May 7th.

Mr. Kevin Able, Citizen Chair of the Alternative Education Advisory Board, highlighted Maryland’s Tomorrow Program. This program provides individualized assistance for students who need help in subject areas. He noted student dropout rates through the Maryland’s Tomorrow program graduation rate are between 1-2%. In the 2003-04 school year, Mr. Able stated that Maryland’s Tomorrow had expanded by adding two alternative schools and twelve middle schools. Mrs. Wilson, parent of a student attending Chesapeake High School, stated this program has helped her child tremendously. Eugene, a senior at Chesapeake High School, stated his grades have improved while being in this program.

Ms. Karen Yarn, Advisory Committee for Gifted/Talented Education Chairperson, shared with the Board the advisory committee meeting with Dr. Hairston on March 10th. She noted the advisory committee’s goal is to be better advocates to reach more parents, recruit more people, and show them how to be better advocates for their children.

Ms. Jasmine Shriver, Citizens Advisory Committee for Special Education Vice Chair, congratulated Ms. Judy Glass on her appointment as Director of Special Education. She also noted a recommendation that Ms. Kelli Nelson submitted to the Board back in November 2003. That recommendation was to implement a policy requiring School Improvement Teams to include any special education findings in their school improvement plans. Ms. Shriver noted the recent participation in the Education Coalition forum with the County Executive. Much of the conversation was focused on the proposed Transition Center. As a result of comments from the forum, CACSE will be reviewing information at their next meeting on April 19th and will be developing a set of recommendations about the proposed Transition Center.

Ms. Meg O’Hare, Northeast Area Educational Advisory Council Chairperson, reported on the progress of the science fair scheduled for May 21 and 22 at New Town High School. She noted 76 elementary schools are presenting in this year’s fair. Ms. O’Hare stated her perspective on the middle school task force report. She is concerned there is not consistent and vigorous middle school education. With the limitations and flaws brought out this evening, she was pleased to see that the program was being phased in over a two-year period.
STAKEHOLDER GROUPS (cont)

Mr. Michael Franklin, PTA President, was surprised that the County Council did not support the adequate changes to the facilities bill. In regards to the article and partnership with UMBC, Mr. Franklin believes the program is not in jeopardy solely because BCPS Internal Audit is questioning the handling of funds.

Ms. Cheryl Bost, TABCO President, thanked the Board for bringing attention to items in the middle school plan that could cause additional burden to teachers and students. She noted her disagreement with the wording of the Master Agreement within the middle school task force plan. Ms. Bost expressed concern that only one teacher was on the middle school task force team. This middle school task for plan needs financial resources and staff. She sees the accountability being taken away from parents and students.

PUBLIC COMMENT

Mr. Rodger raised concerns that there is not enough money in the budget to perform the job adequately for the children of Baltimore County. Mr. Janssen stated that giving a minimal increase in the Maintenance of Effort in the operating budget is not enough. He feels that Dr. Hairston is intending to craft a budget to adequately education all students in Baltimore County.

Dr. Bash Pharoan, President of the Baltimore County Muslim Council, stated the matter of recognizing Muslim holidays. He noted the issue is not closing schools, but it is about equality and self-esteem of both students and parents. He believes Muslims are not included when it comes to issues related to culture such as holidays. Dr. Pharoan requested the Board to show equality throughout the school system by including the Muslim holidays.

ADJOURNMENT

At 9:45 p.m., Ms. Murray 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

bhs
DATE: May 11, 2004

TO: Board of Education

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CALENDAR, SCHOOL YEAR 2005-2006

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

INFORMATION

* * * * *

That the Board consider the Proposed Calendar for School Year 2005-2006. This is the first reading of the proposed calendar.

Attachment I – Proposed Calendar 2005-2006
## Proposed Calendar 2005 – 2006

### Pupil Days  
### Teacher Days

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<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>August</td>
<td>19(F)</td>
<td>Administrative &amp; Supervisory Personnel Meeting</td>
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<td>22(M)</td>
<td>Teachers on Duty</td>
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<td></td>
<td>29(M)</td>
<td>Opening Day for Students</td>
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<tr>
<td>September</td>
<td>5(M)</td>
<td>Labor Day—Schools and Offices Closed</td>
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<td></td>
<td>30(F)</td>
<td>Team Planning—Elementary and Middle Schools Close 3 Hours Early</td>
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<td>October</td>
<td>4(T)</td>
<td>Rosh Hashanah—Schools and Offices Closed</td>
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<td>10(M)</td>
<td>Columbus Day*</td>
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<td>13(Th)</td>
<td>Yom Kippur—Schools and Offices Closed</td>
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<td>21(F)</td>
<td>Professional Development Day/MSTA Convention—Schools Closed for Students</td>
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<td>24(M)</td>
<td>Professional Development Day—Schools Closed for Students</td>
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<td>November</td>
<td>4(Th)</td>
<td>First Marking Period Ends—Assessment Day for Elementary and Middle Schools***Schools Close 3 Hours Early for Elementary and Middle School Students</td>
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<td>11(F)</td>
<td>Veterans Day*</td>
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<td>14-18(M-F)</td>
<td>American Education Week</td>
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<td>21(M)</td>
<td>Elementary Conference Day—Schools Closed for Elementary Students Distribution of Report Cards</td>
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<td>24-25(Th-F)</td>
<td>Thanksgiving Holiday—Schools and Offices Closed</td>
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<td>December</td>
<td>9(F)</td>
<td>Team Planning—Elementary and Middle Schools Close 3 Hours Early for Students</td>
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<td>15(Th)</td>
<td>Bill of Rights Day*</td>
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<td></td>
<td>23(F)</td>
<td>Winter Break Begins at End of School Day</td>
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<td>January</td>
<td>2(M)</td>
<td>Schools Reopen</td>
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<td>15(S)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday **</td>
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<td>16(M)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday Observed—Schools and Offices Closed</td>
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<td>19(Th)</td>
<td>Second Marking Period Ends—Assessment Day for Elementary and Middle Schools***Schools Close 3 Hours Early for Elementary and Middle School Students</td>
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<td>20(F)</td>
<td>Professional Development Day—Schools Closed for All Students High School Semester Changes</td>
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<td>February</td>
<td>6M</td>
<td>Distribution of Report Cards</td>
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<td>12(S)</td>
<td>Lincoln’s Birthday**</td>
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<td>20(M)</td>
<td>President’s Day—Schools and Offices Closed</td>
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<td>22(W)</td>
<td>Washington’s Birthday*</td>
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<td>March</td>
<td>25(S)</td>
<td>Maryland Day**</td>
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<td>31(F)</td>
<td>Third Marking Period Ends—Assessment Day for Elementary and Middle Schools—Schools Close 3 Hours Early for Elementary and Middle School Students</td>
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<td>April</td>
<td>7(F)</td>
<td>Spring Break Begins at the End of the School Day</td>
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<td>18(T)</td>
<td>Schools Reopen</td>
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<td>25(T)</td>
<td>Report Cards Distributed</td>
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<tr>
<td>May</td>
<td>15(M)</td>
<td>PreK/K Conference Day—no preK, half-day, or full-day Kindergarten sessions</td>
</tr>
<tr>
<td></td>
<td>26(F)</td>
<td>Last Day for Seniors</td>
</tr>
<tr>
<td></td>
<td>29(M)</td>
<td>Memorial Day Observed—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>30, 31(T,W)</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td>June</td>
<td>1-6 (Th-T)</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td></td>
<td>13-15 (T-Th)</td>
<td>Assessment Days****Schools close 3 Hours Early for High School Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>14(W)</td>
<td>Flag Day*</td>
</tr>
<tr>
<td></td>
<td>14(W)</td>
<td>Assessment Day***Schools Close 3 Hours Early for Elementary and Middle School Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>15(Th)</td>
<td>Last Day of Classes for Students; Schools Close 3 Hours Early for Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>30(F)</td>
<td>Summer School Teachers on Duty for All Centers</td>
</tr>
<tr>
<td>July</td>
<td>3(M)</td>
<td>Summer School Begins for All Centers</td>
</tr>
<tr>
<td></td>
<td>4(T)</td>
<td>Independence Day - Schools and Offices Closed</td>
</tr>
<tr>
<td>August</td>
<td>4(F)</td>
<td>Last Day Summer School for All Centers</td>
</tr>
</tbody>
</table>

**TOTALS** 187 195
*Schools open with appropriate exercises
**Appropriate exercises to be scheduled on the Friday before
***ASSESSMENT DAYS- Elementary and middle schools will be given time for parents, teachers, and students to meet and/or assess progress
****ASSESSMENT DAYS- High schools will have the opportunity to administer traditional midterm and/or final exams or to use alternative assessment procedures

TEAM PLANNING AND STUDENT PERFORMANCE DATA ANALYSIS—Teachers will work in a variety of team structures at local schools to analyze and use performance data to develop differentiated strategies for improving student achievement.

If inclement weather conditions force us to close schools more than seven days, it will be necessary to alter the school calendar. These additional days will be scheduled as required at the end of the school year. The calendar will be reduced up to 5 days if not needed to offset days/hours when schools are closed due to inclement weather. **Teacher duty days will not exceed 191.** One-half days may be modified for inclement weather/emergency conditions.
### RETIREMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Andrews</td>
<td>ROTC Instructor</td>
<td>Woodlawn High</td>
<td>3.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Karen Canfield</td>
<td>Teacher</td>
<td>Hereford High</td>
<td>32.5</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Kathleen Curl</td>
<td>Lib. Sci. Media</td>
<td>Sudbrook Mag. Mdl.</td>
<td>32.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>John Dare</td>
<td>Teacher</td>
<td>Parkville Middle</td>
<td>30.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Loretta Davis</td>
<td>Teacher</td>
<td>Towson High</td>
<td>31.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Andra Dilworth</td>
<td>Bus Attendant</td>
<td>Kenwood Truck Center</td>
<td>26.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Gloria Donlin</td>
<td>Admin. Secretary I</td>
<td>Greenwood ESS</td>
<td>29.2</td>
<td>5-01-04</td>
</tr>
<tr>
<td>Kenneth Freye</td>
<td>Teacher</td>
<td>Cockeysville Middle</td>
<td>36.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Dorothy Furney</td>
<td>Guidance Counselor</td>
<td>Fullerton Elem.</td>
<td>20.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Peggy Gordon</td>
<td>Principal</td>
<td>Gunpowder Elem.</td>
<td>19.0</td>
<td>7-01-04</td>
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<tr>
<td>Randall D. Grimsley</td>
<td>Executive Director</td>
<td>Greenwood Admin. Bldg.</td>
<td>41.0</td>
<td>7-01-04</td>
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<tr>
<td>Barbara A. Guraleczka</td>
<td>Paraprofessional</td>
<td>Charlesmont Elem.</td>
<td>18.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Robert O. Harden</td>
<td>Personnel Officer I</td>
<td>Greenwood HR Bldg.</td>
<td>28.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Russell G. Holmes</td>
<td>Principal</td>
<td>Colgate Elem.</td>
<td>30.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Gail Huber</td>
<td>Teacher</td>
<td>Hereford High</td>
<td>31.4</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Kathleen Jones</td>
<td>Teacher</td>
<td>Dulaney High</td>
<td>28.5</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Karen R. Kitz</td>
<td>Teacher</td>
<td>Hawthorne Elem.</td>
<td>30.0</td>
<td>10-01-04</td>
</tr>
<tr>
<td>Anthony Kramer</td>
<td>Teacher</td>
<td>Eastern Tech. High</td>
<td>35.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>School/Department</td>
<td>Salary</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>---------------------------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>John Leonard</td>
<td>Teacher</td>
<td>Perry Hall High</td>
<td>35.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Harold Levin</td>
<td>Paraprofessional</td>
<td>Seventh District Elem.</td>
<td>25.0</td>
<td>5-01-04</td>
</tr>
<tr>
<td>Clinton Marshall</td>
<td>Supv./ Sr. Oper/Trans</td>
<td>Timonium/Transp.</td>
<td>30.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Barbara C. McCain</td>
<td>Asst. Principal</td>
<td>Franklin High</td>
<td>32.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Judy McLean</td>
<td>Teacher</td>
<td>Gunpowder Elem.</td>
<td>29.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Dennis R. McMullin</td>
<td>Teacher</td>
<td>Winand Elem.</td>
<td>35.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Bonnie McNamee</td>
<td>Asst. Principal</td>
<td>Western School of Tech.</td>
<td>11.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Sandre Mitchell</td>
<td>Asst. Principal</td>
<td>Owings Mills Elem.</td>
<td>16.5</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Richard Offley</td>
<td>Teacher</td>
<td>Gen. John Stricker Mid.</td>
<td>38.0</td>
<td>7-01-04</td>
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<tr>
<td>Annette Segall</td>
<td>Teacher</td>
<td>Franklin Middle</td>
<td>20.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>James F. Skarbek</td>
<td>Principal</td>
<td>Relay Elem.</td>
<td>45.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Walter D. Spink</td>
<td>Teacher</td>
<td>Cockeysville Middle</td>
<td>34.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Jane Umstead</td>
<td>Teacher</td>
<td>Dumbarton Middle</td>
<td>33.0</td>
<td>7-01-04</td>
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<tr>
<td>Stephen Umstead</td>
<td>Teacher</td>
<td>Ridgely Middle</td>
<td>35.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Phyllis Watkins</td>
<td>Teacher</td>
<td>Milford Mill Academy</td>
<td>16.0</td>
<td>7-01-04</td>
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<tr>
<td>Dara W. Williams</td>
<td>Principal</td>
<td>Pleasant Plains Elem.</td>
<td>31.0</td>
<td>7-01-04</td>
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<tr>
<td>Carol Wright</td>
<td>Teacher</td>
<td>Ridgely Middle</td>
<td>25.0</td>
<td>7-01-04</td>
</tr>
</tbody>
</table>

As of 4/30/04
**Exhibit C-1**

Baltimore County Public Schools  
Towson, Maryland 21204

May 11, 2004

**RETIREMENTS**

**ADDENDUM**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley Amprey</td>
<td>Teacher</td>
<td>Deer Park Mid.Magnet</td>
<td>27.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Barbara S. Dingle</td>
<td>Principal</td>
<td>Joppa View Elem.</td>
<td>30.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Anna DuBusky</td>
<td>Guidance Counselor</td>
<td>Deep Creek Middle</td>
<td>12.0</td>
<td>7-01-04</td>
</tr>
</tbody>
</table>

As of 5/5/04
RESIGNATIONS

ELEMENTARY – 17

Bedford Elementary School  
Maureen F. Goetz, 04/16/04, 3.0 mos.

Chesapeake Terrace Elementary School  
Linda L. Layman, 04/30/04, 8.0 mos.

Church Lane Elementary Technology School  
Anne D. Purnell, 06/30/04, 9.0 yrs.

Deer Park Elementary School  
Camille L. Bowden, 06/30/04, 6.0 yrs.

Franklin Elementary School  
Karen N. Arnold, 03/23/04, 10.7 yrs.

Hebbville Elementary School  
Jeanne M. Swanson, 06/30/04, 3.0 yrs.

Logan Elementary School  
Jennifer A. Dvorak, 06/30/04, 4.0 yrs.

New Town Elementary School  
Tiffany A. Stewart, 06/30/04, 1.0 yr.

Padonia Elementary School  
Kurt D. Wittstadt, 06/30/04, 1.0 yr.

Red House Run Elementary School  
Rebecca K. Bieneman, 06/30/04, 1.0 yr.

Reisterstown Elementary School  
Bethany C. Jones, 06/30/04, 1.7 yrs.

Scotts Branch Elementary School  
Christine E. VanLue, 04/23/04, 8.0 mos.

Seneca Elementary School  
Laurie S. Levitt, 06/30/04, 1.0 yr.

Timber Grove Elementary School  
Michelle W. Winer, 06/30/04, 2.0 yrs.

White Oak School  
Sarah A. Raczkowski, 06/30/04, 7.0 yrs.

Winand Elementary School  
Amy L. Milam, 06/30/04, 4.0 yrs.

Villa Cresta Elementary School  
Anastasia A. Scheper, 06/30/04, 7.0 yrs.

SECONDARY – 72

Arbutus Middle School  
Stephanie E. Brecht, 03/24/04, 5.7 yrs.

Carver Center for Arts and Technology  
Rosaline J. Weinstein, 06/30/04, 4.0 yrs.

Catonsville Middle School  
Greg W. Coogan, 06/30/04, 1.0 yr.  
Ryan J. O’Connell, 06/30/04, 5.0 yrs.  
Nicole C. Paris, 06/30/04, 7.0 yrs.

Chesapeake High School  
Alvin Pridgeon, 06/30/04, 8.0 yrs. (ROTC)

Cockeysville Middle School  
Cheryl A. Wettle, 06/30/04, 3.0 yrs.

Deep Creek Middle School  
Michele M. Bagan, 06/30/04, 1.0 yr.  
Kristina L. Demma, 06/30/04, 1.0 yr.  
Cathy Knox-Adameczak, 04/02/04, 7.0 mos.

Deer Park Middle Magnet School  
Karen E. Burktes, 06/30/04, 1.0 yr.
<table>
<thead>
<tr>
<th>School</th>
<th>Employee Name</th>
<th>Employment Dates</th>
<th>Years of Service</th>
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<tbody>
<tr>
<td>Overlea High School</td>
<td>Frederick C. Edwards</td>
<td>06/30/04</td>
<td>2.0 yrs.</td>
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<tr>
<td>Parkville High School</td>
<td>Wendie G. Beser</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
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<tr>
<td></td>
<td>Margaret A. Fischer</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
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<td></td>
<td>Michelle L. Hymowitz</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
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<tr>
<td>Patapsco High School</td>
<td>Melanie A. Erhardt</td>
<td>06/30/04</td>
<td>22.0 yrs.</td>
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<tr>
<td>Perry Hall High School</td>
<td>Charles F. Cave</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
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<tr>
<td></td>
<td>Leah H. Wienholt</td>
<td>06/30/04</td>
<td>2.0 yrs.</td>
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<tr>
<td>Perry Hall Middle School</td>
<td>Marilyn Guzinski</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
</tr>
<tr>
<td>Pikesville High School</td>
<td>Jill A. Kerlin</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
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<tr>
<td></td>
<td>Joshua B. Manning</td>
<td>06/30/04</td>
<td>5.0 mos.</td>
</tr>
<tr>
<td></td>
<td>Wendy A. Yingling</td>
<td>06/30/04</td>
<td>2.0 yrs.</td>
</tr>
<tr>
<td>Pikesville Middle School</td>
<td>Alice Ann T. Boyle</td>
<td>06/30/04</td>
<td>10.0 yrs.</td>
</tr>
<tr>
<td></td>
<td>Lisa B. Metzbower</td>
<td>06/30/04</td>
<td>11.0 yrs.</td>
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<tr>
<td></td>
<td>Jill VanSlyke</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
</tr>
<tr>
<td>Pine Grove Middle School</td>
<td>Laura L. Reid</td>
<td>06/30/04</td>
<td>15.0 yrs.</td>
</tr>
<tr>
<td>Randallstown High School</td>
<td>Gregory L. Samuels</td>
<td>06/30/04</td>
<td>2.0 yrs.</td>
</tr>
<tr>
<td></td>
<td>Natasha L. Shapiro</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
</tr>
<tr>
<td></td>
<td>Kevin L. Stanley</td>
<td>06/30/04</td>
<td>3.0 yrs.</td>
</tr>
<tr>
<td></td>
<td>Wanda G. Thomas</td>
<td>06/30/04</td>
<td>5.0 yrs.</td>
</tr>
<tr>
<td>Southwest Academy</td>
<td>Matthew G. Braxton</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
</tr>
<tr>
<td></td>
<td>Petra A. Cleary</td>
<td>06/30/04</td>
<td>4.0 yrs.</td>
</tr>
<tr>
<td>Sparrows Point High School</td>
<td>Julie L. Gosewisch</td>
<td>06/30/04</td>
<td>1.0 yr.</td>
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<tr>
<td>Sparrows Point Middle School</td>
<td>Donna J. Winstead</td>
<td>06/30/04</td>
<td>9.0 yrs.</td>
</tr>
<tr>
<td>Steppers Run Middle School</td>
<td>Christopher F. Aitken</td>
<td>06/30/04</td>
<td>2.0 yrs.</td>
</tr>
<tr>
<td>Towson High School</td>
<td>Patricia L. English</td>
<td>06/30/04</td>
<td>2.0 yrs.</td>
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<tr>
<td></td>
<td>Jerome H. Walker</td>
<td>04/14/04</td>
<td>2.0 mos.</td>
</tr>
</tbody>
</table>
Western School of Technology
Alysia H. Perry, 06/30/04, 3.5 yrs.

Woodlawn High School
Cherisse T. Mays, 06/30/04, 1.0 yr.
Lauren E. Robbins, 06/30/04, 1.0 yr.
Deborah L. Taylor, 02/05/04, 5.0 mos.

Woodlawn Middle School
Nicole A. Cooke, 04/01/04, 7.0 mos.

SEPARATIONS FROM LEAVE – 10

Varnette Carr, granted Personal Illness Leave, 11/01/03-03/03/04, resigning 03/03/04, 2.6 yrs.
Rebecca M. Engel, granted Second Child Rearing Leave, 03/14/02-03/14/04, resigning 03/31/04, 9.7 yrs.
Michelle M. Firebaugh, granted Child Rearing Leave, 12/21/02-06/30/04, resigning 04/01/04, 6.7 yrs.
Kelly W. Jester, granted Unusual or Imperative Leave, 07/01/02-06/30/04, resigning 04/02/04, 12.7 yrs.
Alicia A. Lorence, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 06/30/04, 2.4 yrs.
Elizabeth T. Ryan, granted Child Rearing Leave, 07/01/02-06/30/04, resigning 06/30/04, 10.0 yrs.
Nancy B. Shapiro, granted Child Rearing Leave, 07/01/02-06/30/04, resigning 06/30/04, 13.0 yrs.
Tracy A. Skeels, granted Child Rearing Leave, 08/08/02-06/30/04, resigning 06/30/04, 14.0 yrs.
Gina D. Williams, granted Child Rearing Leave, 07/20/02-06/30/04, resigning 06/30/04, 9.0 yrs.
Kimberly C. Winkler, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 06/30/04, 11.5 yrs.
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

May 11, 2004

RESIGNATIONS

ADDENDUM

ELEMENTARY – 7

Bedford Elementary School
Stephanie G. Ftouh, 05/07/04, 1.8 yrs.

Deep Creek Elementary School
Claire T. Connor, 06/30/04, 1.0 yr.

Edgemere Elementary School
Stacy A. Levery, 06/30/04, 9.0 yrs.

Hebbville Elementary School
Carl C. Bilotta, 06/30/04, 1.0 yr.

Johnnycake Elementary School
Bonnie S. Schloss, 06/30/04, 4.0 yrs.

New Town Elementary School
David W. Dopkin, 06/30/04, 5.0 yrs.

Woodmoor Elementary School
Whitney Peters, 04/23/04, 7.0 mos.

SECONDARY – 5

Dumbarton Middle School
Christopher L. Hall, 06/30/04, 6.0 yrs.

New Town High School
Shirley A. Farcas, 04/30/04, 4.8 mos.

RICA Catonsville Education Center
Audra L. Hicks, 06/30/04, 7.0 yrs.

Southwest Academy
Thairen G. Dade, 06/30/04, 5.0 yrs.

Stemmers Run Middle School
Duane C. Normant, 06/30/04, 1.0 yr.

SEPARATIONS FROM LEAVE – 1

Tammy T. Bierer, granted Child Rearing Leave, 07/19/02-07/19/04, resigning 07/01/04, 11.0 yrs. (Social Worker)

DOP: 5/12/04
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

May 11, 2004

LEAVES

CHILD REARING LEAVE

KRISTINA MARTIN BAYNE – Towson High School
Effective April 27, 2004 through April 27, 2006

TRISHA A. GARING – Seneca Elementary School
Effective May 27, 2004 through May 27, 2006

LISA KINDERVATER – White Oak (Paraeducator)
Effective June 30, 2004 through June 30, 2005

JENNIFER SHAW KOSMIDES – Westchester Elementary School
Effective May 27, 2004 through May 27, 2006

BRANDI VANMETER LOPEZ – Sparks Elementary School
Effective July 10, 2004 through June 30, 2006

HOLLY GENTEMPO MILLER – Featherbed Lane Elementary School
Effective May 12, 2004 through June 30, 2006

ANDREA KIRBY PIROG – Stemmers Run Middle School
Effective April 10, 2004 through June 30, 2005

KIMBERLY HERBERT SHANNON – Villa Cresta Elementary School
Effective May 19, 2004 through May 19, 2006

ANITA SHAW – Formerly Hereford Middle School
Effective May 27, 2004 through May 27, 2006

ANASTASIA SPADACINO SLOVIKOSKY – Riverview Elementary School
Effective July 11, 2004 through June 30, 2006

LISA GREY STEWART – Formerly Seventh District Elementary School
Effective September 15, 2004 through June 30, 2006

EXTENDED MILITARY LEAVE

DAVID FREDERI FRANKENHAUSER – Formerly Patapsco High School
Effective April 28, 2004 through April 28, 2005

UNUSUAL OR IMPERATIVE LEAVES

JAMIE BERMAN – Formerly Victory Villa Elementary School
Effective July 1, 2004 through June 30, 2005

SHEILA HOPKINS-OSNES – Formerly Lansdowne Elementary School
Effective July 1, 2004 through June 30, 2005

DOP: 5/12/2004
Baltimore County Public Schools
Towson, Maryland 21204

May 11, 2004

DECEASED

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

Mary S. Harkleroad
School Bus Driver
Dundalk Bus Facility
March 15, 2004
DATE: May 11, 2004
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: NEGOTIATED MASTER AGREEMENT
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services
RESOURCE PERSON(S): Randall D. Grimsley, Executive Director Human Resources; Daniel J. Capozzi, Manager, Human Resources-Staff Relations

RECOMMENDATION

That the Board of Education approve the proposed summary of changes to the negotiated agreement with CASE.
Summary of Changes to the Master Agreement between BCPS and Council of Administrative and Supervisory Employees (CASE)

ARTICLE VII
Evaluation

7.1 It is the Board’s desire that each CASE member receive yearly feedback on work performance. The appraiser may chose to use the appraisal form and the procedures found in Appraisal of School-Based Administrators or an appropriate alternative format such as a narrative. A formal evaluation must include a specific rating. Informal feedback will not contain a summary rating.

[Members shall be advised of complaints about them if the complaint is to be given any consideration in the member’s evaluation.]

7.2 No member shall receive a less-than-satisfactory rating without having been given suggestions for improvement and having both the opportunity and sufficient time to address the areas of weakness.

7.3 Members shall be given the name and specific complaint of any person who complains about a member, within a reasonable period of time, if the complaint is to be given consideration in the member’s evaluation or filed in the member’s personnel file. The member shall be given the opportunity, in writing, to respond to a complaint. The response will be attached to the filed document and reviewed by the appropriate administrator. All such complaints shall be held confidential.

7.4 The standard evaluation form or a mutually agreed alternative will provide an overall rating of “Satisfactory” or “Unsatisfactory”.

7.5 The overall rating shall not be lowered without receiving advanced warning and the opportunity to show improvement.

7.6 The member shall be given a copy of the completed written evaluation and will be given three duty days to sign and return the evaluation. The member’s signature indicates receipt of the evaluation.

7.7 A member may attach a written response to the evaluation.
ARTICLE VIII
Member Protection

8.6 Procedure in Case of Threat (Assault) and/or Physical Attack (Battery)

Any case of threat (assault) and/or physical attack (battery) upon a staff member while acting within the scope of his/her duties shall be promptly reported to the principal/office head or to the Executive Director of Schools. The scope of the employee’s duties, in such cases, shall be defined to include the regular workday, and any extra-curricular activity or duty, whether school-sponsored or PTA-sponsored.


The administrator shall share with the employee all information relative to the immediate threat and/or physical attack relating to the persons involved, that is not legally prohibited, and will act in appropriate ways as liaison between the employee(s), the police, and the courts. The administrator, supervisor, Executive Director, or a member of the Superintendent’s staff will appear with the employee at any consequent hearing.

Staff members shall report to the appropriate administrator any threats of civil or criminal action against them arising out of and in the course of their employment. Union members are also encouraged to contact the Union.
Memorandum of Understanding
Between the
Board of Education of Baltimore County
And the
Council of the Administrative and Supervisory Employees

PROPOSED CHANGES TO THE CURRENT SICK LEAVE BANKS
for
Fiscal Year 05

It is agreed that representatives of the Board will meet as needed with the employee unions to discuss the proposed changes to the Sick Leave Bank that will consolidate the current four banks into one bank for all employees. The meetings will take place between January 2004 and June 2004, with the targeted effective date of the changes, if any, scheduled for July 1, 2004.

For CASE

Date

For BOE

Date

BOE 1/08/04
Memorandum of Understanding
Between the
Council of Administrative and Supervisory Employees (CASE),
And the
Board of Education of the Baltimore County Public Schools

Whereas, the Board of Education of the Baltimore County Public Schools has entered into a partnership agreement with the University of Maryland, Baltimore County to initiate Science, Technology, Engineering, and Math Academies at seven (7) of its elementary, middle, and high schools, and,

Whereas, the school-based administrators participating in the S.T.E.M. program will be required to perform additional duties for which compensation is available through the National Science Foundation grant and paid through the BCPS Office of Payroll, and,

Whereas, the payment for the additional duties is not delineated in any current section of the Master Agreement; therefore,

CASE and the Board agree that the base compensation shall be $250.00 per intern for the principal and $150.00 per intern for the designated principal, prorated as/if necessary for late entry/early withdrawal of interns. Additional annual incentive-based pay and end of grant incentive-based pay may be awarded for overall improved student achievement in math and science, and for improved achievement of identified sub-groups. It is understood that payment is contingent upon the continued funding of the NSF grant through FY 07, and it is agreed that the compensation is appropriate for the duties required of administrators. CASE and the Board also agree that the compensation may be paid through the BCPS Office of Payroll, and that the salary adjustment will be applied toward the administrator’s base salary for retirement purposes. It is also agreed that administrator pay rates from the grant will be reviewed annually, and may be adjusted to remain within or fully utilize grant funding in this area. CASE and the Board also agree that no changes in the pay structure, process, or amounts detailed herein will be made under the NSF grant without consultation of CASE and the mutual consent of CASE and the Board, and that this compensation may only occur in conjunction with and during the time period of the BCPS-UMBC NSF SUPER STEM grant.

For the Board: ___________________________  For the Association: ___________________________

Name  Date  Name  Date
Memorandum of Understanding
Between the
Council of the Administrative and Supervisory Employees (CASE)
And the
Board of Education of the Baltimore County Public Schools

It is agreed that the parties will investigate possible sources of funds that may be available to be used by administrative and supervisory personnel to cover costs pertaining to work-related conferences.

Results will be brought to the negotiations table in November 2004.

For the Union

For the Board

Date

Date
Memorandum of Understanding
Between the
Council of the Administrative and Supervisory Employees (CASE)
And the
Board of Education of Baltimore County

During the 2003-2004 school year, new administrative and supervisory appointees, with no previous experience, will be placed on the following appropriate entry step:

- High School Principal/Large school (100 + FTE) principal - Grade 22, Step 11
- Principal (50-99 FTE) - Grade 21, Step 10
- Principal (<50 FTE) - Grade 21, Step 9
- Manager - Grade 20, Step 9
- Coordinator - Grade 20, Step 8
- Supervisor (certificated) HS AP & Large School (100 FTE) Assistant Principal - Grade 19, Step 8
- Assistant Principal (50 – 99 FTE) - Grade 18, Step 10
- Assistant Principal (<50 FTE) - Grade 18, Step 9
- Specialist - Grade 17, Step 11
- Pupil Personnel Worker - Grade 17, Step 10

_____________________________              _____________________________
For the Union     For the Board

_____________________________   _____________________________
Date        Date
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 11, 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.

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts
Board Exhibit – May 11, 2004

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

1. Contract: Automated Substitute Teacher Notification System
   Contract #: RGA–122-04 (Anne Arundel Contract # 110-98)

   Term: 5 yrs  Extension: 0  Contract Ending Date: June 30, 2009
   FY 05 Estimated annual award value: $111,764.50
   FY 06–09 Estimated annual award value: $20,219.00 (Maint & Tech Support)
   Estimated total award value: $192,640.50

   Quote/Bid/Proposal issued: NA
   Pre-bid meeting date: NA
   Due Date: NA
   No. of vendors issued to: NA
   No. of Quotes/Bids/Proposals received: NA
   No. of no-bids received: NA

Description:

The Office of Purchasing requests approval to purchase an automated substitute teacher notification system. eSchool Solutions has developed SEMS Advantage (Substitute Employee Management System) that automates the reporting and tracking of teacher absences and the notification, selection, and assignment of substitutes. This system has an interactive voice response (IVR) system, which uses dedicated phone lines for reporting teacher absences and notifying substitutes individually of available assignments. In addition to the IVR, eSchool Solutions also offers Internet access to all users.

Users listen to voice prompts and respond by pressing a series of phone keys from a touch-tone phone. Substitutes are offered jobs and can decide to accept or reject job offers. The system operates 24 hours per day, and eliminates the need to have school personnel by the phone to receive absence calls and the time consuming tasks of scheduling substitutes. Each user would have a log-on ID and pin number for access. Absence information is distributed instantaneously over a secured network.

Over the Internet, registered substitutes can access data on available assignments. In addition to accessing data on available assignments, teachers and administrators can report absences, notify and select substitutes, and monitor information related to reported absences from any location at any time. Principals can view past, current, and future jobs for their school. They can stop callouts and reassign jobs entered in the system.
Because employees update their own personal information--by phone or web--such as changes in phone numbers, email, subjects, and teaching locations, the office staff workload is reduced. This system will reduce the administrative burden of locating and assigning substitutes while also providing teacher leave reports and other management information for principals and interested leadership. eSchool Solutions will also be integrated with our current human resources and financial accounting systems.

**Recommendation:**

Award of contract is recommended to the following firm:

    eSchool Solutions, Inc., Orlando, FL

**Responsible school or office:** Office of Personnel  
**Contact Person:** Johnnie L. Jackson  
**Funding Source:** Operating Budget of the Human Resources Department
2. **Contract:** Computer Assisted Real Time (CART)  
   **Bid #:** 2-203-03

   **Term:** 2 years  
   **Extensions:** 3/1 year  
   **Contract Ending Date:** 1/28/08 (tentative)

   **Estimated annual award value:** $100,000  
   **Estimated total award value:** $500,000

   **Bid issued:** November 14, 2003  
   **Pre-bid meeting date:** November 26, 2003  
   **Due Date:** December 11, 2003

   **No. of vendors issued to:** 6  
   **No. of bids received:** 2  
   **No. of no-bids received:** 1

**Description:**

CART services are provided to hearing-impaired students. The service performs text interpreting through a stenographer-type reporter (also referred to as a transliterator text interpreter, court reporter, or captioner) who transcribes voiced information to typed text format. As the information is being transcribed and re-formatted to text, it is continually being sent to the student’s laptop. The student is able to read from his screen what the instructor has spoken seconds before. The service is provided by the transliterator actually being present in the classroom.

In January 2003 the Board approved awards of contracts to Birnbaum Interpreting, Silver Spring, Maryland, and Court Reporting Concepts, Lutherville, Maryland, in the amount of $100,000 for a two-year term of contract. BCPS requests approval to increase the award amount to $500,000 for the maximum duration of contract, which would terminate in January, 2008, if all extension options were exercised.

**Recommendation:**

Awards of contract are recommended to:

   Birnbaum Interpreting, Silver Spring, MD  
   Court Reporting Concepts, Lutherville, MD

**Responsible school or office:** Office of Special Education – Related Services

**Contact Person:** Diane Perkins

**Funding Source:** Operating Budget of the Office of Special Education
3. **Contract:** Contracted Services-MDK-12 Digital Library Project – Purchasing Consortium  
   **Bid #:** RGA-117-04  

**Term:** 3 yrs  
**Extension:** NA  
**Contract Ending Date:** 6/30/06 (tentative)  
**Estimated annual award value:** $100,000  
**Estimated total award value:** $300,000  

**Bid issued:** June 19, 2003  
**Pre-bid meeting date:** June 26, 2003  
**Due Date:** July 17, 2003  
**No. of vendors issued to:** 12  
**No. of bids received:** 5  
**No. of no-bids received:** 0  

**Description:**  

The goal of the MDK-12 Digital Library Project is to establish a purchasing consortium of the 24 local school systems and interested nonpublic schools. The purpose of this consortium is to provide a cost-effective and equitable way to provide online databases that support the teaching and learning of Maryland content standards.

The consortium has developed the criteria for evaluating and selecting online databases, set up trial subscriptions for review, developed a Request for Proposals, organized a vendor fair, evaluated proposals, announced the awards, and developed a staff training plan.

SIRS and World Book are vendors that received the award for the 2003-04 school year. The SIRS databases include SIRS Knowledge Source, SIRS Discoverer, SIRS Renaissance, SIRS Government Reporter, SIRS Interactive Citizenship, SKS WebSelect, and Discoverer WebFind. The total value of the databases is $7,000 per school. For the 2003-04 school year, 23 of the Maryland school districts and 17 nonpublic schools in their respective districts received these databases through the MDK-12 Digital Library Project. Awards for subsequent years will be determined each year.

All members of the consortium participating in the MDK-12 Digital Library Project will be granted access to the databases provided through the project, provided they meet the following criteria:

- Certify that your school is compliant with the Children’s Internet Protection Act (CIPA).
- Submit an Assurances form signed by the school system’s technology administrator. The MDK-12 Digital Library Project liaison at each school system level is responsible for obtaining the compliance.
• Identify a staff member who will be the technical contact for the school system. This person will work directly with SIRS and World Book to establish access as well as troubleshoot technical problems throughout the year.

• Identify a staff member who will be the project liaison for the school system. This person will coordinate training, share pertinent information with staff, and complete reports.

**Recommendation:**

Award of contract was recommended to the following firms for 2003-04 school year:

SIRS and World Book, SIRS Knowledge Source, SIRS Discoverer, SIRS Renaissance, SIRS Government Reporter, SIRS Interactive Citizenship, SKS WebSelect, and Discoverer WebFind

**Responsible school or office:** Office of Library Information Services

**Contact Person:** Della Curtis

**Funding Source:** MSDE Grant for No Child Left Behind, Enhancing Education Through Technology grant, and operating budget
4. **Contract:** Contracted Services--Food Service-Kitchen Equipment Maintenance  
**BID #:** JCO-434-04  

**Term:** 3 years  
**Extension:** 0  
**Contract Ending Date:** 6/30/07 (tentative)  
**Estimated annual award value:** $718,790  
**Estimated total award value:** $2,156,370  

**Bid issued:** February 12, 2004  
**Pre-bid meeting date:** February 26, 2004  
**Bid due date:** March 11, 2004  
**No. of vendors issued to:** 32  
**No. of bids received:** 6  
**No. of no-bids received:** 1  
**No. of non-responsive:** 0  

**Description:**  
The Office of Purchasing issued a bid for contracted services to cover the repair of kitchen equipment (refrigeration and mechanical), preventative maintenance for refrigeration equipment, and mechanical equipment installation/relocation in all schools and the Food Service Warehouse.  

For the purpose of the bid, the county locations have been divided into two geographical areas, and the award of contract will be made to the responsive and responsible bidder(s) meeting all specifications and offering the most favorable fee for the refrigeration preventative maintenance, the regular hourly rate for the repair of the kitchen equipment (refrigeration and mechanical) for each geographical area, and the regular hourly rate for the mechanical equipment installation/relocation.  

**Recommendations:**  

Award of Contract is recommended to:  

Air Tech Refrigeration and Mechanical, Inc., Baltimore, MD  
(Area I & II, Refrigeration Repair and Preventative Maintenance of Refrigeration Equipment)  

Control Tec, Inc., Baltimore, MD  
(Area I, Mechanical Equipment and Mechanical Equipment Installation and Relocation)  

Total Kitchen Care, LLC, Crofton, MD  
(Area II, Mechanical Equipment)
<table>
<thead>
<tr>
<th><strong>Responsible school or office:</strong></th>
<th>Office of Food and Nutrition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Person:</strong></td>
<td>Karen Levenstein and Dave Patterson</td>
</tr>
<tr>
<td><strong>Funding Source:</strong></td>
<td>Operating budget of the Office of Food and Nutrition Services</td>
</tr>
</tbody>
</table>
5. **Contract:** Contracted Services--*Maryland Students Online Consortium* (MSOC)--Purchasing Consortium  

**Bid #:** RGA-124-04  

**Term:** 3 yrs  

**Extension:** NA  

**Contract Ending Date:** 9/30/06 (tentative)  

**Estimated annual award value:** $450,000  

**Estimated total award value:** $1,350,000  

**Bid issued:** NA  

**Pre-bid meeting date:** NA  

**Due Date:** NA  

**No. of vendors issued to:** NA  

**No. of bids received:** NA  

**No. of no-bids received:** NA  

**Description:**  

The *Maryland Students Online Consortium* (MSOC) was formed to review, offer, evaluate, develop and/or modify, and recommend online courses for students. Members of the MSOC are: Anne Arundel County, Baltimore City, Baltimore County, Cecil County, Charles County, Dorchester County, Frederick County, Harford County, Kent County, Montgomery County, Prince George’s County, Queen Anne’s County, Somerset County, and Washington County.  

This partnership was formed to support and participate in the efforts of the Maryland State Department of Education (MSDE) as it moves forward to implement the recommended actions of *The Maryland Plan for Technology in Education: 2002-2005*. One of the priorities is the implementation and evaluation of a distance learning initiative that focuses on the purchase and/or development of online courses for students. This consortium was created to support that priority initiative and thus, the goal of this consortium is to review, offer, evaluate, develop and/or modify, and recommend online courses for students. In April, 2002, the Maryland General Assembly passed House Bill 1197 which authorizes the establishment, operation, and funding of the Maryland Virtual Learning Opportunities program (MVLO) within MSDE. Coordination and support of activities at the state level related to the use of online courses will realize economies of scale, ensure alignment with state content standards and assessment, and allow for a more efficient use of resources. It has been the mission of this consortium to participate in, and support, the efforts that are being made at the state level to begin and further the implementation of the Maryland Virtual Learning Opportunities program. Participation in this program will help all Maryland school districts as they begin to offer a relatively new course delivery system to their students.  

Objectives of the consortium are to:  

1. Assist each consortium member in the development and implementation of local policies and procedures for the use of online courses for students;
2. Identify online courses that meet the individual needs of consortium members to provide additional learning opportunities for its students;
3. Participate in the review of online courses that have been identified to determine if the courses meet state content standards and the criteria that have been established for courses that will be recommended for use statewide;
4. Offer and evaluate the implementation of online courses;
5. Participate in the development and/or modification of online courses that have been reviewed so that they meet state content standards and the established criteria for courses that will be recommended for use statewide;
6. Report to MSDE those courses that meet the criteria for online student courses and meet state content standards so that information can be disseminated to all; and
7. Design and implement appropriate professional development activities.

Recommendation:

The purchase of SAT Preparation from the Montgomery County Public Schools was recommended by the MSOC in order to meet the specific goals of the consortium and to meet the needs of the member districts.

Responsible school or office: Office of Instructional Technology

Contact Person: Thea Jones

Funding Source: MSDE No Child Left Behind Enhancing Education Through Technology grant.
6. **Contract:** Equipment Contract--Intercom/Telephone Systems  
**Bid #:** JMI-624-04

**Term:** 5 years  
**Extensions:** 0  
**Contract Ending Date:** 04/30/09 (tentative)

**Estimated annual award value:** $100,000

**Estimated total award value:** $500,000

**Bid issued:** March 4, 2004

**Pre-bid meeting date:** N/A

**Due Date:** April 13, 2004

**No. of vendors issued to:** 14

**No. of bids received:** 3

**No. of no-bids received:** 0

**Description:**

The Office of Purchasing issued a solicitation for the purchase and delivery of new intercommunication equipment. One of the systems shall provide a completely operational audio intercommunication system consisting of 60 stations and operable public address system. The other system shall provide a standard core system of 120 stations that can be expandable to accommodate various numbers of rooms due to the different sizes of the schools being considered for use. This core system shall lend itself to modular expansion to a total capacity of at least 250 stations. Installation will be provided by BCPS or other entities specified by BCPS.

**Recommendation:**

Award of contract is recommended as follows:

**ITEM #1 Elementary School Intercom/Telephone System**

**Primary Award:** Life Safety Systems, Columbia, MD
**System:** Dukane Starcall Plus Intercommunication/Telephone System

**Secondary Award:** Baltimore Sound Engineering, Inc., Baltimore, MD
**System:** Rauland Telecenter System 21

**Tertiary Award:** HP Electronics, Inc., Baltimore, MD
**System:** Telecor II
ITEM #2    Middle/High School Intercom/Telephone System

Primary Award:  Life Safety Systems, Columbia, MD
System:        Dukane Starcall Plus Intercommunication/Telephone System

Secondary Award:  Baltimore Sound Engineering, Inc., Baltimore, MD
System:         Rauland Telecenter System 21

Tertiary Award:      HP Electronics, Inc., Baltimore, MD
System:             Telecor II

Responsible school or office:  Division of Physical Facilities, Office of Maintenance

Contact Person:  Bill Albaugh

Funding Source:  Operating budget for the Office of Maintenance
7. **Contract:** Fast Track Intervention Materials for Designated Elementary Schools
   **Contract #:** RGA-120-04

   **Term:** 5 years  **Extension:** 0  **Contract Ending Date:** 6/30/2009 (tentative)
   **Estimated total award value:** $210,234 (plus 4% shipping)

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

**Description:**

The Office of Purchasing requests approval from the Board of Education to purchase the Fast Track Intervention materials published by the Wright Group. The materials have a 2002 copyright date.

The Offices of Early Childhood Programs and Elementary Reading/Language Arts formed an intervention and supplemental program committee to preview materials. The committee consisted of representatives from the Offices of Early Childhood Programs, Elementary Reading/Language Arts, Special Education, Secondary Reading/English, and World Languages. Materials were previewed based on recommendations made by MSDE and criteria supplied by MSDE.

*Fast Track* has been selected for the following reasons:

- The program meets the five components recommended by the National Reading Panel;
- The program includes selections with a multicultural perspective;
- The program incorporates appropriate formative and summative assessments that will help teachers guide instruction and inform them of student growth in reading;
- The program includes a variety of engaging materials on students’ reading levels;
- The teacher resource materials are highly scripted and structured to ensure a consistent program of delivery for all students;
- The program includes expository and literary selections;
- The collaborative professional development to be delivered with the vendor and the Office of English and Reading will ensure ongoing technical assistance in helping teachers to deliver the program using the best practices researched for effective reading instruction;
• The program is aligned with the MSDE Voluntary State Curriculum; and
• In addition, the committee selected Fast Track based on the success of the middle school pilot, in which the Stanford Diagnostic Assessment and Fast Track internal assessments have been used to measure and document student progress.

The Board approved these materials for the middle schools at their April 20, 2004, Board of Education meeting.

**Recommendation:**

Award the *Fast Track* reading intervention program for grades three through five to Wright Group/McGraw Hill, Bothell, Washington, based on the unanimous recommendation of the Offices of Early Childhood Programs, Elementary Reading/Language Arts, Special Education Secondary Reading/English, and World Languages.

**Responsible school or office:** Department of Elementary Programs, Office of Elementary Language Arts

**Contact Person:** Jane Lichter

**Funding Source:** School budgets and Title II budget
8. **Contract:** Food Service--Produce  
   **BID #:** JCO-424-04

   **Term:** 2 years  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/06 (tentative)

   **Estimated annual award value:** $400,000  
   **Estimated total award value:** $800,000

   **Bid issued:** February 26, 2004  
   **Pre-bid meeting date:** March 8, 2004  
   **Bid due date:** March 18, 2004

   **No. of vendors issued to:** 10  
   **No. of bids received:** 1  
   **No. of no-bids received:** 0  
   **No. of non-responsive:** 0

**Description:**

The Office of Purchasing issued a bid for a price agreement for the purchase of various produce items with direct delivery to the schools. The bid specifications were designed to allow bidders to bid using a fixed factor, which is added to the base market price of the individual items. This factor shall remain constant for the term of the contract while the price of the commodity may change as market conditions warrant.

This is a requirements’ contract, with quantities projected by the Office of Food and Nutrition Services based upon historical data of products utilization. BCPS offers no guarantee that the estimated quantities will be met and/or exceeded. The total dollar value of the contract is estimated, with the final-dollar amount determined by the actual products purchased during the contract period.

**Recommendation:**

Award of contract is recommended to:

   Bowie Produce Company, Inc., Landover, MD

**Responsible school or office:** Office of Food and Nutrition Services

**Contact Person:** Karen Levenstein and Joann Calvert

**Funding Source:** Operating budget of the Office of Food and Nutrition Services
Description:

The Office of Purchasing is requesting approval from the Board of Education to purchase the Gizmo Internet Online Subscriptions for the Teachers and Chairmen from ExploreLearning, Charlottesville, VA, who holds the copyright.

The Office of Mathematics has piloted these materials in several locations. This library of mathematics activities is designed for students in grades 5 through 12, help bridge concepts from the concrete to abstract, and offer opportunities for students to visualize and experiment with mathematics. There are more than 200 interactive experiments that engage students with colorful graphs, diagrams, and virtual representations of real-world problems. Each activity requires students to input projections or parameters, to analyze patterns, and to reason inductively to form generalizations. Each experiment concludes with a series of open-ended questions that reinforce the concepts presented and extend student thinking.

This program is to be implemented in four Title I schools. They are: Dundalk Middle, Deep Creek Middle, Lansdowne Middle, and Woodlawn Middle.

Recommendation:

Award the Gizmo Internet Online Subscription to ExploreLearning Charlottesville, VA

Responsible school or office: Office of Mathematics

Contact Person: Penny Booth

Funding Source: Title I Funds
   Contract #: RGA-123-04 (MSDE Vendor # 1521247218)

   Term: 1 yr Extension: 0                   Contract Ending Date: 6/30/04 (tentative)
   Estimated annual award value: $60,000
   Estimated total award value: $60,000

   Quote/Bid/Proposal issued: NA
   Pre-bid meeting date: NA
   Due Date: NA
   No. of vendors issued to: NA
   No. of Quotes/Bids/Proposals received: NA
   No. of no-bids received: NA

Description:

The Office of Purchasing requests approval to purchase printing and mailing services for the Maryland State Assessment (MSA) using an existing MSDE state contract. Baltimore County Public Schools (BCPS) is required to distribute MSA home reports measuring student achievement in mathematics and reading to parents in grades 3 through 8 and grade 10. Timelines for distribution are dictated by the Maryland State Department of Education (MSDE) to meet the requirements of No Child Left Behind federal legislation. Pitney Bowes Government Solutions has developed an automated distribution procedure that will ensure confidentiality, and that parents will receive student home reports by the MSDE specified deadlines. Pitney Bowes has demonstrated success with several Maryland school districts.

During the 2002-2003 school year, the printing and distribution required the joint efforts of Accountability Research, and Testing, Information Management Group, and the Distribution Services. BCPS was able to meet the MSDE deadline for the distribution of home reports for grades 3, 5, 8, and 10 students; the distribution was costly in terms of resources such as postage, materials, time, and labor. Costs included postage, envelopes, duplication, and overtime for warehouse personnel. Uncalculated costs include other staff – the time away from regular jobs.

This year home report distribution increases from 34,000 to over 58,000 mailings. MSDE will send an electronic file to BCPS the week of May 24 for grades 3, 5, 8, and 10. The deadline for parent distribution is June 17, 2004. BCPS will receive a second electronic file for grades 4, 6, and 7 to be sent sometime in August on a date to be determined. This state contract enables BCPS to send via secure server the electronic files to Pitney Bowes. Pitney Bowes will then send out the mailing with an approved MSDE template that is one-page (front and back). Each mailing will include a BCPS Superintendent’s letter, MSA explanation, and individual student results. The mailings will be sent out via first class postage.
**Recommendation:**

Award of contract is recommended to the following firm:

Pitney Bowes Government Solutions, Landover, MD

**Responsible school or office:** Office of Accountability, Research, and Testing

**Contact Person:** Jerry Dalton

**Funding Source:** Operational budget of the Office of Accountability, Research, and Testing
11. Contract: Printing--Student Handbooks
   BID #: JCO-429-04

   Term: 120 days   Extension: 0   Contract Ending Date: 9/11/04 (tentative)
   Estimated annual award value: $27,000
   Estimated total award value: $27,000

   Bid issued: February 26, 2004
   Pre-bid meeting date: None
   Bid due date: March 18, 2004
   No. of vendors issued to: 34
   No. of bids received: 9
   No. of no-bids received: 4
   No. of non-responsive: 1

Description:

The bid specification required the bidders to offer pricing for the printing and delivery of the student handbooks. Delivery is made to Distribution Services for distribution to all schools. The BCPS Copy and Print Services cannot print this booklet due to the volume, the color graphics, and the type of equipment needed to accomplish this task.

Recommendation:

Award of contract is recommended to:

   Independent Printing Company, Inc., Savage, MD

   Responsible school or office: Office of Student Support Services
   Contact Person: Dale Rauenzahn
   Funding Source: Operating budget of Student Support Services
Contract #: RGA-121-04

Term: 1 year  Extension: 0  Contract Ending Date: 6/30/2005 (tentative)
Estimated total annual value: $39,995 (plus 5% shipping)
Estimated total award value: $39,995 (plus 5% shipping)

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

Description:

The Office of Purchasing requests approval from the Board of Education to purchase *The ReadingLine Vocabulary Kit* published by Scholastic. *The ReadingLine Vocabulary Kit* is a supplemental program to be used with kindergarten children who are experiencing difficulty with oral language. This kit has a copyright date of 2004, and Scholastic holds the copyright. In addition to students with difficulties with oral language, these kits will also be used with students who are English language learners.

The Offices of Early Childhood Programs and Elementary Reading/Language Arts formed an intervention and supplemental program committee to preview materials. The committee consisted of representatives from the Offices of Early Childhood Programs, Elementary Reading/Language Arts, Special Education, Secondary Reading/English, and World Languages. Materials were previewed based on recommendations made by MSDE and criteria supplied by MSDE. *The ReadingLine Vocabulary Kit* was chosen due to its alignment with the MSDE Voluntary State Curriculum and the fact that it meets the mandate for scientifically researched-based reading instruction.

Recommendation:

Award of contract for the *ReadingLine Vocabulary Kit* is recommended to Scholastic, Inc., based on the unanimous decision of the Offices of Early Childhood Programs, Elementary Reading/Language Arts, Special Education, Secondary Reading/English, and World Languages.

Responsible school or office: Department of Elementary Programs, Office of Elementary Language Arts

Contact Person: Jane Lichter

Funding Source: School budgets and Title II budget
13. **Contract:** Supply Contract--Various Airedale HVAC Repair and Replacement Parts  
   **Bid #:** JMI-625-04  

  **Term:** 5 years  
  **Extensions:** 0  
  **Contract Ending Date:** 04/30/09 (tentative)  
  **Estimated annual award value:** $50,000  
  **Estimated total award value:** $250,000  

  **Bid issued:** March 4, 2004  
  **Pre-bid meeting date:** N/A  
  **Due Date:** April 1, 2004  
  **No. of vendors issued to:** 3  
  **No. of bids received:** 1  
  **No. of no-bids received:** 1  

**Description:**

The Office of Purchasing issued a solicitation for an indefinite-quantity contract for various Airedale HVAC repair and replacement parts. Installation will be provided by BCPS or other entities specified by BCPS.

**Recommendation:**

Award of contract is recommended to:

   Dan Rainville & Associates, Inc., Baltimore, MD

**Responsible school or office:** Division of Physical Facilities, Office of Operations

**Contact Person:** Marc Wingerd

**Funding Source:** Operating budget for the Office of Operations
14. **Contract:** Supply of Electrical Energy (Advanced Authorization)
    **Bid #:** PCR-254-04
    (BP-04120, City of Baltimore in cooperation with the Baltimore Metropolitan Council and participating entities)

**Term:** 1 or 2 years, whichever is most favorable  
**Contract Ending Date:** 6/30/07 (tentative)

**Extension:** 1/1-year or ½-year, whichever is most favorable

**Estimated annual award value:** $10,000,000

**Estimated total award value:** $30,000,000

**Bid issued:** February 13, 2004

**Pre-bid meeting date:** March 30, 2004

**Due Date:** May 10, 2004

**No. of vendors issued to:** -

**No. of bids received:** -

**No. of no-bids received:** -

**No. of non-responsive:** -

**Description:**

In accordance with legislation passed in 1999 by Maryland’s General Assembly, effective July 1, 2000, the generation and transmission portion of electricity cost changed from a regulated (by the Maryland Public Service Commission) commodity to an open market commodity. The delivery portion of electricity remains regulated and continues to be provided by BGE.

Since July, 2000, BCPS has entered into an agreement with various energy providers as generation and transmission providers. The agreements resulted from a cooperative solicitation through the Baltimore Metropolitan Council. Because the current agreement with Constellation Energy will end June 30, 2004, the Council is again preparing a solicitation for an energy and transmission provider. Proposals will be evaluated against the Standard Offer Service (SOS) rates of BGE. Accounts projected to show a cost reduction against SOS would be assigned to the award bidder. Accounts that project no cost reduction will be assigned to BGE at SOS rates. Proposals will be opened May 10, 2004. The nature of electricity precludes an award of contract through BCPS’ usual procedure of evaluation of proposals and subsequent recommendation and approval by the Board. Electricity suppliers will not hold price proposals that long, owing to the volatility of the market; therefore, the Office of Purchasing requests that a designated representative of the Board of Education be appointed to make a decision on the acceptance of the proposal for a contract based upon the proposal of the lowest priced responsive bidder. The Office of Purchasing shall provide subsequent notification to the Board at its next regularly scheduled meeting of all the proposals received, and justification of the award bidder.
**Recommendation:**

The Office of Purchasing recommends that the Board of Education of Baltimore County delegate this responsibility to the Purchasing Manager for action in the solicitation and award of contract for the deregulated portion of the electricity commodity.

**Responsible school or office:** Office of Physical Facilities  
**Contact Person:** Cornell Brown  
**Funding Source:** Operating budget of the Office of Physical Facilities
15. Contract: Toro Infield Pro Model 2020 Groomer  
    Bid #: JMI-648-04  
    (State of Maryland Multiple Award Contract for Mowers and Turf Equipment. BPO NO: 001B4900365)

Term: 1-time purchase  
Extension: N/A  
Contract Ending Date: 11/20/04 (tentative)  
Estimated total annual value: $58,339  
Estimated total award value: $58,339

Description:

The Office of Purchasing requests participation in the state contract to purchase six Toro Infield Pro Model 2020 groomers with accessories. These machines will be replacing the aging fleet of small groomers used to maintain baseball fields. This purchase will provide for greater efficiency due to the improved technology built into the units. The State of Maryland contract price per unit is $9,723.15. Price includes full service set-up and delivery.

This is a one-year contract, issued by the State of Maryland, to allow participation by all local jurisdictions.

Recommendation:

Award of contract is recommended to:

    Turf Equipment and Supply Company, Inc., Jessup, MD

Responsible school or office: Division of Physical Facilities, Grounds Services  
Contact Person: Dennis Elkins or Roland Nickoles  
Funding Source: Operating budget

Caj/P/Board Exhibits/April/Exhibit 5-11-04
Exhibit I

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – WINDOW REPLACEMENT AT RIVERVIEW 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
Ann M. Kramer, Assistant Project Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Window Replacement at Riverview Elementary School.
Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Window Replacement at Riverview Elementary School
May 11, 2004

On April 15, 2004, five (5) bids were received for the window replacement at Riverview Elementary School - Bid #JMI-633-04. This project consists of the removal and disposal of existing windows and the purchase and installation of new windows. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to RWC Contracting Corporation, the lowest responsive bidder, in the amount of $855,604.00 for the Base Bid plus Add Alternate #1 and #3. These Add Alternates include new window blinds throughout the school and new windows for the cafeteria.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $85,560.40, 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 in Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools  
Riverview Elementary School – Window Replacement  
Bid Number: JMI-633-04  
Bid Due Date: April 15, 2004

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
<th>Add Alternate #1</th>
<th>Add Alternate #2</th>
<th>Add Alternate #3</th>
<th>Add Alternate #4</th>
<th>Base Bid plus Add Alternate #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>RWC Contracting Corporation</td>
<td>$794,604</td>
<td>$23,000</td>
<td>$55,000</td>
<td>$38,000</td>
<td>$20,660</td>
<td>$855,604</td>
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<tr>
<td>Constantine Commercial</td>
<td>$861,132</td>
<td>$21,000</td>
<td>$50,993</td>
<td>$23,899</td>
<td>$12,745</td>
<td>$906,031</td>
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<tr>
<td>Construction Inc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack Kidd Associates, Inc.</td>
<td>$847,000</td>
<td>$23,400</td>
<td>$51,400</td>
<td>$52,000</td>
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<td>$922,400</td>
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<tr>
<td>Orlando J. Sales Painting</td>
<td>$898,000</td>
<td>$32,000</td>
<td>$88,000</td>
<td>$61,000</td>
<td>$16,000</td>
<td>$991,000</td>
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<tr>
<td>Company</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>KNZ Construction</td>
<td>$906,888</td>
<td>$35,079</td>
<td>$81,762</td>
<td>$58,248</td>
<td>$19,542</td>
<td>$1,000,215</td>
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</tbody>
</table>

Add Alternate 1: Furnish and install horizontal louver blinds for all new windows
Add Alternate 2: Upgrade window systems with beveled exterior sash profile for all windows
Add Alternate 3: Provide new windows for cafeteria
Add Alternate 4: Provide new aluminum storefront doors at main entrance
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – DRYWALL PACKAGE 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 H. 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 an award of contract.

*****

Award of Contract – Drywall Package at Woodholme Elementary School.

Appendix I – Award of Contract
On March 3, 2004, two (2) bids were received for the Drywall Package at Woodholme Elementary School - Bid #JMI-637-04. This construction package consists of furnishing and installing metal drywall studding, drywall panels, support system for ceiling tiles, and acoustical ceiling tile panels. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Finishes, Inc., the lowest responsive bidder, in the amount of $494,600.00.

At this time, the Department of Physical Facilities also requests approval of a 10% Change Order Allocation in the amount of $49,460.00 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 from Capital Budget Project #111 – Woodholme Elementary School.

APPROVED:

Donald F. Kempel, Ph.D.
Executive Director
Baltimore County Public Schools  
Dry Wall Package (9A) - Woodholme Elementary School  
Bid Number: JMI-637-04  
March 3, 2004

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
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</thead>
<tbody>
<tr>
<td>Finishes, Inc.</td>
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<tr>
<td>Centerline Construction</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Base Bid:</th>
<th>Finishes, Inc.</th>
<th>$494,600.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Centerline Construction</td>
<td>$595,000.00</td>
</tr>
</tbody>
</table>
DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – LIGHTING UPGRADES AT FRANKLIN ELEMENTARY, OLD COURT MIDDLE, AND RANDALLSTOWN HIGH 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
Vladimir Mukasey, Electrical Engineer Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award Of Contract – Lighting Upgrades at Franklin Elementary, Old Court Middle, and Randallstown High Schools

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation of Award Of Contract
Lighting Upgrades at Franklin Elementary, Old Court Middle, and Randallstown High Schools
May 11, 2004

On April 22, 2004, eight (8) bids were received to provide the interior lighting upgrades at Franklin Elementary and Old Court Middle Schools - Bid #JNI-746-04, as well as Randallstown High School - Bid #JNI-748-04. These projects consist of replacing existing fluorescent and incandescent lighting with new energy-efficient fixtures and components. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts to Action Electrical Contractors, Inc., the lowest responsive bidder at Franklin Elementary School, in the amount of $91,250.00 for the Base Bid plus all Add Alternates; Denver-Elek, Inc., the lowest responsive bidder at Old Court Middle School, in the amount of $73,095.00 for the Base Bid and all Add Alternates; and Action Electrical Contractors, Inc., the lowest responsive bidder at Randallstown High School, in the amount of $151,646.00 for the Base Bid and all Add Alternates.

At this time, we are also requesting 10% Change Order Allocation in the amounts of $9,125.00 with Action Electrical Contractors, Inc., for Franklin Elementary School; $7,309.50 with Denver-Elek, Inc., for Old Court Middle School; and $15,164.60 with Action Electrical Contractors, Inc., for Randallstown High School. These Change Order Allocations will be used 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 through the Maryland State Aging School Program.

APPROVED:

[Signature]
Donald F. Kremml, Ph.D.
Executive Director
Baltimore County Public Schools  
Lighting Upgrade - Franklin Elementary School  
Bid #JNI-746-04  
Bid Due Date: April 22, 2004

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>Base Bid</td>
<td>$78,600.00</td>
<td>$73,255.00</td>
<td>$79,840.84</td>
<td>$98,500.00</td>
<td>$100,900.00</td>
<td>$101,000.00</td>
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<tr>
<td>Add Alternate #1</td>
<td>$4,500.00</td>
<td>$5,880.00</td>
<td>$13,964.65</td>
<td>$7,900.00</td>
<td>$8,900.00</td>
<td>$7,243.00</td>
<td>$7,777.50</td>
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<td>Add Alternate #2</td>
<td>$1,630.00</td>
<td>$3,500.00</td>
<td>$2,100.00</td>
<td>$2,500.00</td>
<td>$2,530.00</td>
<td>$2,150.00</td>
<td>$7,200.00</td>
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<tr>
<td>Add Alternate #3</td>
<td>$1,630.00</td>
<td>$3,407.00</td>
<td>$2,100.00</td>
<td>$2,500.00</td>
<td>$2,530.00</td>
<td>$3,195.00</td>
<td>$3,750.00</td>
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<td>Add Alternate #4</td>
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<td>$3,425.00</td>
<td>$2,100.00</td>
<td>$2,500.00</td>
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<td>Add Alternate #5</td>
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<td>$3,481.00</td>
<td>$2,100.00</td>
<td>$2,500.00</td>
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<td>$3,750.00</td>
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<td>Add Alternate #6</td>
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<td>$3,259.00</td>
<td>$2,100.00</td>
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<td>Base Bid Plus All Add Alternates</td>
<td>$91,250.00</td>
<td>$96,207.00</td>
<td>$104,305.49</td>
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<td>$122,908.00</td>
<td>$134,119.50</td>
<td>$143,790.00</td>
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</table>

Add Alternate #1 – Replace lighting in Multipurpose Room

Add Alternate #2 – Replace electrical Panel “C”

Add Alternate #3 – Replace electrical Panel “D”

Add Alternate #4 – Replace electrical Panel “E”

Add Alternate #5 – Replace electrical Panel “S”

Add Alternate #6 – Replace electrical Panel “A”
Baltimore County Public Schools  
Lighting Upgrade – Old Court Middle School  
Bid #JNI-746-04  
Bid Due Date: April 22, 2004

<table>
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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$26,200.00</td>
<td>$47,450.00</td>
<td>$48,534.00</td>
<td>$54,665.00</td>
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<td>$13,400.00</td>
<td>$15,751.00</td>
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<td>Add Alternate #2</td>
<td>$8,300.00</td>
<td>$6,100.00</td>
<td>$6,620.00</td>
<td>$9,760.00</td>
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<td>Add Alternate #3</td>
<td>$4,670.00</td>
<td>$2,900.00</td>
<td>$8,400.00</td>
<td>$5,038.73</td>
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<td>Add Alternate #4</td>
<td>$13,525.00</td>
<td>$5,100.00</td>
<td>$7,100.00</td>
<td>$10,765.15</td>
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<td>Base Bid Plus All Add Alternates</td>
<td>$73,095.00</td>
<td>$74,950.00</td>
<td>$86,405.00</td>
<td>$97,685.88</td>
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Add Alternate #1 – Replace lighting in Library and Computer Room #99
Add Alternate #2 – Replace lighting in Computer Room #116
Add Alternate #3 – Replace lighting in Computer Room #201
Add Alternate #4 – Replace lighting in corridor area
Baltimore County Public Schools
Lighting Upgrade - Randallstown High School
Bid #JNI-748-04
Bid Due Date: April 22, 2004

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Action Electrical Contractors, Inc.</th>
<th>Key Systems, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$48,700.00</td>
<td>$83,400.00</td>
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<tr>
<td>Add Alternate #1</td>
<td>$32,946.00</td>
<td>$40,500.00</td>
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<tr>
<td>Add Alternate #2</td>
<td>$27,700.00</td>
<td>$37,500.00</td>
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<td>Add Alternate #3</td>
<td>$42,300.00</td>
<td>$55,800.00</td>
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<tr>
<td>Base Bid Plus All Add Alternates</td>
<td>$151,646.00</td>
<td>$217,200.00</td>
</tr>
</tbody>
</table>

Add Alternate #1 – Replace lighting in Cafeteria

Add Alternate #2 – Replace lighting in Library

Add Alternate #3 – Replace lighting in first floor corridor
DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – PARKING LOT LIGHTING AT BATTLE GROVE ELEMENTARY AND DUMBARTON 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
Vladimir Mukasey, Electrical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Lighting at Battle Grove Elementary and Dumbarton Middle Schools

Appendix I – Recommendation of Award of Contract
Recommendation of Award of Contract
Parking Lot Lighting at
Battle Grove Elementary and Dumbarton Middle Schools
May 11, 2004

On April 22, 2004, four (4) bids were received to provide lighting for parking lots at Battle Grove Elementary and Dumbarton Middle Schools - Bid #JNI-747-04. These projects consist of furnishing and installing light poles, flood light fixtures, and all associated electrical wiring and controls. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts to Ashton Electric Company, Inc., the lowest responsive bidder, in the amount of $30,000.00 for the Base Bid and Add Alternate #1 at Battle Grove Elementary School, and the amount of $29,500.00 for the Base Bid at Dumbarton Middle School.

At this time, we are also requesting a 10% Change Order Allocation in the amount of $5,950.00 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 through the Maryland State Aging School Program.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools  
Battle Grove Elementary and Dumbarton Middle Schools  
Parking Lot Lighting  
Bid #JNI-747-04  
Bid Due Date: April 22, 2004

### BATTLE GROVE ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>BIDDERS’ NAMES</th>
<th>BASE BID</th>
<th>ADD ALTERNATE #1</th>
<th>BASE BID PLUS ADD ALTERNATE #1</th>
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</thead>
<tbody>
<tr>
<td>Ashton Electric Company, Inc.</td>
<td>$27,500.00</td>
<td>$2,500.00</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Action Electric, Inc.</td>
<td>$38,700.00</td>
<td>$3,500.00</td>
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<tr>
<td>P.D. Valle Electric Co. Inc.</td>
<td>$41,790.00</td>
<td>$1,800.00</td>
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<tr>
<td>Shrader Electric</td>
<td>$48,728.00</td>
<td>$5,000.00</td>
<td>$53,728.00</td>
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</tbody>
</table>

Add Alternate #1 – Provide and install an additional pole base, lighting pole, luminary, and associated wiring.

### DUMBARTON MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>BIDDERS’ NAMES</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashton Electric Company, Inc.</td>
<td>$29,500.00</td>
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<tr>
<td>P. D. Valle Electric Company, Inc.</td>
<td>$31,753.00</td>
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<tr>
<td>Shrader Electric Company, Inc.</td>
<td>$37,629.00</td>
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<tr>
<td>Action Electric Contractors, Inc.</td>
<td>$43,800.00</td>
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</tbody>
</table>
DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: FEE ACCEPTANCE FOR CONSTRUCTION MANAGEMENT SERVICES AT WINDSOR MILL 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 H. 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 a contract award.

*****

Fee Acceptance for Construction Management Services at Windsor Mill Middle School.

Appendix I – Recommendation of Fee Acceptance
Appendix I

Recommendation for Construction Management Services
at Windsor Mill Middle School
May 11, 2004

On March 9, 2004, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with Whiting-Turner Contracting Company to provide Construction Management Services for the construction of Windsor Mill Middle School. Following this approval, a total fee of $1,833,511.00 ($1,391,995 professional services and $441,516 reimbursables) was negotiated for the entire design through construction phase of this project. These services will include, but are not limited to, developing schedules, preparing construction cost estimates, managing design services, performing design reviews, preparing State submissions, bidding construction packages, supervising/inspecting all construction, and preparing final construction punch-out lists.

In order to proceed with this project on an accelerated schedule, at the March 9, 2004 meeting, the Board of Education approved $100,000 of this negotiated fee for pre-construction phase services. At this time, the Department of Physical Facilities requests approval of the entire negotiated fee with Whiting-Turner Contracting Company in the amount of $1,833,511.00.

Funding for these services is available through Capital Budget Project #091 – Windsor Mill Middle School.

APPROVED:

[Signature]

Donald F. Krempel, Ph.D.
Executive Director
DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: REQUEST TO DECLARE PROPERTY SURPLUS - FARMLAND TENANT HOUSE

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
E. Phillip Schied, P.E., Program Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education declares property surplus.

*****

Request to Declare Property Surplus – Farmland Tenant House

Appendix I – Request to Declare Surplus
Appendix I

Request to Declare Property Surplus - Farmland Tenant House
May 11, 2004

The Farmland Tenant House (614 Hilltop Road, Catonsville, Maryland 21228), located on the grounds of Catonsville High School, has undergone renovations to stabilize the structure and protect the house from further deterioration due to exposure to weather. The Department of Physical Facilities recommends that this property be declared surplus since no suitable educational use exists for this house. Attached is a record plat prepared to convey ownership of a 120 feet by 120 feet parcel of land, including the house, to Baltimore County Government.

APPROVED:

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

DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: BALTIMORE COUNTY PUBLIC SCHOOLS FY2004 BUDGET APPROPRIATION TRANSFER

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

RESOURCE PERSON(S): Barbara Burnopp, Executive Director, Fiscal Services
Mike Goodhues, Director, Budget & Reporting

RECOMMENDATION

That the Board of Education members approve the attached Budget Appropriation Transfer (BAT).

This Budget Appropriation Transfer is a request to the County to re-appropriate funds between categories. Fiscal Services sets deadlines each spring to provide for a timely closure of financial books as of June 30th. As part of that process, decisions are made to transfers funds between categories to balance General Fund appropriations for the fiscal year.

Attachments: Budget Appropriation Transfer Form
Summary of Increase/Decreases by Category
### BALTIMORE COUNTY PUBLIC SCHOOLS

#### BUDGET APPROPRIATION TRANSFER

<table>
<thead>
<tr>
<th>Category</th>
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<th>New Appropriation</th>
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<tr>
<td>04-Instructional Supplies</td>
<td>18,029,870</td>
<td>1,100,000</td>
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<td>07-Pupil Personnel</td>
<td>3,915,005</td>
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<td>08-Health Services</td>
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<td>10-Operation of Plant</td>
<td>58,622,241</td>
<td>2,400,000</td>
<td>61,022,241</td>
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<tr>
<td>11-Maintenance of Plant</td>
<td>19,423,172</td>
<td>500,000</td>
<td>19,923,172</td>
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<tr>
<td>15-Capital Outlay</td>
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<td>250,000</td>
<td>2,321,990</td>
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<tr>
<td><strong>Total Transfer</strong></td>
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</table>

#### DECREASE

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<tr>
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<td>35,256,012</td>
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<td>12-Fixed Charges</td>
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<td>1,695,000</td>
<td>158,765,061</td>
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<tr>
<td><strong>Total Transfer</strong></td>
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<td></td>
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</tbody>
</table>

**Explanation:**
To align appropriations with projected expenditures. See attachment for summary by category.

**Signatures Required:**

- Budget and Reporting: Date
- Fiscal Services: Date
- Superintendent: Date
- Board of Education: Date
Baltimore County Public Schools
Budget Appropriation Transfer

Summary of Increases by Category

0001 Administration
A transfer of $195,000 will provide funding for positions added mid-year and unachieved turnover savings.

0004 Instructional Supplies
A transfer of $1,100,000 will provide funding for Woodholme Elementary start-up costs, expenditures related to Hurricane Isabel, and budget line transfers requested by the schools, including a reallocation of the New Town High School start-up costs.

0007 - Pupil Personnel
A transfer of $400,000 will provide funding for unachieved turnover savings and positions transferred from the instructional salary category during the school position allocation process.

0008 - Health Services
A transfer of $250,000 will provide funding for salaries for unachieved turnover savings and positions transferred from the instructional salary category during the school position allocation process.

0010 - Operation of Plant
A transfer of $2,400,000 will provide funding for increases in overtime due to inclement weather, custodial supplies and light bulbs for schools, trash removal costs, and increases in utility costs ($1.9 million).

0011 - Maintenance of Plant
A transfer of $500,000 will provide funding for increases in overtime and supplies due to inclement weather, and unachieved turnover savings.

0015 - Capital Outlay
A transfer of $250,000 will provide funding for unachieved turnover savings.
BOARD OF EDUCATION

DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: FIELD TRIP AND FOREIGN TRAVEL RULE 6104

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Phyllis Bailey, Executive Director of Special Programs, PreK-12

INFORMATION

That Field Trip and Foreign Travel Rule 6104 is presented to the Board of Education as an information item. The changes made to Rule 6104 are related to students with disabilities having equal opportunity to participate in all planned educational and recreational field trip activities, including transportation to and from the field trip site(s).

*****

Appendix I  Field Trip and Foreign Travel Rule 6104
INSTRUCTION

Field Trips and Foreign Travel

1. Definitions

   A. “Field trip” is a school-approved trip, off the premises of the school. A field trip does not include an inter-scholastic competition, unless the competition requires overnight or foreign travel.

      1. “Day field trip” is a trip that occurs during the student school day. A day field trip may include in-state or out-of-state travel.

      2. “Extended day field trip” is a trip that occurs before and/or extends beyond the student school day. An extended day field trip may include in-state or out-of-state travel.

      3. “Overnight field trip” is a trip that involves an overnight stay away from home. An overnight field trip may occur in-state or out-of-state, but not outside of the United States.

      4. “Foreign travel” is any trip or portion of a trip that is taken outside of the United States.

   B. A “non-school sponsored trip” is a trip that involves school students and/or school personnel, but is not sponsored by the school or the school system.

   C. Responsible Adult Participants

      1. “Sponsoring teacher” is a certificated employee of the Board of Education of Baltimore County who accompanies and supervises students on the trip. The sponsoring teacher is in charge of planning and implementation of the trip. The sponsoring teacher ensures compliance with the policies of the Board of Education and the Superintendent’s rules.

      2. “Chaperone” is a person, other than the sponsoring teacher, aged 21 or older, who accompanies and supervises students on a field trip.
2. General Requirements for Field Trips

A. All school-approved field trips must be designed to support and extend classroom instruction. They must be clearly aligned to and a logical outgrowth of the Essential Curriculum. They must be accompanied by certificated school system personnel, and they must be approved by the principal and other appropriate personnel as provided in this rule.

B. Field trips should be planned to provide for the safety, comfort, and protection of students and of the responsible adult participants.

C. Students shall not be denied access to day, extended day, or overnight field trip opportunities because of disability or economic status. Efforts shall be made to find ways to maximize participation by interested and qualified students in these field trips. STUDENTS WITH DISABILITIES MUST BE PROVIDED EQUAL OPPORTUNITY FOR PARTICIPATION, INCLUDING TRANSPORTATION TO AND FROM THE DESTINATION, AND ALL PLANNED EDUCATIONAL AND RECREATIONAL ACTIVITIES THAT TAKE PLACE AT THE FIELD TRIP SITE (S). AS PART OF THE PLANNING AND IMPLEMENTATION PROCESS, STUDENTS WITH DISABILITIES SHOULD BE GIVEN THE OPPORTUNITY TO PARTICIPATE WITH STUDENTS WITHOUT DISABILITIES TO THE MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF ANY STUDENT WITH A DISABILITY. FOR THIS PURPOSE, THE STUDENT’S IEP SHOULD BE AVAILABLE TO STAFF COORDINATING AND PARTICIPATING IN THESE FIELD TRIP OPPORTUNITIES.

D. Students who do not participate in field trips shall not be penalized in any manner. Appropriate educational experiences shall be provided for those students who do not participate in the field trip.

E. The principal shall monitor the scheduling and the involvement of teachers and students to make certain that neither instructional time nor school resources are unduly compromised by multiple field trips during a single school year.

F. Board Policy 5550, Students: Conduct – Disruptive Behavior; and Policy 5560, Students: Conduct – Suspension or Expulsion, as outlined in the Student Handbook, Baltimore County Public Schools, and all other Board policies, Superintendent’s rules, and school instructions remain in effect at all times during the field trip.
G. Each employee of the Board of Education who participates in a field trip or foreign travel is responsible for avoiding conflicts of interest arising from the field trip. Employees should review Board Policies 8363, *Ethics Code: Conflict of Interest*, and 8362, *Ethics Code: Gifts*, before taking part in a field trip.

H. Transportation for trips may be provided by private or public carriers, teachers, and/or chaperones.
   1. Before hiring a public carrier, the sponsoring teacher should consult the approved list issued by the Office of Transportation to select an approved, certified public carrier.
   2. If private transportation is used, parents and guardians should be notified by the sponsoring teacher that the liability insurance of the private driver is the primary liability coverage.

I. Written permission for the field trip, specifying transportation arrangements, and requesting pertinent health information, shall be obtained from parents or guardians prior to the trip. If the trip is rescheduled, the school shall obtain written permission again.

J. The permission form shall state: “The Board of Education shall not be financially liable for losses due to changes or cancellation of field trips.”

3. Additional Particular Requirements By Category of Trips
   1. Extended Day Field Trips – For Grades 3 and below, the planned return to school should not be later than 6:00 p.m. when school is in session the next day. For Grades 4 and higher, the planned return to school should not be later than 9:00 p.m. when school is in session the next day. Before departing, the sponsoring teacher must ensure that arrangements have been made for students’ transportation home. Upon return to the school, the sponsoring teacher must provide supervision until all children participating in the field trip have been picked up or until the previous arrangements for dismissal, (e.g., Dismissal to after-school care) have been accomplished.
   2. Overnight Field Trip – An overnight field trip shall involve no more than three days in which school is in session. Exceptions to
Appendix I  
RULE 6104

this time limitation may only be approved by the Superintendent or a designee.

3. Foreign Travel – Foreign travel shall involve no more than three days in which school is in session. Exceptions to this time limitation may only be approved by the Superintendent or a designee.

4. A non-school sponsored trip is not sanctioned by Baltimore County Public Schools. A non-school sponsored trip shall not be promoted or planned during the regular school day. School personnel participating in the planning and promotion must notify student participants and their parents or guardians that the trip is not school sponsored and that the Board of Education is not liable for losses incurred as a result of the trip. Students absent due to participating in a non-school sponsored trip should be coded as unlawfully absent.

4. General Procedures

A. Day/Extended-Day and Overnight Field Trips

1. The sponsoring teacher is responsible for developing a plan that directly relates the objectives for the trip to the Essential Curriculum and/or regularly scheduled extracurricular or co-curricular program.

2. As appropriate, the sponsoring teacher shall complete either the Day/Extended Day Field Trip Proposal or the Overnight Field Trip/Foreign Travel Proposal.

3. Proposals shall be submitted to the school principal according to the following guidelines:

   a. Day/Extended Day Field Trip Proposal shall be submitted 20 days prior to departure.

   b. Overnight Field Trip/Foreign Travel Proposal shall be submitted 60 days prior to departure.

4. Day/Extended Day Field Trip Proposals shall be approved according to the procedure established by each school, consistent with the requirements of this rule, and shall include the signature
of the principal. For day/extended day field trips involving out of state travel, the signature of the appropriate Executive Director of Schools is also required.

5. Once the Day/Extended Day Field Trip Proposal has been approved, forms should be completed as follows:

a. By the teacher and chaperone:
   (1) Field Trip Planning Timeline
   (2) Chaperone Agreement Form.

b. By the student and/or parent/guardian:
   (1) Day/Extended Day Field Trip parent/guardian permission form.

6. Overnight field trips shall be considered approved when signatures are obtained in the following order:

a. Principal’s approval
b. Curriculum supervisor’s validation
c. Executive Director of Schools’ approval
d. Approval of the Executive Director of Special Programs, PreK-12.

7. Once the Overnight Field Trip/Foreign Travel Proposal has been approved, forms shall be completed as follows:

a. By the teachers and chaperones:
   (1) Field trip planning timeline
   (2) Chaperone Agreement Form.

b. By the student and/or parent/guardian:
   (1) Overnight Field Trip/Foreign Travel Parent/Guardian permission form
   (2) Student health history for overnight or foreign travel field trips
   (3) If applicable, authorization to administer medications/treatments.
8. The principal shall notify the appropriate Executive Director of Schools if the principal has concerns about the safety of the trip at any time before departure.

9. The sponsoring teacher shall maintain a copy of the Overnight Field Trip/Foreign Travel Parent/Guardian Permission Form, with emergency contact information, and student health history for overnight and foreign travel field trips for each participant for the duration of the trip. The original of these documents shall be maintained at the school.

10. The sponsoring teacher shall notify the school nurse of the field trip in sufficient time for the nurse to review the list of participants in terms of the student health information, and to develop a plan for administration of medication or medical treatment, if required.

11. Upon conclusion of the field trip, the sponsoring teacher should complete the Field Trip Final Report.

12. Copies of all completed forms shall be retained in school files until the conclusion of the school year.

B. Foreign Travel

In order to ensure that foreign travel is related to educational goals and provides the necessary safety and security for all participants, the following procedures shall be followed:

1. The sponsoring teacher shall select a reputable travel agency or travel company in consultation with the Department of Special Programs, PreK-12.

2. Proposals for foreign travel shall be submitted to the school principal at least six months prior to departure. Before submitting the proposal, the sponsoring teacher shall consult the Executive Director of Special Programs, PreK-12, to review the U.S. Department of State’s public announcements regarding foreign travel to determine whether the Department has advised against travel to a location to be visited on the trip.

3. Foreign travel shall be considered approved when signatures are obtained in the following order:
Appendix I
RULE 6104

a. Principal’s approval
b. Curriculum supervisor’s validation
c. Executive Director of School’s approval
d. Approval of the Executive Director of Special Programs, PreK-12.

4. Once the Overnight Field Trip/Foreign Travel Proposal has been approved, the following forms shall be completed:

a. By the teachers and chaperones:
   (1) Foreign travel planning timeline
   (2) Chaperone Agreement Form.

b. By the student and/or parent/guardian:
   (1) Overnight Field Trip/Foreign Travel Parent/Guardian Permission Form
   (2) Student health history for overnight or foreign travel field trips
   (3) If applicable, authorization to administer medications/treatments.

5. Pre-travel orientation session(s) shall be scheduled to inform students, chaperones, and parents/guardians about the travel plans as needed. At least one of the orientation sessions shall be mandatory for students who plan to participate and their parents/guardians. At the mandatory orientation session, the following information shall be disseminated:
   (A) Student behavior expectations, (Including Board Policy 5550, STUDENTS: Conduct - Disruptive Behavior and Policy 5560, STUDENTS: Conduct – Suspension and Expulsion); (B) The travel company’s trip cancellation policy (if applicable), availability of travel insurance, and the refund schedule (if any); and (C) Those expenses, not included in the costs, such as required inoculations, passport/visa expenses, and personal expenses. The sponsoring teacher shall request that the travel company send a representative to the mandatory orientation session. It is highly recommended that the company representative or company materials address items (B) and (C). The sponsoring teacher shall review item (A).

6. Prior to departure, the sponsoring teacher periodically shall consult with the Executive Director of Special Programs, PreK-12, who shall have access to the U.S. Department of State’s public announcement
advisories of foreign travel. If the State Department advises against travel to a country on the foreign travel itinerary, the sponsoring teacher must inform the principal. The principal or sponsoring teacher shall contact the travel company to ascertain whether the travel company intends to cancel or reroute the trip to avoid the location that is the subject of the advisory. If not, the principal shall consult with the Executive Director of Schools to determine the appropriate course of action. The principal shall notify students, parents/guardians, and the travel company of the decision immediately. In no event shall the trip actually proceed to the location that is the subject of the advisory while the advisory is in effect.

7. The sponsoring teacher shall devise a contingency plan for maintaining communications with participants in the event of an emergency during the field trip.

8. Within one week of the date of departure, the sponsoring teacher shall obtain the final approval from the Executive Director of Special Programs, PreK-12. The sponsoring teacher shall notify the school nurse of the foreign travel trip in sufficient time to review the list of participants in terms of student health information, and to develop a plan for administration of medications or medical treatment, if required.

9. The sponsoring teacher shall maintain an additional copy of the Overnight Field Trip/Foreign Travel Parent/Guardian Permission Form, with emergency contact information, and student health history for overnight or foreign travel field trips for each participant for the duration of the trip. The original of these documents shall be maintained at the school.

10. Upon conclusion of the foreign travel, the sponsoring teacher shall complete the Overnight/Foreign Travel Final Report and submit copies to the principal and the Executive Director of Special Programs, PreK-12.

11. Copies of all completed forms shall be retained in school files until the conclusion of the school year.
DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: RECOMMENDED CHANGE REGARDING ATHLETIC ELIGIBILITY

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Phyllis Bailey, Executive Director of Special Programs, PreK-12
Ron Belinko, Coordinator, Office of Athletics

INFORMATION

That a recommended change regarding athletic eligibility is presented to the Board of Education as an information item.

Board Policy 6145.2, Instruction: Extra Class Activities, allows the Interscholastic Legislative Committee to make recommended modifications or changes to the athletic regulations as contained in the BCPS, Regulations, Policies, and Procedures for Interscholastic Athletics Manual.

The Interscholastic Legislative Committee, composed of high school principals has recommended that students who fail two subjects during the fourth quarter follow the same standards as students who fail two subjects during the first three marking periods and not have the option to attend summer school to become academically eligible for fall sports. The changes are reflected in Rule 02 Athletic Eligibility as contained in the BCPS Regulations, Policies, and Procedures for Interscholastic Athletics Manual. The rationale for this recommended modification to the academic eligibility requirement will encourage student-athletes to continue to strive for academic excellence during the fourth quarter grading period. This emphasis on academic achievement will help student-athletes maintain eligibility for fall sports participation.

Appendix I:

Appendix II: .02 Athletic Eligibility
.02 ATHLETIC ELIGIBILITY

A. Scholarship

1. Ninth grade students entering high school for the first time must not have failed two or more subjects from the preceding grading period.

2. Students are ineligible if:

   a. They have received a failing or incomplete mark in any two or more subjects for the preceding grading period.

      (1) First, second, third, and fourth grading period will be used for determining scholastic eligibility for winter, spring, and fall.

      (2) The beginning dates for grading periods shall be designated on the approved school schedule.

   b. They failed two or three subjects, but may become eligible for fall sports by completing satisfactorily one or two subjects, whichever is necessary in order to become eligible, in the summer school session immediately following the grading period in which the failing grades were made.

   c. They re-enter school after withdrawing and their work or conduct at the time of withdrawal was such that they would not have been eligible in the grading period.

   d. They did not attend school the grading period prior to the intended participation.

   e. They are failing a class at the time of withdrawal in addition to another failure. The students shall be penalized for the withdrawal failure for one grading period only. Any first semester course or full year course dropped prior to November 15 will not be counted in determining eligibility. The date for dropping a second semester course is prior to April 15.

3. A student who is eligible during a grading period but incurs two or more failures at the close of that grading period becomes ineligible to play on the third school day following distribution of report cards as indicated by the official school calendar.

4. A student who is ineligible in a grading period because of two or more failures for the preceding grading period can become eligible to play no earlier than the third school day following distribution of report cards as indicated by the official school calendar. However, this student can become eligible to practice on the day designated as the end of that grading period in which the ineligibility occurred.
Appendix A:  The format of the attached text is that which is prescribed for proposed amendments in Rule 1, E. Materials suggested for deletion from the rules are underlined and new rules or additions to existing rules appear in capital letters.
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 11, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: MANUAL OF PROCEDURES FOR PUBLIC CHARTER SCHOOLS IN BALTIMORE COUNTY

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE

PERSON(S): Phyllis Bailey, Executive Director of Special Programs, PreK-12

INFORMATION

That the Manual of Procedures for Public Charter Schools in Baltimore County is presented to the Board of Education as an information item. This Manual includes the application, processes, instructions, and timelines for applying for Charter School status within the Baltimore County Public Schools. Multiple references to the Manual of Procedures for Public Charter Schools in Baltimore County were incorporated within Rule 1600, Community Relations: Public Charter Schools submitted along with Policy 1600, and sent to the State Board of Education by November 2003.

Appendix I: Manual of Procedures for Public Charter Schools in Baltimore County
Manual of Procedures
for
Public Charter Schools
in Baltimore County
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# Maryland Public Charter School Program

## Baltimore County Public Schools

### 2003-2004 Guidance/Application

6901 Charles Street  
Towson, Maryland 21204-3711  
(410) 887-2880

## Certification Form

### Applicant Name

[If applicant is a public or private organization (i.e., corporation), state name of body or organization.]

### Potential Name of School

**Submission Date no later than _______________**

---

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that he/she has read all Maryland statutes regarding charter schools and that, if approved, he/she is subject to and will ensure compliance with all relevant federal, state, and local laws and requirements. The public charter school applicant acknowledges that, if approved to operate a charter school, he/she must execute a charter contract with the Board of Education of Baltimore County within _____ months of the date of approval of the charter. Educational services must be provided within _____ months of execution of the contract or within _____ months of approval of the charter, whichever date occurs later. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

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<table>
<thead>
<tr>
<th>Authorized Agent (please print)</th>
<th>Signature of Authorized Agent</th>
<th>Date</th>
</tr>
</thead>
</table>

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.
INTRODUCTION

The Maryland Public Charter School Program

During the 2003 General Assembly session, the Maryland Public Charter School Act was passed and Governor Robert L. Ehrlich, Jr. signed the measure into law on May 22, 2003 (SB 75 Chapter 358 2003 Laws of Maryland). The new law authorizes the establishment of public charter schools in Maryland (see Appendix A for a copy of the law). With the enactment of the new law, Maryland joins a growing number of states that encourage the development and operation of public charter schools. The Maryland statute invites the creation of public charter schools to help introduce alternative means within the public school system to provide innovative learning opportunities and creative educational approaches to improve the education of all students.

Maryland’s law defines a “public charter school” as a “public school” that is nonsectarian, is chosen by parents for their children, and is open to all students on a space available basis. A charter school can be either a newly created school or a conversion of an already operating public school. A public charter school operates with the approval of a local board of education in accordance with a written charter executed between the local board of education and the administrative entity operating the public charter school. Just as any other public school, a public charter school is subject to federal, state, and local laws prohibiting discrimination and must comply with all applicable health and safety laws.

Chartering Authority and Eligibility in Maryland

A “charter” is a formal agreement or contract entered into by a chartering authority and a statutorily authorized applicant. This guidance/application document provides assistance to those interested in sponsoring a charter school. Baltimore County Public Schools will help applicants understand the application process, consult with applicants concerning all requirements, and provide guidance throughout the application process.

The Board of Education of Baltimore County is the charter authority and is responsible for final approval of all applications. Approval is based on standards that are consistent with the state law authorizing public charter schools. Maryland’s Public Charter School Law defines a charter school as a public school. Therefore, support provided to a charter school is similar to support provided to other public schools within the system.

Beyond The Education Program

Public charter school sponsors are responsible for the management and administrative functions of the charter schools and adherence to Board of Education policy. The new Public Charter School Law permits a local school system and the designated leadership of a prospective charter school to negotiate a broad range of options that may be mutually agreed upon by both the school system and the chartering school leadership. Board of Education policy can be found at http://www.bcps.org/.
Federal Education Program Requirements
The “No Child Left Behind Act”

Charter schools are subject to a number of requirements under the No Child Left Behind Act of 2001, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). This act contains the bulk of laws authorizing most federal education programs, including the federal charter schools grant program. Because charter schools are public schools, charter schools that receive funds under any of the ESEA programs are required to comply with the ESEA requirements for use of the funds. For example, a charter school receiving ESEA Title I Part A funds must comply with (1) the accountability requirements, (2) Title I public school choice provisions, (3) supplemental educational services provisions, (4) corrective action, and (5) the qualifications of teachers and paraprofessionals.

Master Plan

The Baltimore County Public Schools has developed a Comprehensive Master Plan, which sets forth eight performance objectives to guide the BCPS toward achievement of its goals. To achieve its objectives and thus its mission, the eight goals are as follows:

Goal 1: By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

Goal 2: By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4: All students will be educated in school environments that are safe and conducive to learning

Goal 5: All students will graduate from high school.

Goal 6: Engage parents/guardians, business, and community members in the educational process.

Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Special Education Requirements

As all other public schools, charter schools are required to comply with federal and state special education laws and regulations as well as all applicable laws. A Local School System (LSS) shall ensure that the authorizing process for a public charter school and the application address the roles and responsibilities of the LSS and the applicants and operators of the public charter school consistent with the 1997 Individuals with Disabilities Education Act (IDEA) Amendments and Code of Maryland Regulations (COMAR) 13A.05.01 Provision of a Free Appropriate Public Education and COMAR 13A.05.02 Administration of Services for Students with Disabilities. Furthermore, the State Board of Education shall provide technical assistance to the operators of a public charter school to help the school meet requirements of federal and state laws, including 20 U.S.C. § 1400, et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

Note: As required by the Maryland Public Charter School Act, the Board of Education of Baltimore County will not grant a charter to a public school whose operation would be inconsistent with any public policy initiative, court order, or federal improvement plan governing the provision of special education and related services.
Getting Started

It is important that the applicant(s) and the chartering authority establish open and effective communications. Additionally, there are a number of national information resources relating to virtually all aspects of establishing and operating good charter schools (see Appendix B).

Note: Baltimore County Public Schools is not responsible for content of the national information resources.

There are important responsibilities that need to be addressed when establishing a public charter school. A solid planning process can help prevent serious problems. Areas that are frequently identified as potential problems are:

1. inadequate capital funding and facilities;
2. cash flow and the difficulty of securing credit;
3. a large number of laws and regulations such as the extensive reporting requirements which apply to all schools whether traditional or chartered;
4. difficulties managing the business of the schools; and
5. inadequate planning.

The Application Process

During the application process, the prospective charter school organizing body and staff designated by the Superintendent of the Baltimore County Public Schools will schedule a time to meet and examine all aspects of the proposed educational program. This will include a preliminary application concept proposal, which must be approved prior to final application submittal. Those interested in applying to operate a public charter school must submit a proposal to the Superintendent prior to January 1. Each concept proposal shall include, but not be limited to the following:

1. The applicant’s vision for the public charter school, a mission statement, and the purposes of the proposed school
2. Specific strategies for developing and delivering education programs and services
3. Desired educational results
4. A description of the type of students to be served by the proposed school and the approach to curriculum and teaching
5. Indication of how the school will demonstrate academic success and organizational structure.

In this way, various administrative functions needed for the planning, opening, and operation of the public charter school can be identified.

Baltimore County Public Schools staff designated by the Superintendent will review all applications submitted. Together with application materials and interviews of the applicants, a determination on the viability of the potential charter will be determined. If the staff finds applications to be incomplete, they will be returned to the applicants for further information. Applications meeting all the criteria will be recommended to the Superintendent. The Superintendent will review and provide a recommendation to
the Board of Education of Baltimore County. Some of the key issues that will be scrutinized in the application process are:

- An education plan, which reflects the school’s commitment.
- A realistic budget that reflects accurately projected income and does not contain unreliable sources such as future grants.
- A lottery admission provision that complies with the statute.
- Acknowledgement that the school is subject to the open meetings law.
- The purchase of insurance as required by law.
- A plan for an adequate facility and realistic funding for the facility.
- The overall quality and completeness of the application.
- The amount of planning and research that has been invested in the application.
- The types of curricula to be offered by the school.

After the application process is completed to everyone’s satisfaction, the application is then submitted to the Board of Education of Baltimore County for review. The Board of Education will then either approve the application or return it to the applicant for further information. Upon the approval of the application, a Charter Agreement shall be developed. This agreement is a contract that is binding by law and explains in detail the responsibilities of all of the parties involved in the implementation of the public charter school.

What Will You Need?

Preparing a charter application requires a great deal of time and familiarity with Maryland’s Public Charter School Act of 2003 and other applicable laws, including legal constraints affecting the State’s public not-for-profit corporations. Although the specific amount of time required depends to a large degree on the human resources available for the project from the outset, approximately one year should be scheduled to complete the application development, review, and approval process. Some of the areas to consider are:

- **Financial Resources** – The cost of preparing a charter proposal depends on the types of resources available to the applicant’s planning group from the beginning of the process. Examples of costs could include printing and publicity, communications-related expenses, filing fees for nonprofit corporation and tax-exempt status, and research and travel expenses.

- **Vision and Clear Mission** – The successful public charter school provides a clear sense of purpose and mission shared by parents, students, staff, and the school’s management board. Consider what it means to be educated and how to bring students to that level in the foundation of a coherent school design. A clear vision will also give potential employees, prospective students, and parent’s clear indications of how they will be treated and what will be expected of them in explaining how the charter school is distinct from other public schools.

- **Applicant Team Expertise** – Developing a strong proposal for a public charter school requires a team with diverse skills and experience. A well-rounded team should include individuals who can bring skills and knowledge in educational vision, leadership, and expertise – including standards setting, pedagogy, and curriculum and assessment design. Other areas should include financial management and entrepreneurial skills, knowledge of the law, real estate and facilities planning, public relations, fundraising, and grant writing.

- **School Leadership** – The school’s leader would be the person running the day-to-day operations of the school once the charter is approved. This will be the most important
personnel decision relative to the ultimate success of the public charter school. The school leader will be a vital link between the public charter school and the management board, the parents, teachers, and staff as well as the public school system in creating cohesive relationships.

- **Community Involvement** – Building community involvement around the school’s vision is important for a successful public charter school.

### Application Timeline and Flow Chart

Provided is an application process flow chart describing local procedures to establishing a public charter school within the school system. The flow chart provides specific timelines in the process.
Process Flow Chart on Public Charter Schools

Notification to BCPS of intent to start a public charter school. Applications available on November 1, 2003

Staff designated by the Baltimore County Public Schools Superintendent will schedule a series of meetings with prospective applicants to explain the process. Applicant develops a concept proposal.

Applicant completes application and submits completed document to local board of education for review and decision. This process begins the 120 days as required by law.

Baltimore County Public Schools staff reviews application for technical completion within 30 days.

Application complete—reviewed for approval or disapproval. Review for viability begins.

Application incomplete—additional information required within 30 days.

Board of Education approves application. Charter Agreement is drafted.

Board of Education denies application. Appeal rights provided.

Application provides additional information Application complete.

No additional information provided by applicant.

No further action required.

Begin the process to open a public charter school based on the timelines set between the Board of Education of Baltimore County and the Public Charter School.

Designated staff and the charter applicants will finalize contract.

Timelines established with applicants.

NOTE: Activities within shaded area of chart must occur within 120 days.
General Rules

I. Public charter school operators must follow these regulations and use the application process established in this document to sponsor a public charter school.

A. A public charter school operating in Baltimore County falls under the control of the Board of Education of Baltimore County. In the event that the Maryland State Department of Education restructures an existing school, the Charter Authority may be the Maryland State Board of Education.

B. Public charter schools are subject to any federal, state, and local policies, regulations, and statutes that affect traditional elementary and secondary public schools unless certain policies, procedures, or regulations are waived by the Board of Education of Baltimore County or the State Board of Education, as appropriate.

C. The public charter school will meet current accountability provisions of local education authorities and state regulations and statutes. The public charter school must provide documentation to the Board of Education of Baltimore County regarding fiscal accountability and performance on recognized academic measures as agreed upon in the Charter Agreement.

D. Public charter schools may receive flexibility in a number of areas, principally in the areas of management and administrative structure, staffing, educational programming, curriculum/instructional focus, program emphasis, and budgeting in exchange for high academic performance. Additional areas of flexibility may be negotiated between the public charter school and the Board of Education of Baltimore County.

E. Public charter schools must operate as approved under the Charter Agreement.

F. Charter Agreements are four (4) year renewable agreements.

G. Public charter school applications will be submitted to the superintendent of schools for review and evaluation. The superintendent of schools will submit the public charter school application to the Board of Education of Baltimore County for consideration of approval.

H. Charter sponsors may appeal the decision of the Board of Education of Baltimore County in accordance with the requirements of the Public Charter School Act of 2003.

I. Baltimore County Public Schools will provide technical support through the designated public charter school contract. The Maryland State Department of Education is also available to provide technical assistance to the operators of a public charter school to help the school meet the requirements of federal and state laws.

J. Measurement of student academic achievement must include all assessments required for other Baltimore County Public Schools students and other assessments mutually agreed upon by the public chartering authority and the public charter school.
II. Qualified Charter Operators
A. Public charter school applications may be submitted to Baltimore County Public Schools by:
   1. staff of a public school if a 75% majority vote by certificated staff is obtained;
   2. a parent or guardian of a student who attends a public school in Baltimore County if a 75% majority of parents whose children attend the school vote in favor of the charter;
   3. a nonsectarian nonprofit entity;
   4. a nonsectarian institution of higher education in the state;
   5. or any combination of the above. (If the charter sponsors are a combination of 1 or 2 above, a 75% majority of the combined total must be obtained prior to the submission of an application).

B. The qualified applicant is responsible for the completion of the application and compliance with all laws, regulations, policies, and procedures.

C. Public charter school operators report to the chartering authority (Board of Education of Baltimore County or State Board of Education) from which its Charter Agreement is granted.

III. Public Charter School Funding
A. There is no specific state funding available for ‘start-up’ costs associated with developing a public charter school. There are federal funds available through the Public Charter Schools Program at the U.S. Department of Education, and in the future, the state may apply for these federal funds.

B. The Baltimore County Public Schools will disburse to public charter schools an amount of county, state, and federal money that is commensurate with the amount disbursed to other public schools in the local jurisdiction. Additionally, surplus educational materials, supplies, furniture, and other equipment may be given to the public charter school by the state or local board of education.

C. Public charter schools are public schools and may not charge tuition to residents of the jurisdiction where the school is located. However, BCPS will charge tuition to out-of-district students as per existing policy and regulations.

IV. Student Enrollment
A. Public charter schools are open to all students on a space-available basis. No other criteria for acceptance into the public charter school shall be established.

B. Prior to accepting students, the charter operators shall establish a lottery system, should the number of student applicants exceed facility capacity. During subsequent years of operation, the charter operators shall apply the lottery system should the number of new student applicants exceed facility capacity.

C. Public charter school operators must fulfill the responsibilities related to children with disabilities. Public charter schools are open to all students on a non-discriminatory basis.

D. Public charter schools provide education to students through a program of elementary or secondary education, or both.
E. Public charter schools may offer extra-curricular and supplemental services as described in the educational program of the Charter Agreement.

F. Students attending public charter schools shall receive the same services as students attending Baltimore County Public Schools.

G. Transportation services are subject to agreements outlined in the Charter Agreement. Transportation services are to be provided to students with disabilities in accordance with their Individual Education Plan (IEP).

V. Public Charter School Facilities
A. Public charter schools may not be a private school, a parochial school, or home school.

B. Existing public schools can convert to public charter schools.

C. Public charter school buildings must meet all federal, state and local facility, health and safety standards and the building must be appropriate for the education program being offered and must be accessible in accordance with the Americans with Disabilities Act.

VI. Employees Assigned to a Public Charter School
A. Staff members of a public charter school are employees of Baltimore County Public Schools.

B. The terms and conditions of a negotiated agreement cover employees of a public charter school. If the public charter school sponsor desires a waiver or an amendment to negotiated benefits for assigned staff, it must be negotiated through an agreement with the Board of Education of Baltimore County and the appropriate bargaining unit.

C. The professional staff of a public charter school must have the appropriate Maryland certification and comply with standards for being highly qualified as required by the No Child Left Behind Act.

D. All staff and volunteers in public charter schools must meet required state and local background checks.

E. Employees of a public charter school staff will receive the same professional development services as other school employees unless otherwise indicated in the Charter Agreement.

V. Evaluation of Public Charter Schools
The public charter school shall be evaluated based on student achievement, fiscal management, and other criteria pursuant to its approved application and the terms and conditions of its charter. The public charter school shall be subject to the same requirements for making Adequate Yearly Progress (AYP) as other public schools in Baltimore County.
VI. Revocation of a Charter
   A. The Board of Education of Baltimore County may place a public charter school
      on probationary status to allow the implementation of a remedial plan,
      pending a decision to revoke the school’s charter.

   B. The Board of Education of Baltimore County may revoke a public charter school
      charter for the following reasons:
      1. The school has not fulfilled a condition imposed by the Board of
         Education of Baltimore County in connection with the granting
         of the charter.
      2. The school has failed to comply with the charter or
         provisions of federal, state, or local law.
      3. The fiscal condition of the school is substantially deficient.
      4. The academic condition of the school is substantially
         deficient.
      5. The facility can no longer support the needs of the
         educational program.
      6. The continuation of the operation of the public charter
         school is not in the best interests of the public or the
         students of Baltimore County Public Schools.

   C. Upon revocation, personnel and students shall be reassigned pursuant
      to Board of Education of Baltimore County policies, procedures, and negotiated
      agreements.

   D. Upon revocation, resources provided by the school system shall
      remain under the control of the Board of Education of Baltimore County. The
      Board reserves the right to implement control and operation of the public charter
      school on an immediate basis upon revocation.

VII. Reporting Requirements
   A. The public charter school will provide a written annual report
      to the Board of Education of Baltimore County, including:
      - Fiscal accountability;
      - Student performance; and
      - Any other matter required pursuant to the charter.

   B. Public Charter School sponsors should be prepared to respond to requests for
      written/oral reports at any time, on an as-needed basis.
Those interested in applying to operate a public charter school must submit a proposal to the Superintendent prior to January 1. Each concept proposal shall include, but not be limited to the following:

1. The applicant’s vision for the public charter school, a mission statement, and the purposes of the proposed school.

2. Specific strategies for developing and delivering education programs and services.

3. Desired educational results.

4. A description of the type of students to be served by the proposed school and the approach to curriculum and teaching.

5. Indication of how the school will demonstrate academic success and organizational structure.

Materials to be included in the concept proposal are:

- A letter of intent directed to the Baltimore County Public Schools.
- A Charter Applicant Information Sheet.
- A certification statement indicating the validity of the information provided.
- A Concept Proposal Outline.

Individuals/organizations wishing to proceed with application for a charter school will be expected to meet with the Superintendent’s Designee(s) regarding the concept proposal before proceeding with the application in accordance with Policy and Rule 1600 Community Relations: Public Charter Schools.
Applicant groups are required to send a Letter of Intent to the Baltimore County Public Schools by January 1st. The Letter of Intent should not exceed two pages. Please submit the following information in the form below:

Date

Contact Person’s Name
Mailing Address
City, MD Zip Code
Daytime Phone, Facsimile Number
Email Address

Dr. Joe A. Hairston, Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

Dear Dr. Hairston:

introductory sentence(s)
Provide a brief explanation of the mission and purposes of the proposed school.

*name of proposed school (public “charter school” must be in the name)
*type of applicant (e.g., parent, teachers, nonsectarian-nonprofit, nonsectarian-higher education)
*proposed location of school
*grade levels to be served

Enclose a one-paragraph description of the type of students to be served by the proposed school (targeted populations, at-risk youth) and the approach to curriculum and teaching (e.g., Core Knowledge, Montessori, Coalition of Essential Schools, etc.).

Sincerely,

Signature
Baltimore County Public Schools
Charter Applicant Information Sheet

This sheet must be attached to the Concept Proposal and the Final Application.

Name of Proposed Charter School _______________________________________
School Address (if known)______________________________________________
School Location ______________________________________________________
Name of Group Applying for Charter School ______________________________
Contact Person _________________________________________________________
Address _____________________________________________________________
City __________________________State_____  Zip Code ___________
Daytime Telephone: _____________________Fax: _________________________
Email address: _______________________________________________________

The proposed school will open in the fall of school year: _________________
Proposed Grade Levels ____________
Total School Enrollment ___________
Concept Proposal

Instructions
Applicants are required to complete and send a concept proposal summarizing their proposal prior to submission of a full application.  
(Note: Several sections of the full application will ask for the same or similar information as the Concept Proposal. Further expansion of information will be required in the full application.)

Following are several guiding questions for the narrative. Below is a list of the Proposal contents, as well as directions for meeting the format requirements and deadline.

Contents of the Proposal:
The Concept Proposal must contain the following items:

- Cover page: name and location of proposed school
- Information sheet consisting of names, addresses and telephone numbers of all charter sponsors
- Five to ten page content proposal summary consisting of a mission statement that indicates, in one or two sentences, what the school intends to do, for whom, and to what degree; an explanation of how the proposed school will meet the needs of the community; a brief description of the educational foundation, including curricular approaches; a brief description of the plan for meeting the proposed school’s educational goals; a brief description of the business plan, including financial management capabilities, potential partners and access to financial resources; and a description of the founding team’s capacity to implement the educational plan and business plan
- Leadership information for the applicant’s authorized representative (as stated in the Intention Form), school leader(s), and founding management board members.

Format:
The Concept Proposal should adhere to the following format:

- White, 8.5” x 11” paper with one-inch margins on all sides
- No font smaller than 11-point
- Formatting may not be more compact than standard single space spiral bound (no binders, paper clips, or folders, please)

Additional information that supports the narrative may be included as attachments. Attachments should be used to provide evidence, support a particular aspect of the concept proposal, or lend insight into the applicant, its leadership, or management personnel. Examples of attachments in the concept proposal include curriculum samples, academic standards, letters of support, financial statements,
Charter School Application

______ school year

Please complete the following information. If you require assistance from the Baltimore County Public Schools staff assigned to your application, please feel free to contact us and guidance will be provided. When the application is complete, please provide 12 bound copies, which include tabs to separate the content areas, to:

Executive Director, Special Programs, PreK-12
Charter School Liaison
Baltimore County Public Schools
6901 Charles Street
ESS 118
Towson, Maryland 21204

Name of Applicant(s) Applying for the Charter
(Eligible applicants include staff of a public school; a parent or guardian of a student who attends a public school in the county; a nonsectarian nonprofit entity; a nonsectarian institution of higher education in the State; or any combination of those listed in §9-104(A)(2)(I-IV).

Name of Proposed Charter School

© New School
© Converted School

NOTE: The name of the school must by law include the term “public charter school.”

Authorized Agent for Applicant
(This may be the individual applicant or an authorized member of the public charter management board)

Authorized Agent Mailing Address

City__________________________State__________Zip________________

County__________________________E-mail:________________________

Day Time Phone: (______) ____________Fax: (______) ____________

Please pursue language identifying any existing legal arrangement with the following types of entities:

© Non-Profit Corporation
© Corporation
© Partnership
© Staff of Existing School
© Tribal Entity
© Sectarian
© Institution of Higher Education
© Other
Application Summary

This application is intended to provide the Baltimore County Public Schools with sufficient information and assurance to thoroughly review and render a decision. Please provide an overview of needs to be addressed by the public charter school.

Planning and Establishment

Profile of Founding Group

Describe the composition of the group or partnership that is working together to apply for a charter including: (1) brief resumes of the individuals, (2) the names and addresses of entities submitting the application, (3) the names and most recent annual reports of the organizations or corporations of which the individuals are directors or officers, and (4) the names and addresses of corporations of which the individuals are directors or officers, along with a description of the role played and the resources contributed by each.

Management and Administrative Structure

Identify any proposed management and administrative structure applicable to the operation of the proposed charter school in Baltimore County. The public charter school retains responsibility, governance and supervision of its charter schools per §9-101(11)). This would include the Principal and any other person(s) responsible for the operating of the public charter school.

Criteria:

- Does the founding group and planning process ensure that the interests of the community, parents, teachers, and other stakeholders are reflected in the planning for the public charter school?
- Is the management group comprised of individuals with relevant experience and demonstrated knowledge and skills needed to create and operate a charter school?
- Is the proposed governance structure consistent with the stated vision and mission, and does it provide evidence that the structure will be effective (e.g., have clearly defined decision-making procedures, as well as explicit, aligned roles and responsibilities).

Mission Statement

The public charter school’s mission statement should be a clear, concise articulation of the school's central purposes and goals. The mission will guide the school's instructional and non-instructional programs. In essence, it should state the school's reason for existence and communicate the school's uniqueness. A good mission statement should be clear, substantive, focused, and concise, demonstrating the collective deliberation and reflection that led to the conception of the school and that will guide the school community over the long term.
Mission statements are not set in concrete but they evolve over time. Management, faculty, students, alumni, and parents should be encouraged to participate in the continuing evolution of the mission statement to ensure that all of the stakeholders feel a sense of ownership in the school’s core values and vision.

Mission and Goals

The following is provided to determine the mission and goals of the public charter school. In completing the form consideration should be given to the following criteria:

- Is the mission clearly articulated?
- Are the goals clearly written and consistent with the mission?
- Do the goals provide a coherent and consistent basis on which to build an education program aligned with the mission?
- Are the goals consistent with the needs of the target group of students (if applicable) for the school?
# Goals

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<th>Goal</th>
<th>Specific Objectives</th>
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Student Population

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<tr>
<th>Grades To Be Served</th>
<th>Total Number Served</th>
<th>Sites</th>
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<tr>
<td>Please circle all grades to be taught.</td>
<td>Enrollment cap at all campuses and in all grades combined</td>
<td>Number Operating</td>
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<td>Year 1</td>
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School Calendar

© Standard © Extended School Instructional Days__________
Year Start Date________________________

*© Alternative (please describe in 5 words or less)

Please define student population (i.e., special education, etc.)

If this section is different from the existing collective bargaining agreement, it must be first negotiated through the existing bargaining units with the Board of Education.

Background Information

Please provide the following information on the authorized agent, principal, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary for each individual.

Name________________________________________

Role in School (list positions with school)________________________________

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a public charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.
**Education History:**
Using as much space as necessary below, please provide your educational training (including degrees earned, dates enrolled, and institution) that supports your qualifications to be considered sufficiently qualified to operate a public charter school.

**Statement of Intent:**
Using as much space as necessary below, provide a personal statement regarding your role and responsibilities relating to this application and/or operation of the proposed public charter school.

*The information and resume provided will be subject to verification by the Board of Education of Baltimore County.*
**Affidavit, Disclosure, and Consent for Background and Credit Check**

Instructions: Return this signed affidavit with the application. This is to include all members of the founding group, Board of Directors, etc.

<table>
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<tr>
<th>Name</th>
<th>Social Sec. No.</th>
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1. Have you ever been convicted or pled “no contest” for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized, and dated sheet.

   - YES
   - NO

2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated.

   - YES
   - NO

3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized, and dated sheet.

   - YES
   - NO

With signature below, permission is hereby granted to complete the background and credit check of the individual above for ___________________________ Public Charter School.

I DO SOLEMNLY SWEAR OR AFFIRM THAT THE FOREGOING INFORMATION PROVIDED BY ME FOR RECEIPT OF PUBLIC CHARTER SCHOOL STATUS OF ___________________________ PUBLIC CHARTER SCHOOL IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE. FURTHERMORE, SHOULD ANY PART OF THE INFORMATION HEREIN PROVIDED PROVE TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR DENIAL OR REVOCATION OF PUBLIC CHARTER STATUS OF ___________________________ PUBLIC CHARTER SCHOOL BY THE BOARD OF EDUCATION OF BALTIMORE COUNTY.

Applicant’s Signature
Admission Procedures §9-102
Admission is not limited based upon ethnicity, national origin, gender, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending __________________________ Public Charter School.

______________________________Public Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level, or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

Nonsectarian Statement §9-104
_________________________________________Public Charter School is nonsectarian in its programs, admission policies, and employment practices and all other operations.

Agreement to Participate in Training and Professional Development
The Operators of ________________________________Public Charter School shall be informed of applicable training and professional development as set forth by the Baltimore County Public Schools policies and administrative procedures (§9-107(c)(d)).

Special Education/Exceptional Student Services Training
The Operators of ________________________________Public Charter School will take Special Education training classes approved by the Baltimore County Public Schools subsequent to signing the contract, but prior to the first day of instruction (§9-107(c)(d)).

Agreement to Comply with Audit Requirements
The Operators of ________________________________Public Charter School agree to comply with audit requirements as set forth by the Board of Education.

Agreement to Comply with Maryland Student Assessment
The Operators of ________________________________Public Charter School agree to comply with the Maryland Student Assessment.

Authorized Agent (please print)  Authorized Agent Signature  Date
Educational Plan

The theory behind public charter schools is that the public charter school programs will provide educational options to students that are not available within the traditional public school system. The following is designed to provide a narrative description for the development of policy guidelines and an application that meets the requirements for acceptance. The educational plan is a clearly articulated vision for an innovative public charter school, which will lead to improved educational outcomes and greater community ownership of the local school. It is important that there be consistency between the mission and the educational programs as a means to achieve this.

One of the hallmarks of public charter schools is that they have the choice to determine what grades they serve and the number of students in each grade. Accordingly, public charter schools come in all sizes and may serve a different set of grades than a district public elementary, middle, or secondary school. Whatever the choice, a few grades or a complete K-12 program, or no growth or rapid growth in subsequent years, the educational plan should express a coherent rationale for these choices. Whatever the organizational structure in terms of instructional levels, the educational plan should provide a coherent rationale for the choices made.

To ensure the success of the academic program, the education plan of the public charter school must provide a clear vision of the school’s measurable academic goals, ensure that these goals reflect high expectations and align with the school’s mission. The course outlines, curriculum, and objectives must be clear and consistent in their support of the academic goals and the mission of the public charter school. Specific elements of the educational plan should address the following:

A. Describe (1) the objectives of the charter school and (2) the methods by which the charter school will determine its progress towards achieving those objectives.

B. Provide specific provisions for each year of the charter that is being sought:
   - the grades that the school would serve,
   - the number of students to be served in each grade,
   - the number of students expected in each class*, and
   - the total number of enrolled students expected.

C. Explain the relationship between the student population to be served and the geographic area where the school will be located. Please provide a demographic analysis that will describe the impact of the proposed school on the existing community and neighborhood schools.

*In indicating how many students are to be in each class, class size may indicate a range, rather than a precise number.
D. If providing kindergarten, Baltimore County Public Schools’ implementation plan is as follows:

![Image](https://via.placeholder.com/150)

**APPROVED**

Implementation Plan - Change in Age of Entry - Cut-Off Dates and Dates of Birth

<table>
<thead>
<tr>
<th>School Year</th>
<th>Three-Year-Olds</th>
<th>Prekindergarten</th>
<th>Kindergarten</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>October 31 DOB - 12/1/98* - 10/31/99</td>
<td>November 30 DOB - 11/30/98</td>
<td>December 31 DOB - 12/1/98 - 11/30/98</td>
<td>December 31 DOB - 12/1/98 - 11/30/98</td>
</tr>
<tr>
<td>2004-05</td>
<td>September 1 DOB - 10/1/00 - 9/1/01</td>
<td>September 30 DOB - 11/30/00</td>
<td>October 31 DOB - 12/1/98 - 10/31/99</td>
<td>November 30 DOB - 12/1/98 - 11/30/98</td>
</tr>
<tr>
<td>2005-06</td>
<td>September 1 DOB - 9/2/01 - 9/1/02</td>
<td>September 1 DOB - 10/1/00 - 9/1/01</td>
<td>September 30 DOB - 11/30/00</td>
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<tr>
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<td>September 1 DOB - 9/2/02 - 9/1/03</td>
<td>September 1 DOB - 10/1/00 - 9/1/01</td>
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<tr>
<td>2007-08</td>
<td>September 1 DOB - 9/2/03 - 9/1/04</td>
<td>September 1 DOB - 9/2/02 - 9/1/03</td>
<td>September 1 DOB - 9/2/01 - 9/1/02</td>
<td>September 1 DOB - 10/1/00 - 9/1/01</td>
</tr>
</tbody>
</table>

*Children born between 12/1/98 and 12/31/98 who have not participated in a BCPS program for three-year-olds will be eligible to participate in a three-year-old program if their home school offers the class. Children born between 12/1/98 and 12/31/98 who have participated in a BCPS three-year-old program will be automatically admitted to a BCPS prekindergarten program in their home school.

May 2002
Academic Program, Standards, Curriculum, & Assessment

Innovative teaching methods and curriculum approaches; substantive overview of curriculum; and consistency between the mission, curriculum, and student population to be served are important foundations when establishing a public charter school. Compliance with applicable regulations to meet the needs of limited English proficient and special needs students in the school program is also to be taken into consideration when completing the application to open a public charter school.

Public charter schools must provide at least as much instruction time during a school year as required by other public schools. Accordingly, the minimum number of days of instruction is effectively 180*. The maximum number of hours in a day that a school must be in session for that day to count as a day of instruction (and against the 180 day minimum) is defined as follows:

*Public schools under the jurisdiction of a county board shall be open for pupil attendance for at least 180 actual school days and a minimum of 1,080 school hours for grades 1-8 and 1,170 hours for grades 9-12 during a 10-month period in each school year. Schools may not be open on Saturdays, Sundays, or State recognized holidays in order to meet the 180 day or 1,080 hour requirement. Schools must remain open 3 hours in order to meet the full-day requirement under State Law. More information on the school calendar can be found in Section 7-103, Education Article, Annotated Code of Maryland.

An example is as follows:

- 2.5 hours per day for half-day kindergarten
- 6 hours per day for full day kindergarten and grades 1-5 exclusive of lunchtime; and
- 6 hours and 15 minutes per day for grades 6-12 exclusive of lunchtime.

A. Describe the educational program of the school, providing an overview of curriculum objectives and content of the main subject areas that support the core learning goals of the Maryland State Department of Education and other applicable education laws. These should include the objectives, content, and skills to be taught for the main subject areas at each performance level (grade level, age grouping, etc.) in the charter school.

B. Describe how the program will further the goals and objectives of the BCPS Comprehensive Master Plan.

C. Briefly outline the instructional methods to be used, including any distinctive instructional techniques to be employed. How will this pedagogy enhance student learning?

D. Describe how the charter will accommodate special needs students, including limited English proficient students in accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:

- The process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- The manner in which the applicant will ensure that English Language Learning students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
• A description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all Limited English Proficient students including:

  1. A description of how staff, curricular materials, and facilities will be used;
  2. A statement that affirms that Limited English Learning students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English; and
  3. A description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.

E. Describe how the charter will meet the needs of Special Education Students.

• The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable. Consequently the school building must be accessible for students with disabilities and their families.

• The school will be required, consistent with applicable law, to work with the local education agency school district to ensure that all students with disabilities that qualify under the Individuals with Disabilities Education Act (IDEA):

  1. Have available a free appropriate public education (FAPE);
  2. Are appropriately evaluated;
  3. Are provided with an IEP;
  4. Receive an appropriate education in the least restrictive environment;
  5. Are involved in the development of and decisions regarding the IEP, along with their parents; and
  6. Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school or school district’s provision of FAPE.

The school will be required to designate a professional staff member as the school’s special education liaison with BCPS. Responsibilities will include coordinating with the Baltimore County Public Schools’ special education office throughout the year to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting.

F. Provide a copy of the proposed school’s calendar in the first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

G. Provide a minimum number of hours/minutes per week the school will devote to core academic subjects in each grade (i.e., language arts, mathematics, science, social studies, technology studies); the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.
• Provide a description of the student achievement goals for the proposed school’s educational program.

H. Provide the proposed school’s learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter.

I. Attach a schedule of the state assessments that the charter school will administer.

Note: The application will not be approved until a full curriculum, consistent with the school’s mission, philosophy, and goals has been adopted or until a timeline and plan for the Year One curriculum are provided that convinces the Board of Education of Baltimore County that such a curriculum will be in place prior to the opening of the public charter school.

Recommendations

• A timeline and process for developing student content and performance standards.
• Plans for a curriculum with learning objectives, content, and skills appropriate for the target student population.
• Plans for a curriculum that is challenging, coherent, and content-rich.
• An instructional program that is consistent with the mission, philosophy, and goals of the school and that challenges students to perform at high levels.
• Program models and delivery strategies suitable for students who are significantly below grade level in the development of reading and other basic skills.

Student Assessment

Student assessment is an essential component of the public charter school’s educational plan. Assessment confirms student progress, identifies areas of low and high achievement, and improves the accountability of the school. It begins with the teacher’s evaluation of student progress based on written class work, oral contributions, and homework. Such evaluations are important, but may be insufficient to assess long-term subject mastery. Formal assessments, integrated with the curriculum, will indicate overall achievement levels. Assessment results allow teachers to determine which students would benefit from additional help or additional challenge. Commitment to high academic standards for all students; (well-developed assessment mechanisms); and understanding of the state assessment requirements are essential to public charter school planning.

A. Describe the plan to assess student performance in the core academic areas. Please include the current baseline standard of achievement, the outcomes to be achieved, and the method(s) of measurement to be used. Include student outcomes and performance standards to include:

• How the baseline student academic achievement levels and prior rates of academic progress will be established.
• How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.
• To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.
B. Describe the methods used to identify the educational strengths and needs of students and the extent to which educational goals and performance standards are being met.

C. Describe how students will, at a minimum, participate in the statewide assessment program.

D. For secondary charter schools, describe the method for determining that a student has satisfied the requirements for graduation.

E. Describe any State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter school. Provide a justification for any waivers of Federal or statutory or regulatory provisions that will be necessary for the successful operation of the charter school.

F. If the proposed charter school includes particular methods, strategies, or programs for meeting the needs of students at risk of academic failure, attach a description of the challenges faced in educating the targeted population and describe such methods, strategies, and/or programs.

Recommendations

- Does the charter school have an assessment plan that features multiple measures of student outcomes?
- Does the assessment plan make adjustments in instruction, assist in decisions about student grouping, promotion, graduation (if applicable), and improve student outcomes?
- Are the planned assessments in alignment with the proposed curriculum and standards?

Management Structure (if applicable)

The Operators of the public charter school are legally responsible for all transactions of the public charter school. The Operators owe the duty to exercise reasonable care when making a decision as stewards of the organization. A policy on conflict of interest, including statements regarding full disclosure of connections to anyone doing business with the organization, must be included in the application.

The application must include a copy of the Articles of Incorporation (if applicable) and the by-laws or other instruments affecting the management of the public charter school. A proposed charter school must have a federal tax ID number.

1) Profile of the Operators of the Public Charter School:

A. Describe the organizing group that is working together to apply for a charter, including the names of the organizers, their background and experiences, and references for each.

B. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.

C. Detail the relevant expertise of retained consultants or professionals (e.g., accounting, finance, educational management services, risk management, human resources).

D. Discuss the proposed method for resolving conflicts between the governing body of the charter school and the chartering authority.
e. Please provide a set of by-laws for the proposed school, which includes the charter school’s method for appointment/election of the governing body and the length of the terms established for each management position

**School Management**

A stable, effective, and comprehensive school management model consistent with the mission is a key in clearly defining roles of the charter school management board and its interaction with staff. The management model must provide for appropriate teacher and parent input in school decision making. A well-developed viable administrative management structure and knowledge of and compliance with public information laws are important in establishing a public charter school.

A. Describe the management structure of the school; including clearly delineated responsibilities, policies, and practices needed to effectively manage the school.

B. Describe the administrative management structure of the school.

C. Describe the roles and responsibilities of the management board, including the relationship of the management board to teachers and administrators.

D. Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should indicate clearly the reporting structure of the staff to the management board and staff to the school director(s).

E. Unless waived by the Board of Education of Baltimore County, the operators of the public charter school shall be subject to Board of Education Policy 8360-8366 regarding Ethics.

F. Discuss how the charter school will comply with Maryland statutes relating to public records and public meetings (if applicable) *Annotated Code of Maryland, Section 10-509.*

**Student Policy and Services**

If the public charter school intends to waive any Board of Education of Baltimore County policy, administrative regulations, and/or procedures relating to students, alternate policies must be provided with this application. Public charter schools are required to follow the policies of the Board of Education of Baltimore County. The following list is not exhaustive, but provides examples of current Board policies and regulations:

A. Written policies and procedures
B. Enrollment and attendance data
C. Compulsory attendance
D. Nonresident tuition
E. Student Behavior Handbook
F. Student withdrawals and dismissals
G. Promotion of students
H. Discipline procedures – suspensions-expulsions
I. Student records and forms
J. Students/family confidentiality standards
K. Immunizations (Maryland State Law requires immunization of students prior to entering school)

L. Student dress code.

**Note:** Any discipline related to special education students is not negotiable. Further, all expulsions must follow BCPS policy. Board of Education of Baltimore County policies can be located at the following web-address: [http://www.BCPS.org/BOEPolicyManual.html](http://www.BCPS.org/BOEPolicyManual.html)

A. If the public charter school plans to implement a dress code policy, provide the policy including a description of how the cost of any uniform would be covered for parents unable to afford them.

B. Provide a description of the food services to be provided by the charter school. Charter applicants have several options related to the provision of food service for their students. Food service may be significantly more costly if a school chooses option 1 or option 2. A charter school may choose to:

1. Provide food on its own and forgo reimbursement;

2. Apply to the Maryland State Board of Education to become its own licensed School Food Authority and participate in the National School Lunch Program; or

3. Contract with the local district.

**Note:** The National School Lunch Program (NSLP) is an entitlement which means local schools earn a fixed federal reimbursement for each school lunch served consistent with United States Department of Agriculture (USDA) nutritional guidelines. All public and non-profit private schools may participate as long as they operate a non-profit food service program; agree to make meals available to students, using federally set income criteria, offer meals that meet federally specified nutritional requirements; and follow the record keeping and claims procedures required by the USDA.

C. Describe plans for health services to be provided by the charter school, or options under consideration. Holding an R.N. or L.P.N. license without school nurse certification is not acceptable. The individual may be full time or part time, but students should have health service access during school hours.

D. Describe plans for student participation in extracurricular activities such as athletics, music, field trips, etc. Students may not be charged for these services.

E. Describe appropriate technology, libraries and other media that will be made available to the school’s students.

In the event of the dissolution of the public charter school, Baltimore County Public Schools will provide the procedures that the school will follow for the transfer of students, student records, and appropriate school personnel. Resources provided to the public charter school by BCPS shall remain under the control of the Board. The public charter school will provide information to the Board regarding the disposition of all other school assets.

**Code of Student Conduct**

Discipline and dismissal procedures are the same as those stated in the Baltimore County Pupil Personnel Handbook. Unless modified in the public school charter agreement, Baltimore County school system rules apply to the transfer of students to and from charter schools for suspensions and expulsions.
If a charter school student is expelled and has committed an expellable act that would merit exclusion from a comprehensive (regular) school, the student may be accepted into an alternative program at another Baltimore County public school.

Note: If a charter school student withdraws but has not committed an expellable act based on the Baltimore County Public Schools’ standards, the student shall be admitted to a regular public school program and the charter school shall rebate the FTE to the district.

Human Resources

The Maryland Public Charter School Program defines employees of a public charter school as public school employees and employees of a public school employer in the county in which the public charter school is located with rights afforded them under Maryland law.

In that Maryland’s Public Charter School Law defines a charter school as a public school, there are many administrative and support services that can be provided to a charter school by the school system administration consistent with the services provided to other public schools within that system.

High professional standards for teachers and staff are essential to the success of the public charter school. Consideration should be given to the commitment of staff development and working conditions that will attract a quality staff. The public charter school applicant(s) should seek professional staff that is in agreement with and committed to the mission, goals, and educational approach of the school. After receipt of its charter and completion of the hiring process, the public charter school will be required to submit certificates of newly hired teachers, administrators, and professional support staff as an addendum to this application.

Note: The Baltimore County Public Schools’ Human Resources Department will be responsible for the final interviews and decisions regarding the hiring, evaluation, and discipline of charter school staff. Under Maryland Law, the teachers and certain staff of the public charter school are public employees and therefore, are required to adhere to the rules and regulations of BCPS.

A. Provide a roster of instructional staff for the school for each year of the charter. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. All teachers must be highly qualified and all paraprofessionals must be certified pursuant to the requirements of the “Federal No Child Left Behind Act.” In addition, the roster should identify the number of instructional personnel in each classroom (e.g., one teacher, one teaching assistant, one paraprofessional for each class).

B. Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

C. What are the targeted staff size, staffing plan, and projected student-to-teacher ratio?

D. Describe how professional development will adhere to BCPS policy and will be offered to the teaching staff.

E. Indicate whether the public charter school intends to utilize the limited waiver regarding teacher certification permitted under Maryland law.
Professional/Support Personnel - Qualifications

Please include the following:

- Job descriptions (using BCPS job descriptions)
- Qualification and certification of teachers and other professional staff
- Fingerprinting and criminal background checks for all staff
- Resumes for all professional staff
- Personnel appraisal and accountability system.

Policy, Regulations, and Legal Requirements

Please provide the following:

A. Compliance assurances form
B. Reporting requirements and annual review process
C. Civil liability insurance
D. General liability insurance
E. Maintain compliance with state and federal education requirements
F. Records maintenance/distribution
G. Legal autonomy
H. Child development center license (if applicable).

Parent Involvement and Community Participation

The key statement that can be made about parent and family involvement in education is that when it happens, everyone benefits. Research has conclusively shown that parental involvement and community participation in education benefits students, parents, teachers and schools, whether the program is at the preschool, elementary, or secondary level.

A. Describe how the charter school will build family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations.

B. Describe how the charter school will work with parents so they have the information and training they need to better support and become more involved in their children’s learning.

C. Describe the role teachers, administrators, and other school staff will play in making sure all parents are welcome to the school and are encouraged to participate in decisions about their children’s education.

D. Describe the relationship the charter school intends to build with community agencies and organizations that serve students who attend the school. Discuss any commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the charter school.
E. Convey as clearly and concretely as possible the scope of community backing for the proposed charter school and its founding board. Document this community support among teachers, parents, students, community members, institutional leaders, and others, through the use of letters of support, surveys, or other tangible means.

F. Describe how parents will be involved in the charter school including, in particular, the management and administration of the public charter school.

G. Describe how staff will be involved in the charter school including, in particular, the management and administration of the public charter school.

H. Identify methods for handling disputes between parents and the school.

I. For Baltimore County Public Schools converting to charter schools, provide evidence that two-thirds of parents/guardians and two-thirds of existing staff support the conversion of the school to a public charter school.

School Facilities

When acquiring a facility, there are many things that should be considered. The final selection of the facility should take into account the safety of the facility and how effectively it can be used to educate students. Other considerations include cost for any needed renovation and/or retrofitting, rent or mortgage payments, and location.

The Maryland Public Charter School Act states “a Public Charter School” means a public school that is in compliance with all applicable health and safety laws” (§9-102(9)). Such requirements are a function of state and local building codes and are administered by the state and local inspection agencies. Prior to receiving any funds or beginning the first day of school, a “certificate of occupancy” must be received by the Baltimore County Charter School Coordinator. Progress toward identifying and acquiring an adequate school facility is required before the application will be approved.

A. If the charter school facility has already been identified, describe the facilities to be used and their location, or alternatively, describe present options for a school building.

B. Demonstrate how this site would be a suitable facility for the proposed school, including any plans to renovate and bring facilities into compliance with all applicable building codes.

C. If applicable, discuss any progress, partnership developments, or other future steps towards acquisition of a school building.

D. Describe financing plans for facilities, if applicable.

E. If a charter school facility has not been identified, describe plans for doing so. The applicant must notify Baltimore County Public Schools within three days of securing a facility.

F. If a charter school or its applicants or partners will own or lease its facility, provide a description of the ownership or lease agreement of the facility, including specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided.
G. If available, provide a description of the charter school facility, or proposed facility, and its layout. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities (e.g., dormitories or faculty housing). All education specifications must be submitted with application.

H. Plans must include acquisition of educational materials, supplies, furniture, and other equipment.

Note: Contracts will not be awarded and existing contracts will not continue unless the charter school has secured a facility for the entire school year.

Recommendations:

- Obtain verification that there are no outstanding building code violations for educational occupancy.
- Obtain a certificate of occupancy.
- Provide plans for building security, maintenance and custodial services.
- Show ADA accessibility for individuals/children with disabilities.
- Provide schedule for occupancy.

Complete the following information for each site indicated. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below:

Site Name: 
Site Address: 
City: Zip Code: County: 

If a facility has not been established, provide the following Site/Location Description:

Please provide specific boundary information (e.g., targeted 10 mile radius) on the planned location for the charter school:

Number of classrooms, offices, etc. necessary, along with total square footage to implement the charter school program as described:
Finances

It is extremely important for the charter school to begin with an operating budget that is supported by sound financial planning. The operating budget for the charter application should be developed using local and state funds ONLY. Any other sources of income should be noted but not included in the basic operation of the school unless they represent secure and stable sources of funding. Alternate income streams do not represent secure sources until a guarantee is in hand.

The financial plan should include a two-year budget that is based on the projected enrollment for those two years. Budgeted allotments will change from year to year, with changes in the local and state per pupil allotments. Federal funds and grants are not predictable for income with expenditure forecasts.

The enrollments for the next two years will be the funding cap for the school during the term of the charter. The enrollment numbers should not fluctuate more than 10% below the cap in any given year. If this occurs, a revised budget must be submitted to the Charter Coordinator for Baltimore County Public Schools for review by the Office of the Chief Financial Officer in order to ensure that the school is financially sound to complete the school year.

Maryland State funds schools based upon a September 30th school year count, under guidelines established by law and through regulation. Requests for enrollment and for grade structure changes must be submitted each year to the Charter Coordinator for Baltimore County Public Schools. A review will be completed on the request in excess of the numbers projected on the application or by the 10% rule. Any changes above 10% must be approved by the Board of Education of Baltimore County.

Projections for special education children are difficult, however there must be a commitment from the public charter school not to discriminate. Each year, on October 1, Maryland State collects information regarding the number of children identified as special education children and the federal government takes a headcount as of October 1 of each year. The allotment for children with disabilities is based on the actual funding per child for the local educational agency (LEA).

Federal categorical dollars such as Title I and the child nutrition (school lunch) program require that the school have information regarding household income. It is probably best to ask for this confidential information in the initial registration process. The questionnaire should include a statement of confidentiality and an explanation as to why this information is important to the child and the school.

**Required Financial Records**

A. Describe the financial management and internal accounting procedures of the charter school.

B. Prepare and submit a four-year estimate of the public charter school budget. These projections are needed in order to estimate the annual payment to the public charter school for its operating expenses (see Appendix C). This should include both operating and capital budget projections.

C. Present a budget for start-up expenses, covering only the planning and capital expenses necessary before the opening of the charter school.

D. Present a budget for the length of the proposed contract covering all projected sources of revenue and planned expenditures. As it pertains to the budget, it is required that the
applicant(s) submit a detailed and realistic financial plan and analysis. This would include the following:

- A sensitivity analysis and financial plan based on enrollment with contingency plans for reduced enrollment.
- Five percent of the operating and five percent of the capital budget in a contingency fund.
- Cash flow projections for the first year displayed month by month and a plan to fund any cash flow shortfalls.

E. Are there plans to conduct any fund-raising efforts to generate capital or to supplement the per pupil allocations? If so, briefly explain.

F. Explain the manner in which the school will be insured, including liability insurance.

G. Determine the per-pupil allocation/modifications. This would include the local school system administrative costs and any other costs to be negotiated between Baltimore County Public Schools and the public charter school applicants.

H. Establish ownership and inventory control of materials and equipment.

Note: As part of any Charter Agreement, all charter schools will be required to make all financial records available to BCPS personnel within 48 hours of a request for auditing purposes. Furthermore, the public charter school will be required to maintain its financial records in accordance with generally accepted accounting principles.

Recruiting and Marketing Plan

A public charter school should have a plan to attract sufficient students to operate a school and make an effort to publicize the school to a broad audience in order to foster a student body representative of the local community. This would include recruitment efforts that seek to ensure a match between the school program and applicants’ educational and personal needs.

A. Demonstrate what publicity the school will use to attract a sufficient pool of applicants.

B. Determine what steps will be taken to reach students representative of the diversity in the community, including typically "harder to reach" families.

Risk Management

Training the students, staff, and parents is a vital part of any school safety plan. Baltimore County Public Schools maintains an emergency preparedness plan that all public charter schools must follow. Modifications to the Baltimore County Public Schools plan must be approved by the Board of Education of Baltimore County and, at a minimum, each plan should include:

1. the designation of an emergency response team
2. development of evacuation, shelter-in-place, and lockdown procedures
3. preparation of a portable emergency response kit that contains key information and supplies
An emergency may prevent the safe evacuation of a school building and require steps to isolate students and faculty from danger by instituting a school lockdown. In an interior lockdown situation, all students should be kept in classrooms or other designated locations that are away from the danger. Faculty members are responsible for accounting for students and ensuring that no one leaves the safe area. School personnel should also secure building entrances, ensuring that no unauthorized individuals leave or enter the building. Exterior lockdown procedures may also be used to ensure the safety of students when an incident occurs in the community. An emergency preparation plan must ensure the safety and security of students as well as coverage for facilities and the management board, which are not covered under the local school district’s plan.

The specific actions taken by schools in any emergency situation, both districtwide and at individual schools, will depend on the specifics of the situation. Any action taken would depend on several factors, including the level of threat and the advice of local, state, and federal agencies. The safety of students and staff members should be the primary concern in any decision.

A. Discuss plans to ensure the safety and security of students and staff

B. Describe proposed school insurance coverage plans, including general liability, property insurance and directors’ and officers’ liability coverage

C. Detail emergency plans to be used for situations such as fires, hurricanes, tornadoes, and child safety issues.

**Operations**

As required by law, admissions preference is granted to students who are eligible to attend Baltimore County Public Schools. Younger siblings of students already enrolled in the school are also granted preference provided the parents choose the public charter school for that sibling. Enrolled students should be guaranteed admission the following year provided the appropriate grade is available. Procedures should be developed to determine eligibility for students in accord with the above. Application forms should request, at a minimum, the: student’s name; date of birth; grade level; address; names, address(es), and telephone numbers of parents/guardians; names of siblings also applying; and a signature verifying that the information is correct and that the parents/guardians are choosing education at the public charter school for their child.

**Admissions & Registration Plan:**

A. Describe the admissions procedures and dismissal procedures to be used.

B. Describe the timetable to be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

C. In the case of an existing Baltimore County Public School being converted to charter status, suggest alternative arrangements for current students who choose not to attend the charter school.
Transportation

Charter proposals should include a plan that addresses the transportation needs of low-income and at-risk pupils. Funds for student transportation are included in the per pupil allotment amount and school planners may choose to spend these funds in a variety of ways. It is advisable to seek legal counsel on the proposed transportation plan regarding liability issues before submitting the final charter school proposal.

A. Discuss the plans for transporting students to and from school. What arrangements, if any, will be made with the local school district, private providers, or with parents/guardians?

B. Provide the definition of “reasonable distance” in the charter school transportation plan since charter schools are responsible for providing transportation for students residing within a "reasonable distance" of the charter school. What factors helped form the basis for this distance determination?

C. Describe the policies which will help ensure that transportation is not a barrier to equal access for all students.

D. Describe the procedures that will be in place to address specific transportation modes that special education students with IEPs may require.

Recommendations for Additional Consideration:

- Service agreements: How will these be funded?
- Bus routes: pickup and drop-off plans
- Number of required buses.

Additional Board Governance Policy

All charter school proposals will be evaluated for the impact of the proposed charter on the students and communities. The Board of Education of Baltimore County will take into consideration additional criteria to include:

- The positive and negative effects of the charter school on existing public schools-both charter and non-charter schools
- The degree to which the financing mechanism for the charter school is prudent and has safeguards to protect public money should unforeseen circumstances arise.

Charter school founders should follow the same guidelines for naming their schools as the Board of Education of Baltimore County. These guidelines may include:

- Names being used only once, whether by a charter or non-charter public school in Baltimore County
- Using a name other than that of a municipality or sub-division.
Final Documentation

Final documents must be submitted prior to the opening of the charter school. Final authorization to operate the charter school will be contingent upon the submission of all finalized or ratified documents requested in this application. Final approval of a Charter Agreement to operate a charter school shall not be authorized until the applicant has finalized the acquisition or leasing of an appropriate facility that meets all health and safety requirements and the specific needs of the school’s educational program.

Pre-Opening Submissions

One month prior to the opening of the public charter school, the following will need to be provided:

A. Facilities Safety Approval

For all public charter schools not using existing Baltimore County Public Schools facilities, the safety and structural soundness of the school and compliance with applicable state minimum building codes and fire protection codes must be met. Please submit written documentation of:

• Inspections required by Baltimore County Public Schools;
• Inspection by local Fire Department;
• Compliance with all other federal and state health & safety laws and regulations.

Submit a final site plan.

B. Final Governance Documents

• Submit copies of the school's articles of incorporation (if applicable), by-laws, contracts, and other documents required by applicable law.
• Updated board members' names, addresses, phone numbers, resumes, and disclosure information.

C. Insurance, Final Budgets, & Other

• Present the school's insurance coverage plans, including general liability, property insurance, and Director's and Officer's liability coverage, if any.
• Submit updated budgets.
• Final school calendars.

Miscellaneous

Please indicate whether the proposed public charter school would:

• Have substantially the same governance structure and/or officers as an existing private school.
• Draw from an existing private school a substantial portion of the employees of the public charter school.
• Receive from an existing private school a substantial portion of such private school’s assets or property; or
• Would be located at the same site as an existing private school.

Please provide any other information that would be helpful to the Board of Education of Baltimore County in the evaluation of the application.

**Application Checklist**
(to be completed by the applicant)

This document is similar to the Administrative Checklist used by the Baltimore County Public Schools staff in determining if an application is complete. Any section not complete, including items left blank or unanswered or missing attachments and appendices, will result in an application being deemed INCOMPLETE. Notice of deficiencies will be sent to the applicant within 30 business days of receipt of application. Incomplete applications will not be forwarded to the Board of Education of Baltimore County.

Insert the page number where each item listed below will be found within the application section indicated.

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<thead>
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<td>Application/Guidance</td>
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<td>Public Charter School Application</td>
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<td>_____Profile of Founding Group</td>
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<td>_____Management and Administrative Structure</td>
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<td>_____Education History</td>
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<td>_____Statement of Intent</td>
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<td>Affidavit, Disclosure, and Consent for Background and Credit Check</td>
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<td>Signature</td>
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<td>Agreement to Participate in Training and Professional Development</td>
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<td>Special Education/Exceptional Student Services Training</td>
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<td>Agreement to Comply with Audit Requirements</td>
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<td>Agreement to Comply with Maryland Student Assessment</td>
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<td>Outline instructional methods</td>
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<td>Timeframe on core academic subjects</td>
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<td>Student achievement goals</td>
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<td>Learning standards and curriculum</td>
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<td>Schedule of state assessments administered by school</td>
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<td>Baseline rates compared to academic progress achieved</td>
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<td>Evaluation of progress comparison</td>
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<td>Methods used to identify educational strengths</td>
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<td>Student Participation in statewide assessment programs</td>
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<td>Requirements for graduation (secondary education applicants only)</td>
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<td>State or local rules waived</td>
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<td>Meeting needs of students at risk of academic failure</td>
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<td>Profile of the operators of the public charter school</td>
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<td>Method for resolving conflicts</td>
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<td>Set of By-laws</td>
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<td>Roles and responsibilities of management board</td>
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<td>Organizational chart for school with narrative description</td>
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<td>_____ Alternate policies (if applicable)</td>
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<td>_____ Dress code policy</td>
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<td>_____ Food Services</td>
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<td>_____ Health Services</td>
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<td>_____ Student participation in extracurricular activities</td>
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<td>_____ Appropriate technology, libraries, and other media plans</td>
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<td>_____ Procedures for dissolution of school</td>
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<td>_____ Code of Student Conduct</td>
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<td>_____ Enrollment and attendance data</td>
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<td>_____ Nonresident tuition policy</td>
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<td>_____ Student withdrawals and dismissals</td>
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<td>_____ Discipline procedures – suspensions - expulsions</td>
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<td>_____ Roster of instructional staff</td>
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<td>_____ Indication of teacher certification waiver</td>
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<td>_____ Hiring standards</td>
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<td>_____ Teacher qualifications to parents</td>
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<td>_____ Targeted staffing size and plan</td>
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<td>_____ Professional Development</td>
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<td>_____ Job descriptions</td>
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<td>_____ Qualification and certification of teachers and other professional staff</td>
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<td>_____ Fingerprinting and criminal background checks for all staff/volunteers</td>
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<td>_____ Personnel appraisal and accountability system</td>
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<td>_____ Reporting requirements and annual review process</td>
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<td>_____ Civil liability insurance</td>
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<td>_____ Compliance with state and federal education requirements</td>
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<td>_____ Legal autonomy</td>
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<td>_____ Child development center license (if applicable)</td>
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<td><strong>Parent Involvement and Community Participation</strong></td>
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<td>_____ Building family-school partnerships</td>
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<td>_____ Staff involvement</td>
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<td>_____ Partnerships with community organizations</td>
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<td>_____ Community support</td>
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<td>_____ Handling disputes</td>
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<td>_____ Conversion of existing school (if applicable)</td>
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<td>_____ Renovation and compliance</td>
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<td>_____ Partnership developments and acquisition of school building</td>
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<td>_____ Financing plans (if applicable)</td>
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<td>_____ Notification of facility</td>
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<td>_____ Acquisition of educational materials, supplies, furniture, etc.</td>
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<td>_____ Verification of no outstanding building code violations</td>
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<td>_____ ADA accessibility</td>
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<td>_____ Certificate of Occupancy</td>
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<td>_____ Financial management and internal accounting procedures</td>
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<td>_____ Four-year estimate of school budget.</td>
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<td>_____ Budget for start-up expenses</td>
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<td>_____ Budget for length of proposed contract, sensitivity analysis, contingency fund, and cash flow projections</td>
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<td>_____ Fund-raising plans</td>
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<td>_____ Liability insurance</td>
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<td>_____ Determination of per-pupil allocations/modifications</td>
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<td>_____ Operating and Capital budget projections</td>
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<td>_____ Ownership and inventory control of materials and equipment</td>
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<th><strong>Recruiting and Marketing Plan</strong></th>
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<td>_____ Publicizing the school to attract a sufficient pool of applicants</td>
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<td>_____ Proposed school insurance coverage plans</td>
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<td>_____ Emergency plans</td>
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<td>_____ Admissions and dismissal procedures</td>
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<td>_____ Timetable for registering and admitting students, including lottery procedures</td>
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<td>_____ Existing school conversion plans (if applicable)</td>
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<td>_____ Definition of reasonable distance in transportation plan</td>
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<td>_____ Policies regarding equal access for all students</td>
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<td>_____ Special education IEP requirements</td>
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**Additional Board Governance Policy** (Read Only)
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<th><strong>Final Documentation</strong> (Read Only)</th>
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<td><strong>Pre-Opening Submissions</strong></td>
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<td>Facilities Safety Approval, inspections, compliance, and final site plan</td>
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<td><strong>Final Governance Documents</strong></td>
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<td>_____ Articles of Incorporation (if applicable)</td>
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<td>_____ Other documents</td>
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<td>_____ Updated Information on Management Board</td>
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<td><strong>Insurance, Final Budgets, and Other</strong></td>
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<td>_____ Insurance coverage plans</td>
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<td>_____ Updated budgets</td>
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<td>_____ Final school calendar</td>
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<td><strong>Miscellaneous</strong></td>
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<td>_____ Private school conversion</td>
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<td>_____ Any other information pertinent to evaluation of application</td>
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APPENDIX A

Senate Bill 75

SENATE BILL 75

Unofficial Copy 2003 Regular Session
F1 (3lr0658)

ENROLLED BILL
-- Education, Health, and Environmental Affairs/Ways and Means --

Introduced by Senators Dyson, Hollinger, Colburn, DeGrange, Frosh, Giannetti, Harris, Hooper, Kittleman, Lawlah, Mooney, and Stone

Read and Examined by Proofreaders:

_________________________ Proofreader.

_________________________ Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this _____ day of ____________ at ____________________ o'clock, _____M.

_________________________ President.

CHAPTER 358

1 AN ACT concerning

Public Charter School Act of 2003

3 FOR the purpose of establishing the Maryland Public Charter School Program;
4 adding a certain definition; establishing certain authority in certain boards;
5 specifying certain charter school application requirements; prohibiting a county board public chartering authority from granting a charter to certain schools;
6 requiring a county board to review an application to establish a charter school and render a decision within a certain time period; establishing a certain appeals process; requiring the State Board of Education to render a certain decision within a certain time period; authorizing the State Board of Education to direct a county board to grant a charter under certain circumstances and requiring the State Board to mediate a certain decision; establishing a certain certification requirement; requiring a public charter school to comply with certain provisions of law; authorizing a public charter school to apply for a certain waiver; prohibiting the granting of a waiver from certain provisions of law; providing for certain bargaining rights for certain employees; providing for
SENATE BILL 75

the negotiation of certain amendments to certain collective bargaining agreements; requiring a county board to disburse a certain amount of money to a public charter school; authorizing certain boards to give educational materials, supplies, furniture, and other equipment to a public charter school; requiring county boards to develop a certain policy; establishing a certain liaison for the Program; requiring the State Department of Education to create and disseminate to each local board of education a certain model public charter school policy by a certain date; requiring the State Board of Education to submit a certain report on or before a certain date; defining certain terms; authorizing the State Board to act as the public chartering authority for restructured schools under certain circumstances; specifying certain procedures and requirements governing an application for a restructured school that seeks to become a charter school; specifying certain limitations and requirements for charter schools with regard to educational services for children with disabilities; requiring the State Board of Education to provide certain technical assistance to certain operators of charter schools; and generally relating to the Maryland Public Charter School Program.

BY repealing and reenacting, with or without amendments, Article - Education Section 6-401(e) and 6-501(g) Annotated Code of Maryland (2001 Replacement Volume and 2002 Supplement)


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

Article - Education

6-401.

(e) "Public school employer" means a county board of education for the Baltimore City Board of School Commissioners, OR A PUBLIC CHARTER SCHOOL, AS DEFINED IN TITLE 9 OF THIS ARTICLE.

6-501.

(g) (1) "Public school employer" means the county board in each county, OR A PUBLIC CHARTER SCHOOL, AS DEFINED IN TITLE 9 OF THIS ARTICLE.
"Public school employer" includes the Baltimore City Board of School Commissioners.

TITLE 9. MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

9-101.

(A) THERE IS A MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

(B) THE GENERAL PURPOSE OF THE PROGRAM IS TO ESTABLISH AN ALTERNATIVE MEANS WITHIN THE EXISTING PUBLIC SCHOOL SYSTEM IN ORDER TO PROVIDE INNOVATIVE LEARNING OPPORTUNITIES AND CREATIVE EDUCATIONAL APPROACHES TO IMPROVE THE EDUCATION OF STUDENTS.

9-102.

IN THIS TITLE, "PUBLIC CHARTER SCHOOL" MEANS A PUBLIC SCHOOL THAT:

1. IS NONSECTARIAN IN ALL ITS PROGRAMS, POLICIES, AND OPERATIONS;
2. IS A SCHOOL TO WHICH PARENTS CHOOSE TO SEND THEIR CHILDREN;
3. IS OPEN TO ALL STUDENTS ON A SPACE-AVAILABLE BASIS AND ADMITS STUDENTS ON A LOTTERY BASIS IF MORE STUDENTS APPLY THAN CAN BE ACCOMMODATED;
4. IS A NEW PUBLIC SCHOOL OR A CONVERSION OF AN EXISTING PUBLIC SCHOOL;
5. PROVIDES A PROGRAM OF ELEMENTARY OR SECONDARY EDUCATION OR BOTH;
6. OPERATES IN PURSUIT OF A SPECIFIC SET OF EDUCATIONAL OBJECTIVES;
7. IS TUITION-FREE;
8. IS SUBJECT TO FEDERAL AND STATE LAWS PROHIBITING DISCRIMINATION;
9. IS IN COMPLIANCE WITH ALL APPLICABLE HEALTH AND SAFETY LAWS; AND
(10) IS IN COMPLIANCE WITH THE REQUIREMENTS OF THE INDIVIDUALS WITH DISABILITIES ACT, 20 U.S.C. 1400 ET SEQ. § 9-107 OF THIS TITLE;

(11) OPERATES UNDER THE SUPERVISION OF THE PUBLIC CHARTERING AUTHORITY FROM WHICH ITS CHARTER IS GRANTED AND IN ACCORDANCE WITH ITS CHARTER AND, EXCEPT AS PROVIDED IN § 9-106 OF THIS SUBTITLE, THE PROVISIONS OF LAW AND REGULATION GOVERNING OTHER PUBLIC SCHOOLS;

(12) REQUIRES STUDENTS TO BE PHYSICALLY PRESENT ON SCHOOL PREMISES FOR A PERIOD OF TIME SUBSTANTIALLY SIMILAR TO THAT WHICH OTHER PUBLIC SCHOOL STUDENTS SPEND ON SCHOOL PREMISES; AND

(13) IS CREATED IN ACCORDANCE WITH THIS TITLE AND THE APPROPRIATE COUNTY BOARD POLICY.

9-103.

(A) THE PRIMARY PUBLIC CHARTERING AUTHORITY FOR THE GRANTING OF CHARTERS A CHARTER SHALL BE THE COUNTY BOARDS BOARD OF EDUCATION.

(B) THE SECONDARY PUBLIC CHARTERING AUTHORITY FOR THE GRANTING OF CHARTERS A CHARTER SHALL BE THE STATE BOARD ACTING IN ITS APPEAL REVIEW CAPACITY OR AS THE PUBLIC CHARTERING AUTHORITY FOR A RESTRUCTURED SCHOOL IN ACCORDANCE WITH § 9-104(A) OF THIS SUBTITLE.

(C) THE STATE BOARD MAY CREATE ADDITIONAL PUBLIC CHARTERING AUTHORITIES.

9-104.

(A) (1) AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL SHALL BE SUBMITTED TO THE COUNTY BOARD OF THE COUNTY IN WHICH THE CHARTER SCHOOL WILL BE LOCATED.

(2) AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL MAY BE SUBMITTED TO A COUNTY BOARD BY:

(I) THE STAFF OF A PUBLIC SCHOOL;

(II) A PARENT OR GUARDIAN OF A STUDENT WHO ATTENDS A PUBLIC SCHOOL IN THE COUNTY;

(III) A NONSECTARIAN NONPROFIT ENTITY;
A NONSECTARIAN INSTITUTION OF HIGHER EDUCATION IN THE STATE; OR

ANY COMBINATION OF PERSONS SPECIFIED IN ITEMS (I) THROUGH (IV) OF THIS PARAGRAPH.

A COUNTY BOARD PUBLIC CHARTERING AUTHORITY MAY NOT GRANT A CHARTER UNDER THIS TITLE TO:

(I) A PRIVATE SCHOOL;

(II) A PAROCHIAL SCHOOL; OR

(III) A HOME SCHOOL.

EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE COUNTY BOARD SHALL REVIEW THE APPLICATION AND RENDER A DECISION WITHIN 120 DAYS OF RECEIPT OF THE APPLICATION.

FOR A RESTRUCTURED SCHOOL:

1. THE COUNTY BOARD SHALL REVIEW THE APPLICATION AND RENDER A DECISION WITHIN 30 DAYS OF RECEIPT OF THE APPLICATION;

2. THE COUNTY BOARD MAY APPLY TO THE STATE BOARD FOR AN EXTENSION OF UP TO 15 DAYS FROM THE TIME LIMIT IMPOSED UNDER ITEM 1 OF THIS SUBPARAGRAPH;

3. IF AN EXTENSION IS NOT GRANTED, AND 30 DAYS HAVE ELAPSED, THE STATE BOARD MAY BECOME A CHARTERING AUTHORITY; AND

4. IF AN EXTENSION HAS BEEN GRANTED, AND 45 DAYS HAVE ELAPSED, THE STATE BOARD MAY BECOME A CHARTERING AUTHORITY.

IF THE COUNTY BOARD DENIES AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL, THE APPLICANT MAY APPEAL THE DECISION TO THE STATE BOARD, IN ACCORDANCE WITH § 4-205(C) OF THIS ARTICLE.

THE STATE BOARD SHALL RENDER A DECISION WITHIN 120 DAYS OF THE FILING OF AN APPEAL UNDER THIS SUBSECTION.

IF THE COUNTY BOARD DENIES AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL AND THE STATE BOARD REVERSES THE DECISION, THE STATE BOARD MAY DIRECT THE COUNTY BOARD TO GRANT A CHARTER AND SHALL MEDIATE WITH THE COUNTY BOARD AND THE APPLICANT TO IMPLEMENT THE CHARTER.
A MEMBER OF THE PROFESSIONAL STAFF OF A PUBLIC CHARTER SCHOOL SHALL HOLD THE APPROPRIATE MARYLAND CERTIFICATION.

SUBJECT TO SUBSECTION (B) OF THIS SECTION, A PUBLIC CHARTER SCHOOL SHALL COMPLY WITH THE PROVISIONS OF LAW AND REGULATION GOVERNING OTHER PUBLIC SCHOOLS.

SUBJECT TO SUBSECTION (C) OF THIS SECTION, A WAIVER OF THE REQUIREMENTS UNDER SUBSECTION (A) OF THIS SECTION MAY BE SOUGHT THROUGH AN APPEAL TO THE STATE BOARD.

A WAIVER MAY NOT BE GRANTED FROM PROVISIONS OF LAW OR REGULATION RELATING TO:

1 (1) AUDIT REQUIREMENTS;

2 (2) THE MEASUREMENT OF STUDENT ACADEMIC ACHIEVEMENT,

3 INCLUDING ALL ASSESSMENTS REQUIRED FOR OTHER PUBLIC SCHOOLS AND OTHER ASSESSMENTS MUTUALLY AGREED UPON BY THE PUBLIC CHARTERING AUTHORITY AND THE SCHOOL; OR

4 (3) THE HEALTH, SAFETY, OR CIVIL RIGHTS OF A STUDENT OR AN EMPLOYEE OF THE CHARTER SCHOOL.

A PUBLIC CHARTERING AUTHORITY MAY NOT GRANT A CHARTER TO A PUBLIC CHARTER SCHOOL WHOSE OPERATION WOULD BE INCONSISTENT WITH ANY PUBLIC POLICY INITIATIVE, COURT ORDER, OR FEDERAL IMPROVEMENT PLAN GOVERNING SPECIAL EDUCATION THAT IS APPLICABLE TO THE STATE.

A PUBLIC CHARTERING AUTHORITY SHALL ENSURE THAT THE AUTHORIZING PROCESS FOR A PUBLIC CHARTER SCHOOL AND THE CHARTER APPLICATION ADDRESS THE ROLES AND RESPONSIBILITIES OF THE COUNTY BOARD AND THE APPLICANTS AND OPERATORS OF THE PUBLIC CHARTER SCHOOL WITH RESPECT TO CHILDREN WITH DISABILITIES.

THE PUBLIC CHARTERING AUTHORITY SHALL ENSURE THAT, PRIOR TO OPENING A PUBLIC CHARTER SCHOOL, THE OPERATORS OF THE SCHOOL ARE INFORMED OF THE HUMAN, FISCAL, AND ORGANIZATIONAL CAPACITY NEEDED TO FULFILL THE SCHOOL'S RESPONSIBILITIES RELATED TO CHILDREN WITH DISABILITIES.

9-107. 9-108.

(A) EMPLOYEES OF A PUBLIC CHARTER SCHOOL:

(1) ARE PUBLIC SCHOOL EMPLOYEES, AS DEFINED IN §§ 6-401(D) AND 6-501(F) OF THIS ARTICLE;

(2) ARE EMPLOYEES OF A PUBLIC SCHOOL EMPLOYER, AS DEFINED IN §§ 6-401(E) AND 6-501(G) OF THIS ARTICLE, IN THE COUNTY IN WHICH THE PUBLIC CHARTER SCHOOL IS LOCATED; AND

(3) SHALL HAVE THE RIGHTS GRANTED UNDER TITLE 6, SUBTITLES 4 AND 5 OF THIS ARTICLE.

(B) IF A COLLECTIVE BARGAINING AGREEMENT UNDER TITLE 6, SUBTITLE 4 OR 5 OF THIS ARTICLE IS ALREADY IN EXISTENCE IN THE COUNTY WHERE A PUBLIC CHARTER SCHOOL IS LOCATED, THE EMPLOYEE ORGANIZATION AND THE PUBLIC CHARTER SCHOOL MAY MUTUALLY AGREE TO NEGOTIATE AMENDMENTS TO THE EXISTING AGREEMENT TO ADDRESS THE NEEDS OF THE PARTICULAR PUBLIC CHARTER SCHOOL.


(A) A COUNTY BOARD SHALL DISBURSE TO A PUBLIC CHARTER SCHOOL AN AMOUNT OF COUNTY, STATE, AND FEDERAL MONEY FOR ELEMENTARY, MIDDLE, AND SECONDARY STUDENTS THAT IS COMMENSURATE WITH THE AMOUNT DISBURSED TO OTHER PUBLIC SCHOOLS IN THE LOCAL JURISDICTION.

(B) THE STATE BOARD OR THE COUNTY BOARD MAY GIVE SURPLUS EDUCATIONAL MATERIALS, SUPPLIES, FURNITURE, AND OTHER EQUIPMENT TO A PUBLIC CHARTER SCHOOL.

9-109. 9-110.

(A) (1) EACH COUNTY BOARD SHALL DEVELOP A PUBLIC CHARTER SCHOOL POLICY AND SUBMIT IT TO THE STATE BOARD.
(2) THE POLICY REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL INCLUDE GUIDELINES AND PROCEDURES REGARDING:

(I) EVALUATION OF PUBLIC CHARTER SCHOOLS;

(II) REVOCATION OF A CHARTER;

(III) REPORTING REQUIREMENTS; AND

(IV) FINANCIAL, PROGRAMMATIC, OR COMPLIANCE AUDITS OF PUBLIC CHARTER SCHOOLS.

(B) THE DEPARTMENT SHALL DESIGNATE A STAFF PERSON TO FUNCTION AS A CONTACT PERSON FOR THE MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

SECTION 2. AND BE IT FURTHER ENACTED, That the State Department of Education shall create and disseminate to each local board of education model public charter school policy language which can be used to create a public charter school policy as required by this Act. Each local board of education shall submit its public charter school policy to the State Board of Education by November 1, 2003.

SECTION 3. AND BE IT FURTHER ENACTED, That on or before October 1, 2006, based on information gathered from each local board of education, the Board of School Commissioners of Baltimore City, and the public, the State Board of Education shall submit to the General Assembly, in accordance with § 2-1246 of the State Government Article, a report including an evaluation of the public charter school program. The report shall address the advisability of the continuation, modification, expansion, or termination of the program.

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect October 1, 2003.
APPENDIX B

LIST OF SOME CHARTER SCHOOL RESOURCES ON WEB

Maryland State Department of Education – www.msde.state.md.us

Maryland Charter School Network – mcsn@comcast.net

U.S. Charter Schools – www.uscharterschools.org

Charter Friends National Network – www.charterfriends.org

Education Week: Charter Schools – www.edweek.org


The Center for Education Reform – www.edreform.com

National Education Association – www.nea.org

Maryland General Assembly – www.mlis.state.md.us

Charter Schools Development Center – www.cacharterschools.org

### APPENDIX C

**Pre-Operational Budget**

A charter school is likely to incur considerable costs before it receives its first distribution. Prepare an estimated budget January 1st (Concept Proposal Due) and August 15th prior to the first school year.

<table>
<thead>
<tr>
<th>Revenue-Sources of Funding</th>
<th>Budget Amount</th>
<th>Specific Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start-Up Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>State Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Local Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Local Foundation and Grant Support</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Other Financing Sources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines of Credit</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Budget Amount</th>
<th>Assumptions (e.g., 40 hours of consulting at $100/hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Fees</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Accounting and Consultation Fees</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Fundraising Fees</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Marketing (including postage, printing)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Recruitment-Students</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Recruitment-Staff</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Staff/Board Development</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Staff Stipends</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Equipment and Supplies</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Telephone/Fax</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>
## Operating Budget: Projected Revenues and Expenditures

<table>
<thead>
<tr>
<th>Public Charter School:</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>MAJOR ASSUMPTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Size (square footage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### REVENUE

#### Revenue From State Source
- Per Pupil Tuition
- State Entitlements
- State Grants
- Transportation

#### Revenue From Federal Sources
- Federal Entitlements
- Federal Direct Grants
- Federal Revenue Pass Through the Commonwealth
- Federal Revenue Pass Through Another Agency (specify)
- School Lunch

#### Revenue From Local Sources
- Private Grant Revenue
- Fundraising
- Investment Income
- Program Fees
- Facilities Rental

#### Other Revenue
- (Specify)

### TOTAL REVENUE

### EXPENDITURES

#### School Administration
- Salaries and Wages - School Director
- Salaries and Wages - Supervisors
- Salaries and Wages - Clerical Staff
- Fringe Benefits - Health Insurance
- Fringe Benefits - Retirement Benefits
<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment/Workers Compensation</td>
</tr>
<tr>
<td>Office Supplies</td>
</tr>
<tr>
<td>Equipment and Furniture</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Purchased Management Services</td>
</tr>
</tbody>
</table>

**Subtotal - School Administration**

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Staff</td>
</tr>
<tr>
<td>Salaries and Wages - Full-Time Teachers</td>
</tr>
<tr>
<td>Salaries and Wages - Part-Time Teachers</td>
</tr>
<tr>
<td>Salaries and Wages - Substitutes</td>
</tr>
<tr>
<td>Fringe Benefits - Health Insurance</td>
</tr>
<tr>
<td>Fringe Benefits - Retirement Benefits</td>
</tr>
<tr>
<td>Unemployment/Workers Compensation</td>
</tr>
</tbody>
</table>

**Subtotal - Instructional Staff**

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
</tr>
<tr>
<td>Contract Labor - Instructional</td>
</tr>
<tr>
<td>Consultants</td>
</tr>
<tr>
<td>Purchased Management Services</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Student Assessment/Testing</td>
</tr>
<tr>
<td>Supplies/Materials - Instructional</td>
</tr>
<tr>
<td>Classroom Furniture</td>
</tr>
<tr>
<td>Equipment - Instructional</td>
</tr>
<tr>
<td>Textbooks</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Computer Supplies and Repairs</td>
</tr>
<tr>
<td>Library</td>
</tr>
</tbody>
</table>

**Subtotal - Instructional**

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Advertising</td>
</tr>
<tr>
<td>Public Relations/Marketing</td>
</tr>
<tr>
<td>Insurance - General Liability</td>
</tr>
<tr>
<td>Insurance - Vehicle</td>
</tr>
<tr>
<td>Insurance - Other (specify)</td>
</tr>
<tr>
<td>Office Expenses</td>
</tr>
<tr>
<td>Fees, Licensing, Dues, and Memberships</td>
</tr>
<tr>
<td>Purchased Management Services</td>
</tr>
<tr>
<td>Payroll Services</td>
</tr>
<tr>
<td>Postage and Shipping</td>
</tr>
<tr>
<td>Subtotal - Business Services</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
</tr>
<tr>
<td>Contact Labor - Non-Instructional</td>
</tr>
<tr>
<td>Custodial Services</td>
</tr>
<tr>
<td>Maintenance - Vehicle</td>
</tr>
<tr>
<td>Maintenance - Facility</td>
</tr>
<tr>
<td>Maintenance - Office Equipment</td>
</tr>
<tr>
<td>Supplies/Materials - Maintenance</td>
</tr>
</tbody>
</table>

**Subtotal - Operations and Maintenance**

**Physical Plant**
- Rent
- Mortgage
- Renovation/Construction
- Capital Debt Service
- Utilities

**Subtotal - Physical Plant**

**Student Services**
- Health
- Transportation
- Food
- Recreation

**Subtotal - Student Services**

**Miscellaneous**
- Audit
- Advertising
- Dues and Subscriptions
- Workshops and Conferences
- Fundraising
- Legal
- Contingency Fund

**Subtotal - Miscellaneous**

**TOTAL EXPENDITURES**
Explain how the projected per-pupil expenditures are aligned with the school’s mission statement.
<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>State</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Federal</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Are any major changes in the revenue sources expected during this four-year projection? If yes, explain in detail and include calculations. Attach additional sheets if necessary.

What contingency plans have been made if revenues are not received or are lower than budgeted?
## Operating Budget-Expenditure Detail

<table>
<thead>
<tr>
<th>Expenditure Function</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>School Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (Including Staff)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations and Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain specific financial goals and objectives for the first four operating years (i.e., capital improvements, curriculum purchases, increased staffing needs, etc.)

<table>
<thead>
<tr>
<th>Per Pupil Revenue (including all sources)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Per Pupil Expenditures:

- Instructional
- Business and Administration
- Operations and Maintenance and Physical Plant
APPENDIX D

COMMUNITY RELATIONS: Public Charter Schools

Public Charter Schools

The Board of Education of Baltimore County in accordance with Title 9 of the Education Article of the Annotated Code of Maryland may grant a charter for a “public charter school.” The primary public chartering authority in the granting of such charter shall be the Baltimore County Board of Education. A Baltimore County public charter school shall endeavor to reflect the diversity of the school system as a whole. As defined by the Board of Education, diversity includes racial, ethnic, economic, gender, and special needs populations.

The Superintendent shall establish a public charter school application process. Applications shall be submitted to the Superintendent and/or designee for review, comment, and recommendation to the Board of Education. The Superintendent shall recommend approval or denial of the application to the Board of Education. The Superintendent shall establish criteria with which to consider proposals for a public charter school including, but not limited to, elements related to student achievement, academic programs, resources, and fiscal management.

The Superintendent shall apply Baltimore County Public School criteria for the management and student performance results to the public charter school. The public charter school shall conduct all assessments required for the public schools in Baltimore County. The public charter school shall be evaluated annually based on student achievement, fiscal management, and other criteria pursuant to its approved application and the terms and conditions of its charter as specified in the charter agreement.

The public charter school shall present to the Board of Education an annual results report, including student achievement and fiscal accountability, as described in the approved charter agreement. The Board of Education shall require financial, programmatic, and/or compliance audits consistent with federal, state, and local law, procedures, and policies.

If a public charter school receives an unsatisfactory annual evaluation based upon its annual results report, the Board of Education may approve the development of a remedial plan, placing the charter school on probationary status, or may move immediately to revoke the school’s charter. The Board of Education may revoke a public charter school’s charter for the following reasons: the school has not fulfilled a condition imposed by the Board of Education in connection with the granting of the charter as specified in the charter agreement; the school has failed to comply with the provisions of federal, state, or local law; the fiscal condition of the school is substantially deficient; the academic condition of the school is substantially deficient; the facility can no longer support the needs of the educational program; and the continuation of the operation of the public
charter school is not in the best interests of the public, or of the students of the Baltimore County Public School system.

Upon revocation, students shall be reassigned pursuant to Board of Education policy and procedures, and resources provided by the school system shall remain under the control of the Board of Education.

Legal References:  
Annotated Code of Maryland, Education Article, §§9-101 to –110  
Annotated Code of Maryland, Education Article, §§4-205(c)  
Annotated Code of Maryland, Education Article, §§6-401(d), -501(f)

Related Policies:  
Board of Education Policy 5150, Residents and Nonresidents
COMMUNITY RELATIONS: Public Charter Schools

Public Charter Schools

1. APPLICATION PROCESS

A public charter school is created in accordance with state law and regulations, and operates under the supervision of the Board of Education of Baltimore County in compliance with all appropriate board policies, the Blueprint for Progress, Realizing the Vision, and the Master Plan of the Baltimore County Public Schools.

a) Prospective Applicants

To initiate the application process, the application to establish a public charter school shall be submitted to the Board of Education by one or more of the following:

1. The staff of a public school
2. A parent or guardian of a student who attends a public school in the county
3. A non-sectarian nonprofit entity
4. A nonsectarian institution of higher education in the State or
5. Any combination of the above.

Under Maryland law, the Board of Education of Baltimore County shall not grant a charter to a private school, a parochial school, or a home school. A public charter school, under Maryland law, is a new public school or a conversion of an existing public school.

b) Application Procedures

An applicant to operate a public charter school shall be provided with the Manual of Procedures for Public Charter Schools in Baltimore County. Prior to submission of the application, the applicant(s) shall confer with designated staff regarding how the application components as cited in the manual shall be addressed. The applicant(s) shall be informed of the human, fiscal, and organizational capacity needed to fulfill the school’s responsibilities related to children with disabilities.
c) Application Timeline

1. A concept proposal, as described in the manual, must be submitted by January 1 of the year prior to the proposed starting date.

   If conceptual approval is granted, the completed application must be submitted by May 1 or the nearest business day thereafter of the year prior to the proposed starting date of the charter school.

2. The public charter school may begin operation at the beginning of the school year following the date the charter is granted, provided approval is granted no later than the last board meeting in August of the preceding school year.

d) Application Review

Upon submission of a completed Application for a Public Charter School as designated in the Manual of Procedures for Public Charter Schools in Baltimore County, the Superintendent’s designated staff shall review the application and submit findings and recommendations to the Superintendent for consideration by the Board of Education. The Board of Education shall render a decision within 120 days of receipt of said application.

e) Application Approval

Upon the acceptance by the Board of Education of the Superintendent’s recommendation, a contract, Baltimore County Public Schools Charter Contract, shall be executed before the Board of Education and the parties who are applicants for the public charter school.

f) Application Appeal Process

If the Board of Education denies an application to establish a public charter school, the applicant may appeal the decision to the state board in accordance with the Annotated Code of Maryland, Education Article, § 4-205(c).

g) Restructured School
The application review process and decision making for a restructured school shall be implemented according to the procedures outlined in the Annotated Code of Maryland, Education Article, § 9-104(a)(4)(ii).

2. Student Admission

   a) Students domiciled in Baltimore County will be eligible for admittance without tuition charge. Students not domiciled in Baltimore County must comply with Policy and Rule 5150, Students: Enrollment and Attendance, governing enrollment and tuition charges for nonresident students.

   b) The public charter school shall not discriminate regarding admission of students and shall be in compliance with all federal and state anti-discrimination laws.

   c) A public charter school chosen by parents/guardians for their children is open to all students on a space-available basis. A random selection process shall be used if the number of qualified applicants exceeds the predetermined student capacity in the public charter school.

   d) Students with special education identification will adhere to the normal IEP process. Specific additional resources allocated to a student via the approved IEP will remain with the student going to the charter school.

3. Management of the Public Charter School

   a) The charter application shall clearly define the governance structure that will be in place for the public charter school.

   b) Except as expressly provided in the charter agreement, the public charter school shall adhere to the policies, rules, and procedures governing all other schools in Baltimore County.

   c) Public charter school employees shall be observed and evaluated consistent with state law and procedures of the Baltimore County Public Schools.

   d) Operational requirements related to curriculum and academic programming, resources, facilities, fiscal support, and reporting as contained in the Manual of Procedures for Public Charter Schools in Baltimore County must be included in the application and implemented once the contract is approved by the Board of Education of Baltimore County and once the public school is operational.
4. Reporting Requirements

The public charter school shall make an annual results report to the Board of Education addressing student achievement, fiscal accountability, and any other information pursuant to the *Manual of Procedures for Public Charter Schools in Baltimore County.*

Legal References: *Annotated Code of Maryland, Education Article, § 4-205(c)*
*Annotated Code of Maryland, Education Article, §§9-101 to –110*

Related Policies:  Board of Education Policy 5150, Residents and Nonresidents
Superintendent Rule 5150, Students: Enrollment and Attendance

Rule
Adopted: 10/21/03