MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, November 22, 2005
4:45 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for November 22, 2005

IV. MINUTES
Consideration of the Report on the Board of Education Work Session of September 21, 2005; and the Open and Closed Session Minutes of October 25, 2005

V. ADVISORY AND STAKEHOLDER GROUPS

VI. SPECIAL ORDER OF BUSINESS – Recognition of the National Purchasing Institute's 10th Annual Achievement of Excellence in Procurement Award (Mr. Grzymski/Ms. Johnson)

VII. SUPERINTENDENT'S REPORT

VIII. RECOGNITION OF ADVISORY COUNCIL APPOINTMENTS AND ADMINISTRATIVE APPOINTMENTS FROM NOVEMBER 8, 2005 (Dr. Peccia)

IX. REPORTS
A. Report on Mathematics (Ms. Baltzley/Mr. Staley)

X. NEW BUSINESS
A. Consideration of amendment to the Superintendent's Contract (Mr. Grzymski)
B. Consideration of consent to the following personnel matters:
   1. Retirements
   2. Resignations
   3. Leaves of Absence

   Exhibit C
   Exhibit D
   Exhibit E
X. NEW BUSINESS (cont)
   4. Administrative Appointments
   5. Advisory Council Appointments

C. Consideration of the Proposed Negotiation Team Members for 2005-2006 (exhibit to follow)
   (Mr. Capozzi)

D. Consideration of consent to the following contract awards:
   (Mr. Gay/Mr. Sines)
   1. Graphic Printing Equipment
   2. Digital Plate Maker and Scanner
   3. Periodicals
   4. School Bus Digital Camera System
   5. Site Work (Contract Package 2A) – Kenwood High School Addition
   6. Construction Administration Services – Kenwood High School Addition and Modernization
   7. Cafeteria Expansion/Building Addition – Milford Mill Academy
   8. Windows, Storefronts, Metal Panels (Contract Package 8A) – Woodholme Elementary School
   9. Request to Negotiate – Design Services: Vincent Farms Elementary School #PS-06

E. Consideration of Charter School Application
   (Ms. Bailey)

XI. INFORMATION
   A. Financial Report for the months ending September 30, 2004 and 2005
   (Exhibit K)
   B. Northwest Area Educational Advisory Council Pre-budget Minutes of October 18, 2005
   (Exhibit L)
   C. Southwest Area Educational Advisory Council Pre-budget Minutes of October 19, 2005
   (Exhibit M)

XII. ANNOUNCEMENTS

   Public Comment

   Next Board Meeting      Tuesday, December 6, 2005
                          7:30 PM           Greenwood
The Board of Education of Baltimore County, Maryland, met in open session at 7:05 p.m. at Greenwood. President Thomas G. Grzymski and the following Board members were present: Mr. Donald L. Arnold, Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Mr. John Hayden, III, Dr. Warren Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Joseph J. Pallozzi, Ms. Joy Shillman and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, staff members, and the media were present.

Mr. Grzymski thanked staff for its work in preparing the information presented at the meeting.

Mr. Sines, Executive Director of Physical Facilities, reviewed with Board members the breakdown of the FY07 capital budget requests. He noted that $3,000,000 has been set aside for site acquisition.

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**County and State**

- **New Construction & Misc. Projects**: $24,177,000 (16.2%)
- **Roofing Projects**: $4,626,000 (2.2%)
- **Major Maintenance & Renovations**: $171,930,000 (81.6%)

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Mr. Sines reviewed the status of planned major renovation projects:

- 97 Elementary Schools – 100% complete
- 26 Middle Schools
  - 4 complete
  - 3 in construction
  - 5 in bidding process
  - 14 in design (County funded, awaiting State construction funding)
- 23 High Schools
Next, Mr. Sines reviewed the material cost increase over the last two years:

<table>
<thead>
<tr>
<th>Material Cost Increase (% Increase) (ENR)</th>
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<tr>
<td></td>
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<tr>
<td>Cement</td>
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<tr>
<td>0.4%</td>
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<tr>
<td>3.0%</td>
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<tr>
<td>5.7% (predicted)</td>
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<tr>
<td>6.0% (actual)</td>
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<tr>
<td>Rebar</td>
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<tr>
<td>2.9%</td>
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<tr>
<td>45.8%</td>
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<tr>
<td>(5.5%)</td>
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<tr>
<td>4.0%</td>
</tr>
<tr>
<td>Pipes and Fittings</td>
</tr>
<tr>
<td>1.5%</td>
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<tr>
<td>20.4%</td>
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<tr>
<td>5.7%</td>
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<tr>
<td>8.0%</td>
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<tr>
<td>Structural Steel</td>
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<tr>
<td>1.9%</td>
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<tr>
<td>16.4%</td>
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<tr>
<td>6.2%</td>
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<tr>
<td>11.0%</td>
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<tr>
<td>Lumber</td>
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<tr>
<td>(0.6%)</td>
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<tr>
<td>25.2%</td>
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<tr>
<td>(3.4%)</td>
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<tr>
<td>(4.0%)</td>
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<tr>
<td>Sheet Metal</td>
</tr>
<tr>
<td>1.1%</td>
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<tr>
<td>10.4%</td>
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<tr>
<td>3.6%</td>
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<td>4.2%</td>
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Mr. Borunda entered the room at 7:10 p.m.

Mr. Sines reviewed the average age of Baltimore County schools and scope of renovation funding:

<table>
<thead>
<tr>
<th>Average Age of Schools</th>
<th>Scope of Renovation Funding</th>
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<tbody>
<tr>
<td>High – 43.12 years (25 schools)</td>
<td>HVAC 22.2%</td>
</tr>
<tr>
<td>Middle – 46.12 years (26 schools)</td>
<td>Miscellaneous Items 16.1%</td>
</tr>
<tr>
<td>Elementary – 43.82 (104 schools)</td>
<td>Hazmat, Inspect. &amp; Constr. Svcs. 13.0%</td>
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<tr>
<td></td>
<td>Program 12.9%</td>
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<tr>
<td></td>
<td>Codes 11.1%</td>
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<tr>
<td></td>
<td>Plumbing 10.1%</td>
</tr>
<tr>
<td></td>
<td>Lighting 7.8%</td>
</tr>
<tr>
<td></td>
<td>ADA 5.1%</td>
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<tr>
<td></td>
<td>Electrical 1.7%</td>
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</tbody>
</table>

Ms. Barbara Burnopp, Chief Financial Officer, reviewed the priority order. She noted that the State funding to be requested is $117,934,000. She explained each project category. Ms. Burnopp noted that there is no State funding request in FY07 for the Carver Center of Arts and Technology because BCPS does not yet have planning authority from the State.

Next, Ms. Burnopp reviewed miscellaneous projects, major maintenance, alterations, ADA projects, site improvements, and roof replacements. She noted the total County requested funding is $92,799,000 bringing the total requested funding from State and County to $210,733,000. Ms. Burnopp stated that the school system is asking the county to fund $60,000,000 in a non-bonding year.
Finally, Ms. Burnopp reviewed the expected five-year program requests through FY2012 and a draft proposal of the FY 2007 – FY 2012 County capital budget.

Mr. Hayden asked whether priority figures include adding and subtracting the possible 30% increase in construction costs. As explained by Mr. Sines, the local Board establishes its priorities. Ms. Burnopp noted that if the state funds a project, BCPS would move forward.

Dr. Hayman asked where BCPS would be in 2006-2007 concerning projected cost increases. Mr. Sines explained how projects are estimated, baseline data reviewed, and tracking of prior experience. Ms. Burnopp noted that the longer the project is delayed, the more likely it could be that the projections could be incorrect.

Mr. Janssen expressed concern regarding the increase in the Kenwood High School renovation cost and the need to request additional funds from the county. Mr. Sines stated that Kenwood High School was a fast-track project and that BCPS would move forward quickly. Mr. Sines noted that if the project would not have been on fast-track, cost increases would have been identified after the state had approved funding.

Mr. Janssen asked whether there was a reasonable adjustment in the state formula. Mr. Sines responded BCPS would need to make its case to the state in order to receive any formula adjustment.

When Ms. Harris asked whether preventive maintenance and repairs are projected into the budget, Mr. Sines responded stet. According to Ms. Burnopp, these dollars do not include ongoing operating monies.

Mr. Arnold asked whether bathroom and hallway flooring maintenance is in the operating budget. Mr. Sines responded restroom upgrades would be incorporated into the multi-systemic renovation if funding allowed. However, the school system does not have the funds for the multi-systemic renovations at this time. Ms. Burnopp stated that bathroom remodels are considered in systemic renovation. Mr. Arnold asked if all the systemic proposals in this capital budget would take care of all the school bathrooms. Mr. Sines responded when the project budget is short or does not meet the bid, the scope must be amended.

Ms. Johnson inquired about money in the budget for bathroom renovations. Ms. Burnopp responded that schools not listed on the capital budget under systemic renovation do not have bathroom renovations included in the capital budget. Mr. Sines stated the school system would need approximately $30,000 per restroom per school to renovate any restroom.

Ms. Shillman asked if the operating maintenance budget could cover emergency bathroom repairs. Ms. Burnopp responded affirmatively if funding is available.

Ms. Shillman inquired about the high cost of replacement windows at Stemmers Run Middle School. Mr. Richard Cassell, Physical Facilities Administrator stated that the cost includes windows, glass block, and installing completed window systems.
Miss Wyatt asked how BCPS prioritizes its list if full funding is not received from the state. Mr. Sines responded once the priorities have been set, BCPS goes sequentially. Projects will become deferred if funding is not received.

Mr. Borunda inquired as to how many projects are currently on fast-track. Mr. Sines responded Windsor Mill Middle School is on track to open for the 2006-2007 school year.

Mr. Janssen asked whether the school system could place planning funds in the budget for a new high school in the central or northeast area. Ms. Burnopp responded the school system must have a site before funding can be requested.

Mr. Hayden referred to a newspaper article that suggested three schools would be affected by reduction of students. Mr. Ghassan Shah, Planning Administrator, stated that BCPS high school population has been constantly 33,000 in the past ten years. Mr. Shah noted that BCPS must show significant overcrowding in order for the state to agree to participate in funding for new school construction. BCPS is also competing with other counties for those funds.

Mr. Borunda hopes that requests for funding for maintenance issues including ADA compliance and physical hygienic conditions of restrooms come forward as consistent with the Green Building Program/Indoor Air Quality (IAQ) requests.

Mr. Pallozzi asked how the No Child Left Behind Act would affect kindergarten and special education class size. Mr. Sines responded that the state had reduced class size from 25 to 23 students. Mr. Dent stated that BCPS must get approval from the state to reduce classroom capacity from a regular class to a special education class.

Ms. Harris asked for clarification on kindergarten class sizes.

Ms. Johnson inquired about schools without air conditioning. Mr. Grzymski responded that a study had been completed and that placing air conditioning in schools would cost approximately $87 million.

Mr. Grzymski asked a question on behalf of Ms. Murphy. Ms. Murphy asked which proposed projects in the capital budget would affect the operating budget. Ms. Burnopp responded that new schools require new staff and start-up materials; therefore, each new school has a significant operating budget impact.

Mr. Grzymski inquired about the cost of the Vincent Farm land. Mr. Dent responded the land purchase has been turned over to the Bureau of Land Acquisition; a price has not yet been determined.

Mr. Borunda asked for clarification on Carver Center for the Arts and Technology design service.
At 8:52 p.m., Mr. Hayden moved to adjourn the work session. The motion was seconded by Miss Wyatt and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

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The Board of Education of Baltimore County, Maryland, met in open session at 4:45 p.m. at Greenwood. President Thomas G. Grzymski and the following Board members were present: Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Dr. Warren Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Ms. Joy Shillman, and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, staff members, as well as the media were present.

President Grzymski reminded Board members of community functions and Board of Education events scheduled in October, November, and December.

Mr. Hayden entered the room at 4:49 p.m.

At 5:10 p.m., Mr. Janssen moved the Board go into closed session to discuss personnel matters and obtain legal advice pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(7). The motion was seconded by Mr. Pallozzi and unanimously approved by the Board.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:10 p.m. at Greenwood. President Thomas G. Grzymski and the following Board members were present: Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Mr. John Hayden, III, Dr. Warren Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Ms. Joy Shillman, and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction; J. Robert Haines, Esq., Deputy Superintendent, Business Services; Ms. Rita Fromm, Chief of Staff, Margaret-Ann Howie, Esq., Legal Counsel to the Superintendent; Nevett Steele, Jr., Esq., Assistant County Attorney; Dr. Donald Peccia, Assistant Superintendent of Human Resources and Government Relations; Dr. Alpheus Arrington, Director of Human Resources; Ms. Lisa Williams, Coordinator of Title I and Grant Assistance; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Dr. Donald Peccia reviewed with Board members personnel matters to be considered on the agenda concerning appointments.

Dr. Peccia, Dr. Arrington, and Ms. Williams exited the room at 5:17 p.m.

Nevett Steele, Jr., Esq. provided legal advice to Board members on a pending litigation before the Office of Administrative Hearings.

At 6:00 p.m., Mr. Janssen moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Hayden and approved by the Board.
OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:30 p.m. at Greenwood. President Thomas G. Grzymski and the following Board members were present: Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Mr. John Hayden, III, Dr. Warren Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Ms. Joy Shillman, and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Jennifer Oswald, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Dr. Hairston noted one addition to the agenda for this evening. The Board added item IIIA, Special Order of Business – Presentation of Governor’s Commission.

SPECIAL ORDER OF BUSINESS

Mr. Grzymski and Dr. Hairston presented to Ms. Murphy her Commission from Governor Robert Ehrlich, Jr.

ADVISORY AND STAKEHOLDER COMMENTS

Ms. Jennifer Oswald, Baltimore County Student Council President, reported on its general session at CCBC Essex on October 20. Students discussed school lunches, including increased pricing and decreases in portion size.

Ms. Meg O’Hare, Coordinator of the Area Educational Advisory Councils, reported that all area councils have completed their pre-budget hearings. Some concerns raised during the hearings were use of relocatables and sound enhancement systems in elementary schools.

Ms. Jan Thomas, Acting Chair of the Central Area Educational Advisory Council, reported on its pre-budget hearing hosted by Carver Center for the Arts and Technology. She stated the school system and Board of Education needs to put more effort into advertising pre-budget hearings. Ms. Thomas would like added focus on the regular population in performance data.

Mr. Walter Hayes, Chair of the Northeast Area Educational Advisory Council, reported on its pre-budget meeting hosted by Eastern Technical High School. Some issues raised at the meeting were increasing the technology education budget, a new elementary school and a new high school in the northeast area, more competitive salaries for teachers, and installation of air conditioning and window repair. The council’s next meeting is Thursday, November 3 at Kenwood High School beginning at 7:30 p.m.
ADVISORY AND STAKEHOLDER COMMENTS (CONT)

Mr. Stephen Crum, a Southeast Area Educational Advisory Council representative, reported on its pre-budget meeting held at Sollers Point Technical High School. Topic areas included additional assistance for school nurse at Dundalk High School, retooling the science department at Dundalk High School, HSA testing, transportation and timing difficulties, additional media specialist at Dundalk High School, and an additional resource officer at Sparrows Point Middle/High School.

Mr. Stephen Crum, Chair of the Career & Technology Education Advisory Council, reported on new programs the council would like retained in the operating budget such as Randallstown High School’s Academy of Finance program and the EMS fire and rescue program at Woodlawn High School.

Ms. Maggie Kennedy, Chair of the Baltimore County Education Coalition, reported on its action items for 2005-06 which includes support of the Bridge Center and alternative education, capital budget, communications, Governor’s Commission on Quality Education in Maryland, and operating budget.

Ms. Karen Yarn, Chair of the Citizens Advisory Committee for Gifted and Talented Education, reported on its September and October meetings. She announced a breakfast with Dr. Nadia Webb of SENG on November 6 at Holiday Inn Select beginning at 9:00 a.m.

Dr. Ella White-Campbell, Chair of the Minority Achievement Advisory Group, reported on the group’s last meeting where Dr. Thomas Gaul, Assistant Superintendent of Teaching and Learning, presented to MAAG. Dr. White-Campbell expressed appreciation for participating in the oratorical contest.

Ms. Jan Thomas, Special Education Citizens’ Advisory Committee representative, announced the special education hearing on Monday, November 7, 2005 at 7:00 p.m. to obtain public input on the 2006-2007 special education staffing plan. She announced the high school committee will meet in November with regards to transitioning.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, reported on MSTA convention held on October 21. Topics discussed were improving pensions for all educators, full funding of Thornton, and increased capital budget funding. Ms. Bost stated that while TABCO supports having a certified teacher in every classroom, the school system needs to realize that the instruction practitioner is only one piece of the student achievement picture. The school system also needs to examine the vigor and scope of its curriculum.
SUPERINTENDENT’S REPORT

Dr. Hairston shared with the Board the school system’s legislative agenda for this year:

- Operating Budget – Full funding of Thornton
- Capital Budget – FY 07 State funding requests and current projects
- Increased maintenance fund
- Pension reform
- Ensure there is no adverse legislation impacting the ability of the Board of Education and the Superintendent to fulfill the mission of Baltimore County Public Schools

SPECIAL ORDER OF BUSINESS

POLICY 1230

Ms. Meg O’Hare, Area Educational Advisory Council Coordinator, proposed recommended changes to Policy 1230, Area Educational Advisory Councils, to the Board. She stated one significant change being requested by the Area Educational Advisory Council lift the three-term restriction for members.

Next, Ms O’Hare reviewed the proposed recommendations to the Board to standardize the selection process and to improve Board-Council communications:

- Establish a framework for joint education advisory council meetings
- Area Advisory Council should use its reporting time to the Board of Education to:
  - Summarize and/or comment on joint area meetings at one meeting per month
  - Report “good news” or report on local issue at the other meeting
- Provide requests for participation in BCPS committees or important announcements via email
- Request that each area assistant superintendent create/share up-to-date email addresses of area principals and forward these addresses to each chair coordinator.
- Principals should forward electronic or scanned copies of the area school newsletters to the area chair.
- Create a link to the Education Advisory Council on the BCPS home page.
- Send a copy of Board of Education meeting minutes by email to area education advisory council chairs and to the coordinator.
- Send notice by email to area advisory council chair and coordinator when public feedback is needed/requested (e.g. policy changes).
- Plan to have Board and BCPS leadership representation at all joint advisory council meetings.

Mr. Grzymski noted the Board would not streamline the area councils from five to one and that the moratorium on appointments has been removed. He stated that the Policy Review Committee will evaluate the recommended revisions.
NFUSSD

As part of the Superintendent’s Report, Dr. Hairston reported how BCPS had showcased its schools and student success during the National Federation of Urban and Suburban School Districts conference held at the Marriott’s Hunt Valley Inn October 9-12, 2005. Opening the conference was a keynote address from Dr. Freeman Hrabowski, President of the University of Maryland, Baltimore County, as well as musical performances from students.

In addition, attendees heard from a variety of state and county officials, including State Schools Superintendent, Dr. Nancy Grasmick, and Baltimore County Executive, Jim Smith. Dr. Hairston thanked staff for its hard work and dedication for a successful conference.

RECOGNITION OF ADVISORY COUNCIL APPOINTMENTS

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Government Relations, recognized the advisory council appointments made at the October 5, 2005 Board meeting as follows:

- Miss Christina Parr Southwest Area Educational Advisory Council

REPORTS

The Board received the following reports:

A. **Report on Results** – Through a PowerPoint™ presentation, Dr. Beverly Pish, Director of Accountability, Research, and Testing, and Mr. Peter Cincotta, Resource Teacher, presented an overview of the Report on Results and the connection between the *Blueprint for Progress*. Dr. Pish summarized the major goals regarding achievement and performance results for 2004-2005 from the *Blueprint for Progress*. She noted that a comprehensive analysis of student achievement data clearly indicates a strong trend of continuous improvement; however, achievement gaps remain. Opportunities for growth include:

- Increased rigor for all students
- Ensuring all student groups attain proficiency
- Improved pass rates on HSA for all student groups
- Improved AP and SAT participation and scores in targeted schools
- Continued efforts to ensure that highly qualified teachers work in core content areas

Mr. Grzymski stated the Board would like additional time to study the material. Mr. Grzymski will work with Dr. Hairston to schedule a time to review additional questions from Board members.
Mr. Hayden noted the good news particularly in the early grades. He remarked on the need to focus on graduation rates, specifically for ethnic students, where graduation numbers have dropped over time.

Miss Wyatt asked how the curriculum is being implemented in the classroom to better prepare students for the outside world. She asked whether the special education data can be disaggregated into gender and race, and is it possible to examine employment and how long teachers are remaining in special education. Miss Wyatt expressed concerns about Annual Measurable Objective (AMO) data that while third graders are expected to achieve 76.1%, eighth graders will not achieve this until 2011, or two years later.

Mr. Borunda asked how diploma bound students are identified and whether a plan exists to move special education students forward to becoming diploma bound. Ms. Judy Glass, Director of Special Education, responded that 97% of students with disabilities are diploma bound.

Mr. Janssen asked whether the school system uses cohort data consistently. Mr. Cincotta responded cohort data is a new statistic particularly with MSA. Mr. Cincotta stated this data is valuable information; however, BCPS has not further disaggregated the data. Mr. Janssen asked whether the school system had a large enough pool of data for a cohort study. Mr. Cincotta responded BCPS has a large enough pool of students for the study, but because it has only been employed for two or three years data might be misleading.

Dr. Hayman indicated that the Reports data should be used to improve the low performing schools in staffing facilities, materials, and resources. He noted that students are not satisfactorily performing when analyzing performance measures, even though these same students attend school everyday. Dr. Hayman also stated that professional development was an opportunity for growth. He hopes to see student achievement addressed on every Board agenda between now and June.

Dr. Hayman also stated he would like to see a report on staff quality, specifically on teacher attendance.

Mr. Grzymski stated the Board will study on how to bring this item forward on future agendas throughout the year.

PERSONNEL MATTERS

On motion of Mr. Borunda, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits B, C, D, E, and F. (Copies of the exhibits are attached to the formal minutes.)
BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-13 (Exhibit G). The Board approved these recommendations.

1. RGA-172-06 Contract Modification: Assignment of Citistreet Contract to Metlife, Inc.
2. RGA-173-06 2006 BCPS Principals’ Leadership Conference
3. RGA-171-05 Deferred Compensation Plan
4. PCR-218-06 Educational Consultant Services
5. PCR-215-06 Electric Motor Repair
6. PCR-216-06 Electricity Consultant Services
7. JMI-628-06 Locksmith Services
8. JMI-630-06 Microwave and Ancillary Equipment (Wireless)
9. PCR-217-06 Personal Protective Equipment
10. JMI-617-06 Sod, Various Types
12. MBU-566-06 Systemic Renovation – Villa Cresta Elementary School
13. MBU-565-06 HVAC Upgrades – Prettyboy Elementary School
14. MBU-564-06 Ventilator Replacement – Padonia International Elementary School

FY2006 CAPITAL BUDGET APPROPRIATION TRANSFER (BAT)

On motion of Mr. Pallozzi, seconded by Dr. Hayman, the Board approved a Budget Appropriate Transfer of $539,900 for the Capital Projects Fund (Exhibit H).

INFORMATION

The Board received the following as information:

A. Southwest Area Educational Advisory Council Meeting Minutes of September 21, 2005

ANNOUNCEMENTS

Mr. Grzymski made the following announcements:

- The Northeast Area Educational Advisory Council will be holding a “Meet and Greet” on Thursday, November 3, 2005 at 7:00 p.m. at Kenwood High School.
ANNOUNCEMENTS (cont)

- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, November 8, 2005, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions. The Board will host the officers of the Area Educational Advisory Council for dinner on November 8th from 6:00 – 7:30 p.m.

  Mr. Grzymski 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.

PUBLIC COMMENT

  Dr. Bash Pharoan believes the Board was guilty of bias for not placing the Muslim holidays on the school calendar.

  Ms. Suzanne Demallie requested the Board consider placing funds in the budget for sound enhancement systems or, at a minimum, the opportunity to explore sound enhancement systems within schools.

  Mr. Muhammad Jameel asked the Board to consider placing a Muslim holiday on the school calendar.

  Mr. Murray Piper thanked Dr. Hairston and staff for the additional funds to complete the Milford Mill Academy cafeteria project.

  Ms. Mary Chriest-Jones and Ms. Susan Cochran requested the Board provide funds for central air conditioning at Dundalk Elementary School. Ms. Chriest-Jones stated that ductwork is already in place at the school.

ADJOURNMENT

  At 9:43 p.m., Ms. Harris moved to adjourn the open session. The motion was seconded by Mr. Janssen and approved by the Board.

  Respectfully submitted,

  Joe A. Hairston
  Secretary-Treasurer

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Baltimore County Public Schools

Date: November 22, 2005

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Mathematics Program PreK-12

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

Resource: Pat Baltzley, Director, Office of Mathematics PreK-12

Person(s): John Staley, Secondary Coordinator, Office of Mathematics PreK-12

Information

The Board of Education will receive information outlining the Baltimore County Public Schools program of Mathematics, PreK-12

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Attachment I – Executive Summary
Attachment II – State of Mathematics PreK-12 PowerPoint Presentation
STATE OF MATHEMATICS PREK-12

Executive Summary

November 22, 2005

The preK-12 mathematics program in Baltimore County Public Schools stands on the threshold of change. With a newly revised Algebra I curriculum in place this school year and a new elementary textbook adoption slated for next school year with a planned revision of the elementary mathematics program, opportunities are being built to increase student achievement in mathematics for all students. Performance Goal 1 in the Blueprint for Progress clearly outlines the expectations for all Baltimore County Public School students: “By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science and social studies.” The Office of Mathematics PreK-12 is committed to this goal and to access for all students to a rigorous course of study.

The Blueprint for Progress Report on Results for School Year 2004-2005 recently submitted to the Board of Education shows that although there is work to be done in the area of mathematics achievement, each grade level on the Maryland School Assessment (MSA) has shown an increase from the previous year. Data from the subgroups shows that major achievement increases have been made since 2003. For example, in MSA Grade 3 Math, the number of African American students who are proficient or advanced has increased 18% since 2003, from 49% to 67%. The number of Hispanic students who are proficient or advanced in Grade 3 Math has increased from 57% to 70% since 2003, a 13 percent increase. The number of FARM students who are proficient or advanced for MSA Grade 5 Math has increased 22% since 2003, from 32% proficient or advanced to 54%. Data for the Grade 5 Cohort of 2003 indicate that this group of students has shown a consistent pattern of student achievement since 2003. This indicates that these students are maintaining or increasing their numbers in the proficient or advanced scoring range on the MSA.

All subgroups except Special Education have met the Annual Measurable Objective in all grade levels. Although gains have been made in mathematics achievement for students in the special education subgroup, program changes are needed to boost student achievement. For example, for MSA Grade 5 Math, there has been a 16% increase of the number of students in Special Education scoring proficient or advanced since 2003, from 24% to 40%. However, this group of students did not meet the Annual Measurable Objective of 47.1%. The opportunity to examine current practices and integrate new, research-based strategies for supporting all students, particularly students with special needs, presents itself with the proposed elementary mathematics textbook adoption and the slated revision to the elementary mathematics curriculum, K-5. A differentiated approach to mathematics will be developed providing opportunities for all students at all ability levels to have access to a rich, engaging, rigorous curriculum. The elementary mathematics program will be developed from a base of algebraic thinking to build the foundation needed for students to be successful in Algebra I.
At the middle school level, the program of study for students who score basic on the MSA is being reviewed both in terms of the MSA and the preparation of students for Algebra I and the Algebra/Data Analysis High School Assessment. There is a focus group in place to discuss the needs of the self-contained special education classroom at the middle school level and another focus group planned to discuss the middle school mathematics program. It is necessary to change the instructional practices and current coursework of the sixth and seventh grade mathematics program to more closely align with the expectations of the Maryland State Department of Education and the Baltimore County Public Schools and to prepare students for Algebra I.

The *Blueprint for Progress Report on Results for School Year 2004-2005* also outlines the performance of BCPS students on the High School Assessment (HSA) for Algebra/Data Analysis. The performance of students taking the Algebra HSA has not increased in the past three years. This analysis of data prompted a revision of the BCPS Algebra I curriculum and a purchase of new Algebra I textbooks, approved by the Board of Education last school year. With a strong program of professional development and a differentiated curriculum, the revised Algebra I curriculum has been implemented in all Algebra I classrooms. A process of continued, high quality professional development and constant monitoring of classrooms has been developed to ensure a full implementation of the program. Three Algebra I Benchmarks have been developed to be administered quarterly prior to the HSA in May. An electronic scoring tool has been provided to teachers with data analysis provisions and professional development has begun to help teachers use the data tool to make instructional changes and to provide intervention as soon as possible to students who are not showing success on the Algebra benchmarks. Two new courses for students with special needs, recommended through their IEP team process, were put in place. These courses, *Algebra and Data Analysis Adapted* and *Algebraic Functions Adapted*, provide the opportunity for students with a severe mathematics disability to have access to the Algebra I curriculum and appropriate preparation for the High School Assessment in Algebra/Data Analysis.

For the class of 2009, all diploma bound students need to pass the Algebra/Data Analysis High School Assessment to graduate. Since Algebra I can be taken as early as seventh grade in Baltimore County Public Schools, there are students who have already taken Algebra I who need to meet this new graduation requirement. Intervention strategies have been developed and put in place to provide for those students who have passed Algebra I but have not passed the High School Assessment. Schools under the direction of the Area Assistant Superintendents have identified those students who have not passed the HSA and have developed intervention plans for each student. This year, the graduation requirement of passing all of the HSAs in Biology, Government, and English 10 will be in place; a systemic plan for intervention for students who do not pass the HSA in a particular content area is being developed under the direction of Dr. Tom Gaul, Assistant Superintendent for Teaching and Learning.

Under Dr. Hairston’s leadership, an expectation of rigorous coursework has been embraced. Baltimore County Public Schools continuously pushes students towards AP courses and college prep courses. All diploma bound students receive credits in Algebra I, Geometry, and Algebra 2 minimally – all courses needed to be successful in the SAT and needed for success in college and the work world. There are many challenges that present themselves when considering the
mathematics program for students in preK-12. The bottom line is that Baltimore County Public Schools is committed to mathematics achievement for all students and will provide the necessary support for all students to have opportunities for success in mathematics. Baltimore County Public Schools also recognizes that a highly qualified mathematics teacher is a critical element in the mathematics achievement of students. To this end, a program of sustained, high quality professional development has been developed at all levels. The Quarterly Trainings at the elementary level provide preview opportunities for teachers to ensure understanding of mathematical concepts that will be taught in subsequent quarters and the *Engaging the Millennial Mathematician* professional development program at the secondary level provides 37 workshops on topics from Algebra I Curriculum to Co-teaching with a Special Educator to Using Technology in the Secondary Mathematics Classroom. There are also several cohort programs with local universities to support BCPS teachers in acquiring highly qualified status at their teaching level or to advance their mathematics content.

The Office of Mathematics will continue to review current programs and develop new instructional programs to support all students as they access a high-quality, rigorous mathematics program that will lead them to success in future education and careers.
What is the Pre K-12 Mathematics Program?

- Curriculum and Assessments that are aligned to the Voluntary State Curriculum and Maryland Assessment Program
  - PreK-12 Curriculum
  - PreK-Grade 5
    - BCPS Curriculum Guides
    - MacMillian McGraw Hill, current textbook program
    - Unit Summative Assessments
  - Grades 6-12
    - Rigorous Course Sequence with BCPS Curriculum Guides
    - Unit Summative Assessments and Benchmarks
Maryland Standards

MSDE Assessment Program
Voluntary State Curriculum/Core Learning Goals

- MSA: Grades 3-8, Geometry
- HSA: Algebra and Data Analysis

- New Graduation Requirements for 2009 and beyond – all students need to pass HSA’s
High-quality, rigorous mathematics for all students

- Elimination of low level coursework
- Preparation for higher level coursework beyond graduation
- Minimum expectation of Algebra I, Geometry and Algebra 2 for graduation
- Expectation that all students in all subgroups will meet or exceed MSA standards.
How are we doing? MSA

1.1 All diploma-bound students in grades 3-8 and students enrolled in English 10 and Geometry will meet or exceed the Maryland School Assessment (MSA) Standards.
### Percent Scoring Proficient or Advanced

<table>
<thead>
<tr>
<th>Grade</th>
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<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
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<td>73.1</td>
<td>78.2</td>
</tr>
<tr>
<td>4</td>
<td>72.0</td>
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<tr>
<td>5</td>
<td>61.6</td>
<td>69.9</td>
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<tr>
<td>6</td>
<td>50.8</td>
<td>58.6</td>
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<tr>
<td>7</td>
<td>52.2</td>
<td>57.9</td>
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<tr>
<td>8</td>
<td>47.8</td>
<td>52.6</td>
</tr>
<tr>
<td>Geometry</td>
<td>42.9</td>
<td>40.7</td>
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<tr>
<td>Grade</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>3</td>
<td>92.0</td>
<td>84.3</td>
</tr>
<tr>
<td>4</td>
<td>86.4</td>
<td>83.8</td>
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<tr>
<td>5</td>
<td>89.5</td>
<td>83.5</td>
</tr>
<tr>
<td>6</td>
<td>88.5</td>
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<td>7</td>
<td>90.6</td>
<td>85.0</td>
</tr>
<tr>
<td>8</td>
<td>84.8</td>
<td>83.7</td>
</tr>
<tr>
<td>10</td>
<td>75.4</td>
<td>78.6</td>
</tr>
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</table>
How are we doing? HSA

1.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9.

- HSA Algebra/Data Analysis in 2004-2005:
  - 50% of Baltimore County students passed.
  - 82% of middle school students passed.
  - 25% of high school students passed.
  - 11% of special education students passed.

<table>
<thead>
<tr>
<th>2004 Pass Rate</th>
<th>2005 Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
<td>50%</td>
</tr>
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</table>
What are we doing to support all students to pass the Algebra HSA?

Proactive Measures

- Support algebra concepts introduced in Elementary Grades
- Continue to review alignment of Middle school program to VSC
- Implement the revised Algebra I program
  - Implementation and pacing
  - New courses, *Algebra and Data Analysis* and *Algebraic Functions*
- Professional dialogue and collaboration
- Sustained, high quality professional development
What are we doing to support all students to pass the Algebra HSA?

- Administer Countywide Benchmarks, School Based Summative Assessments
  - Analyze data and provide intervention
- Discuss grading practices
- Provide immediate, intense assistance for identified teachers
- Consider thoughtful student placement
- Monitor assistance program
What if the students do not pass the HSA on the first try?

Fall 2005 Recommendations

1. Student Identification
2. Parent Contact
3. Algebra Intervention Strategies
4. Implement Strategy
5. Student Retakes Algebra HSA
Curriculum and Assessment Initiatives

- Review of BCPS Curriculum Alignment to VSC (ongoing)
- Algebra I Textbook Adoption and Curriculum (FY 06)
- New Algebra Courses (FY 06)
  - Algebra/Data Analysis Adapted
  - Algebraic Functions Adapted
- New Professional Development Program: *Engaging the Millennial Mathematician* (FY06)
Curriculum and Assessment Initiatives

- Focus group for Middle School special education (FY06)
- Grade 9 STEM Pilot (FY06)
- Middle School Program Review (FY 06)
- Pre-Calculus Courses Review (FY06)
- Proposed K-5 Text Adoption (FY 07)
- Revision of K-5 Elementary Mathematics Program (FY07)
- College Readiness Math course (pilot FY07)
Challenges

- Ensuring that **all** students pass the HSA Algebra/Data Analysis – a graduation requirement for all diploma bound students
- Ensuring that **all** students are proficient or advanced who participate in MSA
- Ensuring that **all** students are proficient or advanced who participate in Alt-MSA
- Ensuring that **all** students graduate prepared for many opportunities beyond high school
What does this mean for the mathematics program in BCPS?

- Mathematics achievement for ALL students
- Necessary support provided for ALL students
- Content knowledge and pedagogy for ALL teachers
- Sustained professional development
- Rigorous coursework for ALL students
### 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>Andrea Grzybowski</td>
<td>Secretary II</td>
<td>Home and Hospital</td>
<td>20.0</td>
<td>11-01-05</td>
</tr>
<tr>
<td>Carlton Lee</td>
<td>Teacher</td>
<td>Jacksonville Elem.</td>
<td>25.0</td>
<td>1-01-06</td>
</tr>
<tr>
<td>Cynthia Patzkowsky</td>
<td>Teacher</td>
<td>Joppa View Elem.</td>
<td>23.3</td>
<td>10-01-05</td>
</tr>
<tr>
<td>Mary Thurlow</td>
<td>TABCO (Reim.)</td>
<td>On Loan To MSDE</td>
<td>36.4</td>
<td>11-01-05</td>
</tr>
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As of 10/28/05
Baltimore County Public Schools
Towson, Maryland 21204

November 22, 2005

Resignations

Elementary – 3

Featherbed Lane Elementary School
Monica E. Lloyd, 10/25/05, 2.0 mos.
Grade 2

Middlesex Elementary School
Melissa Y. Abrams, 10/28/05, 2.0 mos.
Grade 4

Riverview Elementary School
Sheila A. Hopkins-Osnes, 10/26/05, 4.2 yrs.
Reading

Secondary – 1

Dundalk Middle School
Kimberly Kummell, 11/16/05, 3.0 mos.
Spanish

Central – 1

Department of Teaching and Learning
Alissa M. Claassen, 11/10/05, 2.0 mos.
Hearing Impaired
Baltimore County Public Schools
Towson, Maryland 21204

November 22, 2005

Leaves

Unusual or Imperative Leave

Therese Ann Lebarron – (Special Education) Owings Mills High School
Effective November 23, 2005, through June 30, 2006

DOP: 11/23/2005
# RECOMMENDED APPOINTMENTS

**November 22, 2005**

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BRIAN T. WAGNER</strong></td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective November 23, 2005)</td>
<td>Baltimore Highlands Elementary School</td>
<td>Cockeysville Middle School</td>
</tr>
</tbody>
</table>

(Replacing Kendra Johnson, transferred to Assistant to the Area Assistant Superintendent, Central)

| **BRICE FREEMAN**  | Communications Director       | Director of Communications |
| (Effective November 23, 2005) | Mayor’s Office of Employment Development | Office of the Superintendent |

(Replacing Charles Herndon, transferred to Communications Specialist I, Office of the Superintendent)
DATE: November 22, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: ADVISORY COUNCIL MEMBER REAPPOINTMENT – NORTHEAST ADVISORY COUNCIL

ORIGINATOR: William Lawrence, Area Assistant Superintendent, Northeast

RESOURCE PERSON(S) William Lawrence, Area Assistant Superintendent, Northeast

RECOMMENDATION

That Mr. Walter Hayes be reappointed as a member to the Northeast Area Educational Advisory Council.

*****
DATE: November 22, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: ADVISORY COUNCIL MEMBER APPOINTMENT – NORTHEAST ADVISORY COUNCIL

ORIGINATOR: William Lawrence, Area Assistant Superintendent, Northeast

RESOURCE PERSON(S): William Lawrence, Area Assistant Superintendent, Northeast

RECOMMENDATION

That Mr. J. Ronald Zimmerman be appointed as a member to the Northeast Area Educational Advisory Council.

*****
DATE: November 22, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: ADVISORY COUNCIL MEMBER REAPPOINTMENT – SOUTHEAST ADVISORY COUNCIL

ORIGINATOR: Jean Satterfield, Area Assistant Superintendent, Southeast

RESOURCE Jean Satterfield, Area Assistant Superintendent, PERSON(S)
Southeast

RECOMMENDATION

That Ms. Sandra Skordalos be reappointed as a member to the Southeast Educational Advisory Council.

*****
Baltimore County Board Of Education
Proposed Negotiating Teams – 2005-2006
Year Four of Four-Year Agreement w/ Limited Openers

AFSCME
- Dan Capozzi, Manager, Staff Relations*
- Ed Dieffenbach, Administrator, Payroll
- Dennis Elkins, Administrator, Physical Facilities
- Linda Fitchett, Director, Transportation
- Cynthia Hamlet, Personnel Officer
- Consultants:
  - Dr. Donald Peccia, Assistant Superintendent, Human Resources & Governmental Relations
  - Kathleen Harmon, Manager, Employee Benefits

BACE
- Dan Capozzi, Manager, Staff Relations*
- Geoff Bond, Classification Specialist, Personnel
- Kathy DeHart, Principal, Riderwood Elementary School
- Cynthia Hamlet, Personnel Officer
- Consultants:
  - Dr. Donald Peccia, Assistant Superintendent, Human Resources & Governmental Relations
  - Brian Gonzalez, Principal, Perry Hall High School

CASE
- Dan Capozzi, Manager, Staff Relations*
- Barbara Burnopp, Chief Financial Officer, Fiscal Services
- Dale Rauenzahn, Executive Director, Student Support Services
- Jean Satterfield, Area Assistant Superintendent, Southeast Area Office
- Consultants:
  - Dr. Donald Peccia, Assistant Superintendent, Human Resources & Governmental Relations
  - Alpheus Arrington, Director, Personnel
  - Frances Allen, Manager, Personnel Services

PSNA
- Dan Capozzi, Manager, Staff Relations*
- Karen Grannas, Principal, Dogwood Elementary School
- Michelle Prumo, Coordinator, Health Services
- Consultants:
  - Dr. Donald Peccia, Assistant Superintendent, Human Resources & Governmental Relations
  - Geoff Bond, Classification Specialist, Personnel
  - Kathleen Harmon, Manager, Employee Benefits

TABCO
- Dan Capozzi, Manager, Staff Relations*
- Anissa Brown Dennis, Principal, Deep Creek Elementary School
- Patrick McCusker, Principal, Eastern Technical High School
- Ilene Swirnow, Principal, Pikesville Middle School
- Consultants:
  - Dr. Donald Peccia, Assistant Superintendent, Human Resources & Governmental Relations
  - Alpheus Arrington, Director, Personnel
  - Ed Dieffenbach, Administrator, Payroll
  - Susan Wilken, Assistant to the Area Assistant Superintendent, Southwest Area

* Lead Negotiator/Board Spokesperson
DATE: November 22, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

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

PERSON(S): Rick Gay, Manager, Office of Purchasing
Michael Sines, Executive Director, Department of Physical Facilities

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 – November 22, 2005

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

1. **Contract:** Graphic Printing Equipment  
   **Contract #:** JNI-721-06

   **Term:** 13 months  
   **Extension:** 0  
   **Contract Ending Date:** 1/31/07 (tentative)

   **Estimated award value:** $50,558  
   **Estimated cost per additional year:** NA

   **Bid issued:** September 22, 2005  
   **Pre-bid meeting date:** September 29, 2005  
   **Due date:** October 13, 2005

   **No. of vendors issued to:** 12  
   **No. of bids received:** 4  
   **No. of no-bids received:** 5

**Description:**

Purchase collator, stitching and folding system, trimmer, and stacker for the Graphic Printing Instructional Program at Sollers Point Technical High School. This purchase will allow students to learn using quality equipment in producing printed materials. The bid was written so that other schools with graphic arts programs could participate if funding were to become available.

**Recommendation:**

Recommendation of award of contract to:

   G.E. Richards Graphic Supplies Co., Inc.   Landisville, PA

   **Responsible school or office:** Office of Career and Technology Education

   **Contact person:** Rhonda Hoyman

   **Funding source:** Federal Perkins grant
2. **Contract:** Digital Plate Maker and Scanner

**Contract #:** MBU-587-06

**Term:** NA  **Extension:** NA  **Contract Ending Date:** NA

**Estimated annual award value:** $35,928  **Estimated total award value:** $35,928

**Bid issued:** October 6, 2005  **Pre-bid meeting date:** NA  **Due date:** October 21, 2005

**No. of vendors issued to:** 15  **No. of bids received:** 3  **No. of no-bids received:** 0

**Description:**

Purchase a digital plate maker and scanner for Copy and Print Services (CAPS). The acquisition of this equipment will give CAPS expanded reprographics capabilities, thus reducing the dependency on outside vendors for this service. Both pieces of equipment will be provided by the same manufacturer and from one vendor.

**Recommendation:**

Recommendation of award of contract to:

AB Dick A Presstek Company  
Toano, VA

**Responsible school or office:**  
Copy and Print Services

**Contact person:**  
Michael Bailey

**Funding source:**  
Operating budget
3. **Contract:** Periodicals  
   **Contract #:** MBU-577-06

   **Term:** 1 year  
   **Extension:** 2 year  
   **Contract Ending Date:** 12/31/08 (tentative)

   **Estimated annual award value:** $75,000  
   **Estimated total award value:** $225,000

   **Bid issued:** September 27, 2005  
   **Pre-bid meeting date:** NA  
   **Due date:** October 20, 2005  
   **No. of vendors issued to:** 16  
   **No. of bids received:** 3  
   **No. of no-bids received:** 1

**Description:**

This contract consists of the purchase of magazines and periodicals for all schools. The specifications establish a contract price for approximately 115 magazines and periodicals as determined by the Office of Library Information Services.

The specifications were designed to allow the bidders to offer a trade discount off the one-year subscription rate. This contract may be extended for two additional one-year periods. A 15 percent trade discount rate shall remain constant for any contract extensions.

Schools will order all items required for their instructional/library programs through the online catalog process.

**Recommendation:**

Recommendation of award of contract to:

   W. T. Cox Subscriptions, Inc.  
   Shallotte, NC

   **Responsible school or office:** Library Information Services
   **Contact person:** Arthur Stritch
   **Funding source:** Operating budget
4. **Contract:** School Bus Digital Camera System  
   **Contract #:** JMI-632-06  
   (Lexington District 1, Columbia, SC Contract #BVBT2005-3)

**Term:** 3 year  
**Extension:** 0  
**Contract Ending Date:** 06/30/08 (tentative)  
**Estimated total award value:** $104,000

**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:**

Baltimore County Public Schools’ Office of Purchasing would like to participate in the Lexington District 1, Columbia, SC, contract #BVBT2005-3, for digital camera systems for school buses. BCPS will purchase 76 digital cameras to be installed on newly purchased buses. The use of digital video camera technology on BCPS’ buses is intended to enhance a safe and orderly environment while transporting students to and from school and school-related activities by maximizing appropriate student behavior. Video camera systems have been proven to reduce or eliminate risks to bus drivers and students.

**Recommendation:**

Recommendation of award contract to:

Sonny Merryman, Inc.  
Rustburg, Virginia

**Responsible school or office:** Office of Transportation

**Contact person:** Linda Fitchett

**Funding source:** Operating budget
5. **Contract:** Site Work (Contract Package 2A) – Kenwood High School Addition  
   **Contract #:** MWE-812-06  
   **Term:** NA  
   **Extension:** NA  
   **Contract Ending Date:** NA  
   **Estimated annual award value:** $656,722  
   **Estimated modification amount:** $65,672  
   **Estimated total award value:** $722,394  
   **Bid issued:** October 13, 2005  
   **Pre-bid meeting date:** October 18, 2005  
   **Due date:** October 27, 2005  
   **No. of vendors issued to:** 4  
   **No. of bids received:** 2  
   **No. of no-bids received:** 0  

**Description:**  
This project consists of all site work (Contract Package 2-A). Base bid includes the installation of a pond, storm drainage, and grading for the building pad. Alternate No. 1 includes utilities, final grading, paving, landscaping, and pond conversion.  

**Recommendation:**  
Award of contract is recommended to:  

Urban N. Zink Contractor, Inc.  
Chase, MD  

**Responsible school or office:** Office of Engineering and Construction  
**Contact person:** Richard H. Cassell, P.E.  
**Funding source:** Capital budget

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Urban N. Zink Contractor, Inc.</th>
<th>Peak, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$358,500</td>
<td>$558,000</td>
</tr>
<tr>
<td>Alternate No. 1 includes utilities, final grading, paving, landscaping, and pond conversion</td>
<td>$298,222</td>
<td>$195,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$656,722</strong></td>
<td><strong>$753,000</strong></td>
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6. **Contract:** Construction Administration Services – Kenwood High School Addition and Modernization  
**Contract #:** MWE-814-06

<table>
<thead>
<tr>
<th>Term:</th>
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<th>Extension:</th>
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<td>Estimated modification amount:</td>
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<td>Due date:</td>
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<tr>
<td>No. of vendors issued to:</td>
<td>NA</td>
<td>No. of bids received:</td>
<td>NA</td>
<td>No. of no-bids received:</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Description:**

On July 13, 2004, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with Grieses, Worrall, Wright & O’Hatnick, Inc. (GWWO) for design services associated with the construction of an addition and the modernization of the technical education wing at Kenwood High School. Following this approval, a total fee of $788,502.35 was negotiated to provide pre-design phase services, development of schematic design, design development, construction documents, submission of documents for state review, bidding phase services, and construction administration services.

The total negotiated fee was partially funded in the existing capital budget with the remaining funds being requested in the proposed FY06 capital budget. On August 10, 2004, the Board approved $330,833.73, which represents the cost of the schematic design phase and design development phase portions of this project. On May 10, 2005, the Board approved $339,864 for the construction document and bidding phases. Currently, the site design is completed and bid, while the building design is in its final phase.

At this time we are requesting that the Board approve additional funding for the construction administration phase.

**Recommendation:**

Award of contract is recommended to:

Grieses, Worrall, Wright & O’Hatnick, Inc. (GWWO)  
Baltimore, MD

**Responsible school or office:**  
Office of Engineering and Construction

**Contact person:**  
Richard H. Cassell, P.E.

**Funding source:**  
Capital budget
7. **Contract:** Cafeteria Expansion/Building Addition – Milford Mill Academy  
   **Contract #:** MBU-567-06

<table>
<thead>
<tr>
<th>Term</th>
<th>NA</th>
<th>Extension</th>
<th>NA</th>
<th>Contract Ending Date</th>
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</thead>
<tbody>
<tr>
<td>Estimated annual award value</td>
<td>$1,738,000</td>
<td></td>
<td>Estimated modification amount</td>
<td>$ 86,900</td>
<td>Estimated total award value</td>
</tr>
<tr>
<td>Bid issued</td>
<td>July 21, 2005</td>
<td></td>
<td>Pre-bid meeting date</td>
<td>August 4, 2005</td>
<td>Due date</td>
</tr>
<tr>
<td>No. of vendors issued to</td>
<td>12</td>
<td></td>
<td>No. of bids received</td>
<td>4</td>
<td>No. of no-bids received</td>
</tr>
</tbody>
</table>

**Description:**

This project consists of the renovation and expansion of the existing cafeteria. A summary of the bids received is below.

**Recommendation:**

Award of contract is recommended to:

North Point Builders, Inc.       Baltimore, MD

**Responsible school or office:** Office of Engineering and Construction

**Contact person:** Richard H. Cassell, P.E.

**Funding source:** Capital budget  
(Approval is contingent upon county funding)

<table>
<thead>
<tr>
<th>Vendor</th>
<th>North Point Builders, Inc.</th>
<th>Chilmar Corporation, Inc.</th>
<th>Towson Mechanical, Inc.</th>
<th>Orfanos Contractors, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$1,738,000</td>
<td>$1,812,800</td>
<td>$1,817,000</td>
<td>$2,175,000</td>
</tr>
</tbody>
</table>
8. **Contract:** Windows, Storefronts, Metal Panels (Contract Package 8-A) – Woodholme Elementary School  
**Contract #:** JMI-634-06

<table>
<thead>
<tr>
<th>Term:</th>
<th>NA</th>
<th>Extension:</th>
<th>NA</th>
<th>Contract Ending Date:</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$75,000</td>
<td>Estimated total award value:</td>
<td>$75,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bid issued:</td>
<td>NA</td>
<td>Pre-bid meeting date:</td>
<td>NA</td>
<td>Due date:</td>
<td>NA</td>
</tr>
<tr>
<td>No. of vendors issued to:</td>
<td>NA</td>
<td>No. of bids received:</td>
<td>NA</td>
<td>No. of no-bids received:</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Description:**

PCC Construction Components, Inc. (PCC, Inc.) was a subcontractor to the Construction Package 8-A (Windows, Storefronts, Metal Panels) contractor, Debra’s Glass (DGI). Baltimore County Public Schools (BCPS) informed DGI that BCPS would supplement their work forces in order to complete the project. In order to complete this work, it is necessary to bring in the contractor’s subcontractor, PCC, Inc., since they know the project and can readily obtain the proper material.

At this time, the Department of Physical Facilities requests approval of a contract in the not-to-exceed amount of $75,000 with PCC Construction Components, Inc. The amount of this contract will be deducted from Debra’s Glass.

**Recommendation:**

Award of contract is recommended to:

PCC Construction Components, Inc.  Gaithersburg, MD

**Responsible school or office:**  
Office of Engineering and Construction

**Contact person:**  
Richard H. Cassell, P.E.

**Funding source:**  
Capital budget
9. Request to Negotiate: Design Services – Vincent Farms Elementary School

<table>
<thead>
<tr>
<th>Contract #:</th>
<th>MWE-815-06 (PS #06)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term:</td>
<td>NA</td>
</tr>
<tr>
<td>Extension:</td>
<td>NA</td>
</tr>
<tr>
<td>Contract Ending Date:</td>
<td>NA</td>
</tr>
<tr>
<td>Estimated annual award value:</td>
<td>NA</td>
</tr>
<tr>
<td>Estimated modification amount:</td>
<td>NA</td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>NA</td>
</tr>
<tr>
<td>Bid issued:</td>
<td>NA</td>
</tr>
<tr>
<td>Pre-bid meeting date:</td>
<td>NA</td>
</tr>
<tr>
<td>Due date:</td>
<td>NA</td>
</tr>
<tr>
<td>No. of vendors issued to:</td>
<td>NA</td>
</tr>
<tr>
<td>No. of bids received:</td>
<td>NA</td>
</tr>
<tr>
<td>No. of no-bids received:</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Description:**

The FY06 capital budget includes funding for design services for the planning and design of a new elementary school to be located on the south side of Ebenezer Road, east of Vincent Farms Road. All procedures in the Board of Education’s Policy and Rule, Section 7210, were followed to advertise, qualify, interview, and select the consultants.

The Qualification Committee met in October 2005 to review the expressions of interest submitted by eighteen (18) consultants. The Qualification Committee reviewed and graded this information and stated that the Selection Committee should consider the four (4) most qualified firms for this work.

On November 8, 2005, the Selection Committee met and discussed the Qualification Committee’s report and interviewed each of the qualified firms.

Based on their evaluations, the Selection Committee recommends that approval be granted to conduct contract negotiations with Grimm & Parker Architects, Inc., the recommend firm.

**Recommendation:**

Approval to Negotiate is recommended to:

Grimm & Parker Architects, Inc. Calverton, MD

**Responsible school or office:** Office of Engineering and Construction

**Contact person:** Richard H. Cassell, P.E.

**Funding source:** N/A
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 22, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: EDUCATION INNOVATIONS CHARTER SCHOOL APPLICATION

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

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

RECOMMENDATION

That the Board of Education review and act upon the Superintendent’s recommendation regarding the Education Innovations Charter School Application

*****

The Superintendent recommends that the Education Innovations Charter School Application not be approved.
Executive Summary

Review Process

On June 23, 2005, following approval of its concept proposal, Adams and Associates, Incorporated submitted an application to establish the Education Innovations Public Charter School at the Woodstock Job Corps Center. The proposed school, as indicated in the application, would open as a BCPS Public Charter School in the fall of 2006. The Superintendent assigned Phyllis Bailey, Executive Director of Special Programs, PreK-12, as the Charter School contact to oversee the review process.

Ms. Bailey acknowledged receipt of the application, but indicated in a letter of June 29, 2005, that the application was incomplete. Ms. Bailey convened a Review Committee, composed of staff members with expertise in key areas such as curriculum and instruction, human resources, budget and finance, facilities, special education, student support services, and risk management to analyze the application. Throughout the summer, the Review Committee met to seek additional clarification regarding the application. Reviewers generated requests for clarification in areas such as curriculum, personnel, finances, facilities, insurance, and proposed waivers. In addition to seeking written clarification, the Review Committee visited the Woodstock site on September 7, 2005. Although documentation remained incomplete, BCPS review proceeded based on the application and all submissions through September 30, 2005.

A final meeting of the Review Committee was conducted on October 12, 2005, after which reviewers were assigned specific section(s) of a scoring rubric. The Charter School Application Scoring Rubric was based on the BCPS expectations and components defined in the Manual of Procedures for Public Charter Schools in Baltimore County. Each section was evaluated on a three-part scale (does not meet standards, meets standards, exceeds standards). Reviewers were directed to utilize all of the available information (application, site visit, and supplemental information) in determining the degree to which the application sections met standards.

A Final Evaluation Committee then compiled the responses of the Review Committee members and prepared a recommendation for the Superintendent’s review and consideration. The Final Evaluation Committee found that based on the scoring rubric, only eight sections met the standards while 13 did not.
Recommendation

The Final Evaluation Committee forwarded its recommendation to the Superintendent that the Education Innovations Charter School Application be rejected. After review of the Final Evaluation Committee’s findings, the Superintendent recommends that the application be rejected for the following reasons:

- Required documentation was not submitted;
- Standards were not met in 13 sections;
- Proposed waivers did not include justification nor did they include a feasible and reasonable alternative; and
- Insufficient evidence exists that a full curriculum, consistent with the charter school’s mission, philosophy, and goals, would be in place prior to the opening of the school.

The major deficiencies that led to this recommendation are:

1. The applicant has provided the resumes and experience of the principals of Adams and Associates. However, Adams and Associates will not provide onsite administrative support of the proposed charter school. While the applicant has submitted an organizational chart identifying “principal/leader,” “business/controller,” “curriculum dev,” and “operations,” roles and responsibilities were not provided for any of these positions.

2. There are no definitive lines between the Job Corps program and the applicant’s program for high school credit.

3. The applicant’s description of the student population to be served conflicts with established policy regarding residency and could exclude Baltimore County residents. The applicant has indicated that several of its current Job Corps participants, when domiciled at Woodstock, would qualify for admission into the charter school as Baltimore County residents regardless of whether their permanent residence is in another county or state.

4. The applicant’s plan is to have resident (boarding) students, but there was no plan to address the consequences for suspension and expulsion of students who are boarding.

5. The application for a comprehensive high school addresses continuous academic progress towards graduation but does not address the ultimate goal that every high school must graduate its students with a high school diploma.

6. The curriculum core subject areas, English, mathematics, science, and social studies are not consistently aligned with the Voluntary State Curriculum (VSC).

7. Six of the proposed completer programs do not meet current MSDE completer program approval standards (Nursing Assistant, Business Clerical, Bookkeeper, Bricklayer, Painter, and Sales Clerk Retail).

8. There is no explanation of how the applicant would differentiate instruction for students with a variety of disabilities, such as emotional disturbance, autism, and sensory impairment.

9. There is recognition of the need to adjust curriculum as a result of a review of achievement data, however, there is no indication of any other plan to identify
students performing below grade level and no mention of any proposed intervention or acceleration programs.

10. Students not meeting success at the proposed Charter School would be moved to “other options,” which creates the potential for dropouts. Interventions for unsuccessful students are not described in the application.

11. Civil and general liability insurance coverage was proposed, but no specific information or plan was provided concerning a specific insurance carrier, or for various types of coverage such as existing Errors & Omissions coverage.

12. Roles and responsibilities of parent and staff representatives on the Governing Board are not established and/or linked to community involvement.

13. The applicant did not provide the following: Verification of no outstanding building code violations; ADA accessibility; Schedule for Occupancy; and a Certificate of Occupancy.

14. The applicant did not specify which areas of the existing Job Corps site/facilities would be designated as the location for the proposed Charter School. Parts of the facility are not ADA accessible. Educational specifications were not submitted.

15. Information regarding financial management and internal accounting procedures, as well as ownership and inventory control of materials and equipment was not submitted.

16. Emergency plans to be used for situations such as fires, hurricanes, tornadoes and child safety issues were submitted, but were not compliant with MSDE emergency planning guidelines.
Applicant: Mr. Greg Weber, Adams and Associates, Inc.
Name of Proposed Charter School: Education Innovations Public Charter School

Background Information:
The Maryland Public Charter School Law became effective July 1, 2003. This law, which is codified at Section 9-101 et seq. of the Education Article of the Maryland Annotated Code, provides that both local school boards and the Maryland State Board of Education may authorize Maryland Public Charter Schools. The general purpose of the Public Charter School Law is to establish an alternative means, namely charter schools, within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

Each local board of education was required to submit a public charter school policy to the State Board of Education on or before November 1, 2003. With the adoption of Board of Education Policy and Superintendent’s Rule 1600, Community Relations: Public Charter Schools, on October 21, 2003, the Baltimore County Public Schools met this requirement. A Procedures Manual for Public Charter Schools in Baltimore County was developed by staff and is available (as are the policy and rule) on the BCPS website at: www.bcps.org/system/policies_rules/1000toc.htm.

This procedures manual established final rules for applications, established a two-stage process involving a concept proposal, a final application, specific directions for completion of the application, and a summary application checklist.

Following approval of its concept proposal, Adams and Associates, Incorporated submitted an application for the Education Innovations Public Charter School at Woodstock. The proposed school, if approved, would begin operations as a BCPS Public Charter School in the fall of 2006. The Superintendent assigned the Executive Director of Special Programs, PreK-12, Phyllis Bailey, to serve as the Charter School contact to oversee the review process.

Discussion:

History

On June 23, 2005, Adams and Associates, Incorporated submitted an application for the Education Innovations Public Charter School. Phyllis Bailey, Executive Director of Special Programs, PreK-12, responded in writing on June 29, 2005, acknowledging receipt of the application, and stated that the application was incomplete (Appendix A). The applicant was asked to provide the necessary information prior to a scheduled July 18, 2005 meeting of the Charter Review Committee. The Charter Review Committee members consisted of BCPS staff with expertise in specific areas related to the sections of the application. As a result of its review, the Committee sought clarification regarding procedural issues, curriculum, student population, staffing, and financial matters. The applicant responded to the July 18 questions on or about July 29, 2005. (Appendix B)

BCPS staff requested the opportunity to visit to the Woodstock site to explore the relationship between the Job Corps program and the proposed charter school. In addition, BCPS staff wanted to examine the facilities which
would house the charter school. Consequently, a site visit by the review committee took place on September 7, 2005.

In a letter dated September 19, 2005, Phyllis Bailey indicated once again that information provided was incomplete. (Appendix C). The applicant submitted supplemental information on or about September 21, 2005. (Appendix D)

As a result of the failure of the applicant to provide specific documents, a letter dated September 27, 2005 (Appendix E) indicated that the application remained incomplete and established September 30, 2005 as a deadline. The applicant submitted the response by email on September 30, 2005 (Appendix F). BCPS’ subsequent review was based on the application and all submissions through this date of September 30, 2005.

Although documentation remained incomplete, review proceeded. The Review Committee met on October 12, 2005. Reviewers were assigned specific section(s) of a 21 section scoring rubric (Appendix G).

On October 31, 2005 the Final Evaluation Committee determined that only eight sections of the application met standards, while 13 did not.

**Application Review Process**

The following 13 sections did not meet the standards as evaluated by the Final Evaluation Committee. The left hand column of this chart indicates the Application Check List (Appendix H) which was completed by the applicant and submitted as part of the application process. The right hand column of the chart indicates the standard that BCPS applied, while specific deficiencies in the application are also noted.

**Planning and Establishment**

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant*</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ ___Profile of Founding Group</td>
<td>The profile of the founding group has been provided and includes employment history, qualifications, experience, relevant training, and statement of intent.</td>
</tr>
<tr>
<td>_ ___Management and Administrative Structure</td>
<td>The management and administrative structure are clear, reasonable, and compatible with the mission of the school.</td>
</tr>
<tr>
<td>_ ___Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.</td>
<td></td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

Deficiencies in the application submitted by the applicant:

1. There are no definitive lines between the Job Corps program and the applicant’s program for high school credit.
2. The administrative structure and the distinctions made between Job Corps participants and charter school students are unclear. For example, the applicant failed to articulate how (or whether) charter school students who lack certain economic criteria (i.e., those who would not qualify for the Job Corps program) will access components of the Job Corps program.
3. The applicant has provided the resumes and experience of the principals of Adams and Associates. However, Adams and Associates will not provide onsite administrative support of the proposed charter school. While the applicant has submitted an organizational chart identifying “principal/leader,” “business/controller,” “curriculum dev,” and “operations,” job descriptions were not provided for any of these positions. The applicant has further failed to explain the roles and responsibilities of these positions within the proposed structure.
Mission Statement, Vision and Goals

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant*</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ ___ Mission and Goals</td>
<td>The mission articulates the purpose for the school.</td>
</tr>
<tr>
<td></td>
<td>The mission is clear, concise, measurable, and specific to the purpose of the school.</td>
</tr>
<tr>
<td></td>
<td>The mission statement articulates the future direction of the school for the future.</td>
</tr>
<tr>
<td></td>
<td>Specific and measurable goals and objectives have been provided to assess the progress in advancing the school's mission and vision.</td>
</tr>
<tr>
<td></td>
<td>The goals and objectives are reasonable, and specific to the mission of the school and needs of the community.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded

Deficiencies in the application submitted by the applicant:

1. The ways in which the goals are to be measured is not developed, especially for graduation rates. The application addresses continuous academic progress towards graduation but does not address the ultimate goal that every high school must graduate its students with a high school diploma.
2. Maryland State Department of Education holds all schools and school systems to a 90% graduation rate. This Charter School application describes a four year program but consistently refers to students remaining in the program for two years, and then moving to other options, which may or may not lead to a high school diploma.
3. The future direction of the school and the options available for students unable to graduate remains unclear.

Educational Plan

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant*</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ ___ Objectives</td>
<td>The educational objectives and instructional methods are described and are consistent with the stated mission of the school and needs of the identified community.</td>
</tr>
<tr>
<td>__ ___ Grades, number, etc.</td>
<td>The listed grades, teacher/student ratios, and total enrollment number are consistent with the stated mission of the school and needs of the identified community.</td>
</tr>
<tr>
<td>__ ___ Student Population and Geographic Area</td>
<td>The student population to be served and the geographic area are included in the explanation of the educational plan.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded

Deficiencies in the application submitted by the applicant:

1. The applicant’s description of the student population to be served conflicts with established policy regarding residency and could exclude Baltimore County residents. The applicant has indicated that several of its current Job Corps participants, when domiciled at Woodstock, would qualify for admission into the charter school as Baltimore County residents regardless of whether their permanent residence is in another county or state. Consequently, the number of Baltimore County resident students to enroll in the Job Corps program is suspect due to the applicant’s use of boarding students’ residency instead of the parent’s/guardian’s residency. According to the applicant’s written response dated July 29, 2005, (Appendix B) students age 18 and older who are enrolled as resident students at the Woodstock Job Corps Center will use the Woodstock address as their address of record. The applicant stated, during the site visit, that some of the current students come from other school systems or states.
2. Because the applicant’s proposal is for a comprehensive high school, its graduation rate of 90% (State Standard) is ambitious.
3. Students enrolled must be able to complete all graduation requirements by the age of 21 according to state law. The application states anyone under age 21 will be enrolled, which would not be appropriate for students who are unable to gain sufficient credits for graduation by their 21st birthday.
4. The student population to be served at the proposed charter school is to be developed through a lottery system as prescribed by the state law in cases of over subscription. However, the application
suggests that the charter school will provide a high school program to the student trainees of the Woodstock Job Corps Center (Page 16 of the application).

### Academic Program, Standards, Curriculum & Instruction

<table>
<thead>
<tr>
<th>Application Check List as Completed by Applicant*</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ _ __<em>Describe educational program</em></td>
<td>The educational program identifies curriculum objectives and content of the main subject areas (math, science, social studies, English) and supports VSC, core learning goals, MSDE, NCLB and graduation requirements.</td>
</tr>
<tr>
<td>_ _ __<em>Goals and objectives of the BCPS Master Plan</em></td>
<td>The education program facilitates, and is consistent with the goals and objectives of the BCPS Master Plan and Blueprint for Progress.</td>
</tr>
<tr>
<td>_ _ __<em>Outline instructional methods</em></td>
<td>The instructional methods outlined are consistent with the stated mission, vision, goals and objectives of the school. The instructional methods outlined are innovative. The Instructional methods and techniques are suited to enhance student learning.</td>
</tr>
<tr>
<td>_ _ __<em>Exceptional Education Students</em></td>
<td>If applicable, there is a description of the way the needs of Gifted and Talented Students will be met. A process for the identification and placement of students whose first language is not English and the methods for determining the kind of assistance that these students may need is provided. A process to ensure that English Language Learners (“ELL”) are not misplaced or tracked inappropriately in other classes is provided. A statement that affirms that ELL students will not be excluded categorically from curricular and extracurricular activities because of an inability to speak and understand English is provided. A description of the planned outreach to parents in the identified community, including strategies for communicating with parents who are not proficient in English is provided.</td>
</tr>
<tr>
<td>_ _ __<em>School Calendar</em></td>
<td>The application indicates plan for adhering to the BCPS school calendar. A copy of the proposed calendar for the first year of operation is provided indicating the number of student and teacher days required. Learning standards and curriculum are well-defined and include the skills and knowledge each student will be expected to attain by the end of each grade and are consistent with the stated mission, vision, goals, and curriculum program of the school.</td>
</tr>
<tr>
<td>_ _ __<em>Timeframe on core academic subjects</em></td>
<td>A timeframe for the instruction of core academic subjects is provided and includes reasonable goals and objectives.</td>
</tr>
<tr>
<td>_ _ __<em>Student achievement goals</em></td>
<td>Student Achievement goals are well-defined and consistent with the stated mission, vision, goals and curriculum program of the school.</td>
</tr>
<tr>
<td>_ _ __<em>Learning standards and curriculum</em></td>
<td>Learning standards and curriculum are well-defined and include the skills and knowledge each student will be expected to attain by the end of each grade and are consistent with the stated mission, vision, goals, and curriculum program of the school. Curriculum and instructional methods are diverse and include the use of technology, libraries, and other media. A plan for providing textbooks and other instructional materials has been described. A description of plans to stock library or media center with books and other educational materials has been provided.</td>
</tr>
<tr>
<td>_ _ __<em>Schedule of state assessments administered by school</em></td>
<td>If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.
Deficiencies in the application submitted by the applicant:

**English Language Arts**

1. Although an attempt has been made to align curricular objectives to the Voluntary State Curriculum (VSC), Core Learning Goals (CLG), the alignment reveals a lack of understanding of the Maryland high school English requirements. This lack of understanding is evident in several areas of Education Innovations’ response to BCPS’ concerns. When BCPS expressed concern in the letter of September 1, 2005 (Appendix I) about the lack of alignment in Module D (focused on reading) to CLG #1 (reading) and the inaccuracies in terms of measurement criteria, Education Innovations replied that “The measurement criterion has been changed to reflect the newer four point rubric.” (Appendix D, response of September 21, 2005, page 5). This change did not address the matter because the four-point rubric is used to score writing, not reading.

2. Additionally, Education Innovations states that “The VSC is the document that aligns the MD Content Standards and the Maryland Assessment Program.”(Appendix D, response of September 21, 2005, page 5) This statement does not address the fact that in high school the English CLGs, not the PreK-grade 8 Reading/English Language Arts VSC, guide instruction and the English II High School Assessment.

3. In response to the concern about which grade levels will address specific English Core Learning Goals, Education Innovations points to the revised alignment of its curriculum spreadsheet to the “Maryland Voluntary Curriculum,” (Appendix D, response of September 21, 2005) yet in this chart there is further evidence of a lack of knowledge about current high school English State requirements. For example, there is frequent reference in Module A, D and E, to the Grade 10 VSC in reading, which ceased to exist after the last administration of the grade 10 Maryland School Assessment (MSA) in January 2005. The applicant refers to “Grade 10 Language 5.0,” not CLG 3, in Modules A and C.

4. Assessment limits are never addressed.

5. Grade level instructional requirements are not referenced to grade level standards.

**Science**

1. The description of the science program is vague and is not consistent with the state’s VSC.

2. Much more detail is needed in order to develop a complete picture of what is being proposed for a comprehensive science program including the state assessed area of Biology.

3. Biology is one of the HSA areas and the applicant is not offering a Biology course but a contextual strand, “Making Sense of the Living World.”

**Social Studies**

1. The program matrix states that students will complete one credit of Economics. There is no state requirement for economics. No rationale has been provided to support this additional requirement and no information regarding the content has been provided. In a chart titled “Graduation Requirements for Maryland, Baltimore County Public Schools and for Education Innovations Charter School” (Appendix D, response of September 21, 2005) the Social Science Portfolio states that three credits meet the specific credit requirements. It can only be assumed that the three credits are those required by Maryland, excluding Economics.

2. The applicant’s Curricular Spreadsheet identifies General Goals, Specific Objectives and Outcomes, and Measurement Criteria. The United States History goal does not correspond to the timeframe for the VSC.

3. The timeframe for World History is not defined. Different branches within the behavioral sciences and psychology are not typically found within the courses that are listed in the program of study. There is no discernible relationship between the objectives and outcomes and these goals. The objectives and goals appear to be a collection of representative behaviors, with no identified basis for selection.

4. Descriptions regarding the quality of assessments, their relationship to goals and objectives, and their formative and summative roles are not provided.
5. The social studies program is inadequately developed, with no apparent rationale or sense of purpose beyond matching lists provided by MSDE. The application is unclear regarding program requirements and is based upon presentations of facts with little accompanying skill development or application.

Career and Technology Education
1. Six of the proposed completer programs do not meet current MSDE completer program approval standards. (Page 17 of the application states that students will complete a state approved career and technology program.) Programs listed in the application that are not eligible through an approved MSDE “List A” for BCPS include: Nursing Assistant, Business Clerical, Bookkeeper, Bricklayer, Painter, and Sales Clerk Retail. It may take up to two years for MSDE to approve new completer programs.

2. The charter school application omitted CTE standards or curriculum information for the twelve (12) proposed completer programs.

3. Culinary Arts, Carpentry and Electrical have a GT curriculum in BCPS. No information about GT was found in the documentation.

English Language Learners (ELL)
1. While the application states that there will be ELL instruction, it fails to specify how that instruction will be provided, or when in the schedule there is time for it. ELLs will be expected to meet or exceed MSA standards. There is no plan for helping students to reach those standards.

2. The application outlines a process that is not consistent with BCPS procedures for the identification and placement of ELL students.

3. The annual assessment is the only tool mentioned for placing ELL students in classes. There is no clear procedure for monitoring student placement.

Library and Media Services
1. There is no clear plan as to where, how, and what should be included in the library. During the site visit reference was made to seeking grant funds to purchase a library collection.

2. The September 30 (Appendix F) response states that the library is located on the 3rd floor of the main building 1, which is not ADA accessible.

Student Service Learning
1. The 75-hour student service learning graduation requirement was not addressed in terms of how this requirement would be accomplished.

Calendar
1. Year round schooling is part of applicant’s plan but no 12-month calendar was provided. The 10-month calendar provided was based on the BCPS model.

Final Exams
1. Page 17 of the application states that the school will meet all BCPS academic requirements but it is unclear whether students will be required to take course final exams, an expectation of BCPS.

Special Education

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant*</th>
<th>Expectation of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ _ Special Education Students</td>
<td>The application describes how the school will appropriately meet the needs of special education students adhering to all provisions of federal and state law.</td>
</tr>
<tr>
<td></td>
<td>The application Designates a professional staff member as the school’s special education liaison with BCPS.</td>
</tr>
<tr>
<td></td>
<td>Procedures for mediation, resolution, and due process are clearly outlined.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

Deficiencies in the application submitted by the applicant:

1. While the application states that the school will utilize appropriate special education referral, mediation, and due process procedures, there is no specific explanation of how special education and related services will be delivered. There is a lack of reference or commitment to a specific ratio of
special education teacher/paraprofessional support for students with disabilities. Without a clear explanation of special education staffing plans, it is not possible to ascertain how or whether the school will appropriately meet the needs of students with disabilities.

2. There is no explanation of how the applicant would differentiate instruction for students with a variety of disabilities, such as emotional disturbance, autism, and sensory impairment.

3. The school must adhere to all provisions of federal law relating to students with disabilities, including IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. Consequently, the school building must be accessible for students with disabilities and their families. The facility where the school may be located is not fully accessible.

4. There is no indication of how the applicant will meet the needs of special education students by providing a Free Appropriate Public Education (FAPE) to meet the needs of specific students with IEPs, such as Learning Disabled, Emotionally Disturbed, or Autistic in the least restrictive environment.

5. Although a special education liaison was identified in the application, no role and responsibilities were given through the organizational chart of the school.

### Student Assessment

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant*</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ __ Plans to assess student performance in core academic areas</td>
<td>A plan for assessing student performance in the core academic areas has been provided and includes outcomes to be achieved and methods of measurement to be used.</td>
</tr>
<tr>
<td>__ __ Baseline student academic achievement levels established</td>
<td>The application includes a reasonable plan to ascertain baseline student data that will be used to measure academic achievement levels in core academic areas.</td>
</tr>
<tr>
<td>__ __ Baseline rates compared to academic progress achieved</td>
<td>A plan for how academic achievement levels will be measured and how rates of progress will be measured is provided.</td>
</tr>
<tr>
<td>__ __ Evaluation of progress comparison</td>
<td>A plan for assessing student performance in the core academic areas has been provided and includes outcomes to be achieved and methods of measurement to be used.</td>
</tr>
<tr>
<td>__ __ Methods used to identify educational strengths</td>
<td>The application offers methods to gauge the academic strengths and needs of students and the extent to which educational goals and performance standards are being met.</td>
</tr>
<tr>
<td>__ __ Student Participation in statewide assessment programs</td>
<td>Student participation in statewide assessment programs is acknowledged and included in educational plan.</td>
</tr>
<tr>
<td>__ __ Requirements for graduation (secondary education applicants only)</td>
<td>The application includes a method for determining that students satisfy state requirements for graduation.</td>
</tr>
<tr>
<td>__ __ Meeting needs of students at risk of academic failure</td>
<td>A description of the methods that will be used for identifying and meeting the needs of students who are not achieving on or above grade level is provided. If the school intends to serve an at-risk population, the application includes challenges associated with serving the population and describes methods, strategies or programs the school will use to address them.</td>
</tr>
<tr>
<td>__ __ State or local rules waived</td>
<td>If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

**Deficiencies in the application submitted by the applicant:**

1. Selected response items are not mentioned as measurement criteria in any module.
2. The English II HSA is mentioned, but the educational plan for English is insufficient because it lacks specific detail about grade level expectations and it is replete with inaccuracies regarding alignment and measurement criteria. (See English Language Arts on Page 5 of this summary for specific details).
3. According to the applicant’s Curricular Spreadsheet, the same measurement criteria will be used for each module. There is recognition of the need to adjust curriculum as a result of a review of achievement data, however, there is no indication of any other plan to identify students performing below grade level and no mention of any intervention or acceleration programs that might be used to meet their identified needs.
4. Grade level determination seems to be accomplished more by inference and by program-defined criteria rather than by any standard criteria or measures.
5. The application does not reflect the ancillary staff needed to complete formal assessments for students with disabilities.
6. Research-based interventions with ongoing assessments to measure achievement for students with IEPs and students who are at-risk are not identified in the application.

**Student Policies and Services**

<table>
<thead>
<tr>
<th>Application Check List as Completed by Applicant *</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ ___ Alternate policies (if applicable)</td>
<td>If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
</tr>
<tr>
<td>_ ___ Dress code policy</td>
<td>A dress code policy is provided. If a uniform is required, the policy includes provisions for parents unable to afford uniforms.</td>
</tr>
<tr>
<td>_ ___ Food Services</td>
<td>The application includes food services plan.</td>
</tr>
<tr>
<td>_ ___ Health Services</td>
<td>A plan for the provision of health services is provided and is consistent with state guidelines.</td>
</tr>
<tr>
<td>_ ___ Student participation in extracurricular activities</td>
<td>The application includes a description of plans for student participation in extracurricular activities.</td>
</tr>
<tr>
<td>_ ___ Appropriate technology, libraries, and other media plans</td>
<td></td>
</tr>
<tr>
<td>_ ___ Procedures for dissolution of school</td>
<td></td>
</tr>
<tr>
<td>_ ___ Code of Student Conduct</td>
<td>A clear and well-developed Code of Student Conduct is provided.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

**Deficiencies in the application submitted by the applicant:**

1. The applicant plans to adopt the BCPS code of conduct, but there are potential conflicts in the specific violations. For example, the Job Corps site allows smoking by students in designated areas.
2. The applicant’s plan is to have resident (boarding) students, but there was no plan to address the consequences for suspension and expulsion of students who are boarding.
3. It appears that there are no extracurricular activities specifically for the Charter School population (Page 71 of the application). When asked at the site visit about interscholastic sports the applicant responded students would not participate in these activities.

**Student Support Services**

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant*</th>
<th>Expectations of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ ___ Written policies and procedures</td>
<td>Admission and enrollment policies are included and are consistent with Maryland statutes.</td>
</tr>
<tr>
<td>_ ___ Enrollment and attendance data</td>
<td>Policies on compulsory school attendance are included.</td>
</tr>
<tr>
<td>_ ___ Compulsory attendance</td>
<td>Nonresident tuition policy is consistent with BCPS Policy and Rule 5150.</td>
</tr>
<tr>
<td>_ ___ Nonresident tuition policy</td>
<td>Student withdrawals and dismissal procedures are provided.</td>
</tr>
<tr>
<td>_ ___ Student withdrawals and dismissals</td>
<td>Policy on promotion of students is defined and consistent with the stated mission, vision, and goals of the school.</td>
</tr>
<tr>
<td>_ ___ Promotion of students</td>
<td>Discipline procedures (suspensions and expulsions) are defined and consistent with BCPS procedures.</td>
</tr>
<tr>
<td>_ ___ Student records and forms</td>
<td>Student records and forms comply with all federal and state requirements. Policies and procedures are outlined to maintain family and student confidentiality consistent with federal and state law.</td>
</tr>
<tr>
<td>_ ___ Immunizations</td>
<td>Immunizations policy is consistent with federal and state law as well as the Health Services plan of the school.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

**Deficiencies in the application submitted by the applicant:**

1. By BCPS Policies and Rules 5150 and 1600, in order for students to participate in the lottery selection to enter Education Innovation’s Charter School one must be a Baltimore County resident. No non-resident students would be eligible for the lottery, or enrollment at the charter school site.
unless they meet one of the requirements of Policy and Rule 5150. The projected student enrollment includes students who would board but would not have residency to participate in the lottery. All non-resident students would have to meet the requirements in Policy and Rule 5150 prior to enrollment or boarding in the Charter School.

2. Non-residents who board but are still legally under the control of their parents/guardians should be held to meet the requirements of Policy and Rule 5150 and may not attend a BCPS school.

3. Implementation of the disciplinary hearing process is unclear from the description provided. According to state law the Superintendent or his designee must handle hearings for expulsion or long-term suspension.

4. Students not meeting success at the proposed Charter School would be moved to “other options,” which would create the potential for dropouts. Interventions for unsuccessful students are not described in the application only they would be moved to “other options” which may not result in graduation.

5. Student forms and records templates have not been provided for review.

---

**Policy, Regulation, and Legal Requirements**

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant *</th>
<th>Expectation of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Assurances forms</td>
<td>Assurances forms are provided.</td>
</tr>
<tr>
<td>__ __ Reporting requirements and annual review process</td>
<td>Reporting requirements and annual review process are provided.</td>
</tr>
<tr>
<td>__ __ Civil liability insurance</td>
<td></td>
</tr>
<tr>
<td>__ __ General liability insurance</td>
<td></td>
</tr>
<tr>
<td>__ __ Compliance with state and federal education requirements</td>
<td>A commitment to maintain compliance with state and federal education requirements is included.</td>
</tr>
<tr>
<td>__ __ Legal autonomy</td>
<td>If legal autonomy has not occurred, a plan for legal autonomy is included (i.e. plan of incorporation).</td>
</tr>
<tr>
<td>__ __ Child development center license (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

**Deficiencies in the application submitted by the applicant:**

1. Applicant states that the application for a 501(c)(3) status is in process; however, the application for this status was not provided.

2. Civil and general liability insurance coverage was proposed, but no specific information or plan was provided concerning a specific insurance carrier or for various types of coverage (e.g. liability, workers’ compensation) or even for the process for obtaining coverage.

---

**Parent Involvement and Community Participation**

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant *</th>
<th>Expectation of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ __ Building family-school partnerships</td>
<td>The application describes how school will build family and school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations.</td>
</tr>
<tr>
<td>__ __ Parental involvement</td>
<td>The application describes anticipated parental involvement in the school including input, comment, and/or participation in the school’s governance.</td>
</tr>
<tr>
<td>__ __ Staff involvement</td>
<td>The application describes the role that administrators, teachers, and other school staff will play in making sure that all parents are welcome at the school, encouraged to participate, trained and involved in their child’s education.</td>
</tr>
<tr>
<td>__ __ Partnerships with community organizations</td>
<td>The application describes how school will build family and school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations.</td>
</tr>
<tr>
<td>__ __ Community support</td>
<td>The application displays evidence of broad based community support.</td>
</tr>
<tr>
<td>__ __ Handling disputes</td>
<td>Methods for handling and resolving disputes between parents and the school are identified.</td>
</tr>
<tr>
<td>n/a __ Conversion of existing school (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>
Deficiencies in the application submitted by the applicant:

1. Plans for parental involvement and community participation have projected outcomes but methods for achieving these outcomes are not clearly stated.
2. Roles and responsibilities of parent and staff representatives on governing board are not established and/or linked to community involvement.

### School Facilities

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant *</th>
<th>Expectation of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Facilities, location, and present options</em></td>
<td>The application identifies a facility to be used or presents the options under consideration.</td>
</tr>
<tr>
<td><em>Renovation and compliance</em></td>
<td>If a facility is identified, documentation that it is in compliance with all applicable health and safety laws (i.e. local building codes, security, maintenance, custodial services) or a well-defined plan to renovate and bring the facility into compliance, is provided.</td>
</tr>
<tr>
<td><em>Partnership developments and acquisition of school building</em></td>
<td>If no facility has been identified, information on progress toward securing a facility, including partnership developments or other future steps toward acquisition is provided.</td>
</tr>
<tr>
<td><em>n/a__Financing plans (if applicable)</em></td>
<td>Financing plans, if applicable, are described.</td>
</tr>
<tr>
<td><em>Notification of facility</em></td>
<td>If the charter school applicant or partners owns or leases a facility, a description of the ownership or lease agreement of the facility, including, specifically, potential conflicts of interest and arrangements by which such conflicts will be managed or avoided has been provided.</td>
</tr>
<tr>
<td><em>Ownership or lease agreement</em></td>
<td>Property settlement or lease documents have been provided.</td>
</tr>
<tr>
<td><em>Description of facility</em></td>
<td>Anticipated utilization of the number and size of classrooms, common areas, recreation space, community facilities, and any residential facilities, if applicable, (i.e. dormitories or faculty housing) are included.</td>
</tr>
<tr>
<td><em>n/a__Facility (acquisition)</em></td>
<td>Technology plans, including the acquisition and maintenance of computers for students have been described.</td>
</tr>
<tr>
<td><em>Acquisition of educational materials, supplies, furniture, etc.</em></td>
<td>The facilities plan includes provisions for the acquisition of educational materials and supplies, furniture, and other equipment necessary to meet the educational needs of students and support the instruction by teachers and staff.</td>
</tr>
<tr>
<td><em>Verification of no outstanding building code violations</em></td>
<td>Verification of no outstanding building code violations has been provided.</td>
</tr>
<tr>
<td><em>ADA accessibility</em></td>
<td>Facility is ADA accessible.</td>
</tr>
<tr>
<td><em>Schedule for occupancy</em></td>
<td>Schedule for occupancy of facility is included.</td>
</tr>
<tr>
<td><em>Certificate of Occupancy</em></td>
<td>Certificate of Occupancy is included.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

Deficiencies in the application submitted by the applicant:

1. BCPS requested a description of the Charter School facility and its layout. The applicant did not specify which areas of the existing Job Corps site/facilities would be designated as the location for the proposed Charter School. Additionally, no educational facility specifications were provided to verify compliance with MSDE specifications, i.e. classroom size. (BCPS Procedures Manual, page 34)
2. The number and size of classrooms, and specific information regarding common areas, recreation space, and other facilities was not provided.
3. No documentation for compliance with applicable health and safety laws was provided.
4. No ownership or lease documentation was provided.
5. Technology plans were not provided.
6. Renovations were mentioned at the site visit to bring certain areas of the existing facility into use for the Charter School but no plans have been provided. Verification of no outstanding building code violations was not provided.
7. Parts of the facility are not ADA accessible.
8. A schedule for, or Certificate of Occupancy, was not provided.

## Finances

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant *</th>
<th>Expectation of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ ___ Financial management and internal accounting procedures</td>
<td>A plan for financial management and internal accounting procedures is provided and is consistent with standard accounting practices.</td>
</tr>
<tr>
<td>__ ___ Four-year estimate of school budget.</td>
<td>A detailed four-year estimate of the school budget is included.</td>
</tr>
<tr>
<td>__ ___ Budget for start-up expenses</td>
<td>A detailed budget for start-up expenses is included that covers the planning and capital expenses necessary prior to the opening of school.</td>
</tr>
<tr>
<td>__ ___ Budget for length of proposed contract, sensitivity analysis, contingency fund, and cash flow projections</td>
<td>The budget for the length of the proposed contract covers all projected sources of revenue and includes planned expenditures with an accompanying narrative. Detailed cash flow projections for the first year are displayed month by month with a plan to adequately fund cash flow shortfalls.</td>
</tr>
<tr>
<td>__ ___ Fund-raising plans</td>
<td>Fund-raising plans, if applicable, are included.</td>
</tr>
<tr>
<td>__ ___ Liability insurance</td>
<td>See “Risk Management”</td>
</tr>
<tr>
<td>__ ___ Determination of per-pupil allocations/ modifications</td>
<td>The budget includes a detailed sensitivity analysis and financial plan based on enrollment with contingency plans for reduced enrollment.</td>
</tr>
<tr>
<td>__ ___ Operating and Capital budget projections</td>
<td>Operating and Capital budget projections are provided.</td>
</tr>
<tr>
<td>__ ___ Ownership and inventory control of materials and equipment</td>
<td>A fixed assets policy is provided.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

**Deficiencies in the application submitted by the applicant:**

1. A substantial amount of information was not provided. For example, on page 106 of the Application Checklist (Appendix H), the applicant indicated that the following required information was provided:
   a. Financial management and internal accounting procedures.
   b. Ownership and inventory control of materials and equipment.
   However, upon review of the application, it was clear this information was not submitted. On page 82 of the application it was stated that “the following systems will be developed:”
      1. A system of internal controls, including generally accepted accounting principles that ensure that funds are appropriately received, expended, and accounted for;
      2. A procurement process that provides for the greatest amount of competition, gives potential bidders sufficient information upon which to base their bid or quote, and employs a process of evaluating bidders’ responses which enables the charter school to determine the best value proposal;
      3. Policies and procedures that ensure the procurement process is consistent with and based upon the internal control system of the organization, and which provide sufficient documentation for audit purposes;
      4. Policies and procedures that outline reporting to other agencies;
      5. Policies and procedures that describe the budgeting process;
      6. Policies and procedures that describe the student attendance and reporting accountability;
      7. Policies and procedures that address Conflict of Interest in all areas of the charter school operation, from selection of board of director to purchasing.”

2. Purchasing policies and procedures are a significant part of an organization’s financial management plan. Again, while page 82 states that “a procurement process will be developed,” sample purchase procedures and general conditions were offered that were in fact a small subset of an overall procurement standard. On page 9 of the applicant’s 9/21/05 response to BCPS’s request for additional information, (Appendix D), the applicant states that waivers will be requested for “seat time” and “year round” scheduling. However, on page 1 of the applicant’s 7/29/05 (Appendix B) response to BCPS’s request for additional information, the application states that EIPCS-W will use “existing, government approved, purchasing policies and procedures” and, upon Charter Approval will “submit a formal waiver request of purchasing policies and procedures.”
3. The contradictory responses and the lack of documentation provided for purchasing policies and procedures raises serious concerns and makes the Finance Section incomplete.

**Risk Management**

<table>
<thead>
<tr>
<th>Application Checklist as Completed by Applicant</th>
<th>Expectation of BCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ _ Plans to ensure safety and security of students and staff</td>
<td>Procedures are in place to ensure that unauthorized persons are not able to enter the school or its premises.</td>
</tr>
<tr>
<td>_ _ Proposed school insurance coverage plans</td>
<td>Civil Liability insurance is provided. General Liability insurance is provided.</td>
</tr>
<tr>
<td>_ _ Emergency plans</td>
<td>The application provides an emergency plan that is compliant with MSDE emergency planning guidelines for local school systems and schools. The plan describes procedures to maintain emergency contact information for all students. A description of the plans to conduct regular fire drills is provided.</td>
</tr>
</tbody>
</table>

* Checks ( ) represent how the applicant responded.

Deficiencies in the application submitted by the applicant.

Two categories of deficiencies were identified related to plans to ensure safety and security of students and staff and proposed school insurance coverage plans:

1. Emergency plans to be used for situations such as fires, hurricanes, tornadoes and child safety issues were submitted, but were not compliant with procedures which are based upon the MSDE emergency planning guidelines. Examples of deficient areas include: procedures for lock down, procedures for shelter-in-place, student accountability and the designation of back-up personnel for key members of the emergency team.

2. Civil insurance and general liability insurance coverage were proposed but no specific information or plan was provided on insurance carrier for various types of coverage (e.g. liability, workers’ compensation) or process for obtaining coverage.

3. Certificate of insurance was not provided for existing Errors & Omissions coverage.

4. The letter designating proposed or existing coverage as primary coverage was not received as requested in September 19, 2005 letter (Appendix C). Rather the applicant indicated that notice of coverage would be provided when coverage was obtained.

**Conclusion/Recommendation to the Superintendent of Schools:**

The Final Evaluation Committee finds the application from Adams and Associates failed to meet the standards established in the BCPS Manual of Procedures for Public Charter Schools in Baltimore County and recommends to the Superintendent of Schools that the application for the Education Innovations Charter School at Woodstock be denied for the following reasons:

1. Documentation required by the application was not submitted,
2. Applicant failed to meet the standards as outlined in 13 sections and noted as deficiencies,
3. The three waivers requested in the application did not include a solid justification along with a feasible and reasonable alternative, and
4. As indicated in the BCPS *Manual of Procedures for Public Charter Schools in Baltimore County*, “a full curriculum, consistent with the school’s mission, philosophy, and goals adopted or a timeline and plan for Year One curriculum, was not provided nor did the Applicant give sufficient evidence that such a curriculum be in place prior to the opening of the public charter school.” (Page 27 *Manual of Procedures for Public Charter Schools in Baltimore County*).
APPLICATION RECOMMENDATION
APPENDICES

Appendix A: Letter of June 29, 2005 (BCPS)

Appendix B: Letter of July 29, 2005 Email (Education Innovations)

Appendix C: Letter of September 19, 2005 (BCPS)

Appendix D: Letter of September 21, 2005 (Education Innovations)

Appendix E: Letter of September 27, 2005 (BCPS)

Appendix F: Responses via Email September 30, 2005 (Education Innovations)
             Responses via FedEx received October 5, 2005 (Education Innovations)

Appendix G: Charter School Application Scoring Rubric (BCPS)

Appendix H: Application Checklist, submitted with Application
             (Education Innovations)
             Revised Application Checklist submitted via Email, July 17, 2005
             (Education Innovations)

Appendix I: Letter of September 1, 2005 (BCPS)
June 23, 2005

Dear Ms. Lanza:

As: Incomplete Application

The Baltimore County Public Schools ("BCPS") is in receipt of Education Innovations' application to open a public charter school. As the process unfolds, I will be acting as the liaison person for the school system for all matters relating to your charter application.

As we discussed today, the application is incomplete, as submitted. Several items noted in the checklist as necessary, have not been provided. Please complete your application no later than July 18, 2005 by providing the necessary information. An incomplete application will prevent submission to the Board of Education.

We look forward to working with you in this process and look forward to receiving the information.

Please call my office at 410-887-2280 if you have any questions.

Sincerely,

Phyllis Bailey, Executive Director
Special Programs, PreK-12
Superintendent's Designee for Charter School Applications
410-887-2280/ Fax: 410-887-2613

Margaret Ann F. Ramos
Mr. Bailey,

Attached you will find Education Innovations responses to the reviewer’s questions related to our Charter School application. Please contact me for further questions or if additional information is required.

Greg Weber
Executive Director of Program Development
Adams & Associates, Inc./Education Innovations, Inc.
10000 Little Patuxent Parkway, Suite 320
Columbia, MD 21044
Phone: 410-964-2888
Fax: 410-964-2961
e-mail: gweber@adamsai.com
CHARTER SCHOOL REVIEWERS’ QUESTIONS

PROCEDURAL

QUESTION 1: An overall question deals with what are the BCPS procedures the charter school is going to adhere to? What BCPS procedures do they plan to use?

RESPONSE: It is the intention of Education Innovations to follow and adhere to BCPS procedures unless a waiver granting otherwise is approved. At this time we intend to request waivers related to the following issues:

- Seat time
- School calendar
- Purchasing procedures
- Student discipline procedures

As we further develop a relationship with BCPS and negotiate terms of an agreement we may encounter circumstances resulting in a need/desire to request additional waivers for specific procedures. When/if that occurs, a formal waiver request will be submitted to BCPS for review, consideration and approval.

QUESTION 2: Will the charter school follow the BCPS purchasing procedures?

RESPONSE: Education Innovations has developed an agreement with the Woodstock Job Corps Center to use their existing, government approved, purchasing polices and procedures. This will allow the EIPCS-W school to take advantage of bulk purchasing opportunities, have access to the Job Corps vendor network and to work within a purchasing framework that is already established and functioning at the Job Corps site. Upon Charter approval EI will submit a formal waiver request accompanied by the complete set of Purchasing Policies and Procedures we intend to utilize at the EIPCS-W site.

QUESTION 3: What is the definition of Baltimore County resident used in the document? Is the charter school assuming that all boarding students because they are domiciled in Baltimore County are “Baltimore County students?” Is the definition of Baltimore County resident the one used by BCPS- a student whose parents/guardians reside in Baltimore County? If students are non-residents is it the assumption that BCPS would act as the agent for the charter school in collecting tuition fees?

RESPONSE: Students age 16 and 17 will have their residency determined by their parents address of record. Students age 18 and older who are enrolled as residential students at the Woodstock Job Corps Center will use the Woodstock address as their address of record. If there is available space for non-Baltimore County residents we request that BCPS act as the agent in collecting tuition fees as they do for other non-
resident students attending BCPS schools. We do not anticipate many non-Baltimore County (non-resident) students attending EIPCS-W.

**QUESTION 4:** If the charter school is a BCPS school, are they going to follow all our rules and how are these to be implemented them as far as expulsions, suspensions, etc? Will it be expected that BCPS handle the hearings as we would for any BCPS student?

**RESPONSE:** Upon Charter approval EI will submit a formal waiver request accompanied by a complete set of Student Behavior Management Policies and Procedures we intend to utilize at the EIPCS-W site. These policies will incorporate the existing BCPS standards.

**QUESTION 5:** For what services are they going to use BCPS as the agent?

**RESPONSE:** Human Resources, tuition collection (if necessary) and any other services determined via a negotiated agreement with BCPS.

**CURRICULUM**

**QUESTION 6:** Is the charter school curriculum going to be based upon the BCPS Essential Curriculum?

**RESPONSE:** It is our intention to base the EIPCS-W curriculum on the BCPS Essential Curriculum. We are in the process of writing a MSDE Planning and Design Grant that will be used to further develop the curriculum for the EIPCS-W. It is important to note that EI is not eligible to receive Planning and Design Grant funds until a Charter is approved.

**QUESTION 7:** How does the charter school plan to meet the high school graduation requirements for fine arts, PE, and health?

**RESPONSE:** These will be provided as part of the curriculum and taught by highly qualified, part time Instructors.

**STUDENTS**

**QUESTION 8:** Who is going to identify and screen students to identify them to be comprehensive diploma eligible?

**RESPONSE:** A guidance counselor will identify and screen students to determine diploma eligibility.
QUESTION 9: What will be the estimated population of the school by grade level?

RESPONSE: In our estimation we anticipate the following breakdown:

- 9th grade: 82
- 10th grade: 81
- 11th grade: 81
- 12th grade: 81

These are just estimates and may change considerably in the final agreement between BCPS and EI.

QUESTION 10: Would this program include ALT-MSA students earning a certificate rather than a diploma?

RESPONSE: Yes.

STAFFING

QUESTION 11: Will the principal be the principal of the comprehensive high school or the entire facility?

RESPONSE: The EIPCS-W principal’s only responsibility will be for the comprehensive high school and will have no direct Job Corps responsibilities. This individual will work in cooperation with the Center Director of the Woodstock Job Corps to ensure a successful partnership.

QUESTION 12: Is the charter school going to adhere to BCPS ratios for class size? For Special Education? A class size of 25:1 is mentioned. Will this be sufficient staff given the estimated population?

RESPONSE: We will not exceed the applicable BCPS student to teacher ratio for the population being served. The ratio of 25:1 was put in as an example and upon further assessment we anticipate that it will be considerably lower than this.

QUESTION 13: Clarification is needed on who (what segment of the population) we are paying for, who is that money going to serve? Can it be said that BCPS funds will only be used for diploma-bound students?

RESPONSE: BCPS funds will be used for all students who meet the eligibility requirements and are enrolled in the EIPCS-W. This includes both diploma-bound and ALT-MSA students pursing a certificate.
FINANCIAL

QUESTION 14: Why are the financial management and internal controls not provided? They state they will be developed, but more clarification is needed. Pg. 82

RESPONSE: EIPCS-W will adopt the government approved financial management and internal control policies and procedures that are currently in effect at the Woodstock Job Corps Center. These will be submitted in their entirety upon the granting of a charter and/or upon BCPS request.

QUESTION 15: The statement that unauthorized purchases may not be reimbursable may not be allowable. If an item is purchased, it is their obligation to pay for it, regardless of whether or not “established guidelines” were followed. Pg. 83

RESPONSE: This statement is intended to address individuals who make purchases without prior appropriate approval. EI will fulfill its obligation to pay for all approved organizational purchases.

QUESTION 16: Where is the planning and design grant in Attachment F? Pg. 83

RESPONSE: This grant has not been written yet. It will be completed and submitted to the MSDE by September 1, 2005. BCPS will be provided a copy upon request. It is important to note that EI is not eligible to receive Planning and Design Grant funds until a Charter is approved.

QUESTION 17: The response did not address the question. Please clarify. Pg. 87

RESPONSE: Through our partnership with the Woodstock Job Corps Center, EI will adopt and use the established, government approved inventory control policies and procedures already in existence. These policies will be submitted upon the granting of a charter and/or upon BCPS request.

OTHER

QUESTION 18: Is their entire transportation system going to be in compliance with federal, state, and local laws?

RESPONSE: Yes.

QUESTION 19: Please provide more specificity about the waivers that are planned.
RESPONSE: Our waiver requests have been described in more detail throughout this response document.

QUESTION 20: Is there an explanation as to why some members of the board are voting and some are not voting members? What is the rationale?

RESPONSE: To ensure and maintain the integrity of the Education Innovations vision and mission, the initial Board will limit the number of voting members. The EI bylaws and Board structure is currently under review with the Maryland Association for Nonprofit Organizations. Based upon recommendations resulting from this review, changes may be forthcoming.

QUESTION 21: Will the same security requirements for special education students (locked files) be applicable for all students? p6 & 9

RESPONSE: Yes.

QUESTION 22: Can we assume that this program would be handled in the same way as a non public placement in that BCPS will be responsible for the day program only?

RESPONSE: Yes.

QUESTION 23: Will the facility be used for something other than a day program?

RESPONSE: Yes. Our partnership with the Woodstock Job Corps Center designates appropriate classroom and administrative space for the EIPCS-W to use during school hours of operation. The Woodstock Job Corps Center reserves the right to use this space during non-EIPCS-W hours of operation.

QUESTION 24: When are the students the responsibility of BCPS and when are they not? Would the students be considered BCPS students for 24 hours/day or for the high school day program only (in terms of liability)?

RESPONSE: Students are the responsibility of the EIPCS-W (BCPS) during the school day program only.

QUESTION 25: The document indicates a plan to give bonuses to students for referring students? Please detail and explain the rationale.

RESPONSE: This will remain part of the Job Corps program for which EIPCS-W students may be eligible. No BCPS funds will be utilized for this purpose. This program is a way to support the Job Corps Center and School to reach those most in need; low-income, high risk, young adults.
CLARIFICATION: On Page 71 of our application we indicate students will not be required to wear uniforms. As part of our agreement with the Woodstock Job Corps Center we do intend to require EIPCS-W students to follow the dress code established at the Center which includes a uniform during the school/training day. Students who are enrolled in both the Job Corps Center and EIPCS-W will be provided uniforms at no cost.
Baltimore County Public Schools

September 19, 2005

Mr. Greg Weber
Adams and Associates, Inc.
16400 Little Patuxent Parkway, Suite 320
Columbia, MD 21044

Dear Mr. Weber:

On behalf of the Baltimore County Public Schools Review Committee, thank you for the additional information which you and your staff provided regarding the proposed charter school at Woodstock during our site visit on September 7, 2005. We appreciated the information provided by the PowerPoint as well as the opportunity to tour the Job Corps facility at Woodstock.

As we discussed last week in our telephone conversation, we look forward to obtaining the information requested in our letter of September 2, 2005 as soon as possible. We will discuss the details of forwarding a recommendation to our Superintendent in a timely fashion prior to a Board of Education Meeting in October.

As we discussed as a result of the September 7, 2005 visit, a key question for the reviewers is the relationship of the current Job Corps program and the Job Corps student body to the proposed charter school program and the proposed student body. Specifically, will the Job Corps program be provided in the charter school population or will the charter school program include a modified Job Corps program? Will Job Corps students be given priority in enrollment in the charter school program? Will these programs (charter school and Job Corps) be operated as separate programs?

Finally, please provide us with the pertinent documents requested and mentioned in the application which have not yet been provided. As soon as the requested information is received, it will be forwarded to the reviewers. Thank you for your assistance.

Sincerely,

[Signature]

[Title]

[Name]

[Date]
Dear Ms. Bailey:

Let me take this opportunity to thank you and the Baltimore County Public School educators who took the time to visit the Woodstock Job Corps Center, to learn more about Job Corps and to ask questions of the charter petition in order to gain a better understanding of this innovative school concept that we are proposing.

In order to best answer the third round of questions, of which the majority focuses on curriculum, we thought we would start with an overall, but brief, explanation of the foundation theory of the curriculum program. Next, we have provided detailed answers to each specific question. In addition, we have taken another look at the Curriculum Spreadsheet, noting alignments to the Voluntary Statewide Curriculum in **bold**. Additions made are in *italics*. Along with our answers we have included documents that will provide additional support, and they are:

- A revised Curriculum Spreadsheet, showing alignment to the Voluntary Statewide Curriculum;
- Education Innovations Charter School Graduation Requirements, showing alignment;
- Education Innovations Charter School Course Matrix for each technical program;
- A Minor Emphasis Portfolio Matrix showing how continuous student progress; and
- A school plan showing who provides what services to the student and its funding trail.

**Foundation Theory for Education Innovation Charter School Curriculum**

Education Innovations Charter School will employ a contextual learning approach due mainly to its collaborative partnership with the Department of Labor and the Woodstock Job Corp Center. As you know, contextual learning occurs in close relationship with actual experience, allowing students to test academic theories through real world applications. Contextual teaching and learning strategies:

- emphasize problem-solving;
- recognize the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites;
• teach students to monitor and direct their own learning so they become self-regulated learners;
• anchor teaching in students diverse life-contexts;
• encourage students to learn from each other and together; and
• employ authentic assessment. (This definition was developed by the US Department of Education Office of Vocational and Adult Education and the National School-to-Work Office.)

Research shows that not all people learn best abstractly. In fact, most people learn best through informal, contextual experiences (Caine and Caine, 1991, Gardner, 1983, Kolb, 1984). Therefore, accommodating the learning styles of all learners requires the use of a variety of learning strategies, multiple ways of organizing curriculum content, and diverse contexts for learning-opportunities.

Contextual learning requires coordination between academic and technical skill standards.

Educators, policymakers, and employers have emphasized the value of creating stronger connections between academic and vocational education for several years. As an example, the Alaska State Board of Education in conjunction with educators, employers and the state department of education, created employability content standards that work in tandem with the state's academic content standards.

Employability standards are a critical part of student learning. Proficiency in achieving the content standards is fundamental to creating an employable individual. These employability standards are to be used in conjunction with Alaska's academic content standards to ensure Alaska students have the skills and knowledge necessary to be good citizens, good parents, good workers, and most of all, life-long learners. Alaska students are expected to learn how to learn and apply their skills and knowledge in a variety of settings to create a rich and satisfying life. These standards are designed to promote successful student transition from school to work. - Excerpt from Alaska’s education standards. Similar exemplary examples can be found throughout the Baltimore County Public Schools, policies, practices, and especially in its “Career and Technology Education” Division.

The Job Corps Center curriculum is certified by the U.S. Department of Labor, is well defined and is fully operational. Our goal in curriculum is to design a curriculum that incorporates:
• The Maryland Voluntary Statewide Curriculum;
• The High School Assessment Program;
• Job Corps Curricular Goals, in both academics and in the trades; and
• Industry Technology Standards.

In order to meet all these standards, from several governmental agencies and from private industry, the charter school will therefore employ a curriculum unique to charter schools in a Job Corps setting.
Connected to our curriculum, will be an assessment component that will yield data quickly to determine program weakness, thus allowing for any mid-course adjustments.

**Curriculum Design Cycle for Developing New Curriculum**

Curriculum is designed and implemented through a Plan, Do, Study, Act system: also called: PDCA, plan–do–study–act (PDSA) cycle, Deming cycle, Shewhart cycle.

Education Innovations Public Charter School offers a comprehensive curriculum and an array of challenging courses and activities not offered anywhere else in the country. A forum for continuous school improvement is directly aligned to curriculum and student academic achievement through the efforts of a curriculum team of educators, experienced in their respective fields of expertise.

Education Innovations Public Charter School uses a Plan, Do, Study, Act system to assure that curriculum is kept current, that it is implemented, and that it produces the desired student results. This system also enables the administration to budget its resources for curriculum design efficiently in advance. It results in an officially adopted curriculum by the Education Innovations Public Charter School Board of Directors that can be communicated clearly to the public and staff. Provisions are made for continuous review and improvement in all subject areas.

1. **PLAN** and develop the curriculum. (January-May 2006)
   - Sequences of study are reviewed.
   - Other subject areas in the curriculum are considered for the potential of integration and correlation.
   - National and state curriculum content standards and prominent literature in the field are studied to guide curriculum development.
   - Technology and Job Corps Standards are gathered for integration into the curriculum.
   - A curriculum guide is drafted. Each component of the curriculum guide is reviewed by staff and approved by the Education Innovation Charter School Board of Directors.

2. **DO** the implementation to bring about the change. (June-July 2006)
   - Teachers are trained and equipped to translate the curriculum into practice.
   - The curriculum is taught in classrooms.

3. **STUDY** the effect of the change on student learning. (September 06-May 07)
   - The results are monitored for validation.
   - The delivery of the curriculum is examined and adjusted. Mid-course adjustments are made, if necessary.
   - Assistance and support are provided to teachers as needed.

4. **ACT** to translate what is learned from the study into action. (June-July 2007)
   - The curriculum is evaluated based upon assessments of student achievement.
   - Changes to the curriculum are considered to ensure that students meet the content
standards.

- Planning begins for the next curriculum design cycle.
- Results are reported to our Stakeholders, and to the Board of Education.

Curriculum Design Cycle, Reviewing Existing Curriculum

Curriculum is designed and implemented through a Plan, Do, Study, Act system:

1. **PLAN** changes in the curriculum. (June-July 2007)
   - Strengths and weaknesses of current curriculum are considered, by analyzing classroom data and breaking it down by need.*
   - Sequences of study are reviewed.
   - Other subject areas in the curriculum are considered for the potential of integration and correlation.
   - Student achievement data are analyzed. *
   - National and state curriculum content standards and prominent literature in the field are studied to guide improved curriculum.
   - A curriculum guide revision is drafted. Each component of the curriculum revised guide is reviewed by staff and approved by the Education Innovation Charter School Board of Directors.

2. **DO** the implementation to bring about the change. (July-August 2007)
   - The teachers are trained and equipped to translate changes in curriculum into practice.
   - The curriculum is taught in classrooms

3. **STUDY** the effect of the change on student learning. (September 07-May 08)
   - The results are monitored for validation.
   - The delivery of the curriculum is examined and adjusted.
   - Assistance and support are provided to teachers as needed.

4. **ACT** to translate what is learned from the study into action. June-July 2008)
   - The curriculum is evaluated based upon assessments of student achievement.
   - Changes to the curriculum are considered to ensure that students meet the content standards.
   - Planning begins for the next curriculum design cycle.
   - Results are reported to our Stakeholders, and to the Board of Education.

Responses to BCPS Questions

Curriculum

English Language Arts

- What specific grade levels will address specific Core Learning Goals?
  - The charter school has aligned its curriculum spreadsheet to the Maryland Voluntary Statewide Curriculum; therefore, Core Learning Goals are addressed at grade levels, 9th, 10th, 11th and 12th.

- How will listening and speaking skills be addressed?
  - These citations have been added in bold print to Education Innovations’ Curriculum Spreadsheet, to indicate an alignment to Maryland’s Voluntary Statewide Curriculum.

Concerns:
There is a gap in Module D (focused on reading) which does not appear to align with CL6 #1 on reading. This will impact preparation for English II HSA. There appear to be some inaccuracies in terms of measurement criteria, for example, MSDE no longer uses 6-part rubrics to measure reading or writing.

  - Both listening and speaking skills have been identified in bold print.
  - The measurement criterion has been changed to reflect the newer four point rubric.
The VSC is the document that aligns the Maryland Content Standards and the Maryland Assessment Program.

Social Studies
- To what degree does the planned curriculum in social studies align with the BCPS *Essential Curriculum* in social studies?
  - The VSC is the document that aligns the Maryland Content Standards and the Maryland Assessment Program therefore, the charter school has aligned its curriculum spreadsheet to the Maryland Voluntary Statewide Curriculum,
  - The Education Innovations Charter School graduation requirements are aligned to the Baltimore County Public Schools graduation requirements.

Science
- Is it assumed that the BCPS science curriculum will be used?
  - The VSC is the document that aligns the Maryland Content Standards and the Maryland Assessment Program therefore, the charter school has aligned its curriculum spreadsheet to the Maryland Voluntary Statewide Curriculum,
  - The Education Innovations Charter School graduation requirements are aligned to the Baltimore County Public Schools graduation requirements.
  - The charter school understands that these sciences courses are “lab science” courses.
- Are the specific instructional techniques geared to science which will be incorporated in the program?
  - The integrating strands are taught within the context of the four contextual strands:
    - Making sense of the living word (Living world)
    - Making sense of the material world (Material world)
    - Making sense of the physical world (Physical world)
    - Making sense of planet Earth and beyond (Planet Earth).
  - The contextual strands provide the broad learning contexts in which students can learn about already known science ideas, and, at the same time provide:
    1. opportunities for exploring how those ideas were developed by scientists
    2. what they can do to explore science ideas and concepts.

Mathematics
- Will the mathematics sequence include Algebra I, Geometry, and Algebra II? (BCPS expects all students to graduate with these three credits minimally)
  - Yes, the charter school plans to offer courses that include the Algebra I, Geometry and Algebra II sequence. The courses are designed for students to connect their learning to other courses, and to their vocational trade. Students will be required to apply many mathematical skills and concepts to real world situations.
- In addition to the “non-traditional” strategies, what alternative methods of instruction will be provided to ensure all students master the curriculum?
We plan to employ a variety of research based strategies to enhance student learning, which:
- Emphasizes hands-on problem solving
- Is organized around real world experiences
- Allows for various learning modalities
- Encourages learning outside of classroom
- Respects student experiences in the learning process
- Encourages collaborative learning, and
- Encourages problem-solving,

Other Strategies include:
- Recognizing the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites
- Teaching students to monitor and direct their own learning so they become self-regulated learners
- Anchoring teaching in students’ diverse life-contexts
- Encouraging students to learn from each other and together

**CTE**
- Are there sufficient hours/content in CTE programming to equal BCPS and Maryland course and curriculum standards?
  - The charter school will operate on a year round school calendar with over 225 school days and within an extended school day, up to 8 hours, 5 days a week. New CTE programs will be submitted to the state for approval before the school opens.

- Which one of the four BCPS Career Completers Pathways currently approved for Allied Health will be used, given that the Health Occupation does not initially appear to provide the content required by MSDE.
  - The Woodstock Job Corps Center offers 13 different career opportunities for its students. These career tracks are well-defined and approved by the U.S. Department of Labor. However these course tracks made not align to MSDE’s Content Standards, and thus will need to be submitted for approval as completers.

- Will the Foundations of Technology course (.5) be offered?
  - The charter school plans to offer a course similar to “Introduction to Technology Systems Business and Industry”. The other course appears to place emphasis on engineering, and the school’s program is geared towards business and industry.

**ESOL**
- Will students come to the Office of World Languages for intakes as all other ESOL students do? If not, who will do intakes and determine eligibility to receive ESOL services?
  - We would recommend that once the charter is approved and contract is signed that we meet with the district to set up procedures that best meet the needs of our ESOL students.
• The proposal states that students will be asked their home language. For those students who respond with English, no ESOL services will be provided. What will happen with students who speak World English or Creole English? These students may have English as the official language of the country, but they often speak tribal languages or dialects at home and require ESOL.

  o We currently are of the thought that these students can be served at the Woodstock Job Corps Center.

• The proposal identifies a test to determine progress toward exiting the ESOL program. The state of MD mandates a specific test both at intake and each spring. Exit criteria are also established at the state level. Will both tests be given?

  o Yes, both tests will be given in compliance with both state and federal laws.

• Who will oversee the collection of data and maintenance of records for ELLs? The county is audited and requires specific information in the files. If we are not in compliance, we lose funding, at the very least.

  o When we meet with district ESOL officials, we can define the procedures and practice we need to fully implement the collection of data. We intend for the charter school to oversee the collection of data and its maintenance, as the custodian of records.

Budget and Financing

• Is it the expectation that BCPS will provide specific services to the students? If so, please identify these.

  o We are anticipating BCPS will provide some specific indirect services to the students. These indirect changes are outlined in the next bulleted item.

• Please indicate if Adams & Associates is planning on purchasing specific services from BCPS or is the assumption that BCPS will provide these specific designated services without charge? Or is it the expectation that Adams and Associates will be either outsourcing such services or providing them using their own resources?

  o Education Innovations is recommending that we purchase the following services:
    ① Human Resources and Pay roll, as the charter school employees will be employees of BCPS;
    ② Testing Services, tests are high stakes; charter schools must meet their AYP’s. BCPS has testing services in place, with staff in-services on testing, ordering and testing calendar; and
    ③ ESOL Compliance services, to make sure we set up compliance system, best serving the ESOL student.

Student Support Services

• Is there a waiver for student discipline procedures?

  o A waiver for student discipline procedures will not be requested.
• Presently, how many non-resident 16 and 17 year olds attend the Woodstock program?
  
  o There are typically less than 10 minor non-resident 16 and 17 year olds attending the Woodstock Job Corps Center at any given time.

• Why is a waiver needed for student discipline, if you are incorporating our standards?
  
  o Originally we requested a waiver thinking that the Woodstock Job Corps Center has a strong discipline policy that could conflict with BCPS’s student discipline policies and rules. BCPS’s Charter Manual states that BCPS will not grant a waiver in student discipline policies and rules. Our current thought is that the two discipline policies, BCPS’s and Job Corps can exist side by side, with minimal confusion.

• Who will be responsible for ‘teaming’ of students? Will you expect BCPS PPWs, social workers, and psychologists to support the charter school in the area?
  
  o The charter school is not expecting BCPS to support the charter school outside of any special education needs and services. A meeting with pupil services to articulate services and procedures is recommended, once the charter and contract are approved.

Insurance
• Is the chartering organization going to carry their own insurance? If so, a letter will be necessary to indicate that they are the primary insurance carrier.
  
  o The chartering organization carries its own insurances. A letter can be submitted when this is obtained after the approval of a Charter.

Waivers
• Could you be more specific regarding the waivers you anticipate requesting from BCPS?
  
  o There are two waiver areas the charter school would like to address. First, we will need a waiver from “Seat Time”, as the charter school is proficiency-based. Once a student demonstrates mastery of a skill, content or concept, then the student will immediately move to the next level of learning or task. Second, the Job Corps Center is opened year round, and we will need a waiver for an extended school calendar and extended day, and if needed for continuous, open enrollment.

Documentation
• Could you please provide the documents previously requested which are alluded to in the application and which are part of the application itself. We have noted those documents which are continent upon approval of the application and/or contract and/or opening of school.
  
  o Articles of Incorporation, By-laws, and financial and internal accounting procedures will be submitted.
  o Preopening documents will be submitted before the opening of the school include:
  ③ The school will be located on federal property, therefore a letter from U.S. Architect that buildings meet Federal building standards and are ADA compliant, will be submitted in lieu of a Certificate of Occupancy, of which only a county can
issue. If the county wishes to issue the Certificate of Occupancy, then we will cause it to happen. Shortly after charter approval, we will apply to the county agency for a Certificate of Occupancy.

3. All Insurance letters showing evidence of liability and school coverage;
3. Paper work indicating passing inspection, including health and fire;
3. Final site plan;
3. Emergency Plans;
3. Final School Calendar; and
3. Updated budget.

Non-Job Corps Students
At our meeting there was discussion centering on the question, what will the program look like for non-Job Corps students, wishing to enroll in the charter school?

The academic program of the charter school would be the same. Instead of receiving trade instruction and other instruction that we have wrapped into the minor emphasis portfolio from the Job Corps Staff, students would participate in the minor emphasis portfolio instruction taught by the charter school staff. Depending on the number of students, the offerings could be limited, but none the less, satisfy the high school graduation requirements and receive state approval.

We look forward to continuing our discussions. We hope our responses have answered your questions. Please do not hesitate to contact me should you have any questions regarding our responses.

Sincerely,

Greg Weber
Education Innovations Charter School
Proposed School Model in Partnership with Woodstock Job Corps Center

Woodstock Job Corps Center (DOL Funded)

- Introduction to Center Life
- Information Technology for all Students
- High School Literacy
- High School Math
- GED Preparation
- Trade Development

Graduation Requirements
Aligned to Voluntary Statewide Curriculum

Major Emphasis Portfolio Requirements:
- English
- Mathematics
- Science
- Social Science
- Creative Technology
- Senior Projects
- Graduation Portfolio
- ESOL

Minor Emphasis Portfolio Requirements
- Trade-Work Exp., Practical Skills and Knowledge
- Health and Well-Being
- Ethics and Social Responsibility
- Cultural Diversity/Languages
- Introduction to Center Life
- Career Exploration Program
- Personal Development Skills
- Information Technology

Education Innovations Charter School Diploma or Certificate

*Core Academic Subject
### CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007

**PROGRAM NAME: Sales Clerk Retail**

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<th>Content Area</th>
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<th>11th Grade</th>
<th>12th Grade</th>
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<td>Geometry</td>
<td>Applied Math Elective Senior Project</td>
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<tr>
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<td>Earth Science</td>
<td>Physical Science</td>
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<tr>
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<td>Economics</td>
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<td>Fine Arts (1 cr)</td>
<td>Health (.5 cr)</td>
<td>Work Experience in Carpentry (3 cr) or Program Electives Sales Clerk Retail IV and Sales Clerk Retail V</td>
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## CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007

**PROGRAM NAME: Carpenter**

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<td>World History</td>
<td>United States History</td>
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<td>Required Technology Credit (1 cr)</td>
<td>Fine Arts (1 cr)</td>
<td>Health (.5 cr)</td>
<td>Work Experience in Carpentry (3 cr) or Program Electives Carpenter IV and Carpenter V</td>
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**Total Credits**
26.5

BCPS: Carpentry Careers
### CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007

**PROGRAM NAME: Welder**

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<th>Content Area</th>
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CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007
PROGRAM NAME: Culinary Arts

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BCPS: Culinary Arts and Restaurant
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## CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007

**PROGRAM NAME: Building and Apartment Maintenance**

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**Total Credits**: 26.5

BCPS: Electrical Careers
## CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007

**PROGRAM NAME: Landscape Technician**

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#### PROGRAM NAME: Nurses Aide

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<td><strong>Requirements/Electives</strong></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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</tr>
</tbody>
</table>

**Total Credits**: 26.5
## CHARTER SCHOOL PROGRAM MATRIX FOR 2006-2007

### PROGRAM NAME: Painter

<table>
<thead>
<tr>
<th>Content Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Geometry</td>
<td>Applied Math Elective Senior Project</td>
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<tr>
<td>Science</td>
<td>Biology</td>
<td>Earth Science</td>
<td>Physical Science</td>
<td>Applied Science/Senior Project</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>American Government</td>
<td>World History</td>
<td>United States History</td>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>Required Technology Credit (1 cr)</td>
<td>Fine Arts (1 cr)</td>
<td>Health (.5 cr)</td>
<td>Work Experience in Carpentry (3 cr) or Program Electives Painter IV</td>
<td>3.5</td>
</tr>
<tr>
<td>Completer Classes</td>
<td>Painter I</td>
<td>Painter II</td>
<td>Painter III</td>
<td>and Painter V</td>
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</tr>
<tr>
<td>Requirements/Electives</td>
<td>Physical Education (1 cr)</td>
<td></td>
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</tr>
<tr>
<td>Requirements/Electives</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td>26.5</td>
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</table>
## Major Emphasis Areas Core Academics

**Legend:**  
(Bold) = Aligned to Maryland Voluntary Statewide Curriculum  
Italic = New Information  

<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
<th>SPECIFIC OBJECTIVES AND OUTCOMES</th>
<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts – Module A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop understanding of foundations of reading and writing. <em>(Grade 10 C1, D1, D2, D3; English 3.1)</em></td>
<td>1. Identify subjects, verbs, and prepositional phrases.</td>
<td>1. 80% competency on Quest 2000 computer-based software section quizzes.</td>
</tr>
<tr>
<td>2. Utilize and apply technology in demonstrating skills and abilities and in making presentations <em>(Grade Listening 6.0; Speaking 7.0; English 2.1)</em></td>
<td>2. Identify and correct fragments</td>
<td>2. <em>Scholastic Reading Inventory or STAR Reading Assessment</em></td>
</tr>
<tr>
<td>3. Meet creative technology competency</td>
<td>3. Avoid and correct run-on sentences</td>
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</tr>
<tr>
<td>4. Demonstrate integration of writing and technology skills into vocational career path activities. <em>(Grade 10 Language 5.0)</em></td>
<td>4. Transform phrases and dependent clauses into complete sentences</td>
<td>3. Portfolio documentation presenting authentic articles of achievement</td>
</tr>
<tr>
<td>5. Fulfills requirements toward completion of five senior projects and the Graduation Portfolio. Compose and/or critically interpret multiple forms of expression, including different literature and various forms of writing. <em>(English 2.2)</em></td>
<td>5. Identify and create subject-verb and pronoun-antecedent agreements</td>
<td>4. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects</td>
</tr>
<tr>
<td>6. The student uses the reading process effectively. <em>(Grade 10 Reading E1, E2, E3, E4, Grade 10 Informational A1, English 2.1)</em></td>
<td>6. Identify and create verb agreement with indefinite pronouns</td>
<td>5. <em>Minimum 2 out of 3 on rubrics scored writings, on a scale of 0-3</em></td>
</tr>
<tr>
<td></td>
<td>7. Write essays and identify key learned skills</td>
<td>6. TABE examination</td>
</tr>
<tr>
<td></td>
<td>8. Writ professional-looking office memos</td>
<td>7. High School Assessment</td>
</tr>
<tr>
<td></td>
<td>9. Create a resume and cover letter</td>
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<td></td>
<td>10. Complete Quest 2000 computer-based tutorials for Open &amp; Edit, Text Alignment &amp; Enhancement, Format &amp; Edit, and Multiple-page Doc, Columns, Tables</td>
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<td></td>
<td>11. Create culminating power point presentation that integrates all writing and technology objectives.</td>
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<td></td>
<td>12. Begin to collect writings that will be revised and polished further for inclusion in senior projects and Graduation Portfolio</td>
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<tr>
<td>GENERAL GOALS</td>
<td>SPECIFIC OBJECTIVES AND OUTCOMES</td>
<td>MEASUREMENT CRITERIA</td>
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<tr>
<td>Language Arts– Module B</td>
<td></td>
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</tr>
<tr>
<td>1. Develop skills for more refined and accurate writing <em>(Grade 10 Writing 4.0; English 3.2, 3.3)</em></td>
<td>1. Complete Quest 2000 computer-based tutorials for these units: Envelope &amp; Labels (includes working with graphics), Labels (Excel), and Formatting (Excel)</td>
<td>1. 80% competency on Quest 2000 computer-Based software section quizzes</td>
</tr>
<tr>
<td>2. Utilize and apply technology in demonstrating skills and abilities</td>
<td>2. Add tables, columns, borders, shading, clip art, and drop caps to MS Word documents</td>
<td>2. <em>Scholastic Reading Inventory or STAR Reading Assessment</em></td>
</tr>
<tr>
<td>4. Incorporate skills and abilities into business-related activities</td>
<td>4. Edit writing for correct punctuation and capitalization</td>
<td>4. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects</td>
</tr>
<tr>
<td>5. Work toward completion of five senior projects and the Graduation Portfolio <em>(English 2.2)</em></td>
<td>5. Write interview follow-up letter</td>
<td>5. Minimum 2 out of 3 on rubrics scored writings, on a scale of 0-3</td>
</tr>
<tr>
<td>6. The student constructs meaning from a wide range of texts.</td>
<td>6. Write essays that demonstrate comma rules, possessives and contractions</td>
<td>6. TABE examination</td>
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<tr>
<td></td>
<td>7. Identify need for and add apostrophes to possessives and paragraphs.</td>
<td>7. <em>High School Assessment</em></td>
</tr>
</tbody>
</table>
### Education Innovations Charter School Application

#### Curricular Spreadsheet

<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
<th>SPECIFIC OBJECTIVES AND OUTCOMES</th>
<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
</table>
| **Language Arts– Module B (cont’d)** | 8. Identify need for and add appropriate punctuations to sentences and paragraphs  
9. Create plan for business that includes information on product/service, target customers, and location  
10. Brainstorms and begins to develop ideas for a senior project: Starting Your Own Business  
11. Design and create a promotional advertisement for business selected  
12. Design and create a business card  
13. Continue to collect writings that would be revised further for inclusion in senior projects and Graduation Portfolio | 1. 80% competency on Quest 2000 computer-based software section quizzes  
2. Scholastic Reading Inventory or STAR Reading Assessment  
3. Portfolio documentation presenting authentic articles of achievement  
4. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects  
5. Minimum 2 out of 3 on rubrics scored writings, on a scale of 0-3  
6. TABE examination  
7. High School Assessment  
8. 80% competency on English exit exam |
| **Language Arts– Module C** | 1. Develop skills for effective situational writing (Grade 10 Language 5.0)  
2. Utilize and apply technology in demonstrating skills and abilities  
3. Meet creative technology competency  
4. Demonstrate integration of writing and technology skills into career-related activities (English 2.3)  
5. Work toward completion of five senior projects and the Graduation Portfolio (English 2.2)  
6. Student understands the common features of a variety of literary forms.  
7. Student responds critically to the fiction, nonfiction, poetry and drama. | 1. Complete Quest 2000 computer-based tutorials for these units: Functions & Formulas and Creating a PowerPoint presentation  
2. Create payroll, products, and services spreadsheets in Excel for business of choice  
3. Create and edit a PowerPoint presentation  
4. Write original sentences using commonly confused words  
5. Rewrite sentences replacing passive with active verbs  
6. Write original sentences with active verbs and finish sentences avoiding shifts of person  
7. Create direct, clear, and forceful sentences  
8. Write a story using a variety of narrative and descriptive techniques  
9. Outline, research and write a persuasive essay  
10. Develop and compose a creative writing piece  
11. Continue to collect writings that would be revised further for inclusion in senior projects and Graduation Portfolio. |
### GENERAL GOALS

**Language Arts: Reading – Module D**

1. Work Analysis, Fluency, and Systematic Vocabulary Development (*Grade 10 Reading C1, D1, D2, D3*)
2. Reading Comprehension (Focus on Informational Materials) (*Grade 10 Informational A1, A2; English 1.1*)

### SPECIFIC OBJECTIVES AND OUTCOMES

1. Trace the etymology of significant terms used in political science and history.
2. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
3. Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
5. Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
6. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
7. Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
8. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

### MEASUREMENT CRITERIA

1. 80% competency on Quest 2000 computer-Based software section quizzes
2. *Scholastic Reading Inventory or STAR Reading Assessment*
3. Portfolio documentation presenting authentic articles of achievement
4. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects
5. *Minimum 2 out of 3 on rubrics scored writings, on a scale of 0-3*
6. TABE examination
7. *High School Assessment*
<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
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<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts: Literature – Module E</td>
<td>1. Analyze characteristics of sub genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. 2. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. 3. Analyze recognized works of American literature representing a variety of genres and traditions:  a. Trace the development of American literature from the colonial period forward.  b. Contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another in each period.  c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.</td>
<td>1. 80% competency on Quest 2000 computer-Based software section quizzes 2. Portfolio documentation presenting authentic articles of achievement 3. Multiple assessments utilizing classroom assignments, quizzes, tests, and projects 4. Minimum 2 out of 3 on rubrics scored writings, on a scale of 0-3 5. TABE examination 6. High School Assessment</td>
</tr>
</tbody>
</table>
## General Goals

**Math – Module 1**
1. Develop knowledge and skills in math concepts and applications including but not limited to those covered in arithmetic, algebra, geometry and other mathematical subjects deemed appropriate by staff and school governing board: Factors, divisibility, prime/composite numbers, fractions, decimals, points, lines, planes, angle measure, ruler measure, AutoCAD 2000 (basic tools, draw lines, erase, zoom, grid, snap, copy, move, polygons and orthographic views), integers, variables, one-step equations, exponents, coordinate plane, polygons, prisms, surface area and volume, and isometric drawings. *(Algebra/Data Analysis 1.1, 1.2)*
2. Utilize and apply technology in demonstrating skills and abilities.
3. Demonstrate integration of math and technology skills into vocational career path activities
4. Work toward completion of five senior projects and the Graduation Portfolio.

## Specific Objectives and Outcomes

1. Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers.
2. Understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising it to fractional power. *(MA.A.5.4)*
3. Identify and give examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
4. Find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.
5. Solve multi-step problems, including word problems
6. Compute volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres

## Measurement Criteria

1. Multiple assessments utilizing unit checkpoints (quizzes), module exam, classroom assignments and projects
2. Accurate application of math concepts and measurements to AutoCAD 2000 projects
3. Informal assessment of student’s product by instructor and identification of key areas of weakness
4. *STAR Mathematics Assessment*
5. Portfolio documentation presenting authentic articles of achievement
6. T.ABE examination
7. *High School Assessment*
## Education Innovations Charter School Application
### Curricular Spreadsheet

<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
<th>SPECIFIC OBJECTIVES AND OUTCOMES</th>
<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
</table>
| Math – Module 2 | 1. Simplify expressions before solving linear equations and inequalities in one variable  
2. Solve multi-step problems, including word problems, involving linear equations and linear inequalities on one variable and provide justification for each step  
3. Add, subtract, multiply, and divide monomials and polynomials and solve multi-step problems, including word problems, using these techniques  
4. Use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements  
5. Prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles  
6. Know, derive, and solve problems involving the perimeter, circumference, area, and volume, lateral area, and surface area of common geometric figures  
7. Compute volumes and surface areas | 1. Multiple assessments utilizing unit checkpoints (quizzes), module exam, classroom assignments and projects  
2. Accurate application of math concepts and measurements to AutoCAD 2000 projects  
3. Informal assessment of student’s product by instructor and identification of key areas of weakness  
4. **STAR Mathematics Assessment**  
5. Portfolio documentation presenting authentic articles of achievement  
6. **TABE examination**  
7. **High School Assessment** |

1. Develop knowledge and skills in math concepts and applications including but not limited to: Integers, two-step equations, combining like terms, distributive property, solving equations with variables on both sides, complementary, supplementary and vertical angles, properties of parallel lines, AutoCAD 2000 (Osnaps, layers, circles, arcs and ellipses, rotate, fillet, chamfer and construction lines, polar coordinates, basic terms, central angles and arc measure, circumference and area, and areas and area, and areas and volumes)  
2. Utilize and apply technology in demonstrating skills and abilities  
3. Demonstrate integration of math and technology skills into vocational career path activities (**Algebra/Data Analysis 3.1, 3.2**)  
4. Work toward completion of five senior projects and the Graduation Portfolio
<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
<th>SPECIFIC OBJECTIVES AND OUTCOMES</th>
<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math – Module 3</td>
<td>1. Graph a linear equation and compute the x and y intercepts</td>
<td>1. Multiple assessments utilizing unit checkpoints (quizzes), module exam, classroom assignments and projects</td>
</tr>
<tr>
<td></td>
<td>2. Verify that a point lies on a line, given an equation of the line</td>
<td>2. Accurate application of math concepts and measurements to AutoCAD 2000 projects</td>
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<tr>
<td></td>
<td>3. Understand the concept of parallel lines and perpendicular lines and how those slopes are</td>
<td>3. Informal assessment of student’s product by instructor and identification of key areas of weakness</td>
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<tr>
<td></td>
<td>related</td>
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<td></td>
<td>4. Solve a system of two linear equations in two variables algebraically and interpret the</td>
<td>4. <em>STAR Mathematics Assessment</em></td>
</tr>
<tr>
<td></td>
<td>answer graphically</td>
<td></td>
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<tr>
<td></td>
<td>5. Determine the domain of independent variables and the range of dependent variables</td>
<td>5. Portfolio documentation presenting authentic articles of achievement</td>
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<tr>
<td></td>
<td>6. Use the quadratic formula to find the roots of second-degree polynomials and solve</td>
<td>6. TABE examination</td>
</tr>
<tr>
<td></td>
<td>quadratic equations</td>
<td></td>
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<tr>
<td></td>
<td>7. Apply quadratic equations to physical problems</td>
<td>7. <em>High School Assessment</em></td>
</tr>
<tr>
<td></td>
<td>8. Compute areas</td>
<td></td>
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<tr>
<td></td>
<td>9. Use the Pythagorean Theorem to determine distance and find missing sides of right triangles</td>
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<td></td>
<td>10. Use trigonometric functions defined by the angles of a right triangle and know and use</td>
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<td></td>
<td>elementary relationships between them</td>
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<td></td>
<td>11. Design a business floor plan using AutoCAD 2000 and 3-D Studio Mac, applying</td>
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<tr>
<td></td>
<td>mathematical concepts learned</td>
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<td></td>
<td>12. Work toward completion of five senior projects and the Graduation Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
### Education Innovations Charter School Application

**Curricular Spreadsheet**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Apply scientific concepts from physics, chemistry, earth science and biology, to a variety of situations including the work world (Biology 1.1, 2.1, 1.7, 3.1, 3.2, 3.3; Earth 1.1, 1.2, 1.7; Physics 1.1, 1.2, 1.3, 5.1, 5.2, 5.3, 5.4, 5.5)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate scientific data and draw conclusions (Biology 3.2, 3.3, 3.4, 3.5; Earth 1.3)</td>
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<tr>
<td>3.</td>
<td>Comprehend vocabulary specific to various branches of science, which may include physics, chemistry, earth science, and biology</td>
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<tr>
<td>4.</td>
<td>Analyze scientific data and effectively employ problem-solving skills (Biology 1.3, 1.4, 1.6, 3.6; Earth 1.4, 1.5 Physics; 1.4, 1.5, 1.6, 1.7)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Utilize technology in demonstrating skills and abilities (Biology 1.5; Earth 1.6)</td>
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<tr>
<td></td>
<td>1. Solve problems that involve speed and Newton’s laws of motion</td>
<td>1. Receiving a minimum of 2 rating on Training Achievement Records (TAR) in auto mechanics, culinary arts, landscape, and home builder’s institute</td>
</tr>
<tr>
<td></td>
<td>2. Inspect engine pressure and diagnose problems</td>
<td>2. Multiple assessment using quizzes, lab write-ups, and essays</td>
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<td></td>
<td>3. Apply knowledge of electrical voltage and current</td>
<td>3. Construction of models for such concepts as atoms, solar system, cells, and food webs</td>
</tr>
<tr>
<td></td>
<td>4. Apply knowledge of parallel and series circuits, and light waves</td>
<td>4. Conducting research of a topic, involving an experiment, and making a presentation to the class</td>
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<tr>
<td></td>
<td>5. Identify most common forms of radioactive decay</td>
<td>5. Maintaining a minimum 3 rating on a sixty-day performance evaluation record</td>
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<tr>
<td></td>
<td>6. Identify parts of an atom and their functions</td>
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<td></td>
<td>7. Apply knowledge of chemical reactions</td>
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<td>8. Demonstrate ability to create solutions and manipulate speed of mixing process</td>
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<td>9. Apply knowledge of solar energy</td>
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<td>10. Conduct research on solar system</td>
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<td>11. Explain greenhouse effect and its application to Mars and Venus</td>
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<td></td>
<td>12. Apply knowledge about importance of water to society in Maryland</td>
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<td></td>
<td>13. Use knowledge of heredity to apply to own life</td>
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<td>14. Analyze an ecosystem and predict long and short-term effects of changes in it</td>
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<td>15. Measure own heart-rate and analyze the effects of a variety of activities on the heart</td>
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<td></td>
<td>16. The student will be able to describe the unique characteristics of chemical substances and macromolecules utilized by living systems.</td>
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<td>17. The student will explain processes and the function of related structures found in unicellular and multicellular organisms.</td>
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<td>18. The student will illustrate and explain how expressed traits are passed from parent to offspring.</td>
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<tr>
<td>GENERAL GOALS</td>
<td>SPECIFIC OBJECTIVES AND OUTCOMES</td>
<td>MEASUREMENT CRITERIA</td>
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<tr>
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</tr>
<tr>
<td>Science (cont’d)</td>
<td>19. The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.</td>
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<tr>
<td></td>
<td>20. The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.</td>
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<tr>
<td></td>
<td>21. The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment. They may select topics such as bioethics, genetic engineering, endangered species, or food supply.</td>
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<td>22. The student will formulate a working hypothesis.</td>
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<td></td>
<td>23. The student will test a working hypothesis.</td>
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<td>24. The student will recognize data that are biased.</td>
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<td>25. The student will analyze data to make predictions, decisions, or draw conclusions.</td>
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<td></td>
<td>26. The student will use tables, graphs, and displays to support arguments and claims in both written and oral communication.</td>
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<td>27. The student will use computers and/or graphing calculators to perform calculations for tables, graphs, or spreadsheets.</td>
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<td>28. The student will recognize safe laboratory procedures</td>
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<td></td>
<td>29. The student will use models and computer simulations to extend his/her understanding of scientific concepts.</td>
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<td></td>
<td>30. The student will use ratio and proportion in appropriate situations to solve problems.</td>
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</tbody>
</table>
### Social Studies

1. Understand and apply world and U.S. History from 1492 to the present with special emphasis on the Revolutionary War, western expansion, industrial revolution, the twenties, World War II, Cold War, and the sixties (U.S. 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2)
2. Introduce the political process and different systems of government (World 2.1, 2.2, 2.3; Gov 1.1, 1.2)
3. Analyze relationship of geography to migration, population growth, world’s resources, and standards of living, which are facing today’s diverse and global populations (World 1.1, 3.1, 3.2, 3.3)
4. Study different economic systems and apply to personal economics (World 4.1, 4.2)
5. Review the different branches within behavioral science and psychology
6. Incorporate skills and abilities into workplace-related activities

### Specific Objectives and Outcomes

1. Teach and help to facilitate critical thinking and analysis skills
2. Analyze materials, infer meanings, draw conclusions
3. Understand main and supporting ideas
4. Read charts, graphs, and political cartoons
5. Study concept of E.D. Hirsch’s “Cultural Literacy” and analyze its implications for today’s life
6. Develop employability skills such as critical thinking teambuilding, decision making, and consensus building
7. The student will categorize causes of political and social change and explain the consequences for political and social order.
8. The student will explain significant changes that are considered turning points or benchmarks in world history from historical, political, and social perspectives
9. The student will analyze the impact of technology as it contributes to continuity and change in the political and social order.
10. The student will explain the role of transportation and communication in linking world regions.
11. The student will compare the goals and allocation of resources (natural, capital, human) in traditional, market, command, and mixed economic systems.
12. Describe the economic, social, and political impact of World War II on America’s home front.
13. Analyze major United States foreign policy initiatives from 1981 to the present

### Measurement Criteria

1. Performance on practice tests administered each Monday
2. Performance on worksheets and quizzes
3. Participation in games, class discussions, and group activities
4. Interaction with students individually to access understanding
5. Completion of all assignments
6. High School Assessment in government
<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
<th>SPECIFIC OBJECTIVES AND OUTCOMES</th>
<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Projects and Graduation Portfolio</strong></td>
<td>1. Compile a series of self-generated products to demonstrate competencies in a variety of areas</td>
<td>1. Completed portfolio in hardcopy</td>
</tr>
<tr>
<td></td>
<td>2. Prepare an impressive career portfolio to be shared with potential employers</td>
<td>2. Completed digital CD of career portfolio</td>
</tr>
<tr>
<td></td>
<td>1. Design a house applying mathematical skills and using AutoCAD 2000</td>
<td>3. Presentation of portfolio (Literature, Strand 1, Strand 2)</td>
</tr>
<tr>
<td></td>
<td>2. Design a newsletter applying various forms of writing and using digital cameras, scanners, and Microsoft Office (Literature, Strand 2; Writing Strand 1)</td>
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<tr>
<td></td>
<td>3. Create a business plan that includes selecting a product line, target clients, and budget projections, using Excel, MS Word, and PowerPoint</td>
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<tr>
<td></td>
<td>4. Create and develop a play with characters and dialogue, using PowerPoint, 3-D Studio MAX, CorelDraw, and clip art (Literature Strand 1, Strand 2)</td>
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<tr>
<td></td>
<td>5. Create a career portfolio that includes an updated resume, cover letter, personal history, reflections, and career goals (Literate Strand 2)</td>
<td></td>
</tr>
</tbody>
</table>
### GENERAL GOALS

<table>
<thead>
<tr>
<th><strong>Minor Emphasis Areas (Non-Core)</strong></th>
</tr>
</thead>
</table>

1. Develop a series of portfolios that reflect students' accomplishments in a variety of academic and nonacademic areas, helping to prepare them for success in their future careers; Portfolio titles are: cultural awareness, health and well-being, practical skills & knowledge, ethics, judgment and social responsibility, self-knowledge, community involvement and service, Graduation/post-graduation, and arts & Technology

2. Select product samples for each of the minor emphasis portfolios every year, to demonstrate achievement in the following

   a. **practical skills & knowledge** – learn to apply practical skills and knowledge in areas such as technology, finance, or networking, to own life

   b. **ethics, judgment and social responsibility** – demonstrate the capacity to identify, examine and reason about personal or social issues that involve moral consequences and dilemmas

   c. **self-knowledge** – understand more about one’s self

   d. **community involvement and service** – demonstrate the ability to take individual responsibility to learn new skills and to improve or help society

   e. **arts and technology** – develop and practice artistic and technological

### SPECIFIC OBJECTIVES AND OUTCOMES

| **Minor Emphasis Areas (Non-Core)** |

1. Selected product samples address such questions as:

   a. Why do you want a diploma?

   b. How could you expect your diploma to contribute to your career goals?

   c. What are your financial needs/resources for college/career?

   d. What is your action plan for the future?

   e. What are your computer skills?

   f. How do you manage personal financial matters?

   g. Can you demonstrate how to contact community systems and/or government agencies to get or report information, solve a problem, or arrange for service?

   h. Can you demonstrate your understanding of the political process?

   i. How would you search and apply for employment?

   j. Are you able to step into the shoes of others and connect opinions to real events and circumstances?

   k. Are you able to define, address, and evaluate a moral dilemma?

   l. Can you relate moral and ethical issues in literature, history, science, and other subjects to personal and community events?

   m. What is your life purpose?

   n. What makes you important?

   o. How has a piece of work helped you develop as a person or understand something about yourself in a better

### MEASUREMENT CRITERIA

| **Minor Emphasis Areas (Non-Core)** |

1. Portfolio completion

   - **Checklist**
   - Table of Contents
   - Letter of Introduction/Portfolio Introduction
   - Selections with Reflections
   - Evidence Using Technology
   - Connection to Major Emphasis Portfolios
   - Presentation

2. Presentation of portfolio
<table>
<thead>
<tr>
<th>GENERAL GOALS</th>
<th>SPECIFIC OBJECTIVES AND OUTCOMES</th>
<th>MEASUREMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Emphasis Areas (Non-Core)</td>
<td>Minor Emphasis Areas (Non-Core)</td>
<td>Minor Emphasis Areas (Non-Core)</td>
</tr>
<tr>
<td>creative forms of expression.</td>
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<tr>
<td><strong>f. community involvement and service</strong> –</td>
<td>2. Product samples will draw from the following activities:</td>
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<tr>
<td>demonstrate the ability to take individual</td>
<td>Reflective writing, computer literacy, Internet research, career planning, employability plan, workplace training,</td>
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<tr>
<td>responsibility to learn new skills and to</td>
<td>fine arts, graphic design, creative 3-D, performing arts/music, multimedia production, diversity training, workplace</td>
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<tr>
<td>improve or help society</td>
<td>readiness skills, leadership development, civic responsibility skills, community service, independent living</td>
<td></td>
</tr>
<tr>
<td><strong>g. arts and technology</strong> – develop and</td>
<td>activities, CPR training, First Aid training, personal wellness, vocational ed. training, vocational skills projects,</td>
<td></td>
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<tr>
<td>practice artistic and technological</td>
<td>vocational completion, safety awareness training, public speaking, progress evaluation, integrated business skills,</td>
<td></td>
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<tr>
<td>creative forms of expression.</td>
<td>integrated animation, integrated newsletter, and career portfolio activities.</td>
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<tr>
<td><strong>h. Health and Well-Being</strong> - Coursework</td>
<td></td>
<td></td>
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<tr>
<td>designed to get the student in shape, physically</td>
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<tr>
<td>and mentally, developing lifelong habits.</td>
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<td></td>
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<tr>
<td>3. The student uses listening strategies</td>
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<tr>
<td>effectively</td>
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<td></td>
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<tr>
<td>4. The student uses viewing strategies effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student use speaking strategies effectively</td>
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</tbody>
</table>
## Graduation Requirements for Maryland, Baltimore County Public Schools and for Education Innovations Charter School

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>State of Maryland Specific Credit Requirements</th>
<th>Baltimore Cty Public Specific Credit Requirements</th>
<th>Ed Innovations Charter Specific Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21 Credits</td>
<td>21 Credits</td>
<td>21 Credits</td>
</tr>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
<td>English Portfolio, 4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
<td>Mathematics Portfolio, 3 Credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>3 credits</td>
<td>Science Portfolio, 3 Credits</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 credits</td>
<td>3.5 credits</td>
<td>Social Science Portfolio, 3 Credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
<td>1 credit</td>
<td>Arts and Technology Portfolio, 1 Credit</td>
</tr>
<tr>
<td>Physical Edcuaton</td>
<td>½ credit</td>
<td>1 credit</td>
<td>Health and Well-Being Portfolio, 1 Credit</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
<td>½ credit</td>
<td>Health and Well-Being Portfolio, 1/2 Credit</td>
</tr>
<tr>
<td>Technology Ed</td>
<td>1 credit</td>
<td>1 credit</td>
<td>Arts and Technology Portfolio, 1 Credit</td>
</tr>
</tbody>
</table>

- **English**: 4 credits
  - Listening, speaking, reading, literature, written composition and use of English
- **Mathematics**: 3 credits
  - 1 in algebra/data analysis
  - 1 in geometry
- **Science**: 3 credits
  - 1 in biology
  - 2 that must include laboratory experience in any or all of the following areas: earth science, life science, physical science
- **Social Science**: 3 credits
  - 1 in U.S. history
  - 1 in world history
  - 1 in local, state, national government
  - 0.5 in economics
- **Fine Arts**: 1 credit
  - Visual arts, or dance
  - Music Perspective
  - Theater Arts
- **Physical Education**: ½ credit
  - Health and Well-Being
- **Health**: ½ credit
  - Health and Well-Being
- **Technology Ed**: 1 credit
  - Arts and Technology Portfolio
## Graduation Requirements for Maryland, Baltimore County Public Schools and for Education Innovations Charter School

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<tbody>
<tr>
<td>Other</td>
<td>2 credits of foreign language or 2 credits of advanced technology ed. and 3 credits in electives or 4 credits by successfully completing a State-approved career &amp; technology program and</td>
<td>2 credits of foreign language and 2 elective credits or 2 credits of advanced technology ed. and 2 credits in electives or 4 credits by successfully completing a State-approved career &amp; technology program and</td>
<td>Practical Skills/Knowledge, Self Knowledge, Cultural Awareness, Ethics, Judgment and Social Responsibility, Community Involvement and Service Portfolios, Graduation/Post Graduation and Senior Projects, 4 Credits</td>
</tr>
<tr>
<td></td>
<td>1 credit in electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing onto the next Grade Level Requirements</td>
<td>Grade 11, have a min of 9 credits and pass grade 9 English and social studies and Grade 10 social studies or English</td>
<td>Grade 12- have a min of 13 credits and schedule the required courses to complete the 20 required to graduate.</td>
<td></td>
</tr>
<tr>
<td>Subject Areas</td>
<td>State of Maryland Specific Credit Requirements</td>
<td>Baltimore Cty Public Specific Credit Requirements</td>
<td>Ed Innovations Charter Specific Credit Requirements</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Testing Requirements</td>
<td>Students must take the Assessments for English, algebra/sata analysis, biology and government. And in 2009 pass these tests</td>
<td>All students must complete 75 hours of approved student service learning.</td>
<td></td>
</tr>
</tbody>
</table>
## Education Innovations Charter School

**STUDENT**

High School Diploma Requirements

**Learning Plan**

### Minor Emphasis Portfolios

<table>
<thead>
<tr>
<th>Cultural Awareness</th>
<th>Health and Well-Being</th>
<th>Practical Skills &amp; Knowledge</th>
<th>Ethics, Judgment &amp; Social Responsibility</th>
<th>Self-Knowledge</th>
<th>Community Involvement &amp; Service</th>
<th>Graduation/Post Graduation</th>
<th>Arts &amp; Technology Minor Emphasis</th>
<th>Competencies/Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Initial</td>
<td>Date</td>
<td>Initial</td>
<td>Date</td>
<td>Initial</td>
<td>Date</td>
<td>Initial</td>
<td>Date</td>
</tr>
</tbody>
</table>

- Reflective Writing
- Computer Literacy
- Internet Research
- Career Planning
- Employability Plan
- Workplace Training
- Fine Arts
- Graphic Design
- Creative 3-D
- Performing Arts/Music
- Multimedia Production
- Diversity Training
- Workplace Readiness Skills
- Community Service
- Civic Responsibility Skills
- Leadership Development
- Independent Living Skills
- Transportation Skills
- Internships
- Intramurals Activities
- CPR Training
- First Aid Training
- Personal Wellness
- Vocational Ed Training
- Vocational Skills Projects
- Vocational Completion
- Safety Awareness Training
- Public Speaking
- Progress Evaluation
- Senior Project – Integrated Business Skills
- Senior Project – Integrated Animation
- Senior Project – Integrated Newsletter
- Senior Project – Career Portfolio
Appendix

Baltimore County Public Schools

September 17, 2003

VIA FAX/PHONE AND FIRST CLASS MAIL
Mr. Greg Beamer
Mr. Susan Larson
Addison and Associates, Incorporated
9200 Fords Parkway
Suite 327
Columbia, Maryland 21044

Dear Mr. Beamer and Mr. Larson:

I am in receipt of the response to the question posed by the Review Committee. However, your application continues to lack important components. By letter dated June 25, 2003, September 2, 2003 and September 5, 2003, I advised you that several vital documents were missing from your application. As of the date of this letter, your application remains incomplete. You have been provided with copies of the documents required to complete your application. By letter dated June 25, 2003, I advised you that your failure to provide the required documentation would prevent consideration of the staff's recommendation to the Superintendent of Schools and the Board of Education.

Your application remains incomplete; therefore, it cannot be forwarded to the Superintendent of Schools. The BCPSS must act on good faith in this matter, given that we have conducted a search for an individual with the skills demonstrated in your application. Kindly provide the necessary documents no later than the date of this letter, September 5, 2003. Once your application is complete, we will be able to advance the process in accordance with the Board's time line.

I look forward to your immediate attention to this matter.

Sincerely,

[Signature]

[Name]

[Title]

[Contact Information]

[Phone Number]

[Email]

[Address]

[City, State, Zip]

[Date]
Phyllis,

Attached is the electronic version of the responses to your most recent request for information. A hard copy is being sent via Fed-Ex and will arrive in your office the first thing Monday morning, 10/3/05.

Please contact me for questions.

Greg Weber
Executive Director of Programs
Adams & Associates, Inc.
10400 Little Patuxent Parkway, Suite 320
Columbia, MD 21044
Phone: 410-964-2838
Fax: 410-964-2961
e-mail: gweber@adamasai.com
September 30, 2005

Ms. Phyllis Bailey  
6901 Charles Street  
Towson, MD 21204-3711

Dear Ms. Bailey,

The following information is provided in response to your correspondence dated September 27, 2005 and September 30, 2005.

REQUESTED INFORMATION: “…a key question for the reviewers is the relationship of the current Job Corps program and the Job Corps student body to the proposed charter school program and the proposed student body. Specifically will the Job Corps program be provided to the charter school population or will the charter school program include a modified Job Corps program?”

RESPONSE: It is our desire and intent for Woodstock Job Corps Center (WJCC) students to be Education Innovations Public Charter School (EIPCS) students if they meet the established criteria for enrollment (i.e. age, residency). If they already have a high school diploma they will, of course, not be EICPS students. If EIPCS students meet the criteria for Job Corps (i.e. age, income) they will be enrolled in the Job Corps program. In this scenario the partnership proposed with the WJCC will achieve maximum potential in serving our intended population of at risk students.

For non-Job Corps students wishing to enroll in EIPCS the academic program of the charter school would be the same. Instead of receiving trade and other instruction we have wrapped into the minor emphasis portfolio from the Job Corps Center, students would participate in minor emphasis portfolio instruction taught by the EIPCS staff. Depending on the number of students, the offerings could be limited, but would still satisfy the high school graduation requirements and receive state approval.

For Job Corps students not enrolled in EIPCS they would receive vocational, academic and career development instruction and services from the WJCC staff as they currently do with no services being provided by EIPCS staff.

No financial or staff resources paid for by BCPS would be utilized to serve WJCC students who are not enrolled in the EIPCS.
REQUESTED INFORMATION: “Will Job Corps students be given priority in enrollment in the charter school program?”

RESPONSE: No. This is not allowed by law.

REQUESTED INFORMATION: “Will these programs (charter school and Job Corps) be operated as separate programs?”

RESPONSE: Yes. Separate and distinct programs will be operated; however, for students who are enrolled in both the WJCC and EIPCS we anticipate extensive collaboration, coordination and cooperation between the staff and programs to maximize services to students.

REQUESTED INFORMATION: By-laws for the proposed school

RESPONSE: Attached is a draft of the By-Laws for Education Innovations, Inc. I stress that this is in draft form. They are currently under review and revision with the assistance of the Maryland Association of Nonprofit Organizations for which Education Innovations, Inc. is a member.

REQUESTED INFORMATION: Due Process Procedures

RESPONSE: The following is additional information we hope clarifies the manner in which we will address and ensure appropriate Due Process Procedures:

While EIPCS shall provide and support alternatives to Due Process Hearings, including individual internal grievance and appeal, negotiations, and/or mediation, it will in no way negate the parent’s, student’s or school’s right to initiate a Due Process Hearing as stated in federal and state statutes, laws and regulations.

Procedural Safeguards: Parents of students with disabilities will be afforded notice of procedural safeguards by the EIPCS in their native language, which safeguards will include the areas of notice and consent, due process hearings, and discipline procedures. We request that materials describing procedural safeguards be provided by BCPS to EIPCS for distribution to students with IEPs and their families. That will establish consistency with existing BCPS procedures and policies.

Due Process Procedures and Request for Hearings: Parents of students with disabilities have the opportunity to request mediation or a due process hearing as part of the Procedural Safeguards.
Cooperation: EIPCS will work closely with the BCPS staff to discuss the needed services (including all related services and programs) of the School’s students with disabilities. EIPCS will cooperate with the BCPS in any legal or quasi-legal activity regarding the educational program or placement afforded special education students attending or admitted to the EIPCS, such as a due process hearing request or a formal complaint.

Due Process Requests: EIPCS will submit all requests for mediation and due process hearings in writing to the Legal Issues Office in the Department of Special Education for BCPS.

REQUESTED INFORMATION: Description of Charter School Facility and its Layout

RESPONSE: A site plan of the Woodstock Job Corps Center is attached.

The Woodstock Job Corps Center is located in Woodstock, Baltimore County, Maryland at a former Jesuit Seminary. The campus consists of a large and stately 136-year old four-story main building set in the center of a wooded 64-acre wooded site. Two architecturally similar but smaller accessory buildings were built in 1925 and 1929. There is also a collection of smaller buildings surrounding the periphery of the site, which slopes away on all sides. Useable area is approximately 169,600 NSF. The Center buildings have 331,648 gross square feet (GSF) in 24 buildings and structures.

The land surrounding the Center consists of dense forests on a hilly terrain. The buildings are in close proximity to each other and create a campus-like atmosphere. All the buildings are located on a plateau of open space with a tree line and downhill slopes surrounding the complex on all sides. There is also a cluster of three modular buildings that house education functions that are located slightly apart and downhill from the main campus. The site contains attractive stonework, landscaping features and retaining walls. Mature oak, beech and poplar specimens are scattered about the site.

The residential facilities include 38,770 NSF of residential living space in Main Building 1, located in eight clusters on floors 2, 3 and 4. The majority of sleeping rooms have two to three beds each; some of the larger rooms have four beds each. The dormitory clusters have lounges and laundries within their respective areas. The clusters have central toilet/shower rooms.

Academic functions are located in the east wing on the first floor of Main Building 1 and in Buildings 26, 27 and 28. The vocational trades of Accounting, Business Occupations, Data Entry and Retail Sales are located in Building 2. The Culinary Arts, Health Occupations, and Security vocational trades are located in Building 3. The construction vocational trades are located in five different buildings to the north and west sides of Building 1. The Brick Masonry and Electronic Systems Technician trades are situated in

Indoor recreation functions are in three separate buildings. The moderately loud and quiet activities are located in the rear central wing of Main Building 1. The exercise weight room and TV/Student multi-purpose rooms are located on the first floor, arts and crafts, recreation lounge and game room are on the second floor and the library and women’s center is on the third floor. A student store is located on the first floor of Building 8A. Building 14 houses a gymnasium with toilet/shower rooms. Outdoor recreation areas include pavilions/gazebos, one volleyball court, one basketball court and an open playing field. The site contains abundant green spaces; however, many of them are sloping and/or heavily wooded.

ADDITIONAL INFORMATION: Attached is a copy of a letter from the Maryland State Department of Education confirming the allocation of a $50,000.00 grant for the purpose of Planning and Design for the development of the Education Innovations Public Charter School at the Woodstock Job Corps Center. The formal Notice of a Grant Award will be finalized once the Baltimore County Board of Education approves our Charter School application. We are excited to have the opportunity to use these funds to further plan, design and develop the Education Innovations Public Charter School at Woodstock.

If additional information is needed we respectfully request an opportunity to meet with the requesting Department staff or individual so we adequately understand the request and provide the appropriate information.

Please contact me for questions or any additional requests for information.

Sincerely,

Greg Weber

Cc: J. Berman
    M. Hazelton
    S. Larson
    R. Adams
DRAFT DRAFT DRAFT

BY-LAWS
for the regulation, except as otherwise provided
by state, local and federal laws, policies, regulations and/or the nonprofit’s Articles of
Incorporation.

OF

EDUCATION INNOVATIONS, INC.
A Maryland Nonprofit Corporation

ARTICLE I ORGANIZATION

1. The name of the organization shall be Education Innovations, Inc.

2. Unless the Board of Directors decide otherwise, the organization shall not use a
   seal, and all contracts shall be executed by the signature of the authorized
   Officer(s). If the Board of Directors decides to use a seal, then the seal shall
   contain the name of the nonprofit corporation and shall be in the charge of the
   Secretary. If and when so directed by the Board of Directors or a committee
   thereof, duplicates of the seal may be kept and used by the Treasurer.

3. The organization may at its pleasure by a vote of the Board change its name.

ARTICLE II PURPOSES

The following are the purposes for which this organization has been organized:

• To establish Public Charter schools that provide parents and students with
  alternative means within the existing public school system for additional
  innovative learning opportunities and creative learning approaches to improve the
  education of students.

• To break the cycle of poverty and underachievement for students who have not
  been successful in the traditional educational system.

• To assist students in acquiring the skills needed to obtain high school diplomas
  and/or occupations.

• To provide educational programs for students at United States Department of
  Labor Job Corps Centers and the surrounding communities.

• To be instrumental in providing students with the tools necessary to be productive
  citizens.

• To provide alternative educational opportunities for high-risk youth.

• To develop education and training programs.

• To pursue and receive funds for the purpose of providing any other educational
  and training opportunities not listed above.
ARTICLE III    MEMBERSHIP

The nonprofit corporation has no members. The rights that would otherwise vest in the members vest in the Board of Directors (hereinafter referred to as the “Board”) of the nonprofit corporation (hereinafter referred to as “nonprofit”). Actions that otherwise require approval by a majority of all members or approval by the members require only approval of a majority of the Board.

ARTICLE IV    MEETINGS

1. The annual Board meeting of this organization shall be held at such date and at such time established by the Chairman of the Board (hereinafter referred to as “Chairman”) every year, except if such day be a legal holiday, then and in that event, the Chairman shall reset the day, but it shall not be more than two weeks from the date previously set by the Chairman. Any date shall be within thirteen (13) months of the last annual meeting.

2. The Secretary shall cause to be mailed to every Board in good standing at their address, as it appears in the Board of Directors Roll Book, a notice telling the time and place of such annual meeting.

3. Regular meetings of this organization shall be held at the nonprofit’s principal office at Reno, Nevada, or if agreed to by a majority of the Board of Directors, the annual meeting shall be held by way of a telephone conference call or similar communication equipment, so long as all of the Board of Directors participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

4. The presence of not less than Sixty-Six and a Third (66 1/3%) percent of the Board shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than two (2) weeks from the date scheduled in accordance with these Bylaws, and the Secretary shall cause a notice of this scheduled meeting to be sent to all those Board who were not present at the meeting originally called. A quorum as herein provided shall be required at any adjourned meeting.

5. Special meetings of this organization may be called by the President when he/she deems it for the best interest of the organization. Notices of such meetings shall be mailed to the Board at their addresses as they appear in the Board Roll Book at least ten (10) days before the scheduled date set for such special meetings. Such notice shall state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of Sixty-Six and a Third (66 1/3%) percent of the Board or the President, the President shall
cause a special meeting to be called, but such request must be made in writing at least ten (10) days before the requested scheduled date. No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

ARTICLE V  VOTING

1. At all meetings votes shall be by voice.

2. At any regular or special meeting, if a majority so requires, any question may be voted upon in the manner and style provided for election of officers and directors. For all votes by ballot the Chairman of such meeting shall, prior to the commencement of balloting, appoint a committee, who shall act as “Inspectors of Election” and who shall, at the conclusion of such balloting, certify in writing to the Chairman the results and the certified copy shall be physically affixed in the minute book to the minutes of that particular meeting.

No inspector of election shall be a candidate for office or shall be personally interested in the question voted upon.

ARTICLE VI  ORDER OF BUSINESS

1. Roll Call.
2. Reading of the Minutes of the preceding meeting.
3. Reports of Committees.
4. Reports of Officers.
5. Old and Unfinished Business.
7. Adjournments.

ARTICLE VII  BOARD OF DIRECTORS

A. Number and Term of Office

1. The number of Board of Director(s) shall be in no case less than five (5) years. The Board shall fix the exact number of the Board, within these limits, by Board resolution or amendment of the Bylaws.

2. The business of this organization shall be managed by a Board of Directors consisting of Roy Adams, Daniel Norem, Leslie Adams, Susan Larsen, Richard Iori and other candidates elected by the Board. At least one of the elected shall be a resident of the State of Maryland and a citizen of the United States.
3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the nonprofit for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Board; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. The Board may elect any person who in its discretion it believes will serve the interests of the nonprofit faithfully and effectively. The Board may consider the following non-interested candidates:

   a. A parent of an active student, who is designated by Education Innovations, Inc. (hereinafter referred to as "EI") Parents' Association to represent that Association (the "Parent Representative").

   b. An alumna or alumnus of the respective Job Corps Center, who is designated by the Alumni Association to represent that Association (the "Alumni Representative").

   c. A teacher, selected by the EI faculty (the "EI Faculty Representative") to represent the interest of the faculty.

   d. Leaders in the community, selected by the Board to represent the communities' interest.

   e. Other professionals in the community, such as, accountants, physicians, educators and attorneys to represent the overall welfare and accountability of the nonprofit.

B. Quorum and Voting

1. A quorum is defined in Article IV, and voting shall be performed in accordance with the provisions set forth in said Article.

2. Each Board of Directors member shall have one (1) vote, and such voting by the Board may be done by proxy. The Board may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

3. Vacancies in the Board shall be filled by a vote of the majority of the remaining Board for the balance of the year.

C. Officers of the Board and Removal

1. The President of the organization by virtue of his/her office shall be the Chairman of the Board.
2. The Board shall select from one of their members a Secretary.

3. A Director of the Board, with the exception of the Chairman, may be removed when sufficient cause exists for such removal. The Board shall adopt such rules for removal, as it may in its discretion consider necessary for the best interests of the organization. Such removal shall not prejudice the officer’s rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the nonprofit; the resignation taking effect on receipt of the notice or at a later date specified in the notice of resignation.

D. Powers of the Board

1. The Board shall conduct or direct the affairs of the nonprofit and exercise its powers, subject to the limitations of federal, state and local laws, policies, regulations, the Maryland Charter School Program laws (Title 9 of the Education Article, Annotated Code of Maryland), the Internal Revenue Code (IRC Section 501(c)(3)), the adopted Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the nonprofit to others, so long as the affairs of the nonprofit are managed, and its powers are exercised under the Board’s ultimate jurisdiction.

2. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

   a. To elect and remove members of the Board of Directors.

   b. To select and remove officers, agents and employees of the nonprofit; to prescribe powers and duties for them; and to fix their compensation.

   c. To conduct, manage and control the affairs and activities of the nonprofit, and to make rules and regulation and/or standards of procedures.

   d. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes and/or missions of promoting the interests of the nonprofit.

   e. To carry on a business at a profit and apply any profit that results from the business activity to any activity that furthers the mission of the nonprofit.

   f. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property in accordance with federal, state and local laws governing nonprofits (IRC 501(c)(3), etc.)
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g. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

h. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.

i. To indemnify and maintain insurance on behalf of any of its Board of Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to federal, state and local laws and the limitations noted in these Bylaws.

j. The Board shall not be personally liable for the nonprofit's debts, liabilities or other obligations.

E. Standards of Care

1. Performance of Duties. Each Board member shall perform all duties, including duties on any Board Committee, in good faith, in a manner the Board believes to be in the nonprofit’s best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Board, Board members shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

   a. One or more officers or employees of the nonprofit whom the Board member believes to be reliable and competent in the matters presented;
   b. Legal counsel, independent accountants or other persons as to matters that the Board member believes are within that person's professional or expert competence; or
   c. A Board Committee, on which the Board member does not serve, as to matters within its designated authority, provided the Board member believes the Committee merits confidence and the Board member acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the nonprofit for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the
nonprofit's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the nonprofit.

F. Rights of Inspection

Every Board member has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the nonprofit, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local laws.

G. Duty to Maintain Board Confidences

Every Board member has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Board member violating this confidence may be removed from the Board. Moreover, a Board member may be disciplined, including immediately dismissed, if Board information is disclosed without the Chairman's prior approval.

H. Conflict of Interest

Every Board member should act in the best interest of the organization, rather than in furtherance of personal interests or the interests of third parties. The Board shall adopt policies for the nonprofit to prevent actual, potential, or perceived conflicts of interest.

ARTICLE VIII OFFICERS

1. The initial officers of the organization shall be as follows:

   Roy Adams   President
   Leslie Adams  Vice President
   Dan Norem    Secretary/Treasurer

2. The President shall preside over all Board meeting. He/She shall by virtue of his/her office be Chairman of the Board. He/She shall be present at each annual meeting of the organization and shall provide an annual report of the work of the organization. He/She shall appoint all committees, temporary or permanent, if he/she deems committees are necessary to meet the needs of the organization. He/She shall see to it that all books; reports and certificates required by law are properly kept or filed. He/She shall have such powers as may be reasonably construed as belonging to the Chief Executive of any organization.
3. The Vice President shall, in the event of the absence or inability of the President to exercise his/her office/duties, become acting president of the organization with all the rights, privileges and powers as if he/she had been the duly elected President.

4. The Secretary shall keep the minutes and records of the organization in appropriate books. It shall be his/her duty to file any certificate required by any statute, federal, state or local laws. He/She shall give and serve all notices to Board members of this organization. He/She shall be the official custodian of the records and seal of this organization. He/She may be one of the officers required to sign the checks and drafts of the organization. He/She shall present to the Board at any meetings any communication addressed to him/her as Secretary of the organization. He/She shall submit to the Board any communications that shall be addressed to him/her as Secretary of the organization. He/She shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

5. The Treasurer shall have the care and custody of all monies belonging to the organization and shall be solely responsible for such monies or securities of the organization. He/She shall cause to be deposited in a regular business bank a sum of ($0) dollars and the balance of the funds of the organization shall be deposited in a savings bank, except that the Board may cause such funds to be invested in such investments as shall be legal for a nonprofit in this state. He/She must be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it. He/She shall render at stated periods as the Board shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of such meeting. He/She shall exercise all duties incident to the office of Treasurer.

6. Officers shall by virtue of their office be Board of Directors.

7. No officer shall for reason of his/her office be entitled to receive any salary or compensation. However, noting herein shall be construed to prevent any officer or Board member from receiving any compensation from the organization for duties other than as a Board of Director or officer.

ARTICLE IX SALARIES

The Board shall hire and fix the compensation of any and all employees, which in their discretion may determine to be necessary for the conduct of the business of the organization.
ARTICLE X COMMITTEES

All committees, if deemed necessary by the Chairman, shall be appointed by the Board, and shall be appointed to a term of office of one year, or less if sooner terminated by the action of the Board of Directors. The following committees may be established by the Board:

1. Executive Board Committee—The Executive Committee is commissioned by and responsible to the Board to function on behalf of the Board in matters of emergency and in interim periods between regularly scheduled Board meetings. The Executive Committee shall have and exercise the authority of the Board provided that such authority shall not operate to circumvent the responsibility and authority vested in the Board by the Bylaws, and any action taken is to be ratified by the Board at its first subsequent meeting.

2. Board Development Committee—The Board Development Committee is commissioned by and responsible to the Board to assume the primary responsibility for matters pertaining to Board member recruitment, nominations, orientation, training, and evaluation in accordance with the Bylaws of the nonprofit charter school as well as established policies and practices approved by the Board.

3. Personnel Committee—The Personnel Committee is commissioned by, and responsible to the Board to assume the responsibility for advising it on matters pertaining to personnel administration and staffing.

4. Resource Development Committee—The Resource Development Committee is commissioned by and responsible to the Board to assume the primary responsibility for raising non-grant funds to meet the budget of the nonprofit. The Board, in consultation with the resource development committee, finance committee and charter school administrator, will determine the fund-raising goal for the Resource Development Committee.

5. Finance Committee—The Finance Committee is commissioned by and responsible to the Board. It has the responsibility for working with the nonprofit administrator to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and proposing budget revisions; recommending to the Board appropriate policies for the management of the nonprofit’s assets.

ARTICLE XI INDEMNIFICATION OF CORPORATE AGENTS

The nonprofit shall indemnify any Board member, officer, employee or other agent of this nonprofit, who has been successful (1) on the merits in defense of any civil, criminal,
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administrative or investigative proceeding brought to procure a judgment against such
person by reason of the fact that he/she is, or was, the nonprofit's agent, or (2) in defense
of any claim, issue or matter therein. In such case, the nonprofit will provide indemnity
against expenses actually and reasonably incurred by the person in connection with such
proceeding.

If the nonprofit agent either settles any such claim or sustains a judgment against him/her,
then indemnification against expenses, judgments, fines, settlements and other amounts
reasonably incurred in connection with such proceedings shall be provided by this
nonprofit, but only to the extent allowed by, and in accordance with the requirements of
federal, state and local laws, policies and regulations, the Maryland Charter School
Program laws (Title 9 of the Education Article, Annotated Code of Maryland), the
Internal Revenue Code and/or state nonprofit laws.

ARTICLE XII   INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance
on behalf of any Board of Director, officer, employee or other agent of the nonprofit,
against any liability other than for violating provisions of law relating to self-dealing
asserted against or incurred by the agent in such capacity or arising out of the agent's
status as such, whether or not the nonprofit would have the power to indemnify the agent
against such liability under the provisions of Maryland Charter School Program laws
(Title 9 of the Education Article, Annotated Code of Maryland), the Internal Revenue
Code and/or state nonprofit laws.

ARTICLE XIII   OTHER PROVISIONS

A.      Fiscal Year

The Fiscal Year will be July 1st to June 30th.

B.      Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution
authorizing any officer or agent of the nonprofit to enter into any contract or execute and
deliver any instrument in the name of or on behalf of the nonprofit. Such authority may
be general or confined to specific instances. Unless so authorized, no officer, agent or
employee shall have any power to bind the nonprofit by any contract or engagement, to
pledge the nonprofit's credit, or to render it liable monetarily for any purpose or any
amount.

C.      Checks and Notes
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Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the nonprofit of the nonprofit may be ____________________________

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Maryland Charter School Program laws (Title 9 of the Education Article, Annotated Code of Maryland), the Internal Revenue Code and/or state nonprofit laws shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

ARTICLE XIV  AMENDMENTS

These Bylaws may be altered, amended, repealed or added to by an affirmative vote of not less than Sixty-Six and a Third (66 1/3%) percent of the Board at any meeting.

I HEREBY CERTIFY that, on this date, I am the duly elected, qualified and acting _______________ of Education Innovations, Inc., a nonprofit, and that the foregoing Bylaws were adopted as the Bylaws of said nonprofit by the Board of Directors _______________ and that the above and foregoing Bylaws are now in full force and effect.

IN WITNESS WHEREOF, I have hereunto set my hands as of this ________ day of ______________, 2005.

__________________________________

(title?)

11
September 26, 2005

Greg Weber
Education Innovations, Inc.
10400 Little Patuxent Parkway, Suite 320
Columbia, MD 21044

Dear Mr. Weber:

This notice confirms the allocation of $50,000.00 of federal funds administered by the Maryland State Department of Education under the Public Charter School Program for the purpose of Planning and Design. The funds will be granted to Education Innovations, Inc. for development of the Education Innovations PCS @ Woodstock in Baltimore County.

The Notice of Grant Award will be mailed to you, as representative of Education Innovations, Inc. Upon receipt of the Notice of Grant Award, a 15% payment will be authorized for disbursement. Additional payments will be made pursuant to the procedures contained in the Assurances previously executed and the Notice of Grant Award document itself.

Please note that a Notice of Grant Award will not be finalized until your application to develop a public charter school has been approved by your local board of education. When an approval has been obtained, please inform this office and provide a copy of the approval notice.

Please accept our congratulations and thank you for participating in this important program. If you have any questions, please contact the Charter Schools Office at 410-767-2677.

Sincerely,

Patrick C. Crain
Director
Office of School Innovations
PCCdwa
c: Nancy S. Grasmick
   Dr. Joe A. Hairston
   Michael Goodhues
   Phyllis Bailey
   Pat Crain
   Jim Clark
Charter School Application Scoring Rubric

To the reviewer:

The charter school application must be aligned with the vision and mission expressed in the Blueprint for Progress, Realizing the Vision, and the Master Plan. The vision is that BCPS’ graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society. The mission is that BCPS will provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens. Applying these standards and all of the information available to you (the application, the site visit, supplemental information provided by the applicant), the following scores can be employed.

N/A = “not applicable” No points assigned or subtracted

0 = Application information incomplete
* A zero in any category will result in a zero for that section.

1 = Does not meet standards

2 = Meets standards

3 = Exceeds standards

<table>
<thead>
<tr>
<th>Total Point Value</th>
<th>Application Evaluation Sections</th>
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<tbody>
<tr>
<td></td>
<td>Planning and Establishment</td>
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<tr>
<td></td>
<td>_____ The profile of the founding group has been provided and includes employment history, qualifications, experience, relevant training, and statement of intent.</td>
</tr>
<tr>
<td></td>
<td>_____ The management and administrative structure are clear, reasonable, and compatible with the mission of the school.</td>
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<tr>
<td>Total ____</td>
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<tr>
<td></td>
<td>Mission Statement, Vision and Goals</td>
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<tr>
<td></td>
<td>_____ The mission articulates the purpose for the school.</td>
</tr>
<tr>
<td></td>
<td>_____ The mission is clear, concise, measurable, and specific to the purpose of the school.</td>
</tr>
<tr>
<td></td>
<td>_____ The mission statement articulates the future direction of the school for the future.</td>
</tr>
<tr>
<td>Total</td>
<td><strong>Appendix G</strong></td>
</tr>
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</tr>
</tbody>
</table>
| | ____ Specific and measurable goals and objectives have been provided to assess the progress in advancing the school’s mission and vision.  
_____ The goals and objectives are reasonable, and specific to the mission of the school and needs of the community. |
| Total | **Student Population** |
| | _____ The application clearly indicates the grades, number of children in each class, and total expected enrollment.  
_____ The application clearly defines the student population that the school is proposing to serve. |
| Total | **Background Information** |
| | _____ Employment and education history are included for each authorized agent, principal, and any individual responsible for the day-to-day operation of the school.  
_____ The role of each authorized agent, principal and any individual responsible for the day-to-day operation of the school is clearly defined in the statement of intent.  
_____ The Affidavit, Disclosure, and Consent for Background and Credit Check form has been completed and signed by all required individuals.  
_____ The Compliance Assurances form has been signed and dated by the Authorized Agent. |
| Total | **Educational Plan** |
| | _____ The educational objectives and instructional methods are described and are consistent with the stated mission of the school and needs of the identified community.  
_____ The listed grades, teacher/student ratios, and total enrollment number are consistent with the stated mission of the school and needs of the identified community.  
_____ The student population to be served and the geographic area are included in the explanation of the educational plan.  
_____ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative. |
| Total | **Academic Program, Standards, Curriculum & Instruction** |
| | _____ The educational program identifies curriculum objectives and content of the main subject areas (math, science, social studies, English) and supports VSC, core learning goals, MSDE, NCLB and graduation requirements.  
_____ The education program facilitates, and is consistent with the goals and objectives of the BCPS Master Plan and Blueprint for Progress.  
_____ The instructional methods outlined are consistent with the stated |
mission, vision, goals and objectives of the school.

- The instructional methods outlined are innovative.
- The instructional methods and techniques are suited to enhance student learning.
- If applicable, there is a description of the way the needs of Gifted and Talented Students will be met.
- A process for the identification and placement of students whose first language is not English and the methods for determining the kind of assistance that these students may need is provided.
- A process to ensure that English Language Learners (“ELL”) are not misplaced or tracked inappropriately in other classes is provided.
- A statement that affirms that ELL students will not be excluded categorically from curricular and extracurricular activities because of an inability to speak and understand English is provided.
- A description of the planned outreach to parents in the identified community, including strategies for communicating with parents who are not proficient in English is provided.
- The application indicates plan for adhering to the BCPS school calendar.
- A copy of the proposed calendar for the first year of operation is provided indicating the number of student and teacher days required.
- A timeframe for the instruction of core academic subjects is provided and includes reasonable goals and objectives.
- Student Achievement goals are well-defined and consistent with the stated mission, vision, goals and curriculum program of the school.
- Learning standards and curriculum are well-defined and include the skills and knowledge each student will be expected to attain by the end of each grade and are consistent with the stated mission, vision, goals, and curriculum program of the school.
- Curriculum and instructional methods are diverse and include the use of technology, libraries, and other media.
- A plan for providing textbooks and other instructional materials has been described.
- A description of plans to stock library or media center with books and other educational materials has been provided.
- If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.

<table>
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<th>Total</th>
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**Special Education**

- The application describes how the school will appropriately meet the needs of special education students adhering to all provisions of federal and state law.
- The application designates a professional staff member as the school’s special education liaison with BCPS.
- Procedures for mediation, resolution, and due process are clearly outlined.
<table>
<thead>
<tr>
<th>Total ______</th>
<th>If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</th>
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<tbody>
<tr>
<td><strong>Student Assessment</strong></td>
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<tr>
<td>______</td>
<td>A plan for assessing student performance in the core academic areas has been provided and includes outcomes to be achieved and methods of measurement to be used.</td>
</tr>
<tr>
<td>______</td>
<td>The application includes a reasonable plan to ascertain baseline student data that will be used to measure academic achievement levels in core academic areas.</td>
</tr>
<tr>
<td>______</td>
<td>A plan for how academic achievement levels will be measured and how rates of progress will be measured is provided.</td>
</tr>
<tr>
<td>______</td>
<td>The application offers methods to gauge the academic strengths and needs of students and the extent to which educational goals and performance standards are being met.</td>
</tr>
<tr>
<td>______</td>
<td>Student participation in statewide assessment programs is acknowledged and included in educational plan.</td>
</tr>
<tr>
<td>______</td>
<td>The application includes a method for determining that students satisfy state requirements for graduation.</td>
</tr>
<tr>
<td>______</td>
<td>A description of the methods that will be used for identifying and meeting the needs of students who are not achieving on or above grade level is provided.</td>
</tr>
<tr>
<td>______</td>
<td>If the school intends to serve an at-risk population, the application includes challenges associated with serving the population and describes methods, strategies or programs the school will use to address them.</td>
</tr>
<tr>
<td>______</td>
<td>If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
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</table>
### Total ______

#### A description of how the charter school will comply with Maryland statutes relating to public records and public meetings is provided.

#### If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.

### Student Policies and Services

#### A dress code policy is provided. If a uniform is required, the policy includes provisions for parents unable to afford uniforms.

#### The application includes food services plan.

#### A plan for the provision of health services is provided and is consistent with state guidelines.

#### The application includes a description of plans for student participation in extracurricular activities.

#### A clear and well-developed Code of Student Conduct is provided.

#### If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.

### Total ______

#### Admission and enrollment policies are included and are consistent with Maryland statutes.

#### Policies on compulsory school attendance are included.

#### Nonresident tuition policy is consistent with BCPS Policy and Rule 5150.

#### Student withdrawals and dismissal procedures are provided.

#### Policy on promotion of students is defined and consistent with the stated mission, vision, and goals of the school.

#### Discipline procedures (suspensions and expulsions) are defined and consistent with BCPS procedures.

#### Student records and forms comply with all federal and state requirements.

#### Policies and procedures are outlined to maintain family and student confidentiality consistent with federal and state law.

#### Immunizations policy is consistent with federal and state law as well as the Health Services plan of the school.

#### If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.

### Human Resources

#### The application describes standards to be used in the hiring process for administrators, teachers, and other school staff.

#### The application includes a staffing plan for the school, including the position, title, and job description of the staff that will be sought.

#### The school will follow requirements of NCLB in describing the qualifications of teachers to parents.
<table>
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<tr>
<th>Total _____</th>
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</table>
|  | ____ The application describes the targeted staff size, staffing plan, and projected student to teacher ratio. The ratio is consistent with the stated mission of the school and the needs of the students.  
____ If professional development services of BCPS are not utilized, a program of professional development is outlined.  
____ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.  |  |
| Professional/Support Personnel – Qualifications |  |  |
|  | ____ The application includes job descriptions, qualifications, personnel appraisal and accountability system.  
____ The qualification and certification of currently employed teachers and other professional staff are included.  
____ Fingerprinting and criminal background checks for all currently employed staff/volunteers are included.  
____ Resumes for all professional staff are included.  
____ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.  |  |
| Total _____ |  |  |
|  | * NOTE: The applicant may not have identified staff – it is acceptable to substitute the plan for fingerprinting and criminal background checks.  |  |
| Policy, Regulations, and Legal Requirements |  |  |
|  | ____ Assurances forms are provided.  
____ Reporting requirements and annual review process are provided.  
____ A commitment to maintain compliance with state and federal education requirements is included.  
____ If legal autonomy has not occurred, a plan for legal autonomy is included (i.e. plan of incorporation).  
____ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.  |  |
| Total _____ |  |  |
|  |  |  |
| Parent Involvement and Community Participation |  |  |
|  | ____ The application displays evidence of broad based community support.  
____ The application describes how school will build family and school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations.  
____ The application describes the role that administrators, teachers, and other school staff will play in making sure that all parents are welcome at the school, encouraged to participate, trained and involved in their child’s education.  
____ The application describes anticipated parental involvement in the school including input, comment, and/or participation in the school’s |
### Appendix G

**Total _____**

#### governance.
- Methods for handling and resolving disputes between parents and the school are identified.
- If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.

<table>
<thead>
<tr>
<th>School Facilities</th>
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</thead>
<tbody>
<tr>
<td>- The application identifies a facility to be used or presents the options under consideration. Anticipated utilization of the number and size of classrooms, common areas, recreation space, community facilities, and any residential facilities, if applicable, (i.e. dormitories or faculty housing) are included.</td>
</tr>
<tr>
<td>- If a facility is identified, documentation that it is in compliance with all applicable health and safety laws (i.e. local building codes, security, maintenance, custodial services) or a well-defined plan to renovate and bring the facility into compliance, is provided.</td>
</tr>
<tr>
<td>- If no facility has been identified, information on progress toward securing a facility, including partnership developments or other future steps toward acquisition is provided.</td>
</tr>
<tr>
<td>- Financing plans, if applicable, are described.</td>
</tr>
<tr>
<td>- If the charter school applicant or partners owns or leases a facility, a description of the ownership or lease agreement of the facility, including, specifically, potential conflicts of interest and arrangements by which such conflicts will be managed or avoided has been provided.</td>
</tr>
<tr>
<td>- Property settlement or lease documents have been provided.</td>
</tr>
<tr>
<td>- The facilities plan includes provisions for the acquisition of educational materials and supplies, furniture, and other equipment necessary to meet the educational needs of students and support the instruction by teachers and staff.</td>
</tr>
<tr>
<td>- Technology plans, including the acquisition and maintenance of computers for students have been described.</td>
</tr>
<tr>
<td>- Verification of no outstanding building code violations has been provided.</td>
</tr>
<tr>
<td>- Facility is ADA accessible.</td>
</tr>
<tr>
<td>- Schedule for occupancy of facility is included.</td>
</tr>
<tr>
<td>- Certificate of Occupancy is included.</td>
</tr>
<tr>
<td>- If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finances</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A plan for financial management and internal accounting procedures is provided and is consistent with standard accounting practices.</td>
</tr>
<tr>
<td>- A detailed four-year estimate of the school budget is included.</td>
</tr>
<tr>
<td>- A detailed budget for start-up expenses is included that covers the planning and capital expenses necessary prior to the opening of school.</td>
</tr>
</tbody>
</table>
___ The budget for the length of the proposed contract covers all projected sources of revenue and includes planned expenditures with an accompanying narrative.
___ The budget includes a detailed sensitivity analysis and financial plan based on enrollment with contingency plans for reduced enrollment.
___ Detailed cash flow projections for the first year are displayed month by month with a plan to adequately fund cash flow shortfalls.
___ Fund-raising plans, if applicable, are included.
___ Operating and Capital budget projections are provided.
___ A fixed assets policy is provided.
___ Ownership and inventory control process for materials and equipment is provided.
___ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.

| Total ______ |

<table>
<thead>
<tr>
<th>Recruiting and Marketing Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Plan is in place that will attract a sufficient pool of applicants.</td>
</tr>
<tr>
<td>___ If applicable, steps to reach a broad range of students are in place.</td>
</tr>
<tr>
<td>___ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
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</tbody>
</table>

| Total ______ |

<table>
<thead>
<tr>
<th>Risk Management</th>
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<tbody>
<tr>
<td>___ Civil Liability insurance is provided.</td>
</tr>
<tr>
<td>___ General Liability insurance is provided.</td>
</tr>
<tr>
<td>___ Procedures are in place to ensure that unauthorized persons are not able to enter the school or its premises.</td>
</tr>
<tr>
<td>___ The application provides an emergency plan that is compliant with MSDE emergency planning guidelines for local school systems and schools.</td>
</tr>
<tr>
<td>___ The plan describes procedures to maintain emergency contact information for all students.</td>
</tr>
<tr>
<td>___ A description of the plans to conduct regular fire drills is provided.</td>
</tr>
<tr>
<td>___ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
</tr>
</tbody>
</table>

| Total ______ |

<table>
<thead>
<tr>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ If applicable, a timetable for registering and admitting students, including lottery procedures is provided.</td>
</tr>
<tr>
<td>___ If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative.</td>
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| Total ______ |

<table>
<thead>
<tr>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Plans for transporting students are included.</td>
</tr>
</tbody>
</table>
| ___ Definition of “reasonable distance” is included in the transportation
| Total _____ | Policies regarding equal access for all students is provided. 
| OVERALL TOTAL | If a waiver was requested on any item in this section, it included a solid justification along with a feasible and reasonable alternative. |
COMMENTS (MANDATORY): Your comments must include a detailed and complete rationale of any scores given to the applicant for your assigned area(s).

* If necessary, use the back for further comments.

Signature: ________________________________ Date: ________________

Name (Printed): ________________________________

Title: ________________________________

Area(s) Reviewed: ________________________________

Thank you for your time and expertise!
# Attachment A. Application Checklist

<table>
<thead>
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<th>Page Number</th>
<th>Section</th>
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<td>1</td>
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</table>

## Application Checklist

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<th>Attachment A</th>
<th>Public Charter School Proposal Form</th>
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### 1. Application Summary

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<th>Note</th>
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<td>Any section left incomplete, including issues left blank or unanswered, will result in an application being deemed <strong>INCOMPLETE</strong>. All information will be verified for accuracy.</td>
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</table>

### 2. Planning and Development

<table>
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<th>Note</th>
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</table>

### 3. Mission Statement

<table>
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<tr>
<th>Description</th>
<th>Note</th>
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<tbody>
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<td>Mission and Goals</td>
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### 4. Operations

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<td>Any section left incomplete, including issues left blank or unanswered, will result in an application being deemed <strong>INCOMPLETE</strong>.</td>
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### 5. Background Information

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<td>Employment History</td>
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<tr>
<td>Education History</td>
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</tr>
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### 6. Attachment, Description, and Comments for Background and Credit Check

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<th>Note</th>
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<td>Any section left incomplete, including issues left blank or unanswered, will result in an application being deemed <strong>INCOMPLETE</strong>. All information will be verified for accuracy.</td>
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### 7. Compliance Assessment

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<tr>
<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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### 8. Amendments

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<tr>
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<td>Objectives</td>
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<td>Graduate, Staff, etc.</td>
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</tr>
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<td>Support Population and Geographic Area</td>
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</tr>
<tr>
<td>Page</td>
<td>Academic Program, Standards, Curriculum &amp; Assessment</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>- Describe educational programs</td>
</tr>
<tr>
<td></td>
<td>- Data and objectives for each CPM Master Plan</td>
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<td>- Creative Instructional Methods</td>
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<td>- Recognized Educational Standards</td>
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<td>- Special Education Standards</td>
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<td>- School Performance Standards</td>
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<td>- Distribution of core academic subjects</td>
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<td>- Student achievement goals</td>
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<tr>
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<td>- Learning standards and curriculum</td>
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<td>- Rubrics of state assessments administered by school</td>
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<table>
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<tr>
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<th>Student Assessment</th>
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<tbody>
<tr>
<td></td>
<td>- Plans to assess student performance in core academic areas</td>
</tr>
<tr>
<td></td>
<td>- Baseline norms for student academic achievement levels established</td>
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<tr>
<td></td>
<td>- Baseline norms (projected) for student academic achievement levels established</td>
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<td></td>
<td>- Evaluation of program effectiveness</td>
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<tr>
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<td>- Analysis used to guide program improvements</td>
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<td></td>
<td>- Student participation in statewide assessment programs</td>
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<tr>
<td></td>
<td>- Requirements for graduation (secondary education applicants only)</td>
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<tr>
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<td>- Data on localหลักวัด</td>
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<td>- Adjusting needs of students at risk of academic failure</td>
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<th>Management Structure</th>
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<td>- Analysis of demographics (as applicable)</td>
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<tr>
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<td>- Profiles of the ages and grades of the school</td>
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<td></td>
<td>- Ethnic makeup of students</td>
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<td></td>
<td>- Needs assessment of parents and professionals</td>
</tr>
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<td>- Method for resolving conflicts</td>
</tr>
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<td>- List of by-laws</td>
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<th>Student Policies and Services</th>
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<td>- Alternatives for (as applicable)</td>
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<td>- Drop out policy</td>
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<td>- Food Services</td>
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<td>- Parent Teacher Conferences</td>
</tr>
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<td></td>
<td>- Student participation in extracurricular activities</td>
</tr>
<tr>
<td></td>
<td>- Appropriate technology, libraries, and audiovisual aids</td>
</tr>
<tr>
<td></td>
<td>- Procedures for dissolution of school</td>
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<td>- Code of Student Conduct</td>
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<th>Student Support Services</th>
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<td>- Written policies and procedures</td>
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<td>- Enrollment and attendance areas</td>
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<td>- Compensatory education</td>
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<td>- Dropouts policies</td>
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<td>- Student discipline and behavior</td>
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<td>Human Resources</td>
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<td>- <strong>Teacher of Instructional Staff</strong></td>
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<td>- <strong>Induction of substitute certification waiver</strong></td>
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<td>- <strong>Living standards</strong></td>
<td></td>
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<tr>
<td>- <strong>Teacher qualifications to parents</strong></td>
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<tr>
<td>- <strong>Long-range staffing size and plan</strong></td>
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<td>- <strong>Professional Development</strong></td>
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<tr>
<td>Professional Support Personnel - Qualifications</td>
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<tr>
<td>- <strong>Job descriptions</strong></td>
</tr>
<tr>
<td>- <strong>Qualifications and certification of teachers and other professional staff</strong></td>
</tr>
<tr>
<td>- <strong>Preparation and completion background checks for all staff/volunteers</strong></td>
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<tr>
<td>- <strong>Retirement for all professional staff</strong></td>
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<td>- <strong>Personnel appraisal and accountability system</strong></td>
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<table>
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<tbody>
<tr>
<td>Policy, Regulations, and Legal Requirements</td>
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<td>- <strong>Assurances</strong></td>
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<td>- <strong>Reporting requirements and annual review process</strong></td>
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<td>- <strong>Civil liability insurance</strong></td>
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<td>- <strong>General liability insurance</strong></td>
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<td>- <strong>Compliance with state and federal education requirements</strong></td>
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<td>- <strong>Legal records</strong></td>
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<td>- <strong>Child development center license (if applicable)</strong></td>
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<tr>
<td>Parent Involvement and Community Participation</td>
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<tr>
<td>- <strong>Building family-school partnerships</strong></td>
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<td>- <strong>Parental involvement</strong></td>
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<td>- <strong>Staff involvement</strong></td>
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<td>- <strong>Partnerships with community organizations</strong></td>
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<td>- <strong>Community support</strong></td>
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<td>- <strong>Schooling programs</strong></td>
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<td>- <strong>Operation of existing school (if applicable)</strong></td>
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<th>88</th>
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<tbody>
<tr>
<td>School Facilities</td>
</tr>
<tr>
<td>- <strong>Facilities, location, and present use</strong></td>
</tr>
<tr>
<td>- <strong>Examination and description</strong></td>
</tr>
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<td>- <strong>Partnership development and acquisition of school building</strong></td>
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<td>89</td>
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<tr>
<td>- <strong>Financing plans (if applicable)</strong></td>
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<tr>
<td>- <strong>Notification of facility</strong></td>
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<td>- <strong>Ownership or lease agreement</strong></td>
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<td>- <strong>Description of facility</strong></td>
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<td>- <strong>Exterior (if applicable)</strong></td>
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<td>- <strong>Admission of educational materials, supplies, furniture, etc.</strong></td>
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<td>- <strong>Verification of no outstanding building code violations</strong></td>
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<td>- <strong>ADA accessibility</strong></td>
</tr>
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<td>- <strong>Schedule for occupancy</strong></td>
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<td>- <strong>Certificate of Occupancy</strong></td>
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<tr>
<td>Financial</td>
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<td>- <strong>Financial management and internal accounting procedures</strong></td>
</tr>
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<td>- <strong>Revenue estimate of school budget</strong></td>
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## Attachment A. Application Checklist
### Appendix H Revised

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<td>___ Pages numbered consecutively</td>
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<tr>
<td><strong>Application/Guidance</strong></td>
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<tr>
<td>2</td>
<td>___ Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE. All information will be verified for accuracy.</td>
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<tr>
<td><strong>Attachment J</strong></td>
<td><strong>Public Charter Concept Proposal Form</strong></td>
</tr>
<tr>
<td><strong>Attachment J</strong></td>
<td><strong>Prospectus</strong></td>
</tr>
<tr>
<td><strong>Public Charter School Application</strong></td>
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</tr>
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<td>3</td>
<td>___ Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE. All information will be verified for accuracy.</td>
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<tr>
<td><strong>Application Summary</strong></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Establishment</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>___ Profile of Founding Group</td>
</tr>
<tr>
<td></td>
<td>___ Management and Administrative Structure</td>
</tr>
<tr>
<td></td>
<td>___ Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.</td>
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<tr>
<td><strong>Mission Statement</strong></td>
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<td>8</td>
<td>___ Mission and Goals</td>
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<td><strong>Goals</strong></td>
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<tr>
<td><strong>Student Population</strong></td>
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<td>___ Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.</td>
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<td><strong>Background Information</strong></td>
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<td>___ Employment History</td>
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<td></td>
<td>___ Education History</td>
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<td></td>
<td>___ Statement of Intent</td>
</tr>
<tr>
<td><strong>Affidavit, Disclosure, and Consent for Background and Credit Check</strong></td>
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<tr>
<td>11</td>
<td>___ Signature</td>
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<td>___ Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE. All information will be verified for accuracy.</td>
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<td>___ Admission Procedures</td>
</tr>
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<td>___ Nonsectarian Statement</td>
</tr>
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<td></td>
<td>___ Agreement to Participate in Training and Professional Development</td>
</tr>
<tr>
<td></td>
<td>___ Special Education/Exceptional Student Services Training</td>
</tr>
<tr>
<td></td>
<td>___ Agreement to Comply with Audit Requirements</td>
</tr>
<tr>
<td></td>
<td>___ Agreement to Comply with Maryland Student Assessment</td>
</tr>
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<td>___ Signatures</td>
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<tr>
<td><strong>Educational Plan</strong></td>
<td></td>
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<td>13</td>
<td>___ Objectives</td>
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<td>___ Grades, number, etc.</td>
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<td>___ Student Population and Geographic Area</td>
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<td><strong>Academic Program, Standards, Curriculum &amp; Assessment</strong></td>
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<td>17</td>
<td>___ Describe educational program</td>
</tr>
<tr>
<td></td>
<td>___ Goals and objectives of the BCPS Master Plan</td>
</tr>
<tr>
<td></td>
<td>___ Outline instructional methods</td>
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</table>
— __Exceptional Education Students
— __Special Education Students
— __School Calendar
— __Timeframe on core academic subjects
— __Student achievement goals
— __Learning standards and curriculum
— __Schedule of state assessments administered by school

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**Student Assessment**

— __Plans to assess student performance in core academic areas
— __Baseline student academic achievement levels established
— __Baseline rates compared to academic progress achieved
— __Evaluation of progress comparison
— __Methods used to identify educational strengths
— __Student Participation in statewide assessment programs
— __Requirements for graduation (secondary education applicants only)
— __State or local rules waived
— __Meeting needs of students at risk of academic failure

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**Management Structure**

— __Articles of Incorporation (if applicable)
— __Profile of the operators of the public charter school
— __Business arrangements or partnerships
— __Relevant expertise of retained consultant or professionals
— __Method for resolving conflicts
— __Set of By-laws

57

**School Management**

— __Management structure of the school
— __Administrative management structure of the school
— __Roles and responsibilities of management board
— __Organizational chart for school with narrative description
— __Code of Ethics
— __Public meetings (if applicable)

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**Student Policies and Services**

— __Alternate policies (if applicable)
— __Dress code policy
— __Food Services
— __Health Services
— __Student participation in extracurricular activities
— __Appropriate technology, libraries, and other media plans
— __Procedures for dissolution of school
— __Code of Student Conduct

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**Student Support Services**

— __Written policies and procedures
— __Enrollment and attendance data
— __Compulsory attendance
— __Nonresident tuition policy
— __Student withdrawals and dismissals
— __Promotion of students
— __Discipline procedures – suspensions - expulsions
— __Student records and forms
— __Immunizations

75

**Human Resources**

— __Roster of instructional staff
— __Indication of teacher certification waiver
— __Hiring standards
<table>
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<th>Details</th>
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<tr>
<td>Teacher qualifications to parents</td>
<td><strong>Teacher qualifications to parents</strong></td>
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<td><strong>Targeted staffing size and plan</strong></td>
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<td>Fingerprinting and criminal background checks for all staff/volunteers</td>
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<td>Plans to ensure safety and security of students and staff</td>
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<td>Proposed school insurance coverage plans</td>
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Baltimore County Public Schools

September 1, 2019

Dear Mr. Weber:

On behalf of the review team for the Baltimore County Public Schools, we look forward to visiting the Woodlock Job Corps Center on Wednesday, September 7, 2016 from 9:30-11:30 AM. Attached is a listing of the team members who will be attending, and the designated content areas they represent.

The reviewers have raised several questions/preoccupations related to curriculum, budget, and financing, insurance, and documentation. These will probably be the initial basis of our discussion on September 7.

Curriculum

English Language Arts

- What specific grade levels will address specific Core Learning Goals?
- How will testing and grading skills be addressed?

Concerns:

There is a gap in Schedule B (located in reading) which does not appear to align with CEEB Level readiness. This will impact preparation for English II HS4. There appears to be some inconsistencies in terms of measurement criteria, for example, MARIE no longer uses 5-part rubric to measure reading or writing.

Social Studies

- To what degree does the planned curriculum in social studies align with the BCPS integrated curriculum in social studies?

Science

- Is it ensured that the BCPS science curriculum will be used?
- Are the specific instructional techniques geared to science which will be incorporated in the program?

Greg Weber

Atlantic Associates, Inc.

10466 Little Patuxent Parkway, Suite 220

Columbia, MD 21044

September 1, 2016
Mathematics

- Will the mathematics sequence include Algebra I, Geometry, and Algebra II? (BCPS expects all students to graduate with these three credits minimally)

- In addition to the "new traditional" strategies, what alternative methods of instruction will be provided to ensure all students master the curriculum?

FYE

- Are the financial activities in FYE programming to meet BCPS and Maryland course and curriculum standards?

- Which of the four BCPS Career Completion/vocational programs currently approved for all or Health will be used, given that the Health Occupation does not initially appear to provide the content required by MSDE?

- Will the Foundations of Technology course (5) be offered?

ESOL

- Will students come to the Office of World Languages for instruction as all other ESOL students do? If not, who will determine and determine eligibility to receive ESOL services?

- The proposed study plan includes an English as a Second Language (ESOL) program. What will happen when students who speak World English are placed in an English as a Second Language program? These students may have English as their native language and require ESOL.

- The proposed plan identifies a new to determine progress toward exiting the ESOL program. The type of ESL materials used at special education schools would be established at the state level. Will both meet these criteria?

- Will the collection and maintenance of records for ELs? The county is audited by the department of education in the state, and this will be completed at the state level.

Budget and Finance

- Is the expectation that BCPS will provide specific services to the students? If so, please identify those.

- Please indicate if Adams & Associates is planning on purchasing specific services from BCPS or in the alternative, that BCPS will provide these specified services without charge? Or is it the
expectation that Adams and Associates will be either outsourcing such services or providing them
using their own resources?

Student Support Services

- Is there a waiver for student discipline procedures?
- Presently, how many non-resident 16 and 17-year-olds attend the Woodrow program?
- Why is a waiver needed for student discipline, if you are instituting new standards?
- Who will be responsible for 'teaching' of students? Will you expect BCPSS school workers, staff, or psychologists to support the waiver approval in the area?

Guarantees

- In the guarantee of program approval, do they have their own insurance? If so, a letter will be necessary to indicate that they are the primary insurance carrier.

Wavers

- Could you be more specific regarding the waivers you anticipate requesting from BCPSS?

Documentation

- Could you please provide the documents previously requested which are attached to the application and which are part of the application itself. We have noted those documents which are current upon approval of the application under contract and for operation of school.

We look forward to continuing our discussion on September 7. To that end, I should like to know if there is any information we can provide and which would be helpful. Please let me know.

In response to your question regarding attendance at the next Board meeting, I do not anticipate attendance at the application during the Board meeting on September 7.

Please do not hesitate to contact me should you have any questions regarding our proposed visit.

Sincerely,

[Signature]

Phyllis Kelley, Executive Director
Special Programs, PreK-12

[Address]

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures, and encumbrances to date, and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2005 and FY2006 General Fund Revenue Budget. Figure 2 provides an overview of the FY2006 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of September 30, 2004 and 2005. Figure 4 is a comparative statement of budget to actual revenues, expenditures, and encumbrances.
**Baltimore County** – The FY2006 county appropriation increased $21.3 million, 3.7% over the FY2005 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is $67.4 million, 11.4% of the budget, as compared to $63.4 million, 11.1% of the budget, for FY2005.

**State of Maryland** – The FY2006 state appropriation increased $42.8 million, 12.5% over the FY2005 budget. The increase is the result of the third year of the Maryland *Bridge to Excellence in Public Schools Act*. The majority of state funds are received bi-monthly in equal installments. Two of the bi-monthly payments have been received, and actual revenues to date are in line with the budget.

**Other Revenues** – The other revenue budget is comprised of the re-appropriation of the prior year’s fund balance of $4.3 million, out-of-county living arrangement payments from other local education agencies (LEAs) which are estimated to be $4 million and are generally collected at year-end, tuitions, and sundry revenues. The year-to-date revenue includes summer school and other tuition, the re-appropriation of the prior year’s unspent fund balance of $4.3 million, and sundry other revenues of approximately $825,000.
**General Fund Expenditure Budget**

**Year-to-Date Comparison**

**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through September 30, 2005, are $214 million, 21.7% obligated, compared to $180 million, 19.5% obligated, for the same period in FY2005. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 22.2% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month, school-based personnel (e.g., Instructional Salaries, Special Education, Pupil Personnel, Health Services, and Transportation) average 12.4% of the budget, which is in line with the percentage of the school year that has elapsed. The increase in salary expense is attributable to salary restructuring for all employees and additional positions to expand full-time kindergarten and other programs. The increase in year-to-date FY2006 total non-salary expenditures and encumbrances results primarily from additional costs in administration, transportation, and operation of plant. These additional costs are for expenditures obligated for the upgrade of the Board’s financial system, and the costs of fuel, utilities, and contracted services. Additionally, a significant portion of the contracted services in the Special Education budget have been encumbered for the year, and increases have occurred in Fixed Charges primarily from an increase in health benefit costs.
Administration and Mid-level administration – Year-to-date FY2006 expenditures and encumbrances in administration have increased $5.2 million over those expended during the same period in FY2005. This increase results primarily from an increase in contracted services related to the upgrade in the Board’s financial system. Mid-level administration expenditures are in line with the budget and are comparable to the prior year.

Instructional salaries – The budget for instructional salaries was increased by $19 million in FY2006 to include additional funding for salary restructuring and step increases. The budget increase also resulted from added instructional positions required to expand full-day kindergarten programs to ten additional schools and for special education kindergarten at five additional schools.

Instructional textbooks and supplies – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was increased by 11.6%, or approximately $2 million, for the year. The increase in the budget is attributable to $1.1 million for additional library books for elementary schools, an increase of $130,000 for elementary programs, and additional increases in school-based expenditures. To date, $6 million, 30.9% of the FY2006 budgeted funds, has been committed; the remaining budget will be spent throughout the year to purchase additional consumable classroom supplies, library books, and other media.
• **Other instructional costs** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. This category’s budget was decreased by $2.1 million to more closely reflect the expenditures anticipated. The prior year’s budget had costs of $2.7 million for additional computers that were purchased last school year. To date $5.4 million, 46.5% of the FY2006 budgeted funds, has been committed. Generally a majority of these expenditures are committed early in the school year to prepare for the opening of school.

• **Special education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2006 salary budget includes increased funding for salary restructuring, step increases, and the addition of 35 full-time employees to support expansion of kindergarten special education inclusion programs. Also, $37.7 million (96.5%) of the FY2006 special education non-salary budget is for private placement of children in non-public schools. To date, 63.9% of the original budgeted funds for private placement, $23.7 million, have been committed, compared with $8.2 million, or 25.2%, committed at September 2004.

• **Student personnel and Health services** – Year-to-date FY2006 expenditures and encumbrances are currently in line with the budget.

• **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased $2.6 million, which can be attributed primarily to $1.1 million of additional capital lease obligations and $1.2 million of additional fuel cost and increased costs for parts and maintenance. As of September 2005, 85% of the non-salary budget has been committed, compared with 87% committed as of September 2004. The expenditures for salaries increased because of an additional pay day during the period and also because of increased costs for additional driver and attendant positions which were added this year.

• **Operation of plant** – This category contains costs for custodial and grounds keeping salaries for the care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are included here. The non-salary expenditure budget for this category has increased 12.5% primarily because of the expected increase in the cost of utilities of $2.7 million. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $24 million. Other expenditures in this category include the cost of building rent, $2.3 million, property insurance, $1.1 million, trash removal, $850,000, telecommunications, $1.8 million, and copier maintenance of $660,000. As of September 2005, 91% of the non-salary budget has been committed, compared with 88 % as of September 2004.

• **Maintenance of plant and capital outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The budgeted expenditures in this category include $1.1 million for rent of modular facilities, $6.8 million for maintenance (including service contracts), $1.5 million for maintenance under the Aging School Program, and $1.5 million for transportation costs related to maintenance vehicles. The capital outlay category includes expenditures related to acquisition and construction of land, buildings, and equipment. Year-to-date FY2006 expenditures and encumbrances for maintenance of plant have increased 25%, or $1.5
million over last year. The increase is attributable to earlier encumbrances for service contacts for electrical, mechanical, and other types of services. Capital outlay expenditures to date are for contracted services and other costs. Salary expenses for both categories are in line with the budget.

- **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 69% and 25% of the Fixed Charges budget, respectively. The FY2006 budget includes an increase of $12.1 million, primarily as a result of increases in premium rates for health insurance. Year-to-date FY2006 expenditures and encumbrances are in line with the budget.
### Revenues:

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<td>Rev/Exp/Enc. as of 09/30/04</td>
<td>Earned or Obligated</td>
<td>Adjusted Budget</td>
<td>Rev/Exp/Enc. as of 09/30/04</td>
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<td>Baltimore County</td>
<td>$570,385,533</td>
<td>$63,410,755</td>
<td>$560,974,778</td>
<td>11.1%</td>
<td>591,656,029</td>
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<td>State of Maryland</td>
<td>342,566,986</td>
<td>110,925,737</td>
<td>231,641,249</td>
<td>32.4%</td>
<td>385,323,375</td>
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<td>Other</td>
<td>8,475,312</td>
<td>2,372,141</td>
<td>5,203,591</td>
<td>38.6%</td>
<td>10,886,983</td>
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<td>Total revenues</td>
<td>921,428,251</td>
<td>177,608,633</td>
<td>$743,819,618</td>
<td>19.3%</td>
<td>987,866,387</td>
<td>197,336,466</td>
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### Expenditures and encumbrances:

- **Administration**
  - Salary: $15,181,770
  - Non-Salary: $3,654,558
- **Mid-level administration**
  - Salary: $56,683,247
  - Non-Salary: $5,592,279
- **Special education**
  - Salary: $79,191,225
  - Non-Salary: $36,233,248
- **Pupil personnel**
  - Salary: $4,361,971
  - Non-Salary: $154,236
- **Health services**
  - Salary: $9,608,799
  - Non-Salary: $157,860
- **Transportation**
  - Salary: $24,125,796
  - Non-Salary: $12,638,504
- **Operation of plant**
  - Salary: $32,016,991
  - Non-Salary: $30,716,062
- **Maintenance of plant**
  - Salary: $9,823,730
  - Non-Salary: $10,512,858
- **Fixed charges**
  - Non-Salary: $179,052,298
- **Capital outlay**
  - Salary: $1,931,742
  - Non-Salary: $208,150
- **Total Salary**
  - $607,342,029
- **Total Non-Salary**
  - $314,086,222
- **Total expenditures and encumbrances**
  - $921,428,251

Comparison of FY 2005 and FY 2006 Revenues, Expenditures, and Encumbrances

For the Periods Ended September, 2004 and 2005

General Fund

**Figure 4**

Prepared by: Office of Accounting and Financial Reporting, October 14, 2005
North West Advisory Council Pre-Budget Report
October 18, 2005

The North West Advisory Council held a hearing on the BCPS Operating Budget on October 18, 2005. The format has been changed this year to allow for another hearing in the spring on the Capital Budget. Since this was the first year for this change, we heard testimony on both budgets at this hearing. The different budget suggestions are both incorporated into this report, but we have divided them into the two budget areas. We have also tried to prioritize the items in each category to show those items that we felt were the most pressing to the community. Several people who testified did thank the Board of Education for items that had been included in the past budget.

The Council assured the people who testified that the information would be shared with the entire Board of Education. The Council would like to thank School Board Members, Joe Palozzi, Joy Shulman, and Student Member Gabrielle Wyatt for joining us for the evening as well as Deputy Superintendent Chris Johns. Also the council would like to thank Dr. Scott Gehring and Katherine Barnes from the North West Office for their help with the evening. Members of the North West Advisory Council present were Michael Franklin, Susan Katz, Noel Levy and Abby Beytin.

First we will address the operating budget issues.

• Teacher salaries and the need to increase them.
  Several people spoke to this issue. If we want to stay competitive and attract and retain highly qualified teachers, we will have to address this issue.
• Staffing concerns including, an assistant in every kindergarten class, smaller class sizes in the primary grades, and staffing formulas that are flexible to meet the needs of our diverse schools.
  Some kindergarten classes have 23 to 29 students and no assistant. Research shows that the earliest grades are the most crucial and can make the most significant positive change in a child’s educational life. The kindergarten classes should be smaller and have assistants to utilize this most important educational opportunity. A more flexible staffing formula for example extra guidance counselors in a particularly needy population should be able to be accessed. One size does not fit all.
• More Special Education Resources and teachers
  With inclusion needs, more special education resources are needed to address the needs within a classroom. Time for collaboration between teachers, assistants to offer one on one time with students, and the ability and time to reteach those students struggling with concepts are all crucial for the success of the inclusion model.
• More Advanced Placement Courses especially at Milford Mill Academy
  Milford Mill in particular needs more AP classes to encourage the students to achieve at high levels.
• More Gifted and Talented Resource teachers
  Gifted and Talented resource teachers are necessary to help highly able students achieve at their fullest potential.

• More French teachers for the Wellwood program
  The French magnet has been very successful and the students in the rest of the school would be well served if they too had access to French. Learning a foreign language is a proven way to increase student learning in all areas.

• A Performing Arts Magnet for the west side of town at Milford Mill Academy
  The Carver Arts Center cannot address all the needs for this popular magnet program. Milford Mill is a school where an Arts Center for the western part of the county can be supported.

• Career and Technology program support
  As always the career and technology program provides necessary training and real life experiences that are invaluable to many of our students in a multifaceted educational system.

• Musical Instruments
  The instruments in many schools are in deplorable condition. Our least financially able students do not get the benefits from the program that our students who can afford to rent an instrument receive. We need to ensure that good working musical instruments are available to all our students.

Next we will address the Capital Budget Issues.

• A new Owings Mills Middle School
  This was definitely the hot topic of the evening. The community has been fighting for this new middle school for decades. The fact that Owings Mills, a targeted growth area for Baltimore County, does not have its own middle school is inconceivable. The neighboring middle schools have been overcrowded for a long time with no end in sight.

• Air Conditioning at non-air conditioned schools
  Imagine working and being productive in a space that is well over 90 degrees for hours on end. We want the best from our students and staff but do not give them the best in facilities or even just okay facilities to achieve those goals. Milford Mill Academy had their exhaust fans removed so air conditioners could be installed. The air conditioners never were installed and now it is hotter than ever because there is no ventilation.

• Parking lots additions especially at Campfield Early Childhood Center
  There are not enough spaces for the staff let alone the parents at Campfield and Scotts Branch. This has created an unsafe environment for students.

• Covered Walkways from outer buildings especially at Scotts Branch
  It is bad enough that the students have to use outer buildings for classes, but to have to walk outside in an uncovered area during all types of weather is an unnecessary burden on them.
Science Lab updates at Milford Academy

Milford Mill has antiquated science labs. If the students are to perform to their best abilities, they should have science labs that will help them to fulfill that goal. Since several of the safety features built into science labs are not available or not working at Milford Mill, than safety is also a huge concern.

Included with the report are the testimony sheets of anyone who testified and submitted their testimony as well as anyone who submitted written testimony only. Members of the council have met and discussed the issues addressed at the hearing to determine what we felt the main issues of the evening were. We thank the Board of Education for the opportunity to share the community concerns with the Board members.

Respectfully submitted by,

Abby Beytin, chair
Minutes
SW Education Advisory Meeting
Pre-Budget – October 19, 2005
Catonsville Middle School

Council Attendees: Brian Bailey, Elizabeth Lee, Sharon Loving, Sam Macer, Lisa Orens (chair), Christina Parr

Speaker sign up begun approximately 6:00 pm

Student led individual tours begun approximately 6:00 pm.

Public Meeting called to order at 7:02 pm by Lisa Orens.
Attendance: Approx 30 (including 5 principals)
Speakers: 7
Reports: 6

Thanks extended to all in attendance. Explained that council members host with purpose of hearing from the community what is need to help schools operate. Further remarked that if the concern is facilities related, speakers are encouraged to present, but that the issue may be a capital need that would be better heard in the spring. Introductions made to County Board of Education members present: Dr. Warren Hayman, VP; Joseph Pallozzi; Roger Jensen; Gabrielle Wyatt, Student Rep. Additional introductions made: Dr. Christine Johns, Deputy Superintendent; Bob Haines, Deputy Superintendent; Manuel Rodriguez, Assistant Superintendent for SW area; Susan Wilken, Assistant to the Assistant Superintendent for SW area; show of hands for Principals from 5 SW area schools. Other council members introduced with request for perspective new members to contact Lisa.

Speaker: Ann Waters – PTSA, Catonsville Middle*
Request made to consider and recognize need to budget to:
• Staff for smaller class sizes (daughter at Catonsville Middle and some classes exceed 40 students)
• Provide competitive teacher salaries and retirement plans as means to attract highly qualified teachers
• Improve technology needs as all schools, not just those schools with grants
• Support building upgrades (e.g., air conditioning)

Additional request made to ensure acceptable calendar scheduling. As an example, from the months of September through December 2005, only 8 weeks are full weeks of school.

Speaker: Deidre Bacon, PTA Hebbville Elementary*
Request made to consider building upgrades including air conditioning and new window and blinds. History she received is that a reconstruction project three years ago for upgrades including plumbing and windows was overspent so the windows were not replaced. She would like to know where Hebbville is on the priority list as there are now safety hazards such as falling blinds and inoperable windows (cannot be opened to allow air circulation on hot days). She will plan to return in the spring as she now recognizes these to be capital budget requests.
Speaker: Rob Lesnevich – Parent, Hillcrest Elementary*
Called attention to several situations surrounding use of relocatables. Rob has a child in a homeroom in a relocatable and he has received no information regarding procedures for drop-off/pick-up or transitions to and from main building. He witnessed an occasion where a child was locked out of both the trailer and the main building who resorted to knocking on windows in an attempt to gain access. This and other incidents highlight many safety issues surrounding use of relocatables. BOE policy 4007 recognizes the requirement to provide a safe and healthy environment; policy 4413 requires no student be left unattended. Due to use of relocatables, this is not occurring, particularly during times when students leave the trailer to use restrooms located in the main building.

Speaker: Lisa Cellini – Parent, Arbutus Elementary and Arbutus Middle*
Request made to consider air conditioning in both schools. As health related issue, of 915 middle school students, 81 have asthma, 48 have allergies, and 21 are using inhalers during school hours. She will plan to return in the spring as she recognizes these to be capital budget requests.

Speaker: Kelly Dixon – Parent, Hillcrest Elementary*
Request made for boundary change consideration for 18 students to continue education with established peer group by attending Catonsville MS rather than Arbutus MS. For more than 10 years, message has been that there is overcrowding at Catonsville MS; but current reports indicate new communities being built near area otherwise districted for Arbutus are being “promised” that their children would attend Catonsville MS.

Speaker: Veronica Burton – Parent, Woodmoor Elementary*
Tori Curry spoke for Veronica to request funding for building upgrades including replacement windows and doors and new blinds. Current windows do not open to allow air exchange and have pealing seals. Some are Plexiglas, some are frosted while others are clear. Blinds are falling off. The draft under the door in the Pre-K room where the children spend a majority of time on the floor is so bad parents brought in towels to block the cold air. Parent volunteer opportunities are restricted because parents do not want to remain in the building for Back to School night or other events due to inappropriate air temperatures. The concerns expressed regarding air conditioning needs at Hebbville and use of relocatables at Hillcrest were reiterated as issues at Woodmoor. Parent petition submitted containing 342 parent signatures.

Speaker: Elizabeth Lee – Parent, Catonsville Elementary
Concern expressed regarding two issues: building maintenance and air-conditioning need. Maintenance issues include pealing paint, deteriorated carpet and broken toilets. BCPS has 4-6 painters on staff for the entire county. Therefore, a first request would be to provide funding to increase maintenance staff. Second request is capital budget request but expressed concern for lose of parent involvement due to air quality. Specifically, her husband refuses to volunteer due to his asthma. Parents have express willingness to purchase window units but are unwilling to do so because of bureaucratic hassles.

Public meeting adjourned at 7:35pm.
*Indicates report provided by presenter.
Business meeting called to order at 7:57 pm by Lisa Orens
Members in attendance: Brian Bailey, Elizabeth Lee, Sharon Loving, Sam Macer, Lisa Orens (chair); others in attendance: Rob Lesnevich, Joe Pallozzi, Cindy Saathoff, Anne Waters

A. Member discussion:
   1. Christina Parr (junior) from Catonsville HS has joined and Nathan Price II (senior) from Western School of Technology will be returning.
   2. Received name for students from Lansdowne HS (senior), but still need student (junior) from Woodlawn HS.
   3. Other interested persons may include some present.
   4. Reported that Anita’s term ended in 2004 per Brenda Stiffler.
   5. Sam Macer questioned Lisa Orens regarding whether Dr Rodriguez knew he was supposed to be a driving force at meeting for SWEAC. Sharon Loving questioned if this directive should come from Dr. Hairston. Sam responded that he posed the question to Lisa so she can handle the situation how she believed appropriate. Brian Bailey remarked that it was helpful that Susan Wilken was present at the previous meeting and able to respond to questions from the council in the form of a Word document. Sam expressed that he believes either Dr. Rodriguez or Susan Wilken should be present at all meetings. Sharon remarked that she questions Susan regarding her departure after the hearing portion of the meeting and that Susan responded by stating that since she was at the previous meeting, Dr. Rodriguez would remain for this one.

B. Old Business
   1. Elizabeth Lee reported that she went to Westchester ES, Catonsville ES, Hillcrest ES, and Westowne ES to distribute flyers regarding the council and the budget hearing. She indicated the office administrator at Hillcrest explained she used to serve on the council and she further suggested contacting principals by phone to solicit members.
   2. Elizabeth also reported that she contacted the Magnet Office to secure a speaker for the meeting scheduled for April 2006 but has not had a return call. Lisa indicated the previous speaker from the Magnet Office was David Lukes.
   3. Sam provided an update for the November 16 meeting. He sent an email to Patsy Helms office, and Dale Rauenzahn has been assigned as a speaker. Sam would like feedback regarding whether there is a direction toward which the meeting should focus. He indicated that one parent with whom he spoke claims to have not been successful at achieving any change regarding a bully with whom her children have contact; Sam plans to ask her to submit a report. Brian suggested a beneficial topic would include a report regarding the number of incidents reported per year for the SW area involving bullying. Sam further indicated Brian Scriven, Woodlawn MS Principal, is scheduled as a co-speaker to describe how the situation is being handled at that school.
   4. Sam has questioned the SW office via email regarding the conflict for the November 16 council meeting and the boundaries meeting scheduled for the same day. He has not had a response and is uncertain who may be present from the SW area office at the scheduled council meeting.
   5. Joe indicated that both Sam and Sharon have had their names submitted to serve on the boundaries committee.
C. Follow up on relocatables.
   1. Lisa reported she has been in contact with Meg O’Hare as coordinator for the advisory councils regarding whether there are any BOE policies concerning use of relocatables (e.g., who should use them, the type of use that may be appropriate). They are seeking additional information. Lisa believes this should be a topic and will discuss with Meg the possibility of if being the topic for a joint meeting. Sharon suggested that if the use of a relocatable will be long-term, perhaps those used should contain bathrooms to limit the need for transitions, particularly at elementary schools.
   2. Joe indicated parents could help by contacting the local government. He briefly explained a current surplus in the budget and suggested petitioning the government to request the funds be used for schools.

D. Other. Elizabeth questioned whether a PTA could purchase air conditioning window units. Lisa explained that in the past when it was offered, it was explained that any work to be done would have to go out to contract in accordance with public school policy and that the process took too long to allow any purchase to occur; however, there was no indication it was prohibited. Joe indicated there are several things to consider, including whether or not the building has sufficient power to support window units. Sharon further indicated that PTA training advised her that equipment is not acceptable spending for a PTA but it would instead require a booster club. Since there are liability issues, any such purchase would have to be gifted to the school (e.g., for maintenance) so the school would have to agree to accept equipment as a gift. Lisa suggested the Education Coalition may also be interested in this topic and that she would contact Dr. Fine’s office to see if statistics might be available concerning such things as air quality or absenteeism on high temperature days.

E. Update roster.
   1. Lisa reported that Jan Thomas has been suggesting for several years that there be a line item in the BCPS budget for Advisory Councils for such expenses as postage and copies; this would be helpful for such things as distribution of flyers for recruiting new council members.
   2. Anne Waters suggested that the council name might be intimidating to anyone unfamiliar with Advisory Councils and that perhaps the focus in a flyer could be “we want to hear from you.” Sam further suggested flyers contain a disclosure that minutes are reported to the BOE. As an example, Lisa shared a history of 400+ letters from parents of Catonsville Elementary School that were sent to the SW Office during the year prior to Westchester opening; had she been aware of the council, she believes this would have been an effective method of communication to the BOE as the BOE does hear messages that come through the council.

Business meeting adjourned approximately 8:39 pm.

Next meeting scheduled for Wednesday November 16 at Woodlawn MS.

Respectfully submitted,
Sharon Loving
Secretary, SW Education Advisory Council