MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, March 10, 2009
5:30 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for March 10, 2009

IV. MINUTES

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT’S REPORT

VIII. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS AND ADVISORY COUNCIL APPOINTMENTS FROM FEBRUARY 10, 2009, AND FEBRUARY 24, 2009 (Dr. Peccia)

IX. OLD BUSINESS
A. Consideration of consent to the following Board of Education Policies (third reading): (Ms. Harris)

- Proposed Changes to Policy 1110 – COMMUNITY RELATIONS: Communications with the Public—Publications, Radio, Television, and Web sites
- Proposed Changes to Policy 2300 – ADMINISTRATION: Administrative Operations
- Proposed Changes to Policy 2310 – ADMINISTRATION: Administrative Operations—Organizational Units and Structural Relationships

Exhibit A
Exhibit B
Exhibit C
Exhibit D
IX. OLD BUSINESS (cont)

- Proposed Changes to Policy 2320 – ADMINISTRATION: Administrative Operations-Line of Responsibility
  Exhibit E
- Proposed Deletion of Policy 2330 – ADMINISTRATION: Administrative Operations-Councils and Committees
  Exhibit F
- Proposed Changes to Policy 5320 – STUDENTS: Activities-O rganizations
  Exhibit G
- Proposed Changes to Policy 8140 – INTERNAL BOARD POLICY: Operations – Formulation of Administrative Regulations
  Exhibit H

B. Consideration of the Proposed Boundary Change for Chesapeake Terrace/Edgemere Elementary Schools (Ms. Satterfield)
  Exhibit I

X. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Dr. Peccia)
   1. Terminations
   2. Retirements
   3. Resignations
   4. Leaves of Absence
   Exhibit J
   Exhibit K
   Exhibit L
   Exhibit M

B. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)
   Exhibit N
   1. Active Basic, Optional and Dependent Life, Personal Accident Insurance (AD&D), and Retiree Basic and Optional Life
   2. K-8 Mathematics Cohort: Master of Arts in Education with a Concentration in Mathematics Instructional Leadership
   3. Master of Arts in Education with Concentration in Secondary Inquiry-based Science Pedagogy
   4. Petroleum Solvent Parts Washers
   5. Secondary Mathematics Cohort: Master of Arts in Education with a Concentration in Secondary Mathematics
   6. Voluntary Whole Life with Long-term Care and Critical Illness with Cancer Insurance
   7. Contract Modification: Systemic Renovations – Cockeysville Middle School
   8. Contract Modification: Renovation – Sudbrook Magnet Middle School
X. NEW BUSINESS (cont)

9. Replacement of Windows, Blinds, and Doors – Bedford Elementary School

10. Installation of Generators at Greenwood Campus

11. Utility Service – Greenwood Campus

12. Roof Design and Contract Administration Services – Halstead Academy, Prettyboy Elementary School, Carney Elementary School, Pot Spring Elementary School, and Seventh District Elementary School

13. Replacement Windows, Blinds, and Doors – Riderwood Elementary School

14. HVAC Renovation – Sandalwood Elementary School

15. Forest Conservation Easement Fee-in-Lieu – Dogwood Elementary School Addition


C. Consideration of Hearing Officer’s Opinion in Case #09-04 (Andrew Nussbaum, Esq.)

D. Consideration of School Legislation (Edward Novak, Esq)

E. Consideration of Alternative Governance Plan for Dundalk High School (Ms. Satterfield)

XI. INFORMATION

A. Revised Superintendent’s Rule 1110 – COMMUNITY RELATIONS: Communications with the Public-Publications, Radio, Television, and Web Site (Exhibit Q)

B. New Superintendent’s Rule 5320 – STUDENTS: Activities-O rganizations (Exhibit R)

XII. ANNOUNCEMENTS

A. Public Comment on the Proposed Naming of the New Towson Elementary School
XII. ANNOUNCEMENTS (cont)

B. Public Comment on the following Board of Education Policies:

- Proposed Changes to Policy 2361 – ADMINISTRATION: Administrative Operations-Student Carriers
- Proposed Deletion of 3141 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Pensions
- Proposed Changes to Policy 3142 (renumbered to 4009) – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Employee Insurance
- Proposed Changes to Policy 4100 – PERSONNEL: Professional
- Proposed Deletion of Policy 4113 – PERSONNEL: Certification

C. General Public Comment

Next Board Meeting
Tuesday, March 24, 2009
6:30 PM Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, February 10, 2009

The Board of Education of Baltimore County met in closed session at 3:58 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, J. Robert Haines, Esquire, Deputy Superintendent, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #08-18. The matter was heard in closed session.

In addition to the above listed Board members, the following persons were present for oral argument: the Appellant; Damon R. Felton, Esquire, Maryland State Teachers Association; Dr. Patricia E. Abernethy, Chief Academic Officer; Ms. Rita Fromm, Chief of Staff; Ms. Michele O. Prumo, Executive Director, Planning and Support Operations; Mr. Daniel J. Capozzi, Staff Relations Manager; Margaret-Ann F. Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Legal Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

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

Board members deliberated on the case.

The deliberation was concluded at 5:36 p.m.

On motion of Mr. Janssen, seconded by Mr. Parker, the Board adjourned at 5:36 p.m.

OPEN SESSION MINUTES

The Board of Education of Baltimore County met in open session at 5:38 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Mr. David Uhlfelder, and Miss Annette Karanja. In addition, J. Robert Haines, Esquire, Deputy Superintendent, and staff members were present.

Ms. Murphy reminded Board members of community functions and Board of Education events scheduled in February and March.

Anjanette Dixon, Esquire, Associate General Counsel, and Mr. Michael Goodhues, Chief Information Officer, provided a presentation on how the system’s procedures on electronically stored information (ESI) will be implemented.
OPEN SESSION MINUTES (cont)

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1) and (a)(7) and upon motion of Mr. Janssen, seconded by Ms. O’Hare, the Board commenced its closed session at 5:50 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:50 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Mr. David Uhlfelder, and Miss Annette Karanja. In addition, J. Robert Haines, Esquire, Deputy Superintendent, and the following staff members were present: Dr. Patricia Abernethy, Chief Academic Officer; Ms. Rita Fromm, Chief of Staff; Mr. William Lawrence, Assistant Superintendent, Northwest Area; Dr. Robert Tombback, Assistant Superintendent, Northeast Area; Ms. Lisa Samson, Assistant to the Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Mr. Lyle Patzkowsky, Assistant Superintendent, Central Area; Dr. Donald Peccia, Assistant Superintendent, Human Resources; Dr. Alpheus Arrington, Director, Human Resources; Mr. Daniel Capozzi, Staff Relations Manager; Margaret-Ann Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Dr. Peccia reviewed with Board members personnel matters to be considered on the evening’s agenda.

Mr. Nussbaum provided legal advice to the Board regarding hearing officers’ opinions in two cases to be considered that evening.

On motion of Mr. Janssen, seconded by Ms. O’Hare, the Board adjourned at 5:53 p.m.

ADMINISTRATIVE FUNCTION

Board members discussed a potential adjustment to the meeting schedule for February 24, 2009.
OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:34 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Mr. David Uhlfelder, and Miss Annette Karanja. In addition, J. Robert Haines, Esquire, Deputy Superintendent, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Sonny Lory and Spenser Twigg-Wirtz, Boys Scout Troop 451, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Hearing no additions or corrections to the Report on the Board of Education Work Session of December 16, 2008; the Open and Closed Minutes of January 13, 2009; the Report on the Board of Education Public Hearing of January 14, 2009; or the Report on the Board of Education Work Session of January 27, 2009, Ms. Murphy declared the minutes approved as presented on the Web site.

Ms. Murphy informed the audience of the sessions in which Board members had participated earlier in the afternoon.

SELECTION OF SPEAKERS

After collecting completed sign-up cards, Ms. Murphy announced the names of persons who would be speaking during the public comment portion of the meeting as well as the order in which the persons would be called.

ADVISORY AND STAKEHOLDER COMMENTS

Mr. Daniel Breidenbaugh, Baltimore County Student Council (BCSC) President and member of the Superintendent’s Student Council Advisory Group, thanked the Board for dinner earlier that evening. He reported on various BCSC activities. Mr. Breidenbaugh announced that the council’s next general meeting would be held on March 12, 2009.

Dr. Al Thompson and Miss Shannon Cross, representatives of the Advisory Committee for Alternative Programs, shared with the Board Miss Cross’ enthusiasm for Dundalk High School’s evening program.
ADVISORY AND STAKEHOLDER COMMENTS (cont)

Ms. Jasmine Shriver, Coordinator of the Area Educational Advisory Councils, reported on the council’s joint meeting of January 22, 2009, where the proposed FY 2010 budget was discussed. She suggested that the operating and capital budget brochures, distributed at the meeting, be placed in local libraries. Ms. Shriver stated that the area advisory councils will do its part to advocate the proposed budget’s approval by the County Executive.

Mr. John Desmone, Executive Director of the Council of Administrative and Supervisory Employees, stated that the CASE board strongly supports the FY 2010 budget as submitted by the superintendent.

Mr. Carl Bailey, Chair of the Diversity and Achievement Steering Committee, reported on its January 14, 2009 meeting, where Dr. Abernethy provided an update on the Articulated Instruction Module (A.I.M.). He thanked the superintendent for honoring teachers by placing step increases in the proposed budget. Mr. Bailey announced that its next meeting would be held on February 12, 2009.

Ms. Nancy Ostrow, President of the PTA Council of Baltimore County, stated that the council supports the FY 2010 budget to be adopted by the Board this evening and will continue to advocate for adequate public school funding with all Baltimore County elected officials. She announced that the council will present Awards of Excellence and Awards of Merit at its Reflections Ceremony on Sunday, March 22, 2009.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, stated that TABCO strongly encourages the Board to support the proposed FY2010 operating budget. Ms. Bost also shared data from the recent Maryland State Department of Education (MSDE) staffing report released this past fall.

SUPERINTENDENT’S REPORT

J. Robert Haines, Esquire, Deputy Superintendent, stated that since 2004, Baltimore County Public Schools (BCPS) has increased annual participation in Advanced Placement courses from 9.6 percent to 12.6 percent and has maintained a pass rate of approximately 70 percent.

Mr. Haines also noted that the George Washington Carter Center for Arts and Technology and a school in Texas have the most finalists in the National Foundation for the Advancement of the Arts’ youngARTS program.
RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia, Assistant Superintendent of Human Resources, recognized the administrative appointments from the January 27, 2009 Board meeting.

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<td>WAYNE R. BARK</td>
<td>Human Resources Recruitment</td>
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RECOGNITION OF ADVISORY COUNCIL APPOINTMENTS

Dr. Peccia recognized the area education advisory council appointments from the January 13, 2009 Board meeting.

Ms. Donna Sibley Central Area – new appointment
Mr. J. Ronald Zimmerman Northeast Area – reappointment

RECOGNITION OF ETHICS REVIEW PANEL APPOINTMENTS

Dr. Peccia recognized Philip Abraham, Esquire, and Mr. Nikhil Divecha, who were appointed to the Ethics Review Panel at the January 13, 2009 Board meeting.

OLD BUSINESS

Proposed Operating Budget for Fiscal Year 2010

Ms. Barbara Burnopp, Chief Financial Officer, reviewed the initial budget request and the proposed amendments from the original recommendation, which are reflected in exhibit B.

- Place a Department of Technology position from the administration category to operation of plant ($63,895).
- Place a health assistant position from the category of instructional salaries and wages ($23,140) and salaries and wages from mid-level administration ($2,036) to health services ($25,176).

Ms. Burnopp noted that the total budget for all funds remains at $1,639,136,735.
OLD BUSINESS (cont)

Mr. Pallozzi moved approval of the proposed Operating Budget for Fiscal Year 2010. The motion was seconded by Mr. Parker and approved by the Board as presented in Exhibit B (favor-11). Miss Karanja did not vote on this item.

Board of Education Policies

The Board Policy Committee, represented by Ms. Harris, recommended approval of five (5) policies. This is the third reading.

The Board unanimously approved the following policies:

- Proposed Changes to Policy 1200 – COMMUNITY RELATIONS: Community Involvement
- Proposed Deletion of Policy 7130 – NEW CONSTRUCTION: Planning-Relationships with the Public
- Proposed Deletion of Policy 7140 – NEW CONSTRUCTION: Planning-Relations with Other Governmental and Education Units
- Proposed Deletion of Policy 7320 – NEW CONSTRUCTION: Financing-Payments to Contractors
- Proposed Changes to Policy 8132 – INTERNAL BOARD POLICIES: Organization-Formulation of Policies: Control and Communications

REPORTS

The Board received the following reports:

A. Report on the Proposed Boundary Change for Chesapeake Terrace/Edgemere Elementary Schools – Ms. Jean Satterfield, Southeast Area Assistant Superintendent, and Ms. Michele Prumo, Executive Director for Planning and Support Operations, reviewed the recommendation for the boundary change for Chesapeake Terrace/Edgemere Elementary School made by the Boundary Study Committee. The Boundary Study Committee voted to recommend Scenario 1 as the new boundary effective for school year 2009-2010. Over the course of the next five years, with boundary Scenario 1 as the choice, Chesapeake Terrace Elementary will be at 85.96% capacity and Edgemere Elementary will be at 94.26% capacity. The proposed boundary change for the Chesapeake Terrace Elementary and Edgemere Elementary Schools would allow for a more equitable distribution of students among schools. Ms. Satterfield announced that the Board’s public hearing on the boundary change would be held on Wednesday, February 25, 2009 at Sparrows Point High School.


REPORTS (cont)

Mr. Janssen asked why Mars Estates Elementary School, which is under capacity, has two relocatables. Ms. Pamela Carter, Strategic Planning Specialist, responded that some relocatables could be used for full-day kindergarten or, in some cases, to house special education student when numbers have increased. She noted that moving relocatables with a school being under capacity for one year would be a huge expense for the school system.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Parker, the Board unanimously approved the personnel matters as presented on exhibits I, J, K, and L (Copies of the exhibits are attached to the formal minutes).

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Pallozzi, recommended approval of items 1-12 (exhibit M).

The Board unanimously approved these recommendations.

1. JMI-616-04 Contract Modification: Enzyme Treatment Services
2. JMI-625-07 Contract Modification: Gasoline and Diesel Fuel
3. MBU-521-09 Asphalt Handling Equipment
4. JMI-610-09 Cut Sheet Paper (Copy, Laser Printers, and Duplicators)
5. MWE-812-09 Temporary Drivers and Material Handlers for Food Services
6. JMI-627-09 Tires
7. JMI-623-09 Classroom Addition and Renovation – Cedarmere Elementary School
8. JMI-601-09 Replacement of Windows, Blinds, Doors – Chapel Hill Elementary School
9. JNI-639-09 Classroom Addition – Dogwood Elementary School
10. JMI-608-09 Roof Replacement – Kingsville Elementary School
11. JNI-740-09 Roof Replacement – Woodbridge Elementary School
12. MBU-514-09 Auditorium and Gym Renovations – Woodlawn High School
CURRICULUM PROGRAMS

The Curriculum Committee, represented by Ms. Johnson, recommended approval of two curricular programs.

On motion of Miss Karanja, seconded by Mr. Parker, the Board approved proposed Mathematics programs, as presented in exhibit N.

On motion of Miss Karanja, seconded by Ms. Harris, the Board approved the proposed World Language programs, as presented in exhibit N.

HEARING EXAMINERS’ RECOMMENDATIONS

On a motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved that the hearing examiner’s opinion in case #08-54 be affirmed (favor-11). Student Board member, Miss Karanja, did not vote.

On a motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved that the hearing examiner’s opinion in case #09-09 be affirmed (favor-11). Miss Karanja did not vote.

INFORMATION

The Board received the following as information:

A. Deletion of Superintendent’s Rule 1200 – COMMUNITY RELATIONS: Community Involvement
B. Deletion of Superintendent’s Rule 7130 – NEW CONSTRUCTION: Planning-Relationships with the Public
C. Deletion of Superintendent’s Rule 7140 – NEW CONSTRUCTION: Planning-Relationships with Other Governmental and Education units
D. Deletion of Superintendent’s Rule 7320 – NEW CONSTRUCTION: Financing-Payments to Contractors
E. School Legislation

ANNOUNCEMENTS

Ms. Murphy made the following announcements:

• Schools and offices will be closed on Monday, February 16, 2009, in observance of Presidents’ Day. Schools and offices will reopen on Tuesday, February 17, 2009.
ANNOUNCEMENTS (cont)

- The Northeast Area Education Advisory Council will hold its next meeting on Wednesday, February 18, 2009, at Parkville Middle School beginning at 7:00 p.m.

- The Southwest Area Education Advisory Council will hold its next meeting on Wednesday, February 18, 2009, at Catonsville Alternative Center beginning at 7:00 p.m.

- The Northwest Area Education Advisory Council will hold its next meeting on Thursday, February 19, 2009, at Old Court Middle School beginning at 7:00 p.m.

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, February 24, 2009, at Greenwood. The meeting will begin with an open session at approximately 5:30 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 6:30 p.m. The public is welcome to all open sessions.

- The Board of Education of Baltimore County will hold a public hearing on the proposed boundaries for Chesapeake Terrace/Edgemere Elementary Schools on Wednesday, February 25, 2009, at Sparrows Point High School beginning at approximately 7:00 p.m. Sign-up for the public to comment begins at 6:00 p.m. Each speaker will be allotted three minutes to present his/her topic to the Board

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 1110

No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 2300

No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 2310

No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 2320

No one from the public signed up to speak on this policy.
PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 2330

No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 5320

No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8140

No one from the public signed up to speak on this policy.

GENERAL PUBLIC COMMENT

Mr. Scott Pappas expressed concern that the main page of the school system’s Web site does not list the word “Easter” next to “Spring Break Begins.”

Dr. Bash Pharoan asked the Board to close schools on Islamic holidays.

Mr. Muhammad Jameel asked the Board to add the two Islamic holidays to the school calendar.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 8:30 p.m.

Respectfully submitted,

___________________
Joe A. Hairston
Secretary-Treasurer

/bls
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, February 24, 2009

The Board of Education of Baltimore County met in closed session at 5:16 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Ms. Ramona N. Johnson, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Ms. Murphy reminded Board members of community functions and Board of Education events scheduled in February and March.

Dr. Hairston distributed to Board members information related to Governor O’Malley’s remarks at the State Board of Education meeting of February 24, 2009.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1), (a)(7), and (a)(9) and upon motion of Mr. Parker, seconded by Mr. Uhlfelder, the Board commenced its closed session at 5:23 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:23 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Ms. Ramona N. Johnson, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Dr. Patricia Abernethy, Chief Academic Officer; Ms. Rita Fromm, Chief of Staff; Dr. Jonathan Brown, Associate Superintendent, Curriculum and Instruction; Mr. William Lawrence, Assistant Superintendent, Northwest Area; Dr. Robert Tomback, Assistant Superintendent, Northeast Area; Ms. Lisa Samson, Assistant to the Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Mr. Lyle Patzkowsky, Assistant Superintendent, Central Area; Dr. Alpheus Arrington, Director, Human Resources; Mr. Daniel Capozzi, Staff Relations Manager; Edward J. Novak, Esquire, Associate General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Mr. Capozzi updated Board members on negotiations with collective bargaining units.

Mr. Capozzi exited the room at 5:27 p.m.

Dr. Arrington reviewed with Board members personnel matters to be considered on the evening’s agenda.

Mr. Nussbaum provided legal advice to the Board regarding hearing officers’ opinions in two cases to be considered that evening.
On motion of Mr. Hines, seconded by Ms. Harris, the Board adjourned at 5:36 p.m.

ADMINISTRATIVE FUNCTION

Board members discussed a potential adjustment to this evening’s agenda.

At 6:35 p.m., the Board adjourned for a brief dinner recess.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 6:52 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Ms. Ramona N. Johnson, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. 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 Ms. Teresa Streb, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools, and in memory of Mrs. Margaret Vondersmith, mother of Board member, Ms. Mary-Margaret O’Hare.

Dr. Hairston removed item IV, New Business, “Consideration of Hearing Officer’s Opinion in Case #08-18 and Consideration of Hearing Officer’s Opinion in Case #09-27,” from the agenda. Dr. Hairston added under item V, Work Session Reports, “Report on School Construction in the Southeast Area.” The Board unanimously approved the addition of this item to the agenda.

Ms. Murphy informed the audience of the sessions in which Board members had participated earlier in the afternoon.

PERSONNEL MATTERS

On motion of Mr. Parker, seconded by Mr. Hines, the Board approved the personnel matters as presented on exhibits A and A-1 (Copies of the exhibits are attached to the formal minutes).
Edward J. Novak, Esquire, Associate General Counsel for Legislation and Policy Matters, reviewed with the Board proposed legislation currently under consideration by the General Assembly.

On motion of Ms. Harris, seconded by Mr. Coleman, the Board voted to oppose HB26 – Public Schools – Children with Anaphylactic Allergies – Reduction of Risk.

On motion of Mr. Parker, seconded by Ms. Harris, the Board voted to take no position on HB183 – Lottery for Schools Act of 2009.

On motion of Mr. Parker, seconded by Ms. Harris, the Board voted to oppose HB189 – Respiratory Illness Prevention Act.

On motion of Mr. Hines, seconded by Ms. Harris, the Board voted to oppose HB379 – Education - Reporting Requirement – Class Size.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose HB505 – Education – High School Assessment Requirement.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose HB533 – Cooperative Purchasing Agreements – Requirements and Expansion of Use (favor-7; abstained-1). Mr. Uhlfelder abstained from voting on this item.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose HB588 – Education – Public Schools – Standardized Course Numbering System.

On motion of Mr. Parker, seconded by Ms. Harris, the Board voted to oppose HB632 – Education – New Teachers – Classroom Management Training.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose HB792 – Education – Collective Bargaining – Topics of Negotiation.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB100 – Public Schools and Child Care Centers – Artificial Color Additives – Prohibition.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB101 – Public Health – Warning Labels and Prohibition on Color Additives in Food.

On motion of Mr. Hines, seconded by Ms. Harris, the Board voted to take no position on SB111 – Public Health – Food Allergen Labeling – Vending Machines.
SCHOOL LEGISLATION (cont)

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB139 – Education – High School Assessment Requirement.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB569 – Education – Collective Bargaining – Topics of Negotiation.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB673 – Fairness in Negotiations Act.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB710 – State Retirement and Miller Pension System – Local Employer Contributions – Educators and Educational Staff.

On motion of Ms. Harris, seconded by Mr. Hines, the Board voted to oppose SB754 – Vehicle Laws – School Buses – Prohibition on Permitting Sitting on Floor or Standing.

On motion of Ms. Harris, seconded by Mr. Parker, the Board voted to oppose SB903 – Education – High School Assessment – Graduation Requirement - Prohibition.

REPORTS

The Board received the following reports:

A. **Board of Education Policies** – Ms. Frances Harris stated that the Board of Education’s Policy Committee met to consider the policies presented this evening, and that the committee is recommending approval of these policies. This is the first reading.

  - Proposed Changes to Policy 2361 – ADMINISTRATION: Administrative Operations–Student Carriers – Ms. Roddy asked what other types of information would be distributed to schools. Anjanette Dixon, Esquire, Associate General Counsel, responded, that an example would be a new business moving into the area would make a request to distribute flyers to promote their business.

    Ms. Johnson inquired about items related to a community event or activity. Ms. Dixon responded that the event, activity, or business would need to have an established partnership with the school. The only exceptions would be local school matters, PTA materials, and materials pertaining to activities of the Department of Recreation and Parks.
REPORTS (cont)

- Proposed Deletion of 3141 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Pensions
- Proposed Changes to Policy 3142 (renumbered to 4009) – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Employee Insurance
- Proposed Changes to Policy 4100 – PERSONNEL: Professional
- Proposed Deletion of Policy 4113 – PERSONNEL: Certification

B. Report on the Naming of the New Towson Elementary School – Mr. Lyle Patzkowski, Assistant Superintendent of the Central Area, proposed to Board members that the new elementary school in Towson be called West Towson Elementary. Mr. Patzkowski stated that a review of historical records of the area was conducted where the facility is to be built, and input from the five school communities that will be affected by the new school. This is the first reading.

Ms. Roddy asked whether the communities at-large were surveyed. Mr. Patzkowski responded that the school system sought input from the five school communities and not the communities at-large.

C. Report on School Counseling Program – Mr. Dale Rauenzahn, Executive Director of Student Support Services, explained that the presentation would focus on the counselors’ role in course advisement.

Dr. Lynne Muller, Coordinator of School Counseling Services, stated that, beginning in elementary school, school counselors work with students and parents to ensure the completion of a rigorous program of study with an in-depth academic/career focus. College Days, career fairs, and transition meetings with middle school counselors all serve as opportunities for the encouragement for highly rigorous academic performance. Academic advisement at the high school level is woven into everything the school counselor does. Every individual counseling session is focused on helping remove barriers so students can be successful academically.

Dr. Muller reviewed data indicating the advisement by school counselors is effective. Advisement has resulted in:

- College Readiness Courses increasing from 505 students in 2007-08 to 773 students in 2008-09.
- Students enrolling in parallel enrollment at CCBC increased significantly.
REPORTS (cont)

- Advance Placement (AP) courses continue to increase each year, with increases reflecting growth over 968 students since 2005.
- Increases in the number of students in higher level courses over the past few years including:
  - Enrollment in Grade 9 gifted and talented (GT) course enrollment increased to 4,524 students by 2007-2008.
  - Enrollment in Grade 10 AP increased by over 200 students from 2005 to 2008. The number of Honors level students increased by over 500 students for the same time period.
  - Enrollment in Grade 11 AP courses increased by 246 students from 2005-2006 to 2007-2008. The number of students enrolled in GT courses increased from 1,947 in 2005-2006 to 2,222 in 2007-2008.
  - Enrollment in Grade 12 AP courses increased from 5,526 in 2005-2006 to 5,795 in 2007-2008.

Mr. John Komosa, Guidance Department Chairperson at Lansdowne High School, and Ms. Kere Patterson, Guidance Department Chairperson at Woodlawn High School, explained how course advisement worked at each of their schools.

Mr. Hines asked whether there were enough counselors and how many times a year a student meets with a school counselor. Ms. Patterson responded that school counselors meet with each student a minimum of twice a year; however, depending upon the need of the student, the counselor can meet with the student more frequently.

Mr. Uhlfelder stated that the Board recently met with the Baltimore County Student Council, and that the students shared with the Board that counselors placed a heavy emphasis on AP courses and that electives were ignored. Ms. Patterson stated that, prior to the registration process, counselors at Woodlawn High School meet with department chairpersons from each content area to review the courses being offered the following school year including electives. Students receive details of all available courses (including electives) prior to completing their schedules for the next school year. Mr. Komosa stated that students at Lansdowne High see every course available to them. He noted that students have a commitment to take at least one Fine Arts course to balance out their schedules.

Ms. Roddy asked how many counselors are allotted to a high school. Dr. Muller responded there is one counselor for each elementary school and one counselor for each 350 students at the secondary level. Ms. Roddy asked how counselors address a student who is not college-bound. Ms. Patterson responded that the counselor will find out what the students’ interests are and begin promoting elective courses to ensure the students’ success. Dr. Muller noted that BCPS has a career and technology program for those students not attending college.
REPORTS (cont)

Ms. Johnson asked whether there was a minimum amount of time that each counselor is required to spend with a student. Ms. Patterson and Mr. Komosa responded that it depends on what type of advisement if being provided to the student as well as the need of that particular student.

Ms. Murphy asked whether a counselor follows a student for his/her entire high school career or whether the school system uses a grade-level model. Dr. Muller responded that the counselors follow the students either by grade or alphabetically.

D. **Report on Student Health Issues** – Ms. Sonja Karwacki, Executive Director of Special Programs, PreK-12, provided Board members with an overview of the program promoting student wellness and the prevention of obesity. The eight components of BCPS’ wellness program are:

- Health education
- Physical education
- Health services
- Food and nutrition services
- Coordinator student support services
- Healthy school environment
- Employee wellness
- Community collaboration

Mr. Uhlfelder asked how BCPS students compare nationally to others in obesity. Ms. Sally Nazelrod, Coordinator of Health, Physical Education, and Dance, responded that BCPS has instituted FITNESSGRAM in Grades 4-9. FITNESSGRAM is a national fitness assessment, which measures three components of students’ physical fitness: aerobic capacity; body composition; and muscular strength, endurance, and flexibility. BCPS has electronic body mass analyzers; students enter their height, weight, and gender, and then a body fat calculated score is provided to the student. Students receive a report card that teaches the student what they need to do in order to improve their score.

Mr. Hines asked whether the excessive use of video games had been considered as a factor. Ms. Karwacki stated that she is unaware of any discussions on the topic. She noted that some new video games, such as Wii, promote exercise and activity.

Ms. Johnson stated that the school system should consider extending the physical education requirement.
REPORTS (cont)

Ms. Roddy asked whether there are any measurable outcomes. Ms. Karwacki responded that data is being collected by various offices.

E. Report on Education Foundation – Mr. Donald Arnold, President of the Baltimore County Public Schools’ Education Foundation and former member of the Board of Education, reviewed the mission and purpose of the Education Foundation, which is to provide “consistency in how funds are raised and maintained for specific purpose, projects, and other fund raising organizations and activities.”

Mr. Parker asked how much of the funds received is restricted or targeted. Mr. Arnold responded that approximately 80% of the funds are for restricted projects.

Ms. Harris asked how the work of the Education Foundation is communicated to schools and teachers. Mr. Arnold admitted that communicating and promoting the Education Foundation needs improvement.

Mr. Parker asked whether an individual teacher could apply for Foundation funds. Mr. Arnold responded in the affirmative; however, the Foundation requires that the principal sign off on the project.

F. Report on School Construction in the Southeast Area – Dr. Hairston stated that currently concept discussions are underway in the Dundalk High School and Sollers Point Technical High School communities regarding options in improving the educational environment and academic programs. Dr. Hairston informed the Board that, working together with county government, the school system can enhance the educational environments and academic programs of Dundalk High School and Sollers Point Technical High School.

Mr. Parker stated that the Board is looking forward to seeing a report in the near future on this topic. Dr. Hairston stated that as meetings occur, updates will be provided to the Board.

INFORMATION

The Board received the following as information:

ANNOUNCEMENTS

Ms. Murphy made the following announcements:

- The Board of Education of Baltimore County will hold a public hearing on the proposed boundaries for Chesapeake Terrace/Edgemere Elementary Schools on Wednesday, February 25, 2009, at Sparrows Point High School beginning at approximately 7:00 p.m. Sign-up for the public to comment begins at 6:00 p.m. Each speaker will be allotted three minutes to present his/her topic to the Board.

- The Central Area Education Advisory Council will hold its next meeting on Thursday, February 26, 2009, at Riderwood Elementary School beginning at 7:00 p.m.

- The Southeast Area Education Advisory Council will hold its next meeting on Monday, March 9, 2009, at General John Stricker Middle School beginning at 7:00 p.m.

- Five community forums have been scheduled to give parents and the public another opportunity to provide feedback regarding the Baltimore County Public Schools Special Education Staffing Plan for 2009-2010. The meetings will take place from 7:00 p.m. to 8:00 p.m. on Monday, March 9, 2009, and will be held in the following locations:
  - Church Lane Elementary School
  - Charlesmont Elementary School
  - Dogwood Elementary School
  - Padonia International Elementary School, and
  - Vincent Farm Elementary School

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, March 10, 2009, at Greenwood. The meeting will begin with an open session at approximately 5:30 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions.
ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 8:47 p.m.

Respectfully submitted,

___________________
Joe A. Hairston
Secretary-Treasurer

/bls
TENTATIVE REPORT

REPORT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY’S PUBLIC HEARING ON THE PROPOSED BOUNDARY CHANGE FOR CHESAPEAKE TERRACE/EDGEMERE ELEMENTARY SCHOOLS

Wednesday, February 25, 2009
Sparrows Point High School

The public hearing was called to order at 7:02 p.m. Vice President, H. Edward Parker, and Board member Mr. Rodger C. Janssen were present.

The following citizens addressed the Board:

1. **Ms. Michele McWilliams, Parent** – Opposes the recommendation of Scenario 1. Ms. McWilliams believes that the January 7, 2009 input meeting was not handled properly and that people did not get an opportunity to voice their opinions. Ms. McWilliams expressed concern over class sizes at Chesapeake Terrace Elementary and whether additional teachers would be provided. She stated that Scenario 2 would have been the better recommendation. As a resident of Millers Island, Ms. McWilliams stated that she pays high property taxes for the area and believes she should be able to send her child to Edgemere Elementary School.

2. **Ms. Dawn Raut, Parent** – Opposes Scenario 1. Ms. Raut stated that this scenario divides a neighborhood. She stated that children at Beacon Point go to school together and all of that would change with this proposed recommendation. Her son, currently in the third grade, has been attending Edgemere Elementary School for five years and would like to remain there.

3. **Ms. Cheryl Gowers, Parent** – Opposes Scenario 1. She stated that her son is currently in the third grade and is concerned about attending another school. Ms. Gower concurs with the first speaker and wants her child to remain in Edgemere Elementary School.

4. **Ms. Corinne Stratton, Parent** – Opposes Scenario 1. Ms. Stratton concurred with all previous speakers. She commented that the recommended changes would split up a community. Ms. Stratton stated that she purchased the house in Millers Island because Edgemere Elementary was the school her children would attend.

5. **Mr. Rich Kowalewski, Parent** – Opposes Scenario 1 and supports Scenario 2. He stated that when he moved to Millers Island his children were in private school. However, he placed his children in public school because of Baltimore County Public Schools’ (BCPS) programs and services. Mr. Kowalewski stated that Chesapeake Terrace Elementary School was an older school facility and that the teaching environment is not the same as Edgemere Elementary.
6. **Ms. Joyce Jwill, Grandparent** – Has four grandsons who attend Edgemere Elementary School. She stated that one grandchild, who has special needs, was at Chesapeake Terrace last year. However, it was decided that he would be better served at Edgemere Elementary. Ms. Jwill noted that the community has grown significantly. The boundary change would require students attending Chesapeake Terrace Elementary to board buses at the end of North Point Road near a business, which would be extremely dangerous for elementary students.

7. **Mr. Greg Lusk, Parent** – Opposes Scenario 1. Mr. Lusk stated he purchased his house so that his children could attend Edgemere Elementary School. He stated that Chesapeake Terrace Elementary does not offer special services for his one child. Bus service would be at the top of North Point Road, which is very dangerous for elementary students.

8. **Mr. David Pavch, Parent** – Strongly opposes Scenario 1. He stated that, if the boundary change is approved, he would have one child going to Chesapeake Terrace Elementary and one child attending Edgemere Elementary. Mr. Pavch asked the Board not to separate a family.

9. **Mr. Frank Watts, Parent** – Opposes Scenario 1. As a Millers Island resident, he has two children not yet enrolled in Baltimore County Public Schools. However, he moved to this area because Edgemere Elementary School was the zoned school for his address. Mr. Watts believes that this boundary change is an inconvenience to the families living in Millers Island.

10. **Mr. Joseph Smith, Parent** – Opposes the boundary change. As a Millers Island resident, Mr. Smith stated that it appears that no one is concerned with children, and the recommendation seem to be about the money and numbers.

Mr. Parker announced that the Board of Education of Baltimore County would vote on the proposed boundaries on March 10, 2009. Vice President Parker urged the audience to contact the Board office, if they had further input, and advised that additional comments could be forwarded to Board members.

The hearing was concluded at 7:26 p.m.

Respectfully submitted,

__________________________
Joe A. Hairston
Board Secretary-Treasurer

/bls
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1110 – COMMUNITY RELATIONS: COMMUNICATIONS WITH THE PUBLIC – PUBLICATIONS, RADIO, TELEVISION, AND WEB SITES

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 1110. This is the third reading.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 1110
Policy Analysis for
Board of Education Policy 1110
Publications, Radio, Television, and Web Site

Statement of Issues or Questions Addressed
Board of Education Policy 1110 has not been reviewed since 1997. The recommended revisions communicate the Board’s desire for continuing communication to the public both via the press/media as well as through school system publications, events, the Web site, and television.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 6202, Telecommunications Access to Electronic Information, Services, and Networks

Legal Requirements
Annotated Code of Maryland, State Government Article, §10-611-628
COMAR 13A.08.02

Similar Policies Adopted by Other Local School Systems
1. Baltimore City, Rule Article 6, Section 607, Public Relations Policy
2. Montgomery County, Policy KBA, Policy on Public Information

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other

Timeline:
   First reading: January 27, 2009
   Public comment: February 10, 2009
   Third reading: March 10, 2009
COMMUNITY RELATIONS: Communications with the Public

MEDIA, PUBLIC RELATIONS AND Publications, [Radio,] EVENTS, Television, and Web Site

I. INTRODUCTION

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) SUPPORTS COMMUNICATION WITH THE PUBLIC REGARDING SCHOOL AND SCHOOL SYSTEM INFORMATION AND ACTIVITIES DIRECTLY THROUGH SCHOOL AND SCHOOL SYSTEM PUBLICATIONS, EVENTS, TELEVISION PROGRAMMING, AND THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) WEB SITE.

B. THE BOARD ALSO RECOGNIZES THE VALUE OF [The Board of Education invites and welcomes the active] participation by [of] EXTERNAL persons who are engaged in the production and distribution of ACCURATE information ABOUT THE SCHOOL SYSTEM TO THE PUBLIC through THE PRESS AND OTHER MEDIA. [newspapers, magazines, web sites, radio, and television in reporting school activities to the public. Suggestions and advice from representatives of such media regarding the improvement of the flow of information from the school system to the community will be welcomed.]

[The release of information concerning the school system generally shall be coordinated by the Office of Communications. Information which relates exclusively to an individual school shall be the responsibility of the principal. Principals are encouraged to seek the advice of the Office of Communications when conveying information.]

[The Superintendent of Schools and designated staff shall communicate with the public through a variety of methods such as television, radio, newspapers, magazines, and the Baltimore County Public Schools’ web site. Publications describing the school system shall be made available to the community on all school system web sites as well as through other traditional methods.]

C. School system employees shall comply with laws and regulations pertaining to the U.S. Copyright Act, U.S. Privacy Act, Family Educational Right to Privacy Act, Freedom of Information Act, and Telecommunications Decency Act.
[The Board of Education authorizes the superintendent to develop appropriate procedures for implementing this policy and authorizes the superintendent to develop appropriate discipline procedures.]

D. THE SUPERINTENDENT WILL ESTABLISH RULES AND PROCEDURES FOR IMPLEMENTING THIS POLICY.

LEGAL REFERENCE(S):

ANNOTATED CODE OF MARYLAND, STATE GOVERNMENT ARTICLE, §10-611-628.
COMAR 13A.08.02
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED REVISIONS TO BOARD OF EDUCATION POLICY 2300 – ADMINISTRATION: ADMINISTRATIVE OPERATIONS

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources
Daniel Capozzi, Staff Relations Manager

RECOMMENDATION

That the Board of Education approves the proposed revisions to Policy 2300. This is the third reading.

*****

Attachment 1 – Revised Policy 2300
Attachment 2 – Policy Analysis
Policy Analysis for
Board of Education Policy 2300
Administrative Operations

Statement of Issues or Questions Addressed
Board of Education Policy 2300 was adopted in 1968 and has never been revised. The proposed revisions clarify the relationship between the Board and the Superintendent as it relates to the creation of policies. Further, the proposed revisions confirm that adherence to the lines of responsibility and authority is paramount.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 8120, Purpose, Role and Responsibilities of the Board of Education

Legal Requirements
Annotated Code of Maryland, Education Article §4-108

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Section C - Number 301.02, Letter CBB, Powers, Duties, Responsibilities – Superintendent
2. Baltimore City Rule, Article 2, Chief Executive Officer and Administrative Staff
3. Howard County, Policy 2000, School Board Governance
4. Montgomery County, Section B, BFA, Policysetting

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline:
First reading – January 27, 2009
Public comment – February 10, 2009
Third reading – March 10, 2009
POLICY 2300

ADMINISTRATION: Administrative Operations

I. RESPONSIBILITIES

A. In order to PROVIDE THE FRAMEWORK FOR [guide the Superintendent of Schools in determining the pattern of his/her] administrative operations, the Board of Education OF BALTIMORE COUNTY (BOARD) WILL: [offers the following statements of intent:]

1. [The Board of Education will devote its major effort to clarifying and establishing goals for the school system, to weighing and adopting ] ADOPT policies to guide the professional staff [, to appraising results achieved in relation to the goals and to performing such ministerial functions as required by law and State regulations].

2. [The Board does not wish unnecessary barriers erected between itself and its members of the professional staff, or between and among residents and parents of the county, students in the schools and members of the professional staff; however, the Board of Education does stipulate] DIRECT THAT THE ESTABLISHED LINES OF COMMUNICATION, RESPONSIBILITY, AND AUTHORITY SHALL BE FOLLOWED. [for normal passage of information BETWEEN and stimulation of actions, interested parties within and without the school system, will achieve the best results by following the lines of responsibility and authority as they are established].

[3. The Board of Education encourages the Superintendent of Schools to keep abreast of and to apply the best-known administrative concepts and procedures designed to harness the total talents of the school system’s personnel in enthusiastic pursuit of the schools’ goals.]

Legal Reference[s]: Annotated Code of Maryland, Education Article §4-108

RELATED POLICY: BOARD OF EDUCATION POLICY 8120

Policy Adopted: 9/18/68
REVISED: ____________
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 2310 – PERSONNEL: ADMINISTRATIVE OPERATIONS-ORGANIZATIONAL UNITS AND STRUCTURAL RELATIONSHIPS

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources
Daniel Capozzi, Staff Relations Manager

RECOMMENDATION

That the Board of Education approves the proposed revisions to Policy 2310. This is the third reading of this revised policy.

*****

Attachment 1 – Revised Policy 2310
Attachment 2 – Policy Analysis
Policy Analysis for
Board of Education Policy 2310
Organizational Units and Structural Relationships

Statement of Issues or Questions Addressed
Board of Education Policy 2310 was adopted in 1968 and has never been revised. The proposed policy revisions require that an organization chart be developed by the Superintendent and be submitted annually to the Board of Education for approval.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 8120, Purpose, Role and Responsibilities of the Board of Education

Legal Requirements
Annotated Code of Maryland, Education Article, §4-101

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Section C-302, Letter CC, Organization Chart
2. Carroll County, Policy CCA, Table of Organization – Superintendent’s Cabinet

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline:
First reading – January 27, 2009
Public comment – February 10, 2009
Third reading – March 10, 2009
PERSONNEL: Administrative Operations

Organization[al Units] CHARTS and Structural Relationships

I. RESPONSIBILITY/RELATIONSHIP

A. The [administrative organization of the] Board of Education OF BALTIMORE COUNTY (BOARD) shall ESTABLISH EFFICIENT [be considered as an orderly] means TO PROVIDE [of achieving the primary objective,] an effective program of instruction for ALL students UNDER THE DIRECTION OF THE SUPERINTENDENT.

[The general administrative organization of the Board of Education shall be known as the single executive type of school administration with the Board of Education as the governing body and with all activities under the direction of the Superintendent of Schools.]

B. An organization chart [for the Board of Education] shall be prepared ANNUALLY by the Superintendent [of Schools and approved by the Board to designate clearly the] TO REFLECT THE relationship of all employees within the school system, AND SHALL BE SUBMITTED TO THE BOARD FOR APPROVAL. [The organizational chart shall be kept up-to-date and changes shall be approved by the Board of Education.]

Legal Reference: Annotated Code of Maryland, Education Article, §4-101

RELATED POLICY: BOARD OF EDUCATION POLICY 8120

Policy Board of Education of Baltimore County
Adopted: 9/18/68
REVISED: _____
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 2320 – ADMINISTRATION: ADMINISTRATIVE OPERATIONS-LINE OF RESPONSIBILITY

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources
Daniel Capozzi, Staff Relations Manager

RECOMMENDATION

That the Board of Education approves the proposed revisions to Policy 2320. This is the third reading.

*****

Attachment 1 – Revised Policy 2320
Attachment 2 – Policy Analysis
Policy Analysis for
Board of Education Policy 2320
Line of Responsibility

Statement of Issues or Questions Addressed
Board of Education Policy 2320 was adopted in 1968 and has never been revised. The proposed revisions clarify that employees are responsible to the Board through the Superintendent, and that there is a clear line of responsibility related to employee appeals.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 4216.2, Administrative Review Procedures

Legal Requirements
Annotated Code of Maryland, Education Article §4-205(c)

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy Code 200.07, Investigations and Due Process
2. Montgomery County, Policy GKA-RA, Administrative Complaints

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline:
First reading – January 27, 2009
Public comment – February 10, 2009
Third reading – March 10, 2009
ADMINISTRATION: Administrative Operations

Line of Responsibility

I. Each employee of the BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) [Board of Education] is responsible to the Board OF EDUCATION OF BALTIMORE COUNTY (BOARD) through the Superintendent [of Schools]. [All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area in which the problem arises. Administrative officers shall refer such matters to the next higher authority when necessary.]

II. AN EMPLOYEE [All employees] shall have the right to appeal any decision made by an ADMINISTRATOR [administrative officer] to the next higher MANAGEMENT LEVEL [authority] and through appropriate successive steps to the Board [of Education]. All employees shall be advised of procedures established to assist in the solution of [the] problems. [and grievances].

Legal Reference: Annotated Code of Maryland, Education Article, §4-205

RELATED POLICY: BOARD OF EDUCATION POLICY 4216.3

[Also see Series 4000, Personnel.]
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 2330 – ADMINISTRATION: ADMINISTRATIVE OPERATIONS-COUNCILS AND COMMITTEES

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources
Daniel Capozzi, Staff Relations Manager

RECOMMENDATION

That the Board of Education approves the proposed deletion of Policy 2330. This is the third reading.

*****

Attachment 1 – Proposed Deleted Policy 2330
Attachment 2 – Policy Analysis
Policy Analysis for
Board of Education Policy 2330
Councils and Committees

Statement of Issues or Questions Addressed
Board of Education Policy 2330 was adopted in 1968 and has never been revised. The policy has been proposed for deletion because the concepts included in this policy are included in Master Agreements.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated by the deletion of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 4131, Professional Growth

Legal Requirements
Annotated Code of Maryland, Education Article, §4-205(c)

Similar Policies Adopted by Other Local School Systems
1. Howard County – Policy 2050, Advisory Committees to Staff and Schools
2. Montgomery County – Policy CFA, Site-Based Participatory Management

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline:
First reading – January 27, 2009
Public comment – February 10, 2009
Third reading – March 10, 2009
ADMINISTRATION: Administrative Operations

Councils and Committees

The Board of Education encourages the Superintendent of Schools and administrative staff to create and maintain appropriate mechanisms such as council and committees to:

1. Foster good communication within the staff
2. Allow each member of the staff to have a voice in the development of policies and in the making of decisions affecting them.

Also see the Master Agreement with the Teachers Association of Baltimore County, Maryland, Inc.
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5320 – STUDENTS: ACTIVITIES

ORIGINATOR: Patricia Abernethy, Chief Academic Officer

RESOURCE PERSON(S): Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 5320. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 5320
Statement of Issues Addressed By the Policy
Board of Education Policy 5320 was last revised in 1997. The revised policy was presented at the February 2008 Board meeting. A recommendation was made that the policy be reviewed to ensure it meets the law. The Law Office has made no recommended changes.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated.

Relationship to Other Board Policies
Board of Education Policy 5600, *Students’ Rights and Responsibilities*

Legal Requirement
20 U.S.C. §4071
Annotated Code of Maryland, Education Article §7-108
COMAR 13A.08.01.09

Similar Policies Adopted by Other School Systems
1. Howard County, Policy 9020, *Students’ Rights and Responsibilities*
2. Montgomery County, Policy JFA-RA, *Students’ Rights and Responsibilities*
3. Anne Arundel County, Policy 902.12, *Student Organizations*

Draft of Proposed Policy
Attached

Other Alternatives Considered By Staff
No other alternatives were considered

Timeline:
  - First reading: January 27, 2009
  - Public comment: February 10, 2009
  - Third reading: March 10, 2009
Organizations

I. ESTABLISHMENT OF CLUBS

A. The Board of Education of BALTIMORE COUNTY (BOARD) endorses establishing clubs and other approved school organizations for the purpose of reaching the interests of as many students as possible.

B. Student clubs or organizations which are approved by the administration of the school and which are sponsored and supervised by faculty members are encouraged by the Board [of Education] provided that the membership of the organization is open to the free choice of any students who qualify to fill the aims of the organization.

[Organizations as defined below shall be prohibited from conducting activities in public school buildings or on public school grounds:

1. Any secret, exclusive, self-perpetuating social organization, composed in whole or part of public school students.

2. Any organization which seeks to organize or perpetuate itself by taking in members from the student population of public schools on the basis of member decisions rather than free choice of the students who are qualified to fill the special aims of the organization.

3. Any organization of youths under the age of twenty-one (21) which lacks sponsorship and direct supervision by a recognized and established adult community organization.

4. Any non-school-sponsored student-initiated clubs or organizations directed, conducted, or controlled by others or whose activities materially and substantially interfere with the orderly conduct of the educational activities of the school.]

II. EQUAL ACCESS ACT

THE EQUAL ACCESS ACT REQUIRES THAT THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) LIMITED OPEN FORUM GRANT EQUAL ACCESS TO STUDENT GROUPS WHO WISH TO MEET FOR RELIGIOUS,
POLITICAL, OR PHILOSOPHICAL PURPOSES, IF THE SCHOOL ALLOWS OTHER TYPES OF NON-CURRICULUM RELATED STUDENT GROUPS TO MEET.

Legal References: 20 U.S.C. [Section] §4071 (Equal Access Act)  
Annotated Code of Maryland, Education Article §7-108  
COMAR 13A.08.01.09 [Student Organizations]
Baltimore County Public Schools

Date: March 10, 2009

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Consideration of the Proposed Changes to Board of Education Policy 8140 – Internal Board Policies: Operations

Originator: Frances A. S. Harris

Resource Person(s): Margaret-Ann F. Howie, Esq., General Counsel
Edward J. Novak, Esq., Associate General Counsel

Recommendation

That the Board of Education approves the proposed changes to Policy 8140. This is the third reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 8140
Policy Analysis for
Board of Education Policy 8140
Formulation of Administrative Regulations

Statement of Issues or Questions Addressed
Board of Education Policy 8140 was adopted in 1972 and has never been revised; it does not clearly outline the duties of the Board and Superintendent concerning the creation of administrative rules. As revised, these roles are clarified. Additionally, and consistent with the Education Article provision cited below, the revisions specify that all administrative regulations must be consistent with state law.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 8131, Administration in Policy Absence

Legal Requirements
Annotated Code of Maryland, Education Article, § 4-108, Duties in General, states that county boards must “subject to the applicable bylaws, rules and regulations of the State Board, determine...the educational policies of the county school system,” and “adopt, codify and make available to the public bylaws, rules and regulations not inconsistent with State law.”

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Section BF-RA, Policy Setting Procedures
2. Carroll County, Policy BD, Policy/Bi-laws Development
3. Harford County, Section 22 – 0014-000, Policy Development and Review
4. Howard County, Policy 2020, Policy Development and Adoption
5. Montgomery County, Policy BFA, Policy Setting
6. Washington County, Policy BF, Policy Setting

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline:
   First reading: January 27, 2009
   Public comment: February 10, 2009
   Third reading: March 10, 2009
INTERNAL BOARD POLICIES: Organization

[Formulation of ]Administrative [Regulations] OPERATIONS

I. RESPONSIBILITY OF THE BOARD OF EDUCATION

A. IN ACCORDANCE WITH ITS STATUTORY AND REGULATORY OBLIGATIONS, [T] the Board of Education OF BALTIMORE COUNTY (BOARD) [shall delegate to the Superintendent of Schools] IS RESPONSIBLE FOR ESTABLISHING THE POLICIES THAT GOVERN AND GUIDE THE BALTIMORE COUNTY PUBLIC SCHOOLS.

II. RESPONSIBILITY OF THE SUPERINTENDENT

A. THE SUPERINTENDENT IS RESPONSIBLE FOR ESTABLISHING RULES AND PROCEDURES TO IMPLEMENT THE POLICIES OF THE BOARD OF EDUCATION, AND TO OTHERWISE OPERATE THE SCHOOLS CONSISTENT WITH ANY APPLICABLE BOARD POLICIES. [the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. Such rules and detailed arrangements constitute the administrative regulations governing the schools. They must be in very respect consistent with the policies adopted by the Board of Education]

[The Board of Education itself shall adopt administrative regulations only when specific federal and state laws and bylaws of the State Board of Education require Board adoption.]

Legal ReferenceS: Annotated Code of Maryland, Education Article §4-10[7]8 [Duties in general. Administration of Office of County Superintendent; general duties.]

RELATED POLICIES: BOARD OF EDUCATION POLICY 8131

Policy Board of Education of Baltimore County
Adopted: 4/13/72
REVISED: _________
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED BOUNDARY CHANGE FOR CHESAPEAKE TERRACE/EDGEMERE ELEMENTARY SCHOOLS

ORIGINATOR: Jean Satterfield, Area Assistant Superintendent, Southeast

RESOURCE Ghassan Shah, Office of Strategic Planning
PERSON(S): Pamela Carter, Office of Strategic Planning
Chris Brocato, Office of Strategic Planning

RECOMMENDATION

That the Board of Education approve Scenario 1 for the proposed boundary change for Chesapeake Terrace/Edgemere Elementary Schools as recommended by the Boundary Study Committee.

Attachment I – Executive Summary
Attachment II – Scenario 1
Executive Summary

As a result of the Southeast Area Utilization Study, and in accordance with Board of Education Policy 1280, Boundary Changes, a boundary study committee was organized in October 2008 to analyze data and develop potential boundary change options to balance the enrollments between Chesapeake Terrace Elementary and Edgemere Elementary Schools.

Currently, Chesapeake Terrace Elementary is at 63.36% of capacity and Edgemere Elementary is at 93.88% of capacity. The five year projections show that without a boundary change Chesapeake Terrace Elementary will only reach 65.41% of capacity and Edgemere Elementary will be overcapacity at 105.74%.

The boundary study committee developed four boundary change scenarios that would effectively balance enrollments. On January 7, 2009, approximately 75 area residents of the Chesapeake Terrace and Edgemere Elementary Schools’ community participated in a community forum. Individual and group questionnaires were completed to obtain their input and to determine the preferred boundary change option among the four scenarios (Scenarios 1, 2, 3, and 4). The majority of individuals (40%) completing the questionnaire preferred Scenario #1. A detailed report of the questionnaire findings from the community forum is attached.

This year, Chesapeake Terrace Elementary School was 107 students under capacity (63.36%) and Edgemere Elementary School was 32 students under capacity (93.88%). If boundary Scenario #1 was in effect this year, Chesapeake Terrace Elementary would be 47 students under capacity (83.9%) and Edgemere Elementary would be 92 students under capacity (82.41%). Over the course of the next five years, with boundary Scenario 1 as the choice, Chesapeake Terrace Elementary will be at 85.96% capacity and Edgemere Elementary will be at 94.26% capacity. The proposed boundary change for the Chesapeake Terrace Elementary and Edgemere Elementary Schools would allow for a more equitable distribution of students among schools. Additionally, Scenario 1 best meets the intent of Board of Education Policy 1280.

Therefore, Scenario 1 is recommended to the Board of Education for approval as the new boundary for the Chesapeake Terrace Elementary and Edgemere Elementary Schools effective for school year 2009-2010.
### Chesapeake Terrace/Edgemere Cluster School Information: 9/30/08

<table>
<thead>
<tr>
<th></th>
<th>Current State</th>
<th>Total FTE</th>
<th>Over/Under</th>
<th>FTE Enrol. %</th>
<th>% minority</th>
<th>% IEP</th>
<th>% F/R Meals</th>
<th>Students in Boundary</th>
<th>living in Boundary</th>
<th>% minority</th>
<th>% IEP</th>
<th>% F/R Meals</th>
<th>Eligible</th>
<th>% In-Boundary Attending</th>
<th>% Out-of-Bdy Attending</th>
<th>% BFPS (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake Terrace</td>
<td>292</td>
<td>195</td>
<td>185</td>
<td>-107</td>
<td>63.36%</td>
<td>3.59%</td>
<td>8.72%</td>
<td>25.64%</td>
<td>189</td>
<td>178</td>
<td>60.96%</td>
<td>4.23%</td>
<td>13.76%</td>
<td>28.04%</td>
<td>166</td>
<td>29</td>
</tr>
<tr>
<td>Edgemere</td>
<td>523</td>
<td>513</td>
<td>491</td>
<td>-32</td>
<td>93.88%</td>
<td>11.70%</td>
<td>10.33%</td>
<td>28.27%</td>
<td>520</td>
<td>495</td>
<td>94.65%</td>
<td>11.35%</td>
<td>11.73%</td>
<td>27.88%</td>
<td>486</td>
<td>27</td>
</tr>
<tr>
<td>Totals</td>
<td>815</td>
<td>708</td>
<td>676</td>
<td>-139</td>
<td>82.94%</td>
<td>7.65%</td>
<td>9.53%</td>
<td>26.96%</td>
<td>709</td>
<td>673</td>
<td>82.58%</td>
<td>7.79%</td>
<td>12.75%</td>
<td>27.96%</td>
<td>652</td>
<td>56</td>
</tr>
</tbody>
</table>

### Five-Year Enrollment Projections Developed in January, 2008

<table>
<thead>
<tr>
<th>School</th>
<th>Capacity '08</th>
<th>Total '09</th>
<th>FTE '09</th>
<th>Total '10</th>
<th>FTE '10</th>
<th>Total '11</th>
<th>FTE '11</th>
<th>Total '12</th>
<th>FTE '12</th>
<th>Total '13</th>
<th>FTE '13</th>
<th>Total '14</th>
<th>FTE '14</th>
<th>Enrolled</th>
<th>Out-of-Bdy Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake Terrace</td>
<td>292</td>
<td>186</td>
<td>177</td>
<td>184</td>
<td>175</td>
<td>185</td>
<td>176</td>
<td>185</td>
<td>177</td>
<td>190</td>
<td>186</td>
<td>200</td>
<td>191</td>
<td>65.41%</td>
<td>741</td>
</tr>
<tr>
<td>Edgemere</td>
<td>523</td>
<td>555</td>
<td>533</td>
<td>559</td>
<td>537</td>
<td>563</td>
<td>541</td>
<td>547</td>
<td>545</td>
<td>571</td>
<td>549</td>
<td>575</td>
<td>553</td>
<td>105.74%</td>
<td>741</td>
</tr>
</tbody>
</table>

Enrollment projections developed last year indicated that without an adjustment of the boundaries between the Chesapeake Terrace and Edgemere Elementary schools, Chesapeake Terrace's projected enrollments would remain between 60% and 65% of capacity through 2014, while Edgemere's projected enrollments would remain between 102% and 108% of capacity during the same period.
### What if proposed hypothetical "1" was in effect this year?

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Rated</th>
<th>Total FTE</th>
<th>Number</th>
<th>FTE Enrol. as % of Capacity</th>
<th>% Minority IEP</th>
<th>% F/R Meals</th>
<th>Total FTE Students</th>
<th>FTE Enrol. as % of Capacity</th>
<th>% Minority IEP</th>
<th>% F/R Meals</th>
<th>In-Boundary Attending (Total)</th>
<th>Out-of-Bdy. Attending (Total)</th>
<th>In-Boundary to Other BCPS (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake Terrace</td>
<td>292</td>
<td>260</td>
<td>245</td>
<td>-47</td>
<td>83.90%</td>
<td>3.85%</td>
<td>10.77%</td>
<td>25.36%</td>
<td>256</td>
<td>240</td>
<td>82.19%</td>
<td>4.48%</td>
<td>10.93%</td>
</tr>
<tr>
<td>Edgemere</td>
<td>523</td>
<td>448</td>
<td>431</td>
<td>-92</td>
<td>82.41%</td>
<td>12.72%</td>
<td>9.37%</td>
<td>28.78%</td>
<td>453</td>
<td>433</td>
<td>82.79%</td>
<td>12.36%</td>
<td>10.82%</td>
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</tbody>
</table>

### Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would continue to do so. Students attending other schools by special permission transfer would continue to do so.

### Five-Year Enrollment Projections Developed in January, 2008

<table>
<thead>
<tr>
<th>Schools</th>
<th>Capacity '08</th>
<th>Total '08</th>
<th>FTE '08</th>
<th>Total '09</th>
<th>FTE '09</th>
<th>Total '10</th>
<th>FTE '10</th>
<th>Total '11</th>
<th>FTE '11</th>
<th>Total '12</th>
<th>FTE '12</th>
<th>Total '13</th>
<th>FTE '13</th>
<th>Total '14</th>
<th>FTE '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake Terrace</td>
<td>292</td>
<td>186</td>
<td>177</td>
<td>184</td>
<td>175</td>
<td>185</td>
<td>176</td>
<td>185</td>
<td>177</td>
<td>190</td>
<td>186</td>
<td>200</td>
<td>191</td>
<td>65.41%</td>
<td></td>
</tr>
<tr>
<td>Edgemere</td>
<td>523</td>
<td>555</td>
<td>533</td>
<td>559</td>
<td>537</td>
<td>563</td>
<td>541</td>
<td>567</td>
<td>545</td>
<td>571</td>
<td>549</td>
<td>575</td>
<td>553</td>
<td>105.74%</td>
<td></td>
</tr>
</tbody>
</table>

Enrolled = 708

### Sample Five-Year Projections With Hypothetical Boundary "1"

<table>
<thead>
<tr>
<th>Schools</th>
<th>Capacity '08</th>
<th>Total '08</th>
<th>FTE '08</th>
<th>Total '09</th>
<th>FTE '09</th>
<th>Total '10</th>
<th>FTE '10</th>
<th>Total '11</th>
<th>FTE '11</th>
<th>Total '12</th>
<th>FTE '12</th>
<th>Total '13</th>
<th>FTE '13</th>
<th>Total '14</th>
<th>FTE '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake Terrace</td>
<td>292</td>
<td>251</td>
<td>237</td>
<td>249</td>
<td>235</td>
<td>250</td>
<td>236</td>
<td>250</td>
<td>237</td>
<td>255</td>
<td>246</td>
<td>265</td>
<td>251</td>
<td>85.96%</td>
<td></td>
</tr>
<tr>
<td>Edgemere</td>
<td>523</td>
<td>490</td>
<td>473</td>
<td>494</td>
<td>477</td>
<td>498</td>
<td>481</td>
<td>502</td>
<td>485</td>
<td>506</td>
<td>489</td>
<td>510</td>
<td>493</td>
<td>94.26%</td>
<td></td>
</tr>
</tbody>
</table>

Enrolled = 708

Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled. Un-geocoded students may show up as "out-of-boundary" as addresses cannot be coded.
Hypothetical Scenario 1: Area to be districted from Edgemere to Chesapeake Terrace

Edgemere Elementary

Chesapeake Terrace Elementary

Legend:
- AL: 6
- ES: 165
- HS: 25
- MS: 27
- SP: 4
As of 02/09/2009

<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>Frances Allen</td>
<td>Bus Driver</td>
<td>Transportation</td>
<td>5.5</td>
<td>02/01/09</td>
</tr>
<tr>
<td>Mary Bradshaw</td>
<td>English Teacher</td>
<td>Ridgely Middle</td>
<td>30.5</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Ronald Brigerman</td>
<td>Art Teacher</td>
<td>Pinewood Elementary</td>
<td>37.0</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Nancy Cook</td>
<td>Facilities Mgmt Asst.</td>
<td>Pulaski Park</td>
<td>42.4</td>
<td>01/01/09</td>
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<tr>
<td>Laura Danksy</td>
<td>Special Ed Teacher</td>
<td>Wellwood Intl School</td>
<td>30.0</td>
<td>07/01/09</td>
</tr>
<tr>
<td>James Dorsey</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>3.5</td>
<td>02/01/09</td>
</tr>
<tr>
<td>Marguerite Foley</td>
<td>Admin Secretary III</td>
<td>ESS/Dept of C&amp;I</td>
<td>24.5</td>
<td>02/01/09</td>
</tr>
<tr>
<td>Betty Friedlander</td>
<td>Records Secretary</td>
<td>Owings Mills High</td>
<td>24.7</td>
<td>04/01/09</td>
</tr>
<tr>
<td>Vikki Jenkins</td>
<td>Classroom Teacher</td>
<td>Riverview Elementary</td>
<td>12.7</td>
<td>02/01/09</td>
</tr>
<tr>
<td>Beverly Jetke</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>4.7</td>
<td>11/01/08</td>
</tr>
<tr>
<td>Lora Jones</td>
<td>Special Ed Teacher</td>
<td>Charlesmont Elementary</td>
<td>22.0</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Nancy Landers</td>
<td>Reimbursable- TABCO</td>
<td>Approved Leave</td>
<td>38.0</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Miriam Macey</td>
<td>Office Secretary</td>
<td>Hernwood Elementary</td>
<td>16.5</td>
<td>02/01/09</td>
</tr>
<tr>
<td>Susan Nelson</td>
<td>Assistant Principal</td>
<td>Hawthorne Elementary</td>
<td>33.0</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Diane O’Donnell</td>
<td>Home Econ Teacher</td>
<td>Patapsco High</td>
<td>32.5</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Cheryl Phillips</td>
<td>Kindergarten Teacher</td>
<td>Fort Garrison Elementary</td>
<td>8.1</td>
<td>02/01/09</td>
</tr>
<tr>
<td>Margaret Thompson</td>
<td>Modern Lang. Teacher</td>
<td>Towson High</td>
<td>32.0</td>
<td>07/01/09</td>
</tr>
<tr>
<td>Robert Wehr</td>
<td>Math Teacher</td>
<td>Franklin Middle</td>
<td>37.0</td>
<td>07/01/09</td>
</tr>
</tbody>
</table>
# Resignations

## Elementary – 10

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Date</th>
<th>Years</th>
<th>Months</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park Elementary School</td>
<td>Jacquelyn M. Rolling</td>
<td>06/30/09</td>
<td>3.0</td>
<td></td>
<td>Grade 2</td>
</tr>
<tr>
<td>Eastwood Center</td>
<td>Lisa C. Rogers</td>
<td>02/13/09</td>
<td>2.0</td>
<td>7.0 mos</td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Fort Garrison Elementary School</td>
<td>Marina Vurgaftman</td>
<td>02/24/09</td>
<td>11.0</td>
<td>6.0 mos</td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Johnnycake Elementary School</td>
<td>Lucy E. Freitas</td>
<td>07/01/09</td>
<td>4.0</td>
<td>4.0 mos</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Red House Run Elementary School</td>
<td>Jamie L. Ayd</td>
<td>06/30/09</td>
<td>6.0</td>
<td>5.0 mos</td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Seven Oaks Elementary School</td>
<td>Jill H. Henage</td>
<td>07/01/09</td>
<td>3.0</td>
<td></td>
<td>Special Education – Inclusion</td>
</tr>
<tr>
<td>Ashley N. Sebra</td>
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<td>07/01/09</td>
<td>1.0</td>
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<td>Special Education</td>
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<tr>
<td>Stoneleigh Elementary School</td>
<td>Anne R. Coady</td>
<td>06/30/09</td>
<td>5.0</td>
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<td>Speech/Language Pathologist</td>
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<tr>
<td>Villa Cresta Elementary School</td>
<td>Sarah J. Fair</td>
<td>07/01/09</td>
<td>2.0</td>
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<td>Special Education – Early Childhood Self-Contained</td>
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<tr>
<td>Woodmoor Elementary School</td>
<td>Jonathan R. Vandernat</td>
<td>02/06/09</td>
<td>6.0</td>
<td>7.0 mos</td>
<td>Physical Education</td>
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</table>

## Secondary – 13

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Date</th>
<th>Years</th>
<th>Months</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundalk High School</td>
<td>Thomas L. Pasko</td>
<td>06/30/09</td>
<td>2.0</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>Eastern Technical High School</td>
<td>Rachel E. Stacy</td>
<td>07/01/09</td>
<td>2.0</td>
<td></td>
<td>Science</td>
</tr>
<tr>
<td>Golden Ring Middle School</td>
<td>Jovita I. Webb</td>
<td>07/01/09</td>
<td>3.0</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>Lansdowne Middle School</td>
<td>Jennifer M. Breneman</td>
<td>06/30/09</td>
<td>1.0</td>
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<td>Spanish</td>
</tr>
<tr>
<td>Lansdowne High School</td>
<td>Maria S. Beredo</td>
<td>04/03/09</td>
<td>3.0</td>
<td></td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Maria F. Ramos</td>
<td></td>
<td>04/03/09</td>
<td>3.0</td>
<td></td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Milford Mill Academy</td>
<td>Bradford N. Davis</td>
<td>07/01/09</td>
<td>8.0</td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Overlea High School</td>
<td>Jonathan P. Lever</td>
<td>07/01/09</td>
<td>3.0</td>
<td></td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Owings Mills High School</td>
<td>Elizabeth K. Mohr</td>
<td>02/13/09</td>
<td>3.0</td>
<td>7.0 mos</td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td>Randallstown High School</td>
<td>Sonja I. Johnson</td>
<td>07/01/09</td>
<td>6.0</td>
<td></td>
<td>Mentor</td>
</tr>
<tr>
<td>Southwest Academy</td>
<td>Belinda Cofield</td>
<td>01/31/09</td>
<td>1.0</td>
<td>3.0 mos</td>
<td>Reading</td>
</tr>
<tr>
<td>Sparrows Point High School</td>
<td>Andrea R. Slutsky</td>
<td>07/01/09</td>
<td>4.0</td>
<td></td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
RESIGNATIONS

ADMINISTRATOR – 1
Latasha D. Brantley, 02/20/09, 4.0 yrs., 7.0 mos.
Assistant Principal

CENTRAL OFFICES – 1
Ellen J. Galvez, 07/01/09, 2.0 yrs.
Resource Teacher – Department of Curriculum & Instruction

RESIGNATIONS FROM LEAVE – 5
Adam S. Herb, granted Personal Leave, 07/01/08-06/30/09, resigning 01/12/09, 9.0 yrs., 6.0 mos.
Suzanne P. Horn, granted Personal Leave, 07/01/08-06/30/09, resigning 06/30/09, 16.0 yrs.
Elizabeth C. Smith, granted Child Rearing Leave, 12/03/07-06/30/09, resigning 06/30/09, 8.0 yrs.
Anne F. Talman, granted Child Rearing Leave, 07/19/07-06/30/09, resigning 06/30/09, 6.0 yrs.
Carrie A. Weaver, granted Child Rearing Leave, 11/18/07-06/30/09, resigning 06/30/09, 7.0 yrs.
March 10, 2009

LEAVES

CHILD REARING LEAVES

MEGAN WOLFE GUNTER – (Elementary) Formerly McCormick Elementary School
Effective June 2, 2009, through June 2, 2011

ANDREA MORRIS FRAZIER – (Elementary) Victory Villa Elementary School
Effective March 2, 2009, through March 2, 2011

ERIN BOCKSTIE HANCOCK – (Special Education) Formerly Parkville High School
Effective April 13, 2009, through April 13, 2011

SWATI ANJARIA MEHTA – (Technology Integration) Logan Elementary/Berkshire Elementary Schools
Effective May 17, 2009, through May 17, 2011

TRISTAN WASSENIUS RASSA – (Elementary) Essex Elementary School
Effective May 18, 2009, through May 18, 2011

ERICA KRISTEN QUAGLIANA – (Elementary) Perry Hall Elementary School
Effective January 20, 2009, through June 30, 2010

JENNIFER MAKOWSKI WOHLTMANN – (Science) Arbutus Middle School
Effective February 16, 2009, through February 16, 2011

PERSONAL ILLNESS LEAVE

CAROL BROWN FRIEDMAN – (Art) Mars Estates Elementary School
Effective January 30, 2009, through June 30, 2009
Baltimore County Public Schools

Date: March 10, 2009

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Re: Recommendations for Award of Contracts

Originator: J. Robert Haines, Esq., Deputy Superintendent

Person(s): Rick Gay, Manager, Office of Purchasing
Michael G. 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 – March 10, 2009

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

1. **Contract:** Active Basic, Optional and Dependent Life, Personal Accident Insurance (AD&D), and Retiree Basic and Optional Life  
   **Contract #:** JNI-729-09

   **Term:** 7 years  
   **Extension:** 3 years  
   **Contract Ending Date:** 9/01/19

   **Estimated annual award value:** $477,090  
   **Estimated total award value:** $4,770,900

   **Board meeting date:** March 10, 2009  
   **Bid issued:** November 20, 2008  
   **Pre-bid meeting date:** N/A  
   **Due date:** December 15, 2008  
   **No. of vendors issued to:** 18  
   **No. of bids received:** 11  
   **No. of no-bids received:** 7

**Description:**

This contract consists of providing basic life insurance for current employees. In addition, it will provide opportunities for employees and retirees to purchase optional additional life insurance, dependent life insurance, personal accident insurance, and retirees’ life insurance on a voluntary basis.

The proposals and the summarized results were presented to a committee of BCPS employees and union representatives. This committee evaluated the proposals and recommended the proposal that was determined to be the best value. This proposal provides slight enhancements to the current plans, while reducing the premium cost to the Board with guaranteed costs over seven years.

**Recommendation:**

Award of contract is recommended to:

The Prudential Insurance Company of America  
Newark, NJ

**Responsible school or office:** Department of Human Resources

**Contact person:** Donald A. Peccia

**Funding source:** Operating budget
2. **Contract:** K-8 Mathematics Cohort: Master of Arts in Education with a Concentration in Mathematics Instructional Leadership

   **Contract #:** RGA-957-09

   **Term:** 4 years  **Extension:** 0  **Contract Ending Date:** 7/31/13

   **Estimated annual award value:** $ 56,250

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

   **Board meeting date:** March 10, 2009

   **Bid issued:** N/A

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

   **Due date:** N/A

   **No. of vendors issued to:** N/A

   **No. of bids received:** N/A

   **No. of no-bids received:** N/A

**Description:**

This contract consists of a K-8 Mathematics Cohort: Master of Arts in Education (MAE) with a Concentration in Mathematics Instructional Leadership, which is an advanced degree program for experienced, certified, K-8 mathematics teachers who want to increase their understanding of mathematical content and earn a MAE degree. This is a non-thesis program. Graduates of this program will be highly qualified to teach math, and will become leaders in mathematics education as master teachers, curriculum developers, mathematics specialists, and other positions that improve the teaching of mathematics in elementary and middle schools.

**Recommendation:**

Award of contract is recommended to:

   University of Maryland Baltimore County    Baltimore, MD

**Responsible school or office:** Department of Professional Development

**Contact person:** Verletta B. White

**Funding source:** Operating budget
3. **Contract:** Master of Arts in Education with Concentration in Secondary Inquiry-based Science Pedagogy

**Contract #:** RGA-958-09

**Term:** 4 years  
**Extension:** 0  
**Contract Ending Date:** 7/31/13  
**Estimated annual award value:** $ 56,250  
**Estimated total award value:** $ 225,000

**Board meeting date:** March 10, 2009  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

This contract consists of a cohort for experienced teachers of science at the middle or high school level who are seeking leadership experience in science education. This is a non-thesis program; however, participants will be involved in educational research and will be required to complete a capstone project. The graduates of the Master of Arts in Education program with a Concentration in Secondary Inquiry-based Pedagogy will gain leadership experience and increased knowledge of problem solving, creative thinking, critical thinking, and best practices of scientific inquiry. It is expected that the graduates of the program will become leaders in science education as master teachers and curriculum developers, and will become directly involved in the improvement of science teaching in middle and high schools.

**Recommendation:**

Award of contract is recommended to:

University of Maryland Baltimore County  
Baltimore, MD

**Responsible school or office:** Department of Professional Development

**Contact person:** Verletta B. White

**Funding source:** Operating budget
4. **Contract:** Petroleum Solvent Parts Washers  
**Contract #:** PCR-233-09

<table>
<thead>
<tr>
<th>Term:</th>
<th>2 years</th>
<th><strong>Extension:</strong></th>
<th>3 years</th>
<th><strong>Contract Ending Date:</strong></th>
<th>3/31/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated annual award value:</strong></td>
<td>$ 35,000</td>
<td><strong>Estimated total award value:</strong></td>
<td>$ 175,000</td>
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<td></td>
</tr>
</tbody>
</table>

- **Board meeting date:** March 10, 2009  
- **Bid issued:** November 20, 2008  
- **Pre-bid meeting date:** December 4, 2008  
- **Due date:** January 21, 2009  
- **No. of vendors issued to:** 5  
- **No. of bids received:** 3  
- **No. of no-bids received:** 0

**Description:**

This contract consists of the rental of vehicle parts washers and service to dispose of the hazardous waste materials at various bus lot locations.

**Recommendation:**

Award of contract is recommended to:

- Safety-Kleen Systems, Inc.  
  Baltimore, MD

**Responsible school or office:** Department of Planning and Support Operations

**Contact person:** Michele O. Prumo

**Funding source:** Operating budget
5. **Contract:** Secondary Mathematics Cohort: Master of Arts in Education with a Concentration in Secondary Mathematics

**Contract #:** RGA-959-09

**Term:** 4 years **Extension:** 0 **Contract Ending Date:** 7/31/13

**Estimated annual award value:** $56,250

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

**Board meeting date:** March 10, 2009

**Bid issued:** N/A

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

**Due date:** N/A

**No. of vendors issued to:** N/A

**No. of bids received:** N/A

**No. of no-bids received:** N/A

**Description:**

This contract consists of a Secondary Mathematics Cohort: Master of Arts in Education (MAE) with a Concentration in Secondary Mathematics, which is an advanced degree program for experienced, certified, secondary mathematics teachers who want to increase their understanding of mathematical content and earn a MAE degree. This is a non-thesis program. This program is for teachers already highly qualified in mathematics at the secondary level. The graduates from the MAE with a Concentration in Secondary Mathematics program will increase their knowledge of secondary mathematics. It is expected that graduates of this program will become leaders in mathematics education as master teachers, curriculum developers, mathematics specialists, and other positions that improve the teaching of mathematics in middle and high schools.

**Recommendation:**

Award of contract is recommended to:

University of Maryland Baltimore County  
Baltimore, MD

**Responsible school or office:** Department of Professional Development

**Contact person:** Verletta B. White

**Funding source:** Operating budget
6. **Contract:** Voluntary Whole Life with Long-term Care and Critical Illness with Cancer Insurance  
   **Contract #:** JNI-730-09

   **Term:** Ongoing  
   **Extension:** N/A  
   **Contract Ending Date:** ongoing

   **Estimated annual award value:** $ N/A  
   **Estimated total award value:** $ N/A

   **Board meeting date:** March 10, 2009  
   **Bid issued:** December 10, 2008  
   **Pre-bid meeting date:** N/A  
   **Due date:** January 7, 2009  
   **No. of vendors issued to:** 11  
   **No. of bids received:** 8  
   **No. of no-bids received:** 3

**Description:**

This contract consists of providing current employees with the opportunity to purchase a whole-life insurance policy with long-term care and/or critical illness insurance.

The proposals and the summarized results were presented to a committee of BCPS employees and union representatives. This committee evaluated the proposals and recommended the proposal that was determined to be the best value.

**Recommendation:**

Award of contract is recommended to:

   ING Employee Benefits, Reliastar Life Insurance Co.  
   Transamerica Life Insurance Company  

   **Responsible school or office:** Department of Human Resources

   **Contact person:** Donald A. Peccia

   **Funding source:** 100% of cost paid by employee (voluntary)
7. **Contract Modification:** Systemic Renovations – Cockeysville Middle School  
   **Contract #:** MBU-572-06  
   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** N/A  
   **Estimated contract value:** $13,274,000  
   **Estimated modification amount:** $95,102  
   **Board meeting date:** March 10, 2009  

**Description:**

On August 22, 2006, the Board approved a contract with Huntington & Hopkins, Inc., for the renovation of Cockeysville Middle School.

The Board approved a construction contingency amount of $565,472 (4.3%). At this time, it is necessary to increase the contingency amount to $660,574 (5%) due to unanticipated mechanical, structural, and electrical requirements, including additional hazardous material abatement, relocation of proposed water heater flues and existing sprinkler piping, provisions of temporary heating for the building, and additional cutting and demolition costs.

**Recommendation:**

Award of contract modification is recommended to:

- **Huntington & Hopkins, Inc.**
  - Hunt Valley, MD

**Responsible school or office:**

Department of Physical Facilities

**Contact person:**

Michael G. Sines

**Funding source:**

Capital budget
8. **Contract Modification:** Renovation – Sudbrook Magnet Middle School
   **Contract #:** PCR-261-07

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
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<tbody>
<tr>
<td>Estimated contract value:</td>
<td>$</td>
<td>$13,190,871</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated modification amount:</td>
<td>$</td>
<td>$297,520</td>
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</tr>
</tbody>
</table>

   **Board meeting date:** March 10, 2009

   **Description:**

   On May 8, 2007, the Board approved a contract for the renovation of: selective HVAC; plumbing and electrical systems; ADA and restroom upgrades; enhancements to science classrooms; new windows; fire alarm and sprinkler system; and electrical, gas, and water services.

   The Board approved a construction contingency amount of $659,544 (5%). At this time, it is necessary to increase the contingency amount to $957,064 (7.3%) due to unanticipated mechanical, structural, and electrical requirements. In addition, BGE has required revisions to the power supply, electrical panels, breakers, and the electrical system.

   **Recommendation:**

   Award of contract modification is recommended to:

   Kinsley Construction Co., Inc.          York, PA

   **Responsible school or office:** Department of Physical Facilities

   **Contact person:** Michael G. Sines

   **Funding source:** Capital budget
9. **Contract:** Replacement of Windows, Blinds, and Doors – Bedford Elementary School  
**Contract #:** JNI-701-09

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$ 810,010</td>
<td>Estimated contingency amount:</td>
<td>$ 81,001</td>
<td>Estimated total award value:</td>
<td>$ 891,011</td>
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</tbody>
</table>

**Board meeting date:** March 10, 2009  
**Bid issued:** January 8, 2009  
**Pre-bid meeting date:** January 15, 2009  
**Due date:** February 5, 2009  
**No. of vendors issued to:** 18  
**No. of bids received:** 6  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal and replacement of the school’s windows, window wall systems, exterior doors, window blinds, and other associated work.

**Recommendation:**

Award of contract is recommended to:

E. Pikounis Construction Co. Inc.  
Baltimore, MD

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$810,010</td>
<td>$814,657</td>
<td>$818,000</td>
<td>$824,500</td>
<td>$847,000</td>
<td>$1,129,490</td>
</tr>
</tbody>
</table>
10. **Contract:** Installation of Generators at Greenwood Campus  
    **Contract #:** MBU-512-09

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td>579,240</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>57,924</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>637,164</td>
<td></td>
<td></td>
<td></td>
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</table>

**Board meeting date:** March 10, 2009  
**Bid issued:** January 22, 2009  
**Pre-bid meeting date:** January 29, 2009  
**Due date:** February 19, 2009  
**No. of vendors issued to:** 20  
**No. of bids received:** 9  
**No. of no-bids received:** 0

**Description:**

This project consists of the addition of two generators at the Greenwood Campus.

**Recommendation:**

Award of contract is recommended to:

P.D. Valle Electric Co., Inc. Baldwin, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
Contract: Installation of Generators at Greenwood Campus
Contract #: MBU-512-09

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
<th>Alternate #1 ADD: includes all work required to provide a ductbank between the HR and Administration Buildings</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD Valle Electric Co., Inc.</td>
<td>$548,400</td>
<td>$30,840</td>
<td>$579,240</td>
</tr>
<tr>
<td>Phillips Way, Inc.</td>
<td>$612,130</td>
<td>$55,000</td>
<td>$667,130</td>
</tr>
<tr>
<td>Eastern Sales &amp; Engineering Co.</td>
<td>$614,475</td>
<td>$56,472</td>
<td>$670,947</td>
</tr>
<tr>
<td>Urban Francis, LLC</td>
<td>$609,000</td>
<td>$78,500</td>
<td>$687,500</td>
</tr>
<tr>
<td>Glenelg Construction</td>
<td>$627,000</td>
<td>$62,000</td>
<td>$689,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
<th>Alternate #1 ADD: includes all work required to provide a ductbank between the HR and Administration Buildings</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BoMark Electric</td>
<td>$666,600</td>
<td>$40,000</td>
<td>$706,600</td>
</tr>
<tr>
<td>Action Electrical Contractors</td>
<td>$727,900</td>
<td>$38,900</td>
<td>$766,800</td>
</tr>
<tr>
<td>Electrico, Inc.</td>
<td>$699,091</td>
<td>$82,156</td>
<td>$781,247</td>
</tr>
<tr>
<td>John E. Kelly &amp; Sons</td>
<td>$726,860</td>
<td>$54,820</td>
<td>$781,680</td>
</tr>
</tbody>
</table>
11. **Contract:** Utility Service – Greenwood Campus  
**Contract #:** RGA-125-09

**Term:** N/A  **Extension:** N/A  **Contract Ending Date:** N/A  
**Estimated annual award value:** $  
**Estimated contingency amount:** $  
**Estimated total award value:** $25,147

**Board meeting date:** March 10, 2009  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

A contract with Baltimore Gas & Electric Company (BGE) is required for the utility company to install gas and electric equipment, service, and meters for the Greenwood Administration and Human Resources buildings.

**Recommendation:**

Award of contract is recommended to:

Baltimore Gas & Electric Co. (BGE)  
Baltimore, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
12. **Contract:** Roof Design and Contract Administration Services – Halstead Academy, Prettyboy Elementary School, Carney Elementary School, Pot Spring Elementary School, and Seventh District Elementary School

**Contract #:** JNI-747-09

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$100,496</td>
<td>Estimated contingency amount:</td>
<td>N/A</td>
<td>Estimated total award value:</td>
<td>$100,496</td>
</tr>
</tbody>
</table>

**Board meeting date:** March 10, 2009

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

**Due date:** N/A

**No. of vendors issued to:** N/A

**No. of bids received:** N/A

**No. of no-bids received:** N/A

**Description:**

On July 12, 2005, the Board approved the use of the Pennsylvania Education Joint Purchasing Council (PAEJPC)/Weatherproofing Technologies, Inc. (TREMCO). This project consists of roof replacement, design, and contract administration services for five schools.

**Recommendation:**

Award of contract is recommended to:

- Pennsylvania Education Joint Purchasing Council (PAEJPC)/Weatherproofing Technologies, Inc. (TREMCO)
  
- Ashburn, VA

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
13. **Contract:** Replacement of Windows, Blinds, and Doors – Riderwood Elementary School

**Contract #:** MWE-813-09

**Term:** N/A  **Extension:** N/A  **Contract Ending Date:** N/A  

**Estimated annual award value:** $338,416  
**Estimated contingency amount:** $33,841  
**Estimated total award value:** $372,257

**Board meeting date:** March 10, 2009  
**Bid issued:** January 8, 2009  
**Pre-bid meeting date:** January 16, 2009  
**Due date:** February 5, 2009  
**No. of vendors issued to:** 17  
**No. of bids received:** 10  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal and replacement of the school’s windows, window wall systems, exterior doors, window blinds, and other associated work.

**Recommendation:**

Award of contract is recommended to:

E. Pikounis Construction Co., Inc.  
Baltimore, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$338,416</td>
<td>$349,188</td>
<td>$373,000</td>
<td>$373,846</td>
<td>$398,900</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$439,297</td>
<td>$445,393</td>
<td>$449,800</td>
<td>$494,000</td>
<td>$643,100</td>
</tr>
</tbody>
</table>
14. **Contract**: HVAC Renovation – Sandalwood Elementary School  
**Contract #**: JMI-613-09  

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$1,001,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$100,100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$1,101,100</td>
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</table>

**Board meeting date**: March 10, 2009  
**Bid issued**: January 15, 2009  
**Pre-bid meeting date**: January 23, 2009  
**Due date**: February 12, 2009  
**No. of vendors issued to**: 14  
**No. of bids received**: 4  
**No. of no-bids received**: 0  

**Description**:  
This project includes the removal and replacement of the existing unit ventilators, air handling units, HVAC piping, and the HVAC system controls.  

**Recommendation**:  
Award of contract is recommended to:  
Chilmar Corporation  
Baltimore, MD  

**Responsible school or office**: Department of Physical Facilities  
**Contact person**: Michael G. Sines  
**Funding source**: Capital budget  

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Base Bid (Price includes an allowance for Industrial Hygienist services of $30,000)</td>
<td>$878,000</td>
<td>$903,900</td>
<td>$918,500</td>
<td>$1,192,800</td>
</tr>
<tr>
<td>Alternate #1 Add: (Replace existing ceilings and existing lighting in the classrooms and administration area.)</td>
<td>$123,000</td>
<td>$102,900</td>
<td>$91,000</td>
<td>$146,340</td>
</tr>
<tr>
<td>Total</td>
<td>$1,001,000</td>
<td>$1,006,800</td>
<td>$1,009,500</td>
<td>$1,339,140</td>
</tr>
</tbody>
</table>
15. **Contract:** Forest Conservation Easement Fee-in-Lieu – Dogwood Elementary School Addition

**Contract #:** JNI-739-09

**Term:** N/A  **Extension:** N/A  **Contract Ending Date:** N/A

**Estimated award value:** $34,848

**Board meeting date:** March 10, 2009

**Description:**

A fee-in-lieu is required for the replacement planting of two acres of forestation to comply with forest conservation law for Dogwood Elementary School’s addition project.

**Recommendation:**

Award of contract is recommended to:

Baltimore County Department of Environmental Protection and Resource Management  
Baltimore County, Maryland

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
   Contract #: RGA-124-09
   Estimated award value: N/A

   Board meeting date: March 10, 2009

Description:
Verizon Wireless has requested a five-foot wide utility easement for the purpose of fiber optics installation. The Department of Physical Facilities has reviewed this project and determined that existing site facilities will not be permanently disturbed. Attached to this exhibit are a site plan, deed description, and two record plats prepared by Verizon Wireless.

At this time, we request Board of Education approval to enter into an agreement, whereby Baltimore County Public Schools will surplus this area to Baltimore County Government for the purpose of a five-foot wide utility easement right-of-way on the New Town High School property for Verizon Wireless.

Following approval of this proposed easement, we will request the existing easement be eliminated.

Recommendation:
Award of contract is recommended to:

   Baltimore County Government          Baltimore County Maryland

   Responsible school or office: Department of Physical Facilities

   Contact person: Michael G. Sines

   Funding source: N/A
BEGINNING FOR THE SAME AT A POINT ON THE SOUTHWESTERN RIGHT OF WAY LINE
OF LAKESIDE BOULEVARD AT A DISTANCE OF 1026.35 FEET FROM THE EASTERN END
OF THE S 60° 12' 01" E 1706.86 FOOT LINE AS ShOWN ON A BOUNDARY SURVEY PREPARED BY
JMT ENGINEERING FOR THE BOARD OF EDUCATION (NEW TOWN HIGH SCHOOL), SAID
POINT OF BEGINNING BEING IN THE CENTERLINE OF A 5 FOOT EASEMENT FOR
TELECOMMUNICATIONS EQUIPMENT AS NOW DESCRIBED, THENCE LEAVING THE
SOUTHWESTERN RIGHT OF WAY LINE OF LAKESIDE BOULEVARD AND RUNNING ALONG
THE CENTERLINE OF THE PROPOSED 5 FOOT EASEMENT ACROSS THE BOARD OF
EDUCATION PROPERTY THE FOLLOWING COURSES, S 29° 23’ 57” W FOR A DISTANCE
OF 5.00 FEET, THENCE N 70° 32’ 57” W FOR A DISTANCE OF 26.24 FEET, THENCE S 70° 58’ 50” W
FOR A DISTANCE OF 15.79 FEET, THENCE S 34° 03’ 38” W FOR A DISTANCE OF 54.69 FEET,
THENCE S 29° 16’ 21” W FOR A DISTANCE OF 58.09 FEET, THENCE BY A CURVE TO THE LEFT
HAVING A RADIUS OF 389.59 FEET FOR AN ARC LENGTH OF 73.91 FEET SUBTENDED BY A
CHORD BEARING S 06° 21’ 50” W FOR A CHORD DISTANCE OF 73.80 FEET, THENCE BY A
CURVE TO THE RIGHT HAVING A RADIUS OF 93.38 FEET FOR AN ARC LENGTH OF 66.83
FEET SUBTENDED BY A CHORD BEARING S 26° 58’ 46” W FOR A CHORD DISTANCE OF 65.73
FEET, THENCE BY A CURVE TO THE LEFT HAVING A RADIUS OF 49.02 FEET FOR AN ARC
LENGTH OF 32.49 FEET SUBTENDED BY A CHORD BEARING S 35° 21’ 05” W FOR A CHORD
DISTANCE OF 32.23 FEET, THENCE S 01° 37’ 30” E FOR A DISTANCE OF 30.37 FEET, THENCE S
02° 20’ 45” E FOR A DISTANCE OF 62.29 FEET, THENCE BY A CURVE TO THE LEFT HAVING A
RADIUS OF 38.29 FEET FOR AN ARC LENGTH OF 38.73 FEET SUBTENDED BY A CHORD
BEARING S 45° 11’ 20” E FOR A CHORD DISTANCE OF 37.10 FEET, THENCE S 72° 33’ 53” E FOR
A DISTANCE OF 76.47 FEET, THENCE BY A CURVE TO THE RIGHT HAVING A RADIUS OF
164.77 FEET FOR AN ARC LENGTH OF 43.96 FEET SUBTENDED BY A CHORD BEARING S 64°
45’ 35” E FOR A CHORD DISTANCE OF 43.83 FEET, THENCE S 50° 09’ 47” E FOR A DISTANCE
OF 95.18 FEET, THENCE S 49° 26’ 29” E FOR A DISTANCE OF 172.60 FEET, THENCE S 50° 35’
22” E FOR A DISTANCE OF 91.73 FEET, THENCE BY A CURVE TO THE RIGHT HAVING A
RADIUS OF 45.96 FEET FOR AN ARC LENGTH OF 63.24 FEET SUBTENDED BY A CHORD
BEARING S 02° 17’ 26” E FOR A CHORD DISTANCE OF 58.37 FEET, THENCE S 24° 33’ 41” W
FOR A DISTANCE OF 63.20 FEET, THENCE BY A CURVE TO THE LEFT HAVING A RADIUS OF
106.77 FEET FOR AN ARC LENGTH OF 147.81 FEET SUBTENDED BY A CHORD BEARING S 14°
49’ 09” E FOR A CHORD DISTANCE OF 136.29 FEET, THENCE S 52° 13’ 29” E FOR A DISTANCE
OF 197.11 FEET, THENCE BY A CURVE TO THE RIGHT HAVING A RADIUS OF 178.50 FEET
FOR AN ARC LENGTH OF 172.51 FEET SUBTENDED BY A CHORD BEARING S 24° 04’ 22” E
FOR A CHORD DISTANCE OF 165.88 FEET, THENCE S 04° 59’ 01” W FOR A DISTANCE OF 44.16
FEET, THENCE S 25° 23’ 14” E FOR A DISTANCE OF 35.85 FEET, THENCE S 00° 37’ 56” E FOR A
DISTANCE OF 99.89 FEET, THENCE S 89° 38’ 29” W FOR A DISTANCE OF 13.78 TO AN
EXISTING HAND HOLE. BEARINGS BASED ON BALTIMORE COUNTY METROPOLITAN
DISTRICT COORDINATE SYSTEM.

[Signature]

20
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF SCHOOL LEGISLATION

ORIGINATOR: Edward J. Novak, Esq., Associate General Counsel, Legislative and Policy Matters

RECOMMENDATION

That the Board of Education consider taking positions on Key School Legislation.

* * * * *
UPDATES LEGISLATION

(*Status as of 02/26/09 – updated information in RED)

HB26 – Public Schools – Children with Anaphylactic Allergies – Reduction of Risk

Requiring principals of public schools that have children attending the schools who have been identified as having anaphylactic allergies to take specified actions to reduce specified risks; requiring school principals to monitor specified files; requiring the monitoring of individualized health plans; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/17/09 at 1:00 p.m.

HB183 – Lottery for Schools Act of 2009

Requiring the Comptroller to distribute 25% of specified lottery proceeds to public school systems for classroom staff and instructional materials; requiring that 75% of specified lottery proceeds be distributed to the General Fund of the State and used for the Bridge to Excellence in Public Schools Program; etc.

Board of Education position: No Position

*Status: House – Hearing on 02/25/09 at 1:00 p.m.

HB189 – Respiratory Illness Prevention Act

Cross Filed with Senate Bill 319

Prohibiting the operation of a public school bus on or after a specified date if the bus does not have diesel emission control equipment; requiring the Asthma Control Program to set up a grant program to be used for the installation of diesel emission control equipment on public school buses; requiring specified State procurement contracts to include specified clauses regarding diesel emissions control equipment; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/25/09 at 1:00 p.m.
HB379 – Education - Reporting Requirement – Class Size

Cross Filed with Senate Bill 990

Requiring the State Department of Education to develop a uniform data collection method to track the number of students who regularly participate in a classroom teacher's class by the beginning of the 2012-2013 academic year; requiring the method to reflect the number of these students in a classroom teacher's class as of September 30 of each year; requiring each county board of education to implement the method and report the results to the Department on or before December 1 of each year; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/17/09 at 1:00 p.m.

HB505 – Education – High School Assessment Requirement

Prohibiting the State Board of Education from including the passing of statewide, mandatory, curriculum-based examinations or assessments in public high school graduation requirements; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/17/09 at 1:00 p.m.

HB533 – Cooperative Purchasing Agreements – Requirements and Expansion of Use

Requiring that specified procurement contracts entered into by State and local entities include specified provisions that facilitate other entities to join the contracts; authorizing State and local entities to enter into specified agreements for the cooperative or joint administration of programs with other State or local entities; requiring that State and local entities make specified efforts to determine if another State or local entity is participating in a specified contract before initiating a procurement; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/25/09 at 1:00 p.m.

HB588 – Education – Public Schools – Standardized Course Numbering System

Authorizing the State Department of Education to develop a standardized course numbering system to facilitate the collection of data on student participation in courses offered in the public schools; authorizing each county school system to adopt the
standardized course numbering system on a voluntary basis; and requiring a specified county school system to provide a translation of course numbers under specified circumstances.

Board of Education position: Oppose

*Status: House – Hearing on 02/17/09 at 1:00 p.m.

HB632 – Education – New Teachers – Classroom Management Training

Requiring that new teachers receive classroom management training before teaching in the public schools; and requiring the State Board of Education to adopt specified regulations.

Board of Education position: Oppose

*Status: House – Hearing on 02/24/09 at 1:00 p.m.

HB792 – Education – Collective Bargaining – Topics of Negotiation

Including the discipline and discharge of an employee for just cause and employee transfers and assignments among the matters about which a public school employer must meet and negotiate with a specified employee organization on request; and repealing the public school employer's authority to negotiate due process for discipline and discharge with a specified employee organization under specified circumstances.

Board of Education position: Oppose

*Status: House – Hearing on 03/10/09 at 1:00 p.m.

NEW HB1053 - Community Environmental Protection Act of 2009

Cross Filed with Senate Bill 824

Providing specified persons and associations standing in specified claims under specified circumstances; providing judicial review of specified final administrative decisions under specified circumstances; providing specified persons standing to participate in specified administrative appeal proceedings under specified circumstances; etc.

Recommended Board of Education position: Oppose

*Status: House – Hearing on 03/11/09 at 1:00 p.m.
SB100 – Public Schools and Child Care Centers – Artificial Color Additives – Prohibition

Prohibiting public schools and child care centers from purchasing, selling, using, or serving food products containing or consisting of specified artificial color additives on or after July 1, 2010; authorizing the State Board of Education to adopt regulations; providing that child care centers may serve specified foods containing or consisting of specified artificial color additives under specified circumstances; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/11/09 at 1:00 p.m.

SB101 – Public Health – Warning Labels and Prohibition on Color Additives in Food

Prohibiting, from January 1, 2010, to December 31, 2011, the sale of food products that contain or consist of specified color additives unless specified labeling requirements are met; prohibiting food service facilities from purchasing, selling, using, or serving food products that contain or consist of specified color additives unless menus and notices meet labeling requirements between specified dates; authorizing the Secretary of Health and Mental Hygiene to seize or condemn food containing specified color additives; etc.

Board of Education position: Oppose

*Status: House – Unfavorable Report

SB111 – Public Health – Food Allergen Labeling – Vending Machines

Requiring the operator of a vending machine to include any information required under the federal Food Allergen Labeling and Consumer Protection Act of 2004 on the exterior of the vending machine; etc.

Board of Education position: No Position

*Status: House – Unfavorable Report

SB139 – Education – High School Assessment Requirement

Prohibiting the State Board of Education from including the passing of statewide, mandatory, curriculum-based examinations or assessments in public high school graduation requirements; etc.

Board of Education position: Oppose

*Status: House – Hearing on 02/19/09 at 1:00 p.m.
SB569 – Education – Collective Bargaining – Topics of Negotiation

Including the discipline and discharge of an employee for just cause and employee transfers and assignments among the matters about which a public school employer must meet and negotiate with a specified employee organization on request; and repealing the public school employer's authority to negotiate due process for discipline and discharge with a specified employee organization under specified circumstances.

Board of Education position: Oppose

*Status: House – Hearing on 03/05/09 at 1:00 p.m.

SB673 – Fairness in Negotiations Act

Cross-Filed with House Bill 1243

Requiring specified collective bargaining agreements to provide for binding arbitration of the grievances arising under the agreements that the parties have agreed to be subject to arbitration; requiring a public school employer and an exclusive representative of specified public school employees to negotiate in a specified manner; etc.

Board of Education position: Oppose

*Status: House – Hearing on March 5, 2009 at 1:00 p.m.

SB710 – State Retirement and Miller Pension System – Local Employer Contributions – Educators and Educational Staff

Cross-Filed with House Bill 1046

Providing for the calculation of a payment of a portion of the employer contributions for local school board employees and community college employees who are members of the Teachers' Retirement System or the Teachers' Pension System; requiring counties to pay a portion of the employer contributions for local school board employees and community college employees who are members of the Teachers' Retirement System or the Teachers' Pension System; etc.

Board of Education position: Oppose

*Status: House – First Reading on 02/06/09
SB754 – Vehicle Laws – School Buses – Prohibition on Permitting Sitting on Floor or Standing

Cross-Filed with House Bill 934

Prohibiting a person who is responsible for pupils on a school bus from permitting any pupil to stand while the bus is in motion; prohibiting a person who is responsible for pupils on a school bus from permitting any pupil to sit on the floor; etc.

Board of Education position: Oppose

*Status: House – Hearing on 03/03/09 at 1:00 p.m.

SB903 – Education – High School Assessment – Graduation Requirement - Prohibition

Prohibiting the State Board of Education from including the passing of statewide, mandatory, curriculum-based examinations or assessments in its requirements to graduate from a public high school in the State for students graduating in the 2008-2009 school year; making the Act an emergency measure; and providing for the termination of the Act.

Board of Education position: Oppose

*Status: House – Hearing 02/19/09 at 1:00 p.m.
DATE: March 10, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLAN FOR DUNDALK HIGH SCHOOL

ORIGINATOR: Jean E. Satterfield, Assistant Superintendent, Southeast Area

RESOURCE PERSON(S): Thomas Shouldice, Principal, Dundalk High School

RECOMMENDATION

That the Board of Education approve the following Alternative Governance Plan for Dundalk High School: Replace all or most of the school staff who are impeding the progress of the school.

INFORMATION

Under the No Child Left Behind Act of 2001, Dundalk High School was placed in School Improvement status for the next year. While Dundalk High made Adequate Yearly Progress (AYP) in all of the assessed areas, the school has not made AYP in Graduation Rate for the past two years and did not make AYP for two subgroups: English Language Learners and students receiving special education services, respectively. The Alternative Governance Plan sets out to address the areas of weakness noted above and to improve instruction overall for the students in this community.
2009 Alternative Governance for School Improvement
1. MARYLAND STATE DEPARTMENT OF EDUCATION
COVER PAGE

School Contact Information

School Name and Number: Dundalk High School 1273
School Address: 1901 Delvale Avenue, Baltimore, MD 21222
2008-2009 School Principal: Tom Shouldice

- Principal’s Phone: 410-887-7359 Fax Number: 410-887-7025
- Principal's Email: pshouldice@bcps.org
- Principal’s Signature: ______________________________________________________

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools
LEA Contact Person Name and Title: Ms. Jean Satterfield, Area Assistant Superintendent

- Phone Number: 410-887-8768 Fax Number: 410-887-8399
- Email: jsatterfield@bcps.org
- Contact Person’s Signature: __________________________________________________

Local Board of Education Approval

Local Board Approval Date:

Dr. Joe A Hairston
Superintendent’s Printed Name

______________________________________________________ Date ____________________
Superintendent’s Signature
2. ALTERNATIVE GOVERNANCE SELECTION

1. Identify which of the following alternative governance options was selected.
   Option 1. Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress.

2. Add the Top Five TCNA Action Steps that will support this option.

<table>
<thead>
<tr>
<th>Check Off</th>
<th>AG Option</th>
<th>AG Description and TCNA Top Five Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1</td>
<td>Refer to Attachment A for a more detailed description of each of these options</td>
</tr>
</tbody>
</table>

Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress.

Top Five Action Steps

1. Develop and maintain a collaborative professional learning community committed to excellence and high expectations for every student.
2. Design, implement, monitor, evaluate, and adjust ongoing differentiated professional development in the use and analysis of data to support informed decision making about students’ academic achievement and graduation rate.
3. Develop new and enhance existing community-based partnerships focused on academic excellence, preparing students for the workplace and college, and ensuring that students graduate from high school.
4. Review, monitor, evaluate, and refine the school-wide Positive Behavioral Interventions and Supports (PBIS) program to improve attendance, increase instructional time, and maximize opportunities for learning for all students.
5. Review, evaluate, and refine the school schedule and organization to support extended learning opportunities and increased instructional time.

3. Answer the option specific questions found in Attachment A 1 through A 3, as appropriate.

3. CORRECTIVE ACTIONS

Corrective Actions taken during the 2007-2008 School Year.

Corrective Action # 1: Professional development based on small research-based Professional Learning Communities (PLC) targeted to individual teacher needs; aligned with the Maryland Teacher Professional Development Standards.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Adjustments Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All teachers received professional development (PD) on strategies related directly to their identified instructional needs.</td>
<td>• Monitoring PD to ensure that teachers implemented the strategies identified with fidelity.</td>
<td>• Small group PD in which teacher experts provide PD, follow-up activities, and monitoring is yielding significant improvements in planning and instruction.</td>
</tr>
<tr>
<td>• Teacher leaders were provided the time to research and develop PD for their colleagues, which built leadership capacity and increased positive participation.</td>
<td>• Providing the teacher experts with the time and resources to develop their PD strand to ensure the highest quality PD.</td>
<td>• To ensure monitoring, the PD strand for each teacher is included as part of the formal and informal observation process.</td>
</tr>
<tr>
<td>• Collaboration among teachers improved as a result of cross-curricular PD.</td>
<td>• Some teachers express a sense of hopelessness/helplessness as they try to use instructional strategies that are less effective than hoped due to a lack of change in school culture.</td>
<td>• Maryland Teacher Professional Development Standards need to be more closely utilized as PD is developed; PD on these standards will be presented to the school’s teacher leaders and the standards will form the basis for all PD.</td>
</tr>
<tr>
<td>• PD on AVID, technology, reading, assessment, classroom management, rigor, differentiation, and special education was applied immediately to improve instruction.</td>
<td>• Creating a motivated, empowered cadre of teachers with a shared vision.</td>
<td></td>
</tr>
</tbody>
</table>
• Follow-up PD sessions to discuss results and plan modifications.
• The “lesson study” model was used to improve instruction.
• PD for all staff focused on the characteristics of children in poverty and on developing a rubric for rigorous instruction.
• Ongoing vertical teaming with feeder elementary/middle schools began and facilitated development of common understandings.
• Collaborative PD connection with Parkville HS ELL Center to share and learn best practices (Dundalk HS is an ELL Center).
• All staff need PD in identified areas and PD will be differentiated accordingly.
• A shared school vision by all staff is essential for improving student achievement.

| Corrective Action # 2: Implementation of 90 minutes per day Sopris West Language! program |
|---|---|---|
| **Successes** | **Challenges** | **Lessons Learned & Adjustments Made** |
| • Students in the Language! program improved reading levels approximately two grade levels each school year based upon program-embedded assessments. | • Provide adequate on-going training for teachers. | • Delivering the program with fidelity is the key to student success, but success requires adequate teacher training and increased student motivation. |
| • Program addresses specific student reading deficits (as determined by assessments) in small classes. | • Incorporating higher level, more challenging reading and thinking activities for HSA preparation. | • Language! students were provided additional HSA preparation materials and tutoring. |
| • Program provides 90 minutes each day for reading instruction. | • Placing students appropriately due to mobility of population. | • ELL and special education teachers will need additional strategies to accelerate student learning. |
| • Program incorporates all aspects of language/reading development including phonics and vocabulary development. | • Program is a continuation of a middle school program, which is difficult for some high school students to accept. | |
| • Substantial reading deficits for ELL cluster program and special education students are difficult to overcome. | | |

| Corrective Action # 3: After-school, Saturday, and Summer School HSA tutoring programs for identified students |
|---|---|---|
| **Successes** | **Challenges** | **Lessons Learned & Adjustments Made** |
| • Students attending tutoring sessions were significantly more prepared for HSAs, as determined by HSA results. | • Providing funding for tutoring. | • Acquired funding for tutoring from State School Improvement Grant, Third Party Billing funds, Gear-Up grant, CPIP grants (colleges), and operating budget. |
| • Summer activities, conducted at Towson University, were focused primarily on algebra in response to identified student needs and an available funding source. | • Difficulty staffing the program; most teachers are engaged in other activities outside of school. | • Developed plan to provide each student with a clear understanding of their need to pass HSA as a graduation requirement. |
| | • Most students see little benefit in tutoring sessions and do not attend in significant numbers; some students do not appear to take the HSA seriously. | • Employed senior AP students as tutors. |
| | | • In-school and ancillary assistance programs will be designed to be more engaging and attractive to students. |
### Corrective Action # 4: Principal replaced for 2008-09 school year

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Adjustments Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developed school-wide focus on academic achievement, academic programs (AVID, AP) and increased rigor in instruction.</td>
<td>• Some staff are reluctant to change instructional and supervision habits.</td>
<td>• Extensive data analysis and support provided by system central office.</td>
</tr>
<tr>
<td>• Strategies implemented to address classroom management and behavioral concerns.</td>
<td>• Lack of collaboration among building leaders.</td>
<td>• Need to develop a marketing plan for the school.</td>
</tr>
<tr>
<td>• Initiated stronger connections within the community.</td>
<td>• Apparent culture of learned helplessness among staff and students.</td>
<td>• All school staff need to be committed to excellence and high expectations for every student.</td>
</tr>
<tr>
<td>• Reorganize special education department in order to improve delivery of services to students.</td>
<td>• Student pride in academic achievement and school is minimal or hidden.</td>
<td>• Insufficient data analysis inhibited informed decision making. All staff will be accountable for using data to drive decision making.</td>
</tr>
<tr>
<td>• AFG accreditation team provided feedback that informed decision-making.</td>
<td>• Need for in-depth data analysis related to teacher and student performance and school structures (schedule, instructional and other programs, etc.).</td>
<td></td>
</tr>
</tbody>
</table>

### Corrective Action # 5: Outside experts to advise school on how to revise and strengthen the improvement plan; Experts to address specific issues underlying the school’s continued inability to make AYP.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Adjustments Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outside experts from the Language! program were very helpful in training teachers in the program; experts from AVID, College Board and PBIS provided effective strategies for improving student achievement.</td>
<td>• Access to experts outside of the system is limited.</td>
<td>• Developed a plan to have curriculum office experts present routinely in the school as teachers benefit from intensive work with content area and other central office experts.</td>
</tr>
<tr>
<td>• The School Improvement Plan underwent a peer review with subsequent revisions.</td>
<td>• Need for additional research in schools with similar challenges.</td>
<td>• LEA implemented a dropout prevention study committee.</td>
</tr>
<tr>
<td>• Various staff attended MSDE, regional, and national conferences for professional development related to identified needs.</td>
<td>• Need for strategies for early identification of students in danger of dropping out.</td>
<td>• A school specific dropout prevention program was developed and implemented.</td>
</tr>
<tr>
<td></td>
<td>• In some cases, the community appears to support non-completion of high school.</td>
<td>• Attendance at regional and national conferences provides significant support for improving instruction and achievement.</td>
</tr>
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</table>

### 4. SCHOOL ACADEMIC PROFILE

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Name of core reading program</td>
<td>Practice/s: Standard English for all students except students identified for the Language! program. Grade Level/s: 9-12</td>
<td>Practice/s: Standard English for all students to increase rigor and student achievement. Grade Level/s: 9-12</td>
</tr>
<tr>
<td>2. Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading interventions.</td>
<td>Practice/s:</td>
<td>Practice/s:</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>• Sopris West <em>Language!</em> Books D-F</td>
<td></td>
<td></td>
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<tr>
<td>• After-school and Saturday tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 9, 10, 11</td>
<td></td>
<td></td>
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<tr>
<td># of Students Served: 158</td>
<td></td>
<td></td>
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<tr>
<td>• Sopris West <em>Language!</em> Books C-F combined with standard English</td>
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<td></td>
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<tr>
<td>• After-school, Saturday, and summer tutoring and enrichment programs</td>
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<tr>
<td>• Integrate co-teaching model with university partners for special education students to increase student achievement.</td>
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<td></td>
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<tr>
<td>Grade Level/s: 9, 10, 11</td>
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<td></td>
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<tr>
<td># of Students Served: 150-175</td>
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<thead>
<tr>
<th>3. Name of core mathematics program</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 – Algebra I</td>
<td></td>
</tr>
<tr>
<td>Grade 10 – Algebra II</td>
<td></td>
</tr>
<tr>
<td>Grade 11 – Geometry</td>
<td></td>
</tr>
<tr>
<td>Grade 12 – Trig with Algebra or College Ready Math</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 158</td>
<td></td>
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<tr>
<td>Practice/s:</td>
<td></td>
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<tr>
<td>Grade 9 – Algebra I</td>
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<tr>
<td>• Keys for Essential Algebra Success (KEAS) for all Algebra I students</td>
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<tr>
<td>Grade 10 – Algebra II</td>
<td></td>
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<tr>
<td>Grade 11 – Geometry</td>
<td></td>
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<tr>
<td>Grade 12 – Trig with Algebra or College Ready Math</td>
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<tr>
<td>• Integrate requirement that all students take four years of math and science.</td>
<td></td>
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<tr>
<td>Grade Level/s: 9, 10, 11</td>
<td></td>
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<tr>
<td># of Students Served: 150-175</td>
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<thead>
<tr>
<th>4. Name of supplemental math interventions provided to students not making AYP. Identify the number of students participating in supplemental math interventions.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algebra/Algebra with Assistance every day</td>
<td></td>
</tr>
<tr>
<td>• After-school, Saturday, and summer tutoring and enrichment programs</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 9, 10, 11</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 153</td>
<td></td>
</tr>
<tr>
<td>Practice/s:</td>
<td></td>
</tr>
<tr>
<td>• Algebra with Assistance for identified 9th graders</td>
<td></td>
</tr>
<tr>
<td>• Math Modeling (HSA Review Course) for students in grades 10-11 who have passed Algebra I but failed the HSA (including Elevate Math, an online tutoring service)</td>
<td></td>
</tr>
<tr>
<td>• After school, Saturday, and summer tutoring and enrichment programs (use of MSDE HSA Online Algebra/Data Analysis Course)</td>
<td></td>
</tr>
<tr>
<td>• Implement student incentive program to increase enrollment among identified students</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 150-175</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Content focus of the extended day program, targeted population, and the number of students served.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (English), Mathematics, Government, Biology, HSA prep for students who have not passed HSA or desire additional coursework.</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 84</td>
<td></td>
</tr>
<tr>
<td>Practice/s:</td>
<td></td>
</tr>
<tr>
<td>Reading (English), Mathematics, Government, Biology, HSA prep for students who have not passed HSA or performed below a satisfactory level on short-cycle or benchmark assessments.</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 150-175</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Content focus of summer program, target populations, and the number of students served.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I/Math Enrichment (Gear Up) focused on preparing 10th grade students to pass HSA and/or Algebra II enrichment</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 10</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 26</td>
<td></td>
</tr>
<tr>
<td>Practice/s:</td>
<td></td>
</tr>
<tr>
<td>Algebra I &amp; II</td>
<td></td>
</tr>
<tr>
<td>Reading Enrichment Program</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 2009 - Grades 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>- Reading/Math HSA prep/enrichment.</td>
<td></td>
</tr>
<tr>
<td>- Grade 11 - Math Enrichment</td>
<td></td>
</tr>
</tbody>
</table>
| 7. | Description of instructional day highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | **Practice/s:**
- Four 90-minute blocks on an A/B day schedule except for daily supplemental reading and math programs.
- Common planning time provided every other day for English 9 & 10, American Government, Algebra I, Biology and Concepts of Physical Science.
- PD days built into calendar; every Monday, one hour per week after school; mentors meet with new faculty at least once each week; PD organized into targeted Professional Learning Community (PLC) groups.
- Each teacher offers coach class once per week; HSA tutoring is offered twice per week and on Saturdays for five weeks leading up to HSA administrations; five-week, full day summer program at Towson University for algebra.
- Special education provided through inclusion model or through Functional Academic Learning Support self-contained classrooms.
- ELL services provided to cluster program at Dundalk High School. | **Practice/s:**
- A new six period per day schedule to provide consistent daily instruction in core courses for 9th & 10 grade to increase student achievement.
- Ninth grade transition program to include academy style approach.
- Common planning team time for English 9 & 10, Biology, Algebra I, Concepts of Physical Science, American Government, and Grade 9 teachers to increase rigor and student achievement.
- Additional PD at faculty, content, and department meetings as well as through monitored and targeted professional learning community groups for data analysis and instructional planning skill development.
- Summer programs for reading and math for grades 9 & 10; summer enrichment activities will be developed.
- Special education services to be provided through inclusion and Functional Academic Learning Support models.
- Increase core chairs to 12-month status to increase their effectiveness.
- Increase collaboration with other ELL cluster programs to identify best practices to improve student achievement. | **Grade Level/s:** 9, 10, 11, 12 |

| 8. | Describe the school’s instructional enrichment programs for gifted and talented student. Identify the number of students served. | **Practice/s:**
- Honors level core courses, grades 9-12
- GT Level courses grades, 9-11
- 12 AP courses, grades 11-12
- College credit courses at CCBC Dundalk, grade 12 | **Practice/s:**
- Continue to offer all current Honors and GT courses with increased enrollment through student guidance program.
- Expand the number of AP offerings and increase enrollment through counseling.
- Explore online AP course options.
- College credit courses at CCBC Dundalk for 12th grade.
- Dundalk High teachers to become adjunct CCBC faculty to teach college credit courses on campus.
- Provide school year and summer enrichment opportunities for students.
- Encourage and provide for staff information on summer professional enrichment/learning experiences. | **Grade Level/s:** 9-12 |

| **# of Students Served:** | Increase the number of students in Honors/GT/AP courses by 10% annually. |
### 5. SUPPORT FOR ALTERNATIVE GOVERNANCE OPTION

#### STAKEHOLDER INVOLVEMENT

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum/Vehicle Type</th>
<th>Number of people involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(I.E., Q &amp; A session, feedback forms, SIP meeting, information sharing, surveys, etc.)</td>
<td></td>
</tr>
<tr>
<td>Parents/ Guardians</td>
<td>2/3/06</td>
<td>• Letter explaining school’s AYP and progress</td>
<td>1,250</td>
</tr>
<tr>
<td></td>
<td>1/12/07</td>
<td>• Letter explaining AYP &amp; Corrective Action</td>
<td>1,250</td>
</tr>
<tr>
<td></td>
<td>11/25/08</td>
<td>• Letter explaining reason for restructuring</td>
<td>1,247</td>
</tr>
<tr>
<td></td>
<td>1/5/09</td>
<td>• PTSA Executive Board – discussion of AYP, HSA, and Alternative Governance; invited Board members to participate in Restructuring Team</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1/16/09</td>
<td>• Flyer to parents on Awareness meeting</td>
<td>1,750</td>
</tr>
<tr>
<td></td>
<td>1/20/09</td>
<td>• February Newsletter contained an article on Alternative Governance Process</td>
<td>1,225</td>
</tr>
<tr>
<td></td>
<td>1/21/09</td>
<td>• Sports Boosters Club – discussion of Alternative Governance; invitation to participate on team</td>
<td>1,350</td>
</tr>
<tr>
<td></td>
<td>2/4/09</td>
<td>• Parent Awareness Meeting- discussion of Alternative Governance; provide parents with an opportunity for feedback</td>
<td>13</td>
</tr>
<tr>
<td>Community Partners</td>
<td>1/29/09</td>
<td>• Article in local newspaper, Dundak Eagle, describing the Alternative Governance process at Dundalk High</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2/4/09</td>
<td>• Parent/Community Awareness Meeting</td>
<td></td>
</tr>
<tr>
<td>School Staff</td>
<td>11/29/09</td>
<td>• Faculty/staff given copy of parent letter</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>12/1/08</td>
<td>• MSDE TCNA training</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>12/10/08</td>
<td>• Leadership data analysis meeting</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>12/15/08</td>
<td>• Training for DHS TCNA group leaders</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1/5/09</td>
<td>• TCNA Faculty Survey</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>1/6/09</td>
<td>• Faculty Meeting – Review Alternative Governance Process</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>1/7/09</td>
<td>• Email to staff inviting them to participate as part of Alternative Governance Team</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>1/14/09</td>
<td>• MSDE Alternative Governance Meeting</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1/26/09</td>
<td>• Alternative Governance Team</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty, Clerical, Paraprofessional Meeting to discuss Alternative Governance staffing issues</td>
<td>115</td>
</tr>
</tbody>
</table>

#### CHALLENGES TO IMPLEMENTATION

<table>
<thead>
<tr>
<th>Challenges/barriers</th>
<th>When &amp; how will it be addressed?</th>
<th>Position of person responsible for addressing and monitoring these challenges/barriers</th>
</tr>
</thead>
</table>
| • Providing a sufficiently large pool of qualified and effective candidates        | **When:** February – April 2009  
**How:** The administrative team in collaboration with the Department of Human Resources will develop a plan for appropriately staffing the campus. | Director of Personnel, Principal                                                             |
| • Building capacity to address the master schedules and school organization        | **When:** January 2009  
**How:** The administrative team in consultation with the building leadership will redesign the master schedule and plan school organization for maximum effectiveness. | Principal                                                                            |
• Developing and implementing a school-wide behavior management plan that is effective for students and teachers and improves the school culture.

<table>
<thead>
<tr>
<th>When:</th>
<th>Develop July 2009; implement Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>How:</td>
<td>• Summer school-wide behavior management workshops based on PBIS including staff, students and parents.</td>
</tr>
<tr>
<td></td>
<td>• Summer professional development for staff; Implementation through grade level and homeroom meetings.</td>
</tr>
<tr>
<td></td>
<td>• Addition of 1.0 FTE PBIS Coordinator.</td>
</tr>
</tbody>
</table>

Principal

• Developing and implementing strategies to improve student attendance.

<table>
<thead>
<tr>
<th>When:</th>
<th>Develop Summer 2009; implement Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>How:</td>
<td>• Summer program development workshop</td>
</tr>
<tr>
<td></td>
<td>• Addition of 1.0 FTE PBIS Coordinator</td>
</tr>
<tr>
<td></td>
<td>• Communication with families</td>
</tr>
</tbody>
</table>

Assistant Principal

• Mobilizing students, parents, and the community to participate in redefining the culture of the school.

<table>
<thead>
<tr>
<th>When:</th>
<th>Spring/Summer 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>How:</td>
<td>• Develop and implement marketing plan for school</td>
</tr>
<tr>
<td></td>
<td>• Summer workshop to define school-based behavioral expectations and standards; plan for implementing standards</td>
</tr>
<tr>
<td></td>
<td>• Summer workshop to craft new beliefs, mission, and goals for the school</td>
</tr>
</tbody>
</table>

Principal

• Establishing a culture of high academic expectations and achievement built on strong working relationships with all students as teachers deliver relevant and rigorous instruction.

<table>
<thead>
<tr>
<th>When:</th>
<th>Spring/Summer/Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>How:</td>
<td>• Clearly define school’s academic focus (21st Century Skills, AVID, PBIS)</td>
</tr>
<tr>
<td></td>
<td>• Replace all staff relevant to the school’s inability to make adequate progress</td>
</tr>
<tr>
<td></td>
<td>• Initiate PD designed to meet individual teacher needs, reduce teacher isolation, and develop strong support for the school’s vision and mission</td>
</tr>
</tbody>
</table>

Principal

• Raising school and community expectations for student achievement and graduation.

<table>
<thead>
<tr>
<th>When:</th>
<th>Beginning Spring 2009 (ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How:</td>
<td>• Increase number of students in AVID; provide PD on AVID strategies for all staff</td>
</tr>
<tr>
<td></td>
<td>• Implement identification, monitoring, and mentoring program for students at-risk of dropping out</td>
</tr>
<tr>
<td></td>
<td>• PD for staff on graduation requirements</td>
</tr>
<tr>
<td></td>
<td>• Transition program for 9th graders with a focus on planning a four-year academic program</td>
</tr>
<tr>
<td></td>
<td>• Vertical teaming with middle schools; provide more extensive parent information on graduation requirements</td>
</tr>
</tbody>
</table>

Principal

---

**6. LEA’s TWO-YEAR COMMITMENT TO SUPPORT ALTERNATIVE GOVERNANCE**

1. Complete Attachment G
2. Confirm the LEA’s two-year commitment to the following school improvement standards:
A. Fully staffing the schools (core teachers, administrators, student service personnel and support staff) by the first day of teacher pre-service orientation:

___X__ yes _____ no

B. Giving principals full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:

- Staffing patterns: ___X___ yes _____ no
- Class schedules: ___X___ yes _____ no
- Selecting consultants: ___X___ yes _____ no
- School-based budget decisions: ___X___ yes _____ no
- Professional development attendance: ___X___ yes _____ no

3. Describe how the LEA will:

   A. Benchmark student achievement, and
   B. Monitor the alignment of curriculum, instruction, and assessment over the next two years.

Baltimore County Public Schools (BCPS) has implemented a system wide Comprehensive Assessment Plan that incorporates a benchmarking process to ensure that schools and central office staff can effectively monitor student achievement and progress in all core content areas. The Comprehensive Assessment Plan includes short-cycle and periodic benchmark assessments. Short-cycle assessments are ongoing, diagnostic, formative assessments that provide information to guide, inform, and differentiate instruction. Benchmark assessments are summative indicators of success used to determine how students are performing in relationship to the Voluntary State Curriculum and Core Learning Goals. The short-cycle and benchmark assessments provide performance results in the core academic areas at the individual student level, class, grade and other levels. In addition, the data are disaggregated by subgroup. These assessments, in concert with the state and other assessments, provide a comprehensive profile of all students and student groups, enabling the school and LEA to identify content standards that have or have not been achieved and strategize to improve student achievement.

The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership team will continuously monitor progress for all students. Goal conferences (December 2009/January 2010) will be held with each teacher to review progress toward meeting established teacher and student outcomes. The second step includes regular and frequent monitoring of student achievement data and formal and informal campus visits by the area assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff including assistance with data analysis and interpretation related to alignment of the instructional program with the system’s Blueprint for Progress and the school improvement plan. Staff from the division of curriculum and instruction will monitor the school’s implementation of the curriculum (instruction and assessment) to ensure alignment with system standards.
4. Describe the structure the LEA will put in place to help build cohesive school teams ensuring shared values, vision, and enthusiasm for the school.

Based on feedback from all stakeholders, the principal will hold a two-day school leadership retreat (including parents/guardians and student representatives) in July 2009. The purpose will be to establish, build consensus for, and commit to the beliefs, vision, and mission of the school, as well as to allow the leadership team to set standards for campus-wide expectations and monitoring for teacher and student outcomes. In August 2009, prior to the start of the school year, all staff will be invited to a three-day professional development retreat led by the leadership team in collaboration with staff from the department of professional development. The purpose of the retreat is to build a cohesive staff that is deeply committed to the mission, beliefs, and vision of the school in a practical hands-on fashion. The mission, beliefs, and vision will be shared by the leadership team during the ninth grade transition activities, at grade-level meetings, and at Back-to-School-Night with parents/guardians and community members to build community-wide support for and engage the community with Dundalk High School.

The administrative team will implement a two-year plan to provide professional development related to the following: all students achieving at high levels, staff and students having high expectations for student achievement, and team building to create a culture of teacher collaboration and rigorous instruction focused on a “whatever it takes” attitude where continuous improvement in student achievement is the norm. Faculty meetings and other professional development opportunities will begin with team building activities. Topics will include teacher collaboration, understanding and teaching the Voluntary State Curriculum, planning for engaging and rigorous instruction, differentiation strategies, positive student behavior management, building relationships with students, analyzing student data, and strategies for improving student achievement among ELL and special education students.

### 7. ACTION STEPS SUPPORTED BY SCHOOL AND LEA RESOURCES

<table>
<thead>
<tr>
<th>Action Step Category</th>
<th>Targeted AYP Area and Subgroups supported by this Action Step</th>
<th>Who is taking the lead and who will participate?</th>
<th>When will it occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Climate – Professional Development</td>
<td>Reading, Special Education Graduation, All students</td>
<td>Lead: Principal Participants: All Staff</td>
<td>August 2009</td>
</tr>
<tr>
<td>2. Data Analysis</td>
<td>Reading, Special Education Graduation, All students</td>
<td>Lead: Assistant Principal Participants: Attendance &amp; Graduation Rate Committee, Guidance</td>
<td>August 2009</td>
</tr>
<tr>
<td>3. Parental/Community Involvement</td>
<td>Attendance, Graduation Rate - All students</td>
<td>Lead: Principal Participants: Marketing Committee, All Staff</td>
<td>March 2009</td>
</tr>
<tr>
<td>4. School Climate - PBIS</td>
<td>Reading, Special Education Graduation, All students</td>
<td>Lead: Assistant Principal Participants: PBIS Committee, All Staff</td>
<td>April 2009</td>
</tr>
<tr>
<td>5. School Organization – Master Schedule</td>
<td>Reading, Special Education Graduation, All students</td>
<td>Lead: Principal Participants: All Staff</td>
<td>January 2009</td>
</tr>
</tbody>
</table>

1. Describe the alignment between each of the above Five Action Steps and the lessons learned as part of the school’s year of Corrective Action (Section 3), the proposed School Academic
Profile (Section 4), and the Challenges/Barriers (Section 5) to this selected Alternative Governance Option.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Corrective Actions/Lessons Learned</th>
<th>Academic Profile</th>
<th>Challenges/Barriers</th>
</tr>
</thead>
</table>
| 1. School Climate – Professional Development | • Replacement of principal 7/1/08  
• All school staff needs to be committed to excellence and high expectations for every student.  
• Eliminate departmental isolation through PD.  
• Targeted Professional Learning Community professional development works well. | • Incorporate common teacher planning to increase collaboration.  
• PD targeted to and monitored by PLC. | • Developing a school culture of high expectations focused on academic achievement in which all stakeholders will actively participate. |
| 2. Data Analysis | • Programs need to be monitored for full and effective implementation.  
• Insufficient data analysis inhibited informed decision making. | • Providing consistent, daily instruction and a culture of high expectations will improve attendance and student achievement. | • Providing adequate professional development to promote rigorous instruction and effective program implementation. |
| 3. Parental / Community Involvement | • Culture of low expectations.  
• Marketing plan for the school will provide all stakeholders with information and assist in communicating and garnering support for higher expectations. | • Improved communication and collaboration with all stakeholders will increase student attendance and achievement. | • Mobilizing stakeholders to participate in redefining the culture of the school. |
| 4. School Climate – PBIS | • Code of Conduct requires revision and effective communication to stakeholders.  
• Implementation of PBIS. | • Providing a positive environment will increase attendance and achievement. | • Providing adequate professional development to promote active engagement in PBIS. |
| 5. School Organization – Master Schedule | • Students in Language! intervention will benefit from additional HSA preparation and tutoring.  
• 9th and 10th grade students will benefit from consistent daily instruction in HSA courses. | • A new schedule designed to give daily instruction to 9th and 10th grade students.  
• Additional summer reading and math program for grades 9 and 10 students.  
• Increase the number of students in Honors/GT/AP courses. | • Developing a schedule that meets the needs of all of the students within the context of a comprehensive high school. |

1. For each category listed below, describe the anticipated LEA resources, over and beyond the school’s normal allocation, being committed to this school for the next two years:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>FY10 Source of Funds</th>
<th>FY11 Source of Funds</th>
</tr>
</thead>
</table>
| Personnel (salaries & fixed charges) | 6.0 FTE  
- 1.0 FTE Guidance  
- 1.0 FTE PBIS Coordinator  
- 1.0 FTE Reading Instruction  
- 1.0 FTE Special Education/Reading  
- 1.0 FTE Math Instruction  
- 1.0 FTE Core Dept. Chairs-12 month | Operating Budget | Operating Budget |
<table>
<thead>
<tr>
<th>Professional development</th>
<th>PBIS Workshop</th>
<th>$4,500</th>
<th>Operating Budget</th>
<th>Operating Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code of Conduct Workshop</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Retreat</td>
<td>$4,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance Workshop</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVID Conference</td>
<td>$6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drop Out Prevent Workshop</td>
<td>$2,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drop out Prevent Conf.</td>
<td>$3,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PD Summer – Faculty</td>
<td>$64,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material and equipment</td>
<td>Student Incentives</td>
<td>$9,000</td>
<td>Operating Budget</td>
<td>Operating Budget</td>
</tr>
<tr>
<td></td>
<td>Printing</td>
<td>$6,250</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PD Resources</td>
<td>$10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Resources</td>
<td>$8,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Resources</td>
<td>$10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Resources</td>
<td>$5,750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracted services</td>
<td>After School Supervision</td>
<td>$2,500</td>
<td>Operating Budget</td>
<td>Operating Budget</td>
</tr>
<tr>
<td></td>
<td>EdLine System</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Consultant</td>
<td>$1,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Afternoon Tutorial</td>
<td>SSIG</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saturday School</td>
<td>SSIG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$150,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Does the LEA commitment exceed the school’s regular formulas for:
   - Staffing: ___X__ yes _____ no
   - Professional Development: ___X__ yes _____ no
   - Materials of Instruction: ___X__ yes _____ no

If not, please explain.
   Not Applicable.
Identify the Alternative Governance Selected: Option 1. Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress.

1. STAKEHOLDER INVOLVEMENT
On 11/15/08, a letter was sent to all parents informing them of the school’s AYP progress and actions to be taken to correct inadequate progress. On 12/10/08 at a PTSA meeting, members discussed the alternative governance process and possible options. The faculty participated in the Teacher Capacity Needs Assessment (TCNA) on 12/15/08 and voted on the top five action steps. At a 1/5/09 faculty meeting, the alternative governance process and Option 1 were outlined. Members of the PTSA Executive Board were informed about and discussed Option 1 that same evening. For the 1/13/09 Leadership/School Improvement Team meeting, 28% of the faculty volunteered to participate in TCNA Action Teams. The February school newsletter described the alternative governance process for stakeholders.

At a meeting of the school’s Sports Boosters Club leadership on 1/21/09, stakeholders were informed of and discussed the restructuring option. On 1/26/09, Human Resources Officers presented the 2009-2010 restructuring staffing procedures to the professional and paraprofessional staff. Stakeholders were invited to a Parent Awareness Meeting on 2/4/09. The objectives for this meeting were to: describe the factors that have kept the school from making AYP for the last five years, present the alternative governance process and Option 1, describe the root causes and action steps identified by the TCNA, and invite all stakeholders to participate as the action steps are fully developed and implemented. The Dundalk Eagle reported to the Dundalk community on the alternative governance process at Dundalk High School. The school will continue to take the lead in maintaining and building upon stakeholder involvement in order to improve student achievement and increase the graduation rate.

2. ALIGNMENT OF NEEDS TO ACTION STEPS
1. With the replacement of the principal on 7/1/08, the LEA took the first step in meeting the challenges that have kept Dundalk High from making adequate progress. Changing the school climate through professional development based upon targeted professional learning communities (PLC) will allow the school to develop a culture of high expectations for academic achievement in which all stakeholders will participate. PLCs are well-documented, research-based methods for eliminating teacher and departmental isolation, promoting higher expectations for staff and students, increasing academic rigor, and improving the school climate and student achievement.

2. Insufficient analysis of student data inhibited informed decision making and program monitoring. Providing adequate professional development based on accurate and timely student data analysis of assessment and other results will allow teachers to provide consistent and rigorous daily instruction as well as promote a culture of high expectations.
3. A challenge to the school is the low level of **parent/guardian involvement**. This contributes to a culture of low academic expectations, poor attendance, and a high dropout rate. Developing a solid marketing plan for the school will improve communication with all stakeholders. A well-designed and implemented marketing plan will inform and mobilize stakeholders to participate in redefining the culture of the school, thereby providing improved student achievement, attendance, and parental involvement.

4. Organizing the school community based on the tenets of the **PBIS** program will provide a positive environment to encourage improved achievement and attendance. Stakeholders will provide input as the school’s code of conduct is revised. By hiring a supportive staff while providing them with the necessary professional development and monitoring, a positive school climate and active participation in the PBIS program will develop.

5. A challenge is to develop a **master schedule** that provides 9th and 10th grade students with consistent, daily instruction in core content area (HSA) courses. A new schedule combined with additional after-school, Saturday, and summer tutoring and enrichment programs will meet the needs of all students within the context of a comprehensive high school. New scheduling options will promote increased numbers of students in Honors/GT/AP courses as well as in CCBC college credit courses.

3. **MONITORING AND EVALUATION**

   Baltimore County Public Schools utilizes its data warehouse to collect data including state (MSA, HSA) and local assessments (short-cycle and benchmark assessments, and final exams). Attendance, behavior, parent participation, and other data provide schools with individual school reports that are used to develop school improvement plans (SIP). The school improvement plan will provide a framework for the school and the system to monitor the school’s progress toward improving the achievement of all students and the graduation rate. Other data used to measure progress will include staff attendance, staff participation in professional development, and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-year evaluations, and parent/community surveys, compacts, and contracts.

   The area assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, stakeholder focus groups, mid-year principal evaluation, and classroom observations.

4. **LEA COMMITMENT**

   The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. Human resources’ staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices including Research and Assessment, Curriculum and Instruction, and Student Support Services will continue to be available to provide the principal with support for effective implementation of program and data analysis and will assist with monitoring progress.
5. **PRINCIPAL AUTHORITY**

The current principal was assigned to the school in July 2008, under corrective action, and has worked with the area assistant superintendent and the LEA Alternative Governance Committee during the process of developing the alternative governance proposal. The principal is the ultimate authority on the campus when it comes to decision making. The LEA has given the principal the authority, in consultation with the area assistant superintendent, to make changes regarding staffing patterns, class schedules, selecting consultants, budget decisions, and professional development at the school.

**Attachment A - 2008 Alternative Governance Options**

**Attachment A1**

**OPTION 1: Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress.**

1. **Describe the process used to replace all or most of the school staff.**

   After the staff is informed about the Alternative Governance Option selected, they will be requested to complete a new Declaration of Intent Form by 2/9/09. Teachers who elect to transfer will receive transfers. The principal in consultation with the area assistant superintendent will review the administrative team membership and other building leadership for potential changes. The principal, administrative team, and content chairpersons will interview all staff members who indicated they would like to remain at the school and all staff who apply to replace those who choose to leave. Teachers identified as relevant to the school’s inability to make adequate progress, will be transferred.

   a. **Identification of the percentage or portion of staff that will be replaced**

      It is estimated that approximately 20-25% of the staff will be replaced.

   b. **Identification of the academic qualifications needed in new staff members in order to support the school’s ability to make AYP.**

      All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of Dundalk High School. The staff selected will view teaching as a noble profession in which they continue to grow; are willing to go the “extra mile”, and do “whatever it takes” to help students achieve academically and develop socially; have the ability to participate as collaborative team members; exhibit 21st Century leadership potential; have high expectations for themselves and their students; bring added value to the classroom and the school community, and make a long-term commitment to Dundalk High School.

   c. **Recruitment of new staff**

      The administrative team and content chairpersons will work with the staff from the office of personnel to identify openings, interview perspective teachers, and select candidates based upon the “best fit” for Dundalk High School students and programs.

   d. **Involvement of parents and community**

      Parents/guardians and community members are invited to participate as active members on the Alternative Governance Team and the School Improvement Team. Parent and student surveys will provide essential feedback on issues specific to the development of...
the Alternative Governance Plan and the characteristic desired in Dundalk High School’s teachers and other staff members.

e. **Resolution of collective bargaining agreements and contractual issues**

All collective bargaining and contractual agreements with employee groups will be upheld throughout the alternative governance process.

f. **Public relations surrounding students, staff, administration, parents, and community.**

The principal, as part of the school’s marketing plan, will provide the community with routine updates on the alternative governance process through newsletters, school and community-based meetings, local newspaper articles, flyers, and Connect Ed (automated telephone) announcements.

g. **Timelines that will ensure all school staff will be in place prior to the opening of the 2009 and 2010 school years.**

1/26/09 – Human resources/personnel meet with all staff; provide Priority Declaration of Intent Forms
2/9/09 – Priority Declaration of Intent Forms returned to Principal
2/2/09-2/26/09 – Interview staff who indicate that they wish to remain at Dundalk
2/20/09 – Final decision on which staff who will be invited to return
3/10/09 – Position posting for department chairs and content teaching positions
3/31/09 to 4/4/09 – Selection of new department chairs
4/7/09 and ongoing – Interviews and selection of all content area teachers to fill vacancies resulting from transfers

2. **Describe the criteria the LEA will use to evaluate the principal’s performance to determine the effectiveness of the alternative governance model.**

The area assistant superintendent will monitor the principal’s performance using the alternative governance plan, the school improvement plan, and the performance goals and indicators in the Baltimore County Public Schools’ *Blueprint for Progress*. Baltimore County Public Schools implements an evaluation process for all principals that include measures aligned with the *Blueprint for Progress* and the school improvement plan. In addition, the effectiveness of the implementation of the alternative governance model will be monitored through formal and informational meetings with the principal conducted by area office staff, the system’s executive leadership team, and the system’s alternative governance committee.
Attachment F – 2009 School Improvement Team Attestation

By signing this sheet, the School Improvement Team (SIT) is confirming the following:

1. All faculty and staff have been engaged in the selection of the school’s alternative governance (AG).
2. Faculty and staff understand the purpose and expectations for the upcoming changes.
3. Existing faculty and staff agree to support the implementation of the selected AG.
4. Newly hired staff will commit to the implementation of the school’s AG.
5. Parents and community stakeholders have had meaningful input.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Grade and/or Subject</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Shouldice</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beverly Smith</td>
<td>Assistant Principal</td>
<td></td>
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<tr>
<td>Jess Grim</td>
<td>Assistant Principal</td>
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<tr>
<td>David Stovenour</td>
<td>Assistant Principal</td>
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<tr>
<td>Bridget Hoban</td>
<td>English Chairperson</td>
<td></td>
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<tr>
<td>Eric Smith</td>
<td>Math Chairperson</td>
<td></td>
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<tr>
<td>Sharon Simpkins</td>
<td>Social Studies chairperson</td>
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<td></td>
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<tr>
<td>Rita Evans</td>
<td>Science Chairperson</td>
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<tr>
<td>Tom Pless</td>
<td>Technology Education Chairperson</td>
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<tr>
<td>Pat Holt</td>
<td>Business Education Chairperson</td>
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<tr>
<td>Amanda Brown</td>
<td>Guidance Chairperson</td>
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<tr>
<td>Mary Berkshire</td>
<td>Family Studies Chairperson</td>
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<tr>
<td>Justin Nash</td>
<td>Athletic Director</td>
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<tr>
<td>Amy Miller</td>
<td>Physical Education Chairperson</td>
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<tr>
<td>Pam Cline</td>
<td>Librarian</td>
<td></td>
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<tr>
<td>Roxanne Hummer</td>
<td>Maryland’s Tomorrow</td>
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<tr>
<td>Barbara Murray</td>
<td>Mentor</td>
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<tr>
<td>Connie Tsakiris</td>
<td>Mentor</td>
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<tr>
<td>Ken Patterson</td>
<td>Music Chairperson</td>
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<tr>
<td>Heather Wooldridge</td>
<td>School to Career</td>
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<tr>
<td>Melissa Homberg</td>
<td>Special Education Chairperson</td>
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<tr>
<td>Nancy Yetter</td>
<td>World Language Chairperson</td>
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<tr>
<td>Dennis Zagurski</td>
<td>Art Chairperson</td>
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<tr>
<td>Kim Oehler</td>
<td>President, PTSA</td>
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<tr>
<td>Debbie Smith</td>
<td>Parent</td>
<td></td>
<td></td>
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<tr>
<td>Chris Ames</td>
<td>Community Member</td>
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## LEA Alternative Governance Board Membership

*By Signing this Attestation, AGB members accept Board roles and responsibilities as stated on page 6 & 7 of the 2009 AG Guidelines.*

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Title</th>
<th>Responsibilities related to the implementation of AlternativeGovernances across the LEA, ¹</th>
<th>Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Satterfield *</td>
<td>Area Asst. Superintendent Co-chair</td>
<td>Provide management of committee and direction for school ¹</td>
<td></td>
</tr>
<tr>
<td>Mandi Dietrich */S</td>
<td>Dir. of Special Projects, Co-chair</td>
<td>Logistics/AG compliance (schools in improvement)¹</td>
<td></td>
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<tr>
<td>Don Peccia</td>
<td>Asst. Supt. Human Resources</td>
<td>Provide technical assistance related to human resources ¹</td>
<td></td>
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<tr>
<td>Barbara Burnopp</td>
<td>Chief Financial Officer</td>
<td>Provide technical assistance related to finance to committee and school ¹</td>
<td></td>
</tr>
<tr>
<td>Verletta White</td>
<td>Executive Director Professional Development</td>
<td>Provide technical assistance related to professional development ¹</td>
<td></td>
</tr>
<tr>
<td>Sonja Karwacki</td>
<td>Executive Director Special Programs</td>
<td>Provide technical assistance related to Title I and gifted and talented ¹</td>
<td></td>
</tr>
<tr>
<td>Dale Rauenzahn</td>
<td>Executive Director Student Support Services</td>
<td>Provide technical assistance related to student support services (including dropout prevention and graduation)¹</td>
<td></td>
</tr>
<tr>
<td>Pat Baltzley</td>
<td>Dir., Math</td>
<td>Provide technical assistance related to content areas expertise ¹</td>
<td></td>
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<tr>
<td>Karen Harris</td>
<td>Dir., Engl./L. Arts Coord., S. Studies Dir., Science</td>
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<tr>
<td>Rex Shepard</td>
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<tr>
<td>George Newberry</td>
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<tr>
<td>Tom Rhodes</td>
<td>Executive Director Coordinator Specialist Dept. of Research, Accountability, and Assessment</td>
<td>Provide technical assistance related to research, accountability (school improvement), and assessment ¹</td>
<td></td>
</tr>
<tr>
<td>Linda Marchineck</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Kim Grabarek</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Anjanette Dixon</td>
<td>Associate General Counsel</td>
<td>Provide legal assistance*</td>
<td></td>
</tr>
<tr>
<td>(On site-based teams)</td>
<td>Parent/Community Stakeholders</td>
<td>Provide input related to restructuring planning and alternative governance¹</td>
<td></td>
</tr>
<tr>
<td>Pat Lawton</td>
<td>Director Special Education</td>
<td>Provide technical assistance related to special education ¹</td>
<td></td>
</tr>
<tr>
<td>Peggy Johnson</td>
<td>Coordinator World Languages</td>
<td>Provide technical assistance related to English language learners¹</td>
<td></td>
</tr>
<tr>
<td>Cheryl Bost</td>
<td>TABCO</td>
<td>Provide input related to contract issues ¹</td>
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</table>

¹ All committee members will provide technical assistance to the committee and to the school and fulfill the following additional responsibilities, as appropriate:
- Provide input, guidance, and monitoring related to all aspects of the restructuring process.
- Access services/resources/other staff to implement the LEA’s restructuring process and support school-based Alternative Governance Teams as needed.
- Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during the completion of the sections identified in the 2008 Guidelines for Alternative Governance for School Improvement.
- Monitor the restructuring, planning process, and school progress through communication with assigned resource staff, school staff, and area office staff.
- Communicate the progress of the restructuring, planning, and implementation process to stakeholder groups and staff.
COMMUNITY RELATIONS: Communication with the Public

MEDIA RELATIONS AND Publications, [Radio,] EVENTS, Television, and Web Site

[A. System Level

1. Information originating from system level divisions, departments, and offices shall be approved by the Office of Communications. All school personnel are urged to suggest information to be released to the public, but such releases must be channeled through the Office of Communications to avoid duplication of information to the public and to maintain a file of communications with the public. Failure to comply with this rule will result in disciplinary action up to and including termination.

2. The Office of Communications will employ the rules and regulations set forth below in Section B, numbers 4-14.

B. Individual Schools

1. It is the responsibility of the principal to supervise all press, radio, television, and web site communications and publications originating within the individual schools. While the principal must retain the ultimate responsibility in this area, a designee may be assigned this responsibility.

2. Employees and students who act as representatives of the school shall obtain prior permission of the principal or designee when communicating information to the public about the school.

3. Principals shall designate an employee (webmaster) to coordinate and monitor electronic publications, such as a school web site. No student may be assigned this responsibility. The webmaster shall comply with the terms and conditions of the Telecommunications Acceptable Use Policy for Employees (Rule 4006, Form A).

The webmaster shall comply with the Webmaster Roles and Responsibilities (Rule 4006, Form B) and indicate their understanding of the terms and conditions by signing the Webmaster Agreement (Rule 4006, Form B).
4. All communications and publications shall comply with the terms and conditions of the Telecommunications Acceptable Use Policy for Employees and the Telecommunications Acceptable Use Policy for Students (Rule 6166, Form A). Communications and publications shall not include abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit, or illegal material.

5. Employees and students shall comply with Superintendent's Rule 1110.1, Copyright and Intellectual Property, when communicating with the public.

6. Permission shall be obtained from the parent/guardian prior to the student appearing in a production for distribution/telecast over the Baltimore County Public Schools' cable Education Channel to relinquish all parent/guardian or student monetary claims or royalties upon Baltimore County Public Schools. Use the Parent/Guardian/Student Consent and Release Agreement for [the] AN Education Channel Production form (Rule 6166, Form C) for this purpose. Programs for which royalties cannot be collected are not covered under this rule.

7. The Baltimore County Public Schools shall not permit a student's full name, home address, or home telephone number to be electronically published on a school or system level web site as specified in the terms and conditions of Telecommunications Acceptable Use Policy for Students (Rule 6166, Form A) and the Telecommunications Acceptable Use Policy for Employees form (Rule 4006, Form A).

8. Employees shall identify the students' intellectual property in the following manner:
   - Individual students - first name and surname initial
   - Group of students - group name.

9. Responding to requests for additional information about a student is the responsibility of the principal or designee who shall comply in accordance with the Code of Maryland Regulations (COMAR) 13A.08.02.

10. The Baltimore County Public Schools shall not permit photographs, videos, or films of an individual student to appear on a school or system level web site. A group (4 or more individuals) photograph, video, or film may appear as the group name, provided that:
• The parents/guardians of each student appearing in the group photograph, video or film have granted permission to publish such material on the WWW. Use the Permission To Publish Student Group Photograph Or Video On The Internet Or BCPS Intranet form (Rule 6166, Form D).

11. Student or employee resumes shall not be linked to or included as part of any school or system level web site.

12. Electronic publications, such as employee or student personal web pages, shall not be linked to or included as part of any school or system level web site.

13. All school or system level web pages shall contain the following disclaimer:

   We have made every reasonable attempt to ensure that our school system's web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the BCPS telecommunications policy.

14. School or system level web sites shall not include nor imply endorsement of advertisements, any business, or product.

15. All communications and publications, which are representative of the Baltimore County Public Schools shall employ the conventions of standard English or other languages.

16. Failure to comply with this rule shall result in disciplinary action up to and including termination.]

A. GENERAL

1. ALL EMPLOYEES SHALL COMPLY WITH BOARD POLICY AND SUPERINTENDENT’S RULE 6202 INCLUDING FORM A AND FORM E WHEN COMMUNICATING WITH THE PUBLIC. COMMUNICATIONS SHALL NOT INCLUDE ABUSIVE, HARASSING, LIBELOUS, OBSCENE, OFFENSIVE, PROFANE, PORNOGRAPHIC, THREATENING, SEXUALLY EXPLICIT, OR ILLEGAL MATERIAL.
2. EMPLOYEES AND STUDENTS SHALL COMPLY WITH SUPERINTENDENT’S RULE 1111, COPYRIGHT AND INTELLECTUAL PROPERTY, WHEN COMMUNICATING WITH THE PUBLIC.

3. ALL COMMUNICATIONS SHALL EMPLOY THE CONVENTIONS OF STANDARD ENGLISH OR OTHER APPLICABLE LANGUAGES.

B. PRESS AND MEDIA RELATIONS

1. THE RELEASE OF INFORMATION CONCERNING THE SCHOOL SYSTEM TO THE PRESS AND OTHER MEDIA SHALL BE COORDINATED BY THE OFFICE OF COMMUNICATIONS.

2. THE RELEASE OF INFORMATION TO THE MEDIA THAT RELATES EXCLUSIVELY TO AN INDIVIDUAL SCHOOL SHALL BE THE RESPONSIBILITY OF THE PRINCIPAL. PRINCIPALS SHALL INFORM THEIR AREA ASSISTANT SUPERINTENDENTS AND THE OFFICE OF COMMUNICATIONS WHEN CONVEYING INFORMATION TO THE MEDIA.

C. PUBLICATIONS, EVENTS, TELEVISION, AND WEB SITE

THE SUPERINTENDENT AND DESIGNATED STAFF SHALL COMMUNICATE WITH THE PUBLIC DIRECTLY THROUGH PUBLICATIONS, EVENTS, TELEVISION, AND THE BALTIMORE COUNTY PUBLIC SCHOOLS’ (BCPS) WEB SITE.

1. THE PRODUCTION/PUBLICATION OF SYSTEMWIDE INFORMATION FOR PRESENTATION/DISTRIBUTION TO THE PUBLIC SHALL BE COORDINATED BY THE OFFICE OF COMMUNICATIONS.

2. THE PRODUCTION/PUBLICATION OF INFORMATION PERTAINING EXCLUSIVELY TO AN INDIVIDUAL SCHOOL/OFFICE FOR PRESENTATION/DISTRIBUTION TO THE PUBLIC SHALL BE THE RESPONSIBILITY OF THE PRINCIPAL/OFFICE HEAD. PRINCIPALS/OFFICE HEADS SHALL INFORM THEIR AREA ASSISTANT SUPERINTENDENT/DIVISION HEAD AS WELL AS THE OFFICE OF COMMUNICATIONS WHEN SHARING PRODUCTIONS/PUBLICATIONS WITH THE PUBLIC.
A. STAFF AND STUDENTS WHO ACT AS REPRESENTATIVES OF A SCHOOL/OFFICE SHALL OBTAIN PRIOR PERMISSION OF THE PRINCIPAL/OFFICE HEAD PRIOR TO COMMUNICATING INFORMATION TO THE PUBLIC.

B. PRINCIPALS SHALL DESIGNATE AN EMPLOYEE (WEBMASTER) TO COORDINATE AND MONITOR ELECTRONIC PUBLICATIONS, SUCH AS A SCHOOL WEBSITE. THE WEBMASTER SHALL COMPLY WITH POLICY AND RULE 6202, INCLUDING FORM A AND FORM E, AS WELL AS RULE 4006, FORM B.

Legal References:

Federal Laws

State Law
[Maryland Public Information Act, MD State Gov't. Code Ann.,] ANNOTATED CODE OF MARYLAND, STATE GOVERNMENT ARTICLE, §10-611-628 [et seq.]
[Code of Maryland Regulations (COMAR)] 13A.08.02

Related Policies:
Board of Education Policy 4006[, Telecommunications Access to Electronic Information, Services, and Networks]

Board of Education Policy 6202[, Telecommunications Access to Electronic Information, Services, and Networks]

Rule
Approved: 10/9/69
Revised: 6/9/97
Revised: 1/13/04
REVISED: ________

Superintendent of Schools
STUDENTS: ACTIVITIES

ORGANIZATIONS:

I. ESTABLISHMENT OF CLUBS

A. EACH SCHOOL PRINCIPAL WILL DETERMINE THE DESIGNATED LIMITED OPEN FORUM TIME TO ENSURE EQUAL ACCESS TO STUDENT GROUPS WISHING TO MEET. OPEN FORUM IS DEFINED AS THE LUNCH PERIOD OR NON-INSTRUCTIONAL TIME AS DETERMINED BY THE PRINCIPAL.

B. THE PRINCIPAL MUST APPROVE STUDENT GROUPS’ USE OF FACILITIES TO CONDUCT A MEETING DURING THE OPEN FORUM PROVIDED THAT:

1. THE MEETING WILL TAKE PLACE DURING THE OPEN FORUM;

2. THE MEETING IS VOLUNTARY AND STUDENT INITIATED. THE PRINCIPAL MUST BE ASSURED THAT STUDENTS ARE THE ONES PROMOTING THE ACTIVITIES AND THAT THEY ARE PARTICIPATING OF THEIR OWN VOLITION. ONLY STUDENTS ENROLLED IN THE SCHOOL MAY REQUEST THE MEETING;

3. SCHOOL AUTHORITIES OR DISTRICT EMPLOYEES DO NOT PROMOTE, LEAD, OR PARTICIPATE IN THE MEETINGS. PRINCIPALS SHALL ASSIGN SCHOOL PERSONNEL TO SUPERVISE THE MEETINGS. THIS ACTION DOES NOT CONSTITUTE SPONSORSHIP BY THE DISTRICT;

4. THE PRESENCE OF SCHOOL PERSONNEL OR SYSTEM EMPLOYEES OR DISTRICT PERSONNEL AT ANY STUDENT RELIGIOUS MEETING IS NON-PARTICIPATORY IN NATURE AND DOES NOT CONSTITUTE SPONSORSHIP. THE PRESENCE OF SCHOOL PERSONNEL IS FOR THE PURPOSE OF SUPERVISION ONLY;

5. THE MEETING DOES NOT IN ANY WAY INTERFERE WITH THE CONDUCT OF REGULAR INSTRUCTIONAL ACTIVITIES OF THE SCHOOLS. SINCE THE EDUCATION OF THE STUDENTS IS THE PRIMARY RESPONSIBILITY OF THE SCHOOL, ANY OTHER ACTIVITIES ARE SECONDARY. THE SCHOOL MAY DENY
RULE 5320

FACILITY USAGE TO STUDENTS ON THE BASIS THAT THE ACTIVITY OR MEETING INTERFERES WITH THE INSTRUCTIONAL PROGRAM;

6. A STUDENTS’ MEETING IS NOT CONTROLLED, CONDUCTED, OR DIRECTED BY PERSONS OR GROUPS NOT AFFILIATED WITH THE SCHOOLS. VISITORS TO THE MEETING MUST BE APPROVED BY THE PRINCIPAL. CLEARANCE FOR ATTENDANCE MUST BE OBTAINED PRIOR TO THE MEETING. VISITORS MAY NOT ATTEND STUDENTS’ MEETINGS ON A REGULAR BASIS; AND

7. THE MEETING IS OPEN TO ALL STUDENTS WITHOUT REGARD TO RACE, GENDER, RELIGION, OR NATIONAL ORIGIN.

LEGAL REFERENCES: 20 U.S.C. §4071
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-108
COMAR 13A.08.01.09