TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, July 14, 2009
5:30 P.M.-Closed Session, 7:00 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for July 14, 2009

IV. MINUTES
Consideration of the Open and Closed Minutes of June 9, 2009  Exhibit A

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT’S REPORT

VIII. SPECIAL ORDER OF BUSINESS – Recognition of former Board Members

IX. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM JUNE 9, 2009  (Dr. Peccia)

X. ELECTION OF OFFICERS FOR SCHOOL YEAR 2009-2010  (Dr. Hairston)

XI. OLD BUSINESS
A. Consideration of the following Board of Education Policies (third reading):  (Ms. Harris)
   • Proposed Changes to Policy 1220 – COMMUNITY RELATIONS: Community Involvement-Citizens Advisory Committees  Exhibit B
   • Proposed Changes to Policy 1500 – COMMUNITY RELATIONS: Zoning Information  Exhibit C
   • Proposed Changes to Policy 1600 – COMMUNITY RELATIONS: Public Charter Schools  Exhibit D
   • Proposed Changes to Policy 4001 – PERSONNEL: General-Drug-Free Workplace  Exhibit E
XI. OLD BUSINESS (cont)

- Proposed Changes to Policy 5550 – STUDENTS: Conduct-Disruptive Behavior
  Exhibit F
- Proposed New Policy 5580 – STUDENTS: Conduct-Bullying
  Exhibit G
- Proposed Changes to Policy 6501 – INSTRUCTION: Evaluation of the Instructional Program
  Exhibit H

XII. REPORTS

A. Report on the following Board of Education Policies (first reading): (Ms. Harris)

- Proposed Changes to Policy 1270 – COMMUNITY RELATIONS: Community Involvement-Parent/Guardian and Family Involvement
  Exhibit I
- Proposed Changes to Policy 2352 – ADMINISTRATION: Administrative Operations-Accidents/Medical Emergencies
  Exhibit J
- Proposed Deletion of Policy 3430 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Procedures for Emergencies
  Exhibit K
- Proposed Deletion of Policy 4007 – PERSONNEL: General-Health and Safety
  Exhibit L
- Proposed Changes to Policy 4131 – PERSONNEL: Activities-Professional Growth
  Exhibit M
- Proposed Deletion of Policy 4132 – PERSONNEL: Activities-Support for Professional Activities
  Exhibit N
- Proposed Deletion of Policy 4147 – PERSONNEL: Compensation and Related Employee Benefits-Maryland State Retirement and Pension Systems
  Exhibit O
- Proposed Changes to Policy 4250 – PERSONNEL: Compensation and Related Employee Benefits-Retirement (renumbered to 4010)
  Exhibit P
- Proposed Deletion of Policy 5421 – STUDENTS: Services to Students-Life-Threatening Medical Emergencies
  Exhibit Q
- Proposed Deletion of Policy 6001 – INSTRUCTION: Grouping
  Exhibit R
- Proposed Deletion of Policy 6305 – INSTRUCTION: Released Time – Religious Instruction
  Exhibit S
XII. REPORTS (cont)

- Proposed Changes to Policy 6306 – INSTRUCTION: Prayer and Bible Reading
  Exhibit T
- Proposed Changes to Policy 6401 – INSTRUCTION: Gifted and Talented Education Program
  Exhibit U
- Proposed Changes to Policy 6702 – INSTRUCTION: Extracurricular Activities – Intramural, Informal, and Interscholastic Athletics
  Exhibit V

B. Fiscal Year 2011 Operating and Capital Budget Schedules
   (Ms. Burnopp)
   Exhibit W

C. Report on the Naming of the Parkville High School Football Field
   (first reading)
   (Ms. White)
   Exhibit X

D. Report on the New Signage for Red House Run Elementary School
   (first reading)
   (Ms. White)
   Exhibit Y

E. Report on Imagine Discovery Charter School
   (Dr. Rodriguez/Ms. Karwacki)
   Exhibit Z

XIII. NEW BUSINESS

A. Consideration of consent to the following personnel matters:
   (Dr. Peccia)
   1. Transfers
      Exhibit AA
   2. Retirement
      Exhibit BB
   3. Resignations
      Exhibit CC
   4. Leaves of Absence
      Exhibit DD
   5. Death
      Exhibit EE
   6. Administrative Appointments
      Exhibit FF
   7. Advisory Council Appointments
      Exhibit GG

B. Consideration of consent to the BCPS Organization for 2009-2010
   (exhibit to follow)
   (Dr. Peccia)
   Exhibit HH

C. Consideration of consent to the following curriculum:
   (Dr. Hairston)
   - Mathematics Grade 6
   - College Algebra
   - Trigonometry with Analytic Geometry
   - High School Physics
   - AP World History
   Exhibit II
XIII. NEW BUSINESS (cont)

D. Consideration of Hearing Officer’s Opinion in case #09-10 (Andrew Nussbaum, Esq.)

E. Consideration of Hearing Officer’s Opinion in case #09-16 (Andrew Nussbaum, Esq.)

F. Consideration of Hearing Officer’s Opinion in case #09-18 (Andrew Nussbaum, Esq.)

G. Consideration of Hearing Officer’s Opinion in case #09-19 (Andrew Nussbaum, Esq.)

H. Consideration of Hearing Officer’s Opinion in case #09-20 (Andrew Nussbaum, Esq.)

I. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines) Exhibit JJ

1. Contract Modification: Food Service Equipment
2. Contract Modification: Maryland’s Tomorrow/AdvancePath Academy
3. Contract Modification: Printing, Copying, and Reproduction Services
5. Contract Modification: Vehicle Parts
6. 2009-2010 PSAT/NMSQT
7. Administrative Meeting Space
8. Board of Education Hearing Examiner
9. Cohort – M.A. in Administration and Supervision
10. Cohort – Post Master’s Administration and Supervision
11. Hazardous Substances – Clean-up, Disposal, and Other Associated Services
12. Disposal Services – Science Chemicals and Chemicals Wastes
13. HVAC Repair and Replacement Parts
14. Kennedy Krieger Institute Early Intervention Services
15. Lease Renewal – Southwest Area – Infant and Toddler Program
16. New Lease – Southwest Area – Infant and Toddler Program
17. Consultant Prequalification: Construction Management Consultants
XIII. NEW BUSINESS (cont)

18. Construction of a New School – George Washington Carver Center for the Arts and Technology High School: Package 1A - Testing and Inspection


21. Replacement of Windows, Blinds, and Doors – Hebbville Elementary School

22. Addition of Steam Bay Canopy – Kenwood Truck Center

23. Replacement of Windows, Blinds, and Doors – Logan Elementary School

24. Replacement of Concrete Sidewalks and Curbs – Middle River Middle School

25. Exterior Door Replacement – Perry Hall Middle School


XIV. INFORMATION


B. Board of Education Policies Scheduled for Review in School Year 2009-2010

C. Policy Editing Conventions

D. New Superintendent’s Rule 1500 – COMMUNITY RELATIONS: Zoning Information

E. Revised Superintendent’s Rule 1600 – COMMUNITY RELATIONS: Public Charter Schools

F. Revised Superintendent’s Rule 4001 – PERSONNEL: General-Drug-Free Workplace

G. New Superintendent’s Rule 5580 – STUDENTS: Conduct-Bullying
XV. ANNOUNCEMENTS

A. General Public Comment

Next Board Meeting       Tuesday, August 11, 2009
7:00 PM                Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, June 9, 2009

The Board of Education of Baltimore County met in closed session at 5:35 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, 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 June and July.

Ms. Harris moved that the student member be permitted to participate in closed session collective bargaining discussions. The motion was seconded by Ms. O’Hare and unanimously approved by the Board.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1), (a)(7), and (a)(9) and upon motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board commenced its closed session at 5:38 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed 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, 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, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Ms. Rita Fromm, Chief of Staff; Mr. William Lawrence, Assistant Superintendent, Northwest Area; Dr. Robert Tombak, Assistant Superintendent, Northeast Area; Dr. Manuel Rodriguez, 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.

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

Dr. Peccia reviewed with Board members personnel matters to be considered on the evening’s agenda.
CLOSED SESSION MINUTES (cont)

Mr. Capozzi exited the room at 5:54 p.m.

Mr. Nussbaum provided legal advice to the Board regarding the charter school agreement.

On motion of Mr. Janssen, seconded by Ms. Harris, the Board adjourned its closed session at 6:22 p.m. Staff members exited the room; counsel and Superintendent remained.

ADMINISTRATIVE FUNCTION

At 6:22 p.m., Board members discussed the following:

- Reviewed assessment areas for Board’s counsel.
- Reviewed Board’s improvement goals and action plans as it relates to the self-evaluation.
- Discussed the July Board officer elections.

At 7:03 p.m., the Board adjourned from administrative function session for a brief dinner recess.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:40 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, 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 Mr. Carl Bailey, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.
Under item X, New Business, letter E, Consideration of consent to contract awards, Dr. Hairston added item 41, Contract Rescission and Award: Financing of Various Motor Vehicles.

Due to the electrical power outage and unstable power source, Ms. Murphy announced that the Board agenda would be revised to cover only the following topics:

- Selection of Speakers
- Recognition of Administrative Appointments from May 19, 2009
- Old Business
- New Business
- Information

If power permits, the Board will hear public comment on Board of Education Policies.

If power permits, the Board will hear general public comment.

If power permits, the Board will hear from advisory and stakeholder groups.

The addition and changes to the agenda was unanimously approved by those Board members present (favor-12).

Hearing no additions or corrections to the Open and Closed Minutes of May 5, 2009; the Report on the Board of Education Work Session of May 19, 2009; and the Report on the Public Hearing on the FY 2011 Capital budget of May 20, 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.

**RECOGNITION OF ADMINISTRATIVE APPOINTMENTS**

Dr. Donald Peccia, Assistant Superintendent of Human Resources, recognized the administrative appointments from the May 19, 2009 Board meeting.
## RECOGNITION OF ADMINISTRATIVE APPOINTMENTS (cont)

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>HARVEY F. CHAMBERS</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2009) Assistant Principal</td>
<td>Dean of Operations</td>
<td>Southwest Academy</td>
</tr>
<tr>
<td>(Effective July 1, 2009) Baltimore City Public Schools</td>
<td>Winston Middle School</td>
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<tr>
<td>JENNIFER L. DUNKLE</td>
<td>Specialist, Recruitment and Pre-service Teacher Internship</td>
<td>Supervisor, New Teacher and Paraeducator Support</td>
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<td>(Effective July 1, 2009) Department of Human Resources</td>
<td>Department of Professional Development</td>
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<td>SUSAN S. ENSOR</td>
<td>Teacher/Resource</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2009) Office of Science</td>
<td>Loch Raven High School</td>
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<td>KIMBERLY G. FIELDS</td>
<td>Guidance Counselor</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2009) Woodbridge Elementary School</td>
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<td>SUSANN M. GRIGGS</td>
<td>Teacher/Mentor</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2009) Hebbville Elementary School</td>
<td>Hebbville Elementary School</td>
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<td>JEFFREY S. HOGAN</td>
<td>Instructional Coach – Title I</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2009) Sandy Plains Elementary School</td>
<td>Elmwood Elementary School</td>
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<tr>
<td>RYAN J. IMBRAILE</td>
<td>Assistant Principal</td>
<td>Principal</td>
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<td>(Effective July 1, 2009) Perry Hall High School</td>
<td>Patapsco High School and Center for the Arts</td>
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<td>TRACI J. MATHENA</td>
<td>Teacher/English</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2009) Dumbarton Middle School</td>
<td>Towson High School</td>
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<td>FRANCINE M. SCHAFFER</td>
<td>Specialist, Home-Schooling</td>
<td>Principal</td>
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<td>(Effective July 1, 2009) Department of Student Support Services</td>
<td>Bridge Center</td>
<td></td>
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<tr>
<td>BARBARA E. WALKER</td>
<td>Principal</td>
<td>Area Assistant Superintendent</td>
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<tr>
<td>(Effective July 1, 2009) Pikesville High School</td>
<td>Office of the Superintendent</td>
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## OLD BUSINESS

### Board of Education Policies

The Board Policy Committee, represented by Ms. Harris, recommended approval of six (6) policies. This is the third reading.
OLD BUSINESS (cont)

On motion of Mr. Pallozzi, seconded by Mr. Parker, the Board approved the following proposed policies:

- Proposed Deletion of Policy 4122 – Student Teachers
- Proposed Changes to Policy 4123 – Summer School Teachers
- Proposed Changes to Policy 4125 – Summer Curriculum Development Workshop Participants
- Proposed Changes to Policy 4133 – PERSONNEL: Professional-Tutoring
- Proposed Deletion of Policy 4162 – Grievance Procedure – Title IX and Section 504
- Proposed Deletion of Policy 4216 – Grievance Procedure-Title IX

Proposed 2010-2011 Calendar

Mr. Pallozzi moved to approve the proposed 2010-2011 school calendar as presented in Exhibit H. Mr. Parker seconded the motion. The Board approved the proposed 2010-2011 school calendar (favor-12).

Ms. Murphy recommended a survey instrument be created and a study completed on holidays, and that the information be shared with the calendar committee.

Proposed Special Education Staffing Plan for 2009-2010

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the proposed Special Education Staffing Plan for 2009-2010, as presented in Exhibit I (favor-12).

PERSONNEL MATTERS

Dr. Peccia noted that exhibit N, Administrative Appointments, is being amended by removing the name of a Mr. Nathan J. Burns.

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on exhibits J, K, L, M, and the amended exhibit N (Copies of the exhibits are attached to the formal minutes).
NEGOTIATION AGREEMENTS

On motion of Mr. Pallozzi, seconded by Ms. Harris, the Board approved the negotiated supplements to the following master agreements, as presented in exhibit O (favor-11):

1. American Federation of State, County, and Municipal Employees, AFL-CIO (AFSCME)
2. Baltimore (County Instructional) Assistants & Clerical Employees, Inc. (BACE)
3. Council of Administrative and Supervisory Employees (CASE)
4. Teachers Association of Baltimore County (TABCO)

Miss Karanja did not vote on this item.

EXCLUSIVE BARGAINING REPRESENTATIVE

On motion of Mr. Pallozzi, seconded by Ms. O’Hare, the Board approved and designated the Teachers’ Association of Baltimore County, Inc. (TABCO) as the exclusive representative for elementary and special school nurses (favor-11). Miss Karanja did not vote on this item.

PROPOSED RESTRUCTURING OF THE C&I ORGANIZATION

On motion of Mr. Parker, seconded by Mr. Pallozzi, the Board approved the proposed restructuring of the Curriculum and Instruction (C&I) organization, as presented in exhibit Q (Copy of the exhibit is attached to the formal minutes).

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Pallozzi, recommended approval of items 1-41 (exhibit R). Mr. Janssen abstained from voting on items 38 and 39, and Ms. Roddy abstained from voting on items 21 and 24. Mr. Uhlfelder separated items 5, 22, and 33 for further discussion.

The Board approved items 1 through 4, 6 through 21, 23 through 32, and 34 through 41.

1. PCR-297-05 Contract Modification: Nursing Services
2. RGA-193-06 Contract Extension: 100 Black Men of Maryland, Inc., College Access Program – Memorandum of Understanding
3. JNI-967-08 Contract Extension: Youth and Employment Training Program
4. JMI-644-09 Advertising and Marketing Services
BUILDING AND CONTRACT AWARDS (cont)

6. MBU-540-09  BCPS Information Calendar
7. RGA-137-09  Cafeteria Software Upgrade – WinSNAP to WebSMARTT
8. RGA-977-09  Cohort – Certificate for Leadership in Technology Integration 3
9. RGA-991-09  Cohort – Differentiating Instruction through the Use of Technology
10. RGA-978-09  Cohort – Elementary Reading Certification 2
11. RGA-979-09  Cohort – Graduate Certificate in the Education of Students with Autism
12. RGA-980-09  Cohort – Instructional Technology Masters 7
13. RGA-981-09  Cohort- Post Baccalaureate Certificate in Autism Studies Program
14. RGA-982-09  Cohort – Reading Intervention Strategies
15. RGA-983-09  Cohort – Secondary English and World Languages MAAPP
16. RGA-984-09  Cohort – Secondary Mathematics Teacher Certification 6
17. RGA-990-09  Cohort – Third i-Team
18. RGA-985-09  Cohort – Writing and Grammar Usage
19. JNI-758-09  Eighth Grade Language Arts Instructional Materials for Springboard
20. MBU-541-09  Food Service Equipment
21. JNI-757-09  Health Center Services in Baltimore County Schools – Memorandum of Understanding
22. MBU-534-09  Maintenance, Repair, and Installation for Enzyme Treatment Systems
23. JNI-756-09  Pediatric Consultative Services – Memorandum of Understanding
24. JNI-754-09  School Music Instrument Rental and Repair
25. JMI-641-09  Software Consulting Services
27. JMI-631-09  Spill Prevention Control and Countermeasure Plan Services
28. RGA-138-09  Virtual Learning Support
29. MBU-523-09  Warehouse Lift Truck – Office of Food and Nutrition Services
30. MBU-588-06  Contract Modification: Additional Design Services – Food and Nutrition Services Warehouse Expansion and Renovation
BUILDING AND CONTRACT AWARDS (cont)

32. PCR-293-08  Contract Modification: Additional Design Services – Professional Development Center

34. PCR-238-09  IT Relocation of On-site Modular Classrooms – George Washington Carver Center for Arts and Technology Replacement

35. PCR-239-09  Replacement of Exterior Doors – Cockeysville Middle School

36. MBU-501-09  Replacement of Windows, Blinds, and Doors – Cromwell Valley Elementary School

37. PCR-247-09  Gym Floor and Bleacher Replacement – Perry Hall Middle School

38. MBU-542-09  Package 3A – Concrete – West Towson Elementary School

39. MBU-539-09  Package 9D – Carpet and Resilient Flooring – West Towson Elementary School

40. MWE-839-09  Fee Acceptance: Design Consultant Services – Sollers Point/Dundalk High School Complex

41. JMI-632-09  Contract Rescission and Award: Financing of Various Motor Vehicles

Item 5

Mr. Uhlfelder asked how the school system determines which vendor gets the work. Mr. Richard Gay, Purchasing Manager, responded that the school system vendors are ranked and listed as such. Typically, the school system selects the first vendor.

The Board approved item 5.

5. JMI-629-09  Asbestos Abatement Services

Item 22

Mr. Uhlfelder asked whether any attempts were made to renegotiate the rate or look at other vacancies. Ms. Michele Prumo, Executive Director of Planning and Support Operations, responded that the landlord gave BCPS a good rate. She noted that the school system asked for upgrades and changes and that the landlord was very cooperative.

The Board approved item 22.

22. RGA-136-09  Lease Renewal – Bridge Center
BUILDING AND CONTRACT AWARDS (cont)

Mr. Uhlfelder asked why this contract was not put out to bid. Mr. Gay responded that the contract went out for bid nationally, and this vendor had the lowest pricing.

The Board approved item 33.

33. JMI-628-09 Roof Replacement – Battle Grove Elementary School

INFORMATION

The Board received the following as information:

A. Revised Superintendent’s Rule 4123 – Summer School Teachers
B. Revised Superintendent’s Rule 4125 – Summer Curriculum Development Workshop Participants
C. Deleted Superintendent’s Rule 4133 – PERSONNEL: Professional-Tutoring
D. Financial Report for the months ending April 30, 2008 and 2009

ANNOUNCEMENTS

Ms. Murphy made the following announcements:

• The Board of Education of Baltimore County will hold its next meeting on Tuesday, July 14, 2009, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 7:00 p.m. The public is welcome to all open sessions.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 1220

Dr. Bash Pharoan asked the Board to consider printing the changes to all Board policies on the back of the sign-up sheet. He stated that the language of the policy was good; however, the policy is only as good as its implementation.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 1500

No one from the public signed up to speak on this policy.
PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 1600

Ms. Marcia Carlson stated that she is pleased to be a teacher at Imagine Discovery Charter School.

Mr. Fred Marseille stated that the wording of the policy is loose and that the charter school teaches out-of-the-box thinking. Mr. Marseille asked the Board to incorporate the Stanford model in Policy 1600.

Mr. Jerry and Mrs. Audrey Green stated that the Imagine Discovery Charter School challenges their children. Mrs. Green supports the charter school because it has smaller class sizes and more one-on-one attention.

Ms. Rorita Cooper declined to speak.

Miss Imari Cooper declined to speak.

Ms. Torrie Kerney declined to speak.

Ms. Bonnie Wesselhoff asked the Board to consider virtual education as a charter school and as part of Policy 1600.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 4001

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

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 5550

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

PUBLIC COMMENT ON THE PROPOSED NEW POLICY 5580

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County supports the adoption of this policy on bullying.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 6501

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

Mr. Muhammad Jameel expressed concern that Board members did not question the “non-COMAR” holidays on the school calendar. Mr. Jameel asked the Board to conduct a verifiable study by an outside vendor.

Miss Kanwal Rehman stated that she came to the Board five years ago asking that the Muslim holidays be added to the school calendar. She was disheartened that the Board did not approve the Muslim holidays on the 2010-2011 school calendar.

Ms. Torrie Kerney stated that she was delighted to have the option of sending her child to a charter school in Baltimore County. She commented that the curriculum at Imagine Discovery Charter School is very in-depth and that her child is being challenged.

Ms. Deborah Rouzer stated her grandchild enjoys going to Imagine Discovery Charter School.

Ms. Carlette Flowers stated that sending her children to Imagine Discovery Charter School was the best decision they ever made.

Mr. Fred Marseille thanked the Superintendent and the Board for choosing Imagine Discovery as the first charter school in Baltimore County.

Ms. Jackie Turner thanked the Board for providing parents with a choice.

Ms. Rorita Cooper thanked the Board for providing a charter school in Baltimore County. Her child, Marrie, stated that she likes everything about Imagine Discovery.

Ms. Nicole Waller appreciated the opportunity to attend a charter school in Baltimore County.

ADVISORY AND STAKEHOLDER COMMENTS

Mr. Daniel Breidenbaugh, Baltimore County Student Council (BCSC) President and member of the Superintendent’s Student Council Advisory Group, reflected on his time as president and member of the advisory group. Mr. Breidenbaugh introduced Miss Olivia Keithley, an upcoming sophomore at Hereford High School, who will be the BCSC President for 2009-2010.

Ms. Nancy Monti, a representative of the Baltimore County Instructional Assistants & Clerical Employees (BACE), asked the Board and Superintendent to consider funding all step increases as of July 1 by using a portion of the school system’s surplus.
ADVISORY AND STAKEHOLDER COMMENTS (cont)

Mr. Carl Bailey, Chair of the Diversity and Achievement Steering Committee, congratulated the school system on the recent article that appeared in *Strategies* magazine.

Ms. Eileen Edwards, a representative of the SEIU, thanked the Board for voting on the issue of representation and that all nurses can be represented by one bargaining unit.

Ms. Nancy Ostrow, President of the PTA Council of Baltimore County, stated that PTAs are working towards achieving a smooth transition as one PTA year ends and another begins. Ms. Ostrow announced that the PTA Council would provide leadership training on Thursday, June 11, 2009, at Loch Raven High School.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County (TABCO), on behalf of the elementary and special school nurses thanked the Board for its approval of TABCO as exclusive bargaining representative. Ms. Bost asked the Board to consider a budget appropriation transfer (BAT) of $1.5 million to fill in gaps in steps for veteran teachers for July 2009 through January 2010. Ms. Bost also asked the Board for approximately $60,000 to increase fall coaching stipends.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 8:57 p.m.

Respectfully submitted,

_____________________
Joe A. Hairston
Secretary-Treasurer

/bls
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1220 – CITIZENS ADVISORY COMMITTEE

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 1220. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 1220
Policy Analysis for
Board of Education Policy 1220
Citizen’s Advisory Committee

Statement of Issues or Questions Addressed
Board of Education Policy 1220 has not been reviewed since it was adopted in 1969. The policy is being revised to reiterate the Board’s desire for community input on specific issues and to better coordinate with other policies that address community input.

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 1200, Community Involvement
Board of Education Policy 1230, Area Education Advisory Councils
Board of Education Policy 1270, Family/Community Involvement

Legal Requirements
Annotated Code of Maryland, Education Article §4-112

Similar Policies Adopted by Other Local School Systems
1. Montgomery County, Policy BMA, Board of Education Advisory Committees

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
Staff considered deletion of the policy, which was rejected in favor of revising the policy.

Timeline:
  First reading – May 19, 2009
  Public comment – June 9, 2009
  Third reading – July 14, 2009
Citizens Advisory Committee

[The Board of Education encourages the use of citizens and community resources to assist in developing the educational program. Advisory committees shall be appointed by the Board of Education to perform a definite function; this function shall be indicated to such an advisory committee in detail, in writing, at the time of appointment. Advisory committees shall be appointed primarily to advise the Board of Education, but the Board of Education shall seek the recommendation of the Superintendent of Schools before establishing or dissolving any advisory committee.

All public announcements concerning the operation or recommendations of an advisory committee shall be released through the Office of the Superintendent of Schools.

Upon completing its assignment, an advisory committee shall either be given new duties or shall be dissolved. The Board of Education shall have the sole power to dissolve any of its advisory committees at any time during the life of any such committee.]

I. PROCESS
   A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) VALUES THE INVOLVEMENT OF PARENTS/GUARDIANS, BUSINESS PARTNERS, AND COMMUNITY STAKEHOLDERS AND ENCOURAGES THEIR INPUT AND SUPPORT IN THE EDUCATIONAL PROCESS. THE BOARD RECOGNIZES THAT CITIZEN AND EMPLOYEE ADVISORY COMMITTEES CAN CONTRIBUTE SIGNIFICANTLY TOWARD THE BETTERMENT OF THE SCHOOL SYSTEM.

   B. FROM TIME TO TIME, THE BOARD HAS FOUND THAT COMMUNITY INPUT IS BEST CHANNELED THROUGH THE CREATION OF COMMUNITY-BASED COMMITTEES TO RESEARCH, REVIEW, DISCUSS, AND INFORM THE BOARD ON MATTERS TO BE CONSIDERED BY THE BOARD.

   C. COMMITTEES MAY BE APPOINTED AS THE NEED ARISES. COMMITTEE MEMBERS SERVE IN AN ADVISORY ROLE. FINAL DECISIONS REST WITH THE BOARD.
POLICY 1220

LEGAL REFERENCE: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-112

RELATED POLICIES: BOARD OF EDUCATION POLICY 1200, COMMUNITY INVOLVEMENT
BOARD OF EDUCATION POLICY 1230, AREA EDUCATION ADVISORY COUNCILS
BOARD OF EDUCATION POLICY 1270, FAMILY/COMMUNITY INVOLVEMENT

Policy
Board of Education of Baltimore County
Adopted: 10/9/69
REVISED: ______
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1500 – COMMUNITY RELATIONS: ZONING INFORMATION

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

RESOURCE PERSON(S): Michele Prumo, Executive Director,
Dept. of Planning and Support Operations

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 1500. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 1500
Policy Analysis for
Board of Education Policy 1500
Zoning Information

Statement of Issues or Questions Addressed
Board of Education Policy 1500 addresses the collaboration between BCPS and agencies in Baltimore County government regarding zoning, development and other issues that may have an impact on schools.

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

Relationship to Other Board of Education Policies
Board of Education Policy 1200, Community Involvement.

Legal Requirements
The Baltimore County Zoning Regulations governs zoning issues in Baltimore County.

Similar Policies Adopted by Other Local School Systems
1. Calvert County, Administrative Procedure #8123 (Community)
2. Howard County, Policy 1000, Parent, Family and Community Involvement
3. Montgomery County Policy, KMA , Relations With Community Organizations

Draft of Proposed Policy
Attached

Other Alternative Considered By Staff
No other alternative was considered.

Timeline:
First reading – May 19, 2009
Public comment – June 9, 2009
Third reading – July 14, 2009
COMMUNITY RELATIONS: Zoning Information

I.[1.] The Board of Education OF BALTIMORE COUNTY (BOARD) [will] ESTABLISHES PROCEDURES [consider requests from the Superintendent’s staff and from concerned citizens, through the Superintendent’s Office,] to [oppose] REVIEW AND TAKE NECESSARY ACTION REGARDING proposed zoning REQUESTS WHICH MAY HAVE AN IMPACT ON SCHOOLS. [which it is felt will result in hazardous conditions for school children. In those cases where the Board feels that conditions hazardous to the health or safety of school students will in fact result from the proposed zoning, the Superintendent will be instructed to present written and oral testimony at hearings before appropriate zoning officials or boards expressing the Board’s opposition.] ZONING REQUESTS INCLUDE PETITIONS MADE THROUGH THE QUADRENNIAL COMPREHENSIVE ZONING MAP PROCESS (CZMP).

[2. In those zoning matters which affect pupil density, the Superintendent shall submit to the appropriate zoning official or board a written report indicating present school population and classroom space available, enrollment projections and building plans for the future, noting the effect which it is felt that such zoning change would have on school housing matters in the area.]
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1600 – COMMUNITY RELATIONS: PUBLIC CHARTER SCHOOLS
ORIGINATOR: Sonja Karwacki, Executive Director, Special Programs, PreK-12

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 1600. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 1600
Statement of Issues or Questions Addressed
Board of Education Policy 1600 contains requirements for public charter school statements. This policy is reviewed on the five-year schedule.

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 5150, Residents and Nonresidents

Legal Requirements
Annotated Code of Maryland, Education Article, §§9-101 to –110, §4-205(c)
Maryland Public Charter Schools Model Program

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Policy Code 614, Charter Schools
2. Harford County Policy 20-0030-000, Public Charter Schools
3. Howard County Board of Education Policy 10040 and PR 10040 Charter School Implementation

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – May 19, 2009
Public comment – June 9, 2009
Third reading – July 14, 2009
COMMUNITY RELATIONS: Public Charter Schools

[Public Charter Schools]

I. COMPLIANCE

A. A PUBLIC CHARTER SCHOOL MAY BE ESTABLISHED IN BALTIMORE COUNTY IN ACCORDANCE WITH STATE LAW AND REGULATIONS. A PUBLIC CHARTER SCHOOL OPERATES UNDER THE SUPERVISION OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IN COMPLIANCE WITH ALL BOARD POLICIES, AND ALIGNMENT WITH THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) BLUEPRINT FOR PROGRESS AND MASTER PLAN.

B. The Superintendent shall establish a public charter school application process. Applications shall be submitted to the Superintendent and/or designee for review, comment, and recommendation to the Board of Education. The Superintendent shall recommend approval or denial of the application to the Board of Education. The Superintendent shall establish criteria with which to consider proposals for a public charter school including, but not limited to, elements related to student achievement, academic programs, resources, and fiscal management.

The Board of Education of Baltimore County in accordance with Title 9 of the Education Article of the Annotated Code of Maryland may grant a charter for a “public charter school.” The primary public chartering authority in the granting of such charter shall be the Baltimore County Board of Education. A Baltimore County public charter school shall endeavor to reflect the diversity of the school system as a whole. As defined by the Board of Education, diversity includes racial, ethnic, economic, gender, and special needs populations.

II. REPORTING

A. The BOARD [Superintendent] shall apply BCPS criteria for the management and student performance results to the public charter school. The public charter school shall conduct all assessments required for the public schools in Baltimore County. The public charter school shall be evaluated annually based on student achievement, fiscal management, and other criteria pursuant
to its approved application and the terms and conditions of its charter as specified in the charter agreement.

B. The public charter school shall present to the Board [of Education] an annual results report, including student achievement and fiscal accountability, as described in the approved charter agreement. The Board [of Education] shall require financial, programmatic, and/or compliance audits consistent with federal, state, and local law, procedures, and policies.

C. If a public charter school receives an unsatisfactory annual evaluation based upon its annual results report, the Board [of Education] may approve the development of a remedial plan, placing the charter school on probationary status, or may move immediately to revoke the school’s charter.

1. The Board [of Education] may revoke a public charter school’s charter for the following reasons: the school has not fulfilled a condition imposed by the Board [of Education] in connection with the granting of the charter as specified in the charter agreement; the school has failed to comply with the provisions of federal, state, or local law; the fiscal condition of the school is substantially deficient; the academic condition of the school is substantially deficient; the facility can no longer support the needs of the educational program; and the continuation of the operation of the public charter school is not in the best interests of the public, or of the students of BCPS [the Baltimore County Public School system].

2. Upon revocation, students shall be reassigned pursuant to Board [of Education] policy and procedures, and resources provided by the school system shall remain under the control of the Board [of Education].

Legal References: Annotated Code of Maryland, Education Article, §§9-101 to –110, §4-205(c)

Related Policy[ies]: Board of Education Policy 5150, Residents and Nonresidents
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 4001: PERSONNEL: GENERAL – DRUG-FREE WORKPLACE

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

RESOURCE PERSON(S): Michele Prumo, Executive Director, Dept. of Planning and Support Operations

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 4001. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4001
Policy Analysis for
Board of Education Policy 4001
Drug-Free Workplace

Statement of Issues or Questions Addressed:
Policy (4001) establishes a drug-free workplace for Baltimore County Public Schools in compliance with federal and state regulations.

Cost Analysis and Fiscal Impact on School System:
There is no fiscal impact on the system as a result of the revised policy and rule. Not having the policy and the procedures to implement the policy would result in non-compliance with federal and state regulations.

Relationship to Other Board of Education Policies:
Board of Education Policy1300, Use of School Facilities
Board of Education Policy 2372, Administrative Operations
Board of Education Policy 5540, Alcoholic Beverages and Drugs

Legal Requirements:
Annotated Code of Maryland, Health General Article, Section 17-214
Drug-Free Workplace Act of 1988, 41 U.S.C. Section 701
Safe and Drug Free Schools and Community Act of 1994, 20 U.S. C., Section 7101

Similar policies adopted by Other School Systems:
Anne Arundel County, Board of Education Policy 800.03, Drug, Alcohol and Tobacco-Free Work Environment
Howard County, Board of Education Policies 7040, Abuse of Alcohol and Other Controlled Substances and 7050, Prohibition of Illegal Drugs and Drug Paraphernalia for Employees
Carroll County, Board of Education Policy, GBEC, Drug/Alcohol-Free Workplace

Draft of Proposed Policy:
Attached

Other Alternative Considered by Staff:
No other alternatives are viable due to federal and state regulations.

Timeline:
   First reading – May 19, 2009
   Public comment – June 9, 2009
   Third reading – July 14, 2009
POLICY 4001

PERSONNEL: General

Drug-Free Workplace

I. [Since] Employees of the Baltimore County Public Schools (BCPS) are expected to act as role models for students[]. [the use of illegal drugs and intoxicants in the workplace will not be tolerated. The Board of Education will continue its efforts to make employees aware of the harmful effects and legal consequences of the use of illegal drugs and intoxicants. This may be accomplished through the wellness and employee assistance programs.] THE UNLAWFUL MANUFACTURE, DISTRIBUTION, POSSESSION, OR USE OF A CONTROLLED SUBSTANCE OR ALCOHOL IN ANY QUANTITY IN THE WORKPLACE OR AT ANY SCHOOL-SPONSORED EVENT IS PROHIBITED.

II. CONSISTENT WITH THE BOARD’S GOAL TO PROVIDE A SAFE AND ORDERLY LEARNING ENVIRONMENT, THE SUPERINTENDENT SHALL ESTABLISH ADMINISTRATIVE PROCEDURES TO ADDRESS ANY VIOLATION OF LAW OR THIS POLICY.

Policy Adopted: 5/11/89
Revised: 6/27/95
REVISED: ______

Board of Education
Baltimore County Public Schools

DATE: July 14, 2009

TO: Board of Education

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Consideration of the Proposed Changes to Board of Education Policy 5550 - Disruptive Behavior

Originator: Rita Fromm, Chief of Staff

Resource: Dale R. Rauenzahn, Executive Director, Student Support Services

Person(s): Glenda Myrick, Coordinator, Safe and Drug-Free Schools

Recommendation

That the Board of Education approves the proposed changes to Policy 5550. This is the third reading of this policy.

****

Attachment I: Policy Analysis 5550
Attachment II: Policy 5550
Policy Analysis for  
Board of Education Policy 5550  
Disruptive Behavior

Statement of Issues or Questions Addressed
Board of Education Policy 5550 is being revised to ensure consistency with the new Board of Education Policy 5580.

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 5580, Bullying, Harassment, or Intimidation (new).

Legal Requirements
Annotated Code of Maryland, Education Article §7-305, §7-424
COMAR 13A.08.01.11, 13A.08.01.17, 13A.08.01.04
20 U.S.D 7151

Similar Policies Adopted by Other Local School Systems
Policies comply with MSDE’s model Bullying Policy.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – May 19, 2009
Public comment – June 9, 2009
Third reading – July 14, 2009
STUDENTS: Conduct

Disruptive Behavior

Students [are expected to] MUST follow the code of conduct on school property, on school buses, and at off-site school-sponsored activities. A student’s behavior is disruptive when it interferes with the normal function of a school. A student’s behavior is disruptive when that behavior interferes with the academic process or violates the rights of others to utilize the services and facilities of the school. Students who take part in disruptive behavior are subject to discipline that may include suspension, assignment to an alternative program, or expulsion, according to the procedures outlined in Policy and Rule 5560, "Suspensions, Assignment to Alternative Programs or Expulsions."

Below are some behavior offenses for which student discipline will be imposed. The list does not cover all behaviors or actions. There may be additional offenses for which a student can be suspended, assigned to an alternative program, or expelled.

Category I – Examples of offenses that may result in suspension:

ARSON/FIRE/EXPLOSIVES

a. Possession and/or igniting of matches or lighters (when not a part of the instructional program).

ATTACKS/THREATS/FIGHTING

b. Fighting

ATTENDANCE (IN-SCHOOL SUSPENSION ONLY)

c. Leaving school grounds without permission

d. Unexcused lateness (class/classes)

e. Unexcused lateness (school day)

f. Unexcused absence or truancy (class/classes)

g. Unexcused absence or truancy (school day)
DANGEROUS SUBSTANCES

h. Non-prescription violation (possession of non-prescription medications)

i. Use and/or possession of tobacco or cigarette rolling paper

DISRESPECT / INSUBORDINATION

j. Failure to follow a direction such as, but not limited to, failure to report to office when directed by school staff to do so

k. Harassment (nuisance phone calls to students or staff members; continued comments or passing of unofficial notes to another individual that he/she does not wish to hear or receive)

l. Refusing to cooperate with school rules and regulations

m. Refusing to cooperate with school transportation regulations

n. Refusing to do assigned work

o. Refusing to serve detention

p. Using obscene or abusive language

PERSONAL HEALTH

q. Personal health, when a student knowingly uses his or her state of health to threaten the health of others

OTHER

r. Academic dishonesty (cheating on tests, copying term papers, forging signature of teacher and/or parent/guardian)

s. Gambling

t. Unauthorized sale or distribution in school of items, goods, or services not related in any way to the school operation (e.g., sale of football pools).

u. Use of electronic communication devices, such as a pager (beeper), portable telephone, or any wireless communication device (which are not part of the educational program) during regular instructional school hours. Regular instructional hours are defined as beginning at the opening bell for
the school day and concluding at the dismissal bell for the school day. Students involved in before-school, after-school, and weekend instructional activities shall not use electronic communication devices within the assigned area of the activity from the beginning of the scheduled activity until its conclusion. The device must be turned off and stored in the locker, book bag, automobile, or purse during school hours and while being transported on the bus. The ban on the use of electronic devices applies to buses used for all school-related activities.

Category II – Examples of offenses for which the student may be suspended, assigned to an alternative program, and which may result in expulsion:

**ARSON/FIRE EXPLOSIVES**

a. Fire alarm/false fire report

b. Possession and/or detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)

**ATTACKS/ THREATS/FIGHTING**

c. Extortion or taking money or possessions from another student(s) by threat or causing fear and intimidation

d. Physical attack(s) on a student

e. Threat(s) on individual(s)

**DANGEROUS SUBSTANCES**

f. Distribution, attempt to distribute, or possession with the intent to distribute a non-controlled substance that is represented as a controlled dangerous substance

g. Non-prescription violation (misuse of non-prescription medications) including failure to have medications administered by school nurse or delegated personnel

h. Possession, use, or distribution of controlled and/or drug paraphernalia

i. Prescription violation (possession of prescribed medication)

j. Purchase of a non-controlled substance that has been represented to be a controlled dangerous substance
k. Use and/or possession of tobacco or cigarette rolling paper, repeated offense

DISRESPECT/INSUBORDINATION

l. Conspiracy or planning between two or more persons to commit a Category III offense

m. Disruptive behavior that results in the interference with the normal school program, including repeated Category I or II offenses

n. BULLYING, harassment, OR INTIMIDATION for any reason

o. Interfering with another student’s right to attend school or classes

p. Participating in and/or inciting a school disruption

SEX OFFENSES

q. Inappropriate behavior of a sexual nature

r. Indecent exposure

WEAPONS

s. Possession of a look-alike weapon of any kinds

t. Possession of a pocket knife

OTHER

u. Destruction and/or vandalism of school property, personal property of students and/or faculty. This includes receipt, sale, possession, or distribution of property stolen from Baltimore County Public Schools. Restitution is required, either monetary or schoolwork project.

v. Exchange of money for an illegal purpose

w. Reckless endangerment resulting in injury to a person

x. Theft and/or knowingly possessing stolen property

y. Trespassing

z. Violation of the Telecommunications Acceptable Use Policy
Category III – Examples of offenses that shall result in assignment to an alternative program, or expulsion:

**ARSON/FIRE/EXPLOSIVES**

- a. Arson *(Expulsion Only)*
- b. Bomb Threat

**ATTACKS/THREATS/FIGHTING**

- c. Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)
- d. Physical attack(s) on a staff member *(Expulsion Only)*
- e. Violent behavior which creates a substantial danger to persons or property

**DANGEROUS SUBSTANCES**

- f. Distribution and/or sale of alcohol
- g. Distribution and/or sale of controlled dangerous substances (illegal drugs) *(Expulsion Only)*
- h. Possession of alcohol
- i. Possession of controlled dangerous substances (illegal drugs)
- j. Prescription violation (misuse of prescribed medications) including failure to have medications administered by school nurse or delegated personnel
- k. Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance
- l. Use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol
- m. Use of any intoxicants which causes a loss of self-control or inebriation and which shall include glue and solvents

**SEX OFFENSES**

- n. Sexual assault *(Expulsion Only)*
WEAPONS

o. Possession and/or use of a firearm on school property (one-year expulsion)

p. Possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable) which shall include, but not be limited to, pellet gun, paintball gun, stun gun, BB gun, flare gun, nail gun¹ (Expulsion for use)

q. Possession or use of a real weapon of any kind which shall include, but not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product (Expulsion for use)

r. Use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable)²

s. Use of a look-alike weapon of any kind which shall include, but not be limited to, switchblade knife, hunting knife, star knife, pocket knife, razors including straight or retractable razor, nunchaku, spiked glove, or spiked wristband

t. Use of a pocketknife or any object as a weapon

OTHER

u. Robbery

The provisions of this policy apply in all situations in which students are involved, including: (1) school activities on property owned by the Board of Education; (2) travel on school buses; (3) off-site school-sponsored activities; (4) on-site or off-site school-related problems which are the result or cause of disruptive behavior on school grounds; and (5) violent acts of behavior which occur off school property and pose a threat to the safety of students and faculty or disrupt the learning environment.

Legal References: Annotated Code of Maryland, Education Article, §7-305, §7-424
[COMAR] 13A.02.04
[COMAR] 13A.08.01.11
[COMAR] 13A.08.01.17
[COMAR] 13A.08.01.04
20 U.S.C. §7151 (Gun-Free Schools Act)
The use of permanently inoperable rifles by JROTC students shall not be a violation of this policy during instructional time and at any other times when under the direct supervision of JROTC instructors.

See Note 1 above.
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED NEW BOARD OF EDUCATION POLICY 5580 - BULLYING, HARASSMENT, OR INTIMIDATION

ORIGINATOR: Rita Fromm, Chief of Staff

RESOURCE: Dale R. Rauenzahn, Executive Director, Student Support Services
PERSON(S): Glenda Myrick, Coordinator, Safe and Drug-Free Schools

RECOMMENDATION

That the Board of Education approves the new Policy 5580. This is the third reading of this policy.

*****

Attachment I: Policy Analysis 5580
Attachment II: Policy 5580
Policy Analysis for
Board of Education Policy 5580
Bullying, Harassment, Or Intimidation

Statement of Issues or Questions Addressed
Board of Education Policy 5580 is new. On February 24, 2009, Maryland State Board of Education adopted a model policy to address bullying, harassment, or intimidation. (http://www.marylandpublicschools.org/NR/rdonlyres/0700B064-C2B3-41FC-A6CF-D3DAE4969707/19401/ModelBullyingPolicyDRAFT102108.pdf). On July 1, 2008, the Maryland General Assembly directed the Maryland State Board of Education, in consultation with local school systems, to develop and adopt a Model Policy prohibiting bullying, harassment, or intimidation in schools.

Cost Analysis and Fiscal Impact on School System
Minimal fiscal impact is anticipated by the adoption of this policy. There will be a need for training materials.

Relationship to Other Board of Education Policies
Board of Education Policy 5510, Positive Behavior
Board of Education Policy 5550, Disruptive Behavior

Legal Requirements
Annotated Code of Maryland, Education Article §7-424.1

Similar Policies Adopted by Other Local School Systems
This is a new policy that each county Board must establish to prohibit bullying, harassment, or intimidation based on the model policy developed by the Maryland State Department of Education. However, other school systems have policies prohibiting harassment, and they include:

1. Anne Arundel County, Policy JCC-RAE, Harassment and Intimidation/Hazing/Bullying/Bias Behavior
2. Montgomery County, Policy JFA-RA, Student’s Right and Responsibilities

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – May 19, 2009
Public comment – June 9, 2009
Third reading – July 14, 2009
STUDENTS: BULLYING, HARASSMENT, OR INTIMIDATION

I. PROHIBITION

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) PROHIBITS STUDENTS ENGAGING IN INTENTIONAL CONDUCT INVOLVING BULLYING, HARASSMENT, OR INTIMIDATION THAT SUBSTANTIALLY INTERFERES WITH A STUDENT’S EDUCATIONAL OPPORTUNITIES. THE BOARD PROHIBITS ANY REPRISAL OR RETALIATION AGAINST AN INDIVIDUAL WHO REPORTS AN ACT OF BULLYING, HARASSMENT, OR INTIMIDATION.

B. THE SUPERINTENDENT SHALL TAKE NECESSARY AND APPROPRIATE ACTIONS TO:

1. ESTABLISH, IMPLEMENT, AND MAINTAIN PROCEDURES BASED ON THE MARYLAND STATE BOARD OF EDUCATION’S (MSDE) MODEL POLICY PROHIBITING BULLYING, HARASSMENT, AND INTIMIDATION IN SCHOOLS.

2. CREATE A REPORTING PROCESS FOR USE IN SCHOOLS; ESTABLISH PROPER SYSTEMWIDE REPORTING TO MSDE.

3. PUBLICIZE THIS POLICY.

4. DEVELOP/CONDUCT EDUCATIONAL PROGRAMS FOR STUDENTS, PARENTS, TEACHERS, STAFF, ADMINISTRATORS, AND VOLUNTEERS IN ORDER TO IMPLEMENT THE POLICY IN AN EFFORT TO PREVENT BULLYING, HARASSMENT, AND INTIMIDATION INCIDENTS IN SCHOOLS.

RELATED POLICY: BOARD OF EDUCATION POLICY 5510, SCHOOL DISCIPLINE

LEGAL REFERENCE: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-424.1

POLICY BOARD OF EDUCATION OF BALTIMORE COUNTY
ADOPTED:______________
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 6501 – EVALUATION OF THE INSTRUCTIONAL PROGRAM

ORIGINATOR: Thomas Rhoades, Executive Director, Research, Accountability, and Assessment

RESOURCE PERSONS:

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 6501. This is the third reading of this policy.

Attachment I – Policy Analysis
Attachment II – Policy 6501
Policy Analysis for
Board of Education Policy 6501
Evaluation of the Instructional Program

Statement of Issues Addressed by the Proposed Policy
Board of Education Policy 6501 has not been revised since it was adopted in 1968. The revisions reflect that all instructional programs will be evaluated for effectiveness on a three to five year cycle and the evaluation will be conducted in conjunction with the Department of Research, Accountability, and Assessment and approved by the Superintendent and the Senior Leadership. Staff is also requesting that the policy sub series be re-titled as “Evaluation of Instructional Programs.”

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 6000, Curriculum and Instruction
Board of Education Policy 6500, Research and Assessment

Legal Requirement
None

Similar Policies Adopted by Other Local School Systems
1. Howard County, Policy 8000, Curriculum
2. Montgomery County, Policy IFA, Curriculum
3. Prince George’s County, Policy 6180.1, Evaluation, Selection, and Review of Classroom Instructional Materials

Draft of Proposed Policy
Attached

Other Alternatives Considered By Staff
None

Timeline:
First reading – May 19, 2009
Public comment – June 9, 2009
Third reading – July 14, 2009
INSTRUCTION

Evaluation of the Instructional Program

[The aims of education in any school system should determine the nature of the evaluation program that is developed. However, evaluation is not an end in itself. A broad program of appraisal helps to:

- assess the status of an individual or a program at a given time
- judge the efficiency of the organization, the program, or the individual in terms of progress toward accepted goals or assigned roles
- identify the areas of need or weakness to be remedied
- test the applicability of methods, procedures, materials, and ideas in specific circumstances
- modify objectives and methods toward more acceptable goals
- develop new ideas or ideas not previously considered
- report the accomplishments, problems, and aims of the system in order to secure wider public support for education
- promote the confidence, effort, and growth of all personnel.]

I. PURPOSE

A. INSTRUCTION AND INSTRUCTIONAL SUPPORT PROGRAMS SHOULD ENHANCE THE CURRICULUM IN ACCORDANCE WITH THE LAW AND WITH THE POLICIES OF THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS). ALL PROGRAMS SHOULD MEET THE INDIVIDUAL NEEDS OF STUDENTS AS IDENTIFIED IN THE BLUEPRINT FOR PROGRESS. EVALUATION OF INSTRUCTION AND INSTRUCTIONAL PROGRAMS ARE GUIDED BY THE GOALS AND OBJECTIVES ESTABLISHED DURING THE DESIGN PHASE OF PROGRAM IMPLEMENTATION.
B. PROGRAM GOALS AND OBJECTIVES ARE MEASURABLE AND PROGRAM INTENT SHOULD BE AIMED AT INCREASING ACHIEVEMENT AT ALL LEVELS. PROGRAM EVALUATIONS ARE INTENDED TO GAUGE THE EFFECTIVENESS OF PROGRAMS AND INDIVIDUALS IN ATTAINING THE GOALS AND OBJECTIVES ORIGINALLY SET IN PROGRAM DESIGN. ALL INSTRUCTION AND INSTRUCTIONAL SUPPORT PROGRAMS WILL UNDERGO A CYCLE OF EVALUATION EVERY THREE TO FIVE YEARS. THE EVALUATION PROCESS WILL:

1. ASSESS THE APPLICABILITY OF METHODS, PROCEDURES, MATERIALS, AND THEORIES AS APPROPRIATE AND SPECIFIC TO DIFFERENCES IN POPULATIONS AND CIRCUMSTANCES
2. ASSESS THE EFFECTIVENESS OF A PROGRAM IN ACCOMPLISHING ITS ORIGINAL GOALS AND OBJECTIVES
3. ASSESS THE APPROPRIATENESS OF MEASURABLE OUTCOMES AND THEIR LINK TO ACHIEVEMENT AT ALL LEVELS
4. REPORT ON THE SUCCESS OF THE PROGRAM IN INCREASING ACHIEVEMENT AT APPROPRIATE LEVELS AND OPPORTUNITIES FOR IMPROVEMENT OF THE PROGRAM
5. SUGGEST CHANGES IN GOALS AND OBJECTIVES AS APPROPRIATE

C. THE PROGRAM EVALUATION PROCESS SHALL INCLUDE GUIDANCE FROM APPROPRIATE STAFF.
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1270 – FAMILY/COMMUNITY INVOLVEMENT

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Barbara Bisset, Executive Director, Department of Professional Development

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 1270. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 1270
Policy Analysis for
Board of Education Policy 1270
Parent/Guardian and Family Involvement

Statement of Issues or Questions Addressed
Board of Education Policy 1270 is part of the annual review process. Due to a concern raised by community stakeholders, language addressing specific demographic groups has been removed.

Cost Analysis and Fiscal Impact on School System
None

Relationship to Other Board of Education Policies
Board of Education Policy 1100, Communication with the Public
Board of Education Policy 1200, Community Involvement
Board of Education Policy 1220, Citizens Advisory Committee
Board of Education Policy 1240, Visits to Schools
Board of Education Policy 1250, Participation in the Local School by Community Members
Board of Education Policy 1260, School Volunteers

Legal Requirements
20 U.S.C. §6318 (No Child Left Behind Act OF 2001)
Annotated Code of Maryland, Education Article § 4-112

Similar Policies Adopted by Other Local School Systems
1. Howard County Board of Education Policy 10000, Parent, Family, and Community Involvement
2. Montgomery County Board of Education Policy ABC, Parental Involvement

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
COMMUNITY RELATIONS: Community Involvement

Parent/Guardian and Family Involvement

I. PROCESS

A. The Board of Education of Baltimore County (Board) believes that schools, parents/guardians, families, and communities have a mutual responsibility to work together in order to increase student achievement. The Board values parent/guardian and family involvement as integral to the academic success of all students.

1. [I.] The Board is committed to [ensuring that schools] INVOLVING parents/guardians and family members of children of all ages and grade levels [regardless of the parent’s/guardian’s and family’s educational attainment, race/ethnicity, gender, socio-economic status, geographical location, primary language, marital status, sexual orientation, or disability]. The Board recognizes that the type and the degree of parent/guardian and family involvement vary among households.

2. [II.] The Board endorses cooperation among schools, parents/guardians, families, and community members in order to increase involvement and participation in promoting the social, emotional, and academic growth of students by utilizing the following guidelines:

   a. [A.] Open and ongoing communication is promoted among home, school, and the community.

   b. [B.] Parenting skills are fostered and supported.

   [C. Parents/guardians, families, and community members play an integral role in assisting student learning.]

   c. [D.] Parents/guardians, families, and community members are welcome as volunteers in the school. Their support and assistance are sought, encouraged, and recognized.
d. [E.] Parents/guardians, families, community members are included and supported in the decision-making process. Their leadership in advisory and advocacy roles is encouraged.

e. [F.] Community resources are used to strengthen schools, families, and student learning.

f. [G.] Parents/guardians, families, and community members are welcomed as active partners and play integral roles in promoting student learning and achievement.

Legal References: 20 U.S.C. §6318 (No Child Left Behind Act OF 2001)  
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE § 4-112

Related Policies: Board of Education Policy 1100, Communication with the Public  
Board of Education Policy 1200, Community Involvement  
Board of Education Policy 1220, Citizens Advisory Committee  
Board of Education Policy 1240, Visits to Schools  
Board of Education Policy 1250, Participation in the Local School by Community Members  
Board of Education Policy 1260, School Volunteers

Policy Board of Education of Baltimore County
Adopted: 5/23/91  
Revised: 7/13/04  
Revised: 5/20/08  
REVISED: ______
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 2352 – ACCIDENTS AND MEDICAL EMERGENCIES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Executive Director, Department of Planning and Support Operations

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 2352. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 2352
Policy Analysis for
Board of Education Policy 2352
Health and Safety

Statement of Issues Addressed By the Proposed Policy
Board of Education Policy 2352 is being revised to establish one policy that governs the safety of students and staff. The revisions incorporate the relevant language from three policies which are being proposed for deletion. Those policies are 4007- Health and Safety, 5421- Life-Threatening Medical Emergencies, and 3430 - Transportation Services: Procedures for Emergencies.

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

Relationship to Other Board of Education Policies
Board of Education Policy 4007, Health and Safety
Board of Education Policy 5421, Life-Threatening Medical Emergencies
Board of Education Policy 3430, Procedures for Emergencies

Legal Requirements
Annotated Code of Maryland, Education Article § 4-101, § 4-108, § 7- 401(a), COMAR 13A.05.05.05 - .15

Similar Policies Adopted by Other School Systems
1. Anne Arundel County, Policy 709EJ, Healthy School Environment
2. Carroll County, Policy JLCE, First Aid and Health Care
3. Carroll County, Policy JLCG, Seriously Ill Students and Physician Orders regarding Resuscitation
4. Howard County Policy 1040, Safe School Environment
5. Howard County, Policy 5100, School Health Services
6. Howard County, Policy 5110, Students with Do Not Resuscitate Orders

Draft of Proposed Policy
Attached

Other Alternative Considered By Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
ADMINISTRATION: Administrative Operations

[Accidents/Medical Emergencies] HEALTH AND SAFETY

[All accidents involving bodily injury or medical emergencies that occur on Board of Education property or at school-sponsored activities will be reported to the appropriate office.

The Superintendent is hereby directed to enact rules to implement this policy.]

I. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) SUPPORTS A SAFE AND HEALTHY ENVIRONMENT FOR BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS). THE SUPERINTENDENT SHALL ESTABLISH ADMINISTRATIVE PROCEDURES TO IMPLEMENT THIS POLICY.

Legal References: Annotated Code of Maryland, Education Article, §4-101, §4-108, §7-401 (a)
COMAR 13A.05.05.05 - .15

Policy Board of Education of Baltimore County
Adopted: 11/21/68
Revised: 4/9/81
Revised: 11/9/99
Reviewed: 4/22/03
Revised: 1/8/08
REVISED: __________
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 3430 - PROCEDURES FOR EMERGENCIES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Executive Director, Department of Planning and Support Operations

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 3430. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 3430
Statement of Issues or Questions Addressed
Board of Education Policy 3430 is addressed in Policy 2352, Accidents/Medical Emergencies, and therefore can be deleted.

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 3410, Responsibilities and Duties
Board of Education Policy 3420, Routes and Services

Legal Requirements
Annotated Code of Maryland, Educational Article, § 7-801-805.

Similar Policies Adopted by Other Local School Systems
None

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
NON-INSTRUCTIONAL SERVICES: Transportation Services

Procedures for Emergencies

Specific procedures for emergencies shall be established and such procedures shall be continuously reviewed for possible improvement.

All concerned shall know the recommended procedures in case of bus accident, bus breakdown, bus fire, or absence of regular bus driver.

DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 4007 – HEALTH AND SAFETY

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Executive Director, Department of Planning and Support Operations

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4007. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4007
Policy Analysis for  
Board of Education Policy 4007  
Health and Safety  

Statement of Issues Addressed By the Proposed Policy  
Board of Education Policy 4007 is addressed in Policy 2352, *Accidents/Medical Emergencies*, and therefore can be deleted.  

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

Relationship to Other Board of Education Policies  
Board of Education Policy 2352 – *Accidents/Medical Emergencies*  
Board of Education Policy 5421 – *Services to Students*  
Board of Education Policy 3430 – *Transportation Services Procedures for Emergencies*  

Legal Requirements  
None  

Similar Policies Adopted by Other School Systems  
None  

Draft of Proposed Policy  
Attached  

Other Alternative Considered By Staff  
None  

Timeline:  
  First reading – July 14, 2009  
  Public comment – August 11, 2009  
  Third reading – September 8, 2009
PERSONNEL: General NON-INSTRUCTIONAL SERVICES-RISK MANAGEMENT

Health and Safety

A safe, ORDERLY, NURTURING and healthy environment is essential for Baltimore County Public Schools in order to promote student achievement within a productive learning and work environment. THE SUPERINTENDENT OF SCHOOLS SHALL ESTABLISH ADMINISTRATIVE PROCEDURES TO ENSURE THAT ALL STUDENTS WILL BE EDUCATED IN SCHOOL ENVIRONMENTS THAT ARE SAFE AND CONDUCIVE TO LEARNING. [Therefore, all employees of the Board of Education of Baltimore County are required to comply with all applicable local, state, and federal health and safety laws and to follow procedures, rules, and guidelines established by the Superintendent and his/her designees concerning safe and healthy school environments.]

Legal References: Annotated Code of Maryland, Education Article
§4-101, Control and Promotion of Education
§4-108, Duties in General
§7-401(a), School Health Program

Policy
Adopted: 6/16/98

Baltimore County Board of Education
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 4131 – PROFESSIONAL GROWTH

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Barbara Bisset, Executive Director, Department of Professional Development

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 4131. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4131
Policy Analysis for
Board of Education Policy 4131
Professional Growth

Statement of Issues or Questions Addressed
Board of Education Policy 4131 needs to be revised, because it includes outdated references to Maryland statutes and concepts that do not reflect current research and practices in the field of professional development. The policy is being revised to reflect the Guide to High Quality Professional Development established to address Phi Delta Kappa audit recommendations.

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

Relationship to Other Board of Education Policies
Board of Education Policy 4132, Support for Professional Activities

Legal Requirements
Annotated Code of Maryland, Education Articles §6-112, 6-118, 6-119, 6-177

Similar Policies Adopted by Other School Systems
1. Carman-Ainsworth Community Schools (Flint, MI), Policy 48532, Professional Development
2. St. Francis Independent School District (Minnesota), Policy 319, Staff Development for Standards

Also reviewed:

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered

Timeline:
   First reading – July 14, 2009
   Public comment – August 11, 2009
   Third reading – September 8, 2009
PERSONNEL: Professional

Professional Growth

[All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Superintendent of Schools shall provide the staff with opportunities for participation in activities such as the following:

1. Released time and leaves of absence for travel and study
2. Visits to other classrooms and other schools
3. Conferences involving other personnel from the county, state, or nation
4. Membership on committees
5. Training, classes, and workshops offered within the system
6. Further training in institutions of higher learning.

A full, up-to-date professional library for the professional staff shall be available for optimum reference use.

The budget of the Board of Education shall include funds to help defray inservice growth expenses for employees. Determination of inservice growth activities and participants will be made by the Superintendent of Schools.

The Board shall provide funds for professional members of the administration and supervisory staff to attend meetings or conventions upon request to and approval by the Superintendent of Schools.]

I. PROFESSIONAL DEVELOPMENT

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THE IMPORTANCE OF DEVELOPING, MAINTAINING, AND ENHANCING THE SKILLS OF ALL STAFF MEMBERS.

B. THE BOARD DIRECTS THE SUPERINTENDENT TO ESTABLISH MECHANISMS THAT PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR PERSONNEL BEYOND THAT WHICH CAN BE ATTAINED THROUGH THE PERFORMANCE OF THEIR ASSIGNED DUTIES.
Legal Reference: *Annotated Code of Maryland*, Education Article §6-112, 6-117, 6-118, 6-119

RELATED POLICIES: BOARD OF EDUCATION POLICY 4132, *SUPPORT FOR PROFESSIONAL ACTIVITIES*

Policy                  Board of Education of Baltimore County
Adopted: 8/29/68
REVISED: ____________
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 4132 – SUPPORT FOR PROFESSIONAL ACTIVITIES

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Barbara Bisset, Executive Director, Department of Professional Development

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4132. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4132
Policy Analysis for
Board of Education Policy 4132
Support for Professional Activities

Statement of Issues or Questions Addressed
Board of Education Policy 4132 has not been revised since it was adopted in 1968. The policy is being recommended for deletion as the information is included in Policy 4131, Professional Growth.

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, Education Article §6-112, §6-116, §6-117, §6-118, §6-119
COMAR 13A.07.07.01
13A.07.08.01.08

Similar Policies Adopted By Other School Systems
1. Anne Arundel County, Policy 801.13, Professional Improvement-Teachers
2. Frederick County, Policy 400-58, Student Clubs at Middle and High Schools
3. Montgomery County, GMD-RA, In-Service Course for Teachers
4. Montgomery County, GMF-RA, Staff Development Programs for Supporting Services Employees
5. Montgomery County, GMG-RA, Tuition Reimbursement for Teachers

Draft of Proposed Policy
Attached.

Other Alternatives Considered By Staff
No other alternatives were considered.

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
PERSONNEL: Professional

Activities: Support for Professional Activities

1. Purpose

The school system encourages the participation by certificated employees in job related professional activities whose purposes support the improvement of the educational program of their schools. While membership in such organizations and participation in their regular activities are the responsibilities of those who elect to engage in them, the Board of Education supports employees’ participation through the granting of leave, paying certain expenses, and providing transportation under circumstances described in this policy and within the limitations of budget provisions.

2. Board Authority

All requests involving leave or expenses require the approval of the Board in advance. Approval will be made within the framework of this policy, except that the Board reserves the right to make such exceptions as it deems to be appropriate when special events may occur. The Board, at its discretion, may direct specified personnel to represent the school system in a variety of activities not specifically outlined in this policy. The limitations of this policy do not apply to specified administrative personnel assigned to represent the school system under a variety of circumstances relating to the course of their employment and the performance of their responsibilities.

3. Professional Activities

The school system limits its support, in the form of leave, expenses, or transportation, for professional participation to those activities which relate directly to the educational program of the school and to personnel representing the system. Employee participation is limited to area of assignment unless it is to the system’s advantage to lift such limitation.

4. Specific Conditions Covered in this Policy

The Superintendent of Schools is authorized to approve the following items:
a. Transportation

(1) Transportation requests for activities in local areas, where leave is not required

(2) Transportation requests for meetings in non-local area

   (a) For professional activities outside the local areas, transportation may be furnished for one vehicle at the prevailing reimbursement rate, or by staff car, if available, upon the request of the employee and the concurrence of the principal and the Superintendent of Schools.

   (b) Public transportation may be used if it can be done more cheaply than by other means.

b. Subsistence, fees, and travel

(1) Subject to the imposition of budgetary controls, requests may be made for representatives to attend statewide or area conferences with subsistence, travel, and fees allowed, not to exceed an amount approved by the Board of Education.

(2) Requests must relate to the educational program and be ratified by the appropriate administrator and approved by the Superintendent of Schools.

§34 Control of education matters affecting counties; boundaries of county school systems. (County Boards of Education)
§69 Quarters, clerical equipment, and transportation; expenses, etc.

Policy Board of Education of Baltimore County
Adopted: 8/29/68]
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 4147 – MARYLAND STATE RETIREMENT AND PENSION SYSTEMS

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources
Frances Allen, Manager, Personnel Services

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4147. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4147
Policy Analysis for  
Board of Education Policy 4147  
Maryland State Retirement and Pension Systems

Statement of Issues or Questions Addressed
Board of Education Policy 4147 is addressed in Policy 4250, and therefore can be deleted.

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 4250, Retirement

Legal Requirements
Annotated Code of Maryland, Education Article 5-203 & 6-201  
COMAR 13A.07.02.01B

Similar Policies Adopted by Other Local School Systems
1. Baltimore City, Article 4, Personnel Policies, Section 405, Resignations and Retirements
2. Harford County, Policy 14-0015-000, Retirement
3. Montgomery County, Policy GIG, Funding Retirement/Pension System

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
PERSONNEL: Professional

Compensation and Related Employee Benefits: Maryland State Retirement and Pension Systems

Any certificated, professional employee who is eligible for membership in the Maryland State Retirement and Pension Systems shall become a member as of the date on which employment begins.

State Board of Education Bylaw 13.06.02.01B Regular (Teacher's) Contract

Policy Adopted: 2/27/75
Revised: 5/10/84]
DATE:    July 14, 2009

TO:      BOARD OF EDUCATION

FROM:    Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 4250 (renumbered to 4010) – PERSONNEL – COMPENSATION AND RELATED EMPLOYEE BENEFITS: RETIREMENT

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources
Frances Allen, Manager, Personnel Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 4250, renumbered to 4010. This is the first reading.

*****

Attachment I – Policy Analysis 4010/4250
Attachment II – Policy 4250 (4010)
Policy Analysis for 
Board of Education Policy 4010 
Retirement

Statement of Issues or Questions Addressed
Board of Education Policy 4010 “Compensation and Related Employee Benefits: Retirement” is replacing Policy 4250 because the policy should apply to all employees and not just classified employees. The policy is also being recommended for revisions to comply with current practices.

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

Relationship to Other Board of Education Policies
N/A

Legal Requirements
Annotated Code of Maryland, Education Article §5-203, §6-201
COMAR 13A.07.02.01B
COMAR 22.01.12.01
Baltimore County Code, Article 5, Title I

Similar Policies Adopted by Other Local School Systems
1. Baltimore City, Article 4, Section 405, Resignations and Retirements
2. Harford County, Policy 14-0015-000, Retirement
3. Montgomery County, Policy GIG, Funding Retirement/Pension System

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None
Policy Analysis for
Board of Education Policy 4250
Retirement

Statement of Issues or Questions Addressed
Board of Education Policy 4250 is being recommended for deletion and if approved will be replaced by Policy 4010 “Compensation and Related Employee Benefits: Retirement.” The current policy does not apply to all employees and only applies to classified employees. The policy is also being recommended for revisions to comply with current practices.

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
N/A

Legal Requirements
Annotated Code of Maryland, Education Article §5-203, §6-201
COMAR 13A.07.02.01B
COMAR 22.01.12.01
Baltimore County Code, Article 5, Title I

Similar Policies Adopted by Other Local School Systems
1. Baltimore City, Article 4, Section 405, Resignations and Retirements
2. Harford County, Policy 14-0015-000, Retirement
3. Montgomery County, Policy GIG, Funding Retirement/Pension System

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
POLICY [4250] 4010

PERSONNEL: [Classified]

COMPENSATION AND RELATED EMPLOYEE BENEFITS:

RETIREMENT

THE BOARD OF EDUCATION DIRECTS THE SUPERINTENDENT OF SCHOOLS TO ESTABLISH PROCEDURES FOR ENROLLMENT OF EMPLOYEES IN THE APPROPRIATE RETIREMENT SYSTEM.

[Retirement]

1. Retirement Criteria

   a. Eligibility

      Any classified employee who, upon separation from the Baltimore County Public Schools, will receive monthly retirement benefits from the Maryland State Retirement Systems or the Employees Retirement System of Baltimore County will, upon separation, be considered a retiree.

      Any classified employee who, upon separation for other than disciplinary action from the Baltimore County Public Schools, will have reached the age sixty-two (62) will, upon separation be considered a retiree.

      Any classified employee separated from the Board of Education who does not meet these criteria is not to be designated a retiree.

   b. Mandatory Retirement

      Classified employees reaching the age of seventy (70) may elect to retire at that time or request a year-to-year extension beyond age seventy (70) in compliance with the requirements of the retirement system to which they belong.

   c. Ineligibility for Enrollment

      Substitutes, temporary employees—less than three (3) months employment—lunchroom aides, and student learners are ineligible for enrollment in either system.
2. Retirement Systems

a. Maryland State Retirement System

All permanent classified employees whose work week exceeds eighteen (18) hours and who are assigned to Bargaining Unit Number 1 (Clerical/Aides) are required as a condition of employment to enroll in the Maryland State Retirement Systems. See Policy 4119-Separation-for procedures relative to retirement at age seventy (70).

b. Employees Retirement System of Baltimore County

All permanent classified employees who are in:

Bargaining Unit Number 1 (Clerical/Aides) and assigned at least ten (10) hours per week but less than eighteen (18) per week;

Bargaining Unit Number 2 (Maintenance and Operation) and assigned at least ten (10) hours per week;

Bargaining Unit 3 (Supervisory and Technical) and assigned at least ten (10) hours per weeks; or

That group of employees paid on the professional salary schedule who are ineligible for participation in the Maryland State Retirement Systems are upon the satisfactory completion of a physical examination, eligible to enroll in the Employees Retirement System of Baltimore County. After two (2) years of continuous employment, all qualified employees (who have not previously enrolled) must enroll as a condition of employment.

c. Exceptions from Change

Active members in either system need not alter their membership status because of reassignment to a different bargaining unit or because of a change in their work week.
d. Continuation of Employee Benefits

a. Health Insurance

Retirees may continue membership in the health plan available to active employees with funding in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Years of Service (Since Adjusted Service Date)</th>
<th>Employee Contribution</th>
<th>Board Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 through 9</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10 through 19</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>20 through 29</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>30 or more</td>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>

b. Life Insurance

Eligible retirees may continue their basic life insurance coverage.

Should the retiree have ten (10) or more years of service, basic life insurance coverage may be continued with the Board of Education sharing in one half the cost of premium. On the date of retirement, the face value of the basic life insurance then in effect will be reduced by ten percent (10%). On each of the first four (4) anniversaries following retirement, the insurance will be reduced a like amount until the coverage is reduced to fifty percent (50%) of the original face value.

Premiums will be reduced in accordance with the amount of insurance in effect.

Eligible retirees have the privilege of converting all or a portion of their insurance from term to ordinary life insurance at the prevailing rate established by the insurance carrier at the time such conversion occurs. The Board of Education does not participate in funding once a conversion has been effected.]
LEGAL REFERENCE:  
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §5-203, §6-201  
BALTIMORE COUNTY CODE ARTICLE 5, TITLE 1  
COMAR 13A.07.02.01B

RELATED POLICIES:  
BOARD OF EDUCATION POLICY 3141, PENSIONS

Policy       Board of Education of Baltimore County
Adopted:     12/11/75
Revised:     9/8/77
Revised:     5/28/81
Revised:     5/27/82
Edited:      8/20/82
REVISED:     __________
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 5421 - LIFE-THREATENING MEDICAL EMERGENCIES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Executive Director, Department of Planning and Support Operations

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 5421. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 5421
Policy Analysis for
Board of Education Policy 5421
Life Threatening Emergencies

Statement of Issues Addressed By the Proposed Policy
Board of Education Policy 5421 is addressed in Policy 2352, Accidents/Medical Emergencies, and therefore can be deleted.

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

Relationship to Other Board of Education Policies
Board of Education Policy 2352 – Accidents/Medical Emergencies
Board of Education Policy 4007 - General, Health and Safety
Board of Education Policy 3430 - Transportation Services Procedures for Emergencies.

Legal Requirements
None

Similar Policies Adopted by Other School Systems
None

Draft of Proposed Policy
Attached

Other Alternative Considered By Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
STUDENTS: Services to Students

Life-Threatening Medical Emergencies

All students will be provided with immediate first aid and 911 emergency rescue services when an injury, medical crisis or life-threatening episode occurs at school. Cardiopulmonary Resuscitation (CPR) or emergency airway management is to be administered to any indicated student per American Heart Association guidelines. There will be two qualified personnel in each school who are certified in cardiopulmonary resuscitation and first aid; one of these must be the registered nurse-school nurse. If the attending physician of a terminally ill child has entered a Do Not Resuscitate order on the authorization of the child’s parents, school administrators must act in accordance with the order and refrain from medical interventions that are not consistent with it.

[Opinion No. 94-028-May 13, 1994]
Education Article 7-401
School Health Services Standards: 13A.05.05.05.15

Policy Board of Education of Baltimore County
Adopted: 8/9/94]
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 6001 – INSTRUCTION: GROUPING

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Sonja Karwacki, Executive Director, Special Programs PreK-12

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 6001. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6001
Policy Analysis for
Board of Education Policy 6001
Grouping

Statement of Issues Addressed by the Proposed Policy
Board of Education Policy 6001 was last revised in 1968. The policy is being recommended for deletion because the language is no longer relevant.

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
None

Legal Requirement
None

Similar Policies Adopted by Other Local School Systems
None

Other Alternatives Considered By Staff
None

Timeline:
  First reading – July 14, 2009
  Public comment – August 11, 2009
  Third reading – September 8, 2009
INSTRUCTION

Grouping

Grouping is an administrative procedure for dividing the school population into units which can be managed for optimum instruction. Grouping shall be accompanied by an instructional program that adapts methods and materials to the varied capacities, interests, and needs of the students. It is imperative that schools be organized so that various patterns of grouping shall be possible. The pattern of organization adopted shall relate directly to the goals established by the school.
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 6305 – INSTRUCTION: RELEASED TIME-RELIGIOUS INSTRUCTION

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Sonja Karwacki, Executive Director, Special Programs PreK-12

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 6305. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6305
Statement of Issues Addressed by the Proposed Policy Deletion
Board of Education Policy 6305 was last revised in 1968. The policy is being recommended for deletion because the language is no longer relevant.

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 5120, Attendance and Excuses

Legal Requirement
COMAR 13A.04.04.01 does not prohibit BCPS from having a policy.

Similar Policies Adopted by Other School Systems
None

Other Alternatives Considered by Staff
None

Timeline:
  - First reading – July 14, 2009
  - Public comment – August 11, 2009
  - Third reading – September 8, 2009
INSTRUCTION

Released Time - Religious Instruction

The Board of Education authorizes pupils, with the written consent of their parents, to receive moral or religious instruction at a suitable place away from the school, designated by the religious group. This shall be in addition to the moral and spiritual values taught in the classroom.

The Superintendent of Schools is instructed to establish regulations governing the attendance of pupils at such instruction and the reporting thereof.

Policy Adopted: 11/21/68

Board of Education of Baltimore County
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO EDUCATION POLICY
          6306 – INSTRUCTION: PRAYER AND RELIGIOUS LITERATURE

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Sonja Karwacki, Executive Director, Special Programs PreK-12

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 6306. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6306
Policy Analysis for
Board of Education Policy 6306
Prayer and Religious Literature

Statement of Issues Addressed
Board of Education Policy 6306 was last adopted in 1969. The policy is recommended for revision to ensure compliance with the most current language in the Annotated Code of Maryland and COMAR.

Cost Analysis
No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies
Board of Education Policy 5600, Students’ Rights and Responsibilities.
Board of Education Policy 6703, Patriotic Exercises.

Legal Requirement
Annotated Code of Maryland, Education Article §7-104 and §7-105; COMAR 13A.04.04.01

Similar Policies Adopted by Other School Systems
1. Anne Arundel County, Policy 610.01, Patriotic Exercises
2. Carroll County, Policy IMDD, Moment of Silence
3. Howard County, Policy 3000, Religious Observances
4. Montgomery County, Regulation JFA-RA, Student Rights and Responsibilities

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
INSTRUCTION: Prayer and [Bible Reading] RELIGIOUS LITERATURE

I. COMPLIANCE

A. No [principal, teacher, or other agent] EMPLOYEE of the Board of Education OF BALTIMORE COUNTY (BOARD) may authorize, [direct,] or require the reading of [the Bible] RELIGIOUS LITERATURE or the saying of prayer as a devotional exercise in a public school of Baltimore County.

B. DAILY SCHOOL OPENING EXERCISES may include UNITED STATES GOVERNMENT APPROVED PATRIOTIC EXERCISES AND/OR a moment of silent meditation.

C. ANY STUDENT OR TEACHER WISHING TO BE EXCUSED FROM PARTICIPATION IN ANY OPENING EXERCISES SHALL BE EXCUSED.

D. NO ATTEMPT SHALL BE MADE TO PREVENT A STUDENT FROM ENGAGING IN VOLUNTARY PRAYER OR READING RELIGIOUS LITERATURE PROVIDED IT DOES NOT INTERFERE WITH SCHOOL ACTIVITIES REQUIRED OF THE STUDENT.

LEGAL REFERENCES: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-104, §7-105 COMAR 13A.04.04.01

RELATED POLICIES: BOARD OF EDUCATION POLICY 5600, STUDENTS’ RIGHTS AND RESPONSIBILITIES
BOARD OF EDUCATION POLICY 6703, PATRIOTIC EXERCISES

Policy Adopted: 10/31/69
REVISED: ________
DATE:        July 14, 2009
TO:          BOARD OF EDUCATION
FROM:        Dr. Joe A. Hairston, Superintendent
SUBJECT:     REPORT ON THE PROPOSED CHANGES TO EDUCATION POLICY
             6401 – INSTRUCTION: GIFTED AND TALENTED EDUCATION
             PROGRAM
ORIGINATOR:  Dr. Joe A. Hairston, Superintendent
RESOURCE PERSON(S): Sonja Karwacki, Executive Director, Special Programs PreK-12

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 6401.
This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6401
Policy Analysis for  
Board of Education Policy 6401  
Gifted and Talented Education Program

Statement of Issues or Questions Addressed  
Board of Education Policy 6401, Gifted and Talented Education Program is included on the Board’s five-year review schedule. These revisions to Policy 6401 describe the Board’s philosophy about its Gifted and Talented program and includes clarification of definitions, as well as a structure for reporting data to the Board.

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 5200, Promotion and Retention

Legal Requirements  
Annotated Code of Maryland, Education Article §5-401, §8-201-204

Similar Policies Adopted by Other local School Systems

1. Cecil County Policy, IGBB, Services for Gifted and Talented Education  
2. Charles County Policy, 6411.1, Gifted Education  
3. Garrett County Policy, 345.3, RFR, School and Student Enrichment Policy Statement  
4. Montgomery County Policy, IOA, Gifted and Talented Education

Draft of Proposed Policy  
Attached

Other Alternatives Considered by Staff  
None

Timeline:  
First reading – July 14, 2009  
Public comment – August 11, 2009  
Third reading – September 8, 2009
INSTRUCTION

Gifted and Talented Education Program

I. Access and Reporting Requirements

A. The Board of Education of Baltimore County (BOARD) is committed to ensuring equity and excellence in education by providing each student with an instructional environment that nurtures potential and enhances academic success. With this central mission in mind, the Board [believes] RECOGNIZES that every student in the Baltimore County Public Schools, (BCPS) K-12 who [gives evidence of] DEMONSTRATES high achievement OR THE POTENTIAL FOR HIGH ACHIEVEMENT IN THE AREAS OF ACADEMIC APTITUDE OR THE CREATIVE, VISUAL, OR PERFORMING ARTS, should have access to high quality gifted and talented educational services regardless of that student’s race/ethnicity, gender, socio-economic status, geographical location, primary language, or disability.

B. The Board [believes] RECOGNIZES that students with outstanding talents perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. Outstanding talents are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. [Therefore], [t] The Board recognizes that the school system should provide a continuum of appropriately differentiated educational experiences and services kindergarten through [g] Grade 12 that are research-based and aligned with the system’s mission and goals.

C. The Superintendent shall provide to the Board [a] [status and growth] ANNUAL reportS for the Gifted and Talented Education Program AS FOLLOWS: A COPY OF THE ANNUAL REPORT ON RESULTS AND A STATUS REPORT [detailing disaggregated student enrollment, achievement, curriculum, and professional development, program implementation, and recommendations for improvement].
POLICY 6401

Legal References: [20 U.S.C. §7801 (No Child Left Behind Act of 2001)]
Annotated Code of Maryland, Education Article §5-401[,
Comprehensive Master Plan]
Annotated Code of Maryland, Education Article §8-201—204
[Gifted and Talented Students]

Related Policies: Board of Education Policy 5200[/, Promotion
and Retention]
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO EDUCATION POLICY 6702 – INSTRUCTION: INTRAMURAL, INFORMAL, AND INTERSCHOLASTIC ATHLETICS

ORIGINATOR: Rita Fromm, Chief of Staff

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 6702. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6702
Policy Analysis for
Board of Education Policy 6702
Instruction, Extracurricular Activities

Statement of Issues Addressed by the Proposed Policy
Board of Education Policy 6702 was last revised in 2000. This policy is being reviewed and updated on the Board’s five-year review schedule.

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

Relationship to Other Board of Education Policies
Board of Education Policy 5300, Activities

Legal Requirements
Annotated Code of Maryland, Education Article § 7-108
COMAR 13A.08.01.09

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy 909.02, Interscholastic Athletics
2. Harford County, Policy, Participation in Extracurricular Activities
3. Howard County, Policy 9080, Interscholastic Athletic Activities,
4. Montgomery County, Regulation IQD-RA, Academic Eligibility for High School Students Who Participate in Extracurricular Activities

Draft of Proposed Policy
Attached

Other Alternatives Considered By Staff
None

Timeline:
First reading – July 14, 2009
Public comment – August 11, 2009
Third reading – September 8, 2009
INSTRUCTION: Extracurricular Activities

Intramural, Informal, and Interscholastic Athletics

A. Intramural and Informal Athletics

1. The Board of Education OF BALTIMORE COUNTY (BOARD) [believes] RECOGNIZES that [it is the purpose of] INFORMAL AND INTRAMURAL athletics [to] provide the benefits of competitive experiences to [as large number of] students. [as possible.] EVERY STUDENT MUST BE PROVIDED AN EQUAL OPPORTUNITY TO PARTICIPATE IN INFORMAL AND INTRAMURAL ATHLETICS REGARDLESS OF PHYSICAL ABILITY. [This may be accomplished in a progression from the informal level suitable to elementary and middle schools to the structured format common to the high school level.]

B. Interscholastic Athletics

1. A quality interscholastic athletic program is vital to the positive social, physical, and educational development of students. [The interscholastic athletic program enhances and complements the academic mission of the school system.]

2. The Board [of Education hereby] adopts the rules and regulations of the Maryland Public Secondary School Athletic Association, in addition to the regulations, policies, and procedures for interscholastic athletics adopted by the Baltimore County Public Schools Athletic Association.

Related policy[ies]: [Rule 6702 – Intramural, INFORMAL, AND INTERSCHOLASTIC Athletics] POLICY 5300, ACTIVITIES

Legal ReferenceS: ANNOTATED Code of Maryland, EDUCATION ARTICLE § 7-108 [Regulations]
[Code of Maryland Regulations] COMAR 13A.06.03

Policy Board of Education of Baltimore County
Adopted: 11/21/68
Revised: 3/7/85
Revised: 11/6/96
Edited: 1/4/00
REVISED: _______
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE FY11 OPERATING AND CAPITAL BUDGET SCHEDULES

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

INFORMATION

In the past, Board members and the public have requested advance notice of important dates connected to the capital and operating budgets. The attached initial schedules outline those important dates and the process to be followed.

As specific dates become available, these schedules will be updated on the BCPS Web site at http://www.bcps.org/offices/fiscal_services/links.html. The newly formatted adopted FY10 operating budget book will be available in August.

Attachment I – FY2011 Operating Budget Schedule
Attachment II – FY2011 Capital Budget Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 14, 2009</td>
<td>Present proposed operating schedule to the board</td>
</tr>
<tr>
<td>September 2009</td>
<td>◊ Pre-budget meeting with the superintendent</td>
</tr>
<tr>
<td></td>
<td>◊ Pre-budget meetings with business services and curriculum and instruction division staff</td>
</tr>
<tr>
<td></td>
<td>◊ Grants and general fund instructions to offices</td>
</tr>
<tr>
<td>September 30, 2009</td>
<td><strong>Northeast Area Advisory Council Pre-budget Meeting</strong></td>
</tr>
<tr>
<td></td>
<td>7:00 p.m. – Eastern Technical High School</td>
</tr>
<tr>
<td></td>
<td>(Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>October 12, 2009</td>
<td><strong>Southeast Area Advisory Council Pre-budget Meeting</strong></td>
</tr>
<tr>
<td></td>
<td>7:00 p.m. – Sollers Point Technical High School</td>
</tr>
<tr>
<td></td>
<td>(Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>October 14, 2009</td>
<td><strong>Northwest Area Advisory Council Pre-budget Meeting</strong></td>
</tr>
<tr>
<td></td>
<td>7:00 p.m. – Randallstown High School</td>
</tr>
<tr>
<td></td>
<td>(Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>October 21, 2009</td>
<td><strong>Southwest Area Advisory Council Pre-budget Meeting</strong></td>
</tr>
<tr>
<td></td>
<td>7:00 p.m. – Lansdowne High School</td>
</tr>
<tr>
<td></td>
<td>(Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>October 15, 2009</td>
<td><strong>Central Area Advisory Council Pre-budget Meeting</strong></td>
</tr>
<tr>
<td></td>
<td>7:00 p.m. – Cockeysville Middle School</td>
</tr>
<tr>
<td></td>
<td>(Pre-register sign-up by calling the Central Area Office at 410-887-3172)</td>
</tr>
<tr>
<td>October 2009</td>
<td>◊ BRASS training and FY11 budget assistance sessions for office budgets</td>
</tr>
<tr>
<td></td>
<td>◊ Office budget requests are due to the Office of Budget and Reporting (OBR)</td>
</tr>
<tr>
<td>November 2009</td>
<td>◊ Review by the deputy superintendent</td>
</tr>
<tr>
<td></td>
<td>◊ Review by the superintendent</td>
</tr>
<tr>
<td></td>
<td>◊ Schools allocate holdback allotments</td>
</tr>
<tr>
<td>December 15, 2009</td>
<td>Superintendent provides information report to the board, highlighting upcoming FY11 budget issues</td>
</tr>
<tr>
<td>January 12, 2010</td>
<td>Superintendent presents proposed FY11 budget to the board – distribution of the budget book</td>
</tr>
<tr>
<td>January 19, 2010</td>
<td>Board public hearing – Loch Raven High School (snow date: January 20, 2010)</td>
</tr>
<tr>
<td>January 26, 2010</td>
<td>Board work session (snow date: January 27, 2010)</td>
</tr>
<tr>
<td>February 9, 2010</td>
<td><strong>Board adopts FY11 budget</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 23, 2010</td>
<td>Distribution of budget book</td>
</tr>
<tr>
<td>March 1, 2010</td>
<td>FY11 proposed budget due to the county executive</td>
</tr>
<tr>
<td>March 2010</td>
<td>◇ General fund budget instructions to schools</td>
</tr>
<tr>
<td></td>
<td>◇ County executive staff reviews BCPS budget proposal</td>
</tr>
<tr>
<td>February – April 2010</td>
<td>Schools develop FY11 budget requests</td>
</tr>
<tr>
<td>April 2010</td>
<td>County executive presents FY11 budget recommendations to the county council</td>
</tr>
<tr>
<td>April 2010</td>
<td>County council holds a public hearing on all county budgets</td>
</tr>
<tr>
<td>April 2010</td>
<td>◇ BRASS training and assistance for schools</td>
</tr>
<tr>
<td></td>
<td>◇ School budget requests are due to OBR</td>
</tr>
<tr>
<td>April – May 2010</td>
<td>County council reviews budget request on all county budgets</td>
</tr>
<tr>
<td>May 2010</td>
<td>County council work session on BCPS budget</td>
</tr>
<tr>
<td>May 2010</td>
<td>County council adopts FY11 budget</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>FY11 funds available</td>
</tr>
<tr>
<td>July 13, 2010</td>
<td>Distribution of the FY11 adopted budget book</td>
</tr>
</tbody>
</table>
## FY2011 Capital Budget Schedule

### State/County Request

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20, 2009</td>
<td>Public hearing on FY11 capital budget requests</td>
</tr>
<tr>
<td>July 14, 2009</td>
<td>Present proposed capital schedule to the board</td>
</tr>
</tbody>
</table>
| **June/July 2009** | ◇ Office of Budget and Reporting to meet with offices and schools to review project requests  
◇ All capital project requests are due to the Office of Budget and Reporting  
◇ Meet with chief of staff, deputy superintendent, chief financial officer, executive director of facilities, and the executive director of planning and support operations to discuss the FY11 state and county capital request  
◇ Capital budget review with the superintendent  
◇ State/county capital request to the superintendent |
| August 11, 2009    | Superintendent presents proposed FY11 state/county capital request to the board |
| August 25, 2000    | Board work session                                                    |
| **September 8, 2009** | **Board votes on superintendent’s proposed state/county capital request** |
| October 2009       | State request due to the State Interagency Committee for Public Construction (IAC) |
| October 2009       | Public School Construction Program review meeting with the Maryland State Department of Education |
| **October 14, 2009** | **Northwest Area Advisory Council FY11 Capital Pre-budget Meeting**  
7:00 p.m. – Randallstown High School  
(Sign-up begins at 6:30 p.m.) |
| **October 21, 2009** | **Southwest Area Advisory Council FY11 Capital Pre-budget Meeting**  
7:00 p.m. – Lansdowne High School  
(Sign up begins at 6:30 p.m.) |
| November 2009      | IAC issues recommendations for state request                            |
| December 2009      | Appeal hearing to IAC for state request                                 |
| December 15, 2009  | Superintendent presents revised county capital request to the board based on IAC recommendations. |
| **January 12, 2010** | **Board votes on superintendent’s proposed county capital request** |

---

**Specific to the Board of Education**

**Requires action by the Board of Education**

Revised: 7/8/2009
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15, 2010</td>
<td>The county capital request is submitted by this date to the county Office of Budget and Finance and forwarded to the Office of Planning and Zoning. The county executive conducts an overview meeting with the Planning Board in January.</td>
</tr>
<tr>
<td>January 2010</td>
<td>Appeal hearing to the Board of Public Works (BPW) for state request</td>
</tr>
<tr>
<td>February 2010</td>
<td>Presentation to the County Planning Board for county request</td>
</tr>
<tr>
<td>February/March 2010</td>
<td>County capital budget is reviewed by county agencies</td>
</tr>
<tr>
<td>April 21, 2010</td>
<td>Northeast Area Advisory Council FY11 Capital Pre-budget Meeting 7:00 p.m. – Overlea High School (Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>April 22, 2010</td>
<td>Central Area Advisory Council FY11 Capital Pre-budget Meeting 7:00 p.m. – Ridgely Middle School (Pre-register sign-up by calling the Central Area Office at 410-887-3172)</td>
</tr>
<tr>
<td>April 2010</td>
<td>Southeast Area Advisory Council FY11 Capital Pre-budget Meeting 7:00 p.m. – TBD (Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>April 2010</td>
<td>The county executive presents the proposed county capital budget to the county council</td>
</tr>
<tr>
<td>April 2010</td>
<td>County council holds a public hearing on all county budgets</td>
</tr>
<tr>
<td>April/May 2010</td>
<td>◊ State legislature approves state capital budget&lt;br&gt;◊ County council reviews budget request</td>
</tr>
<tr>
<td>May 19, 2010</td>
<td>Public hearing on BCPS FY12 capital requests</td>
</tr>
<tr>
<td>May 2010</td>
<td>The county council adopts the FY11 county capital budget</td>
</tr>
<tr>
<td>May 2010</td>
<td>BPW approves IAC recommendations of the state request</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>FY11 funds available</td>
</tr>
<tr>
<td>July 13, 2010</td>
<td>Distribution of the FY11 budget book</td>
</tr>
</tbody>
</table>

Specific to the Board of Education
Requires action by the Board of Education

Revised: 7/8/2009
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED NAMING OF PARKVILLE HIGH SCHOOL’S FOOTBALL FIELD

ORIGINATOR: Verletta White, Assistant Superintendent, Northeast Area

RESOURCE PERSON(S): Stephen Edgar, Principal, Parkville High School

RECOMMENDATION

That the Board of Education reviews and approves the naming of Parkville High School’s Football Field: Joseph Anthony Yates Sr. Field. This is the first reading.

Request to name the football field at Parkville High School the "Joseph Anthony Yates Sr. Field" in honor of Baltimore County Public Schools' first African American head football coach. The following stakeholders have given their approval for this request: Parkville High School’s School Improvement Team, the Parkville High School PTSA, the Parkville High School Alumni Association, and the Parkville High School Athletic Boosters. Additional information about Coach Yates is as follows:

Joseph Anthony Yates, Sr. became the first African American football coach in Baltimore County Public Schools history when he was named head coach at Parkville Senior High School in 1971. “It was very important to us to encourage minority coaches to get head coaching jobs, and Joe Yates was both a pioneer and role model,” said Dr. Robert Y. Dubel, former Baltimore County Public Schools superintendent.

“There were only four black physical education teachers in Baltimore County at the time, and I was the only one interested in football,” Mr. Yates told the Parkville Reporter in a 1980 interview.

“Joe knew no color differentiation. He didn’t want to be regarded as a black coach but rather as a person and human being,” said Bob McCubbin, former assistant football coach at Parkville. “He never made color an issue and never discussed it. He was very well accepted at Parkville, and
there were never overt actions against him in classes or during games. He never ruthlessly promoted himself and was the consummate professional. He was knowledgeable, always prepared and left no stone unturned.” When his teams lost, Mr. Yates “never offered excuses, alibis, or looked for a way out. He was always content that his players did the best they could.”

DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED PRIVATELY FUNDED CAPITAL PROJECT – SIGNAGE FOR RED HOUSE RUN ELEMENTARY SCHOOL

ORIGINATOR: Verletta White, Assistant Superintendent, Northeast Area

RESOURCE PERSON(S): Drue Whitney, Principal, Red House Run Elementary School

RECOMMENDATION

That the Board of Education reviews and approves the purchase of a new sign for Red House Run Elementary School that is being privately funded. This is the first reading.

Red House Run Elementary School's current sign is 41 years old. It is outdated and partially non-operational. The Rosedale Recreation Council has offered to purchase a new sign with the stipulation that one half be paid back by the school's PTA and that space would be available to promote Recreation Council programs. This is the first reading.
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON IMAGINE DISCOVERY CHARTER SCHOOL

ORIGINATOR: Manual Rodriguez, Assistant Superintendent, Southwest Area Sonja Karwacki, Executive Director, Special Programs, PreK-12

RESOURCE PERSONS:

INFORMATION

That the Board of Education receives an update on the Imagine Discover Charter School.
Imagine Discovery Charter School  
Report to the Board of Education  
June 9, 2009

Imagine Discovery Charter, the first and only public charter school in Baltimore County Public Schools (BCPS), opened on August 26, 2008, with 465 students in kindergarten through Grade 4. The school is located in a business park on Whitehead Road in the Woodlawn community in a building renovated for this purpose. In addition to classrooms, the facility includes a health suite, multipurpose room utilized as a cafeteria, gymnasium, and auditorium, and a media center that houses the computer lab and a modest collection of library books.

Enrollment
In accordance with the contract signed in January 30, 2008, the charter school reserves the right to limit class size to 22 students per class in grades one through five, and 15 students per class in kindergarten. The current Imagine Discovery Charter School enrollment of 439 students reflects a decrease of 26 students since the beginning of the 2008-2009 school year (Appendix A). Appendix B reflects the withdrawal summary report for students in grades kindergarten-fourth. The 38 withdrawals reflect the total number of students withdrawn from August 26, 2008, through the time of this report; 16 of the withdrawals reflect that the students who withdrew from the school did transfer to another school within the Baltimore County Public Schools. The charter school will add an additional grade level (Grade 5) to the total school population which will potentially increase the school enrollment to 530 students for the 2009-2010 school year. Appendix C reflects the grade-level capacity for grades kindergarten through fifth grades, and the number of students by grade level needed to reach capacity for the respective grade level.

The charter school conducted a lottery for kindergarten enrollment for the 2009-2010 school year. The lottery was facilitated with the support of the Office of Magnet Programs for Baltimore County Public Schools. In addition to the incoming kindergarten students, the school selected students to fill vacancies throughout the grade levels and created a wait list for the remaining students not selected through the lottery process.

Faculty and Staff
The principal is fully responsible for hiring of the staff at the school. The principal at Imagine Discovery has a staff which includes an assistant principal, an administrative assistant, and a fiscal assistant. The faculty is comprised of 26 teachers, 21 of whom are considered non-tenured, meaning that they have less than two years of teaching experience. Four additional teaching positions are projected to accommodate the additional classes as students in Grade 4 progress to Grade 5. Appendix D contains current and projected staffing levels.

Curriculum, Instruction, and Assessment
The curriculum implemented at Imagine Discovery differs from that in BCPS. The charter school contract stipulates that Imagine Discovery may provide its own curriculum, and the school administration has opted out of using BCPS’ curriculum and curriculum resources. The basis of the Imagine Discovery curriculum is the Core Knowledge sequence developed by E. D. Hirsch. The school has selected the Houghton Mifflin anthology to serve as its core curriculum for reading and has implemented the Houghton Mifflin mathematics text to serve as its core curriculum for math. Science and social studies are taught through the integration of Core Knowledge into a variety of units and kits from Delta Science and Pearson History and Geography. The absence of any concrete curricular support materials for teachers combined with the lack of alignment with BCPS’ curricular materials and assessments presents perhaps the greatest challenge to the district and school administration.
The oversight and monitoring of the instructional program at Imagine Discovery is coordinated through the office of the area assistant superintendent. This monitoring began with weekly systemwide readiness meetings in the months leading up to the opening of the building. The monitoring activities have continued throughout the school year with regular on-site visits by staff from the Division of Curriculum and Instruction and the area office.

The academic program of the school is monitored through campus visits that are conducted by the southwest area office and content area specialists and supervisors in the Division of Curriculum and Instruction. The school visits conducted by the assistant superintendent for the southwest area, include a meeting with the school’s administration, reflective dialogue with the teachers about the instructional program at the school, and classroom visits. The visits provide an opportunity for the school staff to be reflective in their daily practice in order to provide students with the best instructional program. Nonetheless, the implementation of the academic program does not yet reflect the standards found in other BCPS’ elementary schools.

Board of Education Policy 1600 requires Imagine Discovery to administer the same short-cycle and benchmark assessments given to students in other BCPS elementary schools. Student achievement at Imagine Discovery in third and fourth grade reading has been monitored through the administration of the BCPS’ reading benchmark assessment; however, the school has not administered any of the other BCPS’ short-cycle or benchmark assessments in mathematics, science, or social studies as required by policy 1600. After the BCPS’ reading benchmark assessment was administered to the students, only ten of 72 students (13.39%) in grade three met the target of 80% on the assessment. In grade four, 13 of 69 students (10.92%) met a target of 80% on the BCPS benchmark reading assessment. Appendices H and I reflect the BCPS’ reading and mathematics benchmark scores for the December 2008 and mathematics assessment given in February 2008.

The students were given an assessment provided by Imagine Discovery in the content area of mathematics. The results in math for grade three indicated that only eight of the 69 students tested (8.6%) met the 80% target on the assessment. In grade four, 21 of 78 students (26.9%) met the 80% target. Appendices I, J, K and L further demonstrate the Imagine Discovery’s lack of alignment with Board Policy 1600. The Maryland School Assessments (MSA) were administered to students in grades three and four in March 2008; however, the benchmarks in science and social studies were not given to students until May 2009. Given that benchmark assessments are used as predictors of performance on state-mandated assessments, this is a clear indication of the misalignment in the use of formative assessments to monitor student achievement. As a result, a comprehensive evaluation of academic performance will not be available until after the results of state-mandated tests are provided to BCPS by the Maryland State Department of Education (MSDE). Nonetheless, data and observations from the on-going campus visits indicate that the instructional climate has not been optimal.

Parent Involvement and School Climate
Imagine Discovery conducted a parent survey to get feedback and assess satisfaction with the academic program at the school. According to the principal, 300 families are served by the charter school. Of this total, 108 surveys were completed, representing 30% of the families in the total school population. The effort to improve the school climate at the school has resulted in a comprehensive effort by the school administration to decrease the number of the discipline referral forms for this current school year. Based on the information provided by the principal, the discipline referrals by quarter have been reduced, through the implementation of a schoolwide discipline plan. The total numbers of referrals have decreased in kindergarten through grade four since the beginning of the 2008-2009 school year. Appendix G reflects the quarterly referrals and a decrease in the total number of referrals by teacher.
**Professional Development**

The professional development for teachers has been provided by either Baltimore County Public Schools or Imagine Discovery Charter School. Appendices E and F reflect the activities provided to the staff at Imagine Discovery for the 2008-2009 school year. The non-tenured teachers participated in professional development activities to support growth in the daily delivery of instruction to the students, classroom management, and differentiation strategies. The professional development activities have been conducted on site at the school as well as off-site.

**Business Services**

In addition to the administrative team, the principal is further supported by an Imagine Schools, Inc. regional finance manager, a regional director, and the corporate offices of Imagine Schools, Inc. located in Arlington, Virginia.

The Imagine Discovery Public Charter School is responsible for the fiscal management of an annual allocation of funds from BCPS as well as the U.S. Department of Education Planning and Design Grant. In FY 2009, that allocation of approximately $4.3 million was based on the September 30, 2008, enrollment of 465 students.

The principal’s fiscal responsibilities for Imagine Discovery greatly exceed that of all other BCPS’ schools. While a BCPS’ elementary principal typically manages an annual budget of approximately $50,000, the charter school budget is approximately $4.3 million for FY2009. The principal’s responsibilities also include timekeeping and the issuance of payroll, accounting for all receipts and expenditures, the publication of quarterly and annual financial reports, compliance with internal and external auditors, and all generally accepted accounting principles.

The charter school uses BCPS’ payroll, accounting, purchasing, and budget systems to record and process all financial transactions of the school. The school compensates BCPS for these resources. BCPS staff supports the charter school in the use of the system processes and procedures to monitor financial activities and help safeguard the use of public funds.

While the financial management of Imagine Discovery continues to require intensive support from BCPS’ staff, at this time, funds are being spent in accordance with guidelines.

**Facilities**

In an effort to guide the building renovation and facility design toward compliance with MSDE guidelines, the BCPS’ Department of Physical Facilities provided support and technical assistance to Imagine Discovery beginning in February 2008, six months prior to the school opening. These efforts included providing feedback to the contractor, architect, and Imagine’s regional director as well as facilitating the timely submission of required documents to state and local regulatory agencies.

Despite the supplementary efforts of BCPS’ staff, the final review of the facility was not conducted until Monday, August 25, 2008, and at that time, the occupancy permit was approved. As a result, Imagine Discovery Public Charter School opened to students on Tuesday, August 26, 2008, one day after the scheduled opening of other BCPS’ school buildings.
Support Services
BCPS’ Department of Transportation provided technical assistance in developing the bus routes, identifying approved pick-up and drop-off sites, and providing a list of pre-approved vendors. Woodlawn Motor Coach has been contracted by the school to provide four buses to serve students within a five mile radius of the school.

Food service is provided by BCPS’ Department of Food and Nutrition Services; approximately 350 meals are served each day. Imagine Discovery does not qualify for Title I services as the percentage of students eligible for free and reduced meals is 44%.

Next Steps
BCPS is ultimately accountable for the performance of the students at Imagine Discovery Charter School. With this in mind, the area assistant superintendent has coordinated quarterly review meetings with essential BCPS’ staff members including the Deputy Superintendent, Chief of Staff, Associate Superintendent for Curriculum and Instruction, Director of Budget and Reporting, and the Executive Director for Special Programs PreK-12 to monitor the academic performance and fiscal management of the charter school.

Baltimore County Public Schools’ staff will continue to support the students and staff at Imagine Discovery Public Charter School and continue to expect Imagine, LLC to provide a comparable level of support.
APPENDICES

Appendix A - Enrollment

Appendix B – Withdrawal Summary Kindergarten – 4th grade

Appendix C – Grade level capacity for Kindergarten – 4th grade
Number of students needed to reach capacity

Appendix D – Current staffing for 2008-2009 school year
Projected staffing for 2009-2010 school year
(based on grade level increase)

Appendix E – Professional Development for Teachers by BCPS workshops

Appendix F – Teacher Professional Development provided by IDPCS

Appendix G – Safe and Orderly Environment (Quarterly Referrals)

Appendix H – Reading Benchmark I and Math Performance Assessment-Scantron I

Appendix I – BCPS Reading Benchmark II

Appendix J – Math Performance Assessment – Scantron II

Appendix K - BCPS Social Studies Benchmark I and II

Appendix L - BCPS Science Benchmark II
## Appendix A

### Enrollment

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Enrollment as of 9-30-08</th>
<th>Enrollment as of 4-28-09</th>
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<td>90</td>
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<td>110</td>
<td>101</td>
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<td>2</td>
<td>89</td>
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Appendix B

Withdrawal Summary Report

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<tr>
<th>Number of Withdrawals</th>
<th>Code</th>
<th>Reason</th>
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<td>10</td>
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<td>5</td>
<td>12</td>
<td>New Residence</td>
</tr>
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<td>3</td>
<td>14</td>
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<tr>
<td>2</td>
<td>15</td>
<td>Non-Public School in Baltimore County</td>
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<tr>
<td>2</td>
<td>16</td>
<td>Non-Public School outside of Baltimore County</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>Whereabouts Unknown</td>
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<td>2</td>
<td>80</td>
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<tr>
<td>16</td>
<td>No code</td>
<td>Transferred to another BCPS School</td>
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<table>
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<tr>
<th>Number of Entries</th>
<th>Reason</th>
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<tr>
<td>55</td>
<td>26-55= 29 students 29 students that have entered the Charter School since the beginning of the school year.</td>
</tr>
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</table>

55 (26-55=29 students (the students that have entered the Charter School)
Appendix C

Grade Level Capacity K-5

Lottery Projections for 2009-2010 SY

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Grade Level Capacity For 2008-2009 SY</th>
<th>Grade level capacity for 2009-2010 SY</th>
<th>Number of students needed to reach capacity</th>
<th>Number of students selected through lottery</th>
<th>Number of students on Waitlist</th>
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<td>K</td>
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<td>90</td>
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<td><strong>530</strong></td>
<td><strong>141</strong></td>
<td><strong>141</strong></td>
<td><strong>225</strong></td>
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* September 30, 2008
## Appendix D

### Current and Projected Staffing

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<tr>
<td>**Total</td>
<td><strong>23</strong></td>
<td><strong>23</strong></td>
<td><strong>26</strong></td>
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## Appendix E

**Professional Development provided by Baltimore County Public Schools**

<table>
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<tr>
<th>Event Description</th>
<th>Date</th>
<th>Attendees</th>
<th>Position</th>
<th>Hours</th>
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<tr>
<td>FY2009 Annual Financial Info. Meeting</td>
<td>3/31/2009</td>
<td>1</td>
<td>Admin Secretary III</td>
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<tr>
<td>New Assistant Principals' Meeting 2/12/09</td>
<td>2/12/2009</td>
<td>1</td>
<td>Assistant Principal</td>
<td>4 hrs</td>
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<tr>
<td>New Assistant Principals’ Meeting 5/15/09</td>
<td>5/15/2009</td>
<td>1</td>
<td>Assistant Principal</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Procure Rules/Procure Workshop Spring 2010</td>
<td>4/15/2009</td>
<td>1</td>
<td>Assistant Principal</td>
<td>4 hrs</td>
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<tr>
<td>Rigorous Instruction Workshop: Assistant Principals</td>
<td>2/10/2009</td>
<td>1</td>
<td>Assistant Principal</td>
<td>4 hrs</td>
</tr>
<tr>
<td>TIENET/IEP Chair, 504 Chair, Secretary or Counselor (Observation form): Parent Notification, Team Forms, Classroom Observation</td>
<td>9/16/2008</td>
<td>1</td>
<td>Assistant Principal</td>
<td>4 hrs</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>20 hrs</strong></td>
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<td>Academic &amp; Behavior Planning That Supports Elementary Classroom Instruction</td>
<td>3/31/2009</td>
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<td>Elementary Classroom</td>
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<tr>
<td>Classroom Management in the Elementary Classroom...Beyond the First Day of School</td>
<td>4/22/2009</td>
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<td>Elementary Classroom</td>
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<td>Cooperative Learning in the Elementary Classroom</td>
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<td>Elementary Classroom</td>
<td>2 hrs</td>
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<td>Classroom Management in the Elementary Classroom...Beyond the First Day of School</td>
<td>4/29/2009</td>
<td>6</td>
<td>Kindergarten</td>
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<tr>
<td>Guided Reading</td>
<td>4/30/2009</td>
<td>6</td>
<td>Kindergarten</td>
<td>12 hrs</td>
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<tr>
<td>Elementary Physical Education Teacher Meeting-Spring '09</td>
<td>4/29/2009</td>
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<td>Physical Educ-Elementary</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>32 hrs</strong></td>
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<td>STIPENDS</td>
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<td>Procure Rules/Procure Workshop Spring 2009</td>
<td>2/20/2009</td>
<td>1</td>
<td>Fiscal Assistant I</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>3 hrs</strong></td>
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<tr>
<td>ELEMENTARY Teaching Thoughtful Learners: Rigor, Relevance, and Relationships</td>
<td>2/24/2009</td>
<td>1</td>
<td>Para-Reg Instruction</td>
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<td><strong>TOTAL</strong></td>
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<td></td>
<td></td>
<td><strong>4 hrs</strong></td>
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<td>New Principals' Meeting 2/27/09</td>
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<td>4 hrs</td>
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<td>New Principals' Meeting 3/10/09</td>
<td>3/10/2009</td>
<td>1</td>
<td>Principal</td>
<td>4 hrs</td>
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<tr>
<td>Teaching Students to Organize and Communicate Their Thinking</td>
<td>2/18/2009</td>
<td>1</td>
<td>Principal</td>
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<tr>
<td>Untangling Web 2.0</td>
<td>12/17/2008</td>
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<td><strong>TOTAL</strong></td>
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6
# Appendix F

Professional Development Provided By Imagine Discovery Public Charter School

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<tr>
<th>Date</th>
<th>Time</th>
<th>Presenter</th>
<th>Topic of PD</th>
<th>Audience</th>
<th># Participants</th>
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<tr>
<td>Ongoing</td>
<td>4:00 PM-6:00 PM</td>
<td>Pat Crain</td>
<td>Leadership Development</td>
<td>Imagine Schools</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regional Principal</td>
<td></td>
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<tr>
<td>Monthly</td>
<td></td>
<td></td>
<td></td>
<td>Principals</td>
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</tr>
<tr>
<td>7/14/08-7/16/08</td>
<td>8:00-8:00 PM</td>
<td>Imagine Schools</td>
<td>Imagine Schools National Conference</td>
<td>All Imagine School Campuses</td>
<td>600</td>
</tr>
<tr>
<td>7/28/08-7/29/08</td>
<td>8:00-3:00 PM</td>
<td>Core Knowledge Institute-Imagine Foundation</td>
<td>Core Knowledge</td>
<td>Principal Assistant Principal Curriculum Specialist</td>
<td>2/ No Cost</td>
</tr>
<tr>
<td>8/18/08-8/19/08</td>
<td>8:00-3:00 PM</td>
<td>Core Knowledge Institute-Imagine Discovery</td>
<td>Core Knowledge</td>
<td>Classroom Teachers</td>
<td>29/ No Cost</td>
</tr>
<tr>
<td>8/20/08</td>
<td>9:00-11:00AM</td>
<td>John Ceschinny</td>
<td>Arts Integration for Imagine Discovery</td>
<td>Classroom Teachers</td>
<td>29 $100</td>
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<tr>
<td>8/20/08</td>
<td>12:00-3:00 PM</td>
<td>Houghton Mifflin Representatives</td>
<td>Houghton Mifflin Reading Training Grade level Sessions</td>
<td>Classroom Teachers</td>
<td>29 No Cost</td>
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<tr>
<td>8/21/08</td>
<td>8:00-3:00 PM</td>
<td>Houghton Mifflin Representatives</td>
<td>Houghton Mifflin Math Training Grade level Sessions</td>
<td>Classroom Teachers</td>
<td>29 No Cost</td>
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<tr>
<td>9/29/08</td>
<td>8:00-12:00 PM</td>
<td>Imagine Foundations Prince George’s County</td>
<td>Kindergarten Centers</td>
<td>Kindergarten Teachers</td>
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<tr>
<td>9/29/08</td>
<td>1:00-2:00 PM</td>
<td>David Stone Kennedy Kreiger</td>
<td>Classroom Management</td>
<td>Classroom Teachers</td>
<td>30 No Cost</td>
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<tr>
<td>11/3/09</td>
<td>8:00-3:00 PM</td>
<td>Claire Haas Curriculum Specialist</td>
<td>Stanford 10 Data Disaggregation</td>
<td>Classroom Teachers</td>
<td>30 No Cost</td>
</tr>
<tr>
<td>2/7/09</td>
<td>8:00-3:00 PM</td>
<td>Imagine Schools Regional Conference</td>
<td>Charter School Initiative</td>
<td>Regional Imagine School Campuses</td>
<td>200 No Cost</td>
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Appendix G

Safe and Orderly Environment—Referrals by Quarter

Imagine Discovery Charter School
1st Quarter
8/25/08-10/31/08

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<tr>
<th>Grade</th>
<th># of Teacher Referrals</th>
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Imagine Discovery Charter School
2nd Quarter
11/03/08-1/23/09

<table>
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Imagine Discovery Charter School
3rd Quarter
1/27/09-4/3/09

<table>
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<th>Referrals</th>
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<td>1</td>
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Imagine Discovery Charter School
4th Quarter
4/14/09

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<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>3</td>
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Appendix H

### BCPS Reading Benchmark I – December, 2008

<table>
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<tr>
<th>Target</th>
<th>Quartile</th>
<th>@80%</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
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<tbody>
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<td>10-Stds</td>
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<td>17</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.39%</td>
<td>1.39%</td>
<td>23.61%</td>
<td>55.56%</td>
<td>19.44%</td>
</tr>
</tbody>
</table>

Total Number of students tested: 72 students
Total Number of students: 84

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<th>Quartile</th>
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<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
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<td>• Fourth</td>
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<td>13-Stds</td>
<td>3</td>
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<td>43</td>
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</tr>
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<td></td>
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<td>3.57%</td>
<td>25%</td>
<td>51.2%</td>
<td>20.2%</td>
</tr>
</tbody>
</table>

Total Number of students tested: 84
Total number of students: 87

### Math Performance Assessment-Scantron I - February 22, 2009

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<th>Third</th>
<th>Fourth</th>
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</thead>
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<td>8 Stds</td>
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<td>20</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.6%</td>
<td>4.35%</td>
<td>28.99%</td>
<td>47.83%</td>
<td>18.84%</td>
</tr>
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</table>

Total number of students tested: 69 students
Total number of students: 69 students

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<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fourth</td>
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<td>21 students</td>
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<td>11</td>
<td>27</td>
<td>38</td>
</tr>
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<td></td>
<td></td>
<td>26.9%</td>
<td>2.53%</td>
<td>14.1%</td>
<td>34.18%</td>
<td>48.10%</td>
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</table>

Total number of students tested: 78
Total number of students: 79
Appendix I

BCPS Reading Benchmark II- May 7, 2009

### 3rd Grade Reading Benchmark II
Total # of Tested Students: 76.00
Total # of Tested and 'Un-Tested' Students: 78.00

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Q1 (0-24)</th>
<th>Q2 (25-49)</th>
<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
<th>TOTAL Tested Students</th>
<th># 'Un-Tested' Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students (#)</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>19</td>
<td>25.00%</td>
</tr>
<tr>
<td></td>
<td>Students (%)</td>
<td>2.63%</td>
<td>3.95%</td>
<td>9.21%</td>
<td>2.63%</td>
<td>6.58%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Students (#)</td>
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<td>5</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>26.32%</td>
</tr>
<tr>
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<td>Students (%)</td>
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<td>6.58%</td>
<td>13.16%</td>
<td>1.32%</td>
<td>1.32%</td>
<td>0</td>
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</tr>
<tr>
<td>C</td>
<td>Students (#)</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>25.00%</td>
</tr>
<tr>
<td></td>
<td>Students (%)</td>
<td>0.00%</td>
<td>5.26%</td>
<td>10.53%</td>
<td>3.95%</td>
<td>5.26%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Students (#)</td>
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<td>5</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>23.68%</td>
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<tr>
<td></td>
<td>Students (%)</td>
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<td>7.89%</td>
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### 4th Grade Reading Benchmark II
Total # of Tested Students: 87.00
Total # of Tested and 'Un-Tested' Students: 87.00

<table>
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<th>Teacher</th>
<th>Students</th>
<th>Q1 (0-24)</th>
<th>Q2 (25-49)</th>
<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
<th>TOTAL Tested Students</th>
<th># 'Un-Tested' Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students (#)</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>21</td>
<td>27.63%</td>
</tr>
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<td>Students (%)</td>
<td>0.00%</td>
<td>0.00%</td>
<td>9.21%</td>
<td>3.95%</td>
<td>14.47%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>B</td>
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<td>0</td>
<td>2</td>
<td>11</td>
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<td>1</td>
<td>9</td>
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<td>Students (%)</td>
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<td>2.63%</td>
<td>14.47%</td>
<td>1.32%</td>
<td>1.32%</td>
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</tr>
<tr>
<td>C</td>
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<td>4</td>
<td>1</td>
<td>15</td>
<td>22</td>
<td>28.95%</td>
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<td>2.63%</td>
<td>5.26%</td>
<td>1.32%</td>
<td>19.74%</td>
<td>0</td>
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</tr>
<tr>
<td>D</td>
<td>Students (#)</td>
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<td>1</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>21</td>
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<td>6.58%</td>
<td>14.47%</td>
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## Appendix J

### Math Performance Assessment- Scantron II- May 18, 2009

#### 3rd Grade Math Performance Assessment-Scantron II

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<th>Q2 (25-49)</th>
<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
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<th># 'Un-Tested' Students</th>
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<td>1</td>
<td>7</td>
<td>17</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
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<td>3</td>
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<tr>
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<td>1</td>
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<td>7</td>
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<td>12</td>
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#### 4th Grade Math Performance Assessment-Scantron II

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<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
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<th># 'Un-Tested' Students</th>
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<td>3</td>
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<td>20</td>
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<tr>
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<td>1</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>21</td>
<td>2</td>
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<tr>
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<td>1</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>22</td>
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<tr>
<td>D</td>
<td>0.00%</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>21</td>
<td>0</td>
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<tr>
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Appendix K

3rd Grade Social Studies Benchmark II
Total # of Tested Students: 83.00
Total # of Tested and 'Un-Tested' Students: 89.00

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students (%)</th>
<th>Q1 (0-24)</th>
<th>Q2 (25-49)</th>
<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
<th>TOTAL Tested Students</th>
<th># 'Un-Tested' Students</th>
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<tbody>
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<td>1</td>
<td>18</td>
<td>24.00%</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>0.00%</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>12</td>
<td>21</td>
<td>28.00%</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0.00%</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>18</td>
<td>24.00%</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>1.33%</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>12</td>
<td>18</td>
<td>24.00%</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
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<td>31</td>
<td>22</td>
<td>27</td>
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<td>100.00%</td>
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BCPS Social Studies Benchmark I & II - May 20, 2009

4th Grade Social Studies
Benchmark 1
Total # of Tested Students: 83.00
Total # of Tested and 'Un-Tested' Students: 89.00

<table>
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<th>Students (%)</th>
<th>Q1 (0-24)</th>
<th>Q2 (25-49)</th>
<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
<th>TOTAL Tested Students</th>
<th># 'Un-Tested' Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.00%</td>
<td>4</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>21</td>
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</tr>
<tr>
<td>B</td>
<td>0.00%</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>21</td>
<td>25.30%</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>0.00%</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>22.89%</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>2.41%</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>22</td>
<td>26.51%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6.74%</td>
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<td>49</td>
<td>5</td>
<td>3</td>
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### Appendix K Continued

#### 4th Grade Social Studies Benchmark II

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<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
<th>TOTAL Tested Students</th>
<th># 'Un-Tested' Students</th>
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</thead>
<tbody>
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<td>4</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>20</td>
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</tr>
<tr>
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<td>Students (%)</td>
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<td>4.88%</td>
<td>12.20%</td>
<td>2.44%</td>
<td>3.66%</td>
<td>24.39%</td>
<td>0</td>
</tr>
<tr>
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<td>14</td>
<td>4</td>
<td>2</td>
<td>21</td>
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</tr>
<tr>
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<td>1.22%</td>
<td>17.07%</td>
<td>4.88%</td>
<td>2.44%</td>
<td>25.61%</td>
<td>0</td>
</tr>
<tr>
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<td>3</td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>18</td>
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<td>1.22%</td>
<td>7.32%</td>
<td>21.95%</td>
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<td>12</td>
<td>2</td>
<td>3</td>
<td>22</td>
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</tr>
<tr>
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<td>6.10%</td>
<td>14.63%</td>
<td>0.00%</td>
<td>3.66%</td>
<td>26.83%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>81</td>
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</tr>
<tr>
<td></td>
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<td>53.66%</td>
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<td>17.07%</td>
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#### Appendix L

#### BCPS Science Benchmark II - May 20, 2009

#### 3rd Grade Science Benchmark II

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Q1 (0-24)</th>
<th>Q2 (25-49)</th>
<th>Q3 (50-74)</th>
<th>Q4 (75-79)</th>
<th>Q4 (80-100)</th>
<th>TOTAL Tested Students</th>
<th># 'Un-Tested' Students</th>
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<tbody>
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<td>A</td>
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### 4th Grade Science Benchmark II

**Total # of Tested Students** 86.00  
**Total # of Tested and Un-Tested Students** 88.00

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<td></td>
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<tr>
<td>Total</td>
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<td>9.33%</td>
<td>41.33%</td>
<td>20.00%</td>
<td>42.67%</td>
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<td>42.67%</td>
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<td>15</td>
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# BALTIMORE COUNTY PUBLIC SCHOOLS

## TOWSON, MARYLAND 21204

## JULY 14, 2009

### RECOMMENDED TRANSFERS

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<th>FROM</th>
<th>TO</th>
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<tr>
<td><strong>MARIA BURGESS</strong></td>
<td>Classification Specialist</td>
<td>Specialist</td>
</tr>
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<td>(Effective July 15, 2009)</td>
<td>Department of Human Resources</td>
<td>Retirements/Leaves</td>
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<td>Office of Personnel Services</td>
<td>Department of Human Resources</td>
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<td>Resources</td>
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<td>Office of Benefits</td>
</tr>
<tr>
<td>(Replacing Michael Runge, retired – Redefined position)</td>
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| **MICHELLE R. EVANS** | Assistant Principal                      | Assistant Principal                       |
| (Effective July 15, 2009) | Catonsville High School                  | Woodlawn High School                       |
| (Replacing Alisha Trusty, resigning) |                               |                                            |

| **DAVID C. LIGE**     | Assistant Principal (.5)                 | Assistant Principal                       |
| (Effective July 15, 2009) | Teacher/Special Education (.5)          | Sparrows Point Middle School               |
|                       | Sparrows Point Middle School             |                                            |
| (Redefined Position)  |                                           |                                            |

| **JENNIFER M. MULLENAX** | Assistant to the Area Assistant | Assistant to the Area Assistant |
| (Effective July 15, 2009) | Superintendent, Central Area      | Superintendent, Southeast Area           |
| (Replacing John S. Palmer, transferred to Acting Principal, Joppa View Elementary School) |                               |                                            |
## BALTIMORE COUNTY PUBLIC SCHOOLS
### TOWSON, MARYLAND 21204

**July 14, 2009**

**RETIREMENTS**

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<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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<tr>
<td>Nancy Allegro-Brown</td>
<td>Classroom Teacher</td>
<td>Bear Creek Elementary</td>
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<td>07/01/09</td>
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<tr>
<td>Marlene Appelbaum</td>
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<tr>
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<td>07/01/09</td>
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<tr>
<td>Mary Jo Bates</td>
<td>Para Educator</td>
<td>Ridge Ruxton School</td>
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<td>07/01/09</td>
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<tr>
<td>Donald Boyd</td>
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<tr>
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<td>Joseph Bucci</td>
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<td>EFFECTIVE DATE</td>
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* Correction from 6/09/09 Board Exhibit  
As of 06/29/2009
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204
July 14, 2009

RESIGNATIONS

**ELEMENTARY – 18**
Catonsville Elementary School
Kimberly C. Springham, 06/30/09, 2.0 yrs. 7.0 mos.
Grade 1

Chase Elementary School
Alejandra Y. Rodriguez, 06/30/09, 2.0 yrs.
Special Education – Early Childhood Inclusion

Deep Creek Elementary School
Donna P. Goetz, 06/30/09, 9.0 yrs.
Grade 3

Dogwood Elementary School
Krista E. Barnette, 06/30/09, 5.0 mos.
Special Education – Inclusion

Edgemere Elementary School
Tracey L. Doyle, 06/30/09, 17.0 yrs.
Music – Instrumental

Lisa J. Humphreys, 06/30/09, 6.0 yrs.
Grade 4

Edmondson Heights Elementary School
Andrea F. McGarry, 06/30/09, 5.0 yrs.
Grade 3

Featherbed Lane Elementary School
Mary M. Cobzaru, 06/30/09, 1.0 yr.
Grade 3

Rati S. Lavania, 06/30/09, 2.0 yrs.
Kindergarten

Glenmar Elementary School
Alyson Lio, 06/30/09, 2.0 yrs.
Speech/Language Pathologist

Hampton Elementary School
Brooke L. Hill, 06/30/09, 4.0 yrs.
Grade 1

Hebbville Elementary School
Amanda T. Neal, 06/30/09, 3.0 yrs.
Grade 3

Owings Mills Elementary School
Jayme L. Kregar, 06/30/09, 9.0 yrs.
Grade 4

Pleasant Plains Elementary School
Amy E. Kunkel, 06/30/09, 4.0 yrs.
Reading Specialist

Sussex Elementary School
Zachary S. Baltz, 06/30/09, 1.0 yr.
Grade 4

Winand Elementary School
Melanie R. Wilson, 06/30/09, 3.0 yrs., 8.0 mos.
Grade 3

Woodmoor Elementary School
Melissa J. Anderson, 06/30/09, 1.0 yr.
Grade 4

**SECONDARY – 45**
Arbutus Middle School
Heather P. Nickle, 06/30/09, 6.0 yrs.
Science

Jodi E. Null, 06/30/09, 2.0 yrs.
Mathematics

Steven D. Spivey, 06/30/09, 3.0 yrs.
Social Studies

Carver Center for Arts & Technology
Sarah L. Leininger, 06/30/09, 1.0 yr.
Spanish

Crossroads Center
Barbara J. Gumlia, 06/30/09, 1.0 yr.
Science

Deep Creek Middle School
Erin E. Reilly, 06/30/09, 6.0 yrs.
Guidance
Sarah M. Reintgen, 06/30/09, 1.0 yrs.
English
Deer Park Middle Magnet School
Lauren M. Benninghoff, 06/30/09, 2.0 yrs.
Mathematics
Temisha D. Kinard, 06/30/09, 6.0 yrs.
Dance
Dulaney High School
Stacia Gallagher, 05/31/09, 10.0 yrs.
English
Dundalk High School
Eric S. Smith, 06/30/09, 11.0 yrs.
Mathematics
Franklin High School
Diana C. Allen, 06/30/09, 1.0 yr.
Science
General John Stricker Middle School
Elizabeth A. Bomhardt, 06/30/09, 6.0 yrs.
Mathematics
Golden Ring Middle School
Suzanne A. Jacobson, 06/30/09, 1.0 yr.
Special Education – Inclusion
Annette Pascale-Hansen, 06/30/09, 5.0 yrs.
Reading
Hereford Middle School
Jessica L. Moore, 06/30/09, 10.0 yrs.
Special Education – Inclusion
Hereford High School
Rae K. Dennis, 06/30/09, 1.0 yrs., 5.0 mos.
Science
Holabird Middle School
Andrew T. Robertson, 06/30/09, 6.0 yrs.
Library Science Media
Kenwood High School
Alicia M. Duggins, 06/30/09, 3.0 yrs.
Mathematics
Lansdowne Middle School
Timothy D. Grinwis, 06/30/09, 5.0 mos.
Science
Robert H. King, 06/30/09, 3.0 yrs.
Mathematics
Lansdowne High School
Jodie M. Martey, 06/30/09, 2.0 yrs.
Mathematics
Loch Raven High School
Kathryn M. Coords, 06/30/09, 4.0 yrs.
Mathematics
Jenifer Pauliukonis, 06/30/09, 1.0 yr.
English
Loch Raven Technical Academy
Karen P. Green, 06/30/09, 11.0 yrs.
Art
New Town High School
Davita T. Alston, 06/30/09, 4.0 yrs., 5.0 mos.
Modern Languages
Paul N. Selby, 06/30/09, 5.0 yrs.
Special Education – Self-Contained
Old Court Middle School
Jennifer R. Myers, 06/30/09, 8.0 yrs., 5.0 mos.
Guidance
Overlea High School
Heather C. Tormey, 06/30/09, 8.0 yrs.
Home Economics
Owings Mills High School
Chie Tamaki, 06/30/09, 3.0 yrs.
Asian
Parkville High School
Jonee R. Wilson, 06/30/09, 4.0 yrs.
Mathematics
Patapsco High School
Juli A. Krasnoff, 05/22/09, 4.0 yrs., 9.0 mos.
Mathematics
Brian C. Rogers, 06/30/09, 1.0 yr., 9.0 mos.
Special Education – Inclusion
Perry Hall Middle School
Olin C. Sullivan, 06/30/09, 3.0 yrs., 4.0 mos.
Mathematics
Pikesville Middle School
Matthew P. Jurgs, 06/30/09, 6.0 yrs., 5.0 mos.
Special Education – Self-Contained
Pikesville High School
Caitlyn M. Reed, 06/30/09, 1.0 yr.
Guidance
Ridgely Middle School
Melissa E. Musacchio, 06/30/09, 6.0 yrs.
Latin
**RESIGNATIONS**

Southwest Academy
Jessica L. Lesko, 06/30/09, 1.0 yr.
Mathematics

Chad J. Patterson, 06/30/09, 1.0 yr.
Social Studies

Stemmers Run Middle School
Kathleen McCunney, 06/30/09, 3.0 yrs.
Science

Sudbrook Magnet Middle School
Jehah Kim, 06/30/09, 2.0 yrs.
Music - Instrumental

Towson High School
Diane B. McCutcheon, 06/30/09, 7.0 yrs.
Special Education – Self-Contained

Woodlawn High School
Curtis O. Durham, 06/30/09, 2.0 yrs., 4.0 mos.
Science

Michelle A. Hubbard, 05/15/09, 2.0 yrs., 9.0 mos.
Special Education – Inclusion

Ashley M. Latchaw, 06/30/09, 1.0 yr.
English

**ADMINISTRATOR – 3**

Catonsville Middle School
Tina R. Morroni, 06/30/09, 11.0 yrs., 5.0 mos.
Assistant Principal

Stemmers Run Middle School
Sharone Brinkley-Parker, 06/30/09, 2.0 yrs.
Assistant Principal

Woodlawn High School
Alisha R. Trusty, 06/30/09, 3.0 years
Assistant Principal

**SEPARATIONS FROM LEAVE – 21**

Ashley H. Barish, granted Child Rearing Leave, 01/26/07-06/30/09, resigning 06/30/09, 2.0 yrs. 3.0 mos.

Ann M. Byrnes, granted Child Rearing Leave, 08/01/07-06/30/09, resigning 06/30/09, 10.0 yrs.

Christina C. Cassell, granted Child Rearing Leave, 06/20/07-06/20/09, resigning 06/30/09, 8.0 yrs., 7.0 mos.

Lisa M. Christesen, granted Child Rearing Leave, 05/29/07-05/29/09, resigning 06/30/09, 6.0 yrs.

Claire B. Compton, granted Child Rearing Leave, 10/29/07-06/30/09, resigning 06/30/09, 7.0 yrs.

Helen W. Doyle, granted Personal Leave, 07/01/08-06/30/09, resigning 06/30/09, 13.0 yrs.

Meghan L. Fazenbaker, granted Child Rearing Leave, 12/29/07-06/30/09, resigning 06/30/09, 6.0 yrs., 5.0 mos.

Colleen K. Gallagher, granted Child Rearing Leave, 06/18/07-06/18/09, resigning 06/30/09, 14.0 yrs.

Erin E. Gehman, granted Child Rearing Leave, 06/22/07-06/22/09, resigning 06/30/09, 7.0 yrs., 5.0 mos.

Odellia Goren, granted Unusual or Imperative Leave, 09/22/08-06/30/09, resigning 06/30/09, 6.0 yrs.

Gittel Ishakis, granted Unusual or Imperative Leave, 07/01/08-06/30/09, resigning 06/30/09, 8.0 yrs.

Margaret F. Jones, granted Child Rearing Leave, 04/10/07-04/10/09, resigning 06/30/09, 11.0 yrs.

Tracy J. Karpers, granted Unusual or Imperative Leave, 01/27/09-06/30/09, resigning 06/30/09, 9.0 yrs.

Katherine W. McElwain, granted Second Child Rearing Leave, 06/09/07-06/09/09, resigning 06/30/09, 8.0 yrs.

Jennifer L. Morris, granted Child Rearing Leave, 02/10/07-02/10/09, resigning 06/30/09, 5.0 yrs.

Bridget E. Myrick, granted Unusual or Imperative Leave, 07/01/08-06/30/09, resigning 06/30/09, 6.0 yrs.

Amanda E. Nauman, granted Unusual or Imperative Leave, 02/16/09-06/30/09, resigning 06/30/09, 3.0 yrs.

Kristen L. O’Neill, granted Unusual or Imperative Leave, 07/01/08-06/30/09, resigning 06/30/09, 7.0 yrs.

Jessamyn C. Scott, granted Child Rearing Leave, 10/19/05-06/30/09, resigning 06/30/09, 9.0 yrs.

Mallory L. Weigle, granted Unusual or Imperative Leave, 07/01/08-06/30/09, resigning 06/30/09, 4.0 yrs.

Julie M. Wojciechowski, granted Unusual or Imperative Leave, 07/01/08-06/30/09, resigning 06/30/09, 5.0 yrs.
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

July 14, 2009

LEAVES

ACADEMIC LEAVE

JENNIFER C. SWARTOUT – (Science) Catonsville Middle School
Effective July 1, 2009, through June 30, 2010

CHILD REARING LEAVES

BETHANY SWISTON BERKOWITZ – (Instructional Coach) Shady Spring Elementary School/Title One
Effective August 24, 2009, through June 30, 2011

KARA MESSENGER MINOGLIO – (Mathematics) Halstead Academy
Effective August 19, 2009, through June 30, 2011

PERSONAL LEAVE

BEVERLY C. HAWKINS – (Elementary) Scotts Branch Elementary School
Effective July 1, 2009, through June 30, 2010

UNUSUAL OR IMPERATIVE LEAVES

CHERYL A. BOST – (Elementary) Formerly Mars Estates Elementary School
Effective August 1, 2009, through July 31, 2011

AMANDA K. WEINMAN – (Elementary) Fort Garrison Elementary School
Effective September 7, 2009, through June 30, 2010
The Board gratefully acknowledges the service of the employee listed below:

**DR. RONALD G. KOONTZ**
Supervisor, School-to-Career Transitions
Career and Technology Education
June 20, 2009
### BALTIMORE COUNTY PUBLIC SCHOOLS
### RECOMMENDED APPOINTMENTS
### July 14, 2009

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WILLIAM S. BURKE</strong></td>
<td>Principal Wellwood International School</td>
<td>Director Department of Professional Development</td>
</tr>
<tr>
<td>(Effective July 15, 2009)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Barbara Bisset, promoted to executive director, Department of Professional Development)</td>
</tr>
<tr>
<td><strong>ERIC W. EISWERT</strong></td>
<td>Teacher/Social Studies Catonsville High School</td>
<td>Assistant Principal Catonsville High School</td>
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<tr>
<td>(Effective July 15, 2009)</td>
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<td></td>
<td>(Replacing Michelle Evans, recommended for transfer to assistant principal, Woodlawn High School)</td>
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<tr>
<td><strong>SHARON A. GALLAGHER</strong></td>
<td>Teacher/Resource Office of Instructional Technology</td>
<td>Specialist Office of Instructional Technology</td>
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<tr>
<td>(Effective July 15, 2009)</td>
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<tr>
<td></td>
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<td>(Replacing Judith Campf, resigned)</td>
</tr>
<tr>
<td><strong>ROBERT W. GIBSON</strong></td>
<td>Fiscal Analyst III Office of Position Management</td>
<td>Coordinator, Quality Management Systems Department of Research, Accountability, and Assessment</td>
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<td>(Effective July 15, 2009)</td>
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<td></td>
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<td>(Replacing Robert Snyder, resigned)</td>
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<tr>
<td><strong>DEBRA S. GRAZIANO</strong></td>
<td>Teacher/Mentor Deep Creek Middle School</td>
<td>Assistant Principal Catonsville Middle School</td>
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<tr>
<td>(Effective July 15, 2009)</td>
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<td></td>
<td></td>
<td>(Replacing Tina Morroni, resigning)</td>
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<tr>
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<tr>
<td>TIMOTHY P. HAYDEN</td>
<td>Teacher/Guidance</td>
<td>Supervisor</td>
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<td>(Effective July 15, 2009)</td>
<td>Hereford High School</td>
<td>Office of School Counseling Services</td>
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<td>(Replacing Mary Ann Mathews, transferring to guidance, Perry Hall High School)</td>
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<tr>
<td>SUSAN E. HIMES</td>
<td>Teacher/Mentor</td>
<td>Assistant Principal</td>
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<td>(Effective July 15, 2009)</td>
<td>Dundalk Middle School</td>
<td>Stemmers Run Middle School</td>
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<td>(Replacing Sharone Brinkley-Parker, resigning)</td>
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<tr>
<td>MELISSA A. LEMBO</td>
<td>Specialist, Northeast Area</td>
<td>Assistant to the Area</td>
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<tr>
<td>(Effective July 15, 2009)</td>
<td>Office of Special Education</td>
<td>Assistant Superintendent, Northeast Area</td>
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<tr>
<td></td>
<td></td>
<td>(Replacing Stephen Bender, promoted to principal, Logan Elementary School)</td>
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<tr>
<td>KIMBERLY A. McMENAMIN</td>
<td>Acting Supervisor</td>
<td>Supervisor, Leadership Development</td>
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<tr>
<td>(Effective July 15, 2009)</td>
<td>Leadership Development Department of Professional Development</td>
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<td></td>
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<td>(New Position in 2008-2009 when acting position was created)</td>
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<tr>
<td>ANNE M. MEHALL</td>
<td>Supervisor, Secondary Reading</td>
<td>Coordinator, Elementary Language Arts</td>
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<tr>
<td>(Effective July 15, 2009)</td>
<td>Office of Language Arts</td>
<td>Office of Language Arts</td>
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<tr>
<td></td>
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<td>(Replacing Jean Wilson, transferred to principal, Pine Grove Elementary School)</td>
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<tr>
<td>SAMANTHA A. MURRAY</td>
<td>K-12 Engineering Education</td>
<td>Specialist</td>
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<tr>
<td>(Effective July 15, 2009)</td>
<td>Coordinator</td>
<td>Department of Research, Accountability, and Assessment</td>
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<td>American Society for Engineering</td>
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<td></td>
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<td>(Replacing Mary Wojnowski, promoted to supervisor, Department of Research, Accountability, and Assessment)</td>
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<tr>
<td>NAME</td>
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<tr>
<td>DIANA L. OWENS</td>
<td>Teacher/Resource</td>
<td>Assistant Principal</td>
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<tr>
<td></td>
<td>(Effective July 15, 2009)</td>
<td>Hernwood Elementary School</td>
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<td></td>
<td>reisterstown Elementary School</td>
<td>Reisterstown Elementary School</td>
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<tr>
<td></td>
<td>(Replacing Susan Truesdell, recommended to assistant to the area assistant superintendent, Central Area)</td>
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<tr>
<td>JODI D. PASQUALE</td>
<td>Teacher/Mentor</td>
<td>Assistant Principal</td>
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<tr>
<td></td>
<td>(Effective July 15, 2009)</td>
<td>Lansdowne Middle School</td>
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<tr>
<td></td>
<td>Old Court Middle School</td>
<td>(Replacing Joelle Skorczewski, transferred to personnel officer, Department of Human Resources)</td>
</tr>
<tr>
<td>CECILIA J. ROE</td>
<td>Supervisor, Secondary Language</td>
<td>Coordinator, Secondary Language</td>
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<tr>
<td></td>
<td>Arts and English</td>
<td>Language Arts</td>
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<td></td>
<td>Office of Language Arts</td>
<td>Office of Language Arts</td>
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<tr>
<td></td>
<td>(Effective July 15, 2009)</td>
<td>(Replacing Heather Miller, transferring to English teacher, Golden Ring Middle School)</td>
</tr>
<tr>
<td>BEATRICE M. RUETER</td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Hawthorne Elementary School</td>
<td>Wellwood International School</td>
</tr>
<tr>
<td></td>
<td>(Replacing William Burke, recommended for appointment to director, Department of Professional Development)</td>
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</tr>
<tr>
<td>BRIAN A. SCHIFFER</td>
<td>Teacher/English</td>
<td>Assistant Principal</td>
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<tr>
<td></td>
<td>Perry Hall High School</td>
<td>Perry Hall High School</td>
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<tr>
<td></td>
<td>(Replacing Ryan Imbriale, promoted to principal, Patapsco High School)</td>
<td></td>
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<tr>
<td>BELINDA C. TETTERIS</td>
<td>Reading Specialist</td>
<td>Assistant Principal</td>
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<td></td>
<td>Red House Run Elementary School</td>
<td>Pine Grove Elementary School</td>
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<tr>
<td></td>
<td>(Effective July 15, 2009)</td>
<td>(Replacing Rosanne Reimer, retiring)</td>
</tr>
<tr>
<td>CARLA R. TOOMER</td>
<td>Teacher/Mathematics</td>
<td>Assistant Principal</td>
</tr>
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<td>Catonsville High School</td>
<td>Perry Hall High School</td>
</tr>
<tr>
<td></td>
<td>(Effective July 15, 2009)</td>
<td>(Replacing Robert Clary, retiring)</td>
</tr>
<tr>
<td>NAME</td>
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<tr>
<td>SUSAN C. TRUESDELL</td>
<td>Assistant Principal</td>
<td>Assistant to the Area Assistant</td>
</tr>
<tr>
<td>(Effective July 15, 2009)</td>
<td>Reisterstown Elementary School</td>
<td>Superintendent, Central Area</td>
</tr>
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</table>

(Replacing Jennifer Mullenax, recommended for transfer to assistant to the area assistant superintendent, Southeast)

<table>
<thead>
<tr>
<th>SUSAN S. VOHRER</th>
<th>Teacher/Resource</th>
<th>Assistant Principal</th>
</tr>
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<tbody>
<tr>
<td>(Effective July 15, 2009)</td>
<td>Office of Mathematics</td>
<td>Hawthorne Elementary School</td>
</tr>
</tbody>
</table>

(Replacing Beatrice Rueter, recommended for appointment to Principal, Wellwood International School)
# BALTIMORE COUNTY PUBLIC SCHOOLS

## RECOMMENDED APPOINTMENTS - ADDENDUM

**July 14, 2009**

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAURA C. MCNULTY</strong></td>
<td>Teacher/Instructional Support</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 15, 2009)</td>
<td>Deep Creek Elementary School</td>
<td>Dogwood Elementary School</td>
</tr>
<tr>
<td></td>
<td>and Riverview Elementary School</td>
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</tr>
<tr>
<td>(Replacing Jason Barnett, promoted to principal, Woodbridge Elementary School)</td>
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</tbody>
</table>

| **JUDITH N. OPFER**   | Specialist                                | Supervisor                              |
| (Effective July 15, 2009) | Office of World Languages                | Office of World Languages               |
|                       |                                           |                                         |
| (Replacing Janet Newberry, retired) |                                      |                                         |

| **JUDITH E. SMITH**   | Specialist                                | Executive Director, Liberal Arts        |
| (Effective July 15, 2009) | Office of Academic Achievement, Enrichment, Education that is Multicultural Instruction | Department of Curriculum and Education |
|                       |                                           |                                         |
| (Redirected Position) |                                           |                                         |

| **LISA N. WILLIAMS**  | Coordinator                               | Director                                |
| (Effective July 15, 2009) | Office of Title I                       | Office of Equity and Assurance           |
|                       |                                           |                                         |
| (Replacing Merry Macer, transferred to Supervisor, Parent Support Services, Department of Professional Development) |                                      |                                         |
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: APPOINTMENT TO THE NORTHEAST AREA EDUCATION ADVISORY COUNCIL

ORIGINATOR: Verletta White, Assistant Superintendent, Northeast Area

RESOURCE PERSON(S):

RECOMMENDATION

That Miss Aruna Anbazhagan be appointed as a new student member to the Northeast Area Education Advisory Council.

*****

Attachment I – letter
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED BALTIMORE COUNTY PUBLIC SCHOOLS’ ORGANIZATION CHARTS FOR 2009-2010

ORIGINATOR: Dr. Joe A. Hairston

RESOURCE PERSON(S): Dr. Donald Peccia, Assistant Superintendent, Human Resources
                     Dr. Frances Allen, Manager, Personnel Services
                     Thomas Mallon, Position Management Officer
                     Robert Gibson, Analyst, Office of Position Management

RECOMMENDATION

In accordance with Policy 2310, organization charts have been prepared by the Superintendent of Schools for approval by the Board of Education.

*****

Attachments – Organization Charts
ORGANIZATION CHARTS
FY 2010
# The Baltimore County Public Schools Organization Charts

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Executive Director, Liberal Arts....................................................... Page 7  
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Office of Internal Audit................................................................. Page 17
Superintendent of Schools
Area Assistant Superintendents

Superintendent

Chief of Staff

Area Assistant Superintendent-SW
Admin Assistant
Assistant to the Area Assistant Superintendent
34 Schools

Area Assistant Superintendent-NW
Admin Assistant
Assistant to the Area Assistant Superintendent
32 Schools

Area Assistant Superintendent-Central
Admin Assistant
Assistant to the Area Assistant Superintendent
33 Schools

Area Assistant Superintendent-NE
Admin Assistant
Assistant to the Area Assistant Superintendent
34 Schools

Area Assistant Superintendent-SE
Admin Assistant
Assistant to the Area Assistant Superintendent
33 Schools
Department of Research, Accountability, and Assessment

Executive Director

Administrative Assistant

Director
Office of Assessment

Admin Secretary

Supervisor
Office of Assessment

Specialist
Lead Data Clerk
Clerk

Data Specialist

Director
School Improvement/Special Projects

Admin Secretary

Coordinator
System Reports on Results

Supervisor

Resource Teacher

Director
Office of Research

Admin Secretary

Coordinator
Accountability and School Improvement

Statistical Data Specialist

Statistical Data Specialist

Coordinator
Quality Management Systems

Supervisor, Research

Research Specialist

Resource Teacher
Department of Student Support Services

Executive Director, Student Support Services

Admin Assistant

Director Student Support

Coordinator Pupil Personnel Services

Coordinator Alternative Programs

Coordinator Health Services

Facilitator GEAR UP

Coordinator Psychological Services

Coordinator Athletics

Coordinator Safe & Drug-Free Schools

Superintendent’s Designees
Executive Director – Liberal Arts

- Executive Director
- Liberal Arts

- Director
- Special Education

- Coordinator
  - Language Arts, Elem

- Coordinator
  - Social Studies
  - Secondary

- Coordinator
  - Language Arts, Secondary

- Coordinator
  - Social Studies
  - Elementary

- Director
  - World Languages
Department of Special Programs PreK-12

Executive Director, Special Programs PreK-12

Admin Assistant

Coordinator AVID/College Board

Coordinator School Counseling

Coordinator Music

Assistant Student Service Learning

Coordinator Title I

Coordinator Gifted & Talented & Magnet

Coordinator PE, Health, Dance

Coordinator Visual Arts
Division of Business Services

Deputy Superintendent

Administrative Assistant

Chief Financial Officer
Fiscal Services

Executive Director
Planning and Support
Operations

Assistant Superintendent
Human Resources

Executive Director
Physical Facilities

Chief Information Officer
Information Technology
Department of Fiscal Services

Chief Financial Officer

Administrative Assistant

Director
Office of Budget and Reporting

Director
Office of Payroll

Controller
Office of Controller
Department of Planning and Support Operations

Executive Director

Administrative Assistant

Director
Transportation

Director
Food & Nutrition Services

Planning Administrator
Strategic Planning

Manager
Risk Management

Manager
Distribution and Print Services
Department of Human Resources

Assistant Superintendent
Human Resources

Administrative Assistant
Personnel Analyst

Manager, Staff Relations
Director, Personnel
Manager, Personnel Services
Department of Physical Facilities

- Executive Director
- Administrative Assistant
- Special Assistant, Educational Planning
- Special Assistant, Energy Management
- Fiscal Officer, Budget and Accounting
- Administrator, Engineering and Construction
- Administrator, Operations
- Administrator, Maintenance and Grounds
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF CURRICULUM

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Patricia Baltzley, Director, Mathematics, PreK-12
George Newberry, Director, Science, PreK-12
Rex Shepard, Coordinator, Secondary Social Studies

RECOMMENDATION

That the Board of Education reviews and approves the following new/revised curriculum:

Mathematics
- Mathematics Grade 6
- College Algebra
- Trigonometry with Analytic Geometry

Science
- High School Physics

Social Studies
- AP World History

*****
# Curriculum Board Approval

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course</th>
<th>BCPS Rating</th>
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<tbody>
<tr>
<td><strong>MATHEMATICS PREK-12</strong></td>
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<td>COLLEGE ALGEBRA: GT</td>
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<td>TRIG W/AN GEOM. HON</td>
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<td>TRIGONOMETRY : HONORS</td>
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<td><strong>SCIENCE PREK-12</strong></td>
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<tr>
<td>PHYSICS: HONORS</td>
<td>2512004</td>
<td>15</td>
</tr>
<tr>
<td>PHYSICS: REV</td>
<td>2512009</td>
<td>15</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES, SECONDARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP WORLD HISTORY</td>
<td>151006</td>
<td>15</td>
</tr>
<tr>
<td>AP WORLD HISTORY (4 PD DAY)</td>
<td>1510606</td>
<td>15</td>
</tr>
</tbody>
</table>
Baltimore County Public Schools

This exhibit contains courses in mathematics, science, and social studies that were written for the 2009-2010 school year and are submitted to the Board of Education for approval.

In order to develop and produce these new curriculum guides, staff from the Division of Curriculum and Instruction worked with content area study committees and curriculum writers to carefully develop and review each document to determine the areas that needed to be strengthened and/or supplemented. In all cases, the focus was on increasing rigor in all courses and providing effective support so that all students could achieve at higher levels of performance and attain the outcomes proffered by the Superintendent as enumerated in the Blueprint for Progress.

These new curricula were developed to ensure alignment with the Voluntary State curriculum (VSC) for students in courses from pre-kindergarten to Grade 8, or the Core Learning Goals (CLGs) for students who are taking courses at the high school level.

Prior to writing these curricula, all curriculum writers received two days of professional development in order to understand how to write the curriculum. They studied the Curriculum Development Handbook which includes a recommended Curriculum Guide Framework, a Required Curriculum Guide Format, and those steps involved in writing, editing, and printing a curriculum. This handbook includes resources for curriculum writers including the following: assessments, strategies for instruction, outcomes for instruction, questioning/thinking models, integrating technology, and professional development. These guides contain unit/lesson plan overviews and are contained in the appendices of this handbook.

Curriculum writers also received professional development in order to use the Articulated Instruction Module (AIM), the web-based integrated curriculum, instruction, and assessment module. Accordingly, the curriculum writers input all course objectives and knowledge or skill indicators into AIM for each curriculum based upon the identified state and/or national or international standards. The Articulated Instruction Module was used to clearly indicate as well as reinforce the alignment of the written curriculum, the taught curriculum, and the tested curriculum.

Curriculum writers were taught to match the identification of objectives based upon content standards; to verify the congruity of the taught curriculum to the assessment used to measure student performance in the curriculum; to identify prerequisite skills and knowledge taught in the previous grade/course as well as those skills and knowledge taught in the subsequent grade/course (i.e., the scope and sequence); to identify major instructional resources that teachers could use when teaching the subject; and to use differentiated strategies in the classroom.

Following this Executive Summary is the section, The Learning Preferences in Brief, A Description, by Dr. Barbara Dezmon. This reference is included in each curriculum guide. As the curriculum is written, references to these learning preferences are indicated and suggestions provided for effective instruction.
Each curriculum provides additional recommendations for differentiation of instruction for all learners, particularly as they apply to different content areas. This differentiation includes built-in recommendations for both review and acceleration/enrichment activities as well as recommendations for teaching students who have different learning modalities. There are recommendations to help different student groups, such as English Language Learners or students with special needs, at specific times in the curriculum where such strategies could be most effective.

Each curriculum guide includes the following elements and samples are included for each curriculum proposed for approval by the Board of Education:

1. **Board of Education Curriculum Approval Form**—This form is the one that is completed by staff members and reflects the scores in the various categories listed that were initially used in the PDK process and the current scores that reflect enhancement of each curriculum.

2. **Executive Summary**—This summary includes details from the head of each office regarding what has been accomplished in the content area and specifically what has been done to develop the current curriculum documents.

3. **AIM documents**—These AIM pages reflect the objectives of each course along with the knowledge and skill indicators (KSIs) that are included in AIM, the web-based instructional module. They also indicate alignment to the state and national standards.

4. **Scope and Sequence**—These scope and sequence tables include the knowledge and skills that students were taught in previous grades/courses and will be taught in subsequent grades/courses. Teachers use this information as they plan their lessons so they understand what skills are being introduced and what and when other skills have been introduced or will be taught in the future.

5. **Professional Development Plan**—This plan includes the many action steps that provide teachers with initial professional development about the revised curriculum as well as follow-up supports for teachers for effective implementation. These were developed as part of the Planning Protocols in spring 2008 and have been implemented.

6. **Curriculum Document**—This document includes the entire curriculum for each course submitted for approval. It includes all the elements indicated in the Table of Contents.

These following curricula listed below are presented to the Board of Education for approval since they have followed the Baltimore County curriculum development process that applies the detailed elements mentioned above. Greater details about the processes used for development of these curricula are found in the Executive Summary in Mathematics, Science, and Social Studies that accompanies each curriculum.

**Mathematics**
The curriculum guide for *Mathematics Grade 6, College Algebra*, and *Trigonometry with Analytic Geometry* were completely rewritten to reflect the new Baltimore County Public Schools template for curriculum units and lessons, and to reflect a new textbook resource support for each of these guides. The *Mathematics Grade 6* is differentiated for use by the teacher to support students who are ready to go beyond the curriculum, who are in need of re-teaching, or
who struggle with understanding the mathematics concepts. Similarly, the curriculum guide for
*College Algebra* is differentiated for use in two courses – *Honors College Algebra* and *GT College Algebra*. The curriculum guide for *Trigonometry with analytic Geometry* is
differentiated for use in three courses, *Honors Trigonometry with Analytic Geometry*, *GT Trigonometry with Analytic Geometry*, and *Honors Trigonometry*.

**Science**
Office of Science PreK-12 is seeking approval by the Board of Education for the revised
curriculum guide, *High School Physics* with the understanding that all future revision of this
guide will continue to reflect alignment of the written, taught, and assessed curriculum, an
expectation of Baltimore County schools that leads to a high-quality program for all students.

Curriculum personnel from the Office of Science PreK-12 worked with content area study
committees and curriculum writers to carefully review each curriculum guide to determine the
areas that need to be strengthened and/or supplemented. Those findings guided the curriculum
revisions and improvements to the guide being submitted for approval. Alignment of this
curriculum guide to the Maryland Voluntary State Curriculum or High School Core Learning
Goals and National Science Education Standards has been carefully checked and reconfirmed.
The curriculum guide for *High School Physics* is differentiated for use in standard physics,
honors physics, and physics review.

**Social Studies**
The Office of Secondary Social Studies is seeking approval for the *Advanced Placement World
History* guide to ensure alignment of the written, taught, and assessed curriculum, and to provide
support for a high-quality social studies program for all students in Baltimore County Public
Schools.

The revision of Advanced Placement World History has been completed and all
recommendations of the PDK Audit have been addressed. Issues related to objectives,
assessments, prerequisite skills, resources, and strategies have been resolved. The course content
was identified by drawing upon the College Board’s course description and sequenced by
experiences, successful *Advanced Placement World History* teachers.

All curricula will be evaluated annually to ensure that they provide the most effective and
challenging learning opportunity for students and support for teachers in meeting differentiated
student needs.

Respectfully, these curricula are submitted to the Board of Education for approval.
The Learning Preferences in Brief —

A Description

by

Dr. Barbara Dezmon

The following is an excerpt from the *Style to Content Learning Preferences Inventory Technical Manual*.

The *Style to Content Learning Preferences Inventory* focuses on ten preferences. These were selected because they encompass a wide range of learning approaches cited in the literature as exhibited by students. The terms “preferences” and “styles” are often used synonymously. The term selected for the *Style to Content* protocols is “preferences.”

During various instructional situations, students are exposed to an abundance of stimuli and information. There are numerous ways in which students perceive and process content. As well as being curious, students come to school of a mind as to what they want to learn as well as how they want to learn it. Students’ predispositions to learning may reflect background factors such as culture, age, experiences, gender, etc. It becomes the role of school to motivate students to learn new content and in ways that may not be within the realm of their entering preferences or experiences. Just as important, it is essential that educators adjust the learning situation to use the students’ entering behaviors, including interests and attitudes related to learning, and expand them to include other modalities or preferences for acquiring new knowledge. The ultimate aim is to optimize students’ approaches to learning by providing them options. Then students may select from among a repertoire of learning preferences to make both the content and learning process more personally meaningful.

The *Style to Content Learning Preferences Inventory* provides students an opportunity to express how they like to learn. When in learning situations that match their preferences, students are expected to be more comfortable. In their turn, teachers should use these situations to segue into other preferences to better equip students for future learning. Teachers can accomplish this by structuring lesson activities that first meet students’ demonstrated preferences and then transitioning into one or more other preferences. Teachers may also construct lessons that feature activities that take in multiple preferences and utilize grouping and individualization to address varied students’ learning modes.

Learning preferences should not be viewed as deficits, rather teachers should consider them assets, build on them, and use them as links to help students expand into other preferences. For example, visual learning is a preference in which most students participate throughout their school careers. The visual modality is a vital process. However, there are tasks that require complicated organization of concepts and may require a more “sequential” approach. This does not diminish the role of “visual” approach, but that approach will interact with and be complemented by another preference. It is important that students are familiar with aspects of multiple preferences in order to select among them to perform tasks ranging from comprehension to synthesis, from the simplistic to the complex.
Learning involves the intake, processing, and retention of knowledge, basically building new knowledge and skills on those that already exist. Learning preferences are the ways students choose or prefer to learn. Sometimes these choices are not conscious ones. The choices may be predetermined by culture and upbringing, among other factors. Learning preferences are influenced by social, psychological, and physiological factors. It is just as important to recognize that learning preferences do not exist in isolation within students. Thus, teachers should be prepared to use a combination of preferences during instruction to reach as many students as possible. Also critical, preferences should not be viewed as static. As students mature during their educational careers and increase their knowledge banks, their preferences or approaches to learning should also expand.

The following section, “Learning Preferences in Brief,” provides the Style to Content list of learning preferences and their key characteristics.
Learning Preferences in Brief

The terms learning styles and preferences are frequently used interchangeably. Learning preferences refer to the conditions in which students prefer to work and learn, such as the classroom situation, grouping, and whether the lesson is more or less teacher driven. Preferences also signify how students mentally receive, perceive, process, understand, and internalize new knowledge. The following chart features characteristics of various preferences and suggestions for activities to assist teachers in accommodating students.

<table>
<thead>
<tr>
<th>Field Dependent (or Field Sensitive): tends toward concrete—more teacher and group interaction</th>
<th>Field Independent: tends toward abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Dependent Preference Learner</strong></td>
<td><strong>Field Independent Preference Learner</strong></td>
</tr>
<tr>
<td>• Experiences in a global fashion, adheres to structures.</td>
<td>• May tend to perceive analytically.</td>
</tr>
<tr>
<td>• Learns material with social content best.</td>
<td>• Makes specific concept distinctions, little overlap.</td>
</tr>
<tr>
<td>• Attends best to material relevant to own experience.</td>
<td>• Impersonal orientation.</td>
</tr>
<tr>
<td>• Requires externally defined goals and reinforcements.</td>
<td>• May need explicit training in social skills.</td>
</tr>
<tr>
<td>• Needs organization provided.</td>
<td>• Interested in new concepts for their own sake.</td>
</tr>
<tr>
<td>• More affected by criticism.</td>
<td>• Has self-defined goals and reinforcement.</td>
</tr>
<tr>
<td>• Uses observational approach for concept attainment [learns best by using examples].</td>
<td>• Can self-structure situations.</td>
</tr>
<tr>
<td>• Likes group projects, sharing, discussions.</td>
<td>• Less affected by criticism.</td>
</tr>
<tr>
<td>• Likes personal examples, anecdotes, stories.</td>
<td>• Uses hypothesis-testing approach to attain concepts.</td>
</tr>
<tr>
<td>• Likes praise and assurance.</td>
<td>• Prefers clear grading criteria with specific feedback.</td>
</tr>
<tr>
<td>• Prefers frequent interaction with teacher.</td>
<td>• Requires less interaction with teacher.</td>
</tr>
</tbody>
</table>

**Field Dependent Teaching Approaches**

- Prefers teaching situations that allow interaction and discussion with students.
- Uses questions to check on student learning, following instruction.
- Uses student-centered activities.
- Viewed by students as teaching facts.
- Provides more feedback, especially positive feedback.
- Strong in establishing a warm and personal learning environment.

**Field Independent Teaching Approaches**

- Prefers engaging students by establishing routines in order to work through ideas.
- Uses questions to introduce topics and probe student answers.
- Uses teacher-organized learning situations.
- Viewed by students as encouraging to apply principles.
- Gives corrective feedback, using error analysis.
- Strong in organizing and guiding student learning.
<table>
<thead>
<tr>
<th>MODALITY</th>
<th>DESCRIPTORS</th>
<th>LEARN BEST THROUGH THE USE OF…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Learners</strong></td>
<td>• Learn by observation.</td>
<td>• Charts, graphs, diagrams, and flow charts.</td>
</tr>
<tr>
<td></td>
<td>• Can recall what they have seen.</td>
<td>• Sight words.</td>
</tr>
<tr>
<td></td>
<td>• Can follow written or drawn instructions.</td>
<td>• Flashcards.</td>
</tr>
<tr>
<td></td>
<td>• Like to read.</td>
<td>• Visual similarities and differences.</td>
</tr>
<tr>
<td></td>
<td>• Use written notes.</td>
<td>• Pictures and graphics.</td>
</tr>
<tr>
<td></td>
<td>• Benefit by visualizing, watching TV/video/films.</td>
<td>• Maps.</td>
</tr>
<tr>
<td></td>
<td>• Better organized and more conforming to routine.</td>
<td>• Silent reading.</td>
</tr>
<tr>
<td></td>
<td>• Learn through images.</td>
<td>• Written instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Computer-assisted learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lists.</td>
</tr>
<tr>
<td><strong>Auditory Learners</strong></td>
<td>• Prefer listening and taking notes.</td>
<td>• Discussion, dialogue, and debate.</td>
</tr>
<tr>
<td>(input)</td>
<td>• Listen for patterns.</td>
<td>• Memorization.</td>
</tr>
<tr>
<td></td>
<td>• Consult peers to ascertain that they have the correct details.</td>
<td>• Phonics.</td>
</tr>
<tr>
<td></td>
<td>• Can recall what they have heard.</td>
<td>• Oral reading.</td>
</tr>
<tr>
<td></td>
<td>• Can follow oral directions.</td>
<td>• Hearing anecdotes or stories.</td>
</tr>
<tr>
<td></td>
<td>• Repeat words aloud for memorization.</td>
<td>• Listening to tapes and CDs.</td>
</tr>
<tr>
<td></td>
<td>• Use oral language effectively.</td>
<td>• Cooperative learning groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stories with dialogue.</td>
</tr>
<tr>
<td><strong>Kinesthetic Learners</strong></td>
<td>• Learn through experience and physical activity.</td>
<td>• Playing games.</td>
</tr>
<tr>
<td>(input)</td>
<td>• Benefit from demonstration.</td>
<td>• Role playing.</td>
</tr>
<tr>
<td></td>
<td>• Learn from teaching others what they know.</td>
<td>• Read body language/gestures.</td>
</tr>
<tr>
<td></td>
<td>• Are often physically well-coordinated and have athletic ability.</td>
<td>• Mime.</td>
</tr>
<tr>
<td></td>
<td>• Have difficulty sitting still for long periods.</td>
<td>• Drama.</td>
</tr>
<tr>
<td></td>
<td>• Prefer the concrete.</td>
<td>• Learn or memorize while moving (pacing, exercising, finger or whole body games).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field trips.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Action using large muscles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Taking frequent breaks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engaging in body demonstrations.</td>
</tr>
<tr>
<td><strong>Tactile Learners</strong></td>
<td>• Learn by touching and manipulating objects.</td>
<td>• Learning by doing.</td>
</tr>
<tr>
<td>(input)</td>
<td>• Often learn inductively rather than deductively.</td>
<td>• “Hands-on.”</td>
</tr>
<tr>
<td></td>
<td>• Tend toward psychomotor over abstract thinking.</td>
<td>• Creating maps</td>
</tr>
<tr>
<td></td>
<td>• Prefer personal connections to topics.</td>
<td>• Building models.</td>
</tr>
<tr>
<td></td>
<td>• Follow directions they have written themselves/that they have rehearsed.</td>
<td>• Art projects.</td>
</tr>
<tr>
<td></td>
<td>• Benefit from demonstrations.</td>
<td>• Using manipulatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Drawing, designing things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing/tracing.</td>
</tr>
<tr>
<td>MODALITY (continued)</td>
<td>DESCRIPTORS (continued)</td>
<td>LEARN BEST THROUGH THE USE OF…</td>
</tr>
<tr>
<td>----------------------</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Active Learners</strong></td>
<td>• Can be impulsive.</td>
<td>• Prefer “doing, discussing, explaining” vs. listening and watching.</td>
</tr>
<tr>
<td></td>
<td>• Risk-takers.</td>
<td>• Prefer active experimentation.</td>
</tr>
<tr>
<td></td>
<td>• Do not prefer lectures.</td>
<td>• Like acting and role playing.</td>
</tr>
<tr>
<td></td>
<td>• Prefer group work.</td>
<td>• Like team competition.</td>
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<tr>
<td></td>
<td>• Tend to be interpersonal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not inclined to too much note-taking.</td>
<td></td>
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<tr>
<td></td>
<td>• Make sense of experience by immediately using information.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflective Learners</strong></td>
<td>• Prefer to think about concepts quietly before any action.</td>
<td>• Tend toward deductive learning.</td>
</tr>
<tr>
<td></td>
<td>• Learn by thinking.</td>
<td>• Prefer reflective observation.</td>
</tr>
<tr>
<td></td>
<td>• Like writing.</td>
<td>• Intrapersonal skills valued.</td>
</tr>
<tr>
<td></td>
<td>• Tend to be intrapersonal and introspective.</td>
<td>• Journals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning logs.</td>
</tr>
<tr>
<td><strong>Global Learners</strong></td>
<td>• Make decisions based on intuition.</td>
<td>• Interpersonal connection important to them</td>
</tr>
<tr>
<td></td>
<td>• Spontaneous and creative; “idea” person.</td>
<td>• Stories and anecdotes.</td>
</tr>
<tr>
<td></td>
<td>• Often a risk-taker.</td>
<td>• Seeing the “whole” rather than in parts.</td>
</tr>
<tr>
<td></td>
<td>• Tend to reach conclusions quickly.</td>
<td>• Highly interesting project and materials.</td>
</tr>
<tr>
<td></td>
<td>• Intake information in large chunks rather than details.</td>
<td>• Functional games and activities</td>
</tr>
<tr>
<td></td>
<td>• Nonlinear thinkers.</td>
<td>• Think-pair-share, praise-question-polish.</td>
</tr>
<tr>
<td></td>
<td>• “See the forest before they see the trees.”</td>
<td>• Teacher feedback; person-to-person communication.</td>
</tr>
<tr>
<td></td>
<td>• Focuses on big picture—from general to specific; perceive the whole first.</td>
<td>• Working in group or peer learning.</td>
</tr>
<tr>
<td><strong>Sequential Learners</strong></td>
<td>• Sequential, linear learners.</td>
<td>• Intrapersonal skills valued.</td>
</tr>
<tr>
<td></td>
<td>• Prefer information in small chunks, steps.</td>
<td>• Journals.</td>
</tr>
<tr>
<td></td>
<td>• Can follow the rules for mathematic equations.</td>
<td>• Learning logs.</td>
</tr>
<tr>
<td></td>
<td>• Prefer a logical progression.</td>
<td>• Sequentially organized material, timelines, diagrams.</td>
</tr>
<tr>
<td></td>
<td>• “See the trees before they see the forest.”</td>
<td>• Moving from “part” to the “whole.”</td>
</tr>
<tr>
<td></td>
<td>• Follow directions step by step.</td>
<td>• Puzzles, logic games.</td>
</tr>
<tr>
<td></td>
<td>• Self-directed and independent.</td>
<td>• Working alone or with other person.</td>
</tr>
<tr>
<td></td>
<td>• Analytical.</td>
<td></td>
</tr>
</tbody>
</table>
DATE: July 14, 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 – July 14, 2009

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

1. **Contract Modification:** Food Service Equipment  
   (Prince George’s County Public Schools IFB #122-08)  
   **Contract #:** MBU-541-09

   **Term:** 4 months  
   **Extension:** 2 years  
   **Contract Ending Date:** 9/30/11  
   **Estimated annual award value:** $133,907  
   **Estimated modification amount:** 166,093  
   **Estimated total award value:** $300,000

   **Board meeting date:** July 14, 2009

   **Description:**
   On June 9, 2009, the Board approved this contract. The term of the contract allowed for two additional one-year extension options and included an award to four vendors. This modification extends the term of contract for two additional years and adds two award vendors.

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

   - American Energy Restaurant Equipment  
     Springfield, VA
   - Curtis Equipment, Inc.  
     Washington, DC

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

   **Contact person:** Michele Prumo

   **Funding source:** Operating budget and grant funds
2. **Contract Modification:** Maryland’s Tomorrow/AdvancePath Academy  
   **Contract #:** RGA-120-07

   **Term:** N/A       **Extension:** N/A       **Contract Ending Date:** 6/30/12

   **Board meeting date:** July 14, 2009

**Description:**

On February 13, 2007, the Board approved this contract. BCPS will be expanding the Maryland’s Tomorrow/AdvancePath Academy program to Dundalk High School for the 2009-2010 school year. This will be an afternoon and evening program. The program will be open to 80-100 students. The current contract amount will fund this additional expansion.

**Recommendation:**

Award of contract modification is recommended to:

   AdvancePath Academics, Inc.       Williamsburg, VA

**Responsible school or office:** Department of Student Support Services

**Contact person:** Dale R. Rauenzahn

**Funding source:** Operating budget
3. **Contract Modification:** Printing, Copying, and Reproduction Services  
   **Contract #:** MBU-515-06  

   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** 6/30/11

   **Board meeting date:** July 14, 2009

   **Description:**

   On July 11, 2006, the Board approved this contract to Mendelsohn Printing & Graphics. Recently, Mendelsohn Printing & Graphics has changed its name to Print Smart, Inc.

   **Recommendation:**

   Award of contract modification is recommended to:

   - **Print Smart, Inc.** Reisterstown, MD

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

   **Contact person:** Michele Prumo

   **Funding source:** Operating funds
4. **Contract Modification:** Printing - Student Handbooks, School Calendars, Letterheads, and Envelopes
   **Contract #:** MBU-531-05

   **Term:** N/A  **Extension:** N/A  **Contract Ending Date:** 6/30/10

**Board meeting date:** July 14, 2009

**Description:**

On May 24, 2005, the Board approved this contract to Mendelsohn Printing & Graphics. Recently, Mendelsohn Printing & Graphics has changed its name to Print Smart, Inc.

**Recommendation:**

Award of contract modification is recommended to:

- **Print Smart, Inc.**
- **Reisterstown, MD**

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

**Contact person:** Michele Prumo

**Funding source:** Operating funds
5. **Contract Modification:** Vehicle Parts  
**Contract #:** MBU-552-08

**Term:** N/A   **Extension:** N/A   **Contract Ending Date:** 9/30/11

**Board meeting date:** July 14, 2009

**Description:**

On July 8, 2008, the Board approved this contract, and on November 5, 2008, a modification adding two additional vendors was approved. Atel Bus & Truck, a certified distributor of Blue Bird school bus parts, assigned its contract to I.G. Burton & Company, Inc. The new vendor has agreed to follow all contract terms and conditions.

**Recommendation:**

Award of contract modification is recommended to:

I.G. Burton & Company, Inc.  
Baltimore, MD

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

**Contact person:** Michele Prumo

**Funding source:** Operating funds
6. **Contract:** 2009-2010 PSAT/NMSQT  
**Contract #:** JNI-764-10  
**Term:** 1 year  
**Extension:** 0  
**Contract Ending Date:** 6/30/10  
**Estimated annual award value:** $168,657  
**Estimated total award value:** $168,657  

**Board meeting date:** July 14, 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 with The College Board is a BCPS initiative that involves ninth and tenth grade students in preparing and planning for success later in secondary school and in college. The 2009-2010 Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Early Participation Program is an educational initiative to increase opportunities for all students, with particular attention to those under-represented in college populations. The cost is determined by the expected participation based on the projected 2009 enrollment figures for the participating classes and the PSAT/NMSQT participation in 2008. The cost will not change regardless of actual participation numbers.

It has been determined that, in accordance with Board of Education Policy and Superintendent’s Rule 3215 and 3250, the Office of Purchasing Policy 4002.4, and in the opinion of the Office of Purchasing, that this procurement qualifies and meets the criteria to be considered a sole-source procurement. This opinion is based on the fact that the PSAT/NMSQT examination and all items (questions) contained therein, including all copies thereof, all examination materials, and all data including, but not limited to, all individually identifiable information collected under this agreement, is at all times exclusively owned by The College Board.

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

- **The College Board**  
  Bala Cynwyd, PA  

**Responsible school or office:** Department of Special Programs PreK-12  
**Contact person:** Sonja Karwacki  
**Funding source:** Operating budget
7. **Contract**: Administrative Meeting Space
   **Contract #**: JNI-724-09

   **Term**: 2 years  **Extension**: 0  **Contract Ending Date**: 6/30/11
   **Estimated annual award value**: $150,000
   **Estimated total award value**: $300,000

   **Board meeting date**: July 14, 2009
   **Bid issued**: May 15, 2009
   **Pre-bid meeting date**: N/A
   **Due date**: June 3, 2009
   **No. of vendors issued to**: 19
   **No. of bids received**: 3
   **No. of no-bids received**: 2

   **Description**:

   This contract consists of providing a facility for administrative and curriculum office meetings with established pricing for the space.

   **Recommendation**:

   Award of contract is recommended to:

   Crowne Plaza Baltimore  Timonium, MD

   **Responsible school or office**: Office of the Superintendent

   **Contact person**: Rita Fromm

   **Funding source**: Operating budget
8. **Contract:** Board of Education Hearing Examiner  
**Contract #:** RGA-101-10

**Term:** 1 year  
**Extension:** 0  
**Contract Ending Date:** 6/30/10

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

**Board meeting date:** July 14, 2009  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of no-bids received:** N/A  
**No. of bids received:** N/A

**Description:**

The board retains the services of hearing examiners for cases that are referred to him/her pursuant to Board of Education Policy 8339. Each of the contractors listed is currently serving in the capacity of hearing examiner.

**Recommendation:**

Award of contract is recommended to:

- John A. Austin, Esquire  
  Towson, MD  
- Jeff Griffith, Esquire  
  Westminster, MD  
- Gordon L. Peltz, Esquire  
  Towson, MD  
- Carolyn H. Thaler, Esquire  
  Towson, MD  
- Gregory Szoka, Esquire  
  Bel Air, MD

**Responsible school or office:** Law Office

**Contact person:** Margaret-Ann F. Howie, Esq.

**Funding source:** Operating budget
9. **Contract:** Cohort – M.A. in Administration and Supervision  
   **Contract #:** RGA-901-10

**Term:** 2 years, 6 months  
**Extension:** 0  
**Contract Ending Date:** 12/31/12

**Estimated annual award value:** $108,000  
**Estimated total award value:** $270,000

**Board meeting date:** July 14, 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 is for a cohort to provide 36 graduate credit hours to BCPS employees. Upon completion of the cohort, participants will have earned a Master of Arts in Administration and Supervision.

**Recommendation:**

Award of contract is recommended to:

   The College of Notre Dame of Maryland   Baltimore, MD

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

**Contact person:** Barbara Bisset

**Funding source:** Operating budget
10. **Contract:** Cohort – Post Masters in Administration and Supervision  
**Contract #:** RGA-902-10

Term: 2 years  
Extension: 0  
**Contract Ending Date:** 6/30/11

Estimated annual award value: $67,500  
Estimated total award value: $135,000

**Board meeting date:** July 14, 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 is for a cohort to provide 18 graduate credit hours to BCPS employees. Upon completion of the cohort, participants will have qualified for a Post Masters Certification in Administration and Supervision.

**Recommendation:**

Award of contract is recommended to:

The College of Notre Dame of Maryland  
Baltimore, MD

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

**Contact person:** Barbara Bisset

**Funding source:** Operating budget
11. **Contract:** Hazardous Substances – Clean-up, Disposal, and Other Associated Services  
   **Contract #:** JMI-642-09

   **Term:** 5 years  
   **Extension:** 0  
   **Contract Ending Date:** 7/31/14

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

   **Board meeting date:** July 14, 2009  
   **Bid issued:** May 7, 2009  
   **Pre-bid meeting date:** May 14, 2009  
   **Due date:** May 29, 2009  
   **No. of vendors issued to:** 37  
   **No. of bids received:** 4  
   **No. of no-bids received:** 0

**Description:**

This on-call, time-and-material contract consists of providing skilled, certified, and licensed technicians to contain, clean-up, dispose of, investigate, and/or mitigate the harmful effects of hazardous and non-hazardous substance releases and/or oil spills of chemicals, petroleum products, and/or cleaning fluids that occur on the ground or in waters.

**Recommendation:**

Award of contract is recommended to:

- Clean Venture, Inc.  
  Baltimore, MD
- Triumvirate Environmental, Inc.  
  Baltimore, MD
- WTM Enterprises, LLC  
  Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget
12. **Contract:** Disposal Services – Science Chemicals and Chemical Wastes  
**Contract #:** JMI-643-09

**Term:** 5 years  **Extension:** 0  **Contract Ending Date:** 7/31/14  
**Estimated annual award value:** $100,000  
**Estimated total award value:** $500,000

**Board meeting date:** July 14, 2009  
**Bid issued:** May 21, 2009  
**Pre-bid meeting date:** May 29, 2009  
**Due date:** June 12, 2009  
**No. of vendors issued to:** 16  
**No. of bids received:** 5  
**No. of no-bids received:** 0

**Description:**

This on-call, time-and-material contract consists of providing skilled, certified, and licensed technicians to safely remove, properly pack, transport, recycle, incinerate, and/or dispose of all science chemicals and chemical wastes.

**Recommendation:**

Award of contract is recommended to:

- PSC Environmental Services  
  Baltimore, MD  
- Triumvirate Environmental, Inc.  
  Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget
13. **Contract:** HVAC Repair and Replacement Parts  
   **Contract #:** JMI-639-09

   **Term:** 5 years  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/14

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

   **Board meeting date:** July 14, 2009  
   **Bid issued:** May 14, 2009  
   **Pre-bid meeting date:** N/A  
   **Due date:** June 5, 2009  
   **No. of vendors issued to:** 13  
   **No. of bids received:** 1  
   **No. of no-bids received:** 0

   **Description:**

   This contract consists of the purchase of parts for Airedale HVAC units.

   **Recommendation:**

   Award of contract is recommended to:

   Dan Rainville & Associates, Inc.  
   Baltimore, MD

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

   **Contact person:** Michael G. Sines

   **Funding source:** Operating budget
14. **Contract:** Kennedy Krieger Institute Early Intervention Services  
**Contract #:** RGA-106-10

**Term:** 1 year  
**Extension:**  
**Contract Ending Date:** 6/30/10

**Estimated annual award value:** $1,824,704  
**Estimated total award value:** $1,824,704

**Board meeting date:** July 14, 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 services designed for 19 Baltimore County middle schools. The intent of the two-year project is to provide support and training to staff in those schools in order to identify and manage student needs in any area that might, *without such support and training*, result in referral of students to special educational settings that would separate them from their peers within the general education setting. This contract is for the first year of the project. The targeted use of these funds is a federal requirement of the Individual with Disabilities Education Act (IDEA).

**Recommendation:**

Award of contract is recommended to:

Kennedy Krieger Institute  
Baltimore, MD

**Responsible school or office:** Office of Special Education

**Contact person:** Patricia A. Lawton

**Funding source:** American Recovery and Reinvestment Act (ARRA) IDEA Early Intervening Services Set-asides
15. **Contract:** Lease Renewal – Southwest Area – Infant and Toddler Program  
**Contract #:** RGA-102-10

**Term:** 1 year  
**Extension:** 0  
**Contract Ending Date:** 7/15/10

**Estimated annual award value:** $19,573  
**Estimated total award value:** $19,573

**Board meeting date:** July 14, 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 one-year renewal of the lease of the facility for the Infant and Toddler Program in the southwest area of the county. The renewal is on a month-to-month basis with an option for the tenant to terminate with 30 days’ notice.

**Recommendation:**

Award of contract is recommended to:

Madison Street Properties, Inc.  
Baltimore, MD

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

**Contact person:** Michele Prumo

**Funding source:** Grant funds
16. **Contract:** New Lease – Southwest Area – Infant and Toddler Program  
**Contract #:** RGA-103-10

**Term:** 7 years  
**Extension:** 0  
**Contract Ending Date:** 7/15/16

**Estimated annual award value:** $58,616  
**Estimated total award value:** $442,400

**Board meeting date:** July 14, 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 is for a lease of the new premises for the southwest Infant and Toddler Program. The program needed to relocate due to increasing needs of the program.

**Recommendation:**

Award of contract is recommended to:

Rutherford 2 Limited Partnership  
Baltimore, MD

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

**Contact person:** Michele Prumo

**Funding source:** Grant funds
17. **Consultant Prequalification:** Construction Management Consultants  
**Contract #:** MBU-544-09

<table>
<thead>
<tr>
<th>Term: N/A</th>
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<tbody>
<tr>
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<tr>
<td>Estimated contingency amount: $</td>
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<tr>
<td>Estimated total award value: $</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

**Board meeting date:** July 14, 2009

**Description:**

On August 12, 2008, the Board adopted a new Rule/Policy 3250 to pre-qualify consultants for construction management services to assist Baltimore County Public Schools with projects.

On June 22, 2009, the Qualification Committee met and reviewed the “Expressions of Interest” submitted by ten (10) companies. This information was reviewed and each company was determined to be either qualified or unqualified based on the evaluation criteria. The Qualification Committee recommends, based on the results of the review, approval be granted to prequalify the following eight (8) companies as construction managers for the next three (3) years.

**Recommendation:**

Approval of consultant prequalification is recommended to:

- EA Engineering Science and Technology, Inc. Baltimore, MD
- Hess Construction & Engineering Services Gaithersburg, MD
- Johnson, Mirmiran, & Thompson Sparks, MD
- J. Vinton Schaefler & Sons, Inc. Abingdon, MD
- Oak Contracting, LLC Towson, MD
- Ripirius Construction, Inc. Hunt Valley, MD
- Rummel, Klepper, & Kahl, LLP Baltimore, MD
- The Whiting-Turner Contracting Co. Towson, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
18. **Contract:** Construction of a New School – George Washington Carver Center for Arts and Technology High School: Package 1A – Testing and Inspection

**Contract #:** PCR-251-10

<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>Initial estimated contract value:</td>
<td>$ 342,280</td>
<td>Estimated contingency amount:</td>
<td>$ 34,228</td>
<td>Estimated total award value:</td>
<td>$ 376,508</td>
</tr>
</tbody>
</table>

**Board meeting date:** July 14, 2009  
**Bid issued:** May 14, 2009  
**Pre-bid meeting date:** May 28, 2009  
**Due date:** June 25, 2009  
**No. of vendors issued to:** 26  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This project consists of materials testing and site geotechnical inspections for the new George Washington Carver Center for Arts and Technology High School.

**Recommendation:**

Award of contract is recommended to:

Hillis-Carnes Engineering Associates, Inc.  
Annapolis Junction, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Bid Number:** PCR-251-10  
Construction of a New School – George Washington Carver Center for Arts and Technology High School -  
**Bid Name:** Package 1A – Testing and Inspection

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid: (Package 1A - Testing and Inspection)</td>
<td>$ 342,280</td>
<td>$ 346,196</td>
<td>$ 347,624</td>
<td>$ 449,794</td>
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</table>
19. **Contract:** Construction of a New School – George Washington Carver Center for Arts and Technology High School: Package 1D Waste Management

**Contract #:** PCR-251-10

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
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<th>Contract Ending Date:</th>
<th>N/A</th>
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<tr>
<td>Initial estimated contract value:</td>
<td>$ 340,380</td>
<td>Estimated contingency amount:</td>
<td>$ 34,038</td>
<td>Estimated total award value:</td>
<td>$ 374,418</td>
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</table>

**Board meeting date:** July 14, 2009  
**Bid issued:** May 14, 2009  
**Pre-bid meeting date:** May 28, 2009  
**Due date:** June 25, 2009  
**No. of vendors issued to:** 26  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This project consists of waste management and debris haul-off for the new George Washington Carver Center for Arts and Technology High School.

**Recommendation:**

Award of contract is recommended to:

- Ameriwaste, LLC  
  **Elkridge, MD**

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Bid Number:** PCR-251-10  
Construction of a New School – George Washington Carver Center for Arts and Technology High School –  
Package 1D – Waste Management

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Ameriwaste, LLC</th>
<th>Allied Waste Services</th>
<th>Diamond Waste Services, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid: (Package 1D - Waste Management)</td>
<td>$340,380</td>
<td>$365,942</td>
<td>Non-Responsive</td>
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</table>
20. **Contract:** Construction of a New School – George Washington Carver Center for Arts and Technology High School: Package 2A – Site Work Phase I  
**Contract #:** PCR-251-10

<table>
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<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>Initial estimated contract value:</td>
<td>$5,133,333</td>
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<td>$5,646,333</td>
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**Board meeting date:** July 14, 2009  
**Bid issued:** May 14, 2009  
**Pre-bid meeting date:** May 28, 2009  
**Due date:** June 25, 2009  
**No. of vendors issued to:** 26  
**No. of bids received:** 5  
**No. of no-bids received:** 0

**Description:**

This project consists of site work phase I (building pad, upper fields and site infrastructures only) for the new George Washington Carver Center for Arts and Technology High School.

**Recommendation:**

Award of contract is recommended to:

American Infrastructure – MD, Inc. Fallston, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
BALTIMORE COUNTY PUBLIC SCHOOLS
POSTING

Bid Number:  PCR-251-10
Bid Name:  Construction of a New School – George Washington Carver Center for Arts and Technology High School – Package 2A – Site Work Phase I

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Base Bid: (Package 2A - Site Work Phase 1)</td>
<td>$5,133,333</td>
<td>$5,609,495</td>
<td>$6,100,000</td>
<td>$6,492,000</td>
<td>$7,126,750</td>
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21. **Contract:** Replacement of Windows, Blinds, and Doors – Hebbville Elementary School  
**Contract #:** MWE-809-09

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td>918,500</td>
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<td>Estimated total award value:</td>
<td>$</td>
<td>1,010,350</td>
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**Board meeting date:** July 14, 2009  
**Bid issued:** May 28, 2009  
**Pre-bid meeting date:** June 3, 2009  
**Due date:** June 25, 2009  
**No. of vendors issued to:** 6  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This project consists of removal and replacement of the school’s exterior windows, exterior doors and frames, 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
**BALTIMORE COUNTY PUBLIC SCHOOLS**  
**POSTING**

**Bid Number:** MWE-809-09  
**Bid Name:** Replacement of Windows, Blinds, and Doors – Hebbville Elementary School

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$879,000</td>
<td>$968,000</td>
<td>$1,047,800</td>
<td>$1,198,000</td>
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<tr>
<td>Alternate #1 – Add Replace Louvers</td>
<td>$13,000</td>
<td>$10,000</td>
<td>$29,500</td>
<td>$25,000</td>
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<tr>
<td>Alternate #2 – Add Security Screens</td>
<td>$26,500</td>
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<td>Total</td>
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<td>$1,003,000</td>
<td>$1,100,800</td>
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</table>
22. **Contract:** Addition of Steam Bay Canopy – Kenwood Truck Center  
**Contract #:** PCR-248-10

<table>
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<tr>
<th>Term:</th>
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<th>Extension:</th>
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<th>Contract Ending Date:</th>
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<tr>
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<td>$39,270</td>
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- **Board meeting date:** July 14, 2009  
- **Bid issued:** May 14, 2009  
- **Pre-bid meeting date:** May 28, 2009  
- **Due date:** June 18, 2009  
- **No. of vendors issued to:** 3  
- **No. of bids received:** 1  
- **No. of no-bids received:** 0

**Description:**

This project consists of the addition of a canopy over the existing steam bay at the Kenwood truck center.

**Recommendation:**

Award of contract is recommended to:

Miralble Construction Company, Inc. Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
Baltimore County Public Schools
Posting

**Bid Number:** PCR-248-10  
**Bid Name:** Addition of Steam Bay Canopy – Kenwood Truck Center

<table>
<thead>
<tr>
<th>Bidders Name</th>
<th>Mirabile Construction Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$35,700</td>
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</tbody>
</table>
23. **Contract:** Replacement of Windows, Blinds, and Doors – Logan Elementary School  
**Contract #:** MBU-537-09  

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
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<tbody>
<tr>
<td>Estimated annual award value:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$ 29,382</td>
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<td></td>
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<td>Estimated total award value:</td>
<td>$ 323,203</td>
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**Board meeting date:** July 14, 2009  
**Bid issued:** May 14, 2009  
**Pre-bid meeting date:** May 21, 2009  
**Due date:** June 10, 2009  
**No. of vendors issued to:** 8  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

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

**Recommendation:**

Award of contract is recommended to:

Phillips Way, Inc.               Finksburg, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
BALTIMORE COUNTY PUBLIC SCHOOLS
POSTING

Bid Number: MBU-537-09
Bid Name: Replacement of Windows, Blinds, and Doors – Logan Elementary School

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Phillips Way, Inc.</th>
<th>E. Pikounis Construction Co., Inc.</th>
<th>RWC Contracting</th>
<th>Bob Porter Company</th>
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</thead>
<tbody>
<tr>
<td>Base Bid</td>
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<td>$ 304,700</td>
<td>$ 338,000</td>
<td>$ 593,000</td>
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</tbody>
</table>
24. **Contract:** Replacement of Concrete Sidewalks and Curbs – Middle River Middle School  
**Contract #:** JNI-760-10

<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>$</td>
<td>52,275</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>5,226</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>57,501</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** July 14, 2009  
**Bid issued:** June 11, 2009  
**Pre-bid meeting date:** June 18, 2009  
**Due date:** June 29, 2009  
**No. of vendors issued to:** 6  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This project includes removal and replacement of existing concrete sidewalks and curbs/gutters.

**Recommendation:**

Award of contract is recommended to:

Machado Construction Company, Inc. Baltimore, MD

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** QZAB
**Bid Number:** JNI-760-10  
**Bid Name:** Replacement of Concrete Sidewalks and Curbs – Middle River Middle School

<table>
<thead>
<tr>
<th>Bidder's Names</th>
<th>Machado Construction Co., Inc.</th>
<th>Melvin Benhoff Sons Inc.</th>
<th>Bell and Sons Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>$51,356</td>
<td>$81,700</td>
<td>$120,000</td>
</tr>
<tr>
<td>Part B</td>
<td>$919</td>
<td>$1,245</td>
<td>$1,970</td>
</tr>
<tr>
<td>Total</td>
<td>$52,275</td>
<td>$82,945</td>
<td>$121,970</td>
</tr>
</tbody>
</table>
25. **Contract:** Exterior Door Replacement – Perry Hall Middle School  
**Contract #:** MBU-246-09

<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>$</td>
<td>238,396</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>23,840</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>262,236</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** July 14, 2009  
**Bid issued:** June 4, 2009  
**Pre-bid meeting date:** June 11, 2009  
**Due date:** June 25, 2009  
**No. of vendors issued to:** 8  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal and replacement of the school’s existing exterior doors, frames, and hardware on original building only.

**Recommendation:**

Award of contract is recommended to:

- **RWC Contracting Corporation**  
  Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Aging School Program
**Baltimore County Public Schools Posting**

**Bid Number:** PCR-246-09  
**Bid Name:** Exterior Door Replacement – Perry Hall Middle School

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>RWC Contracting Corporation</th>
<th>Phillips Way, Inc.</th>
<th>E. Pikounis Construction Co., Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$ 238,396</td>
<td>$ 251,000</td>
<td>$ 254,000</td>
</tr>
</tbody>
</table>
26. **Contract:** Construction of a New School – 8A Storefront, Curtain Wall, and Windows – West Towson Elementary School

**Contract #:** MBU-539-09

<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>$</td>
<td>737,533</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>73,753</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>811,286</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**Board meeting date:** July 14, 2009  
**Bid issued:** May 28, 2009  
**Pre-bid meeting date:** June 4, 2009  
**Due date:** June 18, 2009  
**No. of vendors issued to:** 60  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This contract package includes all labor, material, equipment, and supervision necessary for completion of the windows, intergraded curtain wall pre-manufactured sunshade, aluminum storefronts, curtain wall, Kalwall systems, exterior composite wall panels and soffits, interior glass, mirrors and glazing, etc., as required on site for the construction of the new elementary school.

**Recommendation:**

Award of contract is recommended to:

Spear Window & Glass, Inc.  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Baltimore County Public Schools**

**Posting**

**Bid Number:** MBU-539-09  
**Bid Name:** 8A Storefront, Curtain Wall, and Windows – West Towson Elementary School

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Spear Window &amp; Glass, Inc.</th>
<th>Icon Exterior Building Solutions</th>
<th>Zephyr Aluminum</th>
<th>Engineered Construction Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid:</strong> 8A Storefront, Curtain Wall and Windows</td>
<td>$737,533</td>
<td>$818,998</td>
<td>$832,000</td>
<td>$895,320</td>
</tr>
<tr>
<td><strong>Alternates</strong></td>
<td>All Alternates were Zero</td>
<td>All Alternates were Zero</td>
<td>All Alternates were Zero</td>
<td>All Alternates were Zero</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$737,533</strong></td>
<td><strong>$818,998</strong></td>
<td><strong>$832,000</strong></td>
<td><strong>$895,320</strong></td>
</tr>
</tbody>
</table>
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent


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

RESOURCE PERSON (S): Barbara S. Burnopp, Chief Financial Officer
Patrick M. Fannon, Controller

INFORMATION


General Fund Comparison of FY2008 and FY2009 Revenues, Expenditures, and Encumbrances-Budget and Actual

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2008 and FY2009 General Fund Revenue Budget. Figure 2 provides an overview of the FY2009 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of May 31, 2008 and 2009. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.
**Year-to-Date Comparison**

- **Baltimore County** – The FY2009 county appropriation increased $28.4 million, 4.6% over the FY2008 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is $556.8 million, 86.2% of the budget, as compared to $542.2 million, 87.8% of the budget for FY2008.

- **State of Maryland** – The FY2009 state appropriation increased $8.3 million, 1.6% over the FY2008 budget. The minimal increase in the budgeted revenue is a result of the state significantly restricting increases in funding. The majority of state funds are received bi-monthly in equal installments. As of May 2009, all of the state scheduled payments had been received. Additional funding in certain categories of state revenue will be accrued during the year-end closing and will be received during the next fiscal year.

- **Other Revenues** – The other revenue budget is comprised of re-appropriations of funds from the prior year’s fund balance, out-of-county living arrangement payments from other local education agencies, which are estimated to be $3.7 million and are generally collected at year-end, tuition and sundry revenues. The year-to-date revenue includes the re-appropriation of $3 million of the prior year’s fund balance, tuition and other revenues of approximately $4.7 million.
Total expenditures and encumbrances – Year-to-date expenditures and encumbrances through May 2009 are $1.076 billion, 91.7% obligated compared to $1.035 billion, 91.2% obligated, for the same period in FY2008. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 88.4% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., Instructional Salaries, Special Education, Student Personnel, Health Services, and Transportation) average 91.4% of budget and are in line considering the percent of the school year that has elapsed.

The increase of $20 million in budgeted salary expense is primarily attributable to annual step increases for all existing employees. Funding is also provided in salary expenses for Vincent Farm Elementary School and the Imagine Discovery Charter School. Positions previously funded by Third Party Billing Medicaid revenue (107.7 FTE) and the Pass-through grant (14 FTE) have been moved to the general fund.

The non-salary expenditures are budgeted for an overall increase of $17.1 million, or 4.1% over the prior year. The increases in these expenditures are in a number of categories throughout the budget, including $2.8 million in one-time Administration costs for the upgrade of the human resources computer system, an increase in Instructional Textbooks of $3.4 million, an increase in Transportation for expected increases in fuel costs, and an increase in Fixed Charges of $12 million due to cost increases in health insurance, workers’ compensation and FICA. These increases were partially offset by a decrease of $4.8 million in Operations for utility expenditures.
In April, proposed year-end budget appropriation transfers between various categories of activities was approved by the Board of Education and sent to the County Council for its approval. These proposed transfers were required in order to provide funding for costs incurred over those originally included in the Adopted Budget. These budget appropriation transfers were approved by the County Council at its June 1, 2009, meeting and will be reflected in the Board’s June financial reports.

![Graph showing % of Budget Obligated FY2008 and FY2009 as of May 31, 2009](image)

**Figure 3**

- **Administration and Mid-level administration** – The budget for non-salary administration expenditures increased $2.1 million or 19.6% over the prior fiscal year. This increase in budgeted expenditures is primarily attributed to the planned upgrade in the human resources computer system which was begun this year. Mid-level administration non-salary expenditures are budgeted for an increase due to the opening of Vincent Farm Elementary School and Imagine Discovery Charter School. A budget appropriation from other activities was approved by the County Council in June to account for charter school expenditures in mid-level administration.

- **Instructional salaries** – The budget for instructional salaries was increased by $3.8 million in FY2009 primarily to fund step increases. The budget increase also resulted from added instructional positions required to maintain small kindergarten class sizes and staff the new elementary school and the charter school, which opened in August 2008. The County Council approved a budget appropriation transfer for estimated turnover savings to be transferred to other activities as part of the year-end budget appropriation transfer.
• **Instructional textbooks and supplies** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was increased by 17.2%, or approximately $3.4 million for the system-wide purchase of textbooks. To date, $21.8 million, 93% of the FY2009 budgeted textbook funds has been committed; the remaining budget will be spent by year-end to purchase additional consumable classroom supplies, library books and other media. A year-end budget appropriation transfer into this activity was approved by the County Council in June to cover part of the cost to develop software for the virtual classroom at Chesapeake High School.

• **Other instructional costs** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. To date, $15.1 million, 84.5% of the FY2009 budgeted funds have been committed. In the prior year, $16.9 million, 95% had been committed. The decrease in expenditures over the prior year is the result of significant expenditures for computer network upgrades which were completed in FY2008. A year-end budget appropriation transfer into this activity was approved by the County Council in June to reflect budget reallocations by principals, fund additional information technology for schools, and account for charter school operations.

• **Special education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2009 salary budget includes funding for instructional positions previously funded through Special Revenue funds, step increases, and the cost of staff to support additional services. $35.5 million (88%) of the FY2009 special education non-salary budget is for private placement of children in non-public schools. To date, 99% of the projected expenditures for private placement, $32.8 million, have been committed, compared with 93% committed at May 2008. This is the result of an effort by the Special Education Department to better project annual costs and the issuance of purchase orders that anticipate most of FY09 requirements. A year-end budget appropriation transfer into this activity was approved by the County Council in June to provide funding for employees’ administrative leave and greater than anticipated costs for personal assistants.

• **Student personnel and Health services** – Year-to-date FY2009 expenditures for student personnel and health services are in line with the budget.

• **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased $2.4 million, which can be attributed primarily to additional expenditures for increased cost of fuel. A new fuel contract was finalized in December and the new fuel pricing should result in the total fuel costs being within the budgeted estimate for the year. As of May 2009, 98.6% of the non-salary budget had been committed as compared with 97.7% committed at this time in the prior year.
• **Operation of plant** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The non-salary expenditure budget for this category has decreased $4.3 million, 8.3% less than the prior year. This decrease is primarily attributable to a significant reduction anticipated in utility costs of $4.8 million. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $29 million. Utility costs are currently projected to exceed the budget by approximately $2.3 million and a budget appropriation transfer of funds from other activities was approved by the County Council in June to cover the additional expenditures. Other expenditures in this category include the cost of building rent, $4 million; property insurance, $1.3 million; trash removal, $1.3 million and other related expenditures. As of May 2009, 99.8% of the non-salary budget has been committed, compared with 90.8% as of May 2008.

• **Maintenance of plant and capital outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. Year-to-date non-salary expenditures and encumbrances are $15.3 million, 85.7% of the budgeted amount, as compared with $15.4 million, or 90.1% in the prior fiscal year. Capital Outlay non-salary expenditures are 92.6% expended at May 2009, as compared to 30.5% expended in May 2008. This percentage increase is attributable to a significant reduction in the budget over the prior year during which a supplemental appropriation was budgeted for additional costs of relocatable equipment needed for construction projects. A year-end budget appropriation transfer into Maintenance was approved by the County Council in June to fund charter school operations and unachieved turnover savings in this included in this activity.

• **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 68% and 23% of the fixed charges budget, respectively. The FY2009 budget includes an increase of $12 million resulting from increases in premiums for health insurance, workers compensation, FICA and costs related to new positions. A year-end budget appropriation transfer into this activity was approved by the County Council in June to fund the cost of health care and post retirement benefits.
## Comparison of FY 2008 and FY 2009 Revenues, Expenditures, and Encumbrances

### General Fund

#### FY 2008

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Total</th>
<th>Remaining</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget as of 05/31/08</td>
<td>Rev/Exp/Enc. as of 05/31/08</td>
<td>Budget as of 05/31/08</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>$617,722,410</td>
<td>$542,277,292</td>
<td>$75,445,118</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>506,997,547</td>
<td>490,342,419</td>
<td>16,655,128</td>
</tr>
<tr>
<td>Other</td>
<td>10,584,462</td>
<td>6,692,286</td>
<td>3,891,985</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$1,135,301,441</td>
<td>$1,039,311,997</td>
<td>$95,989,444</td>
</tr>
</tbody>
</table>

#### FY 2009

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Total</th>
<th>Remaining</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget as of 05/31/09</td>
<td>Rev/Exp/Enc. as of 05/31/09</td>
<td>Budget as of 05/31/09</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>$646,094,052</td>
<td>$566,849,308</td>
<td>$79,244,784</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>515,328,633</td>
<td>504,829,133</td>
<td>10,499,500</td>
</tr>
<tr>
<td>Other</td>
<td>10,993,000</td>
<td>7,724,532</td>
<td>3,268,468</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$1,172,415,725</td>
<td>$1,069,402,973</td>
<td>$103,012,752</td>
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</tbody>
</table>

#### Expenditures and Encumbrances

<table>
<thead>
<tr>
<th>Expenditures and Encumbrances</th>
<th>Total</th>
<th>Remaining</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration salary</td>
<td>$21,844,285</td>
<td>$19,249,644</td>
<td>$2,594,641</td>
</tr>
<tr>
<td>non-salary</td>
<td>10,824,465</td>
<td>9,382,090</td>
<td>1,442,375</td>
</tr>
<tr>
<td>subtotal</td>
<td>32,668,750</td>
<td>28,631,734</td>
<td>4,037,016</td>
</tr>
<tr>
<td>Mid-level Administration salary</td>
<td>68,669,700</td>
<td>63,547,112</td>
<td>5,122,588</td>
</tr>
<tr>
<td>non-salary</td>
<td>6,808,263</td>
<td>6,088,732</td>
<td>799,531</td>
</tr>
<tr>
<td>subtotal</td>
<td>75,567,963</td>
<td>69,635,843</td>
<td>5,932,120</td>
</tr>
<tr>
<td>Instruction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Salaries salary</td>
<td>429,121,308</td>
<td>395,964,777</td>
<td>33,156,531</td>
</tr>
<tr>
<td>non-salary</td>
<td>36,852,040</td>
<td>32,849,077</td>
<td>4,002,963</td>
</tr>
<tr>
<td>subtotal</td>
<td>466,973,348</td>
<td>428,813,854</td>
<td>38,160,494</td>
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<tr>
<td>Special Education salary</td>
<td>100,493,687</td>
<td>93,906,313</td>
<td>6,587,374</td>
</tr>
<tr>
<td>non-salary</td>
<td>38,656,859</td>
<td>36,989,614</td>
<td>6,667,245</td>
</tr>
<tr>
<td>subtotal</td>
<td>139,150,546</td>
<td>130,895,927</td>
<td>8,254,619</td>
</tr>
<tr>
<td>Student Personnel salary</td>
<td>6,351,880</td>
<td>5,880,433</td>
<td>471,447</td>
</tr>
<tr>
<td>non-salary</td>
<td>6,374,166</td>
<td>6,010,780</td>
<td>363,406</td>
</tr>
<tr>
<td>subtotal</td>
<td>12,726,046</td>
<td>11,891,213</td>
<td>834,833</td>
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<tr>
<td>Health Services salary</td>
<td>11,733,020</td>
<td>10,923,039</td>
<td>799,981</td>
</tr>
<tr>
<td>non-salary</td>
<td>356,199</td>
<td>287,271</td>
<td>68,928</td>
</tr>
<tr>
<td>subtotal</td>
<td>12,089,219</td>
<td>11,210,310</td>
<td>878,909</td>
</tr>
<tr>
<td>Student Transportation salary</td>
<td>28,584,825</td>
<td>26,149,466</td>
<td>2,435,359</td>
</tr>
<tr>
<td>non-salary</td>
<td>18,755,628</td>
<td>18,324,003</td>
<td>432,625</td>
</tr>
<tr>
<td>subtotal</td>
<td>47,340,453</td>
<td>44,473,469</td>
<td>2,866,984</td>
</tr>
<tr>
<td>Operation of Plant salary</td>
<td>37,822,008</td>
<td>32,124,255</td>
<td>5,697,753</td>
</tr>
<tr>
<td>non-salary</td>
<td>51,649,601</td>
<td>46,918,312</td>
<td>4,731,289</td>
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<tr>
<td>subtotal</td>
<td>89,471,609</td>
<td>79,042,567</td>
<td>10,429,042</td>
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<tr>
<td>Maintenance of Plant salary</td>
<td>11,745,239</td>
<td>9,545,296</td>
<td>2,199,943</td>
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<tr>
<td>non-salary</td>
<td>17,110,050</td>
<td>15,427,518</td>
<td>6,692,492</td>
</tr>
<tr>
<td>subtotal</td>
<td>28,864,289</td>
<td>24,972,814</td>
<td>3,891,475</td>
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<tr>
<td>Fixed Charges non-salary</td>
<td>232,785,046</td>
<td>205,516,527</td>
<td>27,268,529</td>
</tr>
<tr>
<td>Capital Outlay salary</td>
<td>2,719,761</td>
<td>2,363,291</td>
<td>356,470</td>
</tr>
<tr>
<td>non-salary</td>
<td>1,285,465</td>
<td>922,515</td>
<td>362,950</td>
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<tr>
<td>subtotal</td>
<td>4,005,226</td>
<td>4,585,806</td>
<td>580,580</td>
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<tr>
<td>Total Capital Outlay and Long Term Liabilities</td>
<td>719,073,713</td>
<td>659,653,626</td>
<td>59,422,087</td>
</tr>
<tr>
<td>Total Non-Salary</td>
<td>416,225,728</td>
<td>375,616,882</td>
<td>40,608,846</td>
</tr>
<tr>
<td>Total Expenditures and Encumbrances</td>
<td>$1,135,301,441</td>
<td>$1,039,311,997</td>
<td>$95,989,444</td>
</tr>
</tbody>
</table>
DATE: July 14, 2009

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: BOARD OF EDUCATION POLICIES SCHEDULED FOR REVIEW IN 2009-2010

PRESENTERS: Frances A. S. Harris, Chairperson

RESOURCE PERSONS: Margaret-Ann F. Howie, Esquire, General Counsel
Edward J. Novak, Esquire, Associate General Counsel

INFORMATION

In accordance with Superintendent’s Rule 8130, the list of policies scheduled for review in School Year 2009-2010 is attached.

*****

Attachment
In accordance with Superintendent's Rule 8130, the following policies were enacted, adopted, or reviewed after December 4, 2001 and are scheduled for review in School Year 2009-2010:

<table>
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<td>8350 P</td>
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<td>NEW</td>
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</table>
Baltimore County Public Schools

Date: July 14, 2009

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Policy Editing Conventions

Originator: Margaret-Ann Howie, Esquire, General Counsel

Resource Person(s): Edward J. Novak, Esquire, Associate General Counsel

Information

That the Board of Education is informed of the policy editing conventions.

* * * * *

Attachment
Introduction
The Board of Education’s Policy Review Committee has been charged with the task of directing and overseeing revision of the Board’s policies. A policy is a statement of the vision, goals, principles or position of the Board of Education to guide and direct the Superintendent and staff. Policies are promulgated by the Board of Education in accordance with Board of Education Policy 8130. In general, policies will answer the question: “What do we want the school system to do?”

In the 8000 Series, Internal Board Operations, policies are understood as tools to establish concrete approaches and mechanisms for self governance of the Board. The Committee’s primary task is to discuss policies as the governance documents for the school system. To this end and in order to ensure consistency in the style and format of the Board’s policies, the Committee hereby recommends that the following conventions be employed when policies are presented to the Committee and to the Board for adoption, re-adoption or amendment.

I. Policies shall contain numbered paragraphs, using standard outline format:

I. 
   A. 
      1. 
         a. 
            (1) 
   B. 
      1. 
         a. 

II. 
   A. 
      1. 
         a. 
            (1)
Policy Editing Conventions

II. Correct Use of Names
   A. In each policy, the Board shall be referenced as follows:
      1. First Use: “Board of Education of Baltimore County (Board)”
      2. Thereafter in Policy: “Board”
   B. School System
      1. First Use: “Baltimore County Public Schools (BCPS)”
      2. Thereafter in Policy: “BCPS”
   C. County Superintendent
      1. Correct: “Superintendent”
      2. Incorrect: Superintendent of Schools
      3. Incorrect: Superintendent or Designee

III. Editing
   A. All deletions shall be indicated by brackets [deleted language]
   B. All new language shall be indicated by ALL CAPITAL LETTERS
   C. All policies shall employ a standard font (Times New Roman)

IV. Proper Terminology
   A. In accordance with Board of Education Policy 8130(II)(F), the Board shall
      adopt policies during one of its public meetings. Upon adoption, the term
      “adopted” shall indicate the date when the Board’s action occurred.
      1. Once the Board has adopted a policy, it will indicate revision of such
         through the term “revised” and the date that such revision was
         approved.
      2. When the Board determines that no revisions are required, but
         wishes to indicate that a review has occurred, it will do so by
         employing the term “readopted” along with the date that such action
         occurred.

V. Review of these Conventions
   A. The Committee will review the aforementioned editing conventions on an
      annual basis to ensure their utility to the school system and to the Board.
   B. The editing conventions will be distributed to all Board members each new
      school year during the Board’s July meeting.

Approved: January 14, 2008 Policy Review Committee
Presented to Board: April 8, 2008
Reviewed and Revised by PRC: June 16, 2008
Presented to Board: July 8, 2008
COMMUNITY RELATIONS: ZONING INFORMATION

I. THE OFFICE OF STRATEGIC PLANNING IS RESPONSIBLE FOR COLLABORATING WITH REPRESENTATIVES FROM BALTIMORE COUNTY OFFICES TO REVIEW SCHOOL CAPACITIES, ENROLLMENT, PROJECTIONS, PUPIL YIELD FACTORS, LEGISLATION, PLANNING AND ZONING, AND OTHER DEVELOPMENT ISSUES THAT MAY HAVE AN IMPACT ON BALTIMORE COUNTY PUBLIC SCHOOLS.

RULE
ADOPTED: ____________

SUPERINTENDENT OF SCHOOLS
I. COMPLIANCE

A. A CHARTER SCHOOL ADVISORY COMMITTEE SHALL BE APPOINTED BY THE SUPERINTENDENT TO REVIEW PUBLIC CHARTER SCHOOL APPLICATIONS AND SUBMIT ITS FINDINGS TO THE SUPERINTENDENT FOR RECOMMENDATION TO, AND SUBSEQUENT CONSIDERATION BY, THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD).

B. THE CHARTER SCHOOL ADVISORY COMMITTEE SHALL ESTABLISH A PUBLIC CHARTER SCHOOL APPLICATION PROCESS, AS WELL AS, CRITERIA WITH WHICH TO CONSIDER PROPOSALS FOR A PUBLIC CHARTER SCHOOL INCLUDING, BUT NOT LIMITED TO, ELEMENTS RELATED TO STUDENT ACHIEVEMENT, ACADEMIC PROGRAMS, RESOURCES, AND FISCAL MANAGEMENT. EXECUTIVE SUMMARIES OF THE ADVISORY COMMITTEE ANALYSIS SHALL BE SUBMITTED TO THE SUPERINTENDENT AND/OR DESIGNEE FOR REVIEW, COMMENT, AND RECOMMENDATION TO THE BOARD. THE SUPERINTENDENT SHALL RECOMMEND APPROVAL OR DENIAL OF THE APPLICATION TO THE BOARD.

C. A CHARTER SCHOOL LIAISON SHALL BE APPOINTED BY THE SUPERINTENDENT TO SUPPORT THE AREA ASSISTANT SUPERINTENDENT AND THE CHARTER SCHOOL PRINCIPAL, AND TO FACILITATE COMMUNICATIONS BETWEEN THE CHARTER SCHOOL OPERATOR AND THE SCHOOL SYSTEM.

1. APPLICATION PROCESS

A public charter school is created in accordance with state law and regulations, and operates under the supervision of the Board of Education of Baltimore County in compliance with all appropriate board policies, the Blueprint for Progress, Realizing the Vision, and the Master Plan of the Baltimore County Public Schools.

a) Prospective Applicants
To initiate the application process, the application to establish a public charter school shall be submitted to the Board of Education by one or more of the following:

1. The staff of a public school
2. A parent or guardian of a student who attends a public school in the county
3. A non-sectarian nonprofit entity
4. A nonsectarian institution of higher education in the State or
5. Any combination of the above.

Under Maryland law, the Board of Education of Baltimore County shall not grant a charter to a private school, a parochial school, or a home school.

b) Application Procedures

An applicant to operate a public charter school shall be provided with the Manual of Procedures for Public Charter Schools in Baltimore County. Prior to submission of the application, the applicant(s) shall confer with designated staff regarding how the application components as cited in the manual shall be addressed. The applicant(s) shall be informed of the human, fiscal, and organizational capacity needed to fulfill the school’s responsibilities related to children with disabilities.

c) Application Timeline

1. A concept proposal, as described in the manual, must be submitted by January 1 of the year prior to the proposed starting date.

   If conceptual approval is granted, the completed application must be submitted by May 1 or the nearest business day thereafter of the year prior to the proposed starting date of the charter school.

2. The public charter school may begin operation at the beginning of the school year following the date the charter is granted, provided approval is granted no later than the last board meeting in August of the preceding school year.

d) Application Review

Upon submission of a completed Application for a Public Charter School as designated in the Manual of Procedures for Public Charter Schools in Baltimore County, the Superintendent’s designated staff shall review the application and submit findings and recommendations to the Superintendent for consideration by
the Board of Education. The Board of Education shall render a decision within 120 days of receipt of said application.

e) Application Approval

Upon the acceptance by the Board of Education of the Superintendent’s recommendation, a contract, Baltimore County Public Schools Charter Contract, shall be executed before the Board of Education and the parties who are applicants for the public charter school.

f) Application Appeal Process

If the Board of Education denies an application to establish a public charter school, the applicant may appeal the decision to the state board in accordance with the Annotated Code of Maryland, Education Article, § 4-205(c).

g) Restructured School

The application review process and decision making for a restructured school shall be implemented according to the procedures outlined in the Annotated Code of Maryland, Education Article, § 9-104(a)(4)(ii).

2. Student Admission

a) Students domiciled in Baltimore County will be eligible for admittance without tuition charge. Students not domiciled in Baltimore County must comply with Policy and Rule 5150, Students: Enrollment and Attendance, governing enrollment and tuition charges for nonresident students.

b) The public charter school shall not discriminate regarding admission of students and shall be in compliance with all federal and state anti-discrimination laws.

c) A public charter school chosen by parents/guardians for their children is open to all students on a space-available basis. A random selection process shall be used if the number of qualified applicants exceeds the predetermined student capacity in the public charter school.

d) Students with special education identification will adhere to the normal IEP process. Specific additional resources allocated to a student via the approved IEP will remain with the student going to the charter school.
3. Management of the Public Charter School

a) The charter application shall clearly define the governance structure that will be in place for the public charter school.

b) Except as expressly provided in the charter agreement, the public charter school shall adhere to the policies, rules, and procedures governing all other schools in Baltimore County.

c) Public charter school employees shall be observed and evaluated consistent with state law and procedures of the Baltimore County Public Schools.

d) Operational requirements related to curriculum and academic programming, resources, facilities, fiscal support, and reporting as contained in the Manual of Procedures for Public Charter Schools in Baltimore County must be included in the application and implemented once the contract is approved by the Board of Education of Baltimore County and once the public school is operational.

4. Reporting Requirements

The public charter school shall make an annual results report to the Board of Education addressing student achievement, fiscal accountability, and any other information pursuant to the Manual of Procedures for Public Charter Schools in Baltimore County.

Legal References: Annotated Code of Maryland, Education Article, §§9-101 to –110, 4-205(c)

Related Policy[ies]: Board of Education Policy 5150, Residents and Nonresidents

Superintendent of Schools

Rule

Adopted: 10/21/03

REVISED: ______
PERSONNEL: General

Drug-Free Workplace

I. [A. General Prohibitions] Purpose

A. Consistent with the Federal Drug-Free Workplace Act of 1988, [Board of Education policy prohibits] the unlawful manufacture, distribution, possession, or use of a controlled substance or alcohol in any quantity in the workplace OR AT ANY SCHOOL-SPONSORED EVENT IS PROHIBITED. [This rule implements the Board of Education’s policy to ensure that the highest standards of personal conduct and behavior are followed by all employees in the workplace.]

[As used in this rule, “workplace” consists of any Board of Education owned, controlled, or leased property, or the location where any work is performed on behalf of the Board of Education, e.g. field trips.] Violations of this rule [’s prohibitions on controlled dangerous substances] in the workplace OR AT ANY SCHOOL-SPONSORED EVENT will result in disciplinary action up to and including termination. Employees [engaged in prohibited conduct] WHO HAVE VIOLATED POLICY 4001 and who [have not been terminated] CONTINUE EMPLOYMENT WITH BCPS shall attend a prescribed [drug] SUBSTANCE abuse EDUCATION AND/OR treatment program, as determined appropriate by the [administration] SUBSTANCE ABUSE PROFESSIONAL, as a condition of returning to work or as a condition of continued employment. Failure to comply with the requirements of a prescribed [drug] SUBSTANCE abuse EDUCATION AND/OR treatment program OR A SECOND VIOLATION OF POLICY 4001 will [subject an employee to disciplinary action] RESULT IN A RECOMMENDATION FOR TERMINATION.

B. Employees have a duty to inform the Board of Education OF BALTIMORE COUNTY(BOARD) of any criminal drug statute conviction for a violation occurring in the workplace OR AT A SCHOOL-SPONSORED EVENT no later than five (5) BUSINESS days after such conviction.

C. The Superintendent [, by his] or designee shall provide a copy of this rule to [each] new [hire] EMPLOYEES of the Board of Education of Baltimore County. Adherence to [the dictates] this rule [are] is a condition of employment.
II. DEFINITIONS

A. BREATH ALCOHOL TECHNICIAN (BAT) MEANS AN INDIVIDUAL WHO INSTRUCTS AND ASSISTS INDIVIDUALS IN THE ALCOHOL TESTING PROCESS AND OPERATES AN EVIDENTIAL BREATH TESTING DEVICE (EBT) OR OTHER APPROVED ALCOHOL MEASUREMENT DEVICE.

B. DESIGNATED EMPLOYER REPRESENTATIVE (DER) IS THE PERSON(S) DESIGNATED BY THE BALTIMORE COUNTY PUBLIC SCHOOLS TO ANSWER QUESTIONS ABOUT THE REGULATIONS; TO EXCHANGE INFORMATION; AND, TO WHOM THE MEDICAL REVIEW OFFICER AND THE BREATH ALCOHOL TECHNICIAN REPORT A PASS/FAIL TEST RESULT. THE DER IS ALSO AUTHORIZED TO TAKE IMMEDIATE STEPS TO REMOVE EMPLOYEES FROM SAFETY SENSITIVE DUTIES, OR CAUSE EMPLOYEES TO BE REMOVED FROM THESE COVERED DUTIES.

C. MEDICAL REVIEW OFFICER IS A LICENSED PHYSICIAN RESPONSIBLE FOR RECEIVING LABORATORY RESULTS GENERATED BY THE BCPS DRUG TESTING PROGRAM, WHO HAS KNOWLEDGE OF SUBSTANCE ABUSE DISORDERS AND HAS APPROPRIATE MEDICAL TRAINING TO INTERPRET AND EVALUATE A DONOR’S CONFIRMED POSITIVE TEST RESULT WITH HIS/HER MEDICAL HISTORY AND ANY OTHER RELEVANT BIOMEDICAL INFORMATION.

D. WORKPLACE IS ANY BOARD OF EDUCATION OWNED, CONTROLLED, OR LEASED PROPERTY OR VEHICLE.

E. SCHOOL-SPONSORED EVENT IS ONE THAT IS PLANNED AND/OR CONTROLLED BY SCHOOL PERSONNEL REGARDLESS OF WHETHER IT TAKES PLACE ON OR OFF SCHOOL PROPERTY OR OCCURS DURING NORMAL SCHOOL HOURS.

F. TRAINED ADMINISTRATOR IS AN ADMINISTRATOR WHO HAS TAKEN AND PASSED THE ONLINE COURSE FOR REASONABLE SUSPICION PROVIDED BY THE OFFICE OF RISK MANAGEMENT.
G. VIOLATION IS: (1) A POSITIVE DRUG OR ALCOHOL TEST CONDUCTED BY AN APPROVED MEDICAL CENTER BY BALTIMORE COUNTY PUBLIC SCHOOLS AS A RESULT OF REASONABLE SUSPICION FOR DRUG AND/OR ALCOHOL USE OR (2) THE UNLAWFUL MANUFACTURE, DISTRIBUTION, POSSESSION OF A CONTROLLED SUBSTANCE OR ALCOHOL IN ANY QUANTITY IN THE WORKPLACE.

III. [B.] Drug and/or Alcohol Testing

A. [1.] Cause for Testing

1. Employees may be tested for drugs and/or alcohol when a[n] TRAINED administrator who has completed [in-service] training on REASONABLE SUSPICION [the detection of drug and alcohol use,] has [a reasonable suspicion of on the job or job-related drug and/or alcohol use or impairment] REASON TO BELIEVE THAT AN EMPLOYEE MAY BE UNDER THE INFLUENCE OF DRUGS OR ALCOHOL AT THE WORKPLACE OR AT A SCHOOL-SPONSORED EVENT.

2. Such reasonable suspicion may be, but will not be limited to, any of the following [criteria]:

   a. Physical evidence exists which indicates drug or alcohol use by an employee while on duty OR WHILE ATTENDING A SCHOOL-SPONSORED EVENT;

   b. [Reports] NOTIFICATION that [the] AN employee is using or is under the influence of drugs or alcohol [are] IS received;

   c. Observable behaviorS of [the] AN employee [is under the influence of drugs or alcohol] INDICATIVE OF DRUG OR ALCOHOL USE, [and] WHICH the employee cannot reasonably explain [such behavior];

   d. An on-duty accident BY AN EMPLOYEE resulting in personal injury or significant property damage [is caused by the employee,] and it is determined that drug or alcohol use by the employee may have contributed to the cause of the accident;

   e. A documented deterioration of the employee’s job performance is determined to be caused, in part or in whole.
3. **UPON DIRECTION FROM A TRAINED ADMINISTRATOR, [T]he employee shall [report] BE TRANSPORTED to a designated laboratory, certified by the Department of Health and Mental Hygiene, [to] FOR THE [administer] ADMINISTRATION OF drug and/OR alcohol [testing] TESTS [within two hours after being instructed to do so] IMMEDIATELY. Refusal to submit to drug AND/or alcohol testing after being [so instructed] DIRECTED [or failure to arrive at the designated laboratory within two hours.] will be considered an act of insubordination, subject to disciplinary action up to and including termination. FAILURE TO ADHERE TO ALL REQUIRED DRUG AND/OR ALCOHOL TESTING PROCEDURES WILL BE CONSIDERED INSUBORDINATION, SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION.


1. [Once] At the designated laboratory, the employee will be required to provide a urine sample. The employee’s urine sample will be tested for [amphetamines, cannabinoids, cocaine, opiates, phencyclidine, and any other] ANY illegal drug or controlled substance for which testing is possible. Results will be reported to the approved Medical Review Officer (MRO). [In the case of negative] IF THE test results ARE NEGATIVE, the MRO will report such results [both] to the DER FOR BCPS [the Board of Education of Baltimore County] and to the employee. IF THE RESULTS ARE NEGATIVE AND DILUTE, THE EMPLOYEE WILL BE SCHEDULED FOR ANOTHER DRUG TEST WITH THE PROVISION THAT THE COLLECTION OF THE URINE SAMPLE WILL BE UNDER “DIRECT OBSERVATION.”

2. IF THE TEST RESULTS ARE POSITIVE, a confirmation test will be performed [on all samples that screen positive]. In the case of confirmed positive tests, the MRO will contact the employee to determine whether the use of valid prescription or non-prescription drugs or substances [could explain the] IS THE CAUSE OF the positive [tests] RESULTS. If the MRO’s investigation reveals a valid reason for the POSITIVE test results, the MRO shall contact the laboratory, and the test results shall be reported as negative to the DER FOR BCPS [in the Board of Education of Baltimore County]. If the MRO’s investigation does not reveal a valid reason for the test
RULE 4001

results, the MRO shall report the test results as positive to the DER FOR BCPS [in the Board of Education].

C. Alcohol Testing Procedure

[Once] At the designated laboratory, the employee will be required to give a breath sample to a certified Breath Alcohol Technician (BAT). If the breath alcohol test records a level of 0.02 or above, it will be considered a positive test, and the employee will be required to remain at the laboratory for a second test within fifteen minutes. A second breath test result of 0.02 will result in the BAT or approved laboratory personnel reporting a positive test result to the DER FOR BCPS [the Board of Education of Baltimore County]. Refusal to submit to alcohol testing, or failure to remain for a second test after being instructed to do so by the BAT, will be reported to the DER FOR BCPS [Board of Education of Baltimore County] and considered an act of insubordination resulting in appropriate disciplinary action, up to and including termination.

D. Positive Test Results

1. ANY EMPLOYEE WHO HAS A POSITIVE DRUG OR ALCOHOL TEST WILL RECEIVE AN INITIAL LETTER DIRECTING THE EMPLOYEE TO CONTACT THE SUBSTANCE ABUSE PROFESSIONAL FOR THE EMPLOYEE ASSISTANCE PROGRAM TO SCHEDULE AN INITIAL MEETING WITHIN TEN (10) BUSINESS DAYS.

2. Any employee who has a positive drug or alcohol test result shall be entitled to a copy of the following INFORMATION [which shall be delivered to the employee in person, or by certified mail] within thirty days (30) from the date the test was performed. THE FOLLOWING INFORMATION SHALL BE DELIVERED TO THE EMPLOYEE IN PERSON BY AN ADMINISTRATOR OR BY CERTIFIED MAIL.

   a. A copy of the laboratory test indicating the results.
   b. A copy of [this] SUPERINTENDENT’S Rule 4001.
   c. Written notice of any disciplinary action.
   d. A copy of Section 17-214(d) of the Health General Article of the Annotated Code of Maryland (which permits the
e. NOTIFICATION THAT THE EMPLOYEE WILL BE UNPAID UNTIL THE INITIAL EVALUATION BY THE EMPLOYEE ASSISTANCE COUNSELOR AND WILL BE Terminated IF CONTACT HAS NOT BEEN MADE WITH THE SUBSTANCE ABUSE PROFESSIONAL WITHIN TEN (10) BUSINESS DAYS FROM THE DATE OF THE LETTER.

3. Employees are advised that the Superintendent OR DESIGNEE retains the right to seek and impose any discipline [which s/he, or his/her designee, determines to be appropriate], including, but not limited to, the suspension or termination of non-certificated employees or the recommendation to the Board of Education of Baltimore County that certificated employees be suspended or terminated.

4. UPON NOTIFICATION OF POSITIVE TEST RESULTS FOR A TEMPORARY AT-WILL EMPLOYEE, THE OFFICE OF TEMPORARY SERVICES WILL BE NOTIFIED AND THE EMPLOYEE’S SERVICES WILL BE TERMINATED. THE EMPLOYEE WILL NOT BE ELIGIBLE FOR FUTURE EMPLOYMENT BY BCPS.

E. Employee’s Right to Verify Positive Drug Test

1. Under Section 17-214 of the Health General Article of the Annotated Code of Maryland, an employee who is required to submit to drug testing under this rule has the right to obtain independent testing of the same urine sample for verification of the test results at the employee’s request at an approved laboratory. If an employee elects to obtain independent verification of a positive test result, any permanent disciplinary action, e.g., termination, but not suspension with pay, will NOT be taken [stayed] pending receipt of the independent test results.

F. Confidentiality

1. [The Board of Education of Baltimore County and the Superintendent will take steps to assure the confidentiality of] ALL ATTEMPTS WILL BE MADE TO MAINTAIN THE
RULE 4001

CONFIDENTIALITY OF medical information concerning the employee that is revealed during the testing procedures, subsequent investigation, or any related disciplinary procedure. [However,] The Superintendent OR DESIGNEE reserves the right to use any drug OR ALCOHOL test results, records, or documents that demonstrate the employee’s failure to adhere to this rule.

G. Bus Drivers and OTHER COMMERCIAL DRIVERS LICENSE HOLDERS [CDL License]

1. The provisions of this rule with respect to drug and alcohol testing procedures are [in] applicable to [any] ALL employees. THIS RULE SHALL NOT SUPERSEDE THE REQUIREMENTS FOR EMPLOYEES who [is] ARE subject to other FEDERAL AND STATE REGULATIONS or school system rules concerning the drug and alcohol testing of bus drivers and person who hold a Commercial Driver’s License (CDL).

H. [C.] Drug /Alcohol Assistance and Awareness Services

1. [The Board of Education] BCPS supports the concept of making all employees aware of the harmful effects and legal consequences of drug and/or alcohol use. Employees who may have a drug or alcohol problem are strongly encouraged to seek assistance through the [wellness program or the] Employee Assistance Program.

I. Reservation of Rights

1. [The purpose of this rule is to familiarize the employees of the Board of Education of Baltimore County with the school system’s prohibitions and rules concerning the Board’s Drug-Free Workplace and Drug and Alcohol Testing.] This rule is not intended to, and shall not, constitute a waiver of any rights possessed by the Board [of Education] or the Superintendent [of Schools] derived from any source whatsoever. [Nothing in t]This rule shall not be construed as limiting the Board’S [of Education of Baltimore County’s] or the SUPERINTENDENT’S [OF SCHOOLS] OR DESIGNEE’S right to take disciplinary action, up to and including suspension or termination, for any involvement with drugs and/or alcohol not specifically addressed in this rule.
Legal References:  *Annotated Code of Maryland, Health General Article, § 17-214*
Drug-Free Workplace Act of 1988, 41 U.S.C. Section 701

Rule
Approved:  6/27/95
Revised:   1/27/98
REVISED:  ____

Superintendent of Schools
STUDENTS: BULLYING, HARASSMENT, OR INTIMIDATION

I. DEFINITIONS

A. BULLYING

1. A PERSON IS BULLIED WHEN HE/SHE IS EXPOSED TO INTENTIONAL NEGATIVE ACTIONS ON THE PART OF ONE OR MORE STUDENTS, AND WHOSE ABILITY TO PARTICIPATE IN OR BENEFIT FROM THE SCHOOL’S EDUCATIONAL PROGRAMS OR ACTIVITIES IS ADVERSELY AFFECTED. BULLYING OFTEN OCCURS REPEATEDLY AND OVER TIME.

B. HARASSMENT

1. A PERSON IS HARASSED WHEN HE/SHE PERCEIVES OR ACTUALLY EXPERIENCES DISCOMFORT WITH IDENTITY ISSUES IN REGARD TO RACE, COLOR, NATIONAL ORIGIN, GENDER, DISABILITY, SEXUAL ORIENTATION, RELIGION, OR OTHER IDENTIFYING CHARACTERISTICS, AND WHOSE ABILITY TO PARTICIPATE IN OR BENEFIT FROM THE SCHOOL’S EDUCATIONAL PROGRAMS OR ACTIVITIES IS ADVERSELY AFFECTED.

C. INTIMIDATION

1. A PERSON IS INTIMIDATED WHEN HE/SHE IS SUBJECTED TO INTENTIONAL ACTION THAT SERIOUSLY THREATENS AND INDUCES A SENSE OF FEAR AND/OR INFERIORITY, AND WHOSE ABILITY TO PARTICIPATE IN OR BENEFIT FROM THE SCHOOL’S EDUCATIONAL PROGRAMS OR ACTIVITIES IS ADVERSELY AFFECTED.

D. ELECTRONIC COMMUNICATION

1. A COMMUNICATION TRANSMITTED BY MEANS OF AN ELECTRONIC DEVICE, INCLUDING A TELEPHONE, CELLULAR PHONE, COMPUTER, OR PAGER.
E. RETALIATION

1. AN ACT OF REPRISAL OR GETTING BACK AT A PERSON FOR AN ACT HE/SHE HAS COMMITTED.

II. TYPES OF BULLYING

A. DIRECT BULLYING, HARASSMENT, OR INTIMIDATION

1. BEHAVIORS SUCH AS, BUT NOT LIMITED TO, PHYSICAL (HITTING, KICKING), VERBAL (NAME CALLING, TEASING), NON-VERBAL (REJECTING, DEFAMING, TERRORIZING), AND SEXUAL (VOYEURISM, ASSAULT).

B. INDIRECT BULLYING, HARASSMENT, OR INTIMIDATION

1. BEHAVIORS SUCH AS, BUT NOT LIMITED TO, PHYSICAL (GETTING ANOTHER PERSON TO ASSAULT SOMEONE), VERBAL (SPREADING RUMORS, GOSSIP), AND NON-VERBAL (DELIBERATE EXCLUSION FROM A GROUP).

C. CYBER BULLYING

1. HARASSING, HUMILIATING, INTIMIDATING, OR THREATENING OTHERS ON THE INTERNET OR VIA CELLULAR PHONES OR OTHER TECHNOLOGY AVAILABLE TO YOUTH (E.G., E-MAILS, TEXT MESSAGING, WEB PAGES, INSTANT MESSAGING, AND OTHER ELECTRONICALLY COMMUNICATED MESSAGES).

III. PROCEDURES FOR TRAINING

A. THE DEPARTMENT OF STUDENT SUPPORT SERVICES WILL PROVIDE ANNUAL TRAINING ON BULLYING, HARASSMENT, OR INTIMIDATION FOR SCHOOL STAFF.

B. THE DEPARTMENT OF STUDENT SUPPORT SERVICES WILL OFFER TRAINING THROUGHOUT THE YEAR ON BULLYING, HARASSMENT, OR INTIMIDATION REDUCTION STRATEGIES.
C. THE DEPARTMENT OF STUDENT SUPPORT SERVICES WILL PROVIDE THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE TRAINING ON USING THE INTRANET ON REPORTING AND INVESTIGATING.

IV. PROCEDURES FOR REPORTING BY SCHOOLS

A. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL MAKE THE STATE VICTIM REPORTING FORM, BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM, AVAILABLE IN ALL SCHOOLS, NOTIFYING STUDENTS, SCHOOL STAFF, AND PARENTS/GUARDIANS OF ITS AVAILABILITY AT THE SCHOOL.

B. THE DEPARTMENT OF STUDENT SUPPORT SERVICES WILL MAKE THE STATE VICTIM REPORTING FORM, BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM, AVAILABLE ELECTRONICALLY FROM THE BALTIMORE COUNTY PUBLIC SCHOOLS’ (BCPS) WEB SITE.

C. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL INCLUDE THE STATE VICTIM REPORTING FORM, BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM, IN THE BEGINNING OF THE YEAR SCHOOL PACKETS FOR STUDENTS AND THEIR PARENTS/GUARDIANS.

D. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL DISCUSS THE STATE VICTIM REPORT FORM WITH STUDENTS AS PART OF THE STUDENT HANDBOOK PRESENTATION.

E. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL PROVIDE A SECURE LOCATION WHERE A STUDENT MAY SUBMIT A COMPLETED BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM IF THE STUDENT FEELS UNCOMFORTABLE SUBMITTING THE REPORTING FORM IN PERSON.

V. PROCEDURES FOR INVESTIGATING

A. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL INVESTIGATE ALL VICTIM REPORTS FILED BY THE STUDENTS, PARENTS/GUARDIANS, CLOSE RELATIVES, OR SCHOOL STAFF AND COMPLETE THE ENTRY OF THE VICTIM REPORT AND THE
RULE 5580

INVESTIGATION REPORT LOCATED ON THE INTRANET WITHIN FOURTEEN (14) SCHOOL DAYS AFTER RECEIPT OF A REPORTING FORM.

B. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL NOTIFY PARENTS/GUARDIANS IN WRITING OF THE VICTIM(S) AND OFFENDER(S) INVOLVED IN THE INCIDENT, AS APPROPRIATE. SEE LETTERS IN PS 125, REPORT AND COMPLAINT PROCEDURES: SEXUAL DISCRIMINATION AND/OR HARASSMENT, DISCRIMINATION AND/OR HARASSMENT BASED ON RACE, NATIONAL ORIGIN, DISABILITY, AND/OR RELIGION.

C. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL NOTIFY PARENTS/GUARDIANS IN WRITING THE RESOLUTION OF THE CASE IN COMPLIANCE WITH PS 125, REPORT AND COMPLAINT PROCEDURES: SEXUAL DISCRIMINATION AND/OR HARASSMENT, DISCRIMINATION AND/OR HARASSMENT BASED ON RACE, NATIONAL ORIGIN, DISABILITY, AND/OR RELIGION.

D. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE WILL APPLY CONSEQUENCES AND/OR REMEDIAL ACTIONS AS DEEMED APPROPRIATE.

VI. PREVENTION, CONSEQUENCES, AND REMEDIAL ACTIONS

A. PREVENTION AND INTERVENTION SUPPORT AND RESOURCES THAT ADDRESS BULLYING, HARASSMENT, OR INTIMIDATION ARE OUTLINED IN BOARD OF EDUCATION POLICY AND SUPERINTENDENT’S RULE 5510.

B. CONSEQUENCES AND REMEDIAL ACTIONS FOR PERSONS COMMITTING ACTS OF BULLYING, HARASSMENT, OR INTIMIDATION, FOR PERSONS ENGAGED IN REPRISAL OR RETALIATION, AND FOR PERSONS FOUND TO HAVE MADE FALSE ACCUSATIONS SHOULD BE CONSISTENTLY AND FAIRLY APPLIED AFTER APPROPRIATE INVESTIGATION HAS DETERMINED THAT SUCH AN OFFENSE HAS OCCURRED.

C. BULLYING, HARASSMENT, OR INTIMIDATION OF ANY PERSON ON SCHOOL PROPERTY, OR ON A SCHOOL BUS, OR AT A SCHOOL-SPONSORED ACTIVITY, OR BY THE USE OF
RULE 5580

ELECTRONIC TECHNOLOGY AT A PUBLIC SCHOOL WILL RESULT IN CONSEQUENCES CONSISTENT WITH POLICY 5550.

RELATED POLICIES:  
- BOARD OF EDUCATION POLICY 5510, POSITIVE BEHAVIOR
- BOARD OF EDUCATION POLICY 5550, DISRUPTIVE BEHAVIOR

LEGAL REFERENCE:  
- ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-424.1

RULE  
ADOPTED: ________  SUPERINTENDENT OF SCHOOLS