I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for February 22, 2011

IV. MINUTES

Consideration of the Open and Closed Minutes of January 25, 2011

Exhibit A

V. WORK SESSION REPORTS

A. Report on the following Board of Education Policies (first reading): (Mr. Coleman)

- Proposed Deletion of Policy 2305 – ADMINISTRATION: Administrative Operations-School-Based Management
  Exhibit B

- Proposed New Policy 3128 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Board-Owned Vehicles
  Exhibit C

- Proposed New Policy 3170 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Quality Management System
  Exhibit D

- Proposed Deletion of Policy 3630 – NON-INSTRUCTIONAL SERVICES: Fees, Gifts, and Property Disposition-Disposal of Real Property
  Exhibit E

- Proposed Deletion of Policy 4112 – PERSONNEL: Professional-Permanent: Employment
  Exhibit F

- Proposed Deletion of Policy 4112.1 – PERSONNEL: Professional-Temporary: Employment
  Exhibit G

- Proposed Deletion of Policy 4112.2 – PERSONNEL: Professional-Temporary: Employment (Principals)
  Exhibit H

- Proposed Deletion of Policy 4146 – PERSONNEL: Professional-Insurance
  Exhibit I
V. WORK SESSION REPORTS (cont)

- Proposed Changes to Policy 5100 – STUDENTS: Enrollment and Attendance
  Enrollment and Attendance

- Proposed Changes to Policy 5440 – STUDENTS: Services to Students-Child Abuse and Neglect

- Proposed New Policy 7260 – NEW CONSTRUCTION: Designing-School Marquee Signs

B. Update on the Education Foundation (Mr. Uhlfelder)

C. Report on Prekindergarten Programs (Ms. Karwacki)

D. Report on College and Workforce Readiness (Dr. Plunkett)

VI. INFORMATION

A. Financial Report for months ending December 31, 2009 and 2010 (Exhibit O)

VII. ANNOUNCEMENTS

Next Board Meeting Tuesday, March 8, 2011
7:00 PM Greenwood
The Board of Education of Baltimore County met in open session at 4:05 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, was present.

The Board entertained oral argument. The matter was heard in closed session.

In addition to the above listed Board members, the following persons were present for oral argument: the Appellant; Thomas Hood, Esquire; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Ms. Michele O. Prumo, Chief of Staff; Margaret-Ann F. Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Legal Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

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

Board members deliberated on the case without staff present.

The deliberation was concluded at 5:04 p.m.

On motion of Mr. Uhlfelder, seconded by Mr. Schmidt, the Board adjourned at 5:04 p.m.

OPEN SESSION

The Board of Education of Baltimore County met in open session at 5:32 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, was present.

Mr. Hines reminded Board members of community functions and Board of Education events scheduled in January and February 2011.

Mr. Janssen will represent the Board at the annual Maryland Association of Boards of Education (MABE) dinner with the Maryland State Board of Education on Tuesday, February 22, 2011.
Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(7), and upon motion of Ms. Johnson, seconded by Mr. Schmidt, the Board commenced its closed session at 5:36 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:36 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: Ms. Michele Prumo, Chief of Staff; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Ms. Karen Blannard, Assistant Superintendent, Elementary Schools; Ms. Patricia Lawton, Assistant Superintendent, Elementary Schools; Ms. Verletta White, Assistant Superintendent, Elementary Schools; Dr. Manuel Rodriguez, Assistant Superintendent, Middle Schools; Ms. Barbara Walker, Assistant Superintendent, High Schools; Dr. Roger Plunkett, Assistant Superintendent, Accountability and Supervision; Ms. Phyllis T. Reese, Chief Communications Officer; Dr. Alpheus Arrington, Director of Human Resources; J. Stephen Cowles, Esquire, Associate, General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Mr. Nussbaum provided legal advice on a Superintendent’s Rule regarding public use of school facilities.

Student Representative, Mr. Rohan Goswami, entered the room at 5:37 p.m.

On motion of Ms. O’Hare, seconded by Mr. Coleman, the Board adjourned its closed session at 6:06 p.m.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 6:38 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Lawrence E. Schmidt, Esquire, Mr. David Uhlfelder, and Mr. Rohan Goswami. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the media were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Ms. Marilyn Ryan, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.
Hearing no additions or corrections to the Open and Closed Minutes of December 21, 2010, Mr. Hines declared the minutes approved as presented on the Web site.

Mr. Hines informed the audience of the sessions in which Board members had participated earlier in the afternoon.

## WORK SESSION REPORTS

The Board received the following reports:

A. **Update on the Transition Team Report and the Report on Results** – Dr. Hairston shared with Board members the significance of the Transition Team report, generated in July 2000, which assessed the strengthens and weaknesses of the school system. Baltimore County Public Schools (BCPS) is addressing a changing population, demographic trends and inversion, and a seismic shift.

Dr. Thomas Rhoades, Executive Director of Research, Accountability, and Assessment, showed how this report links to the *Blueprint for Progress*. Dr. Rhoades highlighted BCPS successes as follows:

- Maryland State Assessment (MSA) and High School Assessments (HSA) Gains
  - Curriculum: research-based strategies
  - Intervention and acceleration
  - High-quality professional development
  - Collaboration and co-teaching
  - Short-cycle and benchmark assessments
  - Gaps among most groups narrowing over time

Ms. Mandi Dietrich, Director of School Improvement/Special Projects, reviewed the monitoring system and information resources utilized in the school system. She stated that the benchmark assessments, piloted in 2006 with full implementation in 2008-2009, in all four core content areas spands Grades 3 through 10. Ms. Dietrich reviewed the school system’s benchmark results for the following content areas and subgroups for the first quarter of 2010-2011:

- English/Language Arts (student groups performing at or above system average in Grades 3 through 10):
  - Gifted and Talented (G/T)
  - Female
  - White
  - Asian
WORK SESSION REPORTS

- Science (student groups performing at or above system average in Grades 6, 8, and Biology)
  - Gifted and Talented (G/T)
  - Asian
  - American Indian/Alaskan Native
- Social Studies (student groups performing at or above system average in Grades 4, 5 and Government)
  - Gifted and Talented (G/T)
  - Asian
  - American Indian/Alaskan Native

Ms. Maralee Clark, Principal of Woodholme Elementary School (Woodholme), shared with Board members the assessTrax application noting that benchmarks are an essential tool to help guide daily instruction. Benchmarks are given at Woodholme Elementary in MSA simulated conditions. Benchmarks are used for: grouping and regrouping students; target students that need additional interventions; and to review subgroups and demographic information.

Mr. John Maple, teacher at Woodholme Elementary School, reviewed with Board members the objectives of assessTrax through a teacher’s perspective.

Dr. Rhoades noted that the information shared with Board members this evening will be required in Race to the Top (RTTT).

Mr. Hines asked how the school system gets the information to the parents. Ms. Clark responded that Woodholme Elementary has hands-on parent workshops to help parents understand the program and their child’s scoring.

Mr. Uhlfelder asked whether BCPS anticipates any changes relative to RTTT. Dr. Rhoades stated that BCPS has a longitudinal data system that meets the requirements of RTTT, and BCPS has an extensive monitoring system that tracks every student that leaves the school system.

Mr. Goswami asked whether students could be pre-tested at the beginning of the school year and then test-out by taking short-cycle and benchmark assessments during the year. Ms. Dietrich stated that the number of assessments has changed dramatically. Benchmark assessments are given on grade-level; however, short-cycle assessments could be differentiated. Short-cycle assessments are required to be administered in any school that is in improvement as required by the Maryland State Department of Education (MSDE) and No Child Left Behind Act.
WORK SESSION REPORTS

Ms. O’Hare asked whether there are best practices at Woodholme that could be shared throughout the county. Dr. Hairston stated that the key factors are beliefs and values. Ms. Clark has surrounded herself with a staff that has the same beliefs and expectations for students as she does.

Ms. Johnson asked how Woodholme begins to make the decision to promote a child to the next grade level or to hold the student back. Ms. Clark stated that Woodholme has interventions to ensure that students are not held back a grade level. There are before- and after-school programs and groups that would include a student receive every intervention possible to succeed.

Ms. Johnson noted that, while the percentage of African Americans taking Algebra I in middle school increased each year from 2006-2010, the percentage is low compared to other subgroups. Ms. Johnson asked what BCPS has incorporated into the curriculum to ensure that students at the elementary level are prepared for middle school. Ms. Patricia Baltzley, Acting Executive Director of Science, Technology, Engineering, and Mathematics, responded that the school system is preparing all students to take Algebra I in Grade 8 but no later than Grade 9. Algebraic foundations are in place at the elementary level, and Algebraic Thinking has been implemented in middle schools for students to pass the HSA. BCPS is preparing students to have foundational skills for Algebra I so that when they take the HSA they are successful on the first attempt.

Mr. Coleman asked what methods are being used to see that all schools are successful as Woodholme. Ms. Verletta White, Assistant Superintendent of Elementary Zone 3, responded that expectations and standards for all schools are outlined in the Blueprint for Progress, noting that it is all about teaching and learning. Mr. Coleman asked what determines the graduation drop-out rate. Dr. Rhoades responded that the graduation drop-out rate is defined by MSDE and, as part of the RTTT, the graduation rate will change looking at 9th graders and progressing forward.

Ms. O’Hare asked what data is available in assessTrax. Ms. Clark responded that the voluntary state curriculum; topics; indicators; and objectives are available in assessTrax.

Mr. Schmidt commented that the number of students in the gifted and talented program has increased over the last five years. Ms. Sonja Karwacki, Executive Director of Special Programs PreK-12, stated that the system wants the G/T program to increase in a ratio comparable to the students’ ability to perform in the classroom.
WORK SESSION REPORTS (cont)

B. **Report/Discussion on the Proposed FY2012 Operating Budget** – Ms. Barbara Burnopp, Chief Financial Officer, reviewed the operating budget process and timeline with Board members.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Superintendent’s Presentation to the Board</td>
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<td>January 18</td>
<td>Board Public Hearing</td>
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<td>January 25</td>
<td>Board Work Session</td>
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<tr>
<td>February 8</td>
<td>Board Adopts Budget</td>
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<tr>
<td>March 1</td>
<td>Board Proposed Budget Book goes to County Executive</td>
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<tr>
<td>By April 15</td>
<td>County Executive Presents Budget to County Council</td>
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<tr>
<td>By May 31</td>
<td>County Council Adopts Budget</td>
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<tr>
<td>July 1</td>
<td>BCPS Implements FY 2012 Budget</td>
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Ms. Burnopp explained the design and structure of the work session book. She noted that the percentage above maintenance of effort (MOE) is 0.3%. The budget is made up of 55.3% from the county and 43.2% from the state. The proposed budget totals $1,217,357,451.

Ms. Burnopp reviewed all categories of the budget and its correlation with curriculum and instruction. Negotiated agreements with the collective bargaining units states that there will be no furloughs, no layoffs, funded salary increments, and funded benefits. She noted that the proposed budget changes include:

- Reducing selected office and school supplies and equipment by 5%.
- Adjusting pupil ratios
  - Kindergarten through Grade 2 will remain the same at 21.9
  - Grades 3 through 5 increase from 23.9 to 24.9
  - Middle school will increase from 18.7 to 19.7
  - High schools less than 1,000 students will increase from 18.7 to 19.7
  - High schools with more than 1,000 students will increase from 18.7 to 20.7.
  - Restructured schools are excluded

Ms. Burnopp stated that there is an increase in the budget for 193.6 positions, which were once funded by the American Recovery and Reinvestment Act of 2009 (ARRA). Additional custodians have been added to the budget because of West Towson Elementary School.
WORK SESSION REPORTS (cont)

Dr. Hairston stated that redirecting positions to curriculum and instruction provides a closer oversight of the Department of Curriculum and Instruction.

Mr. Schmidt stated that he was surprised that the Board did not receive more public comment at the hearing. He noted that the majority of the comments received were for funding of the Infants and Toddlers Program and addressing Stoneleigh Elementary School improvements, which are part of the capital budget. Mr. Schmidt inquired about the tracking of textbooks. Ms. Burnopp responded that once the budget is approved, on-going services have been and will continue to be approved by the Board. Textbooks over $25,000 will come to the Board for approval. Ms. Burnopp stated that, as part of the budget process, there is a redirect process. Every office head is charged with looking at redirecting its resources to solve budget issues.

Ms. Johnson expressed concern that the College Access Program is being discontinued. Ms. Burnopp stated that this program was offered at two schools, Dundalk High and Woodlawn High schools, and that regular counseling would continue at those schools where the program ends. Ms. Johnson asked whether there was a way to keep this program by substituting other funds such as furniture replacement. Dr. Roger Plunkett, Assistant Superintendent of Accountability and Supervision, stated that Dr. Lisa Williams will work directly with Dundalk and Woodlawn High schools and its counselors to address the needs of the students. Dr. Hairston stated that BCPS has augmented three-fold for what we are taking away with College Access.

Mr. Bowler asked whether it would be difficult for non-Title I schools because there is no federal money to fall back on. Ms. Burnopp stated that Title I funding is not a direct replacement for a school’s office budget; it is for specific programs. The impact on all schools for general supplies and equipment is consistent. Mr. Bowler stated that he does not see any sacrifices in central office and asked whether any cuts were considered. Ms. Burnopp responded that BCPS has a lean administration budget. She stated that a review of MSDE comparisons and surveys indicates that BCPS does not have a higher administration than other school systems.
WORK SESSION REPORTS (cont)

She noted that the only individuals that can go back into the classroom are those individuals certified to teach which not the majority of the administration positions are. Dr. Hairston stated that BCPS does not have the luxury of padding the budget. Ms. Burnopp stated that the county will look at every object in every detail of the budget.

Mr. Schmidt asked for specifics regarding evaluating central administration. Ms. Burnopp responded that ongoing evaluations include: a MGT study looking specifically at administration costs and reducing positions; participation in the legislative audits where ratios are provided to determine best practices in business services; a MSDE MGT study that is reviewed by BCPS periodically; surveys; and reclassification studies.

Mr. Bowler asked whether the school system took into account TABCO’s recommendations. Ms. Burnopp responded that some of the TABCO’s concerns were answered at the beginning of the work session and some of its recommendations have been completed.

INFORMATION

The Board received the following as information:

A. Financial Report for months ending November 30, 2009 and 2010

ANNOUNCEMENTS

Mr. Hines made the following announcements:

- The Southeast Area Education Advisory Council will hold its next meeting on Monday, February 7, 2011, at Eastwood Elementary School beginning at 7:00 p.m.

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, February 8, 2011, at Greenwood. The meeting will begin with an open session at approximately 5:15 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.
Mr. Hines informed the public that the Board would receive a Report on the Use of School Facilities at its February 8, 2011, Board meeting.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 8:42 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

/bls
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 2305, SCHOOL-BASED MANAGEMENT

ORIGINATOR: Michele Prumo, Chief of Staff

RESOURCE PERSON(S): John Quinn, Executive Director, Science, Technology, Engineering, and Mathematics (STEM)

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 2305, School-Based Management. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 2305
**Policy Analysis for**

**Board of Education Policy 2305**

*School-Based Management*

**Statement of Issues or Questions Addressed**
Board of Education Policy 2305 has not been reviewed since its adoption in 1993. Policy 2305 defines what school-based management is and how the Board of Education, Superintendent, central office staff, and principals operate. Staff believes that a description of a management process is not needed in policy. The roles of the Board of Education, Superintendent, central office staff, and principals are defined in other Board policies or in established job descriptions. Therefore, staff is recommending that this policy be deleted.

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

**Relationship to Other Board of Education Policies**
2. Board of Education Policy 2111, *Superintendent of Schools*
4. Board of Education Policy 4213, *Job Descriptions*

**Legal Requirements**
None

**Similar Policies Adopted by Other Local School Systems**
Similar policies could not be found in a search of other schools systems’ Web sites. School systems do have policies on the roles of the Board of Education and the Superintendent with job descriptions for other staff members.

**Draft of Proposed Policy**
Attached

**Other Alternatives Considered by Staff**
No other alternative was considered.

**Timeline**
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
School-Based Management

School-based management is a process whereby most educational decisions are made by personnel at the school site. Its purpose is to empower school staffs by providing, within parameters, authority, flexibility, and resources to meet the educational needs of each child.

Role of the Board of Education:

The Board shall operate the school system through its policies and act upon recommended rules, regulations, and procedures of the superintendent of schools for the conduct and management of the schools.

Role of the Superintendent:

The superintendent shall be responsible for the implementation of all laws, state regulations, and local board policies.

Role of the Central Office Personnel:

Central office personnel shall support each school by providing guidelines, procedures, services, and resources pertaining to instruction, human resources, budget, facilities, transportation, food services, and technical expertise.

Role of the Principal:

Principals shall have the authority to make decisions which meet the educational needs of children within the parameters of governmental regulations and Board of Education policies. When making decisions, principals will involve parents and staff members as appropriate. The scope of these decisions shall include but not be limited to physical facilities, staffing, staff development, strategic and tactical planning, public relations, budget, schedules, reporting student progress, instruction, and extracurricular activities.
POLICY 2305

The principal shall:

· Recognize and observe Board of Education policy, administrative rules, and master agreements

· Abide by county, state, and federal laws and regulations

· Operate within budget limits

· Ensure that decisions will impact only the local school

· Involve parents, staff members, students, and the members of the community as appropriate.
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED NEW BOARD OF EDUCATION POLICY 3128, BOARD-OWNED VEHICLES

ORIGINATOR: Margaret-Ann F. Howie, Esq.

RESOURCE PERSON(S): Michele O. Prumo, Chief of Staff

RECOMMENDATION

That the Board of Education reviews the proposed new Policy 3128, Board-Owned Vehicles. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 3128
Statement of Issues or Questions Addressed
A new policy has been developed at the request of the Policy Review Committee to establish procedures and operating guidelines for the assignment and use of Board-owned vehicles, including the requirement that all employees who are assigned take-home vehicles must participate in driver training.

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
1. Board of Education Policy 4001, Drug-Free Workplace

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy EI, Anne Arundel County Public Schools Owned and Operated Vehicle Use
2. Carroll County Board of Education, Policy EEBA, Staff Vehicles
3. Dorchester County Board of Education, Policy 750.1, Vehicle Use Policy
4. Frederick County Board of Education, Policy 200-16, Operation of Frederick County Public Schools (FCPS) Owned Vehicles
5. Prince George’s County Board of Education, Policy 3545, Use of Board of Education Vehicles
6. Washington County Board of Education, Policy EEBA, Use of Board of Education Owned Vehicles (Other than School Buses)
7. Worcester County Board of Education, Policy V-D-A, Transportation other than by School Bus

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
POLICY 3128

NON-INSTRUCTIONAL SERVICES: NON-INSTRUCTIONAL SERVICES

BOARD-OWNED VEHICLES

I. POLICY STATEMENT

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THAT CERTAIN EMPLOYEES, AS A REQUIREMENT OF THEIR EMPLOYMENT OR AS PART OF THEIR JOB FUNCTIONS, ARE ASSIGNED BOARD-OWNED VEHICLES. JUSTIFICATION FOR THE ASSIGNMENT OF BOARD-OWNED VEHICLES INCLUDES EMERGENCY DUTIES, 24-HOUR ON CALL DUTIES, OR OTHER SPECIAL REQUIREMENTS.

B. ALL BOARD-OWNED VEHICLES SHALL BE UTILIZED FOR BUSINESS PURPOSES ONLY, UNLESS SPECIFICALLY AUTHORIZED IN ADVANCE OR IN ACCORDANCE WITH AN EMPLOYMENT CONTRACT.

C. EMPLOYEES WHO ARE ASSIGNED BOARD-OWNED VEHICLES SHALL BE REQUIRED TO PARTICIPATE IN A DRIVER TRAINING PROGRAM. STAFF OF THE OFFICE OF TRANSPORTATION ARE EXEMPT FROM THE DRIVER TRAINING PROGRAM REQUIREMENT.

D. THE SUPERINTENDENT, OR HIS/HER DESIGNEE, HAS THE AUTHORIZATION TO ASSIGN VEHICLES UNDER THIS POLICY.

II. IMPLEMENTATION

IN ORDER TO MINIMIZE THE RISK OF POTENTIAL LOSS AND EXPOSURE ASSOCIATED WITH THE OPERATION OF MOTOR VEHICLES, THE BOARD DIRECTS THE SUPERINTENDENT TO IMPLEMENT A RULE GOVERNING ANY DRIVER TRAINING REQUIREMENTS AND THE PROPER USE OF BOARD-OWNED VEHICLES.
RELATED POLICIES: BOARD OF EDUCATION POLICY 4001, *DRUG-FREE WORKPLACE*
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED NEW POLICY 3170, QUALITY MANAGEMENT SYSTEM

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

RESOURCE PERSON(S): Robert Gibson, Coordinator, Quality Management System

RECOMMENDATION

That the Board of Education reviews the proposed new Policy 3170, Quality Management System. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 3170
Statement of Issues or Questions Addressed
The Board of Education’s Policy Review Committee has directed that a policy be developed embodying the Board’s commitment to establish a Quality Management System in the Baltimore County Public Schools and to seek and maintain an International Organization for Standardization (ISO) Certificate of Registration. This policy confirms the Board’s focus on the importance of the central offices’ support to schools and principals by establishing standards and expectations for the delivery of quality support services consistent with the standards of an internationally recognized quality management system. The quality management program was implemented by the school system in 2009.

Cost Analysis and Fiscal Impact on School System
Certification audits by external registrar auditors are required in order to maintain an ISO certification. ISO requires a full audit once every three years ($14,000 each) and surveillance audits during the intervening years ($6,000 each). In addition, the position of Quality Management System Coordinator was created in 2008; funding for this position is included in the Department of Research, Accountability, and Assessment annual budget.

Relationship to Other Board of Education Policies
1. Board of Education Policy 3000, Non-instructional Services

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
None

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timelines
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
BUSINESS: NON-INSTRUCTIONAL SERVICES

QUALITY MANAGEMENT SYSTEM

I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IS DEDICATED TO THE CONTINUED AND CONSISTENT RISE IN STUDENT ACHIEVEMENT FOR ALL STUDENTS. THIS BELIEF IS FURTHER EVIDENCED BY ESTABLISHING CLEAR STANDARDS AND EXPECTATIONS FOR THE DELIVERY OF QUALITY INSTRUCTION AND SUPPORT SERVICES, INDIVIDUAL ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT.

B. THE BOARD BELIEVES THAT THE DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE OF A QUALITY MANAGEMENT SYSTEM WILL IMPROVE THE INVOLVEMENT OF PRINCIPALS, TEACHERS, STAFF, STAKEHOLDERS, AND PARENTS/GUARDIANS IN THE DECISION-MAKING PROCESS AND WILL MAXIMIZE THE EFFICIENCY AND EFFECTIVENESS OF PROCESSES UTILIZED IN PROVIDING QUALITY CENTRAL OFFICE SERVICES TO SCHOOLS RESULTING IN IMPROVED ACADEMIC ACHIEVEMENT FOR ALL STUDENTS.

II. IMPLEMENTATION

A. THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) SHALL ESTABLISH, DOCUMENT, IMPLEMENT AND MAINTAIN A QUALITY MANAGEMENT SYSTEM (QMS) AND A QUALITY POLICY STATEMENT IN ACCORDANCE WITH THE REQUIREMENTS OF ISO 9001:2008, OR ANY COMPARABLE SUCCESSOR STANDARD.

B. THE BOARD DIRECTS THE SUPERINTENDENT TO DEVELOP APPROPRIATE RULES AND PROCEDURES TO IMPLEMENT THIS POLICY.
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 3630, DISPOSAL OF REAL PROPERTY

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Michael G. Sines, Executive Director, Department of Physical Facilities

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 3630, Disposal of Real Property. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 3630
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 3630
DISPOSAL OF REAL PROPERTY

Statement of Issues or Questions Addressed
In accordance with Board of Education Policy and Superintendent’s Rule 8130, Policy 3630 is scheduled for review on school year 2010-2011. Policy 3630 deals with the disposal of real property when the county board determines that land, school sites, or buildings are no longer needed for school purposes. The policy is simply a restatement of Maryland law found in Section 4-115 of the Education Article. The Board has consistently stated that a policy should be deleted if it merely restates the law. Therefore, staff is recommending that the policy 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
None

Legal Requirements
Annotated Code of Maryland, Education Article §4-115, Acquisition and Disposition of Real Property

Similar Policies Adopted by Other Local School Systems
1. Frederick County Board of Education, Policy 108, Unused School Property
2. Montgomery County Board of Education, Policy DNA, Disposition of Board of Education Property

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
Disposal of Real Property

When the Board of Education, with the approval of the State Superintendent of Schools and approval of the Interagency Committee on School Construction, shall determine that grounds, school sites, or buildings are no longer needed for school purposes, they shall be transferred to the Baltimore County Government, in accordance with State Law.

Legal Reference: Annotated Code of Maryland, Education Article
§4-114 Acquisition and Disposition of Real Property
§5-301(e) Rules, Regulations, and Procedures
§5-301(j) Disposition of Proceeds from Sale of Certain Public School Buildings
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 4112, PERMANENT: EMPLOYMENT

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4112, Permanent: Employment. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 4112
Policy Analysis for
Board of Education Policy 4112
Employment

Statement of Issues or Questions Addressed
Board of Education Policy 4112 was last revised in 1993. Policy 4112 outlines the employment practices of the school system for professional staff, including appointment, non-discrimination in employment, and the requisite documentation needed for making appointments. The Department of Human Resources, Office of Personnel, is recommending that the policy be deleted, because the information contained in the policy is addressed in other Board policies and in Department of Human Resources procedures. As such, the policy is not necessary and should 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
1. Board of Education Policy 4111, Recruitment and Selection
2. Board of Education Policy 4100, Professional
3. Board of Education Policy 4000, Equal Employment Opportunity

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy GAB, Personnel Records
2. Prince George’s County Board of Education, Policy 2600, Records and Document Management Program

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
PERSONNEL: Professional

Permanent: Employment

1. Appointment

The Board of Education seeks to employ the best qualified people available at salaries high enough to attract competent people. The Board shall appoint upon the recommendation of the Superintendent of Schools the necessary persons to carry on the educational, operational, and business affairs of the system in an efficient manner.

2. Non-discrimination

No discrimination due to race, color, sex, age, national origin, handicap, marital status, religion, political beliefs or affiliations shall be practiced in employment of applicants.

3. Records

The Superintendent of Schools shall notify each employee of his/her appointment and shall be responsible for completing the employment together with the required information and documents. The Superintendent shall keep accurate records of all employments and records of service.

4. Contracts

Facsimiles of the Regular Contract and the Contract-Provisional Certificate are included as exhibits.

DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 4112.1, TEMPORARY: EMPLOYMENT

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4112.1, Temporary: Employment. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 4112.1
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 4112.1

TEMPORARY: EMPLOYMENT

Statement of Issues or Questions Addressed
Board of Education Policy 4112.1 has not been revised since its adoption in 2000. Policy 4112.1 was enacted to address the statewide critical teacher shortage at the time the policy was adopted and describes how the Board will hire retired certificated employees as temporary and/or contractual employees. The Department of Human Resources, Office of Personnel, is recommending that the policy be deleted, because the contents of the policy are addressed in State law and regulation, as well as other Board policies and departmental procedures. As such, the policy is not necessary and should 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
1. Board of Education Policy 4000, Equal Employment Opportunity

Legal Requirements
1. Annotated Code of Maryland, State Personnel and Pensions Article §22-406, Effect of employment of individual - As temporary or contractual employee
2. Annotated Code of Maryland, State Personnel and Pensions Article §23-407, Effect of employment of individual - As temporary or contractual employee
3. COMAR 13A.07.02.05, Employment Terms of Rehired Retired Teachers

Similar Policies Adopted by Other Local School Systems
None

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
PERSONNEL: Professional

Temporary: Employment

1. Appointment

The Board of Education of Baltimore County will participate in the statewide opportunity available to the Maryland public school systems to address the current critical teacher shortage by hiring retired, certificated teachers, and/or teacher mentors as temporary and/or contractual employees as provided by §22-406 and §23-407 of the State Personnel and Pensions Article (formerly Senate Bill 15, Section 2, Chapter 518, Acts 1999).

2. Non-Discrimination

No discrimination due to race, color, sex, age, national origin, handicap, marital status, religion, political beliefs or affiliations shall be practiced in employment of applicants.

3. Contracts

Rehires under this policy will be temporary contractual employees with a maximum employment term of one school year. A copy of the contractual agreement is attached hereto as an exhibit.

4. Term of Policy

This policy will remain in effect for a period permitted by State law or June 30, 2004.


Policy Adopted: 3/14/00]
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 4112.2, TEMPORARY: EMPLOYMENT (PRINCIPALS)

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4112.2, Temporary: Employment (Principals). This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 4112.2
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 4112.2
TEMPORARY: EMPLOYMENT (PRINCIPALS)

Statement of Issues or Questions Addressed
Board of Education Policy 4112.2 has not been revised since its adoption in 2001. Policy 4112.2 was enacted to address the statewide critical principal shortage at the time the policy was adopted and describes how the Board will hire retired certificated principals as temporary and/or contractual employees. The Department of Human Resources, Office of Personnel, is recommending that the policy be deleted, because the contents of the policy are addressed in State law and regulation, as well as other Board policies and departmental procedures. As such, the policy is not necessary and should 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
1. Board of Education Policy 4000, Equal Employment Opportunity

Legal Requirements
1. Annotated Code of Maryland, State Personnel and Pensions Article §22-406, Effect of employment of individual - As temporary or contractual employee
2. Annotated Code of Maryland, State Personnel and Pensions Article §23-407, Effect of employment of individual - As temporary or contractual employee
3. COMAR 13A.07.02.05, Employment Terms of Rehired Retired Teachers

Similar Policies Adopted by Other Local School Systems
None

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
PERSONNEL: PROFESSIONAL

TEMPORARY: Employment (Principals)

1. APPOINTMENT

The Board of Education of Baltimore County will participate in the statewide opportunity available to the Maryland public school systems to address the current critical principal shortage by hiring retired, certificated principals as temporary and/or contractual employees as provided by the Annotated Code of Maryland, State Personnel and Pensions Article §22-406 and §23-407.

2. NON-DISCRIMINATION

No discrimination due to race, color, sex, age, national origin, handicap, marital status, religion, political beliefs or affiliations shall be practiced in employment of applicants.

3. CONTRACTS

Rehires under this policy will be temporary contractual employees with a maximum employment term of one school year. A copy of the contractual agreement is attached hereto as an exhibit.

4. TERM OF POLICY

This policy will remain in effect for a period permitted by State law or June 30, 2004.


Policy Board of Education of Baltimore County
Adopted: 4/24/01]
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 4146, INSURANCE

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4146, Insurance. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 4146
Statement of Issues or Questions Addressed
Board of Education Policy 4146 has not been reviewed since 1993. Policy 4146 deals with insurance benefits for school system employees, workers’ compensation, and general liability coverage. Last year, the Board adopted Policy 4009, Employee Insurance, which details the Board’s commitment to providing health insurance benefits for its employees. In addition, Policy 3150, Board Insurance, further provides that the Board will maintain adequate insurance coverage to protect the interests of its employees and workers’ compensation is covered in the bargaining unit agreements. Staff is recommending that Policy 4146 be deleted. Practices concerning employee health insurance will become part of a companion rule to Policy 4009.

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

Relationship to Other Board of Education Policies
1. Board of Education Policy 4009, Employee Insurance
2. Board of Education Policy 3150, Board Insurance

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy 800.11, Insurance-All Permanent Employees
2. Prince George’s County Board of Education, Policy 4152.7, Fringe Benefits

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
PERSONNEL: Professional

Compensation and Related Employee Benefits: Insurance

1. Health; Life; Income Protection

All permanent, full-time employees of the Board of Education are eligible to participate in a health plan, a group life insurance plan, and an income protection plan. The Board of Education shall contribute to the cost of the health plan and the life insurance plan.

Permanent, part-time employees may be eligible to participate in the above-named plans should they meet criteria established by insurance carriers and administrative practices.

Permanent, part-time employees, not meeting necessary criteria shall be ineligible for above plans, but may participate in a group health plan, the full cost of which shall be borne by the employee.

Temporary employees shall not be eligible to participate in any of the noted insurance plans.

For additional information on these insurances, see the policy and rule "Insurance," in Article 3, Business, and the Master Agreement between TABCO and the Board of Education.

2. Worker's Compensation and General Liability

All employees of the Board of Education shall be covered under the Worker's Compensation Law and shall be insured through the Baltimore County Self-Insurance Fund. (Also see the policy and rule on this subject in this Article and the Master Agreement between the Teachers Association of Baltimore County and the Board of Education.)

For additional information on General Liability Insurance (Coverage for Negligence), see the policy and rule "Insurance," Article 3, Business.

Policy       Board of Education of Baltimore County
Adopted:    8/29/68
Revised:    3/25/93]
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5100, ENROLLMENT AND ATTENDANCE

ORIGINATOR: Michele Prumo, Chief of Staff

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 5100, Enrollment and Attendance. This is the first reading.

*****

Attachment I: Policy Analysis 5100
Attachment II: Policy 5100
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 5100
COMPULSORY ATTENDANCE

Statement of Issues or Questions Addressed
In accordance with Board of Education Policy and Superintendent’s Rule 8130, Policy 5100 is scheduled for review in school year 2010-2011. The policy has been revised to clarify the Board’s philosophy concerning student enrollment and attendance and the importance that attendance has on its goal of ensuring all students will graduate from high school. The policy has also been edited to conform to the Policy Review Committee’s editing conventions.

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
1. Board of Education Policy 5000, Students
2. Board of Education Policy 5110, Admissions
3. Board of Education Policy 5120, Attendance and Excuses
4. Board of Education Policy 5140, School Attendance Areas
5. Board of Education Policy 5150, Residents and Nonresidents

Legal Requirements
1. Annotated Code of Maryland, Education Article §7-101, Admission of students; location; kindergarten programs
2. Annotated Code of Maryland, Education Article §7-301, Compulsory attendance
3. COMAR 13A.08.01.01, Attendance
4. COMAR 13A.08.01.02, Age for School Attendance
5. COMAR 13A.08.01.02-1, Definitions
6. COMAR 13A.08.01.02-2, Exemptions to Kindergarten Attendance Requirement
7. COMAR 13A.08.01.05, Student Attendance Policy

Similar Policies Adopted by Other Local School Systems
1. Harford County Board of Education, Policy 02-003-000, Admissions
2. Anne Arundel County Board of Education, Policy JB, Compulsory Attendance
3. Howard County Board of Education, Policy 9010, Attendance

Draft of Proposed Policy
Attached
**Other Alternatives Considered by Staff**
No other alternatives were considered.

**Timeline**
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
I. PHILOSOPHY

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THAT STUDENTS ARE REQUIRED TO BE ENROLLED IN SCHOOL AND ATTENDING OR PARTICIPATING IN A SCHOOL-RELATED ACTIVITY EACH DAY THAT SCHOOL IS IN SESSION. THE BOARD BELIEVES THAT REGULAR ATTENDANCE IS PARAMOUNT IN ENSURING THAT ALL STUDENTS WILL GRADUATE FROM HIGH SCHOOL AND BECOME RESPONSIBLE, LIFE-LONG LEARNERS, AND PRODUCTIVE CITIZENS.

II. ATTENDANCE

A. EACH CHILD WHO IS 5 YEARS OLD OR OLDER AND UNDER 16, WHO IS DOMICILED IN BALTIMORE COUNTY WITH THE CHILD’S PARENT, GUARDIAN, OR RELATIVE PROVIDING INFORMAL KINSHIP CARE [Students] shall be required to attend [the schools of] Baltimore County PUBLIC SCHOOLS (BCPS) REGULARLY DURING THE ENTIRE SCHOOL YEAR, UNLESS THE CHILD IS OTHERWISE RECEIVING REGULAR, THOROUGH INSTRUCTION DURING THE SCHOOL YEAR IN THE STUDIES USUALLY TAUGHT IN THE PUBLIC SCHOOLS TO CHILDREN OF THE SAME AGE, OR IS EXEMPTED FROM ATTENDANCE AS PROVIDED BY STATE LAW AND REGULATION [in accordance with state law].

1. EACH CHILD WHO IS 5 YEARS OLD OR OLDER ON SEPTEMBER 1 SHALL BE ENROLLED IN KINDERGARTEN, UNLESS A KINDERGARTEN LEVEL OF MATURITY WAIVER HAS BEEN APPROVED.

2. [B.] EACH CHILD WHO IS 5 YEARS OLD OR OLDER AND UNDER 16, WHO IS NOT IN AN APPROVED HOME INSTRUCTION PROGRAM OR IN A PRIVATE SCHOOL, [Every child between five and sixteen years of age] must be enrolled in BCPS [schools] according to placement determined by admission standards and/or examination.
B. STUDENTS BETWEEN THE AGES OF 16 AND 21 [Older youths and adults] are encouraged to COMPLETE THE REQUIREMENTS FOR GRADUATION, IF ELIGIBLE, OR TO take advantage of opportunities available through ALTERNATIVE PROGRAMS [evening high school and adult education classes in order to qualify for a high school diploma, to improve their cultural or academic backgrounds, or to improve their vocational skills].

C. EACH PARENT, GUARDIAN, OR RELATIVE PROVIDING INFORMAL KINSHIP CARE [Parents] OF A CHILD WHO IS 5 YEARS OLD OR OLDER OR UNDER 16 shall be required to ENSURE THAT THE CHILD ATTENDS SCHOOL REGULARLY [enroll all eligible children in kindergarten].

Legal References:  
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-101, ADMISSION OF STUDENTS; LOCATION; KINDERGARTEN PROGRAMS
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-301, COMPULSORY ATTENDANCE
COMAR 13A.08.01.01, ATTENDANCE
COMAR 13A.08.01.02, AGE FOR SCHOOL ATTENDANCE
COMAR 13A.08.01.02-1, DEFINITIONS
COMAR 13A.08.01.02-2, EXEMPTIONS TO KINDERGARTEN ATTENDANCE REQUIREMENT
COMAR 13A.08.01.05, STUDENT ATTENDANCE POLICY

[#4-109 Schools of Adults
#7-301 Compulsory Attendance
State Board of Education Bylaw
13A.08.01.01 Attendance
13A.08.01.01-1 Definitions
13A.08.01.01-2 Age for School Attendance]
RELATED POLICIES: BOARD OF EDUCATION POLICY 5000, STUDENTS
BOARD OF EDUCATION POLICY 5110, ADMISSIONS
BOARD OF EDUCATION POLICY 5120, ATTENDANCE AND EXCUSES
BOARD OF EDUCATION POLICY 5140, SCHOOL ATTENDANCE AREAS
BOARD OF EDUCATION POLICY 5150, RESIDENTS AND NONRESIDENTS
Baltimore County Public Schools

DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5440, CHILD ABUSE AND NEGLECT

ORIGINATOR: Michele Prumo, Chief of Staff

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 5440, Child Abuse and Neglect. This is the first reading.

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Attachment I: Policy Analysis 5440
Attachment II: Policy 5440
Statement of Issues or Questions Addressed
In accordance with Board of Education Policy and Superintendent’s Rule 8130, Policy 5440 is scheduled for review in school year 2010-2011. Policy 5440 requires school system employees to report suspected child abuse and child neglect. The policy has been revised to clarify the board’s philosophy of providing a safe and secure learning environment and how this philosophy imposes upon employees the obligation to report child abuse and child neglect. The policy was further revised to conform to the policy review committee’s editing conventions.

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

Relationship to Other Board of Education Policies
1. Board of Education Policy 4004, Suspected Child Abuse, Neglect, and/or Inappropriate Behavior Towards a Student by an Employee of the Baltimore County Public Schools
2. Board of Education Policy 4008, Obligations of the Employees of the Board of Education of Baltimore County
3. Board of Education Policy 4115, Responsibilities and Duties

Legal Requirements
1. Annotated Code of Maryland, Courts and Judicial Proceedings Article §3-814, Taking a child into custody
2. Annotated Code of Maryland, Criminal Law Article §§3-601 to -606, Abuse and other offensive conduct
3. Annotated Code of Maryland, Education Article §4-205, Powers and duties of county superintendent
4. Annotated Code of Maryland, Education Article §6-108, Immunity of school employees from civil liability for certain actions
5. Annotated Code of Maryland, Education Article §6-202, Suspension or dismissal of teachers, principals and other professional personnel
7. Annotated Code of Maryland, Human Services Article §1-202, Confidentiality of information – child abuse and neglect reports and records
8. COMAR 13A.08.01.13, Questioning on school premises
9. COMAR 13A.12.05, Suspensions and revocations

Similar Policies Adopted by Other Local School Systems
1. Howard County Board of Education, Policy 1030, Child Abuse and Neglect
2. Anne Arundel County Board of Education, Policy 904.5, Child Abuse/Neglect
Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
POLICY 5440

STUDENTS: SERVICES TO STUDENTS [Elementary and Secondary]

Child Abuse and Neglect

I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IS COMMITTED TO PROVIDING A SAFE AND SECURE LEARNING ENVIRONMENT FOR ALL STUDENTS. Physical abuse, [and] sexual abuse, AND CHILD NEGLECT VIOLATE [are violations of] STATE [criminal] law [in the State of Maryland] and must be reported to the appropriate authorities. The Board [of Education of Baltimore County] is committed to ensuring that the laws concerning the safety and well-being of children are followed by all employees. [Physical abuse, sexual abuse, and neglect are violations of family law in the State of Maryland and must be reported to appropriate authorities.]

B. EVERY BOARD EMPLOYEE AND SERVICE PROVIDER WHO HAS REASON TO SUSPECT THAT A STUDENT HAS BEEN SUBJECTED TO ABUSE OR NEGLECT, ON OR OFF SCHOOL PROPERTY, SHALL REPORT SUCH ABUSE OR NEGLECT IN ACCORDANCE WITH APPLICABLE STATE LAW AND REGULATION, AS WELL AS SCHOOL SYSTEM RULES AND PROCEDURES.

C. THE FAILURE OF A BOARD EMPLOYEE OR A SERVICE PROVIDER TO REPORT SUSPECTED CHILD ABUSE/NEGLECT UNDER THIS POLICY WILL RESULT IN DISCIPLINARY OR OTHER ADVERSE ACTION.

[Persons subject to the requirements of the policy and rule of the Board of Education are employees, volunteers, student teachers, and student interns.]

II. IMPLEMENTATION

THE BOARD DIRECTS THE SUPERINTENDENT TO DEVELOP APPROPRIATE RULES AND PROCEDURES FOR REPORTING, OR FAILING TO REPORT, CHILD ABUSE AND CHILD NEGLECT AND TAKING APPROPRIATE DISCIPLINARY OR OTHER ACTION WHEN SUCH BEHAVIOR HAS BEEN IDENTIFIED.
Legal ReferenceS:  
*ANNOTATED CODE OF MARYLAND, COURTS AND JUDICIAL PROCEEDINGS ARTICLE §3-814, TAKING A CHILD INTO CUSTODY*

*ANNOTATED CODE OF MARYLAND, CRIMINAL LAW ARTICLE §§3-601 TO -606, ABUSE AND OTHER OFFENSIVE CONDUCT*

*ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-205, POWERS AND DUTIES OF COUNTY SUPERINTENDENT*

*ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §6-106, IMMUNITY OF SCHOOL EMPLOYEES FROM CIVIL LIABILITY FOR CERTAIN ACTIONS*

*ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §6-202, SUSPENSION OR DISMISSAL OF TEACHERS, PRINCIPALS AND OTHER PROFESSIONAL PERSONNEL*

*ANNOTATED CODE OF MARYLAND, FAMILY LAW ARTICLE §§5-701, ET SEQ., CHILD ABUSE AND REPORTING*

*ANNOTATED CODE OF MARYLAND, HUMAN SERVICES ARTICLE §1-202, CONFIDENTIALITY OF INFORMATION – CHILD ABUSE AND NEGLECT REPORTS AND RECORDS COMAR 13A.08.01.13, QUESTIONING ON SCHOOL PREMICES COMAR 13A.12.05, SUSPENSIONS AND REVOCATIONS*

*[Annotated Code of Maryland, Criminal Law Article, §27, Section 35A, Child Abuse]*

*[Annotated Code of Maryland, Family Law Article, §5-701 et seq. Child Abuse and Neglect]*

*[Annotated Code of Maryland, Article 88A – Social Services Administration, Section 6(b), Misuse of Public Assistance Lists and Records]*

*[Annotated Code of Maryland, Health General Article, §4-306, Investigations]*

*[Annotated Code of Maryland, Education Article, §6-202, Suspension or Dismissal of Teachers, Principals and Other Professional Personnel]*

*[Annotated Code of Maryland, Education Article, §6-106, Volunteer Aides]*

*[Annotated Code of Maryland, Education Article, §6-107, Student Teachers and Student Interns]*

*[Annotated Code of Maryland, Education Article, §6-108,]*
POLICY 5440

Code of Maryland Regulations (COMAR) 13A.12.05.02, Suspensions and Revocations
Code of Maryland Regulations (COMAR) 13A.12.05.02C(4) SUSPENSIONS AND REVOCATIONS
Code of Maryland Regulations (COMAR) 13A.08.01.13, Questioning on School Premises
Code of Maryland Regulations (COMAR) 07.02.07, Protective Services for Neglected and Abused Children

Related Policies:-
BOARD OF EDUCATION POLICY [Baltimore County Public Schools] 4004, SUSPECTED CHILD ABUSE, NEGLECT, AND/OR INAPPROPRIATE BEHAVIOR TOWARD A STUDENT BY AN EMPLOYEE OF THE BALTIMORE COUNTY PUBLIC SCHOOLS [Suspected Child Abuse by an Employee of Baltimore County Public Schools]
BOARD OF EDUCATION POLICY 4008, OBLIGATIONS OF THE EMPLOYEES OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY
BOARD OF EDUCATION POLICY 4115, RESPONSIBILITIES AND DUTIES

Policy Board of Education of Baltimore County
Adopted: 07/22/74
Revised: 10/27/77
Revised: 10/22/87
Revised: 09/08/88
Revised: 04/16/94
Revised: 06/16/98
REVISED: ___________
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED NEW POLICY 7260, SCHOOL MARQUEE SIGNS

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Michael G. Sines, Executive Director, Department of Physical Facilities

RECOMMENDATION

That the Board of Education reviews the proposed new Policy 7260, School Marquee Signs. This is the first reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 7260
Statement of Issues or Questions Addressed
Staff is recommending that a policy be adopted that provides guidelines for the design, construction and installation of school marquee signs. Due to growing interest in the installation of marquee signs on the part of the schools and communities, staff believes that a policy is needed in order to maintain consistency and uniformity.

Cost Analysis and Fiscal Impact on School System
There will be no fiscal impact on the system as a result of this policy.

Relationship to Other Board of Education Policies
1. Board of Education Policy 7250, School Building Design
2. Board of Education Policy 7330, Capital Projects Funded Through Private Donations
3. Board of Education Policy 7530, Naming of a Capital Project or Area of a School
4. Board of Education Policy, 8362, Gifts to the Board of Education, Schools, and Offices within the School System

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
None

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – February 22, 2011
Public comment – March 8, 2011
Third reading/vote – April 5, 2011
NEW CONSTRUCTION: DESIGNING

SCHOOL MARQUEE SIGNS

I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) ENCOURAGES COMMUNITY PARTICIPATION IN SCHOOL ACTIVITIES AND BELIEVES THE USE OF SCHOOL MARQUEE SIGNS ENHANCE SCHOOL IDENTITY, SCHOOL SPIRIT, AND SCHOOL COMMUNICATION WITH THE COMMUNITY.

B. SCHOOL MARQUEE SIGNS ARE AUTHORIZED WITH THE APPROVAL OF THE SUPERINTENDENT.

II. IMPLEMENTATION

A. THIS POLICY WILL APPLY TO ALL FUTURE SCHOOL MARQUEE SIGNS, AS WELL AS CHANGES TO EXISTING SCHOOL MARQUEE SIGNS.

B. THE SUPERINTENDENT SHALL ESTABLISH A RULE TO IMPLEMENT THIS POLICY.

RELATED POLICIES: BOARD OF EDUCATION POLICY 7250, SCHOOL BUILDING DESIGN
BOARD OF EDUCATION POLICY 7330, CAPITAL PROJECTS FUNDED THROUGH PRIVATE DONATIONS
BOARD OF EDUCATION POLICY 7530, NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL
BOARD OF EDUCATION POLICY 8362, GIFTS TO THE BOARD OF EDUCATION, SCHOOLS, AND OFFICES WITHIN THE SCHOOL SYSTEM

POLICY ADOPTED: _________

BOARD OF EDUCATION OF BALTIMORE COUNTY

3
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PREKINDERGARTEN PROGRAMS

ORIGINATOR: Roger Plunkett, Assistant Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Sonja Karwacki, Executive Director, Liberal Arts
Sharon Hoffman, Supervisor, Early Childhood Education

INFORMATION

That the Board of Education receives an update on the prekindergarten programs.

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Attachment I – Executive Summary
Attachment II – General Education Programs
Attachment III – Prekindergarten Time Allotments
Attachment IV - PowerPoint™
Report on Prekindergarten Programs
Executive Summary

What is Prekindergarten?
Prekindergarten is a program for children who are four years old or older on September 1 of the school year for which entrance is requested. The overall goal of prekindergarten is to provide learning experiences to help children develop and maintain basic early literacy and numeracy skills necessary to be successful in school. The program provides age-appropriate experiences that address the cognitive, social, emotional, and physical needs of young children. Teachers use an interdisciplinary, whole-child approach with emphasis on language, literacy, mathematics, science, and social studies.

Legal Requirements for Prekindergarten Programs
Maryland’s prekindergarten programs are codified in statute (i.e., Bridge to Excellence) and in regulation (COMAR 13A.06.02). Access is mandated by the statute and the scope, eligibility, site selection, and school system responsibilities are defined in the regulation. The program's scope is to fund prekindergarten programs for eligible four year olds administered by local boards of education or qualified vendors with the overall goal of providing learning experiences to help children develop and maintain school readiness skills for successful school performance. The local school systems may go beyond that scope and enroll children who represent a student population that exhibits a lack of readiness in the social, physical, and cognitive domains of learning.

Who is Eligible for Prekindergarten?
A child admitted to the prekindergarten program in the public schools must be four years old or older on September 1 of the school year in which the child applies for entrance. Eligibility for enrollment is extended to four-year-old children who come from families with economically disadvantaged backgrounds or who are homeless. The Bridge to Excellence in Public Schools Act requires local school systems to enroll all income eligible four-year-old children whose parents or guardians seek to enroll them. After the initial enrollment of these children, remaining vacancies are filled by enrolling children who exhibit a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, or physical development and health.

Code of Maryland Regulations (COMAR) 13A.06.02.03 – Student Eligibility requires that:
A. A local school system shall enroll all four-year-old applicants who are from families with economically disadvantaged backgrounds or who are homeless.

B. For vacancies remaining after compliance with §A of this regulation, a local school system may enroll four-year-old applicants who are not from families with economically disadvantaged backgrounds but who represent a student population that exhibits a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, or physical development and health.
The Individuals with Disabilities Education Act (IDEA), reauthorized in 2004, requires that: school systems must provide a free appropriate public education (FAPE) if the student is identified through the Individual Educational Program (IEP) team process and the development of an IEP as necessitating special education classroom instruction in a general education setting. The obligation to make FAPE available begins no later than the child’s third birthday, and an IEP must be in effect for the child by that date in accordance with 34CFR 300.323(b) and COMAR 13A.05.01.03.

Additionally, in accordance with COMAR 13A.05.01.10, when a public agency or local school system provides a preschool program for students without disabilities, the public agency shall ensure that students with disabilities are provided services in accordance with the least restrictive environment provisions of IDEA and COMAR. The public agency must make preschool services available to the students with disabilities.

Prekindergarten programs are offered during morning or afternoon sessions, operate for two and one-half hours each weekday, and follow the same schedule for the school year as other grades. Each session has an average of 20 students and is staffed with one state-certified early childhood teacher and a paid helper. As of school year 2010-2011, there are 159 prekindergarten sessions located in 77 Baltimore County Public Schools (see General Education Programs chart for specific locations). As of September 30, 2010, 3024 students were enrolled in Baltimore County Public Schools’ prekindergarten programs.

Funding and Oversight
The Bridge to Excellence in Public Schools Act in Maryland was fully phased in by FY08. This act significantly increased funding to all local school systems. When the program became mandatory for economically disadvantaged and homeless students, general revenue funds were requested from, and provided by, Baltimore County government to continue the program. The program is primarily school-based, with oversight and support provided by the Early Childhood Supervisor in the Office of Language Arts, Elementary. This office has no separate and distinct budget for prekindergarten funding.

Prekindergarten Curriculum
Prekindergarten teachers utilize a variety of resources to implement instruction that addresses the indicators and objectives of the Maryland State Curriculum and to provide differentiated instruction to meet the varied needs of their young learners. Resources include:

- Open Court Reading – Pre-K
- *BCPS’ Integrated Language Arts Guide for Prekindergarten*
- *BCPS’ Prekindergarten Resources*
- *BCPS’ Prekindergarten Mathematics Guide*
- Houghton Mifflin Pre-K Math Resources
- Linking Home and School with Portable Affordable Simple Science (P.A.S.S.)
- *BCPS’ Primary Talent Development (PTD) Prekindergarten Modules*
- *BCPS’ Developing Language Through the Arts*

Benefits of Prekindergarten
The results of an analysis on the long-term effects of Maryland’s public prekindergarten programs indicate that enrollment in the program has a positive effect on the participants’ school performance through elementary and middle school. The findings also suggest that participation in prekindergarten programs significantly reduces the number of children who were identified as having disabilities or placement in special education.

Prekindergarten experiences contribute significantly to children’s readiness for engaging in, and benefiting from, primary learning experiences. Young children who have reached certain levels of physical well-being and motor development, who have acquired social and emotional capabilities, and who have developed early literacy and numeracy skills enter kindergarten classrooms ready to learn.

During the first eight weeks of every school year, teachers assess the knowledge and skills of Maryland’s incoming kindergarteners as a component of the Maryland Model for School Readiness (MMSR). The Maryland State Department of Education collects information on school readiness of kindergarten students in seven key domains: social and personal development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development. Results are reported for each domain and for the composite of all seven areas. What MSDE has found is that children entering kindergarten each year are better prepared than those who entered the year before. The chart below reflects the percentage of Baltimore County kindergarten students rated as “fully ready” who attended public prekindergarten.

<table>
<thead>
<tr>
<th></th>
<th>Social/Personal</th>
<th>Language/Literacy</th>
<th>Mathematical Thinking</th>
<th>Scientific Thinking</th>
<th>Social Studies</th>
<th>The Arts</th>
<th>Physical Development</th>
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<td>70</td>
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<td>2008-2009</td>
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<td>67</td>
<td>75</td>
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## Baltimore County Public Schools

**Preschool 3, Prekindergarten, Kindergarten**

**General Education Programs**

### Zone 1

<table>
<thead>
<tr>
<th>Location</th>
<th>K</th>
<th>PreK</th>
<th>3s</th>
<th>Location</th>
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<td>Bedford PreK &amp; K @ Campfield</td>
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<td>Pot Spring</td>
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**Total Sessions**

<table>
<thead>
<tr>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
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<tbody>
<tr>
<td>114</td>
<td>139</td>
<td>131</td>
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<tr>
<td>58</td>
<td>57</td>
<td>44</td>
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<tr>
<td>7</td>
<td>8</td>
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</tr>
</tbody>
</table>

**Total BCPS General Education Kindergarten Sessions:** 381

**Total BCPS General Education Prekindergarten Sessions:** 159

**Total BCPS General Education Preschool 3 Sessions:** 22

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*Patricia Lawton*

**Assistant Superintendent**

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*Verletta White*

**Assistant Superintendent**
Prekindergarten Time Allotments

The time allotments below provide guidelines for prekindergarten programs. Scheduling considerations should include:
- Time of year
- Attention span of children
- Providing active, hands-on learning
- Incorporating music and movement transitions and bathroom breaks
- Pacing of instruction based upon skill acquisition of students

<table>
<thead>
<tr>
<th>Time Allotted</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive</td>
<td>Greetings, book browse, independent writing</td>
</tr>
<tr>
<td>5 - 10 minutes</td>
<td>Opening: Welcome song, Pledge of Allegiance, weather, etc.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Daily Message: Model the writing process and reinforce/apply phonemic awareness and phonics skills.</td>
</tr>
</tbody>
</table>
| 20 minutes | Phonemic Awareness and Phonics Instruction  
Open Court – *Sounds and Letters* (Green Band) |
| 10 - 15 minutes | Small Group Instruction – Divide students into two groups. Reinforce, extend, and/or provide activities to reinforce previously taught skills or pre-teach vocabulary. Suggested resources include Open Court Reading, *BCPS Integrated Language Arts Guide for Prekindergarten*, Houghton Mifflin *Pre-K Math*, BCPS PreK Math Small Group Activities. |
| 35 - 40 minutes | Center Time  
- Letters, Sounds, and Words  
- Fine Motor/Writing  
- Art  
- Mathematics – Refer to Houghton Mifflin *Pre-K Math*  
- Science  
- Library  
- Dramatic Play/Housekeeping  
- Discovery/Sensory  
- Construction/Blocks  
- Listening  
- Puzzles/Games  
- Computer  
Note: Small group instruction to address individual student needs and snack may occur during center time. |
| 10 minutes | Snack/Independent Reading  
Snack (if not included during center time) followed by independent reading. |
| 15 - 20 minutes | Content Area Read-Aloud and Writing  
Open Court – *Reading and Responding* (Red Band)  
Options: 3 days per week - Open Court trade books, poems, folktales  
2 days per week - Content lessons and/or *Developing Language Through the Arts*  
Open Court – *Integrating the Curriculum: Developing Writing with Young Children* (Blue Band) |
| 20 minutes | Mathematics Instruction  
Houghton Mifflin *Pre-K Math* |
| 20 minutes | Gross Motor |
Note: The above minutes reflect time allotments only. Consider varying the order of phonemic awareness and phonics components and mathematics instruction.
Prekindergarten
Prekindergarten

- Provides learning experiences to help children develop and maintain basic early literacy and numeracy skills.
- Provides experiences that address the cognitive, social, emotional, and physical needs of young children.
- Uses an integrated, whole-child approach with emphasis on language, literacy, mathematics, science, and social studies.
Legal Requirements

Prekindergarten programs are codified in statute and regulation.

- Bridge to Excellence in Public Schools Act of 2002 required:
  - All local boards to provide prekindergarten to all four-year-olds from economically disadvantaged backgrounds.

- COMAR 13A.06.02 defines:
  - Scope and Purpose
  - Student Eligibility
  - Site Selection
  - Local School System Responsibilities
Eligibility for Prekindergarten

- Children who are four-years-old by September 1 of the school year for which entrance is requested.
- Children who are from economically disadvantaged families.
- Children who are homeless.
- Children who are identified through the IEP team process as needing classroom instruction in a general education setting.
- If space is available, children who exhibit a lack of readiness in the seven domains of learning.
Prekindergarten Programs

- Are offered during morning or afternoon sessions.
- Operate two and one-half hours each weekday.
- Consistent with the calendar for other grades.
- Enroll an average of 20 students per session.
- Are staffed by one state-certified early childhood teacher and one paid helper.
- Are available in 77 schools with a total of 159 sessions.
- Enrolled 3024 students as of September 30, 2010.
Funding and Oversight

- Prekindergarten programs are funded by BCPS general revenue funds.
- Prekindergarten programs are regulated by the State and administered as part of our PreK-12 public school system.
### Prekindergarten Time Allotments

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Activity Details</th>
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<tr>
<td><strong>Arrival:</strong> Greetings, book browse, independent writing</td>
<td>5 -10 minutes</td>
</tr>
<tr>
<td><strong>Opening:</strong> Welcome song, Pledge of Allegiance, weather, etc.</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Daily Message:</strong> Model the writing process and reinforce/apply phonemic awareness and phonics skills.</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Phonemic Awareness and Phonics Instruction</strong></td>
<td>10 - 15 minutes</td>
</tr>
<tr>
<td><strong>Small Group Instruction:</strong> Divide students into two groups. Reinforce, extend, and/or provide activities to reinforce previously-taught skills or pre-teach vocabulary.</td>
<td>35-40 minutes</td>
</tr>
<tr>
<td><strong>Center Time/Small Groups:</strong></td>
<td>35-40 minutes</td>
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<tr>
<td>Letter, Sounds, and Words</td>
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<tr>
<td>Fine Motor/Writing</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>Science</td>
<td></td>
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<tr>
<td>Library</td>
<td></td>
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<tr>
<td>Dramatic Play/Housekeeping</td>
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<td>Discovery/Sensory</td>
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<td>Construction/Blocks</td>
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<td>Puzzles/Games</td>
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<tr>
<td>Computer</td>
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<tr>
<td>Note: Small group instruction to address individual student needs and snack may occur during center time.</td>
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<tr>
<td><strong>Snack/Independent Reading</strong></td>
<td>10 minutes</td>
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<tr>
<td><strong>Content Area Read-Aloud and Writing</strong></td>
<td>15-20 minutes</td>
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<tr>
<td>Open Court – <em>Reading and Responding</em> (Red Band)</td>
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<tr>
<td>Options: 3 days per week – Open Court trade books, poems, folktales</td>
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</tr>
<tr>
<td>2 days per week – Content lessons and/or <em>Developing Language Through the Arts</em></td>
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</tr>
<tr>
<td>Open Court – <em>Integrating the Curriculum: Developing Writing with Young Children</em> (Blue Band)</td>
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<tr>
<td><strong>Mathematics Instruction</strong></td>
<td>20 minutes</td>
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<tr>
<td>Houghton Mifflin <em>Pre-K Math</em></td>
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<tr>
<td><strong>Gross Motor</strong></td>
<td>20 minutes</td>
</tr>
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</table>
Prekindergarten Curriculum

- Teachers implement the Maryland State Curriculum content standards.
- Teachers use:
  - Open Court Reading – Pre-K
  - *BCPS Integrated Language Arts Guide for Prekindergarten*
  - *BCPS Prekindergarten Resources*
  - *BCPS Prekindergarten Mathematics Guide*
  - Houghton Mifflin Pre-K Math Resources
  - Linking Home and School with Portable Affordable Simple Science (P.A.S.S.)
  - *BCPS Primary Talent Development (PTD) Prekindergarten Modules*
  - *BCPS Developing Language Through the Arts*
Open Court Reading – Pre-K

- Addresses State Curriculum objectives.
- Provides structured and consistent lessons for teaching language and early literacy skills.
- Can be adapted so all children have access to the general education curriculum.
Open Court Reading – Pre-K

- Language development
- Phonemic awareness
- Rhymes and sounds
- Letter recognition
- Sound-symbol correspondence

- Concepts of print
- Exposure to authentic literature, folktales, and poems
- Integrating learning in cross-curricular activities
- Writing
Integrated Language Arts Guide for Prekindergarten

- Alignment documents
- Long-range planners
- Effective strategies for instruction and differentiation
- Skill and strategy cards
- Small group instructional planners
- Center planners
Classroom resources include:
- Schedule picture/word cards
- Center icons

Picture schedules and center icons assist children in developing routines and fostering independence.
BCPS Prekindergarten Resources

Adaptations

- The adaptations section includes:
  - Extension activities;
  - Guide for adapting books;
  - All trade books adapted.

- Adapted books and extension activities:
  - Encourage student engagement during instruction;
  - Support student independence and differentiation;
  - Facilitate reading at all levels.

All About You

Morning, how do you feel?

How do you feel today?

happy, sad

Many faces depict various emotions.
Focuses on mathematics concepts.
Develops conceptual understanding.
Promotes mathematical exploration, communication, and number sense.
Small group instruction provides an opportunity for children to reinforce, practice, apply, and extend skills using manipulatives and hands-on materials.

- Classroom teacher and paid helper work with small groups to reinforce skill development.
- If available, school support personnel also work with small groups.
- Occurs for 10 to 15 minutes.
- Follows whole group phonemic awareness and phonics or mathematics instruction or occurs during center time.
Prekindergarten Assessments

- Prekindergarten Progress Report – completed during the fall and spring
- Open Court Unit Checklists
- Anecdotal notes
- Teacher observations based on student participation and performance
Center Time

- Provides small group activities.
- Is designed for children to practice, apply, and extend learning.
- Is differentiated to accommodate a range of abilities and needs.
- Provides active engagement in meaningful content area activities.
Benefits of Prekindergarten

Participation in prekindergarten:

- Indicates positive effects on performance through elementary and middle school.
- Reduces the number of children identified as having disabilities or placement in special education.
- Supports full readiness on the Maryland Model for School Readiness kindergarten checklists.
# Benefits of Prekindergarten

## Percentage of Baltimore County Prekindergarten Students Rated Fully Ready

<table>
<thead>
<tr>
<th></th>
<th>Social/Personal</th>
<th>Language/Literacy</th>
<th>Mathematical Thinking</th>
<th>Scientific Thinking</th>
<th>Social Studies</th>
<th>The Arts</th>
<th>Physical Development</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>81</td>
<td>74</td>
<td>70</td>
<td>78</td>
<td>84</td>
<td>90</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>79</td>
<td>70</td>
<td>66</td>
<td>75</td>
<td>80</td>
<td>86</td>
<td>86</td>
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<tr>
<td>2007 - 2008</td>
<td>74</td>
<td>63</td>
<td>55</td>
<td>67</td>
<td>75</td>
<td>81</td>
<td>81</td>
<td>74</td>
</tr>
</tbody>
</table>
DATE: February 22, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON COLLEGE AND WORKFORCE READINESS

ORIGINATOR: Roger Plunkett, Assistant Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Barbara Walker, Assistant Superintendent, High Schools
Sonja Karwacki, Executive Director, Department of Liberal Arts
John Quinn, Executive Director, Department of STEM

INFORMATION

To report to the Board of Education the initiatives and programs that prepare students to be college and workforce ready.

*****

Appendix I – PowerPoint: “College and Workforce Readiness: Where We Are; Where We Are Going!”
The mission of Baltimore County Public Schools (BCPS) is to provide a quality education that develops the content, knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, lifelong learners and productive citizens. The *Blueprint for Progress* serves as the foundation to achieve this mission and establishes clear expectations for the delivery of quality instruction and support services.

Since the beginning of Dr. Hairston’s tenure, the focus has been on quality instruction, improving student achievement. To that end, under his direction, initiatives were put in place to ensure that **ALL** students had access to courses and the necessary support services to be college and workforce ready. As early as 2000, Dr. Hairston established a partnership with the College Board giving all students in Grades 9 and 10 the opportunity to take the PSAT/NMSQT free of charge to help identify students for Advanced Placement (AP) coursework. This focus has continued with the elimination of low-level courses, formation of vibrant partnership with the Community College of Baltimore County (CCBC) to implement programs like College Gateway, the implementation of Advancement Via Individual Determination (AVID), and other countywide initiatives that reach **ALL** students.

Under Dr. Hairston’s leadership, BCPS is committed to strengthening its partnerships with colleges, universities, and businesses. Additionally, the Office of School Counseling prepares students to be college and workforce ready by supporting students’ academic, career, and personal/social development. With the extensive array of extracurricular K-12 STEM initiatives, BCPS is poised to meet the job markets of the 21st century. BCPS is committed to the vision as stated in the *Blueprint for Progress*, “…graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.”
College and Workforce Readiness:

Where we are;
Where we are going!

Division of
Curriculum and Instruction
February 22, 2011
Purpose

To describe how the implementation of the Baltimore County Public Schools’ (BCPS) Blueprint for Progress positions our students to meet the challenges for both college and career
“Our expectations are in our *Blueprint for Progress* and are captured in the written curriculum. We have to make sure that the rigor and expectations are also in the taught curriculum, if.....{we are to} meet our goal of preparing students to be college- and career-ready in our global society.”

*Superintendent’s Annual Address, 2010*
“Parkville Middle and Center of Technology is a school where students are pursuing excellence in science, technology, engineering and math subjects, learning from teachers with hands-on projects that leverage technology and help build the skills to ‘win the future.’”

President Barack Obama, Parkville Middle School, February 14, 2011
Conversation at the national and state levels

President Obama: Increase the college graduation rate to 60% by 2020.

Governor O’Malley: Improve college and workforce readiness in Maryland by 25%
Where is BCPS with respect to the national and state goals?

- Current high school graduation rate: 86%
- College enrollment rate: 62%
- Second year college return rate: 87%
What does it mean to be college ready?

“College readiness can be defined as the level of preparation a student needs in order to enroll and succeed—without remediation—in credit-bearing general education courses at a postsecondary institution.”

John Conley, 2008
How does college readiness relate to workforce readiness?

“. . . whether planning to enter college or workforce training programs after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics.”

American College Testing (ACT), 2006
What are we doing in BCPS to ensure students are college and workforce ready?
Ensuring Rigor and Readiness

• BCPS Curriculum
• SAT Prep
• Advancement Via Individual Determination (AVID)
• Advanced Placement (AP)
Partnerships make a difference

Regional Advisory Board for Business and Education
School Counseling: College and Workforce Advisement

The counseling program is guided by the Maryland State and American School Counseling Association (ASCA) National Goals to prepare students to be college and career ready:

1. Academic Development
2. Career Development
3. Personal/Social Development
4. Parent and Family Involvement
Career Technology Education (CTE): Industry certifications ensure students are college/workforce ready

<table>
<thead>
<tr>
<th>CTE Programs of Study</th>
<th>Technical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Trades</td>
<td>National Center for Career and Education (NCCER)</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>American Culinary Federation (ACF)</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>Certified Nursing Assistant (CNA)</td>
</tr>
<tr>
<td>Cisco</td>
<td>Cisco Certified Network Associate (CCNA)</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>NA3SA Engine Performance</td>
</tr>
<tr>
<td>Business Management/IT</td>
<td>Microsoft Office Exam</td>
</tr>
</tbody>
</table>

![Image of a student working on a project]
Science, Technology, Engineering, and Mathematics (STEM): Supporting college and workforce readiness

- Scope and sequence of courses
- Wide variety of AP offerings
- Support for SAT and AP initiatives
- College readiness courses
- Scholarship opportunities
Science, Technology, Engineering, and Mathematics (STEM)

College/Workforce Ready Focus Areas

- Partnerships with colleges, universities, and businesses
  - Provide access and opportunity for students
  - Cultivate BCPS STEM teachers
- Extensive array of extracurricular K-12 STEM initiatives that engage students in STEM challenges
Where do we plan to go?

• Ensuring Rigor and Readiness

• School counseling- “Closing the Gap” Action Planning

• CTE- Engineering is Elementary (EiE), Gateway to Technology (GTT), Project Lead the Way (PLTW) Pre-engineering, Cyber Security, Homeland Security, and PLTW Biomedical

• STEM
Blueprint for Progress and college and workforce readiness

• BCPS has created a draft alignment document between the *Blueprint for Progress* and college and workforce readiness efforts. This document is a tool for phase planning to continue BCPS’ initiatives for advancing the state and national college and workforce readiness agenda.
An Alignment Document: *Blueprint for Progress* and college and workforce readiness

<table>
<thead>
<tr>
<th>College and Workforce Readiness</th>
<th><em>Blueprint for Progress</em> Goal</th>
<th>College and Workforce Readiness Efforts</th>
<th>Grade(s) Level Served</th>
<th>Gaps and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts/Reading Secondary</td>
<td><strong>Pre-College Reading and Writing Courses</strong> 1.17, 1.18, 1.19 2.1, 2.2 5.1, 5.2, 5.3</td>
<td><strong>Pre-College Reading and Writing Courses</strong> Pre-College Reading, Pre-College Writing I and Pre-College Writing II electives (formerly titled College Readiness courses)</td>
<td><strong>Pre-College Reading and Writing Course</strong> Grades 11-12</td>
<td><strong>Pre-College Reading and Writing Courses</strong> The Pre-College Reading course needs longer, more complex readings. A textbook was chosen through a committee that included several BCPS stakeholders in consultation with CCBC</td>
</tr>
</tbody>
</table>
In the words of one of our students (video of students)…
Contributors

• Dr. John Quinn
• Ms. Sonja Karwacki
• Ms. Kathleen McMahon
• Ms. Leila Walker

• Dr. Thomas Rhoades
• Dr. Jessie Douglas
• Mr. Tim Hayden
• Ms. Kalisha Miller
• Dr. Lisa Williams

Ms. Barbara Walker

• Dr. Kendra Johnson
Attached is the general fund *Comparison of FY2010 and FY2011 Revenues, Expenditures, and Encumbrances – Budget and Actual* for the periods ended December 31, 2009, and 2010.

*General Fund Comparison of FY2010 and FY2011 Revenues, Expenditures, and Encumbrances-Budget and Actual*

These data are presented using Maryland State Department of Education (MSDE) 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 FY2010 and FY2011 general fund revenue budget. Figure 2 provides an overview of the FY2011 general fund expenditure budget. Figure 3 compares the percent of the budget obligated as of December 31, 2009, and 2010. Figure 4 is a comparative statement of budget-to-actual revenues, expenditures, and encumbrances.
Year-to-Date Comparison

- **Baltimore County** – The FY2011 county appropriation decreased $7.4 million, a 1.1% reduction from the FY2010 budget. This decrease is because the FY2011 county appropriation is the minimum funding required under the state maintenance of effort (MOE) requirements. In FY2010, the county appropriation exceeded the MOE by 4.9%. County funds are drawn based on cash flow requirements. The year-to-date county revenue recognized is $233 million, 35.1% of the budget, as compared to $234.2 million, 34.9% of the budget for FY2010.

- **State of Maryland** – The FY2011 state appropriation increased $12 million, 2.4% over the FY2010 budget. The increase in the budgeted revenue is a result of an overall increase over the prior year in aid to education. The majority of state funds are received bi-monthly in equal installments. As of December 2010, three of the state payments had been received.

- **Federal** – The FY2011 federal budgeted revenue resulted primarily from funding received under the American Recovery and Reinvestment Act. These State Fiscal Stabilization Funds are from a federal stimulus program to provide funding stabilization for stressed state budgets. These funds are to be received on a reimbursement basis. These funds are not expected to continue in FY2012.

- **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 $3.3 million and are generally collected at year end, tuitions, and sundry revenues. The budgeted revenue increased significantly over the prior year because of a $5 million increase in a re-appropriated fund balance to $16 million from the $11 million utilized in the prior year. The year-to-date revenue consists of the re-appropriated funds, tuition, and other revenues.
Total Expenditures and Encumbrances – Year-to-date expenditures and encumbrances through December 2010 are $589.2 million, 48.7% obligated compared to $576.8 million, 48.2% obligated, for the same period in FY2010. 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 47.6% 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 41.2% of budget, which is in line with the percentage of the school year that has elapsed.
The salary budget had a net increase of approximately $25.8 million, which included $27.6 million to provide step increases and to fund a full year of salary adjustments implemented mid-year in FY2010. Other increases include additional salaries and benefits for West Towson Elementary, Imagine Discovery Public Charter School, the Infants and Toddlers program, and special education bus routes. The budget increase was offset by a reduction of $3 million for anticipated salary turnover.

The nonsalary expenditures are budgeted for an overall decrease of $11.6 million, or 2.6% less than the prior year. The decreases in these expenditures are in a number of categories throughout the budget. The budget for administration was decreased by $2.3 million, primarily because of a reduction for contracted services relating to changes in computer systems for fiscal services and human resources. The budget for mid-level administration increased by $1.2 million, a 17% increase; this increase relates primarily to additional funding for the charter school and for BCPS office budget realignments. The instructional textbook category budget was decreased by $3.2 million, which included a reduction in budgeted textbook expenditures of approximately $7.6 million, and an increase in the budget for other classroom supplies of approximately $5.6 million, which had been included in the other instructional costs category as equipment in prior years. The reduced budget for other instructional costs reflected the reclassification of the equipment to the instructional textbook category. The significant changes in other categories includes an increase of $1.2 million for expected cost increases in diesel fuel in the transportation budget; a decrease in operation of plant of $1 million for the expected overall decrease in fuel oil; and a decrease of $1.9 million in workers’ compensation expenditures in fixed charges, which is a result of plan experience.

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**Figure 3**

% of Budget Obligated as of December 31, 2009 and 2010

- Administration
- Mid-level administration
- Instructional salaries
- Instructional textbooks
- Special education
- Student personnel
- Health services
- Transportation
- Operation of plant
- Maintenance of plant
- Fixed charges
- Capital outlay

% obligated FY2011

% obligated FY2010
• **Administration and Mid-Level Administration** – The budget for nonsalary administration expenditures decreased $2.2 million, or 18.2%, from the amount budgeted last year primarily because of a decrease in consulting expenditures and equipment purchases related to the computer system upgrades in human resources and fiscal services expected to be completed this year. Mid-level administration nonsalary expenditures are budgeted for an increase of $1.2 million, or 17% over the prior year. This increase is primarily related to a $500,000 increase in the budget for the charter school for costs related to the addition of a grade 6. The increase of $1.4 million in expenditures in mid-level administration over the expenditures of the prior year is primarily the result of the timing of the encumbrance for FY2011 Edutrax assessment software, which was recorded in August 2010. The FY2010 Edutrax software cost was not encumbered until June 2010.

• **Instructional Salaries** – The budget for instructional salaries was increased by $19.4 million in FY2011 primarily to provide funding for salary increases and for the salary cost of the new West Towson Elementary School, which opened in August.

• **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 FY2011 budget for this category was decreased by 11.7%, or approximately $3.2 million. This budgetary decrease is the result of a decrease in the central budget for textbooks. Significant textbook purchases were made in the prior year, and no additional funds were provided for this year. The textbook decrease was offset by the reassignment of equipment purchases to this category by MSDE; these purchases were included in the other instructional costs category in past years. To date, $13.6 million, 56.3% of the FY2011 budgeted instructional textbook and supplies funds, has been committed; the remaining budget will be spent during the school year to purchase additional consumable classroom supplies, textbooks, and other media.

• **Other Instructional Costs** – This category is comprised of commitments for contracted services, staff development, and other costs used to support the instructional programs. The budget for this category decreased $6.3 million, or 44.1%, from that of the prior year. This is due to the change by MSDE in the definition of equipment, which resulted in costs moving from this category to the instructional textbooks and supplies category. To date, $5.4 million, 67.2% of the FY2011 budgeted funds, have been committed. In the prior year, $5.3 million, 37.4%, had been committed. It is expected that the remaining funds will be utilized by year end.

• **Special Education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2011 salary budget includes funding for salary increases of approximately $1.2 million. Of the FY2011 special education nonsalary budget of $41.4 million, $36.7 million (88%) is for placement of children in nonpublic schools. The nonpublic placement budget increased $739,000 over FY2010. To date, $31.5 million of the funds for nonpublic placement have been committed, compared with $28 million committed at December 2009. This change is due to an earlier encumbrance of projected non-public services.
• **Student Personnel and Health Services** – Year-to-date FY2011 expenditures for student personnel and health services are currently in line with the budget.

• **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation nonsalary 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 nonsalary expenditures. The nonsalary budget increased by approximately $1.6 million, which is primarily attributable to an expected increase in diesel fuel costs. As of December 2010, 89.3% of the non-salary budget had been committed, compared to 91.2% committed in December 2009.

• **Operation of Plant** – This category contains personnel salary costs 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 nonsalary expenditure budget for this category has decreased $1.9 million, a 3.9% decrease over the prior year. This decrease is primarily attributable to an anticipated decrease in the cost of fuel oil. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $29 million. Other expenditures in this category include the cost of building rent, $5.2 million; custodial supplies, $1.7 million; trash removal, $1.3 million; and other related expenditures. As of December 2010, 91.4% of the nonsalary budget has been committed, compared to 91.6% committed in December 2009.

• **Maintenance of Plant and Capital Outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The nonsalary expenditure budget for this category increased 3.3% over the prior year. Year-to-date nonsalary expenditures and encumbrances are $13.9 million, 85.7% of the budgeted amount, as compared with $13.9 million, or 88.9%, in the prior fiscal year. Capital outlay non-salary expenditures are over the budgeted amount as of December 2010, as compared to 63.7% expended in December 2009. The amount in excess of the budget resulted from encumbrances relating to repairing greenhouses at two schools that were damaged by the storms last winter. The budget overage will be resolved by a supplemental appropriation for insurance proceeds which will occur subsequent to the final repair costs being determined.

• **Fixed Charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 70% and 22% of the fixed charges budget, respectively. The FY2011 budget includes a decrease of $1.9 million resulting from a change in the workers’ compensation plan experience. The additional costs of FICA expenses related to increased salaries are offset by a decrease in health care costs.
## Baltimore County Public Schools

### Comparison of FY 2010 and FY 2011 Revenues, Expenditures, and Encumbrances

#### For the Periods Ended December, 2009 and 2010

## General Fund

### Revenues:

<table>
<thead>
<tr>
<th></th>
<th>FY 2010 Adjusted Budget</th>
<th>FY 2011 Adjusted Budget</th>
<th>Total Rev/Exp. as of 12/31/09</th>
<th>Remaining Budget as of 12/31/09</th>
<th>Percentage Earned or Obligated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore County</td>
<td>$670,539,211</td>
<td>$663,144,082</td>
<td>$234,190,966</td>
<td>$436,348,245</td>
<td>34.9%</td>
</tr>
<tr>
<td></td>
<td>$        $</td>
<td>$        $</td>
<td>$         $</td>
<td>$         $</td>
<td></td>
</tr>
<tr>
<td>State of Maryland</td>
<td>498,627,524</td>
<td>510,629,794</td>
<td>244,421,886</td>
<td>254,205,638</td>
<td>49.0%</td>
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<tr>
<td>Federal</td>
<td>8,439,290</td>
<td>13,195,238</td>
<td>2,115,868</td>
<td>6,323,422</td>
<td>25.1%</td>
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<tr>
<td>Other</td>
<td>19,125,468</td>
<td>23,928,745</td>
<td>13,409,798</td>
<td>5,716,670</td>
<td>70.1%</td>
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<tr>
<td>Total Revenues</td>
<td>$1,196,331,493</td>
<td>$1,210,897,859</td>
<td>$404,137,518</td>
<td>$1,025,593,975</td>
<td>41.9%</td>
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</table>

### Expenditures and Encumbrances:

<table>
<thead>
<tr>
<th></th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>Total Expenditures and Encumbrances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$23,917,419</td>
<td>$24,251,557</td>
<td>$11,054,678 $12,862,741 $46.2%</td>
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<tr>
<td></td>
<td>$12,123,528</td>
<td>$11,879,660</td>
<td>$7,990,663 $5,349,547 $37.4%</td>
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<tr>
<td></td>
<td>36,040,947</td>
<td>34,167,308</td>
<td>$18,847,755 $17,193,192 $52.3%</td>
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<tr>
<td>Mid-level Administration</td>
<td>75,916,885</td>
<td>78,067,971</td>
<td>$35,214,021 $40,702,864 $46.4%</td>
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<tr>
<td></td>
<td>7,469,087</td>
<td>8,642,697</td>
<td>$3,749,166 $3,719,921 $50.2%</td>
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<tr>
<td></td>
<td>83,385,972</td>
<td>86,710,668</td>
<td>$44,822,858 $44,168,713 $46.7%</td>
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<tr>
<td>Instructional Salaries</td>
<td>40,611,980</td>
<td>41,870,107</td>
<td>$31,015,334 $9,596,646 $76.4%</td>
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<tr>
<td>Instructional Textbooks</td>
<td>212,582</td>
<td>204,988</td>
<td>$64,853 $147,729 $30.5%</td>
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<tr>
<td></td>
<td>8,365,128</td>
<td>8,424,056</td>
<td>$3,668,144 $4,696,984 $43.9%</td>
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<tr>
<td>Health Services</td>
<td>13,143,736</td>
<td>13,502,240</td>
<td>$5,330,963 $7,812,773 $40.6%</td>
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<td></td>
<td>14,306,242</td>
<td>14,900,663</td>
<td>$5,349,547 $16,862,741 $46.2%</td>
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<tr>
<td></td>
<td>89,366,630</td>
<td>92,964,919</td>
<td>$38,963,187 $44,422,785 $46.7%</td>
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<td>Transportation</td>
<td>31,578,328</td>
<td>32,611,223</td>
<td>$13,234,439 $18,343,889 $41.9%</td>
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<td></td>
<td>22,157,671</td>
<td>23,940,483</td>
<td>$20,203,698 $1,953,973 $91.2%</td>
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<tr>
<td></td>
<td>53,735,999</td>
<td>56,551,708</td>
<td>$33,438,137 $29,863,982 $62.2%</td>
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<tr>
<td>Operation of Plant</td>
<td>39,274,589</td>
<td>40,184,939</td>
<td>$18,465,182 $20,809,407 $47.0%</td>
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<tr>
<td></td>
<td>50,092,041</td>
<td>48,141,849</td>
<td>$45,880,616 $4,211,425 $91.6%</td>
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<tr>
<td></td>
<td>89,366,630</td>
<td>88,326,383</td>
<td>$64,345,798 $25,020,832 $72.0%</td>
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<tr>
<td>Maintenance of Plant</td>
<td>11,637,912</td>
<td>12,105,850</td>
<td>$5,998,802 $6,539,110 51.5%</td>
</tr>
<tr>
<td></td>
<td>15,690,679</td>
<td>16,215,212</td>
<td>$13,949,341 $1,741,338 $98.9%</td>
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<tr>
<td></td>
<td>27,328,591</td>
<td>28,331,062</td>
<td>$19,948,143 $7,384,480 $70.3%</td>
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<tr>
<td>Fixed Charges</td>
<td>252,688,706</td>
<td>250,673,876</td>
<td>$112,055,938 $140,632,768 44.3%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>2,865,121</td>
<td>2,793,518</td>
<td>$1,305,747 $1,559,374 45.6%</td>
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<tr>
<td></td>
<td>426,665</td>
<td>432,665</td>
<td>$271,807 $154,858 63.7%</td>
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<td></td>
<td>3,291,786</td>
<td>3,226,183</td>
<td>$1,577,554 $1,714,232 47.9%</td>
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<td>Total Salary</td>
<td>$753,137,292</td>
<td>$778,963,337</td>
<td>$317,959,956 $435,177,336 42.2%</td>
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<tr>
<td>Total Non-Salary</td>
<td>443,594,201</td>
<td>431,934,522</td>
<td>$258,847,913 $184,746,288 58.4%</td>
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<tr>
<td>Total Expenditures and Encumbrances</td>
<td>$1,196,731,493</td>
<td>$1,210,897,859</td>
<td>$576,807,869 $619,923,624 44.2%</td>
</tr>
</tbody>
</table>

**Figure 4** Prepared by: Office of Accounting and Financial Reporting, January 11, 2011