OPEN SESSION

Tuesday, April 5, 2011
5:15 P.M.-Closed Session, 7:00 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for April 5, 2011

IV. MINUTES
Consideration of the Open and Closed Minutes of February 22, 2011

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT’S REPORT

VIII. PRESIDENT’S REPORT

IX. SPECIAL ORDER OF BUSINESS – Check Presentation to Lansdowne and Riverview elementary schools

X. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS AND ADVISORY COUNCIL APPOINTMENTS FROM MARCH 8, 2011

XI. OLD BUSINESS
A. Consideration of the following Board of Education Policies (third reading): (Mr. Coleman)
   - Proposed Deletion of Policy 2305 – ADMINISTRATION: Administrative Operations-School-Based Management
   - Proposed New Policy 3128 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Board-Owned Vehicles
   - Proposed New Policy 3170 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Quality Management System

   Exhibit B
   Exhibit C
   Exhibit D
XI. OLD BUSINESS (cont)

- 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
- Proposed Changes to Policy 5100 – STUDENTS: Enrollment and Attendance-Enrollment and Attendance
  Exhibit J
- Proposed Changes to Policy 5440 – STUDENTS: Services to Students-Child Abuse and Neglect
  Exhibit K
- Proposed New Policy 7260 – NEW CONSTRUCTION: Designing-School Marquee Signs
  Exhibit L

XII. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Dr. Peccia)
   1. Transfers
   2. Retirements
   3. Resignations
   4. Non-Renewal of Contract
   5. Leaves of Absence
   Exhibit M
   Exhibit N
   Exhibit O
   Exhibit P
   Exhibit Q

B. Consideration of Hearing Officer’s Opinion in Case #10-21 (Andrew Nussbaum, Esq.)
C. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)
   1. Contract Modification: Enterprise Application Integration
   2. Contract Modification: Field Trip Transportation Services
   3. Contract Modification: Kindergarten Calendar Math Kits
   5. Contract Modification: Supplemental Reading Resources and Professional Development
   Exhibit R
XII. NEW BUSINESS (cont)

7. Contract Extension: Maryland Standards-Aligned Reading Assessments
8. Contract Extension: Web-Based Reading Program
9. Catastrophic Student Accident Insurance
10. Cohort – Aspiring Leaders Certification Program
11. Cohort – Aspiring Leaders Master of Science Program
12. Cohort – Educational Leadership Certificate (2)
13. Cohort – Educational Leadership Masters (2)
15. Cohort – Instructional Technology Masters – 9
16. Cohort – Master of Arts in Gifted and Talented Education
17. Cohort – Master of Arts in STEM K-8
18. Cohort – Master of Science in Mathematics Education for Baltimore County Elementary and Middle Schools
19. Economics 2010 and Related Teacher Materials
20. Electricity Generation
21. Hardware and Associated Software – Apple

PULLED 22. Language!

23. School Bus Routes – Standard Session and Summer
24. STEM Learning Studios
25. Teacher Educators in Residence
26. Tires for School Buses, Trucks, and Automobiles
27. Trash Can Liners
28. Wireless Access Points and Controllers
29. Resolution: Financing of Various Motor Vehicles
30. Lighting Retrofit
31. Installation of a Chiller – Deep Creek Elementary School
32. Construction Package 9A Drywall and Acoustical – Dundalk and Sollers Point High Schools
33. Construction Package 9B Carpet and Resilient Flooring – Dundalk and Sollers Point High Schools
34. Construction Package 11A Food Service Equipment – Dundalk and Sollers Point High Schools
XII. NEW BUSINESS (cont)

35. Stage Lighting Upgrade – Franklin Middle School
36. Replacement of Boiler – Glyndon Elementary School
37. Air Cooled Chiller/Piping Upgrades – Harford Hills Elementary School
38. Supply and Installation of Computer Lab Air Conditioning – Victory Villa Elementary School

D. Consideration of the Board Meeting Schedule for 2011-2012  
(Mr. Hines) Exhibit S

E. Consideration of the Proposed Construction of an Outdoor Classroom Area at Reisterstown Elementary School  
(Ms. White) Exhibit T

F. Consideration of the Proposed Changes to the School Calendar for 2011-2012  
(Ms. Calder) Exhibit U

G. Consideration of the FY11 Operating Budget Appropriation Transfer Request  
(Ms. Burnopp) Exhibit V

H. Consideration of School Legislation  
(Mr. Novak) Exhibit W

I. Consideration of the Alternative Governance Plan for Golden Ring and Loch Raven middle schools  
(Dr. Rodriguez) Exhibit X

XIII. REPORTS

A. Report on the Proposed School Calendar for 2012-2013 (first reading)  
(Ms. Calder) Exhibit Y

B. Report on the Proposed Special Education Staffing Plan for 2011-2012 (first reading)  
(Ms. Miller) Exhibit Z

XIV. INFORMATION

A. New Superintendent’s Rule 3128 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Board-Owned Vehicles  
Exhibit AA

B. New Superintendent’s Rule 3170 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Quality Management System  
Exhibit BB

C. Deletion of Superintendent’s Rule 4112 – PERSONNEL: Professional-Permanent: Employment  
Exhibit CC

D. Deletion of Superintendent's Rule 4112.1 – PERSONNEL: Professional-Temporary: Employment  
Exhibit DD

E. Deletion of Superintendent’s Rule 4112.2 – PERSONNEL: Professional-Temporary: Employment (Principals)  
Exhibit EE
XIV. INFORMATION (cont)

F. Deletion of Superintendent’s Rule 4114.1 – PERSONNEL: Permanent: Assignment, Transfer, and Promotion-Selection of Principals and Assistant Principals

G. Deletion of Superintendent’s Rule 4114.2 – PERSONNEL: Permanent: Assignment, Transfer, and Promotion-Selection of Supervisors and Specialists

H. Deletion of Superintendent’s Rule 4114.3 – PERSONNEL: Permanent: Assignment, Transfer, and Promotion-Selection of Department Chairmen/Team Leaders

I. Revised Superintendent’s Rule 5440 – STUDENTS: Services to Students-Child Abuse and Neglect

J. New Superintendent’s Rule 7260 – NEW CONSTRUCTION: Designing-School Marquee Signs

K. Financial Report for months ending February 28, 2010 and 2011

L. Southeast Area Education Advisory Council Meeting Minutes of February 7, 2011

XV. ANNOUNCEMENTS

A. Public Comment on Proposed Policies (second reading):

- Proposed Changes to Policy 1270 – COMMUNITY RELATIONS: Community Involvement-Parent/Guardian and Family Involvement
- Proposed Changes to Policy 4002 – PERSONNEL: General-Precepts, Beliefs, and Values of the Baltimore County Public Schools
- Proposed Deletion of Policy 4005 – PERSONNEL: General-Dating or Sexual Relations Between Staff and Students
- Proposed Changes to Policy 4115 – PERSONNEL: Professional-Permanent: Responsibilities and Duties
- Proposed Changes to Policy 4133 – PERSONNEL: Professional-Activities: Tutoring/Educational Services
- Proposed Deletion of Policy 4145 – PERSONNEL: Professional-Compensation and Related Employee Benefits: Compensable Non-Duty Week Days
- Proposed Deletion of Policy 4262 – PERSONNEL: Professional-Compensation Plan: Emergency Call-In
XV. ANNOUNCEMENTS (cont)

- Proposed Deletion of Policy 5570 – STUDENTS: Student to Student Sexual Harassment
- Proposed Changes to Policy 6100 – INSTRUCTION: Curriculum
- Proposed Deletion of Policy 6103 – INSTRUCTION: Reading

B. General Public Comment

Next Board Meeting  Tuesday, May 10, 2011
7:00 PM  Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, February 22, 2011
(rescheduled to Wednesday, February 23, 2011)

The Board of Education of Baltimore County met in open session at 5:05 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. H. Edward Parker, Ms. Valerie A. Roddy, 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 February, March, and April 2011.

Mr. Uhlfelder requested that the article, *College Readiness and Workforce Challenges* from the Principal Leadership magazine be placed in the minutes.

Pursuant to the Annotated Code of Maryland, State Government Articles, §10-508(a)(7), and upon motion of Mr. Parker, seconded by Mr. Schmidt, the Board commenced its closed session at 5:08 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:08 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. H. Edward Parker, Ms. Valerie A. Roddy, 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. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Ms. Karen Blannard, Assistant Superintendent, Elementary Schools; Ms. Patricia Lawton, Assistant Superintendent, Elementary Schools; Ms. Barbara Walker, Assistant Superintendent, High Schools; Mr. Robert J. Barrett, Executive Officer, Community Outreach; Margaret-Ann Howie, Esquire, General Counsel; Ronald Miller, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Mr. Miller provided legal advice on slander.

Board member, Mr. George J. Moniodis, entered the room at 5:10 p.m. Dr. Manuel Rodriguez, Assistant Superintendent of Middle Schools, entered the room at 5:11 p.m.

Staff exited the room at 5:37 p.m.

Board member, Ms. Mary-Margaret O’Hare, entered the room at 5:52 p.m.
On motion of Mr. Schmidt, seconded by Mr. Parker, the Board adjourned its closed session at 6:11 p.m.

ADMINISTRATIVE FUNCTION

At 6:11 p.m., Board members discussed the following items:

- Board communication strategies
- Future Board agendas
- Board protocols

On motion of Mr. Coleman, seconded by Ms. Roddy, the Board adjourned its administration session at 6:20 p.m. for a brief dinner recess.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 6:48 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. 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 Dr. Lisa Williams, 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 January 25, 2011, 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. **Board of Education Policies** – Mr. Coleman reported that the Board of Education’s Policy Committee had met to consider the policies presented this evening, and that the committee recommends approval of these policies. This is the first reading.

- Proposed Deletion of Policy 2305 – ADMINISTRATION: Administrative Operations-School-Based Management
- Proposed New Policy 3128 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Board-Owned Vehicles
- Proposed New Policy 3170 – NON-INSTRUCTIONAL SERVICES: Non-Instructional Services-Quality Management System
- Proposed Deletion of Policy 3630 – NON-INSTRUCTIONAL SERVICES: Fees, Gifts, and Property Disposition-Disposition of Real Property
- Proposed Deletion of Policy 4112 – PERSONNEL: Professional-Permanent: Employment
- Proposed Deletion of Policy 4112.1 – PERSONNEL: Professional-Temporary: Employment
- Proposed Deletion of Policy 4112.2 – PERSONNEL: Professional-Temporary: Employment (Principals)
- Proposed Deletion of Policy 4146 – PERSONNEL: Professional-Insurance
- 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. David Uhlfelder reported that several months ago, the Foundation initiated a program open to all schools awarding a maximum $2,000 grant for projects aligned with the *Blueprint for Progress* as long as these projects meet one of three instructional themes: Financial Literacy; Green Initiatives and Environmental Sustainability; and Arts and Culture. The Foundation received approximately 35 applications. Ten were selected for funding.
WORK SESSION REPORTS (cont)

Currently the Foundation maintains 14 restricted scholarship funds and 20 restricted school projects. The Foundation also has an unrestricted fund from which projects such as this grant initiative can be funded. The June 30, 2010 audited financial statement is available for review by Board members and the general public.

Ms. Johnson asked how students access information about the resources and scholarships available through the Foundation. Board members and the public can access information about the foundation at its Web site (http://www.bcps.org/community/education_foundation/).

C. Report on Prekindergarten Programs – Ms. Sonja Karwacki, Executive Director of Liberal Arts, and Ms. Sharon Hoffman, Supervisor of Early Childhood, updated Board members on the prekindergarten program, including its legal and eligibility requirements. The goal of prekindergarten is to provide learning experiences to help children develop and maintain the basic early literacy and numeracy skills necessary to be successful in school. The program provides age-appropriate experiences to 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. Prekindergarten programs are available in 77 schools with a total of 159 sessions. As of September 30, 2010, Baltimore County Public Schools (BCPS) enrolled 3,024 students enrolled in this program.

Ms. Karwacki also reviewed other aspects of the prekindergarten program, which included:

- Funding and oversight
- Time allotments
- Curriculum
- Open court reading
- Classroom resources
- Small group instruction
- Assessments
- Benefits

Mr. Hines asked about the major challenges for educators. Ms. Hoffman responded that there are three challenges: 1) students entering the classroom who do not speak English; 2) students unaware how to interact with others students; and 3) poor vocabulary development.
WORK SESSION REPORTS (cont)

Mr. Coleman inquired about the 17% of students not ready for kindergarten. Ms. Karwacki responded that the data is disaggregated. A large portion of those children are at a level of readiness but not at full readiness. She stated that less than 3% of those students show no readiness.

Mr. Uhlfelder asked about teachers and parent interaction. Ms. Hoffman responded that teachers will share student schedules with parents, send home activities for parents to do with the student, hold parent conferences, and distribute weekly newsletters.

Ms. O’Hare asked how students who attend prekindergarten compared academically with students who do not. Ms. Karwacki stated that the data is disaggregated in the category of “prior care” in the 2009-2010 Maryland Model for School Readiness Report published by the Maryland State Department of Education. The composite score for students that had home care or informal education programs was 67%.

Mr. Janssen asked how the pre-3 program locations are selected and how the participants are chosen. Ms. Hoffman responded that a class is comprised of 15 students with 11 of who are economically disadvantaged. Each year, BCPS attempts to collapse a self-contained class and turn it into a general education class to have continuum of services so that students with special needs do not have to attend a self-contained class. As schools are selected, the system wants to ensure that where there is a 3-year program, there is also a 4-year program in place. Mr. Janssen asked how parents receive information about the pre-3 program. Ms. Hoffman stated that program is advertised through schools, community centers, newsletters, and county welfare services.

Ms. Johnson asked whether the school system tracks how well a student has progressed who has attended preK through Grade 12. Ms. Karwacki responded that BCPS currently tracks students from kindergarten to Grade 12 and the school system is looking at building a preK cube within the next month.

D. Report on College and Workforce Readiness – Dr. Roger Plunkett, Assistant Superintendent of Curriculum and Instruction, shared with Board members that the Division of Curriculum and Instruction has begun to prepare an alignment document to illustrate how the Blueprint for Progress continues to position BCPS to best respond to state and national education reform efforts. Dr. Plunkett stated that the school system’s draft college and workforce readiness document is an attempt to centrally record critical college and workforce readiness efforts in all content areas, AVID, and our counseling program.
WORK SESSION REPORTS (cont)

Ms. Barbara Walker, Assistant Superintendent of High Schools, reported on BCPS current standing in the national and state standards in its high school graduation rate (86%), college enrollment rate (62%), and second-year college return rate (87%).

Ms. Karwacki stated that readiness requires the developmental maturity to thrive in the increasingly independent worlds of postsecondary education and careers, the cultural knowledge to understand the expectations of the college environment and labor market, and the employer-based skills to succeed in an innovation-based economy. Ensuring rigor and readiness includes:

- Implementing BCPS core curricula with a cross-curricular instructional approach embedded with college preparatory and AVID strategies.
- Facilitating monthly professional development on rigorous instruction, scheduling AVID demonstration lessons, observing AVID classroom instruction, and providing continuous feedback.
- Providing continuous professional development and training for AP teachers including sharing and exchanging AP "best practices." (College Board AP training and systemwide professional development).
- Piloting new SAT English and Mathematics Instructional Support Resources for SAT Prep classes in two high schools.
- Implementing new SAT strategies through Wiki for SAT Prep teachers to share and exchange.

Next, Ms. Karwacki described to Board members BCPS' counseling programs, which are guided by the Maryland State and American School Counseling Association to prepare students to be college and career ready.

Dr. John Quinn, Executive Director of Science, Technology, Engineering, and Mathematics (STEM) reported on the following programs:

- Career and Technology Education (CTE) Program – Works to ensure that students graduate from high school both college and workforce ready. The Office of CTE continues to identify rigorous and relevant industry certification exams aligned with BCPS programs of study and to develop strategies to improve the pass rates and increase the number of students taking and passing the exams.
WORK SESSION REPORTS (cont)

- STEM – Course sequences have been clearly defined for K through Grade 12 to provide all students with the opportunity to take a variety of Advanced Placement (AP) level courses. Both science and mathematics content offices strongly support initiatives to improve student SAT performance through a partnership and close collaboration with CCBC, college readiness courses in science and math have been created so that BCPS seniors are prepared to enter CCBC eligible to take credit bearing courses.

Dr. Jessie Douglas, AVID Coordinator, shared a video clip with Board members of a former AVID student.

Mr. Janssen asked whether teachers received a stipend for sponsoring the robotics program with Dr. Quinn responding no. Dr. Peccia stated that science fairs are held throughout the county and that schools participate at their own level. Mr. Janssen asked what qualifications are required for engineering teachers. Dr. Quinn responded that in the secondary schools, under Project Lead the Way, teachers undergo training and receive certification to teach those courses. The struggle has been to incorporate the training and concepts on the elementary level. Through an NSF grant with the University of Maryland, Baltimore County, BCPS is able to train elementary teachers in the STEM fields. At 14 elementary schools there are STEM resource teachers who have received special training in the STEM areas. Dr. Quinn noted that the plan for the upcoming year is to utilize MSDE STEM funding to have BCPS’ engineering elementary experts train other teachers.

Ms. O’Hare asked whether teachers in high schools have an opportunity to share best practices. Ms. Walker responded that one of the biggest successes of the reorganization has been the collaboration between curriculum and instruction and the assistant superintendents. Dr. Plunkett stated that a report on the restructuring will be presented to the Board at a future work session.

Ms. Johnson asked how college performance is followed. Dr. Thomas Rhoades, Executive Director of Research, Accountability, and Assessment, responded that the school system tracks every student leaving Baltimore County who attends college within the United States. Ms. Johnson asked whether the school system can track where students go into the work force after high school. Dr. Rhoades responded that, at the direction of the superintendent, staff could generate such a report for the Board.

Mr. Hines asked that a summary paragraph of the presentation be placed in the Friday Letter.
INFORMATION

The Board received the following as information:

A. Financial Report for months ending December 31, 2009 and 2010

ANNOUNCEMENTS

Mr. Hines made the following announcements:

- The Northeast Area Education Advisory Council will hold its next meeting on Wednesday, February 23, 2011, at Carney Elementary School beginning at 7:00 p.m.

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, March 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.

ADJOURNMENT

The Board adjourned its meeting at 8:26 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

/bls
College Readiness and Workforce Challenges

In an address to Congress on February 24, 2009, President Barack Obama said, "In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a pre-requisite." Unfortunately, the College Board recently reported that "as of 2008, 58.9 percent of adults ages 25 to 64 across the nation had less than an associate degree" (Lee & Rawls, 2010, p. 12). Clearly, if significant changes in public education do not occur to ensure that young people are prepared for both college and work in a global economy, the nation's social and economic health will continue to weaken.

One of the key points of agreement among educators is that highly successful schools must disseminate best practices so that all can benefit. Eastern Technical High School, part of Baltimore County (MD) Public Schools, is a career and technical education (CTE) high school where students gain the knowledge and skills they need to pursue a career in 1 of 10 career pathways while also taking challenging academic courses at the gifted and talented, honors, and AP levels. Students are fully prepared for both higher education and the workforce. The school is a model for practices that achieve excellent results.

How Did This Happen?

In 1992, Robert Kemmery was appointed principal of the school, and his first order of business was to invite corporate and education leaders to visit the school and make recommendations for program improvement. The CEO of Lockheed Martin Aircraft told him, "You may as well close this place. You are preparing students for jobs that will not exist a few years from now." Thus, reform began at Eastern Tech in 1992 with substantial changes in focus and a name change from Eastern Vocational-Technical High School to Eastern Technical High School. Cosmetology, welding, and similar classes were phased out; career majors that were more attuned to the needs of the labor market and student interests were phased in. Those career majors include highly academic programs—such as engineering, information technology and allied health, teaching, law-related
A student completes a water lab for her biology class.
The emphasis at Eastern Tech is on consistently being better. We know we are a good school—our data indicate that we are very good school. But are we the very best that we can be?

careers, and interactive media production—as well as more traditional technical programs—such as automotive technology, construction management, culinary arts, and business management and finance.

Students in Maryland must fulfill the requirements of a “completer” program to receive a high school diploma. In Baltimore County Public Schools, students may fulfill the requirements of one of three different completer programs: two credits of a world language and two electives, four credits in a chosen field, or two credits in an advanced technology and two electives. All students at Eastern Tech earn a “double-completer”—a minimum of four credits in their selected career major and at least two credits (most earn three or four) in a world language. Eastern Tech offers Spanish, Chinese, and Latin. In addition, all students are required to take a mathematics course each year—the current state graduation requirement is three courses—and most leave our school with five or six math credits. All students complete Algebra II by their sophomore year.

Although it has remained a CTE high school with 10 career major programs for students, Eastern Tech has effectively combined high-quality academic requirements and CTE to become one of the highest performing high schools in Maryland and the nation. It was named a Maryland Blue Ribbon School of Excellence in 1997 and 2009, recognized as a top school by Newsweek Magazine and U.S. News and World Report, and named a 2010 National Blue Ribbon School. Eastern Tech has achieved this level of success by focusing on strategies in each of the core areas found in Breaking Ranks II: collaborative leadership; personalization; and curriculum, instruction, and assessment.

**Collaborative Leadership**

The emphasis at Eastern Tech is on consistently being better. We know we are a good school—our data indicate that we are a very good school. But are we the very best that we can be? We choose to keep “great” as an unachieved goal so that we continue to focus on improvement. The leadership team at Eastern Tech believes in leading from the center and involving others in the decision-making process, including teachers, students, parents,
and community members. Improved student achievement and sustained success are the results of team efforts; teams have been central to the school's success in all areas, especially the AP program.

Eastern Tech's template for success in AP begins with various school teams that meet regularly. The core leadership team (composed of the content-area chairs and the administrators) and the career major leadership team (composed of a representative from each of the 10 career majors and the administrators) meet monthly, the ninth-grade interdisciplinary teams meet weekly, and the school improvement team meets once each semester.

Status meetings for each department are held every two weeks and are attended by the principal, the assistant principal assigned to the department, and the department chair. A typical status meeting agenda includes discussions about benchmark assessment data, classroom observation data, and curriculum implementation. Discussions center on trends in student subgroup performance.

The AP team, which includes all AP teachers, the AP coordinator, and the principal, meets four or five times each year to discuss best practices. Each of the core departments has created vertical teams that focus on grades 9 to 12 and also on data that has been gathered from Eastern Tech's feeder middle schools.

Our eyes and ears are on the content and skills that students need to succeed in college and the workplace. Each team and leadership group uses achievement data to adjust instruction. We have established school goals that are based on our district's Blueprint for Progress. Our goals for AP include achieving a 90% pass rate (we are currently at 84.3%), having 100% of the students who are enrolled in AP courses taking the AP exam (we are currently at 94.5%), and consistently enrolling more students in the AP program. Twenty-eight percent of Eastern Tech students currently take at least one AP course; our goal for the next school year is to improve this percentage to 32%. All teams focus on improvement in every meeting.

**Personalization**

The driving forces behind our school's success are the relationships that teachers have established with students and the relationships students have established with what they learn. Both are important for success in school, especially in AP programs. When students are asked why they want to take AP courses when they know that doing so will affect their social lives and possibly their GPAs, their most common response is "the teacher." Our AP teachers build relationships with students that are similar to those of successful coaches and players, but perhaps even stronger.
The teachers have personalized their own content knowledge regarding AP courses through writing syllabi, taking courses, talking with other AP teachers, and serving as AP readers, but they know it is the relationships they build with the students that determine success. Those relationships are the result of matching students’ needs with effective school practices, such as recognition, acceptance, trust, respect, purpose, and confirmation. In addition to the daily delivery of instruction, teachers also make themselves available to students using technology—wikis, podcasts, texting, and e-mails—to help ensure students’ understanding and success.

Without strong relationships, other steps in our template for success could not be achieved. For example, our requirement that students complete AP assignments over the summer and remain in contact with their teachers—by accessing the class message board to clarify key points and discuss content—would not occur without strong, positive relationships. Our policy of honest grading would not be as effective without those relationships. Honest grading at Eastern Tech means that a student isn’t graded for their attendance or their effort, but rather is graded according to the level of knowledge they demonstrate relative to the AP exam. For example, a student who earns an A should be able to achieve a 5 on the AP exam, a student with a C should be earning a 3, and so on. Absent positive relationships, many students would opt out of AP courses for easier courses and higher GPAs.

**Curriculum, Instruction, and Assessment**

The focus at Eastern Tech is on student achievement, and central to that is the business of teaching and learning. The curriculum is driven by the Maryland Content Standards, which will soon be supplanted by the education national standards. The standards help all teachers and administrators understand what students should know and be able to do in each high school course. The standards, coupled with a classroom-focused improvement processes, are the keys to Eastern Tech’s accomplishments. For example, the template for AP success is one of many best practices that guarantee student success.

**Template for AP Success**

The template for AP success outlines the various planning and AP activities that are held throughout the year.

Summer. Academic success begins with the work students do in the summer. At the conclusion of each year, the AP team holds a meeting to reflect on the program strengths and improvement needs for the next year. Vertical teaming in each department is essential to this process. Each vertical team looks at what students need to be successful in an AP course and creates a backward map of the skills they need to ninth grade—and, in some cases, back to middle school. The teams create summer assignments for students who will be taking AP courses the following year and establish interactive message boards so that students have continual access to their teachers throughout.
the summer months. Teachers use the summer to participate in professional development activities, such as national conferences or summer workshops.

Fall. When school resumes, each department revisits the decisions made by the vertical teams to make adjustments, if necessary, or to reaffirm direction. Honest grading practices are put in place to help students see the relationship between their daily work and success on the AP exams; although the equivalency is imprecise, every effort is made by AP teachers to give students a realistic look at their potential score based on the grades they earn in the course. A back-to-school meeting is held with the AP team to review the scores from the previous year, discuss best practices, and develop goals for the new year.

Winter. Honest grading practices continue. During the winter months, Eastern Tech uses the AP Potential data that is sent by College Board and the input of staff members to identify prospective AP students for the following year. (AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP exam on the basis of their PSAT/NMSQT scores.) Those students and their parents are invited to AP Night to hear about the program. Personal letters are sent to potential AP students from each of the AP teachers inviting them to participate; however, any student who wishes to take the AP challenge may register for an AP course. Eastern Tech’s AP policy is open access, within reasonable limits and with appropriate counseling of students.

Spring. The AP exam is given. The AP team meets to reflect on the year and make plans for the future. AP teachers meet with next year’s AP students to discuss and assign meaningful summer assignments. Communication is established for the summer months.

Overall, the teachers and leaders at Eastern Tech have developed a culture of continual improvement by analyzing data and using data to inform instruction. The AP teachers reach out to other schools to share information and to develop their own skills. We have created a “farm team” of future AP teachers by assigning them to pre-AP courses and by having them attend AP conferences and other events. We even rename one of our classrooms each year in honor of the student who has the highest AP average and bring that student back for a special ceremony in his or her honor.

Results
As a result of the planning we do, Eastern Tech’s AP participation has increased by 400% in the last seven years, and 84% of the AP students in 2010 earned a passing score of 3, 4, or 5. Since the 2004-05 school year, the AP participation rate has jumped from 11% to 28%, and the number of tests taken increased from 264 to 678 during the same period. Of the total school population of 1,350 students, 85% are now enrolled in rigorous courses (honors, gifted and talented, or AP), and 81% of the school’s minority population is also enrolled in these rigorous courses, making Eastern Tech a model for other high schools in the country. PL

REFERENCES

Thomas G. Evans (taward@bcps.org) is the principal of Eastern Technical High School in Essex, MD.

Harry J. Cook (hcook@bcps.org) is chairman of the English Department at Eastern Technical High School.
Purpose: The Board is continually asked questions concerning many areas of our educational system. They come from public testimony, inquiries to Board members, public hearings on capital and operating budgets, and area advisory councils. Some are local to individual schools, while others cross the system. Each month during this portion of our meeting, I will provide a report which will be in response to some public concerns that Board members have become aware of. My responses will not address personnel, legal, or confidential matters.

Public Comment

Issue: Policy and Rule 1300

Response: During the Board of Education Retreat on March 19, 2011, the Board of Education requested that staff review the policy and rule and consider changes that would assist in making school buildings more accessible for community groups.

Other Items

News Release: Independent reports show rising rates of college attendance, benefits of higher education for BCPS graduates

College attendance rates for Baltimore County Public Schools graduates have increased from 2002 to 2010 across racial and gender divisions while obtaining college degrees has a lasting impact on former students’ ability to find employment and earn higher wages, according to studies presented to the Board of Education of Baltimore County at its work session on Tuesday, March 22.

The school system’s Office of Research, Accountability, and Assessment presented the results of both a Student Tracker Study, conducted by the National Student Clearinghouse, and a study of post-secondary and workforce outcomes, prepared by the University of Baltimore’s Jacob France Institute. Report summaries are available for online viewing at [http://www.bcps.org/board/exhibits/2011/032211ExhibitM.PDF](http://www.bcps.org/board/exhibits/2011/032211ExhibitM.PDF).
Baltimore County Public Schools

Date: April 5, 2011

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Consideration of the Proposed Deletion of Policy 2305, School-Based Management

Originator: Roger Plunkett, Assistant Superintendent, Curriculum and Instruction

Resource Person(s): John Quinn, Executive Director, Science, Technology, Engineering, and Mathematics (STEM)

Recommendation

That the Board of Education approves the proposed deletion of Policy 2305, School-Based Management. This is the third 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
1. Board of Education Policy 2000, Administrative and Supervisory Personnel
2. Board of Education Policy 2111, Superintendent of Schools
3. Board of Education Policy 2300, Administrative Operations
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.
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:        April 5, 2011

TO:          BOARD OF EDUCATION

FROM:        Dr. Joe A. Hairston, Superintendent

SUBJECT:     CONSIDERATION OF 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 approves the proposed new Policy 3128, Board-Owned Vehicles. This is the third 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
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, \textit{Drug-Free Workplace}
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF 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 approves the proposed new Policy 3170, Quality Management System. This is the third reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 3170
**POLICY ANALYSIS OR**
**BOARD OF EDUCATION POLICY 3170**
**QUALITY MANAGEMENT SYSTEM**

**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.
POLICY 3170

RELATED POLICIES: BOARD OF EDUCATION POLICY 3000, NON-INSTRUCTIONAL SERVICES

POLICY BOARD OF EDUCATION OF BALTIMORE COUNTY
ADOPTED: __________
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

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

ORIGINATOR: Joe A. Hairston, Superintendent

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 3630.

This is the third 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 – April 5, 2011
Public Comment – May 10, 2011
Third Reading – June 14, 2011
NON-INSTRUCTIONAL SERVICES: Fees, Gifts, and Property Disposition

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

Policy
Adopted: 12/12/74
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF 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 approves the proposed deletion of Policy 4112, Permanent: Employment. This is the third reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 4112
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 4112

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.

#68 Employment of teachers and other personnel
State Board of Education Bylaw
13.06.02.01 Contracts

Policy
Adopted: 8/29/68
Revised: 3/25/93]
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF 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 approves the proposed deletion of Policy 4112.1, Temporary: Employment. This is the third 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 Board of Education of Baltimore County
Adopted: 3/14/00]
Baltimore County Public Schools

Date: April 5, 2011

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Consideration of 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 approves the proposed deletion of Policy 4112.2, Temporary: Employment (Principals). This is the third 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.

DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF 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 approves the proposed deletion of Policy 4146, Insurance. This is the third 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: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF 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 approves the proposed changes to Policy 5100, Enrollment and Attendance. This is the third reading.

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Attachment I: Policy Analysis 5100
Attachment II: Policy 5100
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
STUDENTS: Enrollment and Attendance

COMPULSORY ATTENDANCE

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
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF 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 third reading.

*****

Attachment I: Policy Analysis 5440
Attachment II: Policy 5440
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 5440
CHILD ABUSE AND NEGLECT

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
4. Board of Education Policy 4230, Student Records

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
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 §6-108, 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 Premises**
- **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,**
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
- BOARD OF EDUCATION POLICY 5230, STUDENT RECORDS

Policy
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: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED NEW POLICY 7260, SCHOOL MARQUEE SIGNS

ORIGINATOR: Joe A. Hairston, Superintendent

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

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 7260. This is the third reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 7260
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 7260
SCHOOL MARQUEE SIGNS

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 – April 5, 2011
Public Comment – May 10, 2011
Third Reading – June 14, 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: __________
# BALTIMORE COUNTY PUBLIC SCHOOLS  
## TOWSON, MARYLAND 21204

**April 5, 2011**

## RECOMMENDED TRANSFERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
</table>
| **TAYLOR, KANDICE W.** (Effective July 1, 2011) | Principal  
Golden Ring Middle School | Principal  
Golden Ring Middle School |
| (Restructured School) |                       |                     |
| **JOHNSON, STACEY** (Effective July 1, 2011) | Principal  
Loch Raven Technical Academy | Principal  
Loch Raven Technical Academy |
| (Restructured School) |                       |                     |
# BALTIMORE COUNTY PUBLIC SCHOOLS
## TOWSON, MARYLAND 21204

### April 5, 2011

## RETIREMENTS

<table>
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<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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<tbody>
<tr>
<td>Doreen Anderson</td>
<td>Social Studies Teacher</td>
<td>Holabird Middle</td>
<td>10.0</td>
<td>07/01/11</td>
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<tr>
<td>Margaret Archer-Batten</td>
<td>Special Ed Teacher</td>
<td>Kenwood High</td>
<td>31.0</td>
<td>07/01/11</td>
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<tr>
<td>Patricia Blackburn</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>9.3</td>
<td>04/01/11</td>
</tr>
<tr>
<td>Joan Brauner</td>
<td>Principal</td>
<td>Eastwood Center</td>
<td>23.0</td>
<td>07/01/11</td>
</tr>
<tr>
<td>Lina Burchett</td>
<td>COP</td>
<td>Kenwood High</td>
<td>12.0</td>
<td>07/01/11</td>
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<tr>
<td>Susan Dippel</td>
<td>Paraeducator</td>
<td>White Oak School</td>
<td>21.0</td>
<td>07/01/11</td>
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<tr>
<td>Jacqueline Dutton</td>
<td>Kindergarten Teacher</td>
<td>Pleasant Plains Elem</td>
<td>28.6</td>
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<td>Bernard Elways</td>
<td>Bus Attendant</td>
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<tr>
<td>Kathleen Gardner</td>
<td>Art Teacher</td>
<td>Hereford High</td>
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<tr>
<td>Juanita Gaston</td>
<td>Classroom Teacher</td>
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<tr>
<td>Carol Heidel</td>
<td>Classroom Teacher</td>
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<td>Joan Hillier</td>
<td>Special Ed Teacher</td>
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<td>Barbara Kesler</td>
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<td>David Knight</td>
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<td>Crossroads Center</td>
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<td>Sandra Langer</td>
<td>Nurse</td>
<td>Western School Tech</td>
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<td>07/01/11</td>
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<td>Laura Manfuso</td>
<td>Classroom Teacher</td>
<td>Fifth District Elementary</td>
<td>27.6</td>
<td>07/01/11</td>
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<tr>
<td>Mary Martelle</td>
<td>Admin Secretary I</td>
<td>ESS/Dept of C&amp;I</td>
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<tr>
<td>Regina Martini</td>
<td>Principal</td>
<td>White Oak School</td>
<td>38.7</td>
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<tr>
<td>NAME</td>
<td>POSITION</td>
<td>SCHOOL/OFFICE</td>
<td>YRS. OF SERVICE</td>
<td>EFFECTIVE DATE</td>
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<tr>
<td>Linda Matukaitis</td>
<td>Vocal Music Teacher</td>
<td>Parkville Middle</td>
<td>30.0</td>
<td>07/01/11</td>
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<tr>
<td>Melinda McGhin</td>
<td>Guidance Counselor</td>
<td>Eastern Tech High</td>
<td>36.0</td>
<td>07/01/11</td>
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<tr>
<td>Troy McKenzie</td>
<td>ROTC Instructor</td>
<td>Lansdowne High</td>
<td>12.7</td>
<td>04/01/11</td>
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<td>Roseanne Oltmanns</td>
<td>Classroom Teacher</td>
<td>Seven Oaks Elementary</td>
<td>30.8</td>
<td>07/01/11</td>
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<td>Eileen Roberta</td>
<td>Principal</td>
<td>Carney Elementary</td>
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<td>07/01/11</td>
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<td>M. Christine Roylance</td>
<td>Classroom Teacher</td>
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<td>Alease Samuels-Dews</td>
<td>Classroom Teacher</td>
<td>Chapel Hill Elementary</td>
<td>32.0</td>
<td>07/01/11</td>
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<td>Audrey Stickney</td>
<td>Resource Teacher</td>
<td>Winfield Elementary</td>
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<td>07/01/11</td>
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<td>Albert Zamiello</td>
<td>Home and Hospital</td>
<td>Home and Hospital</td>
<td>40.0</td>
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As of 04/04/2011
### RESIGNATIONS

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<th>Employee</th>
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<th>Duration</th>
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<tbody>
<tr>
<td>Bedford Elementary School</td>
<td>Tiffany L. Greene</td>
<td>03/04/11</td>
<td>7.0 mos.</td>
<td>Grade 4</td>
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<td>Berkshire Elementary School</td>
<td>Amy G. Ruetz</td>
<td>02/25/11</td>
<td>3.0 yrs., 5.0 mos.</td>
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<td>Chase Elementary School</td>
<td>Melissa S. Balman</td>
<td>06/30/11</td>
<td>3.0 yrs.</td>
<td>Music – Vocal</td>
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<td>Chatsworth School</td>
<td>Laura W. Rosen</td>
<td>03/03/11</td>
<td>1.0 yr., 1.0 mo.</td>
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<td>Christina A. Ziegler</td>
<td>03/04/11</td>
<td>10.0 yrs., 7.0 mos.</td>
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<td>Lindsey M. Martz</td>
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<td>2.0 yrs.</td>
<td>Grade 5</td>
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<td>Amy T. Suits</td>
<td>06/30/11</td>
<td>3.0 yrs.</td>
<td>Prekindergarten</td>
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<td>Linda Raykovics</td>
<td>06/30/11</td>
<td>6.0 yrs., 5.0 mos.</td>
<td>Grades 4/5</td>
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<td>Jennifer L. Heagy</td>
<td>06/30/11</td>
<td>1.0 yr.</td>
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<td>Nora A. Isaac</td>
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<td>Katie M. Repetti</td>
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<td>Grade 3</td>
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<td>Jacqueline M. Tyson</td>
<td>06/30/11</td>
<td>1.0 yr., 8.0 mos.</td>
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<td>Pleasant Plains Elementary School</td>
<td>Ericka J. Lewis</td>
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<td>Red House Run Elementary School</td>
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<td>Kathleen A. Lubey</td>
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<td>Jody B. Sacks</td>
<td>06/30/11</td>
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<td>Reading Specialist</td>
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<td>Kourtney A. Marcus</td>
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<td>Special Education</td>
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<td>Caitlin E. Loraditch</td>
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<td>Lindsay H. Rotker</td>
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<td>Raymond L. Hall</td>
<td>06/30/11</td>
<td>1.0 yr.</td>
<td>Special Education – Self-Contained</td>
</tr>
<tr>
<td></td>
<td>Heidi F. Kiser</td>
<td>03/24/11</td>
<td>7.0 mos.</td>
<td>Nurse</td>
</tr>
<tr>
<td>Winfield Elementary School</td>
<td>Molly L. Koehler</td>
<td>06/30/11</td>
<td>1.0 yr.</td>
<td>Special Education – Self-Contained</td>
</tr>
</tbody>
</table>
SECONDARY – 24

Deep Creek Middle School
Alexander R. Patridge-VanAllsburgh, 06/30/11, 1.0 yr.
Science

Deer Park Middle Magnet School
Kevin M. Zeiler, 06/30/11, 1.0 yr.
English

Dundalk High School
Daniel J. Cackowski, 06/30/11, 1.0 yr.
Mathematics

Eastern Technical High School
Eric C. Watts, 02/18/11, 8.0 yrs., 6.0 mos.
Social Studies

Hereford High School
Carroll Andrew, 03/26/11, 8.0 yrs., 7.0 mos.
Mathematics

Sandra S. Fink, 06/30/11, 1.0 yr.
Mathematics

Kenwood High School
Rebecca N. Jones, 06/30/11, 1.0 yr., 7.0 mos.
Spanish

Micah P. Tsakalas, 06/30/11, 4.0 yrs.
Music – Vocal

Lansdowne Middle School
Catherine E. Everhart, 06/30/11, 2.0 yrs.
Mathematics

TaQueena L. Jones, 06/30/11, 3.0 yrs.
Mathematics

Lansdowne High School
Marla L. Posey-Moss, 06/30/11, 1.0 yr., 5.0 mos.
Spanish

New Town High School
Robert J. Bieschke, 06/30/11, 2.0 yrs.
Social Studies

Samuel Mauk, 06/30/11, 1.0 yr.
Mathematics

Parkville High School
Lorna B. Browne, 06/30/11, 1.0 yr.
Home Economics

Putapsco High School
Elizabeth L. Mannion, 06/30/11, 9.0 yrs.
English

Rebecca L. Vourvoulas, 06/30/11, 2.0 yrs.
Italian

Pikesville Middle School
Shaun H. O’Branski, 02/11/11, 3.0 yrs., 6.0 mos.
Special Education – Self-Contained

Pine Grove Middle School
Todd M. Moran, 06/30/11, 2.0 yrs.
Special Education-Self-Contained

Southwest Academy
Benjamin D. Bohrer, 06/30/11, 2.0 yrs.
Social Studies

James Ryon, 06/30/11, 1.0 yr.
Mathematics

Towson High School
Valerie M. Holmes, 06/30/11, 1.0 yr.
French

Woodlawn Middle School
Boris J. McLaughlin, 03/18/2011, 1.0 yr., 7.0 mos.
English

Woodlawn High School
Aparna Gupta, 06/30/11, 1.0 yr.
Science

Wan-Fah Kiang, 06/30/11, 1.0 yr.
Chinese

CENTRAL OFFICE – 2

Alternative Education/Dropout Prevention & Summer School
Melissa Linthicum, 03/23/11, 1.0 yr., 5.0 mos.
Home and Hospital

Research, Accountability & Assessment
Mary V. Wojnowski, 01/19/11, 8.0 yrs., 9.0 mos.
Supervisor
SEPARATION FROM LEAVE – 9
Jennifer B. Borchers, granted Child Rearing Leave, 02/10/10-06/30/11, resigning 06/30/11, 7.0 yrs., 5.0 mos.
Melissa Bush-Benford, granted Unusual and Imperative Leave, 07/01/10-06/30/11, resigning 06/30/11, 11.0 yrs.
Linda H. Cierlitsky, granted Child Rearing Leave, 08/24/09-06/30/11, resigning 06/30/11, 5.0 yrs.
Hope E. Cullison, granted Personal Illness Leave, 07/01/10-06/30/11, resigning 06/30/11, 4.0 yrs., 4.0 mos.
Abbie M. Gruscavage, granted Unusual and Imperative Leave, 07/01/10, 06/30/11, resigning 06/30/11, 7.0 yrs., 4.0 mos.
Erin B. Hancock, granted Child Rearing Leave, 04/13/09-04/13/11, resigning 04/12/11, 8.0 yrs., 8.0 mos.
Lauren E. Mavroulis, granted Unusual and Imperative Leave, 07/01/10-06/30/11, resigning 06/30/11, 6.0 yrs., 5.0 mos.
Jessica H. Pechhold, granted Child Rearing Leave, 12/02/09-06/30/11, resigning 06/30/11, 11.0 yrs.
Jennifer L. Wholtman, granted Child Rearing Leave, 02/16/09-02/16/11, resigning 02/12/11, 6.0 yrs., 6.0 mos.
CHILD REARING LEAVES

JENNIFER C. GIESLER – (Science) – Sudbrook Magnet Middle School
Effective April 26, 2011 through April 26, 2013

ROBIN HAWLEY-BRILLANTE – (Elementary) – Dogwood Elementary School

LINDSAY E. KLUG – (English) – Formerly Parkville Middle School
Effective August 6, 2011 through August 6, 2013

ELENA K. LIBERTINI – (Elementary) – Battle Grove Elementary School
Effective April 4, 2011 through April 4, 2013

KELLY A. MELKA – (Special Education) – General John Stricker Middle School
Effective April 2, 2011 through April 2, 2012

KATHRYN L. NEUMAN – (Elementary) – Warren Elementary School
Effective April 8, 2011 through April 8, 2013

PERSONAL LEAVE

JAMES J. SNOW – (Social Studies) – Middle River Middle School
Effective July 1, 2011 through June 30, 2012

UNUSUAL AND IMPERATIVE LEAVE

KATHLEEN A. WHITNEY – (Elementary) – Pine Grove Elementary School
Effective April 5, 2011 through April 5, 2012
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts
Board Exhibit – April 5, 2011

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

1. **Contract Modification:** Enterprise Application Integration  
   **Contract #:** RGA-134-10 (GSA Contract #GS35F0418V)

<table>
<thead>
<tr>
<th>Term: N/A</th>
<th>Extension: N/A</th>
<th>Contract Ending Date: 1/31/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated total award value: $500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated modification amount: $1,500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New estimated total award value: $2,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Board meeting date:** April 5, 2011

**Description:**

On January 12, 2010, the Board approved this contract. Since then, the school system has been awarded Race to the Top funds. These funds will be utilized to complete and deploy the Education, Assessment, and Student Information (easi) System. The easi system will be released in a phased manner that started August 24, 2010, through multiple fiscal years. The easi system will be implemented in three phases to ensure that all users are trained appropriately by the Department of Professional Development as each phase is released, and allow for the Project Management Office to gather and document all requirements via stakeholder and user focus group sessions to ensure that core user needs will be met. In order to complete these projects, it is necessary to increase the amount authorized for the use of this contractor.

Board Policy 3210 and §5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows BCPS to utilize contracts awarded or negotiated by other government agencies.

**Recommendation:**

Award of contract modification is recommended to:

- **RDA Corporation**  
  **Hunt Valley, MD**

**Responsible school or office:** Department of Technology

**Contact person:** Michael Goodhues

**Funding source:** Operating budget and Race to the Top funds
2. **Contract Modification:** Field Trip Transportation Services

**Contract #:** PCR-204-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>6/30/21</th>
</tr>
</thead>
</table>

**Previous award value:** N/A

**Estimated modification amount:** N/A

**New estimated total award value:** N/A

**Board meeting date:** April 5, 2011

**Description:**

The Board approved this contract on January 13, 2011, and a contract modification on February 8, 2011, and March 8, 2011. This contract modification adds five providers to the contract as permitted by the original solicitation.

This contract provides for student transportation services for after-school activities. Activities range from local athletic and music competitions to daylong and overnight cultural trips. Services are employed when BCPS’ own fleet is unavailable (due to regular bus route service) or incapable of meeting the trip requirement (such as coach service).

Award bidders have met vehicle and facility inspection criteria that include equipment and on-road performance evaluations and driver investigations that require on-file background investigation, citizenship status and drug free-testing. Additionally, award bidders are subject to a no-notice inspection focused on safety and serviceability of a specific vehicle and driver.

**Recommendation:**

Award of contract modification is recommended to:

- A.S. Tours, Inc. Baltimore, MD
- Bailey Leasing York, PA
- Harris Bus & Terminal Service Baltimore, MD
- Hunt Valley Motor Coach Hunt Valley, MD
- Sivels Transportation Owings Mills, MD

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

**Contact person:** Kara Calder

**Funding source:** Operating budget
3. **Contract Modification:** Kindergarten Calendar Math Kits  
   **Contract #:** RGA-151-04

<table>
<thead>
<tr>
<th>Term:</th>
<th>5 years</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>6/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated total award value:</td>
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<td></td>
<td>$150,000</td>
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<tr>
<td>Estimated modification amount:</td>
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<td></td>
<td>$122,760</td>
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<tr>
<td>New estimated total award value:</td>
<td></td>
<td></td>
<td>$272,760</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011

**Description:**

The Board approved this contract on December 21, 2004. This contract modification consists of a one-time purchase of an updated version of the Great Source Every Day Counts Calendar math kit to replace the 2005 edition currently being used in the kindergarten mathematics program. This calendar kit is used daily in every kindergarten classroom as one of two components of the kindergarten program.

The purchase of the 2012 Great Source Every Day Counts Calendar math teacher kits will provide the opportunity to refresh the kindergarten program as the transition begins to the Common Core State Curriculum (CCSC).

The 2005 version of the Great Source Every Day Counts Calendar math teacher kits were selected using the process outlined in Board Policy and Superintendent’s Rule 6002 and under section §7-106, Paragraph (a) of the Education Article of the Annotated Code of Maryland. BCPS purchases the above materials upon the recommendation of the county superintendent and the adopted procedures of the county board. This recommendation is in accordance with Board of Education Policy and Superintendent’s Rule 6002. Instructional materials are recommended after being carefully evaluated and selected by a curriculum and instruction committee for use in the subject area; the selected materials support the curriculum and meet the diverse needs of students. Under Superintendent’s Rule 6002, instructional materials may be consumable and expendable and include, but are not limited to, such items as charts, kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic resources such as software, CD-ROMs, and online services. These kit’s have been available through our online catalog since July 2004.

**Recommendation:**

Award of contract modification is recommended to:

   Houghton Mifflin Harcourt Publishing Co.  Wilmington, MA

**Responsible school or office:** Department of Science, Technology, Engineering, and Mathematics

**Contact person:** Dr. John Quinn

**Funding source:** Operating budget
4. **Contract Modification**: Perpetual Network License for Statistical Software  
   **Contract #:** JNI-716-09 (Maryland Educational Enterprise Consortium (MEEC) #USM-2007-12)

<table>
<thead>
<tr>
<th>Term</th>
<th>Extension</th>
<th>Contract Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>6/30/16</td>
</tr>
</tbody>
</table>

**Estimated total award value**: $68,412  
**Additional one-time fee**: $49,998  
**Maintenance fee (years 2 thru 5)**: $68,636  
**New estimated total award value**: $187,046

**Board meeting date**: April 5, 2011

**Description**:

On August 12, 2008, the Board approved this contract for the purchase of a 25-seat district-wide network license of the SPSS statistical software. The software is used to compile and analyze student data, survey results, and perform various evaluations, reports, and projections. The software has an extended capability to include elements of the business analytics for use by advanced power-users. BCPS also will purchase modeler software which includes more powerful analytics for use by the data warehouse, research, assessment, and accountability offices.

The agreement is managed through CAS Severn, who won the competitive bid to act as a reseller for IBM products to Maryland Educational Enterprise Consortium (MEEC) members. MEEC is a consortium of public and private K-16+ institutions, public libraries, and museums in the state of Maryland, and it has been organized to provide its members opportunities to license the use of education hardware and software at competitive prices. This contract modification alters the term and cost, as well as the Assignment and Assumption and Consent to Assignment, of the above contract to CAS Seven from SPSS.

Board Policy 3210 and §5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows BCPS to utilize contracts awarded or negotiated by other government agencies.

**Recommendation**:

Award of contract modification is recommended to:

- **CAS Severn**
- **Laurel, MD**

- **Responsible school or office**: Department of Research, Accountability and Assessment
- **Contact person**: Tom Rhoades
- **Funding source**: Operating budget
5. **Contract Modification:** Supplemental Reading Resources and Professional Development

**Contract #:** RGA-161-10

**Term:** N/A  **Extension:** N/A  **Contract Ending Date:** 6/30/16

**Estimated total award value:** $ N/A  
**Estimated modification amount:** $ N/A  
**New estimated total award value:** $ N/A

**Board meeting date:** April 5, 2011

**Description:**

The purpose of the modification of this contract, originally approved on June 15, 2010, is to include the middle schools in the programs provided by the American Reading Company. The materials, framework, and methodology for implementation are consistent across elementary and secondary curricular levels. These programs are appropriate to be implemented by middle schools for use as supplemental reading resources and for instruction in extended-day or extended-year programs.

The American Reading Company materials were selected using the process outlined in Board Policy and Superintendent’s Rule 6002 and under section §7-106, Paragraph (a) of the Education Article of the Annotated Code of Maryland, BCPS purchases the above materials upon the recommendation of the county superintendent and the adopted procedures of the county board. Instructional materials are recommended after being carefully evaluated and selected by a curriculum and instruction committee for use in the subject area; the selected materials support the curriculum and meet the diverse needs of students. Under Superintendent’s Rule 6002, instructional materials may be consumable and expendable and include, but are not limited to, such items as charts, kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic resources such as software, CD-ROMs, and online services.

**Recommendation:**

Award of contract modification is recommended to:

**American Reading Company**  
King of Prussia, PA

**Responsible school or office:**  
Department of Liberal Arts

**Contact person:**  
Sonja Karwacki

**Funding source:**  
Operating budget and/or grant funds
6. **Contract Modification:** Textbook – Geometry  
**Contract #:** RGA-114-11  
**Term:** 5 years  
**Extension:** N/A  
**Contract Ending Date:** 6/30/15  
**Estimated total award value:** $510,000  
**Estimated modification amount:** $124,728  
**New estimated total award value:** $634,728  
**Board meeting date:** April 5, 2011  

**Description:**  
The Board approved this contract on November 9, 2010. This contract modification consists of additional updated student materials needed to support the effective implementation of the BCPS geometry program consisting of three courses: Geometry, Honors Geometry, and gifted and talented (GT) 9 Geometry. The Holt McDougal geometry textbook and the instructional kit include resources that strengthen the alignment of the geometry program to the Maryland state curriculum and Common Core State Curriculum expectations for mathematics. The Holt McDougal geometry textbook will be used to support the geometry curriculum guide currently being piloted. It is anticipated that the full implementation of the geometry program will be during the 2011-2012 school year. Professional development for the pilot geometry mathematics teachers will occur for all geometry teachers in spring 2011.  

A course in geometry is a MSDE graduation requirement. The Holt McDougal geometry materials were selected using the process outlined in Board Policy and Superintendent’s Rule 6002 and under section §7-106, Paragraph (a) of the Education Article of the Annotated Code of Maryland, BCPS purchases the above materials upon the recommendation of the county superintendent and the adopted procedures of the county board. Instructional materials are recommended after being carefully evaluated and selected by a curriculum and instruction committee for use in the subject area; the selected materials support the curriculum and meet the diverse needs of students. Under Superintendent’s Rule 6002, instructional materials may be consumable and expendable and include, but are not limited to, such items as charts, kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic resources such as software, CD-ROMs, and online services.  

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

Houghton Mifflin Harcourt Publishing Co. Orlando, FL  

**Responsible school or office:** Department of Science, Technology, Engineering, and Mathematics  

**Contact person:** Dr. John Quinn  

**Funding source:** Operating budget
7. **Contract Extension:** Maryland Standards-Aligned Reading Assessments  
   **Contract #:** JNI-782-07  

**Term:** 5 years  
**Extension:** N/A  
**Contract Ending Date:** 6/30/16  
**Estimated total award value:** $100,000  
**Estimated modification amount:** $100,000  
**New estimated total award value:** $200,000  

**Board meeting date:** April 5, 2011  

**Description:**  
The Board approved this contract March 13, 2007. The program consists of using aligned assessments for Grades 3 and 6 as customized by BCPS. These evaluations are used in the development of the benchmark and short cycle assessments.  
The Houghton Mifflin materials were selected using the process outlined in Board Policy and Superintendent’s Rule 6002 and under section §7-106, Paragraph (a) of the Education Article of the Annotated Code of Maryland, BCPS purchases the above materials upon the recommendation of the county superintendent and the adopted procedures of the county board. Instructional materials are recommended after being carefully evaluated and selected by a curriculum and instruction committee for use in the subject area; the selected materials support the curriculum and meet the diverse needs of students. Under Superintendent’s Rule 6002, instructional materials may be consumable and expendable and include, but are not limited to, such items as charts, kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic resources such as software, CD-ROMs, and online services.  

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

Houghton Mifflin  
Boston, MA  

**Responsible school or office:** Department of Liberal Arts  

**Contact person:** Sonja Karwacki  

**Funding source:** Operating budget
8. **Contract Extension:** Web-Based Reading Program  
   **Contract #:** RGA-109-09  
   **Term:** 5 years  
   **Extension:** N/A  
   **Contract Ending Date:** 6/30/16  
   **Estimated total award value:** $361,500  
   **Estimated modification amount:** $625,000  
   **Estimated new total award value:** $986,500  

   **Board meeting date:** April 5, 2011  

**Description:**

On August 12, 2008, the Board approved this contract. This contract consists of providing TeenBiz3000®, a Web-based reading program that is a differentiated reading and writing solution created specifically for Grades 6 through 12, with engaging and topical articles delivered in a teen-centric visual design. TeenBiz3000® will deliver daily, nonfiction Maryland state standards-based reading content that is precisely matched to each student’s individual learning profile.

The program employs grade level texts and provides independent reading experiences that are an essential component of balanced literacy instruction. This program will be a supplemental implementation and can enhance reading in language arts as well as social studies. An evaluation was done and supports continuation and expansion of the program.

This item was selected using the process outlined in Board Policy and Superintendent’s Rule 6002 and under section §7-106, Paragraph (a) of the Education Article of the Annotated Code of Maryland, BCPS purchases the above materials upon the recommendation of the county superintendent and the adopted procedures of the county board. This recommendation is in accordance with Board of Education Policy and Superintendent’s Rule 6002. Instructional materials are recommended after being carefully evaluated and selected by a curriculum and instruction committee for use in the subject area; the selected materials support the curriculum and meet the diverse needs of students. Under Superintendent’s Rule 6002, instructional materials may be consumable and expendable and include, but are not limited to, such items as charts, kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic resources such as software, CD-ROMs, and online services.

**Recommendation:**

Award of contract extension is recommended to:

- **Achieve 3000**  
  Lakewood, NJ

- **Responsible school or office:** Department of Liberal Arts

- **Contact person:** Sonja Karwacki

- **Funding source:** Operating budget
9. **Contract:** Catastrophic Student Accident Insurance  
**Contract #:** PCR-220-11 (MABE Contract)

- **Term:** 3 years  
- **Extension:** N/A  
- **Contract Ending Date:** 6/30/14  
- **Estimated total award value:** $195,000

- **Board meeting date:** April 5, 2011  
- **Bid issued:** N/A  
- **Pre-bid meeting date:** N/A  
- **Due date:** N/A  
- **No. of vendors issued to:** N/A  
- **No. of bids received:** N/A  
- **No. of no-bids received:** N/A

**Description:**

This contract provides for catastrophic student accident insurance to provide accident medical expense coverage for students suffering catastrophic injuries in interscholastic sports, including football, band, cheerleaders, majorettes, intramural sports, gym classes, and non-sport extracurricular activities, also including student coaches, student managers, and student trainers.

The requirement was solicited and awarded by the Maryland Boards of Education (MABE). Board policy 3210 and §5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows BCPS to utilize contracts awarded or negotiated by other government agencies.

**Recommendation:**

Award of contract is recommended to:

- Bob McCloskey Insurance  
  Matawan, NJ

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

**Contact person:** Kara Calder

**Funding source:** Operating budget
10. **Contract:** Cohort – Aspiring Leaders Certification Program  
**Contract #:** RGA-926-11

**Term:** 1 year  
**Extension:** N/A  
**Contract Ending Date:** 12/31/12

**Estimated total award value:** $67,500

**Board meeting date:** April 5, 2011

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

**Description:**

This contract is for a cohort program to provide 18 graduate credit hours in educational leadership course work to build leadership capacity, beginning in the fall semester of 2011 and concluding in the fall semester of 2012, leading to certification as administrator I. Enrollment is open to all teachers with a maximum of 15 participants.

**Recommendation:**

Award of contract is recommended to:

- **Morgan State University**  
  **Baltimore, MD**

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
11. **Contract:** Cohort – Aspiring Leaders Master of Science Program  
**Contract #:** RGA-927-11

**Term:** 3 years  
**Extension:** N/A  
**Contract Ending Date:** 6/30/14  
**Estimated total award value:** $123,750

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

This contract is for a cohort program to provide 33 graduate credit hours in educational leadership coursework to build leadership capacity, beginning in the fall semester of 2011 and concluding in the spring semester of 2014, leading to a master of science degree and certification as administrator I. Enrollment is open to all teachers with a maximum of 15 participants.

**Recommendation:**

Award of contract is recommended to:

- **Morgan State University**  
  **Baltimore, MD**

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
12. **Contract:** Cohort – Educational Leadership Certificate (2)
    **Contract #:** RGA-928-11

**Term:** 2 years  **Extension:** N/A  **Contract Ending Date:** 6/30/13
**Estimated total award value:** $ 112,500

**Board meeting date:** April 5, 2011
**Bid issued:** N/A
**Pre-bid meeting date:** N/A
**Due date:** N/A
**No. of vendors issued to:** N/A
**No. of bids received:** N/A
**No. of no-bids received:** N/A

**Description:**

This contract is for a cohort program to provide 18 graduate credit hours in educational leadership coursework to expand the succession of qualified administrators, beginning in the fall semester of 2011 and concluding in the spring semester of 2013, leading to administrator I certification. Enrollment is open to all teachers with a maximum of 25 participants.

**Recommendation:**

Award of contract is recommended to:

Loyola University Maryland Baltimore, MD

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
13. Contract: Cohort – Educational Leadership Masters (2)
   Contract #: RGA-929-11

   Term: 4.5 years   Extension: N/A   Contract Ending Date: 6/30/15
   Estimated total award value: $ 262,498

   Board meeting date: April 5, 2011
   Bid issued: N/A
   Pre-bid meeting date: N/A
   Due date: N/A
   No. of vendors issued to: N/A
   No. of bids received: N/A
   No. of no-bids received: N/A

Description:

This contract is for a cohort program to provide 42 graduate credit hours in educational leadership coursework to expand the succession of qualified administrators, beginning in the fall semester of 2011 and concluding in the spring semester of 2015, leading to a master of education in educational leadership and qualification for MSDE administrator I certification. Enrollment is open to all teachers with a maximum of 25 participants.

Recommendation:

Award of contract is recommended to:

   Loyola University Maryland  Baltimore, MD

   Responsible school or office: Department of Professional Development
   Contact person: William S. Burke
   Funding source: Operating budget
14. **Contract**: Cohort – Elementary Mathematics – IV  
   **Contract #**: RGA-930-11

   **Term**: 3 years  
   **Extension**: N/A  
   **Contract Ending Date**: 8/31/14  
   **Estimated total award value**: $224,998

   **Board meeting date**: April 5, 2011  
   **Bid issued**: N/A  
   **Pre-bid meeting date**: N/A  
   **Due date**: N/A  
   **No. of vendors issued to**: N/A  
   **No. of bids received**: N/A  
   **No. of no-bids received**: N/A

**Description:**

This contract is for a cohort program to provide 36 credit hours in elementary mathematics graduate coursework to provide a succession of highly effective elementary mathematics educators, beginning in the fall semester of 2011 and concluding in the summer semester of 2014, leading to a master of arts in instructional leadership: mathematics. Enrollment is open to Grades K-8 teachers with a maximum of 25 participants.

**Recommendation:**

Award of contract is recommended to:

   College of Notre Dame of Maryland       Baltimore, MD

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
15. **Contract:** Cohort – Instructional Technology Masters – 9
**Contract #:** RGA-931-11

**Term:** 3 years   **Extension:** N/A   **Contract Ending Date:** 8/31/14
**Estimated total award value:** $ 225,000

**Board meeting date:** April 5, 2011
**Bid issued:** N/A
**Pre-bid meeting date:** N/A
**Due date:** N/A
**No. of vendors issued to:** N/A
**No. of bids received:** N/A
**No. of no-bids received:** N/A

**Description:**

This contract is for a cohort program to provide 36 graduate credit hours in instructional technology coursework, beginning the fall semester of 2011 and concluding in the summer semester of 2014, leading to a master of science in education with a concentration in technology for educators. Enrollment is open to all teachers with a maximum of 25 participants.

There is a need for teachers who are highly skilled in instructional leadership, are prepared as strong technical resource professionals, are able to apply research and best practices, and are able to effectively use and adapt instructional technology to influence student achievement.

**Recommendation:**

Award of contract is recommended to:

    Johns Hopkins University  Baltimore, MD

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
16. **Contract:** Cohort – Master of Arts in Gifted and Talented Education  
**Contract #:** RGA-933-11  
**Term:** 2.25 years  
**Extension:** N/A  
**Contract Ending Date:** 2/28/14  
**Estimated total award value:** $187,497

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

This contract is for a cohort program to provide 30 credit hours in gifted and talented graduate-course work to accommodate a need to provide a succession of qualified educators in gifted and talented education, beginning in the fall semester of 2011 and concluding in the winter semester of 2014, leading to a master of arts degree and Maryland state certification in gifted and talented education or post master certification in gifted and talented education. Enrollment is open to all teachers with a maximum of 25 participants.

**Recommendation:**

Award of contract is recommended to:

- College of Notre Dame of Maryland  
  Baltimore, MD  

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

**Contact person:** William S. Burke  

**Funding source:** Operating budget
17. **Contract**: Cohort – Master of Arts in STEM K-8  
**Contract #:** RGA-934-11  

**Term:** 3 years  
**Extension:** N/A  
**Contract Ending Date:** 8/31/14  
**Estimated total award value:** $187,500  

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A  

**Description:**

This contract is for a cohort program to provide 30 credit hours in science, technology, engineering, and mathematics graduate coursework to accommodate a need to provide a succession of highly effective STEM educators for elementary and middle schools, beginning in the fall semester of 2011 and concluding in the summer semester of 2014, leading to a master of arts in science, technology, engineering, and mathematics. Enrollment is open to Grades K-8 teachers with a maximum of 25 participants.

**Recommendation:**

Award of contract is recommended to:

**College of Notre Dame of Maryland**  
**Baltimore, MD**

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
18. **Contract:** Cohort – Master of Science in Mathematics Education for Baltimore County Elementary and Middle School Teachers

**Contract #:** RGA-935-11

**Term:** 4 years **Extension:** N/A **Contract Ending Date:** 6/30/15

**Estimated total award value:** $180,000

**Board meeting date:** April 5, 2011

**Bid issued:** N/A

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

**Due date:** N/A

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

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

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

**Description:**

This contract consists of a cohort program to provide 36 graduate credit hours in mathematics coursework, beginning in the fall semester of 2011 and concluding in the spring semester of 2015, leading to a master of science in mathematics education. Enrollment is open to all elementary and middle school mathematics certified teachers with a maximum of 20 participants.

There is a need to strengthen the mathematical content and pedagogical ideas surrounding how to teach mathematics for elementary and middle school teachers.

**Recommendation:**

Award of contract is recommended to:

Towson University

Towson, MD

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
19.  **Contract:**  Economics 2010 and Related Teacher Materials  
**Contract #:**  JNI-753-11  

Term:  1 year  
Extension:  N/A  
Contract Ending Date:  4/5/12  
Estimated total award value:  $ 106,838  

Board meeting date:  April 5, 2010  
Bid issued:  N/A  
Pre-bid meeting date:  N/A  
Due date:  N/A  
No. of vendors issued to:  N/A  
No. of bids received:  N/A  
No. of no-bids received:  N/A  

**Description:**

This contract consists of the purchase of revised student textbooks and teacher materials that replaces the current instructional materials for *Economics and Public Issues*, a one-half credit course for seniors that meets the BCPS requirement for economics. The updated and revised edition of O’Sullivan, *Economics*, 2010, is published by Pearson Prentice Hall. This purchase will provide class sets of materials for all *Economics and Public Issues* students and teachers in all high schools. The selection of this textbook supports the objectives of the course of study and the teacher edition and resource kits assist teachers as they differentiate instruction for all students. This purchase will ensure that all students have access to timely economic information and contemporary examples of economic principles.

The textbook will support the revised *Economics and Public Issues* curriculum guide, and is used with the pilot of the draft curriculum guide during 2010-2011 at Western School of Technology, Woodlawn High, Pikesville High, Loch Raven High, Kenwood High, Parkville High, and Patapsco High. Full implementation will begin in 2011-2012 and will include continuation of professional development that was initiated in August 2010. This text provides direct support for the teaching and learning of concepts in macroeconomics and microeconomics. The text and ancillary materials provide teachers and students with access to contemporary sets of data and relevant examples of economic behaviors. O’Sullivan, *Economics*, provides numerous opportunities for students to develop and apply skills in reading and critical thinking. The textbook supports student engagement and achievement through use of visuals, charts, graphs, tables, and access to electronic sources.

This item was selected using the process outlined in Board Policy and Superintendent’s Rule 6002 and under section §7-106, Paragraph (a) of the Education Article of the Annotated Code of Maryland, BCPS purchases the above materials upon the recommendation of the county superintendent and the adopted procedures of the county board. Instructional materials are recommended after being carefully evaluated and selected by a curriculum and instruction committee for use in the subject area; the selected materials support the curriculum and meet the diverse needs of students. Under Superintendent’s Rule 6002, instructional materials may be consumable and expendable and include, but are not limited to, such items as charts, kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic resources such as software, CD-ROMs, and online services.
**Recommendation:**

Award of contract is recommended to:

Pearson Prentice Hall  
Lebanon, IN

**Responsible school or office:**  
Department of Liberal Arts

**Contact person:**  
Sonja Karwacki

**Funding source:**  
Operating budget
20. **Contract:** Electricity Generation  
**Contract #:** PCR-221-11 (Baltimore Regional Cooperative Purchasing Committee [BRCPC] #P-017)  
**Term:** 10 years  
**Extension:** 10 years  
**Contract Ending Date:** 4/30/31  
**Estimated total award value:** $32,762,400

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** August 18, 2009  
**Due date:** October 9, 2009  
**No. of vendors issued to:** 4  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This contract provides for the purchase of 2.75 mega watts (MW) of locally generated electricity per year. Since 2006, the Baltimore Regional Council Purchasing Committee (BRCPC) has been purchasing electricity directly from the wholesale market on an hourly and futures fixed-rate structure. BRCPC, which consists of 22 local governments, municipalities, and school districts, purchases approximately 1.5 million MW annually, of which 178,000 MW is BCPS’ portion.

Energy Answers International (EAI) will build a new power generation facility in Baltimore’s Curtis Bay area. It will be a waste-to-energy facility and use shredded municipal solid waste to fuel the plant. The contract allows EAI 48 months to build the facility and commence electricity production. BRCPC’ jurisdictions will buy electricity from the EAI once production begins. No funds are expended until the EAI produces electricity and the BRCPC jurisdictions consume it.

The contract provides a low-cost hedge purchase and fits into BRCPC’ long-term electricity procurement strategy of small, overlapping futures’ purchases.

**Recommendation:**

Award of contract is recommended to:

- **Energy Answers International**  
  **Albany, NY**

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget
21. **Contract:** Hardware and Associated Software – Apple  
**Contract #:** JMI-624-11 (Maryland Educational Enterprise Consortium (MEEC)  
Contract ID #146728)

<table>
<thead>
<tr>
<th>Term:</th>
<th>5 years</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>4/ 30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated total award value:</td>
<td>$ 500,000</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Board meeting date:</th>
<th>April 5, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bid issued:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-bid meeting date:</td>
<td>N/A</td>
</tr>
<tr>
<td>Due date:</td>
<td>N/A</td>
</tr>
<tr>
<td>No. of vendors issued to:</td>
<td>N/A</td>
</tr>
<tr>
<td>No. of bids received:</td>
<td>N/A</td>
</tr>
<tr>
<td>No. of no-bids received:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Description:**

This contract consists of a multi-year agreement for various Apple products. The agreement is managed through the Maryland Educational Enterprise Consortium (MEEC), a consortium of public and private K-16+ institutions, public libraries, and museums in Maryland organized to provide its members opportunities to license the use of education hardware and software at very competitive prices.

Board of Education Policy 3210 and §5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows BCPS to utilize contracts awarded by other government agencies or by intergovernmental purchasing organizations if the lead agency for the contract follows the public bidding procedures.

**Recommendation:**

Award of contract is recommended to:

<table>
<thead>
<tr>
<th>Apple, Inc.</th>
<th>Austin, TX</th>
</tr>
</thead>
</table>

**Responsible school or office:** Department of Technology

**Contact person:** Michael Goodhues

**Funding source:** Operating budget
22. **Contract:** Language!

**Contract #:** RGA-145-11 (RGA-189-06; RGA-188-06; RGA-105-09)

**Term:** 5 years  **Extension:** 3 years  **Contract Ending Date:** 4/30/19

**Estimated total award value:** $ 5,372,960

**Board meeting date:** April 5, 2011

**Bid issued:** N/A

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

**Due date:** N/A

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

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

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

**Description:**

The purpose of this contract is to combine three current Language! contracts into one. The initial contract for *Language! Placement Tests* to provide information as to which students need additional skill development in phonemic awareness and phonics, word recognition and spelling, vocabulary, and comprehension, was approved by the Board on March 29, 2006.

The *Language!* curriculum was approved by the Board on May 9, 2006. This is a reading/English/language arts/writing intervention program that has been written to meet the needs of students who have language-based learning disabilities and students who have not developed literacy skills despite participation in literacy instruction.

The third approval of July 8, 2008, consisted of supplies/materials and training for the *Language!* reading/writing intervention program. Training, coaching, and demonstration lessons are provided to teachers and resource personnel.

This program is utilized in 27 elementary schools and all secondary schools as a tier III intervention for students who are performing approximately two or more years below grade level in reading.

**Recommendation:**

Award of contract is recommended to:

Cambium Learning/Sopris West  
Longmont, CO

**Responsible school or office:** Department of Liberal Arts

**Contact person:** Sonja Karwacki

**Funding source:** Operating budget
23. **Contract:** School Bus Routes – Standard Session and Summer  
   **Contract #:** PCR-210-11

Term: 5 years  
Extension: N/A  
**Contract Ending Date:** 6/30/16  
**Estimated total award value:** $ 35,000,000

Board meeting date: April 5, 2011  
Bid issued: February 3, 2011  
**Pre-bid meeting date:** February 17, 2011  
Due date: March 2, 2011  
No. of vendors issued to: 34  
No. of bids received: 7  
No. of no-bids received: 1

**Description:**

This contract provides student transportation for 81 standard school session routes and 35 regular summer school session routes. To minimize route length, awards are structured on three geographic areas (east, central, west) allowing contractors to operate as close to their yards as possible.

**Recommendation:**

Award of contract is recommended to:

- Durham
- Harris Bus & Terminal Service
- Whitcraft
- Woodlawn

**Baltimore, MD**

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

**Contact person:** Kara Calder

**Funding source:** Operating budget
24. **Contract:** STEM Learning Studios  
**Contract #:** RGA-144-11

<table>
<thead>
<tr>
<th>Term</th>
<th>Extension</th>
<th>Contract Ending Date</th>
<th>Estimated total award value</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>N/A</td>
<td>6/31/15</td>
<td>$303,551</td>
</tr>
</tbody>
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**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

BCPS and the National Commission on Teaching and America’s Future (NCTAF) will form a partnership to implement the science, technology, engineering, and mathematics (STEM) Learning Studios teacher professional development initiative. Learning Studios is an innovative response to three critical STEM education challenges: the need to improve student achievement in STEM, the need to improve STEM teaching effectiveness, and the need to sustain a high impact to attract more students to STEM careers.

In this Race to the Top (RTTT) partnership initiative, NCTAF will pair STEM professionals from the business professional community with *trans-disciplinary* teams of teachers at Chesapeake High School to create quarterly, problem-based learning activities that are designed to challenge students and engage them in real-world STEM applications. The benefits for BCPS include an increased awareness of STEM career opportunities, growth in teacher knowledge and expertise, and richer learning experiences for students. As the partnership with Chesapeake High School begins to mature, other high schools will be integrated into this STEM initiative to start their own learning studios.

The STEM Learning Studios initiative will provide professional development to the following: 1) first year, six teachers; 2) second year, twelve teachers; 3) third year, fifteen teachers; and 4) fourth year, twenty teachers. Offices will assess the effectiveness of professional development offerings through the use of surveys aligned to the identified needs and professional development outcomes and indicators. The surveys will be used in conjunction with attendance reports, observation reports, and measures of student achievement.
**Recommendation:**

Award of contract is recommended to:

- **NCTAF**
  - **Baltimore, MD**

**Responsible school or office:**

- **Department of Science, Technology, Engineering, and Mathematics**

**Contact person:**

- **Dr. John Quinn**

**Funding source:**

- **Race to the Top funds**
25. **Contract:** Teacher Educators in Residence  
   **Contract #:** RGA-143-11  

   **Term:** 4 years  
   **Extension:** N/A  
   **Contract Ending Date:** 6/30/15  
   **Estimated total award value:** $1,592,140  

   **Board meeting date:** April 5, 2011  
   **Bid issued:** N/A  
   **Pre-bid meeting date:** N/A  
   **Due date:** N/A  
   **No. of vendors issued to:** N/A  
   **No. of bids received:** N/A  
   **No. of no-bids received:** N/A  

**Description:**  
This contract consists of a collaborative pre-service to in-service induction program between BCPS and Towson University. Using Race To The Top funds, BCPS and Towson University will form a partnership to support first-year teachers in high priority schools. Towson University will provide BCPS with three full-time teacher educators in residence (TER). These TERs will provide professional development support for the BCPS’ teacher induction program (including mentoring and demonstration teaching) for first-year teachers at low performing schools. BCPS will provide Towson University with three full-time teachers-in-residence to support instruction in the Towson University teacher education program. The primary goal of the program will be to provide an additional year of university support to first-year teachers resulting in increased teacher retention and student achievement and will align the needs of the school system and the coursework taught to Towson University teacher interns.  

The BCPS-Towson University partnership supports the teacher mentor program. The teacher mentor program is part of the new teacher induction program in BCPS.  

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

Towson University  
Towson, MD  

**Responsible school or office:** Professional Development  

**Contact person:** William S. Burke  

**Funding source:** Race to the Top Grant
26. **Contract:** Tires for School Buses, Trucks, and Automobiles  
   **Contract #:** PCR-208-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>5 years</th>
<th><strong>Extension:</strong></th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>6/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated total award value:</td>
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<table>
<thead>
<tr>
<th>Board meeting date:</th>
<th>April 5, 2011</th>
<th>Bid issued:</th>
<th>February 3, 2011</th>
<th>Pre-bid meeting date:</th>
<th>February 17, 2011</th>
<th>Due date:</th>
<th>March 2, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of vendors issued to:</td>
<td>9</td>
<td>No. of bids received:</td>
<td>3</td>
<td>No. of no-bids received:</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description:**

This contract provides for the purchase of new Goodyear-brand school bus, truck, and automobile tires.

Awards are based the lowest percent-above-bidder’s cost and the ability to meet prompt delivery requirements.

**Recommendation:**

Award of contract is recommended to:

- Edgewater/Admiral Tire  
  Edgewater, MD
- Donald B. Rice Tire  
  Frederick, MD
- Service Tire & Truck Center  
  Baltimore, MD

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

**Contact person:**  
Kara Calder

**Funding source:**  
Operating budget
27. **Contract:** Trash Can Liners  
**Contract #:** MWE-824-11

**Term:** 4 years  
**Extension:** 1 year  
**Contract Ending Date:** 5/31/16  
**Estimated total award value:** $2,375,000

**Board meeting date:** April 5, 2011  
**Bid issued:** January 27, 2011  
**Pre-bid meeting date:** N/A  
**Due date:** February 24, 2011  
**No. of vendors issued to:** 45  
**No. of bids received:** 11  
**No. of no-bids received:** 0

**Description:**

This contract consists of providing various sizes and types of trash can liners. Pricing for delivery to the warehouse and directly to the schools was included. Liners include high and low density, compostable and recycled.

The contract will replace a state bid contract. Savings over the course of the contract could amount to approximately $820,000.

**Recommendation:**

Award of contract is recommended to:

- All American Poly  
  Calico Industries, Inc.  
  Central Poly Corporation  
  DHC, Inc.  
  Fastenal Company  
  Staples Advantage  
  Piscataway, NJ  
  Annapolis Junction, MD  
  Linden, NJ  
  Lanham, MD  
  Baltimore, MD  
  Hanover, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget
28. **Contract:** Wireless Access Points and Controllers  
**Contract #:** JMI-622-11 (Central Susquehanna Intermediate Unit Cooperative Bidding Program)  
**Term:** 3 years, 9 months  
**Extension:** N/A  
**Contract Ending Date:** 12/31/14  
**Estimated total award value:** $ 2,812,500

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

This contract consists of wireless access points and controllers manufactured by Meru Networks and procured through an authorized reseller. The provision of such equipment and associated services shall augment the ongoing implementation of fiber to schools and in upgraded office and school electronics.

This contract is from the Central Susquehanna Intermediate Unit Cooperative Bidding Program. This program does not require membership and there are no fees for using the program, which operates under an agreement with the Pennsylvania Department of Education.

Section §5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows BCPS to participate in contracts for goods or commodities that are awarded by other public agencies or by intergovernmental purchasing organizations if the lead agency for the contract follows the public bidding procedures.

**Recommendation:**

Award of contract is recommended to:

Magothy Technology, LLC  
Pasadena, MD

**Responsible school or office:** Office of Technology  
**Contact person:** Michael Goodhues  
**Funding source:** Operating and capital budgets
29. **Resolution:** Financing of Various Motor Vehicles  
**Contract #:** JMI-621-11

**Term:** 3 months  
**Extension:** N/A  
**Contract Ending Date:** 6/30/11  
**Estimated total award value:** $ N/A

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A

**Description:**

This annual resolution authorizes the superintendent to make declarations of official intent on behalf of the board for one year in the event BCPS wishes to make expenditures before it closes on a lease-purchase financing agreement. This authorization is related to the future issuance of the tax-exempt financing. Requests to purchase specific vehicles and to enter into tax-exempt financing are brought to the board for approval.

**Recommendation:**

Approval of resolution.

**Responsible school or office:** Department of Fiscal Services  
**Contact person:** Barbara Burnopp  
**Funding source:** N/A
WHEREAS, Treasury Regulation 1.150-2 imposes certain requirements that must be satisfied in order for the proceeds of a tax-exempt financing to be used to reimburse expenditures paid prior to the date of financing; and

WHEREAS, Treasury Regulation 1.150-2 requires that the issuer (or a person designated by the issuer to make declarations of official intent on behalf of this issuer) evidence the issuer’s reasonable expectations to reimburse original expenditure(s) will be/were paid; and

WHEREAS, the Board of Education of Baltimore County desires to designate an official of Baltimore County Public Schools who shall be responsible for making declarations of official intent for the purpose of satisfying the official intent requirements of U.S. Treasury Regulation 1.150-2, when applicable, with respect to any future contemplated tax-exempt financing, subject to the provisions of this resolution.

NOW THEREFORE, BE IT RESOLVED, that the Superintendent, Baltimore County Public Schools, be, and hereby is designated as the official of Baltimore County Public Schools, who shall be responsible for making declarations of official intent on behalf of Baltimore County Public Schools for the purpose of satisfying the official intent of Treasury Regulation 1.150-2.

The Board of Education of Baltimore County, Maryland

__________________________________________
Earnest E. Hines, President

__________________________________________
Joe A. Hairston, Secretary-Treasurer
30. **Contract:** Lighting Retrofit  
**Contract #:** RGA-146-11  

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** 12/31/11  
**Estimated annual award value:** $40,000  

**Board meeting date:** April 5, 2011  
**Bid issued:** N/A  
**Pre-bid meeting date:** N/A  
**Due date:** N/A  
**No. of vendors issued to:** N/A  
**No. of bids received:** N/A  
**No. of no-bids received:** N/A  

**Description:**

As part of an energy conservation incentive program offered by Baltimore Gas & Electric (BGE) for a lighting retrofit, BCPS proposes to participate in eligible accounts for the program. Under the terms of the program, BGE will pay 80% of the cost of the retrofit with the remaining 20% to be paid by BCPS to DEL Electric, a certified vendor by BGE.

**Recommendation:**

Award of contract is recommended to:

**DEL Electric**  
Cockeysville, MD

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

**Contact person:**  
Michael G. Sines

**Funding source:**  
Operating budget
31. **Contract:** Installation of a Chiller – Deep Creek Elementary School  
**Contract #:** MWE-811-11

<table>
<thead>
<tr>
<th>Term</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$873,120</td>
<td>Estimated contingency amount:</td>
<td>$87,312</td>
<td>Estimated total award value:</td>
<td>$960,432</td>
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**Board meeting date:** April 5, 2011  
**Bid issued:** January 27, 2011  
**Pre-bid meeting date:** February 4, 2011  
**Due date:** February 25, 2011  
**No. of vendors issued to:** 15  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This contract consists of the installation of an air cooled chiller with remote evaporator; replacement of hydronic distribution pumps, coils in select existing-to-remain unit ventilators, unit ventilators in kindergarten wing, and air handling units serving the multi-purpose area and cafeteria; and related mechanical and electrical components.

The installation of the chiller will provide chilled water to the school to allow air conditioning of all the spaces.

**Recommendation:**

Award of contract is recommended to:

M&M Welding and Fabricators, Inc.  
Gaithersburg, MD

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget
**Contract:** Installation of a Chiller – Deep Creek Elementary School  
**Contract #:** MWE-811-11

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<tr>
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</thead>
<tbody>
<tr>
<td>Total Base Bid: <strong>Bidders shall include the following allowance(s) in their Base Bid:</strong> $3,000 for Industrial Hygienist Services</td>
<td>$848,320</td>
<td>$875,000</td>
<td>$870,570</td>
<td>$946,710</td>
</tr>
<tr>
<td>Alternate No. 2 ADD: <strong>Cost Differential to perform base bid work using Davis Bacon Wage Rates</strong></td>
<td>$24,800</td>
<td>$23,200</td>
<td>$80,762</td>
<td>$80,000</td>
</tr>
<tr>
<td>Total</td>
<td>$873,120</td>
<td>$898,200</td>
<td>$951,332</td>
<td>$1,026,710</td>
</tr>
</tbody>
</table>
32. **Contract:** Construction Package 9A Drywall and Acoustical – Dundalk and Sollers Point High Schools  
   **Contract #:** JMI-616-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td>3,114,142</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>311,414</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>3,425,556</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011  
**Bid issued:** December 2, 2010  
**Pre-bid meeting date:** December 6, 2010  
**Due date:** January 13, 2011  
**No. of vendors issued to:** 68  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This contract package 9A provides for metal framing systems, gypsum board, acoustical ceilings and wall panels, building insulation, sealants, and all ancillary materials required to accomplish the work.

This contract is for the construction of the new Dundalk and Sollers Point High Schools which will provide a facility with 21st century teaching amenities to the students of these schools on a shared campus.

**Recommendation:**

Award of contract is recommended to:

D & M Painting & Drywall, Inc.  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Contract:** Construction Package 9A Drywall and Acoustical – Dundalk and Sollers Point High Schools  
**Contract #:** JMI-616-11

<table>
<thead>
<tr>
<th>Alternate No.</th>
<th>Description</th>
<th>D &amp; M Painting &amp; Drywall, Inc.</th>
<th>Finishes, Inc.</th>
<th>Manganaro Mid Atlantic, LLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>ADD: Provide Auditorium as indicated with Davis-Bacon</td>
<td>Included</td>
<td>$160,000</td>
<td>$168,000</td>
</tr>
<tr>
<td>2A</td>
<td>ADD: Provide Music Suite as indicated with Davis-Bacon</td>
<td>Included</td>
<td>$132,000</td>
<td>$126,000</td>
</tr>
<tr>
<td>3A</td>
<td>ADD: Provide Exercise Room and Wrestling Room as indicated with Davis-Bacon</td>
<td>Included</td>
<td>$10,000</td>
<td>$11,000</td>
</tr>
<tr>
<td>5A</td>
<td>ADD: Provide Alternate Floor Finish Terrazzo Tile in lieu of VCT as indicated with Davis-Bacon</td>
<td>N/A</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>8A</td>
<td>ADD: Provide Marker Boards as indicated with Davis-Bacon</td>
<td>N/A</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>10A</td>
<td>ADD: Provide stainless steel ductwork construction in lieu of galvanized as indicated on drawings with Davis-Bacon</td>
<td>N/A</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11 ADD</td>
<td>Add amount to base bid for utilizing Davis-Bacon</td>
<td>$397,550</td>
<td>$361,000</td>
<td>$475,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$3,114,142</td>
<td>$3,800,000</td>
<td>$3,915,000</td>
</tr>
</tbody>
</table>
33. **Contract:** Construction Package 9B Carpet and Resilient Flooring – Dundalk and Sollers Point High Schools

**Contract #:** JMI-616-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td>1,749,230</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>174,923</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>1,924,153</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011  
**Bid issued:** December 2, 2010  
**Pre-bid meeting date:** December 6, 2010  
**Due date:** January 13, 2011  
**No. of vendors issued to:** 68  
**No. of bids received:** 1  
**No. of no-bids received:** 0

**Description:**

This contract package 9B provides for all finished of vinyl tile, rubber flooring, resinous flooring, terrazzo tile, and all ancillary materials required to accomplish the work.

This contract is for the construction of the new Dundalk and Sollers Point High Schools which will provide a facility with 21st century teaching amenities to the students of these schools, on a shared campus.

**Recommendation:**

Award of contract is recommended to:

- **Apartment & Business Flooring Systems**  
  Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Contract**: Construction Package 9B Carpet and Resilient Flooring – Dundalk and Sollers Point High Schools  
**Contract #:** JMI-616-11

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Flooring Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$1,069,000</td>
</tr>
<tr>
<td>Alternate No. 1A ADD: Provide</td>
<td></td>
</tr>
<tr>
<td>Auditorium as indicated with</td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td>$34,600</td>
</tr>
<tr>
<td>Alternate No. 2A ADD: Provide</td>
<td></td>
</tr>
<tr>
<td>Music Suite as indicated with</td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td>$7,580</td>
</tr>
<tr>
<td>Alternate No. 3A ADD: Provide</td>
<td></td>
</tr>
<tr>
<td>Exercise Room and Wrestling</td>
<td></td>
</tr>
<tr>
<td>Room as indicated with Davis-Bacon</td>
<td>$21,000</td>
</tr>
<tr>
<td>Alternate No. 5A ADD: Provide</td>
<td></td>
</tr>
<tr>
<td>Alternate Floor Finish</td>
<td></td>
</tr>
<tr>
<td>Terrazzo Tile in lieu of VCT as</td>
<td></td>
</tr>
<tr>
<td>indicated with Davis-Bacon</td>
<td>$580,250</td>
</tr>
<tr>
<td>Alternate No. 8A ADD: Provide</td>
<td></td>
</tr>
<tr>
<td>Marker Boards as indicated with</td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td>$0</td>
</tr>
<tr>
<td>Alternate No. 10A ADD: Provide</td>
<td></td>
</tr>
<tr>
<td>stainless steel ductwork</td>
<td></td>
</tr>
<tr>
<td>construction in lieu of</td>
<td></td>
</tr>
<tr>
<td>galvanized as indicated on</td>
<td></td>
</tr>
<tr>
<td>drawings with Davis-Bacon</td>
<td>$0</td>
</tr>
<tr>
<td>Alternate No. 11 ADD: Add amount</td>
<td></td>
</tr>
<tr>
<td>to base bid for utilizing</td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td>$36,800</td>
</tr>
<tr>
<td>Total</td>
<td>$1,749,230</td>
</tr>
</tbody>
</table>
34. **Contract:** Construction Package 11A Food Service Equipment – Dundalk and Sollers Point High Schools

**Contract #:** JMI-616-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td>1,077,070</td>
<td></td>
<td>Estimated contingency amount:</td>
<td>$</td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011

**Bid issued:** December 2, 2010

**Pre-bid meeting date:** December 6, 2010

**Due date:** January 13, 2011

**No. of vendors issued to:** 68

**No. of bids received:** 3

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

**Description:**

This contract package 11A provides for the food preparation and serving equipment for this facility and includes equipment for the culinary teaching kitchen and all ancillary materials required to accomplish the work.

**Recommendation:**

Award of contract is recommended to:

- Ashland Equipment, Inc. Belcamp, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Contract:** Construction Package 11A Food Service Equipment – Dundalk and Sollers Point High Schools

**Contract #:** JMI-616-11

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid</strong></td>
<td>$1,070,279</td>
<td>$1,084,166</td>
<td>$1,167,774</td>
</tr>
<tr>
<td>Alternate No. 1A ADD:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provide Auditorium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as indicated with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate No. 2A ADD:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provide Music Suite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as indicated with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate No. 3A ADD:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provide Exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room and Wrestling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room as indicated with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate No. 5A ADD:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provide Alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor Finish Terrazzo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tile in lieu of VCT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as indicated with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate No. 8A ADD:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provide Marker Boards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as indicated with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate No. 10A ADD:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provide stainless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>steel ductwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>construction in lieu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of galvanized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as indicated on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawings with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate No. 11 ADD:</td>
<td>$6,791</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Add amount to base</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bid for utilizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis-Bacon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,077,070</td>
<td>$1,084,166</td>
<td>$1,167,774</td>
</tr>
</tbody>
</table>
### 35. Contract: Stage Lighting Upgrade – Franklin Middle School

**Contract #:** MBU-508-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td>163,574</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td>16,357</td>
<td></td>
<td></td>
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<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td>179,931</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011  
**Bid issued:** January 20, 2011  
**Pre-bid meeting date:** January 27, 2011  
**Due date:** February 10, 2011  
**No. of vendors issued to:** 5  
**No. of bids received:** 2  
**No. of no-bids received:** 0

**Description:**

This project consists of replacing existing stage lighting systems in the auditorium.

**Recommendation:**

Award of contract is recommended to:

- **PD Valle Electric Company, Inc.** Baldwin, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Aging School Program (ASP) budget
**Contract:** Stage Lighting Upgrade – Franklin Middle School  
**Contract #:** MBU-508-11  

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>PD Valle Electric Company, Inc.</th>
<th>BoMark Electric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$137,150</td>
<td>$153,800</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Disconnect and remove existing &quot;House Light&quot; fixtures. Provide and install new Lighting Fixtures (as per Drawings 3-1.1 &amp; E-2.1)</td>
<td>$18,913</td>
<td>$21,900</td>
</tr>
<tr>
<td>Alternate No. 2 ADD: Bidders shall include the cost differential to perform Base Bid work using Davis-Bacon Wage Rate (the difference only)</td>
<td>$6,828</td>
<td>$11,900</td>
</tr>
<tr>
<td>Alternate No. 3 ADD: Bidders shall include the cost differential to perform Alternate #1 work using Davis-Bacon Wage Rate (the difference only)</td>
<td>$683</td>
<td>$1,650</td>
</tr>
<tr>
<td>Total</td>
<td>$163,574</td>
<td>$189,250</td>
</tr>
</tbody>
</table>
36. **Contract:** Replacement of Boiler – Glyndon Elementary School  
**Contract #:** MWE-822-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$171,424</td>
<td>Estimated contingency amount:</td>
<td>$17,142</td>
<td>Estimated total award value:</td>
<td>$188,566</td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011  
**Bid issued:** December 2, 2010  
**Pre-bid meeting date:** December 16, 2010  
**Due date:** January 27, 2011  
**No. of vendors issued to:** 13  
**No. of bids received:** 9  
**No. of no-bids received:** 0

**Description:**

This contract consists of replacing two existing cast iron hot water boilers, boiler breeching, boiler piping, and valves, with two new cast iron hot water boilers, boiler-related piping, and valves.

**Recommendation:**

Award of contract is recommended to:

- **East Coast Welding & Construction Co., Inc.**  
  **Glen Burnie, MD**

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
**Contract:** Replacement of Boiler – Glyndon Elementary School  
**Contract #:** MWE-822-11

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$164,424</td>
<td>$179,217</td>
<td>$171,500</td>
<td>$192,400</td>
<td>$209,900</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Add amount to base bid for utilizing Davis-Bacon</td>
<td>$7,000</td>
<td>$0</td>
<td>$15,780</td>
<td>$8,400</td>
<td>$10,000</td>
</tr>
<tr>
<td>Total</td>
<td>$171,424</td>
<td>$179,217</td>
<td>$187,280</td>
<td>$200,800</td>
<td>$219,900</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$216,500</td>
<td>$208,165</td>
<td>$223,900</td>
<td>$230,667</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Add amount to base bid for utilizing Davis-Bacon</td>
<td>$4,300</td>
<td>$16,426</td>
<td>$2,400</td>
<td>$1,800</td>
</tr>
<tr>
<td>Total</td>
<td>$220,800</td>
<td>$224,591</td>
<td>$226,300</td>
<td>$232,467</td>
</tr>
</tbody>
</table>
37. **Contract:** Air Cooled Chiller/Piping Upgrades – Harford Hills Elementary School  
**Contract #:** PCR-202-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$ 1,065,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$ 106,500</td>
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</tr>
<tr>
<td>Estimated total award value:</td>
<td>$ 1,171,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date:** April 5, 2011  
**Bid issued:** January 6, 2011  
**Pre-bid meeting date:** January 14, 2011  
**Due date:** February 4, 2011  
**No. of vendors issued to:** 17  
**No. of bids received:** 8  
**No. of no-bids received:** 0

**Description:**

This project consists of the addition of an air-cooled chiller, along with associated mechanical and electrical work. The installation of the chiller will provide chilled water to the school to allow air conditioning of the entire building.

**Recommendation:**

Award of contract is recommended to:

Towson Mechanical, Inc.  
Timonium, MD

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

**Contact person:**  
Michael G. Sines

**Funding source:**  
Capital budget
Contract: Replacement of Chiller – Harford Hills Elementary School
Contract #: PCR-202-11

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Towson Mechanical, Inc.</th>
<th>Chilmar Corporation</th>
<th>Phillips Way, Inc.</th>
<th>Trinmar Contracting Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid (Price includes an allowance for Abatement and Industrial Hygienist services of $15,000; Price also includes a $10,000 allowance for repair and upgrade to missing existing insulation on piping and ductwork found in the field as part of this contract. This includes repairs to ceiling for condensation that may form after the central cooling system is enabled.)</td>
<td>$965,000</td>
<td>$1,075,000</td>
<td>$1,107,000</td>
<td>$1,204,200</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Davis-Bacon Act (DBA) Wages are required. Enter the cost differential to perform Base Bid using Davis Bacon Wage Scale. This should not be the total cost, just the cost difference.</td>
<td>$100,000</td>
<td>$82,000</td>
<td>$125,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,065,000</td>
<td>$1,157,000</td>
<td>$1,232,000</td>
<td>$1,264,200</td>
</tr>
</tbody>
</table>
Contract: Replacement of Chiller – Harford Hills Elementary School  
Contract #: PCR-202-11

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid (Price includes an allowance for Abatement and Industrial Hygienist services of $15,000; Price also includes a $10,000 allowance for repair and upgrade to missing existing insulation on piping and ductwork found in the field as part of this contract. This includes repairs to ceiling for condensation that may form after the central cooling system is enabled.)</td>
<td>$1,227,000</td>
<td>$1,294,527</td>
<td>$1,289,000</td>
<td>$1,367,500</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Davis-Bacon Act (DBA) Wages are required. Enter the cost differential to perform Base Bid using Davis Bacon Wage Scale. This should not be the total cost, just the cost difference.</td>
<td>$78,000</td>
<td>$40,119</td>
<td>$72,000</td>
<td>$247,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,305,000</td>
<td>$1,334,646</td>
<td>$1,361,000</td>
<td>$1,614,500</td>
</tr>
</tbody>
</table>
38. **Contract**: Supply and Installation of Computer Lab Air Conditioning – Victory Villa Elementary School

**Contract #**: PCR-209-11 PSCP/ASP #03.057.11

<table>
<thead>
<tr>
<th>Term</th>
<th>N/A</th>
<th>Extension</th>
<th>N/A</th>
<th><strong>Contract Ending Date</strong>: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$</td>
<td></td>
<td>$51,782</td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$</td>
<td></td>
<td>$5,178</td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$</td>
<td></td>
<td>$56,960</td>
<td></td>
</tr>
</tbody>
</table>

**Board meeting date**: April 5, 2011  
**Bid issued**: February 3, 2011  
**Pre-bid meeting date**: February 15, 2011  
**Due date**: March 3, 2011  
**No. of vendors issued to**: 7  
**No. of bids received**: 5  
**No. of no-bids received**: 0

**Description**:

This contract consists of the removal of one (1) existing unit ventilator with hot water heating coil, heating hot water piping, ductwork, and associated components; provision of one (1) new self-contained unit ventilator with heating hot water coil, heating hot water piping, ductwork, air devices, and associated components in the computer lab (classroom 7); and provision of direct digital (DDC) controls for the new equipment incorporating into the existing building DDC control system. This contract will provide air conditioning for the computer lab (classroom 7).

**Recommendation**:

Award of contract is recommended to:

Chilmar Corporation  
Baltimore, MD

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

**Contact person**: Michael G. Sines

**Funding source**: Aging School Program (ASP) budget
Supply and Installation of Air Conditioning in Computer Lab –
Contract: Victory Villa Elementary School
Contract #: PCR-209-11

<table>
<thead>
<tr>
<th></th>
<th>Chilmar Corporation</th>
<th>Chasney and Company, Inc.</th>
<th>Temp Air Co., Inc.</th>
<th>Denver-Elek Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid (Industrial Hygienist allowance - $5,000.00)</td>
<td>$49,890</td>
<td>$49,900</td>
<td>$53,462</td>
<td>$65,860</td>
</tr>
<tr>
<td>Alternate #1 Add: Davis-Bacon Act (DBA) Wages are required.</td>
<td>$1,892</td>
<td>$3,700</td>
<td>$3,160</td>
<td>$4,400</td>
</tr>
<tr>
<td>Total</td>
<td>$51,782</td>
<td>$53,600</td>
<td>$56,622</td>
<td>$70,260</td>
</tr>
</tbody>
</table>
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Earnest E. Hines, President
      Joe A. Hairston, Secretary-Treasurer

SUBJECT: CONSIDERATION OF THE PROPOSED SCHEDULE OF BOARD MEETINGS FOR 2011-2012

ORIGINATOR: Brenda Stiffler, Administrative Assistant to the Board of Education

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education approves the proposed Schedule of Board Meetings for 2011-2012.

During the 2008-2009 school year, the Board piloted a program in which the first meeting has been a business meeting format, which includes three-minute presentations by advisory and stakeholder groups at the beginning of the meeting, and up to ten three-minute statements by the general public at the close of the meeting. The second meeting of the month is a strategic Board work session designed to explore topics in greater depth. There have been no advisory, stakeholder, or public comments at this second meeting. Generally, the Board has taken no action other than voting on necessary personnel matters or other items of a time sensitive nature. The Board adopted this program for future meetings beginning in 2009.

The attached schedule represents the Board’s goal to continuously improve its process and fulfill its responsibilities for a more effective and efficient meeting.

The first meeting of the month, or the business meeting, will begin at 7:00 p.m. The second meeting of the month, or work session, will begin at 6:30 p.m.

* * * * *

Attachment I – Proposed Schedule of Board Meetings
April 5, 2011

TO: Members of the Board of Education

FROM: Earnest E. Hines, President
        Joe A. Hairston, Secretary-Treasurer

RE: Proposed Schedule of Board Meetings, 2011-2012

Please note a deviation from the normal scheduling of Board meetings on the 2nd and 4th Tuesdays for the following months:

- During December, meetings have been scheduled on the 1st and 3rd Tuesdays due to other events and the Christmas/Winter break.
- Due to the NSBA Conference and Easter/Spring Break in April, one Board meeting has been scheduled for the 3rd Tuesday of that month.

The following dates for Board of Education meetings for 2011-2012 are proposed for your consideration:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 12</td>
<td>Approved April 2010</td>
</tr>
<tr>
<td>August 9</td>
<td>Approved April 2010</td>
</tr>
<tr>
<td>August 23</td>
<td>FY13 Capital Budget Work Session</td>
</tr>
<tr>
<td>September 6 and 20</td>
<td>September 5 – Labor Day</td>
</tr>
<tr>
<td>October 11 and 25</td>
<td>October 5-7 – MABE Conference</td>
</tr>
<tr>
<td>November 8 and 22</td>
<td>November 24 &amp; 25 – Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 6 and 20</td>
<td>December 26-30 – Christmas/Winter Break</td>
</tr>
</tbody>
</table>
Members of the Board of Education – Page 2

January 10 and 24
January 2 – Christmas/Winter Break
January 16 – Martin Luther King, Jr. Birthday Observance
January 17 – Public Hearing on FY13 Operating Budget

February 7 and 21
February 5-7 – FRN Conference
February 20 – President’s Day Observance

March 6 and 20

April 17
April 2-9 – Easter/Spring Break
April 20-23 – NSBA Conference

May 8 and 22
May 23 – Public Hearing on FY 14 Capital Budget
May 28 – Memorial Day
May 30 – Commencement Exercises

June 12
June 1-9 – Commencement Exercises

July 10
July 4 – Independence Day Observance

August 7
Baltimore County Public Schools

Date: April 5, 2011

To: Board of Education

From: Dr. Joe Hairston, Superintendent

Subject: Consideration of the Proposed Construction of an Outdoor Classroom Area at Reisterstown Elementary School

Originator: Verletta White, Assistant Superintendent, Elementary Schools – Zone 3

Resource Person(s): Barbara Shields, Principal, Reisterstown Elementary School

Recommendation

That the Board of Education approves the construction of an outdoor classroom area at Reisterstown Elementary School.

Reisterstown Elementary School is proposing that the construction of an outdoor classroom area be approved. The proposed classroom area is 35' wide x 15' deep – with a 4' path leading from the sidewalk to the classroom area.

The outdoor classroom at Reisterstown Elementary School is being erected with monies raised by the Pikesville Eagle Scout Troop.

The construction of the classroom area will serve as the outdoor project requirement for the Maryland Green School application for the 2010-11 school year and will provide students with authentic instructional opportunities, particularly in the area of environmental science. The construction of the outdoor classroom is directly aligned with Baltimore County Public Schools Blueprint for Progress - Performance Goal 6, Indicator 6.3 and Key Strategies a and h.

The construction of the outdoor classroom will engage parents/guardians, business, and community members in the educational process. Additionally, this project is aligned with the mission of the BCPS PreK-12 Outdoor Science Education Program which is to enhance overall achievement in science subjects while fostering a deeper understanding of environmental concepts for local and global environmental stewardship by providing engaging, authentic and hands-on field study experiences that are aligned with the Maryland State Curriculum and are an integral part of the BCPS Essential Curriculum.
Participation in activities in the outdoor classroom will be logged and monitored by the school administration, teachers, and staff. One means of evaluating the enhancement to the science curriculum will be the use of formative science assessments. Administrators, teachers, and staff will be monitoring all school and community events in the outdoor classroom to allow for the most effective use of this designated space.
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED REVISION TO THE 2011-2012 SCHOOL CALENDAR

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Kara E. B. Calder, Executive Director, Planning and Support Operation

RECOMMENDATION

That the Board of Education approves the revised 2011-2012 Calendar

*****

Attachment – Revised 2011-2012 School Calendar
# BALTIMORE COUNTY PUBLIC SCHOOLS
### Towson, Maryland 21204

**Calendar 2011-2012**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19(F)</td>
<td>Administrative &amp; Supervisory Personnel Meeting</td>
</tr>
<tr>
<td></td>
<td>22(M)</td>
<td>Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>24(W)</td>
<td>Systemwide Professional Development</td>
</tr>
<tr>
<td></td>
<td>29(M)</td>
<td>Opening Day for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 8</td>
</tr>
<tr>
<td>September</td>
<td>5(M)</td>
<td>Labor Day – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>29(Th)</td>
<td>Rosh Hashanah – Schools and Offices Closed</td>
</tr>
<tr>
<td>October</td>
<td>10(M)</td>
<td>Columbus Day*</td>
</tr>
<tr>
<td></td>
<td>21(F)</td>
<td>Professional Development Day/MSTA Convention – Schools Closed for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 21</td>
</tr>
<tr>
<td>November</td>
<td>3(Th)</td>
<td>First Marking Period Ends</td>
</tr>
<tr>
<td></td>
<td>4(F)</td>
<td>Grade &amp; Data Recording, Data Analysis, and Professional Development for All Schools** -- Schools Closed for all Students – Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>11(F)</td>
<td>Veterans Day*</td>
</tr>
<tr>
<td></td>
<td>17(Th)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>14-18(M-F)</td>
<td>American Education Week</td>
</tr>
<tr>
<td></td>
<td>18(F)</td>
<td>PREKINDERGARTEN CONFERENCE DAY – SCHOOLS CLOSED FOR A.M. AND P.M. PREKINDERGARTEN STUDENTS – TEACHERS ON DUTY</td>
</tr>
<tr>
<td></td>
<td>21(M)</td>
<td>Elementary Conference Day—Schools Closed for Elementary Students</td>
</tr>
<tr>
<td></td>
<td>24-25(Th-F)</td>
<td>Thanksgiving Holiday—Schools and Offices Closed</td>
</tr>
<tr>
<td>December</td>
<td>15(Th)</td>
<td>Bill of Rights Day*</td>
</tr>
<tr>
<td></td>
<td>23(F)</td>
<td>Christmas/Winter Break Begins at End of School Day</td>
</tr>
<tr>
<td>January</td>
<td>3(T)</td>
<td>Schools Reopen</td>
</tr>
<tr>
<td></td>
<td>15(Su)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday *</td>
</tr>
<tr>
<td></td>
<td>16(M)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday Observed—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>20(F)</td>
<td>Second Marking Period Ends</td>
</tr>
<tr>
<td></td>
<td>23(M)</td>
<td>Grade &amp; Data Recording, Data Analysis, and Professional Development for All Schools** —Schools Closed for all Students – Teachers on Duty</td>
</tr>
<tr>
<td>February</td>
<td>2(Th)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>12(Su)</td>
<td>Lincoln’s Birthday*</td>
</tr>
<tr>
<td></td>
<td>14(T)</td>
<td>Presidential Primary Election Day – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>20(M)</td>
<td>Presidents’ Day—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>22(W)</td>
<td>Washington’s Birthday*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 19</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------------------</td>
</tr>
<tr>
<td>March</td>
<td>25(Su)</td>
<td>Maryland Day*</td>
</tr>
<tr>
<td></td>
<td>30(F)</td>
<td>Third Marking Period Ends – Grade &amp; Data Recording and Data Analysis for All Schools*** — Schools Close 3 Hours Early for all Students – Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>30(F)</td>
<td>Easter/Spring Break Begins at the End of School Day</td>
</tr>
<tr>
<td>April</td>
<td>10(T)</td>
<td>Schools Reopen</td>
</tr>
<tr>
<td></td>
<td>19(Th)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td>May</td>
<td>14(M)</td>
<td>PreK/K Conference Day – No Pre-K or Kindergarten Sessions</td>
</tr>
<tr>
<td></td>
<td>25(F)</td>
<td>Last Day for Seniors</td>
</tr>
<tr>
<td></td>
<td>28(M)</td>
<td>Memorial Day Observed – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>29(T)</td>
<td>Commencement Exercises Begin</td>
</tr>
<tr>
<td>June</td>
<td>1-7(F-Th)</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td></td>
<td>13(W)</td>
<td>Assessment Day****: High Schools close 3 Hours Early; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>14(Th)</td>
<td>Flag Day*</td>
</tr>
<tr>
<td></td>
<td>14-15(Th-F)</td>
<td>Assessment Day****, Grade &amp; Data Recording/Analysis***: All Schools Close 3 Hours Early, Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>15(F)</td>
<td>Last Day of Classes for Students</td>
</tr>
</tbody>
</table>

**TOTAL** 187

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>29(F)</td>
<td>or July 6(F) Summer School Teachers on Duty</td>
</tr>
<tr>
<td>July</td>
<td>4(W)</td>
<td>Independence Day – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>9(M)</td>
<td>Summer School begins</td>
</tr>
<tr>
<td>August</td>
<td>3(F)</td>
<td>Summer School ends</td>
</tr>
</tbody>
</table>

*Schools open with appropriate exercises or appropriate exercises to be scheduled on the school day prior. **GRADE & DATA RECORDING, DATA ANALYSIS, AND PROFESSIONAL DEVELOPMENT FOR ALL SCHOOLS – Elementary, middle, and high school principals and teachers will have time for grade & data recording, data analysis/progress assessment, professional development, and conferencing with parents. High School teachers will be given time as needed to plan for upcoming semester. ***GRADE & DATA RECORDING, DATA ANALYSIS FOR ALL SCHOOLS -- Elementary, middle, and high school principals and teachers will have time for grade & data recording, data analysis/progress assessment. ****ASSESSMENT DAY – High schools will have the opportunity to administer traditional final exams or to use alternative assessment procedures.

If schools are closed seven days due to emergency conditions, it may be necessary to alter the school calendar. Additional days may be scheduled as required at the end of the school year. Depending on the use of emergency closing time, the calendar may be reduced if the time is not needed to meet the minimum required days/hours. One-half days may be modified. Teacher duty days will not exceed 191.
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE FY2011 OPERATING BUDGET APPROPRIATION TRANSFER

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer
George Sarris, Director, Office of Budget and Reporting

RECOMMENDATION

That the Board of Education members approve the attached budget appropriation transfer.

******************************************************************************

This budget appropriation transfer is a request to the county to re-appropriate funds between categories. Fiscal Services sets deadlines each spring to provide for a timely closure of financial books as of June 30. As part of that process, decisions are made to transfer funds between categories to balance general fund appropriations for the fiscal year. Expenditure decisions are subject to the availability of funds.

Attachment I: Budget Appropriation Transfer Form
Attachment II: Summary of Increase/Decrease by Category
## BALTIMORE COUNTY PUBLIC SCHOOLS
### BUDGET APPROPRIATION TRANSFER

<table>
<thead>
<tr>
<th>Category</th>
<th>Present Appropriation</th>
<th>Amount to Transfer</th>
<th>New Appropriation</th>
<th>Category</th>
<th>Present Appropriation</th>
<th>Amount to Transfer</th>
<th>New Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 - Administration</td>
<td>34,167,390</td>
<td>1,200,000</td>
<td>35,367,390</td>
<td>02 - Mid-level Administration</td>
<td>86,710,668</td>
<td>(1,200,000)</td>
<td>85,510,668</td>
</tr>
<tr>
<td>04 - Instructional Textbooks and Supplies</td>
<td>24,158,439</td>
<td>1,965,000</td>
<td>26,123,439</td>
<td>03 - Instructional Salaries</td>
<td>460,783,852</td>
<td>(7,905,000)</td>
<td>452,878,852</td>
</tr>
<tr>
<td>05 - Other Instructional Costs</td>
<td>7,990,663</td>
<td>1,950,000</td>
<td>9,940,663</td>
<td>09 - Transportation</td>
<td>56,351,706</td>
<td>(350,000)</td>
<td>56,001,706</td>
</tr>
<tr>
<td>06 - Special Education</td>
<td>147,813,418</td>
<td>2,400,000</td>
<td>150,213,418</td>
<td>10 - Operation of Plant</td>
<td>88,326,433</td>
<td>(1,200,000)</td>
<td>87,126,433</td>
</tr>
<tr>
<td>07 - Student Personnel</td>
<td>8,424,056</td>
<td>60,000</td>
<td>8,484,056</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - Maintenance of Plant</td>
<td>28,345,870</td>
<td>1,840,000</td>
<td>30,185,870</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 - Capital Outlay</td>
<td>3,681,958</td>
<td>1,240,000</td>
<td>4,921,958</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL TRANSFER

<table>
<thead>
<tr>
<th>Increase</th>
<th>$ 10,655,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease</td>
<td>$(10,655,000)</td>
</tr>
</tbody>
</table>

**Explanation:**

This annual budget appropriation transfer will realign funds by category with planned and projected year-end expenses. Funds are available due to savings in salary expenditures, transportation costs, and utility usage. The majority of proposed transfers are necessary to implement the FY2011 operating plan. Expenditure decisions are subject to the availability of funds. With the board's approval, this transfer will be submitted to the county executive and then to the county council for approval in June.

**Signatures Required:**

- **Budget and Reporting Date**
- **Fiscal Services Date**
- **Superintendent Date**
- **Board of Education Date**
### BALTIMORE COUNTY PUBLIC SCHOOLS

**Budget Appropriation Transfer**

#### Summary of Increases by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 - Administration</td>
<td>A transfer of $1,200,000 will provide funds required for salaries due to low turnover ($600,000) and contracted services to maintain Department of Technology student data systems ($600,000).</td>
</tr>
<tr>
<td>04 - Instructional Textbooks and Supplies</td>
<td>A transfer of $1,965,000 will provide funds required for principals' reallocation of school budgets ($1,015,000), the acquisition of additional library books ($450,000), and replacement furniture for schools ($500,000).</td>
</tr>
<tr>
<td>05 - Other Instructional Costs</td>
<td>A transfer of $1,950,000 will provide funds required for principals' reallocation of school budgets ($1,510,000), additional curriculum for the Chesapeake High School virtual classroom ($250,000), and growing enrollment in the state SEED school and Out-of-County Living programs ($190,000).</td>
</tr>
<tr>
<td>06 - Special Education</td>
<td>A transfer of $2,400,000 will provide funds required for salaries due to low turnover.</td>
</tr>
<tr>
<td>07 - Student Personnel</td>
<td>A transfer of $60,000 will provide funds required for salaries due to low turnover.</td>
</tr>
<tr>
<td>11 - Maintenance of Plant</td>
<td>A transfer of $1,840,000 will provide funds required for salaries due to low turnover ($767,500), and allow for air conditioning maintenance in schools ($282,000), lighting conservation ($69,000), fire code compliance at the Greenwood campus ($530,000), installation of relocatable classrooms at Stoneleigh Elementary School ($125,000), and minor modernizations of buildings ($86,500).</td>
</tr>
<tr>
<td>15 - Capital Outlay</td>
<td>A transfer of $1,240,000 for athletic court resurfacing ($680,000), bus lifts ($350,000), gymnasium bleachers ($50,000), and school air conditioning exchange units ($160,000).</td>
</tr>
</tbody>
</table>

#### Summary of Decreases by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>02 - Mid-Level Administration</td>
<td>A transfer of $1,200,000 in salary savings will be redirected to administration salaries and contracted services for the Department of Technology.</td>
</tr>
<tr>
<td>03 - Instructional Salaries</td>
<td>A transfer of $7,905,000 in salary savings will be redirected to salary expenditures in other activities, principals' reallocation of school budgets, library books, school furniture, SEED school, Out-of-County Living programs, virtual classroom curriculum, facilities improvements, athletic court resurfacing, and school bleachers.</td>
</tr>
<tr>
<td>09 - Transportation</td>
<td>A transfer of $350,000 from lower contracted bus operator costs will be redirected for the purchase and installation of three bus lifts at the North Point bus lot.</td>
</tr>
<tr>
<td>10 - Operation of Plant</td>
<td>A transfer of $1,200,000 from lower utility and fuel oil consumption will be redirected for facilities improvements.</td>
</tr>
</tbody>
</table>
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF SCHOOL LEGISLATION

ORIGINATOR: Edward J. Novak, Esq., Manager, Governmental and External Relations

RECOMMENDATION

* * * * *

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

Denotes – New Information
Background Information

The 428th Session of the Maryland General Assembly began on January 12, 2011, and will meet until its Adjournment SINE DIE on April 11, 2011. Currently, there are a total of 2,368 legislative introductions: 997 Senate Bills, 1,354 House Bills, 11 Joint House Resolutions, and 6 Joint Senate Resolutions.

Discussion

The following bills are presented for the Board of Education’s consideration. The first section contains bills that the Board has considered and voted on position. The second section contains bills for your information only with no Board position being requested at this time.

SECTION 1: BOE POSITION

<table>
<thead>
<tr>
<th>BILL</th>
<th>TITLE / SYNOPSIS</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 1</td>
<td><strong>Education - Youth Athletes - Concussions</strong></td>
<td>SUPPORT (with MABE Amendments)</td>
</tr>
<tr>
<td></td>
<td>Introduced by Delegate Davis</td>
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<td></td>
<td>Requiring county boards of education and the Maryland Public Secondary Schools Athletic Association jointly to establish guidelines and develop forms to educate individuals regarding concussions and head injury; requiring specified individuals to sign information sheets; requiring the removal of youth athletes from play under specified circumstances; prohibiting the return to play under specified circumstances; requiring youth sports programs to provide statements of compliance; etc.</td>
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</tbody>
</table>

**Bill Status:**
**House – 03/02/11 - Hearing**

http://mlis.state.md.us/2011rs/bills/hb/hb0001f.pdf

The bill would require each county school board and the Maryland Public Secondary Schools Athletic Association to jointly establish guidelines for the evaluation and management of concussion and head injury that will help to educate coaches, youth athletes, and their parents and/or guardians regarding:

1. Nature and risk of concussion and head injury;
2. Criteria for removal from and return to play; and
3. Risks of not reporting injury and continuing to play.

The guidelines shall: (1) on an annual basis, require that a concussion and head injury information sheet be signed and returned by a youth athlete and his/her parent/guardian before the youth athlete initiates practice or competition; (2) require the removal of a youth athlete from a practice or a game when the youth athlete is suspected of sustaining a concussion or head injury in the practice or the game; and (3) prohibit a youth athlete who has been removed from play from returning to play until the youth athlete:

- Has been evaluated by a licensed
<table>
<thead>
<tr>
<th>BILL</th>
<th>TITLE / SYNOPSIS</th>
<th>POSITION</th>
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<tbody>
<tr>
<td></td>
<td>• health care provider or a volunteer health care provider trained in the evaluation and management of concussions; and • Has obtained written clearance to return to play from the health care provider. • The MABE amendments provide useful clarification to bill language.</td>
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<td></td>
<td><strong>Procurement - Employee Uniforms and Equipment - Place of Manufacture</strong></td>
<td><strong>OPPOSE</strong></td>
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<td>Introduced by Delegate Beitzel</td>
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<td>Prohibiting a public employer, under specified circumstances, from knowingly buying, furnishing, or requiring an employee to buy or acquire for use while on duty specified uniforms and other equipment unless the uniforms or equipment are manufactured in the United States; requiring the Board of Public Works to adopt specified regulations; and applying the Act prospectively.</td>
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<tr>
<td>HB 12</td>
<td><strong>Bill Status:</strong>&lt;br&gt;House – 03/04/11 – Third Reading Passed with Amendments&lt;br&gt;Senate – 03/22/11 - Hearing</td>
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<td><a href="http://mlis.state.md.us/2011rs/bills/hb/hb0012f.pdf">http://mlis.state.md.us/2011rs/bills/hb/hb0012f.pdf</a></td>
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<td></td>
<td><strong>Education Funding Formula - Average Daily Attendance</strong></td>
<td><strong>OPPOSE</strong></td>
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<td>Introduced by Delegate O’Donnell</td>
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<td></td>
<td>Requiring specified enrollment calculations used for education aid to be based on the average daily attendance in specified school years; etc.</td>
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<td>HB 26</td>
<td><strong>Bill Status:</strong>&lt;br&gt;House – 02/09/11 - Hearing</td>
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<td></td>
<td><a href="http://mlis.state.md.us/2011rs/bills/hb/hb0026f.pdf">http://mlis.state.md.us/2011rs/bills/hb/hb0026f.pdf</a></td>
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</table>
result in reduced funding of approximately $20 million annually. Although BCPS does not report an attendance rate in our 2009-2010 Report on Results, 76% of all BCPS schools attain this standard, suggesting that the potential impact on BCPS funding would be greater than projected. There would also be additional record keeping costs for compliance.

Education - Waiver from Maintenance of Effort Requirement - Process and Factors

Introduced by Delegates Jones, Barve, Conway, Hixson, Holmes, McIntosh, O'Donnell, Ross, and Schuh

Introduced by Senators Kasemeyer, Currie, DeGrange, Garagiola, Kittleman, Madaleno, McFadden, and Middleton

Altering the date by which a county governing body must make a request to the State Board of Education for a waiver from the maintenance of effort requirement; requiring the State Board to consider specified factors when making a decision whether to grant a waiver; requiring the State Superintendent of Schools to make a preliminary assessment of waiver applications by a specified time; etc.

Bill Status:

House – 02/09/11 - Hearing
Senate – 02/02/11 - Hearing

http://mlis.state.md.us/2011rs/bills/hb/hb0044f.pdf

SUPPORT

These are cross-filed bills. The bills reflect the agreement reached in Conference Committee near the end of the 2010 General Assembly session. The provisions of the bills are essentially designed to enhance the MOE waiver process, reflecting recommendations previously made by the Joint Legislative Workgroup to Study State, County, and Municipal Fiscal Relationships. The bills do not provide a blanket waiver of maintenance of effort. The current MOE waiver process would be maintained, including the authority of the Maryland State Board of Education (MSBE) to grant individual waiver requests after a hearing before MSBE.

The bills would require that the Maryland State Superintendent of Schools “provide a preliminary assessment of a waiver application” to MSBE prior to a public hearing. The filing deadline for a waiver request would be extended to April 20th, which would allow local governments time to evaluate the level of state funding approved by the General Assembly (the date for MSBE action would be changed to May 20th). The bills would incorporate into law the factors for consideration of a waiver request that are currently in the regulations and add three more factors. Both bills were introduced as emergency bills (would be effective upon enactment).
### HB 48 - State Government - Open Meetings Act - Notice and Complaints

**Intended by Delegates**: Morhaim, Kipke, Pena-Melnyk, and Tarrant

requiring a complaint filed with the State Open Meetings Law Compliance Board to be filed within 1 year after the action that is the basis for the complaint; altering specified notice requirements; requiring a public body to give notice of a meeting by specified methods under specified circumstances; authorizing a public body to give notice of a meeting by specified additional methods; etc.

**Bill Status**:
- House – 03/01/11 – Third Reading Passed
- Senate – 03/23/11 - Hearing

[http://mlis.state.md.us/2011rs/bills/hb/hb0048f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0048f.pdf)

**Support**
This bill would change the Open Meetings Act to require that public bodies post notices of their meetings on a Web site, post notices at a location accessible to the public regularly used for posting notices, and by delivering notices to the news media. BCPS currently provides Web site meeting notice and the issuance of meeting notices to the media. The bill would establish a requirement that any complaint filed under the Open Meetings Act must be filed within a one-year period (no specific statute of limitations for this action currently exists). This limitation could increase efficiency in this process by establishing a date certain for complaints and related administrative activities.

### HB 73 - Vehicle Laws - School Buses - Prohibition on Permitting Sitting on Floor or Standing

**Introduced by Delegate**: Walker

Prohibiting a person who is responsible for pupils on a school bus from permitting any pupil to sit while the bus is in motion; prohibiting a person who is responsible for pupils on a school bus from permitting any pupil to sit on the floor of the school bus; establishing a fine; providing for exceptions; providing that a specified violation is not considered a moving violation for specified purposes; etc.

**Bill Status**:
- House – 03/17/11 – Unfavorable Report

[http://mlis.state.md.us/2011rs/bills/hb/hb0073f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0073f.pdf)

**Oppose**
This bill has been introduced in several prior legislative sessions. While the intent of the legislation seems logical, it poses practical concerns. Although current law allows one student per a row of seats to stand on a bus, BCPS does not authorize students to sit on the floor of a school bus. However, operating conditions can result in situations where students may be standing. Examples include the beginning of the school year when buses may be overcrowded until any overcapacity route issues are addressed and mechanical problems that require the dispatching of another bus, or buses that may require carrying more students than normally planned.

### HB 127 and SB 262 - State Board of Education - Financial Literacy Curriculum - Graduation Requirement


This bill is the same bill that has been introduced in past General Assembly Sessions (including HB 335 and SB 264 in 2010). It would require that a financial literacy course become a high school graduation requirement. MSBE, with consideration of the General Assembly’s “Task Force to Study How to Improve Financial Literacy in the State,” has established financial literacy content standards

**No Position**

This bill is the same bill that has been introduced in past General Assembly Sessions (including HB 335 and SB 264 in 2010). It would require that a financial literacy course become a high school graduation requirement. MSBE, with consideration of the General Assembly’s “Task Force to Study How to Improve Financial Literacy in the State,” has established financial literacy content standards.
### HB 160
**Baltimore County Public Schools - Funding Accountability and Transparency Act**

**Introduced by Delegates** Lafferty, Aumann, Boteler, Cardin, Cluster, DeBoy, Frank, Kach, Morhaim, Stein, and Weir

Requiring the Baltimore County Board of Education to develop and operate a specified Web site that includes information about specified payments; specifying parameters of the Web site; etc.

**Bill Status:**
- **House** – 03/25/11 – Third Reading Passed with Amendments
- **Senate** - 03/25/11 - First Reading

[http://mlis.state.md.us/2011rs/bills/hb/hb0160f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0160f.pdf)

### OPPOSE

This bill would require the development and continued operation of a single searchable Web site (no later than January 1, 2013) that would provide specified information via the Internet to the public at no cost. The information that would be required to be provided under that bill would include the listing of any Party (along with their zip code) who receives an aggregate payment of $25,000 in a fiscal year from the Board. The bill would be effective on July 1, 2011.

It should be noted that the Board publishes agendas in advance of meetings. These agendas include the contracts that the Board reviews and takes action on.

### HB 231
**Education - Public Charter School Facility Revolving Loan Fund**

**Introduced by Delegate** Costa

**Introduced by Senators** Astle, Reilly, and Simonaire

Establishing the Public Charter School Facility Revolving Loan Fund; stating the purpose of the Fund; authorizing specified applicants to obtain loans from the Fund; requiring the State Board of Education to administer the Fund and to consider specified factors to be incorporated, as appropriate, through the entire curriculum. Although the Board of Education of Baltimore County (Board) has historically opposed the imposition of unfunded mandates, the Board previously adopted a “No Position” with regard to the 2010 bills because of the significance of financial literacy in preparing students for consumer and business needs in the future.

### SB 123
**Education - Public Charter School Facility Revolving Loan Fund**

**Introduced by Senators** Astle, Reilly, and Simonaire

Establishing the Public Charter School Facility Revolving Loan Fund; stating the purpose of the Fund; authorizing specified applicants to obtain loans from the Fund; requiring the State Board of Education to administer the Fund and to consider specified factors to be incorporated, as appropriate, through the entire curriculum. Although the Board of Education of Baltimore County (Board) has historically opposed the imposition of unfunded mandates, the Board previously adopted a “No Position” with regard to the 2010 bills because of the significance of financial literacy in preparing students for consumer and business needs in the future.
when evaluating loan applications; specifying loan amounts; requiring the State Board to report specified information to county boards of education each fiscal year; specifying provisions relating to loan repayment; requiring the State Board to adopt regulations; etc.

**Bill Status:**
- **House** – 03/24/11 – Unfavorable Report
- **Senate** – 03/14/11 – Unfavorable Report

[http://mlis.state.md.us/2011rs/bills/hb/hb0231f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0231f.pdf)

The bill would require that the Governor allocate $400,000 from the Capital Improvement Program of the Public School Construction Program. This is particularly problematic in a fiscal year when funding for K-12 education is being challenged. Lastly, a provision in the bill states “If a public charter school defaults or is unable to repay a loan” the county or county board may be required to repay the remaining balance or interest on the loan,” thereby exposing the Board to potential liability.

---

**Student Participation in High School Sports - Academic Requirements**

Introduced by Delegate Walker

Requiring the State Board of Education to adopt regulations to establish academic performance standards that students in public high schools in the State must meet in order to participate in high school athletic competitions; requiring the regulations to include specified provisions; and requiring county boards of education to allow public high school students in the county to participate in specified high school athletic competitions only in accordance with the regulations of the State Board.

**Bill Status:**
- **House** – 03/25/11 – Third Reading Passed
- **Senate** – 03/25/11 - First Reading

[http://mlis.state.md.us/2011rs/bills/hb/hb0364f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0364f.pdf)

**OPPOSE**

This bill is an intrusion into a programmatic area that has historically been within the authority of the local boards to administer. BCPS and other school systems establish and administer standards regarding the terms that a student must satisfy to be able to participate in interscholastic athletics while in high school. This system of local determination and control has worked well in BCPS this change is not needed.

---

**Education - Tween/Teen Dating Violence (Kristin Marie Mitchell Law)**


Introduce by Senator Muse

Requiring the State Board of Education to adopt in the public schools a program to educate students about dating violence on or before a specified date; requiring the program to include education on services provided to victims of dating violence; altering the definition of “victim of domestic violence” for specified provisions of law; requiring the Governor to proclaim the first week in

**OPPOSE**

This bill is not needed. The bill’s focus area involves dating violence; school systems already provide information regarding this subject using MSDE’s health education curriculum that begins in Grade 4 and continues through high school. Providing students with age-appropriate information regarding dating violence has also been supported by continuing MSDE funding (Sexual Harassment and Assault Grant) to LEAs. Historically, MSDE’s health education office has not endorsed any particular program, but has allowed LEAs to identify and implement programs based upon school system
February each year "Tween/Teen Dating Violence Education and Awareness Week"; etc.

**Bill Status:**
- House – 03/02/11 – Hearing
- Senate – 03/25/11 – Unfavorable Report

[http://mlis.state.md.us/2011rs/bills/hb/hb0386f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0386f.pdf)

The bill intends to add the definition of “victim of domestic violence” to include “or a person with whom the individual has or has had a dating relationship,” but does not define what constitutes a “dating relationship.” This could lead to confusion in administering the law if enacted because the interpretation and nature of “dating” varies.

Lastly, legislation is not required for the Governor to exercise his existing authority to issue a Proclamation to designate a week in February each year as Tween/Teen Dating Violence Education and Awareness Week.

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**Task Force on the Method of Selecting the Baltimore County Board of Education**

Introduced by [Baltimore County Delegation](#)

Introduced by Senator [Klausmeier](#)

Establishing the Task Force on the Method of Selecting the Baltimore County Board of Education; providing for the chairs and staff for the Task Force; prohibiting a member of the Task Force from receiving compensation but entitling members to reimbursement for specified expenses; requiring the Task Force to make specified findings and recommendations regarding the method of selecting the Baltimore City Board of Education; providing for the termination of the Act; etc.

**Bill Status:**
- **House Bill Status**
  - House – 03/25/11 – Third Reading Passed with Amendments
  - Senate - 03/25/11 - First Reading

- **Senate Bill Status**
  - Senate – 03/17/11 – Third Reading Passed with Amendments
  - House – 03/30/11 - Hearing

[http://mlis.state.md.us/2011rs/bills/hb/hb0398f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0398f.pdf)

**SUPPORT**

These cross-filed bills were not introduced in time to allow for inclusion in the report submitted to the Board for its formal consideration at its February 8, 2011, meeting. However, the bills were discussed during the Board’s deliberations regarding SB 141 and HB 299. During that discussion, the Board indicated that it supported a study of the board selection process. In a statement submitted to the Senate Education Health & Environmental Affairs Committee and in letters to the Chairs of the Baltimore County Senate and House Delegations, the Board President expressed the board’s support regarding a study of the process for the selection of board members. Both Delegations have recently issued a favorable report on the respective bills, but each bill was amended in delegation meetings; the amended bills currently contain language that is not the same.

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**HB 500**

Public Schools - Extracurricular Activities - Students in Home Instruction Programs

[OPPOSE](#)
Introduced by Delegates Kach and McDonough

Authorizing a public school to allow students in home instruction programs to participate in specified extracurricular activities under specified circumstances; requiring public schools to give placement priority to enrolled students if there are a limited number of spaces available for students in extracurricular activities; defining "extracurricular activity"; etc.

**Bill Status:**
House – 03/02/11 – Hearing

[http://mlis.state.md.us/2011rs/bills/hb/hb0500f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0500f.pdf)

School system interscholastic athletics and extra-curricular are conducted under regulations of the MSDE. Such activities are a part of and contribute toward the objectives of the state’s entire regular educational program which is quite different from the program involving students in home instruction.

Extra-curricular activities, particularly, athletics is integral to the daily school life. Such programs build individual, team, and school spirit and purpose, which are interdependent with classroom attendance, and (in fact, further encouraging regular attendance) lunch, and other regular activities. The nature of the home school program does not provide students with the same exposure to such activities and interactions with students regularly enrolled.

Inclusion of non-regularly enrolled students in these activities would require additional administrative personnel to monitor academic eligibility (there are different grading processes) and the participation of the non-enrolled participants.

It is also important to note that MSDE funding is based on student enrollment in schools as of each September 30th. Because home schooled students are not present in the schools for this count, school systems did not receive regular enrollment derived funds for those students.

<table>
<thead>
<tr>
<th>Education - Bullying Safety Risks and Health Problems - Parental Information</th>
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</thead>
<tbody>
<tr>
<td>SB 549</td>
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</tbody>
</table>

BCPS has a current process to handle students exhibiting any symptoms of health problems or safety risks as a result of bullying. Such concerns or risks are assessed, addressed with parents, and referred to a primary care provider, if needed. Legislative changes in the past few years in this area have resulted in the creation of a model policy regarding bullying and enhanced reporting involving bullying. This bill would result in additional staff work without producing any meaningful change in the current process.

<table>
<thead>
<tr>
<th>Oppose</th>
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<tbody>
<tr>
<td>HB 685</td>
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</table>

Requiring the State Department of Education, in collaboration with the Department of Health and Mental Hygiene, to provide specified information by a specified date to county boards of education relating to specified safety risks and health problems; requiring specified schools to send specified information to specified parents and guardians; etc.
House Bill Status
House – 03/25/11 – Third Reading Passed with Amendments
Senate - 03/25/11 - First Reading

Senate Bill Status
Senate – 03/21/11 – Unfavorable Report
http://mlis.state.md.us/2011rs/bills/hb/hb0685f.pdf

Public Schools - Enrollment and Transfer - Parental Decision


Authorizing the parent or guardian of a student eligible for enrollment in specified public schools to decide to enroll the student in a public school other than the public school to which the student was assigned by a county board of education, beginning in the 2012-2013 school year; requiring all public schools to be open to specified students on a space-available basis under specified circumstances; etc.

HB 977

Bill Status:
House – 03/02/11 – Hearing

http://mlis.state.md.us/2011rs/bills/hb/hb0977f.pdf

OPPOSE

This bill is problematic from numerous perspectives.

Although the bill requires a parent/guardian to provide transportation to a school selected for attendance under the enrollment system to be created, the proposed process represents a fundamental change in the public school system and the historic nature of the concept of the neighborhood school and its interrelationship to the community. The change could disadvantage children whose families are not financially able to provide alternative transportation to a non-neighborhood school.

The bill requires that a listing of schools with available slots be compiled as of May 1st annually. A one-time snapshot of enrollment and available of slots is problematic because there are numerous variables that can affect enrollment projects for the next immediate school year. The bill would require that any child transferred under the newly created process would be allowed to continue to attend the selected school through all grade levels operating at that specific school. This situation would further complicate effective school enrollment planning and projections.

This bill could complicate already difficult tracking processes regarding academic performance requirements under “No Child Left Behind Act of 2001”.

BCPS, like many school systems, has a special transfer process that allows parents to request that a child attend a school other than their residence-zoned school under certain circumstances.
<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Bill Title</th>
<th>Introduced By</th>
<th>Bill Status:</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 1062</td>
<td>Public Schools - Meal Menus - Nutrition Information</td>
<td>Delegates Niemann, Carter, and Glenn</td>
<td>House – 03/02/11 – Hearing</td>
<td>OPPOSE</td>
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<td>BCPS currently publishes nutritional data regarding all food products that are used in the school meals program on our Web site. The school menu template would require revision to include calorie information. It is not apparent what specific purpose that the inclusion of this information would provide given the need for BCPS to provide nutritionally balanced school meals.</td>
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<td>HB 1283</td>
<td>Public School Buildings - Carbon Monoxide Detection and Warning Equipment</td>
<td>Delegate Glenn</td>
<td>House – 03/17/11 – Hearing</td>
<td>RECOMMENDATION - OPPOSE</td>
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<td>This bill would impose a mandate on local school systems. With the exception of any funding included in the state’s public school construction allocation, the school system would be required to use capital project funds to pay for the additional equipment required by the bill. This bill is not needed. Staff believes that current building and construction industry professional codes and standards, including the National Fire Protection Association and the International Building Code provide adequate requirements that monitor various emissions that building equipment may produce.</td>
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<td>HB 1352</td>
<td>Local School Boards - Authority to Impose a Property Tax</td>
<td>Delegates Hixson, Branch, Ivey, Kaiser, Luedtke, and Walker</td>
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<td>RECOMMENDATION – NO POSITION</td>
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<td>This bill would be effective beginning in FY 2013 and would allow local boards of education to impose a property tax to fund public education. The bill would require that a county reduce its property tax rates to offset the amount of revenue raised (the bill does allow a county to provide additional funding to the local board). The bill would impose an administrative burden on a local board involving the remittance of such taxes. MABE anticipates that it will not take a formal position on this bill.</td>
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### SB 6

**Optional Retirement Program - State and Participating Governmental Unit Employees - Participation**

Introduced by Senator Colburn

Providing that only individuals serving as Governor on or before January 18, 2011, are eligible for a defined benefit retirement allowance; providing that, on or after July 1, 2011, specified individuals are not eligible to join the Employees' Pension System, the Teachers' Pension System, the State Police Retirement System, the Correctional Officers' Retirement System, the Law Enforcement Officers' Pension System, or the Judges' Retirement System; etc.

**Bill Status:**

Senate – 02/10/11 - Hearing

[http://mlis.state.md.us/2011rs/bills/sb/sb0006f.pdf](http://mlis.state.md.us/2011rs/bills/sb/sb0006f.pdf)

**SUPPORT WITH AMENDMENTS**

This bill would close the state’s Defined Benefit (DB) pension plans to new state employees and teachers hired after June 30, 2011. State employees and teachers hired on or after July 1, 2011, would become members of the Optional Retirement Program (ORP), a Defined Contribution (DC) plan, as a condition of their employment. Current members of the state’s DB plans remain in those plans, but they are eligible to transfer to ORP. The bill requires language to clarify all coverage situations.

### SB 41

**Education - Age for Compulsory Public School Attendance - Exemptions**

Introduced by Senators Pugh, Garagiola, Jones-Rodwell, King, McFadden, Raskin, Robey, and **Stone**

Altering the age at which children are required to attend a public school regularly during the entire school year, subject to specified exceptions; etc.

**Bill Status:**

Senate – 02/09/11 - Hearing

[http://mlis.state.md.us/2011rs/bills/sb/sb0041f.pdf](http://mlis.state.md.us/2011rs/bills/sb/sb0041f.pdf)

**OPPOSE**

This bill would increase the compulsory school attendance age to require a student attend school until age 17. The requirement is subject to certain exceptions, including that the student:

- Has earned a diploma or GED
- Is a special education student who has received a Certificate of Completion
- Is being home schooled
- Is severely ill and receiving home or hospital instruction
- Is married
- Is in a military service
- Is committed by a court to an institution without an educational program
- Is pregnant or a parent and is enrolled in an alternative educational program
- Attends an alternative educational program.

The bill creates an unfunded mandate because it modifies the compulsory attendance age.
requirement without providing any funding or other resources. This bill was introduced during last session (passed in the Senate but not in the House); the accompanying fiscal note estimated that it would cost $48.8 million statewide to increase the age of compulsory attendance.

<table>
<thead>
<tr>
<th>Baltimore County - Hybrid School Board - Election and Appointment of Members</th>
<th>OPPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced by Senators Zirkin, Brochin, and Getty</td>
<td>The significant changes proposed in this bill are not needed. The current Board structure has effectively served BCPS’s stakeholders for many years because of the willingness of dedicated volunteers to serve as Board members. Current Board members are able to focus on the best interests of our 104,000 students based upon a systemwide, comprehensive approach to K-12 public education. Creating a Board structure composed mostly of elected members would unnecessarily politicize an efficient process that must remain focused on ensuring sound education policy for all Baltimore County students, avoiding the potential for narrow geographic focus and special interest groups’ agendas. The bill’s provisions include:</td>
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<tr>
<td>Introduced by Delegates Morhaim, Aumann, Stein, and Szeliga</td>
<td>• Creates a combined elected and appointed Board that would consist of the current total of 12 members composed, four appointed from the county at large, seven elected on a nonpartisan basis (one from each Councilmanic district), and one student member appointed from the county at large (Note: the 2010 bill would have created a 15-member board, with seven elected and seven appointed members, one from each Councilmanic district).</td>
</tr>
<tr>
<td>Establishing a procedure for the election of specified members of the Baltimore County Board of Education and specifying that they reside in and be elected from specified districts; establishing a term of office for the elected members; altering provisions relating to the appointed members of the county board; providing for the removal of members under specified circumstances; providing a procedure for the filling of a vacancy for an elected member; providing for the election of the chair and vice chair of the county board; etc.</td>
<td>• Current Board structure would be retained until the first Monday in December 2014, following the general election to be held in November 2014.</td>
</tr>
<tr>
<td>Bill Status:</td>
<td>• Terms of office would be four years, beginning on the first Monday in December 2014 and continue until a successor is elected and qualified; initial terms of office for elected and appointed members are not staggered.</td>
</tr>
<tr>
<td>Senate – 03/14/11 – Unfavorable Report</td>
<td>• Board members will select a chair and vice chair annually (at first December meeting from among current Board</td>
</tr>
<tr>
<td>House – 03/23/11 – Unfavorable Report</td>
<td></td>
</tr>
<tr>
<td><a href="http://mlis.state.md.us/2011rs/bills/sb/sb0141f.pdf">http://mlis.state.md.us/2011rs/bills/sb/sb0141f.pdf</a></td>
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</tbody>
</table>

SB 141 HB 299
• Board members are entitled to an annual compensation as provided in the county’s budget as well as allowances for travel and other expenses.
• Effective date is October 1, 2011.

**Building Opportunities for All Students and Teachers (BOAST) in Maryland Tax Credit**

Introduced by Senators Colburn, DeGrange, Brinkley, Currie, Dyson, Glassman, Jacobs, Mathias, McFadden, Peters, and Reilly


Providing a tax credit against the State income tax for contributions made to an eligible educational scholarship organization or an eligible innovative educational organization; requiring the State Department of Education to administer the tax credit; requiring specified entities to submit an application to be an eligible organization by January 1 of each year; establishing the Building Opportunities for All Students and Teachers Reserve Fund; etc.

**Bill Status:**
- Senate – 03/09/11 – Hearing
- House – 03/16/11 - Hearing

http://mlis.state.md.us/2011rs/bills/sb/sb0315f.pdf

**Mining Bill**

OPPOSE

This Bill has been introduced in a number of prior General Assembly Sessions. In 2010, the Senate Bill (SB 385) passed the Senate by a vote of 30-17. The cross-filed Bill (HB 932) was heard in the House Ways and Means Committee but was not formally acted on by the Committee subsequent to the hearing.

The bill would create a tax credit for contributions to eligible nonprofit organizations to provide scholarships to students and teachers or grants to public schools for innovative programs. The bill would reduce available tax funds to support public education. The Board has opposed similar bills that have been introduced in past Legislative Sessions.

**Election Law - Change of Primary Election Dates and Compliance with Federal MOVE Act**

**RECOMMENDATION – SUPPORT WITH AMENDMENTS**

This bill as originally introduced would have changed the day for the gubernatorial primary election from the second Tuesday after the first Monday in September to the second Tuesday in July (with no impact on the regular school calendar) and would change the primary
the federal Military and Overseas Voter Empowerment (MOVE) Act, as specified; altering deadlines for the filing of specified certificates of candidacy, petitions, certificates of withdrawal, and certificates of designation of candidacy; etc.

**Bill Status:**
**Senate – 03/26/11 – Second Reading Passed with Amendments**

[http://mlis.state.md.us/2011rs/bills/sb/sb0501f.pdf](http://mlis.state.md.us/2011rs/bills/sb/sb0501f.pdf)

election day from the second Tuesday in February to the first Tuesday in March. However, in recent Senate Education, Health, and Environmental Affairs Committee action, the gubernatorial primary election day was changed to the third Tuesday in June. This is problematic for many school systems because the scheduling of the end of the school year. MABE and several school systems are working to request that the Committee’s amendment be revised to conduct the gubernatorial primary on the fourth Tuesday in June, eliminating conflict with the school systems’ calendars.

<table>
<thead>
<tr>
<th><strong>SB 617</strong>&lt;br&gt;<strong>HB 812</strong></th>
<th><strong>Public Schools - Dating Violence - Policy and Disciplinary Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduced by Senator Manno</strong></td>
<td>Adding dating violence to provisions of law requiring the reporting of bullying, harassment, and intimidation by a county board of education; specifying who may report incidents of dating violence; requiring specified forms, reports, policies and educational programs to include incidents of dating violence; etc.</td>
</tr>
<tr>
<td><strong>Introduced by Delegates Kramer, Dumais, Hucker, Luedtke, Reznik, Simmons, Valderrama, and Waldstreicher</strong></td>
<td><strong>Senate Bill Status</strong></td>
</tr>
<tr>
<td>Senate – 03/21/11 – Unfavorable Report</td>
<td><strong>House Bill Status</strong></td>
</tr>
<tr>
<td>House - 03/21/11 – Third Reading Passed with Amendments</td>
<td><strong>Senate – 03/24/11 – First Reading</strong></td>
</tr>
</tbody>
</table>

**OPPOSE**

The proposed additional reporting requirement based on “dating relationship” could be added to the existing Harassment or Intimidation (Bullying) Incident School Investigation Form that MSDE and BCPS use to record necessary information based upon prior legislation enacted. This proposed change does not require legislative action, potentially reducing any additional administrative resources required that could result from additional legislation.

BCPS recognizes that violence in dating relationships can also be considered a type of bullying, intimidation, or harassment. Dating violence can also be of a serious physical nature, e.g. assault/battery, which would require reporting to and the involvement of county police.

<table>
<thead>
<tr>
<th><strong>SB 626</strong></th>
<th><strong>Public School Construction Funding Reform Act of 2011</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduced by Senators Glassman, Colburn, and Forehand</strong></td>
<td>Repealing the Interagency Committee on School Construction; altering the authority of the State Superintendent to approve specified public school construction projects; altering the requirement under which specified entities may hold title to specified</td>
</tr>
</tbody>
</table>

**OPPOSE**

The changes proposed under this bill are not needed. The primary effect of this bill would be to eliminate the existence and role of the Interagency Committee on School Construction (IAC) and place responsibility for the State's capital construction project within MSDE. The existing IAC process has worked well and has supported BCPS in its efforts to meet the most critical of its facilities-related needs. BCPS
| SB 626 | **Property:** altering the definition of alternative financing methods; requiring public school construction funds allocated in the annual budget to be distributed to local boards using a specified formula; etc.  
**Bill Status:**  
Senate – 03/25/11 Unfavorable Report  
http://mlis.state.md.us/2011rs/bills/sb/sb0626f.pdf |
|---|---|
| SB 676 | **Bill Status:**  
Senate – 03/02/11 - Hearing  
http://mlis.state.md.us/2011rs/bills/sb/sb0676f.pdf |
| OPPOSE | **State Health and Retirement Benefits - Public Employees and Retirees**  
Introduced by Senator Miller  
Altering the eligibility requirements for State employees receiving health benefits under the State Employee and Retiree Health and Welfare Benefits Program; requiring that by July 1, 2020, the State discontinue a specified prescription drug benefit plan available to specified retirees; requiring specified local employers to pay a specified portion of employer contributions for specified members of the Teachers' Retirement System or the Teachers' Pension System; etc.  
**Bill Status:**  
Senate – 03/02/11 - Hearing  
http://mlis.state.md.us/2011rs/bills/sb/sb0628f.pdf |
| OPPOSE | This is a very complex bill, consisting of 43 pages. It contains some of the same provisions that were included in a bill that was introduced in the 2010 Session and will similarly and adversely affect local governments and the funding available for public education. This bill would shift the cost of various state pension systems to local governments. Included in the bill is a proposed shift of teacher pension costs that would be based on the aggregate annual salaries of teachers rather than a fixed percentage of the employer contribution rate. This shift would begin on July 1, 2012, starting at 2% of the aggregate annual salaries and increase to 6% in FY 2014 and to 10% for FY 2015 and FY 2016. (note: the rate of the proposed shift relating to teacher pensions is higher than the proposed rate relating to other employee groups, e.g., for community college employees, the rate starts at 1% and increases to 5% in FY 2015). Beginning in FY 2017, changes in the required contribution rate will be determined by the Pension System Board of Trustees. |
| SB 676 | **County Boards of Education - Alien Students**  
Introduced by Senators Brinkley, Colburn, Simonaire, and Stone  
Requiring each county board of education, on or before March 1 of each year, to make a good faith effort to provide the governing body of the county with the total number of students enrolled in the public school system of the county whose presence in the United States cannot be reasonably documented; and prohibiting a county board from associating a student's race, appearance, federal law requires that public schools must provide a free and appropriate education to age-appropriate students regardless of whether they are considered to be documented or undocumented with regard to immigration or citizenship status. This bill could result in school systems being placed in a difficult position when interacting with a parent/guardian of a student seeking public school admission, raising potential concern for |
<table>
<thead>
<tr>
<th>SB 679</th>
<th>Vehicle Laws - Overtaking and Passing School Vehicles - School Bus Monitoring Cameras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced by Senators Brinkley, Madaleno, Middleton, Rosapepe, and Young</td>
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<tr>
<td>Authorizing a county board of education, in consultation with a local law enforcement agency, to place school bus monitoring cameras on county school buses for the purpose of recording motor vehicles committing violations relating to overtaking and passing school vehicles; requiring a school bus operator to give a recording of the violations to a local law enforcement agency; requiring recordings made by a school bus monitoring camera to include specified images and information about the violations; etc.</td>
<td></td>
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</tbody>
</table>
| **Bill Status:**  
| **Senate – 03/26/11 – Favorable with Amendments** |
| http://mlis.state.md.us/2011rs/bills/sb/sb0679f.pdf |

<p>| NO POSITION |
| This bill would allow the installation of monitoring cameras on school buses to record a motor vehicle committing a violation involving the overtaking of a school bus stopped on a roadway while operating its flashing red lights. The issue of motor vehicles failing to properly stop in such situations continues to be a significant problem. A recent MSDE survey found that there were approximately 6,300 violations in one day (BCPS bus operators appear to have observed the highest number of violations, with about 1,700+ reported). |
| While bus-related safety is a significant priority, the camera systems would be costly (cost estimate being developed) for the number of buses that BCPS uses daily, particularly with the difficult budgetary times that we have faced and will likely see again in the next few fiscal years. One issue that could address this might be the designation of part of the fines generated by any existing camera systems as a way to begin a pilot program or phase-in process within BCPS. |</p>
<table>
<thead>
<tr>
<th>SB 687</th>
<th>Militia - Employment for Military Spouses - Teachers, Health Care Practitioners, and Business Occupations and Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduced by Senator Peters</td>
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<tr>
<td></td>
<td>Introduced by Delegates Valentino-Smith, <strong>Boteler</strong>, Conaway, Dwyer, K. Kelly, McComas, and <strong>Minnick</strong></td>
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<td></td>
<td>Requiring the Adjutant General or the Adjutant General's designee to assist military spouses in finding specified employment; requiring teachers who have achieved tenure or an equivalent level of certification or licensure to be granted tenure in the State under specified circumstances; etc.</td>
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<tr>
<td><strong>SB 687</strong></td>
<td><strong>OPPOSE</strong></td>
</tr>
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<td></td>
<td>This bill would change the current tenure law by adding a new classification of certificated employee to be granted tenure. If enacted, the bill would require that school systems grant tenure to a newly hired certificated employee who moves to Maryland and is hired by a local school system based upon that employee’s out-of-state attainment of tenure (or an equivalent level of certification status) upon completion of a one-year probation period. While the bill allows for some exception, this proposed requirement could limit the flexibility that local school systems need in retaining certificated employees based upon the needs of the school system.</td>
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<tr>
<th>HB 998</th>
<th>Senate Bill Status</th>
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<tbody>
<tr>
<td></td>
<td>Senate – 03/24/11 – Third Reading Passed with Amendments</td>
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<tr>
<td></td>
<td>House – 03/24/11 – First Reading</td>
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<tr>
<th><strong>House Bill Status</strong></th>
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<tbody>
<tr>
<td>House – 03/23/11 – Third Reading Passed with Amendments</td>
<td>Senate – 03/25/11 – First Reading</td>
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<thead>
<tr>
<th>SB 771</th>
<th>Education - Student-Athletes - Concussions</th>
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<tbody>
<tr>
<td></td>
<td>Introduced by Senators Conway, Colburn, Currie, Ferguson, Forehand, Frosh, <strong>Kelley</strong>, <strong>Klausmeier</strong>, Madaleno, Manno, Mathias, McFadden, Middleton, Montgomery, Pinsky, Pugh, Ramirez, Raskin, Young, and <strong>Zirkin</strong></td>
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<td></td>
<td>Requiring the State Department of Education, in collaboration with specified organizations and individuals, to develop policies and implement a program to provide awareness on the nature and risk of concussions; requiring county boards of education to provide a specified information sheet to specified individuals; requiring the removal from play of specified athletes; prohibiting the return to play of specified athletes until specified conditions are met; etc.</td>
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<thead>
<tr>
<th><strong>SB 771</strong></th>
<th><strong>SUPPORT WITH AMENDMENTS</strong></th>
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<tbody>
<tr>
<td>This bill is similar to HB 1 which the Board previously considered, adopting a position of “Support with Amendments” to allow for consideration of changes proposed by the Maryland Association of School Boards.</td>
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</tbody>
</table>

|        | This bill excludes language that would have allowed a volunteer to provide written clearance for an athlete that suffered a covered injury to return to play. Although the bill requires that a non-interscholastic youth sports program (other than a school system program) provide a statement of compliance with the provision of this bill, the preferred approach would be to include an amendment to remove those programs from inclusion with school athletic programs. |

<table>
<thead>
<tr>
<th>Bill Status:</th>
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<tbody>
<tr>
<td>Senate – 03/09/11 - Hearing</td>
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http://mlis.state.md.us/2011rs/bills/sb/sb0687f.pdf

http://mlis.state.md.us/2011rs/bills/sb/sb0771f.pdf
<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Title</th>
<th>Sponsor</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 791</td>
<td>Education - Open Space on Public School Property - Planting and Maintaining Gardens</td>
<td>Introduced by Senator Raskin</td>
<td>Requiring county boards of education to encourage the use of open space on public school property for the purpose of planting and maintaining gardens; requiring specified schools and community groups to submit specified plans to the county superintendent; requiring specified schools and community groups to limit the application of pesticides under specified circumstances; authorizing county boards to incorporate the use of school gardens into specified curriculum guides and to use specified produce in school cafeterias; etc.</td>
</tr>
<tr>
<td>HB 528</td>
<td>OPPOSE</td>
<td>Implementation of the requirements of this bill would increase both costs to the school systems and administrative workload. The bill would require BCPS to review plans for and allow the use of board property for the planting of gardens. Potential concerns raised by the bill include:</td>
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<td>• Costs associated with the likelihood that school facilities crews would need to maintain the gardens if the requesting school or community group failed to properly maintain a garden once planted, including irrigation-related needs and any garden-related debris disposal</td>
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<td>• Lack of definition of what constitutes a “community group”, BCPS would need to monitor prescribed use to ensure proper safeguarding of board property, including potential questions regarding use of pesticides (although the bill language would “limit” such use)</td>
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<td>• Potential exposure to any injury resulting from such use.</td>
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<td>Senate Bill Status</td>
<td>Senate – 03/14/11 – Unfavorable Report</td>
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<td></td>
<td>House Bill Status</td>
<td>House – 03/25/11 – Third Reading Passed with Amendments</td>
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<td></td>
<td></td>
<td>Senate – 03/25/11 – First Reading</td>
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<td><a href="http://mlis.state.md.us/2011rs/bills/sb/sb0791f.pdf">http://mlis.state.md.us/2011rs/bills/sb/sb0791f.pdf</a></td>
<td></td>
</tr>
<tr>
<td>SB 994</td>
<td>Sales and Use Tax - Alcoholic Beverages</td>
<td>Introduced by Senators Jones-Rodwell and Madaleno</td>
<td>Increasing the rate of the sales and use tax imposed on the sale of an alcoholic beverage from 6% to 7% for fiscal year 2012, to 8% for fiscal year 2013, and to 9% for each fiscal year thereafter; requiring the Comptroller to distribute the revenue from the rate increase to the General Fund of the State; etc.</td>
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<tr>
<td></td>
<td>RECOMMENDATION – NO POSITION</td>
<td>This bill would increase the state’s sales tax rate on alcoholic beverages from 6% to 7% in FY 2012, to 8% in FY 2013, and to 9% in FY 2014, and continuing. The revenue from this increased tax rate would be placed in the general fund (under the current sales/use tax system, a portion of tax revenues is provided to the Transportation Trust Fund). It is anticipated that this change will generate about $85 million in additional revenue when fully implemented in FY 2014. If enacted, additional revenue in FY 2102 (about $30 million) will primarily be provided to two school systems (totaling about $21 million). This bill was approved by the Senate Budget &amp; Taxation Committee on March 25, 2011, as part of its deliberation involving the budget bills.</td>
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<td>Bill Status:</td>
<td>Senate – 03/28/11 – Favorable with Amendments</td>
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<td><a href="http://mlis.state.md.us/2011rs/bills/sb/sb0994f.pdf">http://mlis.state.md.us/2011rs/bills/sb/sb0994f.pdf</a></td>
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</tr>
</tbody>
</table>
**Task Force to Study the Creation of a Maryland Center for School Safety**

Introduced by Delegate Walker

Introduced by Senator Conway

Establishing a Task Force to Study the Creation of a Maryland Center for School Safety; providing for the membership, chair, and staffing of the Task Force; prohibiting a member of the Task Force from receiving compensation, but authorizing reimbursement of specified expenses; requiring the Task Force to study and make recommendations regarding specified matters; requiring the Task Force to report its findings and recommendations to the Governor and the General Assembly on or before July 1, 2012; and terminating the Act.

**Bill Status:**

**House Bill Status:**
- House – 03/04/11 – Third Reading Passed with Amendments
- Senate - 03/07/11 – First Reading

**Senate Bill Status:**
- Senate – 03/17/11 – Third Reading Passed with Amendments
- House – 03/30/11 - Hearing

[http://mlis.state.md.us/2011rs/bills/hb/hb0079f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb0079f.pdf)
<table>
<thead>
<tr>
<th>Bill Numbers</th>
<th>Title</th>
<th>Sponsor Information</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 530 SB 609</td>
<td>Public Charter Schools - Occupation and Use of School Sites and Buildings</td>
<td>Introduced by Delegates Rosenberg, Ivey, Kaiser, and Luedtke Introduced by Senators Ferguson, Benson, Colburn, Conway, Currie, Kelley, King, McFadden, Montgomery, Pugh, and Young</td>
<td>Requiring a county board of education to inform public charter schools in the county if school sites or buildings have been determined by the county board to be no longer needed for school purposes under specified circumstances; requiring a county board to establish a specified procedure; prohibiting a public charter school occupying and using a school site or building from selling, disposing of, or otherwise transferring the school site or building; etc.</td>
</tr>
<tr>
<td><strong>House Bill Status</strong></td>
<td>House - 03/02/11 – Hearing</td>
<td></td>
<td></td>
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<tr>
<td><strong>Senate Bill Status</strong></td>
<td>Senate – 03/22/11 – Third Reading Passed with Amendments House – 03/22/11 – First Reading</td>
<td><a href="http://mlis.state.md.us/2011rs/bills/hb/hb0530f.pdf">http://mlis.state.md.us/2011rs/bills/hb/hb0530f.pdf</a></td>
<td></td>
</tr>
<tr>
<td>HB 628 SB 241</td>
<td>Commission to Study Streamlining and Increasing the Efficiency of the Procurement Process</td>
<td>Introduced by Delegate Morhaim Introduced by Senators Pugh, Conway, Currie, Garagiola, Glassman, Jones-Rodwell, Kelley, King, Madaleno, McFadden, Pinsky, and Stone</td>
<td>Establishing a Commission to Study Streamlining and Increasing the Efficiency of the Procurement Process; providing for the membership, purposes, and staffing of the Commission; requiring the Commission to study specified matters; requiring the Commission to report to specified persons by a specified date; providing for the termination of the Act; etc.</td>
</tr>
<tr>
<td><strong>Bill Status:</strong></td>
<td>House – 03/08/11 – Unfavorable Report Senate – 02/15/11 - Hearing</td>
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</table>

This bill would create a first right of use for charter school operators for any board property that is declared to be no longer needed for educational purposes.

This bill would create a 22-member commission based upon the appointment criteria provided in the bill. There is no specific inclusion of any representative from a local board, or a local school system, or school procurement official on the listed appointments.
### HB 644

**SB 492**

**Education - County School Board Budgets - Transparency**

Introduced by Delegates Valentino-Smith, Alston, Frush, Gaines, Healey, Hubbard, Ivey, Kaiser, A. Miller, Rosenberg, and Ross

Introduced by Senator Peters

Requiring each county board of education to develop and operate a single searchable Web site that is accessible to the public and includes annual school budget data; etc.

**Bill Status:**
- **House** – 03/09/11 – Hearing
- **Senate** – 03/17/11 – Unfavorable Report

This bill would have statewide impact. It is similar to HB 160 (as originally introduced) which would apply to Baltimore County only.

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### HB 674

**Education - Human Trafficking - Awareness, Training, and Distribution of Materials**


Requiring the State Department of Education, in collaboration with the Department of Health and Mental Hygiene, to provide awareness and training for Directors of Student Services in local education agencies on human trafficking; and requiring the Department of Health and Mental Hygiene, in consultation with experts in the field of human trafficking prevention, to provide to the State Department of Education specified information and materials on human trafficking.

**Bill Status:**
- **House** – 03/17/11 – Third Reading Passed with Amendments
- **Senate** – 03/30/11 - Hearing

The subject of “human trafficking” has received increased publicity in recent years.
| **HB 1137** | **Vehicle Laws - Speed Monitoring Systems - Warning Signs**  
Introduced by Delegates Healey, Beidle, Frush, Glenn, Holmes, and Niemann  
Altering requirements for specified signs placed for the purpose of alerting drivers to the presence of speed monitoring systems; requiring specified speed monitoring system warning signs to be placed in close proximity to specified signs designating a school zone; requiring speed monitoring system warning signs to be in accordance with specifications and regulations; etc.  
**Bill Status:**  
House – 03/20/11 – Third Reading Passed  
Senate – 03/29/11 - Hearing  
[http://mlis.state.md.us/2011rs/bills/hb/hb1137f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb1137f.pdf) | The bill requires the installation of a sign advising motorists of the presence of a speed monitoring system (approved by local government) in a school zone. This is similar to the existing signage requirement for use of such systems in a construction work zone. 2009 legislation was enacted to expand statewide the authorization for the use of speed monitoring systems to school zones. |
| **HB 1324** | **Wicomico County - Board of Education - Selection of Members - Straw Ballot**  
Introduced by Delegates Conway, Cane, Eckardt, McDermott, and Otto  
Requiring that a question be placed on the ballot in Wicomico County at the November general election of 2012 to determine the sense of the voters of the county on the issue of changing the method of selecting members of the Wicomico County Board of Education; and providing for carrying out of the straw ballot.  
**Bill Status:**  
House – 03/23/11 – Hearing  
[http://mlis.state.md.us/2011rs/bills/hb/hb1324f.pdf](http://mlis.state.md.us/2011rs/bills/hb/hb1324f.pdf) | The bill requires that a nonbinding referendum be held in Wicomico County in November 2012 regarding whether voters desire to change the method of selection of members of the Wicomico County Board of Education from the current process of appointment by the Governor to election by the voters. This Board is one of five schools boards that are appointed (Caroline County will become a hybrid Board with the November 2012 election). |
<table>
<thead>
<tr>
<th><strong>SB 284</strong></th>
<th><strong>Education - High School Graduation Records - Collection, Maintenance, Analysis, and Reporting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced by Chair, Education, Health, and Environmental Affairs Committee (By Request - Departmental - Education)</td>
<td>Altering the Maryland high school graduation rate formula and ethnic and racial categories in the formula to be consistent with specified federal regulations and guidelines; defining &quot;four-year adjusted cohort&quot;; and repealing an annual reporting requirement.</td>
</tr>
</tbody>
</table>
| **Bill Status:** | **Senate – 03/10/11 – Third Reading Passed**  
**Senate – 03/30/11 - Hearing** |
| **http://mlis.state.md.us/2011rs/bills/sb/sb0284f.pdf** | **BCPS already captures the student information discussed in this bill.** |

| **SB 755**  
**HB 646** | **Task Force to Study High School Dropout Rates of Persons in the Criminal Justice System** |
| --- | --- |
| Introduced by Senator Pugh  
Introduced by Delegates Braveboy and Pena-Melnyk | Establishing the Task Force to Study High School Dropout Rates of Persons in the Criminal Justice System; providing for the membership and staffing of the Task Force; requiring the Governor to designate the chair of the Task Force; providing that a member of the Task Force may not receive compensation as a member of the Task Force but is entitled to specified reimbursement; requiring the Task Force to study high school dropout statistics of specified persons in the criminal justice system; etc. |
| **Bill Status:**  
**Senate - 03/15/11 – Hearing**  
**House – 03/02/11 - Hearing** | **The bill creates an 8-member task force that will study the high school dropout statistics related to individuals who have been incarcerated, arrested, or otherwise processed through the criminal justice system and report its findings on or before December 31, 2011.** |
| **http://mlis.state.md.us/2011rs/bills/sb/sb0755f.pdf** |  |
DATE:        April 5, 2011
TO:          BOARD OF EDUCATION
FROM:        Dr. Joe A. Hairston, Superintendent
SUBJECT:     CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLANS FOR LOCH RAVEN TECHNICAL ACADEMY AND GOLDEN RING MIDDLE SCHOOLS
ORIGINATOR:  Manuel Rodriguez, Assistant Superintendent, Middle Schools

RESOURCE PERSON(S): Mandi Dietrich, Director, Special Projects
Penelope Martin, Assistant to the Assistant Superintendent, Middle Schools
Linda Marchineck, Accountability Coordinator, Research, Accountability and Assessment
Stacey Johnson, Principal, Loch Raven Technical Academy
Kandice Taylor, Principal, Golden Ring Middle School

RECOMMENDATION

Under the No Child Left Behind Act of 2001, Loch Raven Technical Academy and Golden Ring Middle were placed in School Improvement status. The schools did not make Adequate Yearly Progress (AYP) in the assessed areas of reading and math; both schools have not made AYP in special education for reading and math for consecutive years, and did not make AYP again in 2010. The Alternative Governance Plans set out to address the schools’ areas of weakness and to improve instruction overall for the students in these communities.

* * * * *
Baltimore County Public Schools

Alternative Governance Plans for
Golden Ring Middle School and
Loch Raven Technical Academy

Presentation to the
Board of Education of Baltimore County
April 5, 2011
Baltimore County Public Schools

**Blueprint for Progress**

- High expectations through high standards
- Focused on college and workforce readiness
- “All Means All”
- Consistent focus yields results…
Baltimore County Public Schools: Prominent Profile

- 26th largest school district in the nation
- 3rd largest school district in Maryland
- 173 schools, centers, and programs
  - 106 elementary schools
  - 27 middle schools
  - 24 high schools
  - 4 Special Education
  - 5 Centers
  - 2 Programs
- 104,331 students
- 17,000 employees including 8,850 teachers
Alternative Governance in Baltimore County Public Schools

Since 2006-

- **Alternative Governance Option I**
  
  Replace all or most of the staff, which may include the principal, who are responsible for the school not meeting AYP.

- **Strengthen instructional programs**
  
  - Professional development, alignment of efforts, monitoring data and analysis, instructional adjustments.

- **Focused planning**
  
  - Collaboration with stakeholders
BCPS Alternative Governance/Restructuring Results

As a result of the systems’ school improvement efforts, the following schools exited school improvement after implementing their alternative governance plans:

**Middle Schools**
Woodlawn Middle

**High Schools**
Woodlawn High School
Dundalk High School
Woodlawn Middle School Exited School Improvement in 2009

### RADING

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**Woodlawn Middle**
# Woodlawn and Dundalk High Schools
## Exited School Improvement in 2010

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**AYP Not Met**
School Profiles:
Restructuring Planning for 2011-2012

Golden Ring Middle School
Located in the Northeast area of Baltimore County.

Loch Raven Technical Academy
Located in the Central area of Baltimore County.
School Profiles: Restructuring Planning for 2011-2012

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Mobility rates are attributed to an increase in families in transition, shared household families, kinship care families, and foster care families. All of these have contributed, in part, to the current mobility rate.
Enrollment Trends

Golden Ring Middle

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Loch Raven Technical Academy

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Golden Ring Middle School
Adequate Yearly Progress (AYP) Trends

### Reading: All Students

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### Math: All Students

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<th>2007</th>
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AYP Not Met
Golden Ring Middle School
Feeder Elementary Schools’ 2010 AYP Results and FARMS

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<th>Reading Proficiency</th>
<th>Math Proficiency</th>
<th>AYP Status</th>
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<td>81.4%</td>
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<tr>
<td>Mc Cormick Elementary</td>
<td>Title I</td>
<td>82.1%</td>
<td>86.2%</td>
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</tr>
<tr>
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<td>93.4%</td>
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<tr>
<td>Shady Spring Elementary</td>
<td>Title I</td>
<td>84.4%</td>
<td>86.4%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Vincent Farm Elementary</td>
<td></td>
<td>95.6%</td>
<td>93.4%</td>
<td>Met</td>
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</table>

- Elmwood Elementary (Title I)
  - 81.4% Proficient Reading
  - 81.1% Proficient Math
  - AYP Met

- Mc Cormick Elementary (Title I)
  - 82.1% Proficient Reading
  - 86.2% Proficient Math
  - AYP Met

- Red House Run Elementary (Title I)
  - 93.4% Proficient Reading
  - 91.4% Proficient Math
  - AYP Met

- Shady Spring Elementary (Title I)
  - 84.4% Proficient Reading
  - 86.4% Proficient Math
  - AYP Not Met

- Vincent Farm Elementary
  - 95.6% Proficient Reading
  - 93.4% Proficient Math
  - AYP Met

Graphs showing the FARMS scores for each school over the years.
Loch Raven Technical Academy
Adequate Yearly Progress (AYP) Trends

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AYP Not Met

Reading: All Students

Math: All Students

+ 21.3 Percentage Points

+ 32.7 Percentage Points
Loch Raven Technical Academy
Feeder Elementary Schools’ 2010 AYP Results and FARMS

<table>
<thead>
<tr>
<th>School</th>
<th>Title I</th>
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<th>Proficient Math</th>
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<th>FARMS</th>
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<td>90.5%</td>
<td>90.5%</td>
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Lessons Learned/Future Adjustments & Challenges

Golden Ring  
Loch Raven

Reform efforts were not sufficient. **Challenges** to improve student learning and students achievement persist on both campuses…

Which led to…
Reform Efforts: Corrective Action Plan 2009-2010

Golden Ring
- Restructure the internal organization of the school.
  - Interdisciplinary teams
  - Intervention period
  - Grade-level team meetings: problem solving, professional development on math, cross-curricular lesson planning, content-focused team meeting, model observation lessons, math-specific observation cycle, extended activities after school

Loch Raven
- Restructure the internal organization of the school.
- Extend the school year or school day.
  - A 30-minute period of daily skills instruction for math and reading
  - Professional development on data analysis to adjust instruction
  - Professional development focused on reading and aligning instruction to state curricula
Alternative Governance
Restructuring Plans: 2011-2012

The Alternative Governance (AG) Plans respond to:

- Five-year trends of not meeting federal, state, or district standards
- Insufficient reform efforts from the 2009-2010 school year
- Lessons Learned (LL) from the implementation of the Corrective Action Plan
- Teacher Capacity Needs Assessment (TCNA)
Golden Ring Middle School
Key Reforms

1. Mathematics
   Master Schedule: common planning, co-teaching, intervention period, targeted professional development, data utilization, culturally responsive teaching, monitoring tool to assess student growth

2. Reading
   Master Schedule: common planning, co-teaching, intervention period, targeted professional development, data utilization, culturally responsive teaching, monitoring tools to assess student growth

3. School Culture
   AVID: High expectations, college prep
   Action Team: orderly environment, teacher-based management strategies
## Loch Raven Technical Academy
### Key Reforms

<table>
<thead>
<tr>
<th>1. Reading</th>
<th>Targeted professional development, effective instruction, and data utilization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mathematics</td>
<td>Common planning, horizontal alignment, co-teaching, data analysis.</td>
</tr>
<tr>
<td>3. Data Monitoring and Analysis</td>
<td>Data-driven decisions, immediate adjustments to teaching and learning, monitoring student and staff performance.</td>
</tr>
</tbody>
</table>
Closure & Questions
1. MARYLAND STATE DEPARTMENT OF EDUCATION
COVER PAGE

School Contact Information

School Name and Number: Golden Ring Middle School
School Address: 6700 Kenwood Avenue  Baltimore, Maryland 21237
2010-2011 School Principal: Dr. Kandice W. Taylor

- Principal’s Phone: 410.887.0130  Fax Number: 410.682.6750
- Principal’s Email: ktaylor9@bcps.org
- Principal’s Signature: 

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools
LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA /AG Coordinator

- Phone Number: 410-887-4340  Fax Number: 410-296-1838
- Email: mdietrich@bcps.org
- Contact Person’s Signature: 

Local Board of Education Approval

Local Board Approval Date: April 5, 2011
Superintendent’s Printed Name: Joe A. Hairston

Superintendent’s Signature

LEA: Baltimore County Public Schools  Golden Ring Middle School 1451:
MSDE – 2011 Alternative Governance for School Improvement Proposal – Page 1
## 2. PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED

### Section 2-PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
NCLB Corrective Actions taken during the 2009-2010 School Year

**NAME:** Restructure the internal organization structure of the school

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restructured master schedule adding common planning time by content area</td>
<td>30.0% of students continue to score basic in reading and 52.0% in mathematics</td>
<td>The master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students’ academic needs.</td>
</tr>
<tr>
<td>An intervention period was created and placed in the daily master schedule on a rotating basis by content</td>
<td>Lack of monitoring for student acquisition of deficit skills; students did not take responsibility</td>
<td>Students’ performance results need to be continually monitored through on-going data analysis.</td>
</tr>
<tr>
<td>Students were placed in targeted intervention groups</td>
<td>Teachers not consistently teaching the intervention lessons provided</td>
<td>Instructional program needs to be monitored to insure full, effective implementation of interventions.</td>
</tr>
</tbody>
</table>

### Section 2- PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
Significant Reforms Efforts and Supporting Action Steps 2009-2010 School Year

**Priority #1:** In order to significantly reform all teachers’ use of reading/English data, a master schedule will be created that allows for teaming of teachers within grade levels. These interdisciplinary teams will meet regularly and have set agendas for analyzing reading data. By addressing students’ reading performance as a team, deficits in reading skills are more likely to be identified and remediated sooner. The master schedule will also include time for collaborative planning between reading teachers of the same grade level.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary teams were developed</td>
<td>Teams did not follow an agenda focused on analyzing student achievement data</td>
<td>LL-An agenda and a systemic approach focused on data driven decision making is needed to guide data dialogues FA-Use systemic approach for data dialogues</td>
</tr>
<tr>
<td>Content teachers modified instruction based on student needs</td>
<td>Instructional adjustments were inconsistent and not sufficiently rigorous enough to improve student performance</td>
<td>LL-Interventions were not based on students’ instructional needs FA- PD series focused on effective data utilization and successful instructional strategies</td>
</tr>
<tr>
<td>Restructured master schedule adding common planning time by content area</td>
<td>30.0% of students continue to score basic in reading</td>
<td>LL-Interdisciplinary teams were not effective FA- The master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students’ academic needs</td>
</tr>
</tbody>
</table>

**Priority #2:** In order to significantly reform teachers’ ability to provide additional support to all students in reading and mathematics, the internal organizational structure of the school day will be modified to create an intervention period. Using students’ most recent MSA scores, the reading and mathematics department chairs (DC) will sort students into quartile-based performance groups. During the intervention period, students will receive instruction in the reading and mathematics skills determined to be common weaknesses. The deficit reading skills will be reinforced on a daily basis through drills and warm-up activities in all academic content classes.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
</table>

LEA: Baltimore County Public Schools  Golden Ring Middle School 1451:
An intervention period was created and placed in the daily master schedule on a rotating basis by content. Lack of monitoring for student acquisition of deficit skills; students felt no responsibility in this approach. LL - Students’ performance results need to be continually monitored through on-going data analysis. FA-PD series focused on effective data utilization.

Students were placed in targeted intervention groups. Teachers not consistently teaching the intervention lessons provided. Some teachers demonstrated a lack of confidence in analyzing data and teaching interventions outside their content are. LL - Interventions were not based on students’ instructional needs. FA-PD series focused on effective data utilization and successful instructional strategies.

Daily drills and warm-up activities in all academic content classes. 52.0% of students continue to score basic in mathematics. LL - Targeted intervention necessary to accelerate learning. FA-Add SOLVE intervention in mathematics classes.

Priority #3: In order to significantly reform mathematics/algebra instruction for students, administrators and teachers will differentiate instruction by: Revising the master schedule to allow for grade level team meetings, implementing a topic upon which all teachers could focus, implementing consistent strategies to teach problem-solving, providing mathematics professional development to all teachers, implementing cross-curricular lesson planning, implementing content-focused team meetings, providing opportunities for model observation lessons within the school, implementing a mathematics-specific observation cycle, and reinstating the activity bus so that extended activities can be held after school.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restructured master schedule to allow for interdisciplinary grade level team meetings</td>
<td>52.0% of students continue to score basic in reading mathematics</td>
<td>LL - Interdisciplinary teams were not effective. FA - The master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students’ academic needs.</td>
</tr>
<tr>
<td>Implemented after-school mathematics programs</td>
<td>Increasing student participation in after-school program. Budgetary limitations impacted after-school transportation.</td>
<td>LL - Students unable to attend programs due to lack of transportation. FA - Provide transportation for after-school programs.</td>
</tr>
</tbody>
</table>

### 3. STAKEHOLDER SUPPORT

#### STAKEHOLDER ENGAGEMENT

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum</th>
<th>No. of People Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardians</td>
<td>8/27/10</td>
<td>• Grade 6 orientation-discussion of AYP and restructuring planning</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>8/27/10</td>
<td>• Parents/guardians participated in the School Climate Survey</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>9/15/10</td>
<td>• Back to School Night- discussion of AYP and restructuring planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/29/10</td>
<td>• Parents/guardians notification letter to notify parents/guardians of the school improvement phase, MSA data, and strategies to increase student achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/05/10</td>
<td>• PTA meeting-discussion on AG</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td>12/07/10</td>
<td>• PTA meeting-continued discussion on AG</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>1/04/11</td>
<td>• PTA meeting-continued discussion on AG</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1/15/11</td>
<td>• Use of ConnectEd to survey regarding AG Plan and restructuring</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1/22/11</td>
<td>• Use of ConnectEd to survey regarding AG Plan and restructuring</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td>1/29/11</td>
<td>• Use of ConnectEd to survey regarding AG Plan and restructuring</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td>2/9/11</td>
<td>• Parents/guardians Restructuring Conference- discussion and update on the AG Plan; provided parents/guardians with an opportunity for feedback</td>
<td>10</td>
</tr>
</tbody>
</table>

LEA: Baltimore County Public Schools  Golden Ring Middle School 1451:
Community Partners:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/3/10</td>
<td>Student meeting on MSA test results and input in the AG plans</td>
</tr>
<tr>
<td>1/13/11</td>
<td>Article in the East County Times</td>
</tr>
<tr>
<td>2/9/11</td>
<td>Parents/guardians community awareness meeting</td>
</tr>
</tbody>
</table>

School Staff:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/10</td>
<td>Instructional Leadership Team (ILT)-AYP and restructuring planning</td>
</tr>
<tr>
<td>8/23/10</td>
<td>Faculty meeting- AYP, restructuring planning process, and MSA data</td>
</tr>
<tr>
<td>9/07/10</td>
<td>School Improvement Team (SIT) - and restructuring planning</td>
</tr>
<tr>
<td>9/10/10</td>
<td>Asst. superintendent school visit-discussion of restructuring</td>
</tr>
<tr>
<td>10/25/10</td>
<td>Faculty meeting-MSA data to direct restructuring proposal</td>
</tr>
<tr>
<td>11/1/10</td>
<td>SIT- Continued discussion of Restructuring Process and SIP</td>
</tr>
<tr>
<td>11/10/10</td>
<td>AG Meeting with LEA AG coordinator and Office of Accountability</td>
</tr>
<tr>
<td>11/22/10</td>
<td>Faculty meeting-AG Plan Components and Staffing for Restructuring</td>
</tr>
<tr>
<td>11/30/10</td>
<td>ILT-AG Plan Feedback</td>
</tr>
<tr>
<td>1/03/11</td>
<td>SIT-AG Plan Feedback</td>
</tr>
<tr>
<td>1/11/11</td>
<td>ILT-AG Plan Feedback</td>
</tr>
<tr>
<td>2/7/11</td>
<td>Faculty, clerical, paraprofessional meeting to discuss AG staffing</td>
</tr>
</tbody>
</table>

2011 School Improvement Team Attestation

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Grade and/or Subject (Please print or type.)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Browne, Alexandria</td>
<td>PTA/Parent/Guardian/Community Representative</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Charles, Jaclyn</td>
<td>Teacher Mentor</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Evans, Dawn</td>
<td>PTA/Parent/Guardian/Community Representative</td>
<td></td>
<td>3/28/11</td>
</tr>
<tr>
<td>Hines, Lakecia</td>
<td>Assistant Principal</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Holland, Lisa</td>
<td>Mathematics Department Chairperson</td>
<td></td>
<td>2/18/2011</td>
</tr>
<tr>
<td>Little, Linda</td>
<td>Reading Department Chairperson</td>
<td></td>
<td>2/18/2011</td>
</tr>
<tr>
<td>Lunn, Asia</td>
<td>Guidance Department Chairperson</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Nye, Kathy</td>
<td>Social Studies Department Chairperson</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Ohms, Diane</td>
<td>Special Education Department Chairperson</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Rollison, David</td>
<td>Language Arts Department Chairperson</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Salihii, Linda</td>
<td>Social Studies Teacher</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Sullivan, Matthew</td>
<td>Assistant Principal</td>
<td></td>
<td>2/18/11</td>
</tr>
<tr>
<td>Taylor, Kandice</td>
<td>Principal</td>
<td></td>
<td>2/18/11</td>
</tr>
</tbody>
</table>

4. SCHOOL ACADEMIC PROFILE

School Academic Profile

<table>
<thead>
<tr>
<th>Topic</th>
<th>2010-2011 Identify current instructional practices, grade level/s and number of students served, as appropriate.</th>
<th>2012 &amp; 2013 Identify proposed changes to current instructional practices and fill in requested information OR If no change to the practice is anticipated in the next two years, delete cell contents and provide a justification as to why no change will occur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name of core reading/English program</td>
<td>Practice/s: Continue current practices with the following adjustments:</td>
</tr>
<tr>
<td></td>
<td>Practice/s:</td>
<td>• Co-teaching model to promote differentiation of instruction</td>
</tr>
<tr>
<td></td>
<td>• Implemented language arts curriculum for students in all grade levels</td>
<td>• Schoolwide intervention and formative</td>
</tr>
<tr>
<td></td>
<td>• Implemented Scotts Foresman</td>
<td></td>
</tr>
</tbody>
</table>

LEA: Baltimore County Public Schools  Golden Ring Middle School 1451:
MSDE – 2011 Alternative Governance for School Improvement Proposal – Page 4
|   | Reading Program for Grade 6 except students in the Language! program (a reading acceleration program)  
Grade Level/s: 6, 7, 8  
# of Students Served: 647 |   |   | assessments  
- Horizontal alignment within grade levels to facilitate collaboration  
Grade Level/s: 6, 7, 8  
Estimated # of Students to be Served: 640 |
|---|---|---|---|---|
| 2. | Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading/English interventions.  
Practice/s:  
- Implemented Language! for students scoring basic on the MSA (173 students)  
- SOAPSStone reading intervention to improve deficit skills  
- Recursive instruction to improve deficit skills  
- Daily intervention period to improve deficit skills  
Grade Level/s: 6, 7, 8  
# of Students Served: 647 | Practice/s: Continue current practices with the following adjustments:  
- Assign students with Inner Range Scores (IRS) of 1-4 on the MSA to a daily reading or Language!  
- Readings from a variety of genres for SOAPSStone intervention  
- Uniform data collection and analysis to drive decision making and instructional modifications  
Grade Level/s: 6, 7, 8  
Estimated # of Students to be Served: 640 |
| 3. | Name of core mathematics/Algebra program  
Practice/s:  
- Grade 6- Mathematics 6, GT 6, Algebraic Foundations  
- Grade 7- Pre-Algebra and Algebraic Thinking 1  
- Grade 8- Algebra 1 & 2, Algebraic Thinking 2  
Grade Level/s: 6, 7, 8  
# of Students Served: 647 | Practice/s: Continue current practices with the following adjustments:  
- Co-teaching model to promote differentiation of instruction  
- Schoolwide intervention and formative assessments  
- Integrate horizontal alignment to facilitate inter-grade collaboration  
Grade Level/s: 6, 7, 8  
Estimated # of Students to be Served: 640 |
| 4. | Name of supplemental mathematics interventions provided to students not making AYP. Identify the number of students participating in supplemental mathematics/Algebra interventions.  
Practice/s:  
- SOLVE intervention daily to improve deficit skills  
- Recursive instruction to improve deficit skills  
- Daily intervention period to improve deficit skills  
- Computer-based class using Study Island (144 students)  
- Study Island for an after-school program (92 students)  
Grade Level/s: 6, 7, 8  
# of Students Served: 647 | Practice/s: Continue current practices with the following adjustments:  
- Assign students with an IRS of 1-4 on the MSA to a daily mathematics intervention period  
- Horizontally aligned MSA structured problems for SOLVE intervention  
- Uniform data collection and analysis to drive decision making and instructional modifications  
Grade Level/s: 6, 7, 8  
Estimated # of Students to be Served: 640 |
| 5. | Content focus of the extended day program, targeted population, and the number of students served  
Practice/s:  
- Focused on mathematics  
- Invited all students to participate  
- Required students participating in after-school activities to participate  
Grade Level/s: 6, 7, 8  
# of Students Served: 92 | Practice/s: Continue current practices with the following adjustments:  
- Extended-day program for targeted students using Study Island  
- Extended-day program to occur prior to after-school activities  
Grade Level/s: 6, 7, 8  
Estimated # of Students to be Served: 640 |
| 6. | Content focus of summer program, target populations, and the number of students served. | -Practice/s:  
  - No summer program was implemented  
  Grade Level/s: 6, 7, 8  
  # of Students Served: 0 | -Practice/s:  
  - Extended-day program for targeted students using Study Island  
  - Students receiving special education services targeted  
  Grade Level/s: 6, 7, 8  
  Estimated # of Students to be Served: 640 |
| 7. | Description of instructional day (schedule) highlighting blocks of time for core academic/testing content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | Practice/s:  
  - Each class is 45 minutes in length  
  - Intervention period daily for mathematics and reading  
  - Provided common planning time for content teachers  
  - Weekly PD days built into calendar  
  - Conducted MSA simulations in January and February  
  - Provided special education inclusion model and self-contained classes  
  Grade Level/s: 6, 7, 8  
  Estimated # of Students Served: 647 | Practice/s: Continue 2010-2011 practices with the following adjustments:  
  - Targeted and differentiated PD with an emphasis on culturally responsive instruction  
  - Tested content areas and special education department chair (DC) from 10 to 12-month status  
  - Compliance DC for special education  
  - Reduce DC teaching loads to facilitate additional content support to teachers  
  - Use extended-day and summer programs to strengthen students’ skills  
  - Co-teaching model to promote differentiation of instruction  
  Grade Level/s: 6, 7, 8  
  Estimated # of Students to be Served: 640 |
| 8. | Describe the school’s instructional enrichment programs for gifted and talented students. Identify the number of students served. | Practice/s:  
  - Students were diagnostically placed based on MSA scores  
  - GT level courses for all grades  
  - GT committee to review students’ readiness for participation in the GT program  
  Grade Level/s: 6, 7, 8  
  # of Students Served: 91 | Practice/s:  
  - Students will be diagnostically placed based on MSA scores  
  - Summer enrichment opportunities  
  - PD focused on infusing GT strategies into the curriculum  
  Grade Level/s: 6, 7, 8  
  Estimated # of Students to be Served: 110 |

### 5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Participants</th>
<th>Forum</th>
<th>Culture Enhancing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2011</td>
<td>Principal*, leadership team including representatives from parents/guardians, student, and community</td>
<td>Stakeholder Retreat</td>
<td></td>
</tr>
</tbody>
</table>
  - Establish, build consensus and commit to the beliefs, vision, mission of the school  
  - Set standards for schoolwide expectations and monitoring of achievement  
  - Identify Action Teams selected by teachers based on interest |
| July 2011 | Teacher Mentor/DC* and all new teachers | New Teacher Retreat |  
  - Establish, build consensus and commit to the beliefs, vision, mission of the school  
  - Set standards for schoolwide expectations and monitoring of achievement |
| August 2011 | Principal with assistance from PD staff*, all staff will be invited | Teacher Opening Day |  
  - Establish, build consensus and commit to the beliefs, vision, mission of the school  
  - Set standards for schoolwide expectations and monitoring of teacher and student achievement  
  - Facilitate and communicate Action Teams |
| August 2011 | Principal*, leadership team, | Stakeholder |  
  - Schedule community meeting for support |
<table>
<thead>
<tr>
<th></th>
<th>Retreat</th>
<th>NCLB Alternative Governance Options</th>
</tr>
</thead>
</table>
| August 2011   | Principal*, all staff, Grade 6 parents/guardians and students Schoolwide Orientation | • Communicate standards for schoolwide expectations and student achievement  
                      • Communicate standards for schoolwide expectations and student achievement  
                      • Introduce teachers and open dialogue with new parents/guardians |
| September 2011| Principal*, all staff, all grade level parents/guardians and students Back to School Night | • Communicate standards for schoolwide expectations and student achievement  
                      • Introduce teachers/dialogue with parents/guardians |
| March 2012    | Principal*, all staff, all students Schoolwide Prep Rally                | • Celebrate student achievement  
                      • Motivate and raise the bar for higher achievement on the MSA |
| June 2012     | Principal*, leadership team and stakeholders Stakeholder Retreat        | • Collaborate and review AG plan  
                      • Reflect and evaluate 2011-2012 |

### 6. ALTERNATIVE GOVERNANCE & REFORMS

<table>
<thead>
<tr>
<th>Check Off</th>
<th>AG Option</th>
<th>NCLB Alternative Governance Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>1</td>
<td>Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress.</td>
</tr>
</tbody>
</table>

Refer to Attachment A for a more detailed description of each of these options. (Charts may be completed in 10 pt. font and expanded as needed.)

<table>
<thead>
<tr>
<th>All</th>
<th>American Indian</th>
<th>Asian/ Pacific Islander</th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

**Two to Three Reforms Most Impactful to Student Achievement during the 2012 and 2013 school years**

1. In order to significantly reform mathematics/algebra for the following subgroups; All students, African American, FARMS, and Special Education, the school will:
   - Reevaluate, realign, and monitor a master schedule that provides common planning periods, incorporation of a co-teaching model, and an intervention period aligned to the students' identified academic needs. On a (HOW OFTEN), weekly basis, the (WHO) leadership team (principal, assistant principals, DC, and mentor) will collect and review (INSTRUMENT) agenda copies and meeting notes from common planning meetings to document the frequency, content (use of intervention period data and co-teaching model), and active participation in the collaborative planning. Once a quarter, this data will be cross-referenced with (INSTRUMENT) evaluative process data to determine if the master schedule responds to the instructional needs of the school.
   - Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for mathematics achievement focusing on effective data utilization and culturally responsive teaching strategies to guide daily instructional practices and interventions. The (WHO) leadership team (principal, assistant principals, DC, and mentor) in collaboration with the Offices of PD and Mathematics will use (INSTRUMENTS) the evaluative process (informal and formal observations) and short-cycle and benchmark assessments data. The PD series will be reviewed (HOW OFTEN) biweekly; and the PD series will evolve through the cross-reference and triangulation of (1) a teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluative data.
   - Develop and implement a monitoring tool for mathematics that continually assesses cohort growth. Through the analysis (INSTRUMENT) of student work, ongoing assessments (short-cycle and benchmarks), and MSA/HSA, the monitoring tool will assess students' progress achieving the State Curriculum and BCPS curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) quarterly. The analysis and next steps, as appropriate, will occur with the (WHO) leadership team (principal, assistant principals, DC, and mentor) and mathematics department.
2. In order to significantly reform reading/English for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will:

- Reevaluate, realign, and monitor a master schedule that provides common planning periods, incorporation of a co-teaching model, and an intervention period aligned to the students' identified academic needs. On a (HOW OFTEN) weekly basis, the (WHO) leadership team (principal, assistant principals, and the DC) will collect and review (INSTRUMENT) agenda copies and meeting notes from common planning meetings to document the frequency, content (use of intervention period data and co-teaching model), and active participation in the collaborative planning. Once per quarter, this data will be cross-referenced with (INSTRUMENT) evaluative process data to determine if the master schedule responds to the instructional needs of the school.

- Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for focusing on effective data utilization and culturally responsive teaching strategies to guide daily instructional practices and interventions. The (WHO) leadership team (principal, assistant principals, DC, and mentor) in collaboration with the offices of PD and language arts will use (INSTRUMENTS) the evaluative process (informal and formal observations) data and short-cycle and benchmark assessment data. The PD series will be reviewed (HOW OFTEN) biweekly; and the PD series will evolve through the cross reference and triangulation of (1) a teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluative data.

- Develop and implement a monitoring tool for mathematics that continually assesses cohort growth. Through the analysis (INSTRUMENT) of student work, ongoing assessments (short-cycle and benchmarks), and MSA/HSA, the monitoring tool will assess students' progress achieving the State Curriculum and BCPs Essential Curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) quarterly. The analysis and next steps, as appropriate, will occur with the (WHO) leadership team (principal, assistant principals, DC, and mentor) and reading/English department.

3. In order to significantly reform school culture for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will:

- Develop, implement, monitor, and evaluate the expansion of Advancement Via Individual Determination (AVID) strategies schoolwide with a focus of improving students' organizational and college preparatory strategies. The (WHO) leadership team (principal, assistant principals, DC, and mentor), AVID site team comprised of the AVID coordinator/elective teacher, DC from four core subject areas, one counselor, and one special educator will use (INSTRUMENTS) the evaluative process data, anecdotal notes, and short-cycle and benchmark data to monitor student achievement. Students in Grade 8 will access and participate in the PSAT. Implementation will be reflected systematically throughout the school in lesson plans; and the leadership team will monitor implementation (HOW OFTEN) quarterly.

- Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment and teacher-based management strategies. (WHO) Leadership team (principal, assistant principals, DC, and mentor) in collaboration with teachers will be part of the governance process through their engagement in action teams. Teachers' input will provide the foundation for a positive school culture, cohesive organization, and effective leadership. A summer 2011 committee will be formed to finalize the support structure and create the documentation method/monitoring tool to be used during the course of the school year. The action teams will meet monthly. The (INSTRUMENT) monitoring tool will assess consistent classroom management policies, schoolwide enforcement of policies, and discipline interventions. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) monthly using discipline data from STARS and PDIS.

1. Describe the process used to replace all or most of the staff by answering the following questions. How will the school/LEA...

a. Identify the academic qualifications needed in new staff members in order to support the school's ability to make AYP;

All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of GRMS. The staff members selected will be

LEA: Baltimore County Public Schools  Golden Ring Middle School 1451:
MSDE – 2011 Alternative Governance for School Improvement Proposal – Page 8
steadfast in their dedication to help students achieve academically and develop socially; demonstrate high expectations for their performance and their students’ achievement; have the ability to participate as collaborative team members; exhibit leadership potential; bring added value to the classroom and the school community; and make a long-term commitment to GRMS.

b. Retain, hire, and/or replace staff with these needed qualifications;
All school staff members (including administrative team members) have been required to complete a new Declaration of Intent Form due to the AG option selected. Teachers and administrators who elect to transfer and teachers and administrators identified as relevant to the school’s inability to make adequate yearly progress will be transferred. The Department of Human Resources staff and the support of the Middle School Office, and the current principal will review the administrative team and other school leaders to identify staff members who will be transferred. Under the guidance of the Department of Human Resources staff and the assistant superintendent of middle schools, the current administrative team and curriculum chairs will interview all staff members who indicate interest in remaining at the school and all staff who apply to replace those leaving. The administrative team and content chairs will work with the staff from the Office of Personnel to identify openings, interview prospective teachers, and select candidates based upon the “best fit” for GRMS’s students and programs. The superintendent will have final approval of the re-staffing plan. This is a model that has been effective in re-staffing other BCPS schools during the restructuring planning year rather than waiting until the first year of implementation.

c. Resolve collective bargaining agreements and contractual issues;
All collective bargaining and contractual agreements with employee groups will be upheld throughout the AG process.

d. Build positive public relations between the school and its students, staff,
administration, parents/guardians, and community throughout the period of change; and
The principal, in consultation with the middle schools office, will provide the community with routine updates on the AG process through newsletters, school and community-based meetings, local newspaper articles, flyers, and Connect Ed (automated telephone) announcements. The principal will elicit input through school improvement team members and other activities involving students, staff, administrative team members, parents/guardians, and community members.

e. Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2011 and 2012 school years?
The following timeline will enable the school to be re-staffed prior to the opening of the 2011-2012 school year:

**February 1, 2011** - HR and the assistant superintendent for middle schools will discuss the staff restructuring plan for Golden Ring Middle School with certificated staff and support staff. Online Declaration of Intent (DOI) instructions provided to certificated staff; support staff will be provided with intent forms.

**February 9, 2011** - Meeting with the assistant superintendent for middle schools to discuss content of the Restructuring Plan for Golden Ring Middle School with the principal.

**February 11, 2011** - Meeting with the assistant superintendent for middle schools to review content of the Restructuring Plan for Golden Ring Middle School

**February 14, 2011** - DOI must be entered online for certificated staff and submitted by form for support personnel by the end of the school day.
February 15, 2011 – April 1, 2011 – The current administrative team and department chairs will review observations, evaluations, student performance data and other related data of current staff who wish to stay at the restructuring school. The administrative team will make a written recommendation to the named principal regarding the selection of current staff members for the 2011-2012 school year. Interviews will be conducted as necessary. The named principal will make the final decision in selecting all staff for the 2011-2012.

March 1, 2011 - Department chairs and all content teaching positions and support staff positions will be posted.

April 1, 2011 – April 10, 2011 - Interviews will be conducted and the selection of new department chairs will be made.

April 1, 2011 (Ongoing) - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leave will be conducted.

April 14, 2011 (Ongoing) - DOI Amendments Online must be entered by certificated staff and from all staff and department chairs not selected to remain at restructured school.
## 7. POTENTIAL CHALLENGES TO IMPLEMENTATION OF REFORMS

### POTENTIAL CHALLENGES TO IMPLEMENTATION OF EACH REFORM'S SUPPORTING ACTION STEPS

<table>
<thead>
<tr>
<th>Reform 1: In order to significantly reform mathematics/algebra for the following subgroups: All students, African American, FARMS, and Special Education, the school will: * Reevaluate, realign, and monitor a master schedule... * Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series... * Develop and implement a monitoring tool for mathematics that continually assesses cohort growth...</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
<th>Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing a sufficiently large pool of qualified and effective teachers.</td>
<td>1. <strong>How &amp; When:</strong> Replace staff with a highly qualified pool of teachers 2/1/11-7/1/11</td>
<td>Assistant Principal, Mathematics Department Chair</td>
<td></td>
</tr>
<tr>
<td>2. Providing high quality PD to promote rigorous instruction and effective program implementation utilizing data analysis.</td>
<td>2. <strong>How &amp; When:</strong> Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD plan (weekly and monthly, in and out-of-school). Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/1/11-10/1/11</td>
<td>Assistant Principal, Mathematics Department Chair, Mentor</td>
<td></td>
</tr>
<tr>
<td>3. Creating a monitoring tool that will assist in the gathering of cohort mathematics data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction.</td>
<td>3. <strong>How &amp; When:</strong> Design, evaluate, and reevaluate a monitoring tool and schedule in order to address cohort growth using data collection and analysis plan 7/1/11-7/1/12</td>
<td>Director of Mathematics, Assistant Principal, Mathematics Department Chair</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reform 2: In order to significantly reform reading/English for the following subgroups: All students, African American, FARMS, Hispanic, and Special Education, the school will: * Reevaluate, realign, and monitor a master schedule...</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
<th>Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing a sufficiently large pool of qualified and effective candidates.</td>
<td>1. <strong>How &amp; When:</strong> Replace staff with a highly qualified pool of teachers 2/1/11-7/1/11</td>
<td>Assistant Principal, Language Arts Department Chair</td>
<td></td>
</tr>
</tbody>
</table>

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| Reform 3: In order to significantly reform school culture for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will:
* Develop, implement, monitor, and evaluate the expansion of AVID strategies school-wide...  
* Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment and teacher-based management strategies. |
<table>
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<tbody>
<tr>
<td>2. Providing high quality PD in a timely fashion to promote rigorous instruction and effective program implementation using data analysis for informed decisions.</td>
</tr>
<tr>
<td>2. <strong>How &amp; When:</strong> Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD plan (weekly and monthly, in and out-of-school). Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/11-10/11</td>
</tr>
<tr>
<td>Assistant Principal, Language Arts, Department Chair, Teacher Mentor</td>
</tr>
<tr>
<td>3. Creating a monitoring tool that will assist in the gathering of cohort mathematics data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction.</td>
</tr>
<tr>
<td>3. <strong>How &amp; When:</strong> Design, evaluate, and reevaluate a monitoring tool and schedule in order to address cohort growth using data collection and analysis plan 7/1/11-7/1/12</td>
</tr>
<tr>
<td>Director of Mathematics, Assistant Principal, Language Arts, Department Chair</td>
</tr>
<tr>
<td>1. Maintaining the momentum after the start of the school year.</td>
</tr>
<tr>
<td>1. <strong>How &amp; When:</strong> Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD plan (weekly and monthly, in and out-of-school). Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/11-10/11</td>
</tr>
<tr>
<td>Assistant Principal, Content Department Chairs, Teacher Mentor</td>
</tr>
<tr>
<td>2. Changing the perception of the remaining staff and building a high level of consistency based on communication.</td>
</tr>
<tr>
<td>2. <strong>How &amp; When:</strong> Replace all staff relevant to the need to shift the paradigm 07/1/11-07/1/12</td>
</tr>
<tr>
<td>Assistant Principal, Content Department Chairs</td>
</tr>
<tr>
<td>3. Isolating staff based on action teams selection.</td>
</tr>
<tr>
<td>3. <strong>How &amp; When:</strong> Initiate PD designed to meet individual teacher needs and reduce teacher isolation; provide weekly and monthly in school as well as out of school PD. Monitor PD to ensure that teachers implemented the strategies identified with fidelity. 7/1/11-7/1/12</td>
</tr>
<tr>
<td>Assistant Principal, Content Department Chairs, Teacher Mentor</td>
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<tr>
<td>Print Name</td>
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<tr>
<td>Dr. Manuel Rodriguez*</td>
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<tr>
<td>Mandi Dietrich*/S</td>
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<td>Dr. John Quinn</td>
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<td>William Burke</td>
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<td>Barbara Burnopp</td>
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<td>Margaret Johnson</td>
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<td>Sonja Karwacki</td>
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<td>Kalisha Miller</td>
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<td>Dr. Don Peccia</td>
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<tr>
<td>Dr. Roger Plunkett</td>
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<td>Dale Rauenzahn</td>
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</tbody>
</table>
*All committee members will, as appropriate:
- Provide input, guidance, and monitoring related to all aspects of the restructuring process.
- Access services/resources to implement the LEA’s restructuring process and support school-based alternative governance teams as needed.
- Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during restructuring planning/implementation in order to assist schools to meet compliance requirements and develop effective plans and/or AG proposals aligned with the Blueprint for Progress and the schools’ identified areas for improvement.
- Monitor restructuring planning/implementation processes and school progress.
- Communicate the progress of restructuring planning and implementation processes to stakeholder groups and staff.
- Elicit input from community partners, teachers’ union, and other stakeholder groups.

1. Confirm the LEA’s two-year commitment to the following school improvement standards:
   A. Fully staffing the schools (core teachers, administrators, student service personnel and support staff) by the first day of teacher pre-service orientation:
      ____ X ____ yes ____ no
   B. Giving principals full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:
      Staffing patterns/issues _____ X ____ yes ____ no
      Class schedules ______ X _____ yes ____ no
      Selecting consultants _____ X _____ yes ____ no
      School-based budget decisions _____ X _____ yes ____ no
      Professional development attendance _____ X _____ yes ____ no

3. LEA MONITORING: Describe how the LEA/Alternative Governance Board (AGB) will monitor:

**PART A: Student Achievement**

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

The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership
team will continuously monitor progress for all students. Goal conferences (December 2011/January 2012) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

The second step includes regular and frequent monitoring of student achievement data and formal and informal campus visits by the assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff including assistance with data analysis and interpretation related to alignment of the instructional program with the system’s Blueprint for Progress and the school improvement plan. Staff from the Division of Curriculum and Instruction will monitor the school’s implementation of the curriculum (instruction and assessment) to ensure alignment with system standards.

**PART B: The Implementation of the AG Option and Reforms.**

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The Department of Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. System divisions/departments/offices represented on the LEA AG Oversight committee including Research, Accountability, and Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs and data analysis and will assist with monitoring progress.

The assistant superintendent will monitor the principal’s performance using the AG plan, the school improvement plan, and the performance goals and indicators in the Baltimore County Public Schools’ Blueprint for Progress. Baltimore County Public Schools implements an evaluation process for all principals that includes measures aligned with the Blueprint for Progress and the school improvement plan. In addition, the effectiveness of the implementation of the AG model will be monitored through formal and informal meetings with the principal conducted by middle schools office staff (at least monthly), the system’s executive leadership team (the assistant superintendent meets monthly as a member of this group), and the system’s AG committee.

### 4. RESOURCES

<table>
<thead>
<tr>
<th>LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION</th>
</tr>
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<tbody>
<tr>
<td><strong>School Name &amp; Number: Golden Ring Middle School 1451</strong></td>
</tr>
<tr>
<td><strong>Category</strong></td>
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<tr>
<td>Personnel (salaries &amp; fixed charges)</td>
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<td>Professional Development</td>
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<td>Material and equipment</td>
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9. STATE BOARD OF EDUCATION SUMMARY

State Board of Education Summary
2011 AG for School Improvement

Identify the NCLB Alternative Governance Option selected:

<table>
<thead>
<tr>
<th>All</th>
<th>American</th>
<th>Indian</th>
<th>Asian/Pacific Islander</th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
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SCHOOL SECTION:

1. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

Baltimore County Public Schools has a proven track record of effectively transforming schools based upon the systems' Blueprint for Progress, which contains specific performance indicators for students, teachers, and administrators, and by selecting Option 1 for the alternative governance model. In alignment with the system's Blueprint for Progress and Master Plan, the reforms identified for both schools are focused on the full and effective implementation and monitoring of the district's core curriculum including ensuring that ALL students have access to the rigorous core curriculum and access to intervention and enrichment, as appropriate. The identified reforms were found to be effective for improving both reading and mathematics achievement in other Baltimore County Public Schools (BCPS) at this stage of school improvement, thus the same or similar reforms were selected for both schools in restructuring planning this year. The schools' district and school-level comprehensive needs assessments support the selection of these reforms.

During the 2009-2010 school year, the Corrective Action included restructuring the internal organizational structure of the school to include interdisciplinary intervention teams and common planning periods for content area teachers. Through the implementation of the Corrective Action, the following was learned: (1) the master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students' academic needs and (2) structured ongoing data dialogs are necessary to ensure students' performance results are continually monitored. As importantly, the implementation of the significant reforms revealed: (1) insufficient monitoring of programs inhibited informed decision making and appropriate refinement of instructional efforts to improve student achievement and (2) some teachers demonstrated a lack of confidence in analyzing data and teaching interventions outside their content area.

As evidenced by the system's proven track record of effectively transforming schools, utilizing a comprehensive monitoring plan coupled with an oversight component using multiple school-based and district-level staff will facilitate an enhanced program monitoring process. Providing adequate PD to assist staff in implementing the monitoring process will increase the effectiveness of the plan. To specifically address the identified challenges, (1) the master schedule will be refined to incorporate a co-teaching model and an intervention period aligned to students’

LEA: Baltimore County Public Schools  Golden Ring Middle School 1451:
academic needs, (2) an on-going differentiated and targeted PD series focused on effective data utilization and culturally responsive instruction will be developed, implemented and monitored, (3) a monitoring tool to assess students’ progress toward mastering the State Curriculum and BCPS Essential Curriculum standards, indicators, and objectives will also be developed, implemented and monitored, and (4) a structured, systematic framework for data dialogues will be implemented and monitored.

Also evidenced by the success of other schools in school improvement, creating a fluid master schedule inclusive of sound instructional practices, interventions, and all BCPS core curriculums will improve student achievement. District-level support staff will assist school-based staff to create a responsive master schedule to promote flexible grouping, collaborative planning, effective utilization of a co-teaching model, and extended learning opportunities for students, especially students with special needs. A new master schedule that provides daily instruction using culturally responsive instruction coupled with data-driven interventions will improve student achievement and student accountability in the learning process.

With the replacement of all or most of the school staff who are relevant to the school’s inability to make adequate progress, a culture of high expectations will be developed through a quality PD series, a master schedule that includes horizontal and vertical alignment of grade levels, effective utilization of inclusion teachers for an optimal co-teaching model, and a commitment to a rigorous daily instructional program with AVID strategies that is monitored through appropriate data-informed lesson and unit planning and through the evaluation process. Hiring highly qualified teachers and requiring a commitment to the school will improve teacher quality and retention. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction. The school will be transformed by leadership team members and teachers who are committed to all students achieving at high levels, high expectations for staff and student performance, collaboration among teachers, parents/guardians and community members, participation in high quality PD focused on student achievement outcomes, active involvement and participation in school improvement processes, extended learning opportunities for student acceleration, re-teaching and enrichment, and fidelity of implementation of curricula and academic interventions.

2. STAKEHOLDER INVOLVEMENT

Beginning July 2010, staff, parents/guardians, and community members participated in faculty meetings, school improvement team meetings, PTA meetings, and other activities such as Back to School Night to engage in school improvement and AYP-related discussions and data presentations to ensure that everyone involved had a common understanding of the school’s improvement status and implementation of the selected corrective actions.

On Monday, August 23, 2010, initial faculty and parent/community meetings were conducted to discuss the four options for AG. The purpose of the meetings was to collaborate and to elicit stakeholders’ input. Parent/guardian, community and staff involvement and support for the adoption of the AG and selected reforms was extensive, timely, and engaging. In the Fall/Winter of 2010/2011, the parents/guardians and community stakeholders were actively involved in the AG process through participation in events such as Panther Prep (Grade 6 orientation), Back to School Night, PTA meetings, surveys, and restructuring planning meetings.

Since the initial meetings and forms of communication, the school’s faculty, staff, parents/guardians, and the community have been informed on the restructuring process. More importantly, all stakeholders were invited to participate in the process. The administration worked with the PTA president to hold a meeting in December. Additional opportunities for input and feedback have been provided via meetings and e-mails to stakeholders. The school will continue
to take the lead in establishing, maintaining, and building upon stakeholder involvement in order to improve student achievement.

**LEA SECTION:**

**3. LEA MONITORING OF STUDENT ACHIEVEMENT**

Baltimore County Public Schools utilizes its data warehouse to collect data including state and local assessments, attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The school improvement plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system's *Blueprint for Progress* and Master Plan, will provide a framework for the school and the system to monitor the school’s progress toward improving achievement for all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include staff attendance, staff participation in PD and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-the year evaluations, and parent/community compacts and contacts.

The assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams will be provided with regular reports of the school’s progress.

**4. LEA RESTRUCTURING OVERSIGHT**

The Department of Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices/departments/divisions (the AG oversight committee/board and assigned staff) will continue to be available to provide the principal with support for effective implementation of programs and effective use of data analysis and will be part of the ongoing monitoring progress. The school’s assistant superintendent will monitor the principal’s performance using the AG plan, the school improvement plan, and the performance goals and indicators in the Baltimore County Public Schools’ *Blueprint for Progress*. Baltimore County Public Schools implements an evaluation process for all principals that include measures aligned with the *Blueprint for Progress* and the school improvement plan. In addition, the effectiveness of the implementation of the AG model will be monitored through formal and informal meetings with the principal conducted by the assistant superintendent (at least monthly), the system’s executive leadership team (the assistant superintendent meets monthly as a member of this group), and the system’s AG committee.

**5. LEA COMMITMENT**

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The LEA has committed to providing supplementary funds, which include resources above the regular formula for the operating budget. Furthermore, the LEA has provided seven additional full-time employees (FTE). The Department Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. System offices/departments/divisions represented on the LEA AG Oversight Committee including Research, Accountability, Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs, data analysis, and progress monitoring.
2011 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Loch Raven Technical Academy; 0954
School Address: 8101 LaSalle Road; Baltimore, Maryland 21286
2010-2011 School Principal: Stacey R. Johnson

- Principal’s Phone: (410) 887-3518
- Principal’s Email: sjohnson26@bcps.org
- Principal’s Signature: [Signature]

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools
LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA AG Coordinator

- Phone Number: 410-887-4340
- Email: mdietrich@bcps.org
- Contact Person’s Signature: [Signature]

Local Board of Education Approval

Local Board Approval Date: April 5, 2011
Superintendent’s Printed Name: Joe A. Hairston

Superintendent’s Signature

LEA: Baltimore County Public Schools  Loch Raven Technical Academy 0954
MSDE – 2011 Alternative Governance for School Improvement Proposal – Page 1
### Section 2- PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED

#### Significant Reforms Efforts and Supporting Action Steps 2009-2010 School Year

#### Priority# 1: In order to significantly reform Reading for the student groups All Students, FARMS, and Special Education, all teachers in all content areas will participate in intensive, ongoing professional development focused on reading and aligning instruction with the State Curriculum.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implementing reading instruction and interventions aligned with the State Curriculum resulted in a minimal increase in student achievement.</td>
<td>1. The curriculum must be implemented with fidelity.</td>
<td>1. LL - Ensuring that the curriculum is implemented with fidelity. FA - Administrators will monitor implementation of the curriculum for at least two hours each day and expect 85% active student engagement in every classroom.</td>
</tr>
<tr>
<td>2. Implementing daily skills instruction resulted in a minimal increase in student achievement in reading.</td>
<td>2. Deficiencies in the program resulted in ineffective instruction and skill acquisition by students.</td>
<td>2. LL - Ensuring that skills instruction is differentiated to meet the needs of students. FA - Teachers will implement differentiate, extended-time lessons developed by department chairs.</td>
</tr>
</tbody>
</table>
### Priority # 2: In order to significantly reform Mathematics for the student groups All Students, FARMS, and Special Education, the master schedule will be adjusted to include thirty minutes of daily skills instruction in Mathematics and Reading.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implementing mathematics instruction and interventions aligned with State Curriculum resulted in a minimal increase in student achievement.</td>
<td>1. The curriculum must be implemented with fidelity.</td>
<td>1. <strong>LL</strong> - Ensuring that the curriculum is implemented with fidelity. <strong>FA</strong> - Administrators will monitor implementation of the curriculum for at least two hours each day and expect 85% active student engagement in every classroom.</td>
</tr>
<tr>
<td>2. Implementing daily skills instruction resulted in a minimal increase in student achievement in reading.</td>
<td>2. Deficiencies in the program resulted in ineffective instruction and skill acquisition by students.</td>
<td>2. <strong>LL</strong> - Ensuring that skills instruction is differentiated to meet the needs of students. <strong>FA</strong> - Teachers will receive lessons created for extended time by department chairpersons that will be tailored to meet the needs of all students.</td>
</tr>
<tr>
<td>3. Aligning instruction, instructional materials, and formative assessments with the State Curriculum resulted in minimal achievement in mathematics.</td>
<td>3. Effective instruction was not aligned with county and state standards based on formative assessments.</td>
<td>3. <strong>LL</strong> - Ensure alignment with instruction and BCPS curriculum and assessments. <strong>FA</strong> - Effective instruction aligned to BCPS curricula and analysis of data from formative assessments to adjust instruction.</td>
</tr>
</tbody>
</table>

### Priority # 3: In order to significantly reform the use of data to monitor learning for the student groups All Students, FARMS, and Special Education by providing professional meeting time and agendas designed to focus on the analysis and use of benchmark/short-cycle/classroom data to inform and adjust instruction.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minimal increases on MSA reading and mathematics may be related to staff analyzing data.</td>
<td>1. Increase the staff’s capacity to analyze data.</td>
<td>1. <strong>LL</strong> - Leadership team and teachers need professional development on using data effectively to adjust instruction. <strong>FA</strong> - Institute schoolwide focus on using data to inform and adjust instruction.</td>
</tr>
<tr>
<td>2. Focusing weekly and monthly meetings on the use of data to improve and adjust instruction resulted in minimal increases in student achievement.</td>
<td>2. Ensuring that the focus of all professional meetings is on data analysis in order to increase student achievement.</td>
<td>2. <strong>LL</strong> - Members of the administrative team need to work consistently with team/grade-level leaders to create agendas for meetings and attend all team meetings to ensure focus on achievement through data analysis. <strong>FA</strong> - Members of the administrative team will create agendas, attend all team and grade-level meetings, and monitor results of meetings.</td>
</tr>
<tr>
<td>3. Infusing the Study Island program into daily skills instruction provided for immediate formative assessment data.</td>
<td>3. Resources were not available for each teacher to access all formative assessment data in a timely manner.</td>
<td>3. <strong>LL</strong> - Teachers must access formative assessment in a timely manner in order to adjust instruction. <strong>FA</strong> - Resources will be allocated to ensure sufficient technology and time for all teachers to access formative assessment data in a timely manner.</td>
</tr>
</tbody>
</table>
## 3. STAKEHOLDER SUPPORT
### STAKEHOLDER ENGAGEMENT

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum</th>
<th>No. of People Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardians</td>
<td>9/9/2009</td>
<td>The Raven Report newsletter Principal sent letter to notify parents/guardians of school improvement status</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>10/1/2009</td>
<td></td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>10/20/2009</td>
<td>School Improvement Team Meeting</td>
<td>10</td>
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<tr>
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<td>11/17/2009</td>
<td>School Improvement Team Meeting</td>
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<td></td>
<td>9/15/2010</td>
<td>Back To School Night</td>
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<td></td>
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<td>10/6/2010</td>
<td>LRTA Magnet Open House</td>
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<td>American Education Week</td>
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<td>1/25/2011</td>
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<td>Community Partners</td>
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<td>01/20/2011</td>
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<tr>
<td></td>
<td>03/17/2011</td>
<td>Community Advisory Board Meeting – to be advertised in the Towson Times</td>
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<td>School Staff</td>
<td>8/24/2010</td>
<td>Clerical Meeting</td>
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<tr>
<td></td>
<td>9/13/2010</td>
<td>Faculty Meeting</td>
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<td>1/5/2011</td>
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<td>1/24/2011</td>
<td>Professional Development Day/Faculty Meeting</td>
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<td></td>
<td>2/2/2011</td>
<td>School Leadership Team Meeting</td>
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</tr>
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</table>

### 2011 School Improvement Team Attestation

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Grade and/or Subject</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly Allen</td>
<td>Parent</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Tamara Anderson</td>
<td>Parent</td>
<td>[Signature]</td>
<td>2/28/11</td>
</tr>
<tr>
<td>Maire McCarthy-Bollard</td>
<td>Parent/PTSA President</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Kathy Chenowith</td>
<td>Content Leader – Art</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Roxann Dirie</td>
<td>Department Chair – Language Arts</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Lisa Donoho</td>
<td>Teacher – Language Arts</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Michelle Dressel</td>
<td>Department Chair – Social Studies</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Tanyae Estep</td>
<td>Parent</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Elizabeth Fishbaugh</td>
<td>Administrative Assistant</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>April Franklin</td>
<td>Assistant Principal</td>
<td>[Signature]</td>
<td>2/25/11</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>August Galluzzo</td>
<td>BCPS Specialist/Magnet Programs</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Karen Gantz</td>
<td>Assistant Principal</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Melanie Harris</td>
<td>School Nurse</td>
<td></td>
<td>2/28/11</td>
</tr>
<tr>
<td>Carey Hayes</td>
<td>Parent</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Leslie Johnson</td>
<td>Resource Teacher, Office of Mathematics</td>
<td></td>
<td>2/25-11</td>
</tr>
<tr>
<td>Stacey Johnson</td>
<td>Principal</td>
<td></td>
<td>2/25-11</td>
</tr>
<tr>
<td>Pat Larkin</td>
<td>Department Chair - Mathematics</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Joel Latorre</td>
<td>Teacher - Mathematics</td>
<td></td>
<td>2/25-11</td>
</tr>
<tr>
<td>Kathy Luby</td>
<td>Content Leader - Physical Education</td>
<td></td>
<td>2/28/11</td>
</tr>
<tr>
<td>Melissa Magsamen</td>
<td>Teacher - Mathematics</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Ann Meckel</td>
<td>Department Chair - Science</td>
<td></td>
<td>2/25-11</td>
</tr>
<tr>
<td>Susan Mettee</td>
<td>Teacher - Language Arts</td>
<td></td>
<td>2/25/11</td>
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<tr>
<td>Joyce Olive</td>
<td>Parent</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Ann Prizzi</td>
<td>Content Leader - Music</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Mary Jayne Read</td>
<td>Assistant Principal</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Sally Roberts</td>
<td>Department Chair - Special Education</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Shanile Shakoor</td>
<td>Parent</td>
<td></td>
<td>2/25/11</td>
</tr>
<tr>
<td>Mary Catherine Trader</td>
<td>Library/Media Specialist</td>
<td></td>
<td>2/25-11</td>
</tr>
<tr>
<td>Alex Wolf</td>
<td>Teacher - Social Studies</td>
<td></td>
<td>2/25-11</td>
</tr>
<tr>
<td>Cheryl Womack-Whye</td>
<td>Teacher Mentor</td>
<td></td>
<td>2/25-11</td>
</tr>
</tbody>
</table>
## 4. SCHOOL ACADEMIC PROFILE

<table>
<thead>
<tr>
<th>Topic</th>
<th>2011-2012</th>
<th>2012 &amp; 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of core Reading/English program</td>
<td>Identify current instructional practices, grade level/s and number of students served, as appropriate.</td>
<td>Identify proposed changes to current instructional practices and fill in requested information OR If no change to the practice is anticipated in the next two years, delete cell contents and provide a justification as to why no change will occur.</td>
</tr>
<tr>
<td>Practice/s:</td>
<td>Practice/s: Continue with the following adjustments:</td>
<td></td>
</tr>
<tr>
<td>• Language arts curriculum for students in all grade levels.</td>
<td>• Continue with language arts curriculum, Scott Foresman Reading and Sopris West <em>Language!</em> program.</td>
<td></td>
</tr>
<tr>
<td>• Scotts Foresman Reading Program for Grade 6 students except for students in Sopris West <em>Language!</em> program (a reading acceleration program).</td>
<td>• Reinforce and monitor the inclusive alternative co-teaching model for students receiving special education services to promote differentiated and rigorous instruction.</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 6, 7, 8</td>
<td>• Time will be included in the master schedule for content area teachers to meet at least once per week to plan and analyze data to improve English/reading teaching and learning.</td>
<td></td>
</tr>
<tr>
<td># of Students Served: 661</td>
<td>Grade Level/s: 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated # of Students to be Served: 686</td>
<td></td>
</tr>
<tr>
<td>Justification for no change:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The language arts curriculum, Scott Foresman Reading and Sopris West <em>Language!</em> Programs are systemic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of supplemental Reading interventions provided to students not making AYP. Identify the number of students participating in supplemental Reading/English interventions.</td>
<td>Practice/s: Continue with the following adjustments:</td>
<td></td>
</tr>
<tr>
<td>Practice/s:</td>
<td>• Every student who scored basic on the MSA will participate in an extended-learning period for reading to address students' knowledge and skill gaps as indicated on the MSA and short-cycle and benchmark assessments. Differentiated lessons will be created by department chairs.</td>
<td></td>
</tr>
<tr>
<td>• Sopris West <em>Language!</em> program for students who scored basic on the 2010 MSA or who tested into the course.</td>
<td>• Each language arts teacher will create targeted lessons that will focus on students' knowledge and skill gaps in reading.</td>
<td></td>
</tr>
<tr>
<td>• Extended-day program (EIS after-school program and Imagine Me Saturday Academy) for students who had inner range scores of 4 or 5 on the 2010 reading MSA.</td>
<td>Grade Level/s: 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td>Grade Level/s: 6, 7, 8</td>
<td>Estimated # of students to be served: Contingent on 2011 MSA reading and mathematics scores</td>
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</tr>
<tr>
<td># of Students Served: 244</td>
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<td></td>
</tr>
</tbody>
</table>
3. Name of core Mathematics/Algebra program

Practice/s:
- Grade 6 - Mathematics 6 and GT 6
- Grade 7 - Pre-Algebra and Algebra 1
- Grade 8 - Algebra 1 and 2
- Grade 6 - Algebraic Foundations
- Grade 7 - Algebraic Thinking 1
- Grade 8 - Algebraic Thinking 2
Grade Level/s: 6, 7, 8
# of Students Served: 661

Practice/s: Continue with the following adjustments:
- Implementation of the mathematics core program will continue.
- Students in Algebraic Foundations and Algebraic Thinking will take short-cycle and benchmark assessments, and teachers will use results to modify instruction to address students’ knowledge and skill gaps.
- Time will be included in the master schedule for content area teachers to meet at least once per week to plan and analyze data to improve mathematics teaching and learning.
Grade Level/s: 6, 7, 8
Estimated # of students to be served: 686
Justification for no change:
- The mathematics core programs are systemic.

4. Name of supplemental Mathematics interventions provided to students not making AYP. Identify the number of students participating in supplemental Mathematics/Algebra interventions.

Practice/s:
- Algebra With Assistance
Grade Level/s: 8
# of Students Served: 32

Practice/s: Continue with the following adjustments:
- Every student who scored basic on the MSA will participate in an extended-learning period for mathematics to address students’ knowledge and skill gaps as indicated on the MSA and short-cycle and benchmark assessments. Differentiated lessons will be created by department chairs.
- Each mathematics teacher will create targeted lessons that will focus on students’ knowledge and skill gaps in mathematics.
- A Pre-Algebra with Assistance class will be included in the master schedule for students who need additional support with the content.
Grade Level/s: 6, 7, 8
Estimated # of students to be served: Contingent on 2011 MSA reading and mathematics scores

5. Content focus of the extended-day program, targeted population, and the number of students served

Practice/s:
- MSA reading and mathematics after-school program (after-school/weekly/October through March).
- MSA Saturday Program
Grade Level/s: 6, 7, 8
# of students served: 74

Practice/s: Continue with the following adjustments:
- The extended-day program will continue to target students who scored basic on the 2011 reading and mathematics MSA.
- The extended-day program will be a year-long program.
- An incentive program will be implemented to increase student participation.
Grade Level/s: 6, 7, 8
Estimated # of students to be served: Contingent on 2011 MSA reading and mathematics scores

6. Content focus of summer program, target populations, and the number of students served

Practice/s:
- A summer program was not implemented.
Grade Level/s: N/A
# of students served: N/A

Practice/s:
- Implement a summer program focusing on reading and mathematics for incoming Grade 6 students and students currently in grades 7 and 8 who scored in the inner range of 4 or 5.
- All students who scored basic on the reading and mathematics MSA will be invited.
- Students receiving special education services will be targeted.
Grade Level/s: 6, 7, 8
Estimated # of students to be served: Contingent upon 2011 MSA scores.
7. Description of instructional day (schedule) highlighting blocks of time for core academic/ tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs.

Practice/s:
- Four 85-minute class periods on an A, B, C, and D-day schedule and a 30-minute extended-time period that will focus on deficit reading and mathematics skills.
- Common planning time for interdisciplinary teams once per week.
- PD sessions built into the calendar every other Monday for an hour.
- Each teacher offers coach class at least once per week; MSA after-school program is offered twice per week.

Grade Level/s: 6, 7, 8
# of Students served: 661

Practice/s: Continue with the following adjustments:
- School day will continue to be from 8:15 a.m. – 2:45 p.m.
- The class schedule will remain the same.
- Common planning time will be implemented for content area teachers to meet with department chairs; and department chairs’ teaching loads will be reduced to allow them to focus on analyzing data, developing next steps to improve student achievement from data analysis, preparing lessons integrating next steps, offering PD, and assisting the administrative team to monitor and refine instructional practices and interventions.
- Monday faculty meetings will continue; however, the meeting will be used for PD topics determined from ongoing needs assessment, topics will be prioritized.
- Increase department chairs to 12-month status to increase time to plan and facilitate targeted in-school teacher PD focused on students’ identified areas for growth and to develop detailed lesson plans for the extended-time period.

Grade Level/s: 6, 7, 8
Estimated # of Students to be served: 661

Justification for no change:
- The length of the school day schedule is systemic.

8. Describe the school’s instructional enrichment programs for gifted and talented students. Identify the number of students served.

Practice/s:
GT Level courses for grades 6, 7, 8
GT Committee to review students’ readiness for participation in the GT program

Grade Level/s: 6, 7, 8
# of Students served: 213

Practice/s: Continue with the following adjustments:
- Continue to offer all GT courses and increase enrollment through an enhanced elementary school articulation effort.
- Continue to monitor students’ readiness for GT participation through the GT committee review process.
- Provide year-round enrichment opportunities for all GT students and those students being reviewed for GT.
- Encourage staff participation in PD focused on infusing GT strategies into the curriculum.

Grade Level/s: 6, 7, 8
Estimated # of Students to be served: Additional 15% (250)

Justification for no change:
- The GT committee review process has proven to be effective based upon MSA data; 89% of GT students were proficient or advanced in mathematics and 97% were proficient or advanced in reading.

5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Participants</th>
<th>Forum</th>
<th>Culture Enhancing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/2011</td>
<td>School Leadership Team; Principal*</td>
<td>Leadership Retreat</td>
<td>• Establish, build consensus, and commit to the beliefs, vision, mission of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement</td>
</tr>
</tbody>
</table>

LEA: Baltimore County Public Schools  Loch Raven Technical Academy 0954
MSDE – 2011 Alternative Governance for School Improvement Proposal – Page 8
6. ALTERNATIVE GOVERNANCE & REFORMS

<table>
<thead>
<tr>
<th>Check Off</th>
<th>AG Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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NCLB Alternative Governance Option

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

<table>
<thead>
<tr>
<th></th>
<th>American</th>
<th>Indian</th>
<th>Asian/Pacific Islander</th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
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<tbody>
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<td></td>
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</tr>
<tr>
<td>Mathematics</td>
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<td></td>
<td>X</td>
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<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Two to Three Reforms Most Impactful to Student Achievement during the 2012 and 2013 school years

1. In order to significantly reform reading for the student groups All Students, FARMS, and Special Education, the school will conduct on-going, intensive professional development in reading for all teachers across all content areas:
   Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD in reading and language arts focusing on effective instruction and data utilization to guide daily instructional practices and interventions. (WHO) The instructional leadership team, with support from central offices including professional development and language arts. (INSTRUMENT) Evaluative process, short-cycle and benchmark assessment data. (HOW OFTEN) Professional development will be evaluated monthly and adjusted through the cross-referencing of identified teacher needs and student assessment data.

2. In order to significantly reform mathematics for the student groups All Students, FARMS, and Special Education, the school will adjust the Master Schedule to include thirty minutes of daily skills instruction:
   Develop and implement a master schedule that provides common planning periods, incorporation of the alternative co-teaching model with the general and special educator and extended time addressing students’ identified academic needs. (HOW OFTEN) On a monthly basis, (WHO) the leadership team will collect and review (INSTRUMENT) agendas and meeting notes from common planning meetings to document the frequency, content, and active participation in the collaborative planning. (HOW OFTEN) Once per quarter, these data will be cross referenced with (INSTRUMENT) evaluative process, assessment, and other data to determine if the master schedule is appropriate for the instructional needs of the students.

3. In order to significantly reform the use of data to monitor learning for the student groups All Students, FARMS, and Special Education, the school will provide common planning time to focus on data analysis: (WHO) The administrative team will construct the master schedule to include common planning time by grade level and tested content area to facilitate horizontal planning and data analysis to ensure optimum...
effectiveness in student learning. (INSTRUMENT) The master schedule will be evaluated (HOW OFTEN) on an annual basis to determine adjustments based upon the effectiveness of common planning time by grade level and content.

OPTION ONE – Replace Staff

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

1. Describe the process used to replace all or most of the staff by answering the following questions. How will the school/LEA...

   a. Identify the academic qualifications needed in new staff members in order to support the school’s ability to make AYP; all teaching staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience and effectiveness in improving student achievement and a commitment to fulfilling the vision and mission of Loch Raven Technical Academy. The staff members selected will be steadfast in their dedication to help students achieve academically and develop socially, demonstrate high expectations for their own performance and their students’ achievement, have the ability to participate as collaborative team members, exhibit leadership potential, bring added value to the classroom and the school community, and make a long-term commitment to Loch Raven Technical Academy.

   b. Retain, hire, and/or replace staff with these needed qualifications; all school staff members have been required to complete a new Declaration of Intent Form due to the AG option selected. Teachers and administrators who elect to transfer and teachers and administrators identified as relevant to the school’s inability to make adequate yearly progress will be transferred. The Department of Human Resources (HR) staff, the assistant superintendent, and the current principal will review the administrative team and other school leaders to identify staff members who will be transferred. The campus leadership team will interview all staff members who indicate interest in remaining at the school and all staff who apply to replace those leaving. The administrative team and content chairs will work with the staff from HR to identify openings, interview prospective teachers, and select candidates based upon the “best fit” for Loch Raven Technical Academy’s students and programs. The superintendent will have final approval of the re-staffing plan. This is a model that has been effective in re-staffing other BCPS schools during the restructuring planning year rather than waiting until the first year of implementation.

   c. Resolve collective bargaining agreements and contractual issues; all collective bargaining and contractual agreements with employee groups will be upheld throughout the re-staffing process.

   d. Build positive public relations between the students, staff, administration, parents, and stakeholders throughout the period of change; the principal, in consultation with the assistant superintendent’s office, will provide the community with routine updates on the AG process through newsletters, school and community-based meetings, local newspaper articles, flyers, and ConnectEd (automated telephone) announcements. The principal will elicit input from school improvement team members, as well as students, staff, administrative team members, parents/guardians, and the community.

   e. Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2011 and 2012 school years; January 31, 2011 – human resources and the assistant superintendent for middle schools discussed the staff restructuring plan for Loch Raven Technical Academy with certificated staff and support staff. Online Declaration of Intent (DOI) instructions were provided to certificated staff; support staff

LEA: Baltimore County Public Schools  Loch Raven Technical Academy 0954
were provided with intent forms. **February 14, 2011** - DOI were entered online for certificated staff and submitted by form for support personnel.

**February 15, 2011 – April 1, 2011** - Current administrative team and department chairs will review observations, evaluations, student performance data, and other related data for current staff who wish to remain at the school. The administrative team will make a written recommendation to the named principal regarding the selection of current staff members for the 2011-2012 school year. Interviews will be conducted, as necessary. The named principal will make the final decision in selecting all staff.

**March 1, 2011** – Position announcements for department chair and content teaching positions and support staff positions

**April 1, 2011 – April 10, 2011** - Interviews conducted and department chairs selected.

**April 14, 2011** – Amended DOIs submitted by staff not selected to remain at school.

**April 1, 2011 (Ongoing)** - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leaves.
# 7. Potential Challenges to Implementation of Reforms

## Potential Challenges to Implementation of Each Reform’s Supporting Action Steps

<table>
<thead>
<tr>
<th>Reform</th>
<th>Overall Challenges/Barriers to Implementing This Reform and Its Supporting Action Steps</th>
<th>Plans for Resolution</th>
<th>Other Than the Principal, Identify the Position of the Person Responsible for Confronting, Managing, and Monitoring These Challenges/Barriers</th>
</tr>
</thead>
</table>
| Reform 1: In order to significantly reform reading for the student groups All Students, FARMS, and Special Education, the school will implement ongoing professional development in reading for all teachers across all content areas. | **1. Providing high quality professional development.**  
**2. Having qualified teachers for providing and teaching rigorous lessons.** | **1. How & When:** Develop and implement a PD plan based on teacher needs and students’ identified deficit knowledge and skill areas to ensure that professional development is effective.  
**2. How & When:** Replace staff with a qualified pool of teachers and create a master schedule to ensure time for collaboration and planning. 7/1/11 – 7/1/12 | 1. Assistant Principals,  
Language Arts and Special Education Department Chairs |
| Reform 2: In order to significantly reform mathematics for the student groups All Students, FARMS, and Special Education, the school will adjust the master schedule to include daily skills instruction. | **1. Providing high quality lessons for extended time and building a master schedule with time built in for PD.** | **1. How & When:** Provide department chairs with time to construct differentiated lesson plans in response to disaggregated data. 7/1/11 – 8/30/11 | 1. Assistant Principals,  
Mathematics and Special Education Department Chairs |
| Reform 3: In order to significantly reform the use of data to monitor learning for the student groups All Students, FARMS, and Special Education, the school will provide common planning time to focus on data analysis. | **1. Building a master schedule with time for horizontal planning for content areas.**  
**2. Monitor/support teacher efforts to collaborate, plan, and adhere to agendas.** | **1. How & When:** Create a master schedule to ensure time for content meetings. 7/1/11 – 7/1/12  
**2. How & When:** Monitor and support teachers’ efforts on a weekly basis and after formative assessments. 7/1/11 – 7/1/12 | 1. Assistant Principals,  
Special Education Department Chair  
2. Assistant Principals |

**LEA:** Baltimore County Public Schools  
**Loch Raven Technical Academy 0954**  
8. LEA's TWO-YEAR COMMITMENT TO SUPPORT
THE IMPLEMENTATION OF ALTERNATIVE GOVERNANCE OPTIONS AND REFORMS

2011 LEA Alternative Governance Board Attestation

LEA Alternative Governance Board Membership
Copy this page as needed.
By signing this Attestation, AGB members accept Board responsibilities
as stated on page 18 of the 2011 AG Guidelines.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Title &amp; Expertise</th>
<th>Responsibilities related to the implementation of Alternative Goernances and Reforms across the LEA.</th>
<th>Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Manuel Rodriguez*</td>
<td>Assistant Superintendent; Co-Chair</td>
<td>Provide direction to and monitor schools, access resources; ensure that schools meet compliance and other requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality and accuracy according to established standards.</td>
<td></td>
</tr>
<tr>
<td>Mandi Dietrich*</td>
<td>Director Special Projects; AG Coordinator; Co-Chair</td>
<td>School improvement accountability and compliance requirements, provide logistical and procedural support.</td>
<td></td>
</tr>
<tr>
<td>Dr. John Quinn</td>
<td>Exec. Dir. of STEM</td>
<td>Provide technical assistance related to curriculum and instruction to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>William Burke</td>
<td>Exec. Dir., Prof. Dev.</td>
<td>Provide technical assistance related to professional development to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Barbara Burnopp</td>
<td>Chief Financial Officer</td>
<td>Provide technical assistance related to finance to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Margaret Johnson</td>
<td>Dir., World Lang. (ELL)</td>
<td>Provide technical assistance related to English language learners to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Sonja Karwacki</td>
<td>Exec. Dir. of Liberal Arts (Title I, Soc. Stud., World Lang., Lang. Arts)</td>
<td>Provide technical assistance related to areas of responsibility to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Kalisha Miller</td>
<td>Dir. of Spec. Ed.</td>
<td>Provide technical assistance related to special education to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Dr. Don Peccia</td>
<td>Asst. Supt. Human Resources</td>
<td>Provide technical assistance related to HR to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Dr. Roger Plunkett</td>
<td>Asst. Supt., C&amp;I</td>
<td>Provide technical assistance related to curriculum and instruction.</td>
<td></td>
</tr>
<tr>
<td>Dale Rauenzahn</td>
<td>Exec. Dir. Student Support Services</td>
<td>Provide technical assistance related to SSS to the committee and schools.</td>
<td></td>
</tr>
</tbody>
</table>
Dr. Tom Rhoades  |  Exec. Dir., Research, Account., and Assess.  |  Provide technical assistance related to research and assessment/testing to the committee and schools.

*All committee members will, as appropriate:
- Provide input, guidance, and monitoring related to all aspects of the restructuring process.
- Access services/resources to implement the LEA’s restructuring process and support school-based alternative governance teams as needed.
- Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during restructuring planning/implementation in order to assist schools to meet compliance requirements and develop effective plans and/or AG proposals aligned with the Blueprint for Progress and the schools’ identified areas for improvement.
- Monitor restructuring planning/implementation processes and school progress.
- Communicate the progress of restructuring planning and implementation processes to stakeholder groups and staff.
- Elicit input from community partners, teachers’ union, and other stakeholder groups.

1. Confirm the LEA’s two-year commitment to the following school improvement standards:

   A. Fully staffing the schools (core teachers, administrators, student service personnel and support staff) by the first day of teacher pre-service orientation:
      - X yes  ____ no

   B. Giving principals full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:
      - Staffing patterns/issues:  ___ X yes  ____ no
      - Class schedules:  ___ X yes  ____ no
      - Selecting consultants:  ___ X yes  ____ no
      - School-based budget decisions:  ___ X yes  ____ no
      - Professional development attendance:  ___ X yes  ____ no

3. LEA Monitoring: Describe how the LEA/Alternative Governance Board (AGB) will monitor:

PART A: Student Achievement

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

The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, DC, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular
analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership team will continuously monitor progress for all students. Goal conferences (December 2011/ January 2012) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

The second step includes regular and frequent monitoring of student achievement data and formal and informal campus visits by the assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff and will include assistance with data analysis and interpretation related to alignment of the instructional program with the system’s *Blueprint for Progress* and the school’s improvement plan. Staff from the division of curriculum and instruction will monitor the school’s implementation of the curriculum (instruction and assessment) to ensure alignment with system standards.

**PART B: The Implementation of the Alternative Governance Option and Reforms.**

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The Department of Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. System divisions/departments/offices represented on the LEA AG Oversight committee including Research, Accountability, and Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs and data analysis and will assist with monitoring progress.

The assistant superintendent will monitor the principal’s performance using the AG plan, the school improvement plan, and the performance goals and indicators in the Baltimore County Public Schools’ *Blueprint for Progress*. Baltimore County Public Schools implements an evaluation process for all principals that include measures aligned with the *Blueprint for Progress* and the school improvement plan. In addition, the effectiveness of the implementation of the AG model will be monitored through formal and informal meetings with the principal conducted by the assistant superintendent for middle schools (at least monthly), the system’s executive leadership team (the assistant superintendent meets monthly as a member of this group), and the system’s AG committee.

### 4. RESOURCES

| LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION |
|---|---|---|---|---|
| **School Name & Number:** Loch Raven Technical Academy, 0954 |
| **Category** | **Description** | **FY12 Amount & Source of Funds** | **Check if amt. exceeds the regular LEA allocation to schools** | **FY13 Amount & Source of Funds** | **Check if amt. exceeds the regular LEA allocation to schools** |
| Personnel (salaries & fixed charges) | Teachers (FTE) Mathematics Language Arts Social Studies Para-Educators (FTE) | 5 | ✓ | 5 | ✓ |
| Professional Development | PD Series Leadership Retreat | $5,000 | ✓ | $5,000 | ✓ |
| | $2,000 | ✓ | $2,000 | ✓ |
| Material and Equipment | Mathematics Resources Reading Resources Special Education Resources Parent/Family Communication Study Island | $10,000 | ✓ | $10,000 | ✓ |
| | $10,000 | ✓ | $10,000 | ✓ |
| | $10,000 | ✓ | $10,000 | ✓ |
| | $3,000 | ✓ | $3,000 | ✓ |
| | $5,000 | ✓ | $5,000 | ✓ |


9. STATE BOARD OF EDUCATION SUMMARY

State Board of Education Summary
2011 Alternative Governance for School Improvement

Identify the NCLB Alternative Governance Option selected:

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>American Indian</th>
<th>Asian/Pacific Islander</th>
<th>African American</th>
<th>White</th>
<th>Hispanic</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL SECTION:

1. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

There have been many lessons learned during the year of Corrective Action. The first lesson being that instruction must be monitored frequently and consistently. Implementing formal and informal observation schedules that provide for a minimum of two hours of classroom observation each day and frequent data analysis facilitated by administrators and department chairs will improve instruction because it will be closely monitored. Another lesson learned was that teachers were not provided with sufficient professional development to plan effective lessons for the 30-minute period of skills instruction. That problem will be addressed in the future because teachers will receive lessons for the extended-time period that will be created by department chairpersons to meet the needs of all students. Teachers also were not ensuring that the skills that they were teaching were aligned with BCPS curriculum. This problem will be addressed by workgroups that will be formed including curriculum office personnel, school leadership, department chairpersons, and teachers who will ensure that the instruction that is taught is aligned with BCPS curriculum. They will also analyze formative and summative assessment data in order to drive instruction.

The teachers also had to be taught how to find and triangulate data. This issue has been addressed with ongoing professional development from BCPS offices regarding the use of the data warehouse in order to adjust instruction and to increase student achievement. Another issue was the administrative team who needed to work with team/grade-level leaders to create agendas for meetings and to attend all team meetings in order to direct staff’s attention to student achievement through data analysis. One of the final lessons learned was that resources need to be targeted to ensure that all teachers have access to assessment data in a timely manner. Resources will be re-allocated so that formative assessment data are available in a timely manner for lesson planning, programmatic adjustment, and student feedback.

2. STAKEHOLDER INVOLVEMENT

Beginning September 2009, the principal sent home an edition of the monthly newsletter that included information about MSA and the Alternative Governance process. In October 2009, and in October 2010, the principal sent a letter to parents/guardians notifying them of Loch Raven’s
school improvement status. School improvement team meetings were held during which Alternative Governance was discussed to encourage stakeholders to engage in the process. Information was shared during Back to School Night, the Magnet Open House, and American Education Week. Community Advisory Board Meetings were held with local business owners and other community members to share information about the Alternative Governance process. Meetings were also held with school staff members to provide information about the Alternative Governance Process. Beginning August 2010, a meeting was held with clerical staff followed by a series of faculty meetings and school leadership team meetings. There was also an administrative team meeting where the Alternative Governance Process was the focus of the meeting.

**LEA SECTION:**

3. **LEA MONITORING OF STUDENT ACHIEVEMENT**  
   Baltimore County Public Schools utilizes its data warehouse to collect data including state and local assessments, attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The School Improvement Plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system’s Blueprint for Progress and Master Plan, will provide a framework for the school and the system to monitor the school’s progress toward improving achievement for all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include staff attendance, staff participation in professional development and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-the-year evaluations, and parent/guardian/community compacts and contacts.

   The assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams will be provided with regular reports of the school’s progress.

4. **LEA RESTRUCTURING OVERSIGHT**  
The Department of Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices/departments/divisions (the Alternative Governance oversight committee/board) including Assistant Superintendents of Schools, Fiscal Services, Research, Accountability, and Assessment, Curriculum and Instruction, Professional Development, Legal Counsel, Special Education, World Languages, Title I, Gifted and Talented, and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs and effective use of data analysis and will be part of the ongoing monitoring progress.

   The assistant superintendent will monitor the principal’s performance using the AG plan, the school improvement plan, and the performance goals and indicators in the Baltimore County Public Schools’ Blueprint for Progress. Baltimore County Public Schools implements an evaluation process for all principals that include measures aligned with the Blueprint for Progress and the school improvement plan. In addition, the effectiveness of the implementation of the AG model will be monitored through formal and informal meetings with the principal conducted by the assistant superintendent for middle schools (at least monthly), the system’s executive leadership team (the assistant superintendent meets monthly as a member of this group), and the
system’s AG committee (ongoing by department or office and quarterly or biannual whole-group meetings).

5. **LEA COMMITMENT**

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The LEA has committed to providing supplementary funds above the regular formula for operating budget allocations. Furthermore, the LEA has provided seven additional full-time employees (FTE). The Department of Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. System offices/departments/divisions represented on the LEA AG Oversight Committee including Research, Accountability, Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs, data analysis, and progress monitoring.
Baltimore County Public Schools

DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED REVISION TO THE
2012-2013 SCHOOL CALENDAR

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Kara E. B. Calder, Executive Director, Planning and Support Operation

RECOMMENDATION

That the Board of Education approves the proposed calendar for school year 2012-2013.
This is the first reading.

*****

Attachment – Proposed 2012-2013 School Calendar
<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>17(F)</td>
<td>Administrative &amp; Supervisory Personnel Meeting</td>
</tr>
<tr>
<td></td>
<td>20(M)</td>
<td>Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>22 or 23 (W, Th)</td>
<td>Systemwide Professional Development Activities - Common Core State Standards. Teachers will Participate on One of the Two Scheduled Days</td>
</tr>
<tr>
<td></td>
<td>27(M)</td>
<td>Opening Day for Students</td>
</tr>
</tbody>
</table>

**Pupil Days** | **Teacher Days**
--- | ---
5 | 10

| September | 3(M) | Labor Day – Schools and Offices Closed |
|          | 17(M) | Rosh Hashanah – Schools and Offices Closed |
|          | 26(W) | Yom Kippur – Schools and Offices Closed |

**Pupil Days** | **Teacher Days**
--- | ---
20 | 20

| October | 8(M) | Columbus Day* |
|         | 19(F) | Professional Development Day/MSTA Convention – Schools Closed for Students |

**Pupil Days** | **Teacher Days**
--- | ---
20 | 21

| November | 2(F) | First Marking Period Ends - Grade & Data Recording and Data Analysis |
|          | 5(M) | Systemwide Professional Development for All Schools – Schools Closed for All Students |
|          | 6(T) | Election Day – Schools and Offices Closed |
|          | 11(Su) | Veterans Day* |
|          | 15(Th) | Distribution of Report Cards |
|          | 12-16(M-F) | American Education Week |
|          | 16(F) | Prekindergarten Conference Day – school closed for a.m. and p.m. Prekindergarten students only – Teachers on duty |
|          | 19(M) | Elementary Conference Day—Schools Closed for Elementary Students |
|          | 22-23(Th-F) | Thanksgiving Holiday—Schools and Offices Closed |

**Pupil Days** | **Teacher Days**
--- | ---
19 | 20

| December | 15(S) | Bill of Rights Day* |
|          | 21(F) | Christmas Holiday/Winter Break Begins at End of School Day |

**Pupil Days** | **Teacher Days**
--- | ---
17 | 17

| January | 2(W) | Schools Reopen |
|         | 15(T) | Dr. Martin Luther King, Jr.’s Birthday * |
|         | 21(M) | Dr. Martin Luther King, Jr.’s Birthday Observed—Schools and Offices Closed |
|         | 25(F) | Second Marking Period Ends |
|         | 28(M) | Grade & Data Recording, Data Analysis, and Professional Development for All Schools*** —Schools Closed for all Students – Teachers on Duty |

**Pupil Days** | **Teacher Days**
--- | ---
20 | 21

| February | 7(Th) | Distribution of Report Cards |
|          | 12(T) | Lincoln’s Birthday* |
|          | 18(M) | Presidents’ Day—Schools and Offices Closed |
|          | 22(F) | Washington’s Birthday* |

**Pupil Days** | **Teacher Days**
--- | ---
19 | 19
<table>
<thead>
<tr>
<th>Month</th>
<th>Day(s)</th>
<th>Events</th>
</tr>
</thead>
</table>
| March | 25(M)  | Maryland Day*  
 |       | 28(Th) | Easter Holiday/Spring Break Begins at the End of School Day |
| April | 8(M)   | Schools Reopen  
 |       | 12(F)  | Third Marking Period Ends – Grade & Data Recording and Data l  
 |       |        | Schools*** —Schools Close 3 Hours Early for Elementary and Middle School Students – Teachers on Duty |
|       | 25(Th) | Distribution of Report Cards |
| May   | 13(M)  | PreK/K Conference Day – No Pre-K or Kindergarten Sessions  
 |       | 24(F)  | Last Day for Seniors |
|       | 27(M)  | Memorial Day Observed – Schools and Offices Closed  
 |       | 28-31(T-F) | Commencement Exercises |
| June  | 1-6(S-Th) | Commencement Exercises  
 |       | 14(F)  | Flag Day*  
 |       | 14(F)  | Assessment Day****: High Schools close 3 Hours Early; Teachers on Duty  
 |       | 17-18(M, T) | Assessment Day****, Grade & Data Recording/Analysis**: All Schools Close 3 Hours Early, Teachers on Duty |
|       | 18(T)  | Last Day of Classes for Students |
|       |       | **TOTAL** | 187  
 | June  | 28(F)  | Summer School Teachers on Duty |
| July  | 4(Th)  | Independence Day – Schools and Offices Closed  
 |       | 8(M)   | Summer School begins |
| August| 2(F)   | Summer School ends |

*Schools open with appropriate exercises OR appropriate exercises to be scheduled on the school day prior

** GRADE & DATA RECORDING, DATA ANALYSIS -- principals and teachers will have time for grade & data recording, data analysis/proGRESS assessment

*** GRADE & DATA RECORDING, DATA ANALYSIS, SITE BASED PROFESSIONAL DEVELOPMENT -- principals and teachers will have time for grade & data recording, data analysis/proGRESS assessment, and preparation upcoming semester. Principals will have time to conduct staff professional development activities.

****ASSESSMENT DAY – High schools will have the opportunity to administer traditional final exams or to use alternative assessment procedures.

If schools are closed seven days due to emergency conditions, it may be necessary to alter the school calendar. Additional days may be scheduled as required at the end of the school year. Depending on the use of emergency closing time, the calendar may be reduced if the time is not needed to meet the minimum required days/hours. One-half days may be modified. Teacher duty days will not exceed 191.
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED SPECIAL EDUCATION STAFFING PLAN FOR 2011-2012

ORIGINATOR: Roger Plunkett, Assistant Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Kathleen McMahon, Executive Director, Special Programs, PreK-12
Kalisha T. Miller, Director, Office of Special Education
Shaunta Lindsey, Coordinator, Instructional Support, Alt-MSA and Autism
Lance Williams, Coordinator, Related Services and Behavior

INFORMATION

That the Board of Education reviews the proposed Special Education Staffing Plan for 2011-2012. This is the first reading.

*****

Attachments
Executive Summary
PowerPoint Presentation
Special Education Staffing Plan for 2011-2012
Executive Summary

Special Education Staffing Plan 2011-2012

The Code of Maryland Regulations (COMAR) 13.A.05.02.14 requires local education agencies to write an annual special education staffing plan consistent with the Maryland State Department of Education’s (MSDE) procedures. Required components of the plan include a description of how the staffing plan assures available resources so that students are provided a free, appropriate, public education (FAPE) in the least restrictive environment (LRE); evidence of maintenance of effort within the meaning of 34 CFR 300.231 and COMAR 13.A.02.05; staffing patterns of service providers; and number and type of providers needed.

A staffing plan committee was organized by the Office of Special Education in July of 2010 and convened throughout the 2010-2011 school year. Representatives serving on this committee included parents, school-based administrators, related service personnel, a fiscal officer, as well as staff from the Offices of the Assistant Superintendents, Special Education, Student Support Services, Law, the Departments of Research, Accountability and Assessment, Professional Development, and the Division of Curriculum and Instruction. The committee met in August, September, October, November 2010, and January and February 2011 to review and revise the current Special Education Staffing Plan for 2010-2011 in order to plan the development of the Special Education Staffing Plan for 2011-2012.

In September 2010 five public forums, one in each geographic region, were held to gather community input and recommendations for drafting a special education staffing plan for the 2011-2012 school year. Additionally, information obtained from budget hearings, communication with special education staff, school administrators, and parents were considered in the rewriting and ongoing editing of the plan. Following the completion of the proposed document, five additional community meetings were conducted on February 28, 2011, for additional feedback.

The evaluation component is one that is not required by MSDE but one that was inserted into the plan two years ago and has continued to do so this year. LRE data indicates a consistent percentage of students instructed in LRE A (general education classrooms) since 2006; the percentage of special education student’s receiving instruction in LRE A continues to be a large percentage of the total special education population in Baltimore County. There has been an overall decrease in the percentage of students in LRE C (self-contained classrooms) and LRE F (public separate day) since 2006. MSA and Alt-MSA show a trend of continuous improvement. The staffing plan will be used to monitor and evaluate the assignment of personnel to ensure that staff and other resources are available to provide FAPE to each student with a disability in the LRE.
Baltimore County Public Schools

Special Education Staffing Plan
2011-2012

Office of Special Education Presentation to the Board of Education

April 5, 2011
Current Enrollment Statistics

- Total student enrollment 104,331.
- Special education student enrollment 13,213.
- Percentage of special education students 12.7%.
Guiding Documents

- The Blueprint for Progress
- The Master Plan
- Curriculum Management Audit, 2007
  - Equal access for all students
- Barber Report, 2004
  - Continuum of services
Staffing Plan Committee

- Parents

- School-based administrators

- Related Service personnel, and

- Representatives from the Offices of:
  - Assistant Superintendents, Special Education, Student Support Services, Law, the Department of Research, Accountability and Assessment, Professional Development, and the Division of Curriculum and Instruction
Professional Development
Year-at-a-Glance
Special Education

- Capacity Building for Servicing Students with Disabilities in the Least Restrictive Environment (LRE)
- Effective Co-Teaching
- Special Education Instructional Best Practices
- Utilizing Evidence-Based Practices and Interventions to Improve Outcomes for Children Birth to Five
Professional Development
Year-at-a-Glance
Content Offices

- Equity and Diversity Training
- Teaching and Learning in the Mathematics Classroom
- Differentiation in the Secondary English Language Arts Classroom
Students with Disabilities

"Special education is not a place where children go for services, but services children receive in accordance with their Individualized Education Program (IEP) in the least restrictive environment."
Successes

- Proactively supported early childhood inclusion
- Continued co-teaching initiative
- Focused attention on maintaining students in LRE
Successes

- Increased the number of middle school home-school adapted learning support programs
- Increased resource room supports
- Relocated cluster classes
Successes

- Provided on-going professional development (PD) and technical assistance for behavior modification

- Collaborated with the Division of Curriculum and Instruction; the Department of Research, Accountability, and Assessment; and the Department of Professional Development
Looking Forward

- Develop a comprehensive professional development plan around Autism

- Continue working on maintaining students in LRE

- Complete a Summer Behavior Learning and Support (BLS) Academy
THE BALTIMORE COUNTY PUBLIC SCHOOLS

SPECIAL EDUCATION STAFFING PLAN 2011-2012
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I. Assurance

The Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2011-2012 is developed consistent with the procedures provided by the Maryland State Department of Education (MSDE) for the purpose of ensuring that personnel and other resources are available to provide a free, appropriate, public education (FAPE) to each student with a disability in the least restrictive environment (LRE) as determined by an Individualized Education Program (IEP) team. In accordance with The Code of Maryland Regulations, COMAR 13A.05.02.13D; this staffing plan includes the following:

- Evidence of maintenance of effort within the meaning of 34 CFR 300.231 and COMAR 13A.02.05.
- Evidence of public input.
- Staffing patterns of service providers of special education and related services, including paraeducators.
- The number and type of service providers needed to provide FAPE to each student with a disability in the LRE.
- How the staffing plan will be used to monitor the assignment of personnel to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the LRE.
- The number of special education teachers and paraeducators assigned to schools.
- The number of vacancies reported and how FAPE is provided when vacancies occur.

II. Introduction

Vision and Mission Statement

Vision: Baltimore County Public Schools’ graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society. Within Baltimore County Public Schools, the Office of Special Education (OSE) supports the school system’s vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that young children and students (birth to 21 years of age) with disabilities achieve in the LRE to the maximum extent appropriate.

Mission: The Office of Special Education provides vision, leadership, and expertise to schools and offices regarding the implementation of curricular and instructional initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. It is the commitment of this office that students with disabilities have access to a full continuum of services while being educated with nondisabled peers to the maximum extent possible.

Goal: The Office of Special Education seeks to improve the performance of students with disabilities and assists in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment.
**Philosophy and Guiding Principles**

In BCPS, services provided to students with disabilities align directly to the *Blueprint for Progress* by utilizing the key strategies to achieve the *Performance Indicators for Student Progress*. The *BCPS Master Plan* further defines how the school system will ensure that all students will graduate from high school and reach high standards, as established by BCPS and state proficiency levels in reading, language arts, mathematics, science, and social studies. Key strategies of Goal 1 and Goal 5 of the *BCPS Master Plan* include the following:

- Provide for the consistent and systematic implementation of the curriculum in all content areas, which include differentiated curriculum for English language learners (ELL), special education, gifted and talented, and honor students.
- Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- Educate all students with disabilities in accordance with the objectives defined in the students’ IEP so that they learn the body of knowledge presented in the classroom to the maximum extent possible.
- Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.

In an effort to objectively examine and continue to advance the quality of education delivered to *all* students in Baltimore County, BCPS participated in a curriculum management audit during the 2006-2007 school year. Results of the audit, shared with the Board of Education in March 2007, provided recommendations for improving all areas that support the delivery of quality instruction. The following recommendation provides a basis for enabling the OSE to promote initiatives that support the achievement of students with disabilities:

- **Recommendation 9:** Develop and implement system planning focused on goals to ensure equal access for students to all comparable programs, services, and opportunities for student success; take steps to eliminate the achievement gap among student groups; and act to allocate resources on the basis of need.

During the 2003-2004 school year, BCPS engaged in an independent evaluation of the special education program operated by BCPS. The purpose of the study was to verify that special education services and programs were provided to students with IEPs in a free and appropriate manner and in the LRE as defined by the *Individuals with Disabilities Education Act* (IDEA), as reauthorized in 1997. Since the completion of the study and report to the board in May 2004, recommendations from the *Independent Evaluation of the Baltimore County Public Schools’ Special Education Program Report* (The Barber Report) have provided a foundation for improving the delivery of special education services. The Barber Report recommended that BCPS:

- Revise staffing practices to anticipate special education staffing needs.
- Increase the placement of students with disabilities in their home schools.
- Provide sufficient staffing and other incentives for school administrators to bring students with IEPs back to their home schools in a systematic manner.
III. Maintenance of Effort

The proposed Board of Education budget for FY12 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY11. The federal pass-through grant for FY12 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Budget for Special Education</th>
<th>Special Revenue Fund Budget for Special Education</th>
<th>Total</th>
<th>% Change</th>
<th>General Fund Operating Budget for BCPS</th>
<th>Total Special Revenue Fund Budget</th>
<th>Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$128,268,326</td>
<td>$39,164,514</td>
<td>$167,432,840</td>
<td>2.04%</td>
<td>$1,067,721,040</td>
<td>$88,158,694</td>
<td>$1,155,879,734</td>
<td>7.52%</td>
</tr>
<tr>
<td>2008</td>
<td>$139,150,546</td>
<td>$36,359,258</td>
<td>$175,509,804</td>
<td>4.82%</td>
<td>$1,135,301,441</td>
<td>$85,259,525</td>
<td>$1,220,560,966</td>
<td>5.60%</td>
</tr>
<tr>
<td>2009</td>
<td>$146,350,095</td>
<td>$31,539,975</td>
<td>$177,890,070</td>
<td>1.36%</td>
<td>$1,172,415,725</td>
<td>$76,438,738</td>
<td>$1,248,854,463</td>
<td>2.32%</td>
</tr>
<tr>
<td>2010</td>
<td>$147,834,796</td>
<td>$41,227,411</td>
<td>$189,062,207</td>
<td>6.28%</td>
<td>$1,197,905,720</td>
<td>$73,533,825</td>
<td>$1,271,439,545</td>
<td>1.81%</td>
</tr>
<tr>
<td>2011</td>
<td>$147,813,418</td>
<td>$50,285,524</td>
<td>$198,098,942</td>
<td>4.78%</td>
<td>$1,210,897,859</td>
<td>$94,448,713</td>
<td>$1,305,346,572</td>
<td>2.67%</td>
</tr>
<tr>
<td>2012</td>
<td>$157,203,857</td>
<td>$38,865,093</td>
<td>$196,068,953</td>
<td>-1.02%</td>
<td>$1,220,319,143</td>
<td>$87,655,456</td>
<td>$1,307,974,599</td>
<td>0.20%</td>
</tr>
</tbody>
</table>

Sources of Data

1 Based on modified budgets in AMS for FY2007 - FY2010, FY2011 Adopted Operating Budget, and FY2012 Proposed Budget.
2 Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2007 - FY2012.
3 All special education positions transferred from Third Party Billing fund to the operating budget in FY2009. Middle school instructional assistants transferred to the Part B Passsthrough ARRA grant for FY2010 and FY 2011 and returned to the general fund for FY2012. Contracted additional assistants transferred from the general fund to the Third Party Billing fund for FY2012.

IV. Staffing Patterns for Special Education and Related Services

Determination and Monitoring of Special Education Staffing and Programs/Services

The major considerations in recommending a staffing plan are the intensity of students’ individual needs, the number of students based on census data, teacher responsibilities, and time required beyond direct services. When making recommendations about staffing and caseloads, the focus must be on the services and supports needed to implement the students’ IEPs in the LRE. The following principles have guided the development of the BCPS’ staffing model:

- Appropriate supports and related services to meet students’ needs in order to be successful in the LRE.
- Services and supports required by the students’ IEPs.
- Federal and state laws, regulations, and policies governing special education.
- Parental participation.
Special education staff reviewed the October 30, 2010, census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE.

The OSE is committed to collaboration with all curriculum offices to provide a coordinated instructional program to meet the diverse needs of all students. Services are provided to support schools in the effective implementation of the curriculum and to meet the instructional needs of students. Additionally, the OSE works with the Department of Human Resources in the recruitment and retention of staff and increasing the number of teachers meeting the highly qualified status.

Each year the OSE analyzes student needs and program enrollment data to determine the programmatic needs that will support educating students in the LRE. IDEA requires that students with disabilities be educated with nondisabled peers to the maximum extent possible. BCPS strives to provide a continuum of special education and related services ranging from consultative services to direct services in general education and special education classrooms. Services to students with disabilities are offered in their home school, or as close to their home school as possible.

The annual process of planning for special education programs requires calculated coordination, forecasted design, and collaboration with the Department of Physical Facilities, the Office of Strategic Planning, and OSE, with the support of the Executive Leadership Team. The instructional environment must be planned for and appropriately designed to accommodate the needs of students with disabilities. While the majority of students with disabilities are educated in the general education classroom, some students will require programming in a self-contained classroom.

**Process for Monitoring Caseloads - Resolving Staffing Concerns**

Staffing concerns may be raised by a variety of stakeholders. When parents have concerns, it is recommended that they meet with the principal of the school. When administrators have staffing concerns, a principal may choose to consult with the OSE for assistance with the utilization of staff in order to implement students’ IEPs. All requests for additional staffing are routed through the assistant superintendents to the Department of Human Resources for ultimate approval by the deputy superintendent. Upon request, the OSE provides technical support in this process. Additionally, OSE monitors special education staffing needs on an ongoing basis by analyzing staff utilization charts, monthly enrollment figures in self-contained cluster programs, and the annual October child count.

Staff members from the OSE conduct school visits through the program review and support process (PRASP). During the course of the school year, the supervisor of compliance and the compliance resource teacher, in collaboration with the zone specialists and resource teachers, conduct staff development to ensure that school staff is in compliance with IDEA, COMAR, and BCPS’ procedures. Formal reports of findings are shared with assistant superintendents, school-based administrators, and OSE leadership staff. Each formal review may include up to three visits. During program reviews, staff members observe the implementation of IEPs, review student records, and interview service providers about the service provisions noted on the IEP. School administrators receive feedback in the form of commendations and recommendations for improvement. A Compliance Action Plan is generated, if necessary. Consistent with recommendations for improvement, technical assistance and staff development are provided to school staff. Follow-up visits are scheduled at six-month intervals to assure that recommendations are implemented.
Process for Monitoring Caseloads - Resolving Vacancies

The Department of Human Resources (HR) provides data for special education positions and monitors the certification status of teachers and vacancies by school. The Department of Human Resources, in collaboration with the OSE, arranges recruiting trips, job fairs, and partnerships with local colleges and universities in an attempt to fill all vacancies in a timely manner with the most qualified candidates. Conditionally certified teachers receive professional development, tuition reimbursement, and information on certification opportunities, such as cohorts conducted by colleges and universities. HR also monitors conditional teachers’ compliance with certification requirements.

The OSE works collaboratively with HR to fill vacancies as they arise. The majority of vacancies occur because of resignations or retirements, while others result from promotions, additional staffing allocations, and approved extended leaves. Principals contact the personnel officer in HR, who is responsible for hiring special education teachers, whenever they learn of a vacancy in their building. The personnel officer provides the principal with names of qualified candidates to interview.

Data Communication Timeline

Staffing in BCPS is based upon census data gathered every year on the last Friday in October and thereafter verified by MSDE. Data collection, maintenance, and retention procedures to assure that schools are providing accurate information are as follows:

- **July** By July 1, all schools have their current verification listing available in TIENET, the BCPS’ Web based IEP system. The verification list identifies IEPs that are past due and those that are due prior to the October child count date. Area reports, by school, of IEPs current and past due totals are available in TIENET.

- **October** All special education staff have access to the verification listing in TIENET. IEP chairs and special education department chairs are sent reminders regarding IEPs in need of review, prior to the last Friday in October.

- **January** All schools have their current verification listing available to them in TIENET. School-specific area reports of IEPs current and past due totals are available in TIENET.

- **February** Projected lists of students transitioning to next level (elementary to middle and middle to high) are sent to all schools with explanation and directions. IEP chairs and special education department chairs are notified by TIENET Reports of Grade 12 students with projected exit dates and graduation status (diploma or certificate) for verifications and/or corrections.

- **April** All special education staff are sent reminders to review and finalize all completed TIENET documents prior to the end of the school year.
Effective July 1, 2007, MSDE directed that all IEPs written for students in Maryland be completed with the Maryland Statewide IEP form and format. BCPS began converting to the required Maryland Statewide IEP format on Tuesday, May 15, 2007. TIENET continues to be the software used to generate IEPs within BCPS and is in accordance with the MSDE requirement.

V. Number and Type of Service Providers

Special Education Services

BCPS provides a continuum of special education and related services ranging from consultative services to direct services in general education and special education classrooms. Special education staffing is determined by recommended ratios applied to student counts within specific program titles. The current special education staffing plan language reflects the philosophy that special education is a service to students, not a place. Input obtained from parents, administrators, and school-based staff was used in developing the current descriptions of service models.

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students’ IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY12.

Below is a description of each service available within the school system.

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staff Ratios Proposed for FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and Toddlers (I &amp; T) (Birth – Kindergarten age)</td>
<td>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children, birth to kindergarten age on an Individualized Family Service Plan (IFSP). The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Many children and families receive multiple services, including special instruction, related therapies, family training, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</td>
<td>• Infants and Toddlers services are provided in “natural environments,” which may include the home, childcare setting, or other community setting such as a library.</td>
<td>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs. Current ratio for Infants and Toddlers: 35 children 1 teacher</td>
</tr>
</tbody>
</table>
## Service Description

### Child Find
(Age 3-Age 21)

Child Find services maintain a system for locating, assessing, and identifying children from age 3 through age 21 who may have a suspected disability and may need special education and related services.

Referrals for Child Find services for school age students (Grades K-12) are sent to the BCPS’ home school for the Child Find process. Referrals for Child Find services for three- and four-year-old students are sent to one of the four Child Find Assessment Centers.

### Inclusive Education
(IE)
(Preschool – Grade 12)

Students in need of these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include instruction in home settings or in parentally placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small-group resource support (both pullout and push-in); co-teaching; and consultation with general education teachers.

### Early Childhood Learning Support
(ECLS)
(Age 3 - Age 5)

Students in need of early childhood learning support services are those students who demonstrate significant delays in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include a highly structured learning environment; use of developmentally appropriate practices; specialized instruction as identified by a student’s IEP team; use of multi-sensory lessons; and positive behavioral supports.

### Service Delivery Model

- Community-based supports are provided in “natural environments,” such as the home or a childcare setting for students’ ages 3 and 4.
- Inclusion in general education classes for part of or all of the school day with an evolving emphasis on co-teaching and differentiation.
- Educational services may occur in the general education classroom or students may receive pullout services.

### Staff Ratios Proposed for FY12

Each center includes the following: 1 FTE team leader, 1 FTE SLP, .8 FTE psychologists, .6 FTE nurses, .3 FTE occupational therapists, and .3 FTE physical therapists. An audiologist is utilized by the Child Find center when needed.
<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staff Ratios Proposed for FY12</th>
</tr>
</thead>
</table>
| **Adapted Learning Support (ALS) (Grades 1 - 12)** | Students in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Students in this service delivery model are instructed using grade-level content and curriculum. Services offered may include accommodations and modifications to the complexity and amount of the general education curriculum; specialized instructional strategies and materials; adjustments in pacing; reduction in output; and alternative methods for demonstrating skill acquisition. | • Services may be provided in the general education setting and/or the special education classroom, depending on the individual needs of the student. | Special Education Classroom:  
9 students  
1 teacher  
1 paraeducator  
Public, Separate Day School:  
7.5 students  
1 teacher  
1 paraeducator  
**Additional Support:**  
1 behavior intervention support staff per school |
| **Behavior and Learning Support (BLS) (Grades 1 - 12)** | Students in need of behavior and learning support services are those whose significant social, emotional, behavioral, and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services may not be achieving academically due to emotional and behavioral difficulties and are instructed using grade-level content and curriculum. Services offered may include a structured learning environment; behavioral support in the general education setting, behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; and availability of crisis prevention and intervention. | • Services may be provided in the general education setting and/or the special education classroom, depending on the individual needs of the student. | 13 students  
1 teacher  
1 paraeducator |
| **Communication and Learning Support (CLS) (Age 3 – Age 21)** | Students in need of communication and learning support services are those who exhibit complex communication and learning needs. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include a highly structured learning environment; use of visually based strategies; emphasis on the development of language and social skills; use of sensory processing techniques; and the development of individualized behavioral strategies. | • Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student. | 9 students  
1 teacher  
1 paraeducator |
| **Functional Academic Learning Support (FALS) (Age 3 – Age 21)** | Students in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include instruction in functional life skills, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn. | • Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student. | 10 students  
1 teacher  
1 paraeducator |
### Service Description

**Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)**

Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Related services includes: itinerant services, interpreting services, voice-to-print transcription services, and audiology services. Interventions may include communication development; speech and language therapy; aural rehabilitation; instruction use of auditory listening devices; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) direct instruction through total communication with simultaneous sign language and speech presentation, 2) oral communication that may include a cued speech transliterator, oral interpreter, or voice-to-print transcriber. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.

### Service Delivery Model

- Inclusion in general education for part or all of the day.
- Services may be provided in the general education setting and/or in a self-contained class for the deaf and hard of hearing, depending on the individual communication, academic and social needs of the student. Instruction in the self-contained classes for the deaf and hard of hearing is presented through direct communication (e.g., Total Communication using simultaneous sign language and speech, American Sign Language, or oral communication) by a certified teacher of the deaf and hard of hearing.

### Staff Ratios Proposed for FY12

- **Self-Contained:**
  - 9 students
  - 1 teacher, certified in deaf education and fluent in sign communication
  - 1 paraeducator, with signing skills

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**Related Services and Support Staff**

Below is an explanation of how related services and additional support staff are provided within BCPS. Decisions regarding a student’s need for additional support services are made by IEP teams based on the services needed to implement IEPs in the LRE.

Related service staffing allocation recommendations are made collaboratively through the Office of Special Education, Office of Student Support Services, and the Department of Human Resources. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county.

The following workload/caseload factors are considered when allocations of related services and additional support staff are determined:

- The intensity of services, accommodations, and modifications required by IEPs and 504 plans.
- The specific needs of the school and community, including the impact of special education programs and inclusive services.
- The impact of preschool and nonpublic enrollment for speech language services.
Baltimore County Public Schools

- The participation in grade level/interdisciplinary/departmental teams, student support teams (SST), instructional support teams (IST), IEP team, and I &T transition teams.
- The amount of time a provider is involved in consultation with school staff.
- The assessment needs of the school student population, including report writing and developing collaborative IEPs.
- The number of schools that are serviced by an individual therapist or itinerant teacher; travel time.
- The ongoing maintenance of equipment.
- The amount of time interpreters provide services to students involved in BCPS sponsored after-school activities.
- The number of parents/guardians who are deaf/hard of hearing and request an interpreter for equal access under the Americans with Disabilities Act (ADA).

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Service Providers Proposed for FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Related Services</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Adapted Physical Education (APE)</strong></td>
<td>3.6 FTE</td>
</tr>
<tr>
<td>Adapted Physical Education is a comprehensive program for students with disabilities who are unable to meet grade-level outcomes in physical education and require a specialized physical education program. BCPS utilizes a consultative model to assist physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs. In addition to working with and advocating for students, the team provides professional development to teachers, special educators, administrators and parents.</td>
<td></td>
</tr>
<tr>
<td><strong>Assistive Technology (AT)</strong></td>
<td>5.0 FTE</td>
</tr>
<tr>
<td>Assistive Technology (AT) services are available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The AT program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The AT staff works closely with the school team to complete the evaluation of specific technology needs, provide training and technical support to students, staff, and parents to integrate technology supports into the curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Audiology (Aud)</strong></td>
<td>4.0 FTE</td>
</tr>
<tr>
<td>Audiology services in BCPS are provided in the clinical and educational setting and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and sound field systems for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to students, staff, and parents regarding hearing loss, hearing status, and equipment. Diagnostic services for Infants and Toddlers (birth to 3 years old) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Number of Service Providers Proposed for FY12</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Interpreting/Transliterating Services (Int)</strong></td>
<td>15.0 FTE</td>
</tr>
<tr>
<td>Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services for students include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extracurricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.</td>
<td>15.0 FTE</td>
</tr>
<tr>
<td><strong>Job Coach Services (JC)</strong></td>
<td>2.0 FTE</td>
</tr>
<tr>
<td>Job coach services are provided to students that need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small-group support to students and employers in the job setting. The increased supervision assists the student in developing appropriate work behaviors and interpersonal communication skills.</td>
<td>2.0 FTE</td>
</tr>
<tr>
<td><strong>Occupational Therapy (OT)</strong></td>
<td>52.8 FTE</td>
</tr>
<tr>
<td>The goal of occupational therapy (OT) service is to enable children/students from birth-21 to be functional participants in their natural learning environments. OT services are provided to or on behalf of a student to address identified needs that require the unique expertise of an occupational therapist. These services to students, school teams, and families may include: 1.) Devising strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; and 2.) Developing activities/strategies to improved fine motor control, self-care skills or promote sensor-motor development (body awareness, postural control, eye-hand coordination.)</td>
<td>52.8 FTE</td>
</tr>
<tr>
<td><strong>Physical Therapy (PT)</strong></td>
<td>21.6 FTE</td>
</tr>
<tr>
<td>The goal of physical therapy (PT) service is to enable students with disabilities to achieve functional independence in the school environment. PT services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) Recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) Activities to improve large muscle control and balance, to promote sensor motor development (body awareness, postural control), and/or to promote independence in functional mobility skills.</td>
<td>21.6 FTE</td>
</tr>
<tr>
<td><strong>Speech Language Services (SL)</strong></td>
<td>167.4 FTE</td>
</tr>
<tr>
<td>The goal of speech language services is to identify and provide support to students who have communication deficits that affect their ability to access the curriculum. Speech language services promote success in the areas of literacy, social interaction, and learning in the school environment. A continuum of service delivery models includes collaboration with families and school staff, consultation, and individual, small group, and classroom interventions, as determined by students’ communication needs.</td>
<td>167.4 FTE</td>
</tr>
</tbody>
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Baltimore County Public Schools

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Service Providers Proposed for FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Therapy</strong></td>
<td></td>
</tr>
<tr>
<td>As a related service, music therapy service (MT) assists students to be</td>
<td></td>
</tr>
<tr>
<td>functional participants in their educational environment. Music therapists</td>
<td></td>
</tr>
<tr>
<td>provide direct and consult services to a student when assessed to show that</td>
<td></td>
</tr>
<tr>
<td>music therapy is needed to assist in gaining progress toward their IEP</td>
<td></td>
</tr>
<tr>
<td>goals and objectives. Music therapy may include:</td>
<td></td>
</tr>
<tr>
<td>• Providing and modeling songs to teachers to help with specific IEP</td>
<td></td>
</tr>
<tr>
<td>objectives.</td>
<td></td>
</tr>
<tr>
<td>• Providing ideas to assist with MT relaxation techniques and those to</td>
<td></td>
</tr>
<tr>
<td>assist with regulation and sensory needs.</td>
<td></td>
</tr>
<tr>
<td>• Use of music and music activities to help a student achieve on their IEP.</td>
<td></td>
</tr>
<tr>
<td>Music therapy services are provided by nationally board certified music</td>
<td></td>
</tr>
<tr>
<td>therapists who are employed by BCPS. Music therapists are part of the</td>
<td></td>
</tr>
<tr>
<td>transdisciplinary team who use music therapy interventions to assist with</td>
<td></td>
</tr>
<tr>
<td>IEP objectives provided by other team members for a student.</td>
<td></td>
</tr>
<tr>
<td>1.0 FTE</td>
<td></td>
</tr>
<tr>
<td><strong>Art Therapy</strong></td>
<td></td>
</tr>
<tr>
<td>Art therapy services provide students with strategies to assist them with</td>
<td></td>
</tr>
<tr>
<td>being functional participants in their educational environment. Art therapists</td>
<td></td>
</tr>
<tr>
<td>provide direct and consult services to a student when assessed to show that</td>
<td></td>
</tr>
<tr>
<td>art therapy is needed to assist in gaining progress toward their IEP goals</td>
<td></td>
</tr>
<tr>
<td>and objectives. Art therapy may include:</td>
<td></td>
</tr>
<tr>
<td>• Providing verbal and nonverbal interventions to teachers to help with</td>
<td></td>
</tr>
<tr>
<td>specific IEP goals.</td>
<td></td>
</tr>
<tr>
<td>• Providing interventions to assist with self-regulation, cognitive</td>
<td></td>
</tr>
<tr>
<td>perceptual integration and sensory needs.</td>
<td></td>
</tr>
<tr>
<td>• Use of graphic tools to improve fine motor skills, group skills, and</td>
<td></td>
</tr>
<tr>
<td>availability for learning.</td>
<td></td>
</tr>
<tr>
<td>These strategies are used to enhance the skills of students that are</td>
<td></td>
</tr>
<tr>
<td>important for daily life, along with academic IEP goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>1.0 FTE</td>
<td></td>
</tr>
<tr>
<td><strong>Transition (Trans)</strong></td>
<td></td>
</tr>
<tr>
<td>Transition services are designed to assist students with disabilities to</td>
<td></td>
</tr>
<tr>
<td>move from public school into post-secondary activities such as employment,</td>
<td></td>
</tr>
<tr>
<td>training, education, and or independent living. During transition planning,</td>
<td></td>
</tr>
<tr>
<td>the student identifies the desired post-school outcomes, and the IEP team</td>
<td></td>
</tr>
<tr>
<td>assists the student in achieving that outcome. Transition planning services</td>
<td></td>
</tr>
<tr>
<td>begin when a student reaches age 14 in BCPS. The transition facilitator</td>
<td></td>
</tr>
<tr>
<td>assists the team in determining appropriate transition services and</td>
<td></td>
</tr>
<tr>
<td>activities in the areas of academics, employment, training, independent</td>
<td></td>
</tr>
<tr>
<td>living, daily living, communication, and transportation. In addition, the</td>
<td></td>
</tr>
<tr>
<td>transition facilitators provide information and linkages for support</td>
<td></td>
</tr>
<tr>
<td>services for post-secondary options.</td>
<td></td>
</tr>
<tr>
<td>13.0 FTE</td>
<td></td>
</tr>
<tr>
<td><strong>Vision (Vis)</strong></td>
<td></td>
</tr>
<tr>
<td>Students who are blind or who have visual impairments are, for the most</td>
<td></td>
</tr>
<tr>
<td>part, fully included. Exceptions are those students with multiple</td>
<td></td>
</tr>
<tr>
<td>disabilities receiving services in special schools. Itinerant vision</td>
<td></td>
</tr>
<tr>
<td>services are provided to students attending comprehensive schools and</td>
<td></td>
</tr>
<tr>
<td>special schools by certified teachers of students who are visually impaired.</td>
<td></td>
</tr>
<tr>
<td>Orientation and mobility specialists provide services that assess</td>
<td></td>
</tr>
<tr>
<td>individual student’s ability to move independently and efficiently in the</td>
<td></td>
</tr>
<tr>
<td>school and community and provide instruction as stated in the IEP.</td>
<td></td>
</tr>
<tr>
<td>Primarily, itinerant teachers of students with visual impairments teach</td>
<td></td>
</tr>
<tr>
<td>specific skills, e.g., Braille, so that the students can participate in the</td>
<td></td>
</tr>
<tr>
<td>general education curriculum with modifications and accommodations,</td>
<td></td>
</tr>
<tr>
<td>including assistive technologies that are identified in students’ IEPs.</td>
<td></td>
</tr>
<tr>
<td>6.0 FTE</td>
<td></td>
</tr>
</tbody>
</table>

*positions not funded entirely by OSE*
<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Service Providers Proposed for FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Intervention</strong></td>
<td>74.0 FTE</td>
</tr>
<tr>
<td>Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services that assist schools in creating a quality support program employing positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and schoolwide positive behavior support programs in an effort to maximize student success.</td>
<td></td>
</tr>
<tr>
<td><strong>School Counselor Services</strong></td>
<td>269.2 FTE</td>
</tr>
<tr>
<td>School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of schoolwide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with student support service teams, IEP teams, and teacher teams in a consultative role.</td>
<td></td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td>179.6 FTE</td>
</tr>
<tr>
<td>School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP team in assessing students’ health status and strategizing how to accommodate students’ health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.</td>
<td></td>
</tr>
<tr>
<td><strong>School Psychologist Services</strong></td>
<td>86 FTE</td>
</tr>
<tr>
<td>School psychologists provide consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP team, school psychologists: 1) Review response to intervention assessments/data for students suspected of having an educational disability; 2) Conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) Review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) Determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) Provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) Provide staff development to improve learning and behavior within inclusive school environments.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Number of Service Providers Proposed for FY12</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>School Social Work Services</td>
<td>50.4 FTE</td>
</tr>
</tbody>
</table>

**School Social Work Services**

School social workers provide consultative, individual, and group counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning. School social workers provide parent training, coordinate and provide referrals to outside community agencies, provide consultation to teachers, and provide whole classroom interventions, which include both social skills training and character education presentations. School social workers maintain appropriate documentation to review the effectiveness of interventions to assist with student achievement.

**Special Area Staffing and Nurses for Public, Separate Day Schools**

Special education allocations are utilized to fund art, music, physical education, library, and school counseling positions in public, separate day schools.

Recommendations for school nurses in public, separate day schools are based upon a staffing formula. As with all Baltimore County public schools, each public, separate day school receives a base allocation of one nurse. Additional nurses may be allocated based upon the percentage of students requiring nursing interventions during community instruction, and supplemental nursing indicators, including the number of procedures/medications that can only be performed by a nurse.

**Role of the Additional Assistant**

Additional assistants (AA) work with special educators, general educators, and paraeducators by providing support and additional adult assistance to individual students or groups of students with disabilities to meet requirements necessary for participation in the school environment. The need for additional adult support is determined on an individual basis by an IEP team after the use of all natural supports available within a building have been tried and deemed inadequate. In some cases, the intensity of additional adult support requires the use of staff beyond existing school staff allocations (i.e., general educator, special educator, or paraeducator).

**Role of the General Education Service Providers**

The majority of students with disabilities spend all or part of their day being taught by general educators. Staff from a variety of domains (general education, special education, related services, etc.) implement the IEP. All general educators who have students with disabilities in their classrooms are made aware of students’ needs by participating in the IEP team process, as well as consulting with the student’s case manager or special education teacher to review the student’s IEP. IEPs may provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2011-2012 school year, a total of 6,564.0 general education teachers (including but not limited to classroom teacher positions, librarians, mentors, ROTC, etc.) are proposed in the FY2012 budget to support the provision of FAPE.
In addition, general education teachers:

- Participate and present information regarding students’ academic, socio-emotional, and behavioral performance in the classroom.
- Implement and discuss strategies to assist students.
- Evaluate the effectiveness of specific team recommendations and participate in the follow-up of these recommendations.
- Participate in the development, review, and revision of students’ IEPs, including assisting in the determination of appropriate positive behavioral interventions and strategies for students and the determination of supplementary aids and services, supports, and program modifications that will be provided to the student.
- Provide expertise regarding the Maryland State Curriculum.

**Role of Building Administrators**

Building administrators are responsible for providing the necessary leadership, coordination, and support to all teaching staff, ensuring that students are provided with FAPE. For the 2011-2012 school year, a total of 433.0 administrators are proposed in the FY12 budget to support the provision of FAPE.

In order to further the provision of FAPE for special education students, administrators provide school-based professional development for special and general educators to set high expectations for all students. In addition, building administrators are responsible for providing support and feedback to all staff through the appraisal process to ensure that special education services are delivered in accordance with IDEA.

Building administrators are instrumental in helping to develop and monitor the schedules of staff members in order to maximize services to students with disabilities in the LRE. Administrators are encouraged to provide common planning time for general and special educators to work together to plan differentiated lessons that engage all students and provide the necessary modifications to address students’ individual needs. In addition, by providing time in the schedule for special educators and related service providers to test students for annual reviews and re-evaluations, administrators support staff efforts to maintain compliance in all areas of the IEP process.

**VI. Public Input Process**

The OSE, in collaboration with the Special Education Citizens’ Advisory Committee (SECAC), conducted two special education community forums in September 2010 and February 2011 to gather public input/comment to refine/revise the special education staffing plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. Solicitations included individual family U.S. mailings, posted flyers, advertisements on the BCPS’ Web site, the *Hand-In-Hand* publication, and a public release announcement. Representatives from the board of education, assistant superintendents, curriculum office personnel, SECAC members, OSE personnel, principals, and parents/family members attended. Information received from the community forums, e-mail, telephone, and U.S. mail were reviewed and used by the Staffing Plan Workgroup during the development of the 2011-2012 special education staffing plan (see Appendix B for items pertaining to the September 2010 meeting; see Appendix C for items pertaining to the February 2011 meeting). A summary of the comments from the various community forums includes:
Commendations

• A BCPS teacher spent the time to tutor a student after school hours and the student is now in a self-contained class. This parent felt BCPS viewed her student as an opportunity and not a problem.
• A child on the autism spectrum was removed from a private school and placed in a BCPS school. Parent felt student received reading support at BCPS that he did not receive in the private school.
• Collaborative effort of general and special educators to gain information on specific disabilities to better support students.
• School support for improved MSA and HSA scores

Recommendations

• Improve communication between school/teacher and parent.
• Make transition from middle school to high school easier for students with special needs.
• Reduce classroom population for students with special needs.

Professional Development

• Train teachers in the twice exceptional student.
• Train general education teachers regarding special needs students and the appropriate interventions for them to succeed in the classroom.

The following recommendations received from the community forums and public input process were included in the BCPS’ Special Education Staffing Plan for 2010-2011 and acted upon during the 2010-2011 school year in the following manner:

Instruction and Service

• OSE created after-school programs to provide additional interventions to students.
• OSE continued to provide professional development opportunities to increase inclusive educational practices, including co-teaching.
• OSE created systemic professional development regarding Mod-MSA and Mod-HSA.
• OSE presented on Mod-MSA, Mod-HSA, and graduation requirements to SECAC.

Professional Development

• OSE created a professional development series to increase inclusive educational practices including co-teaching.
• OSE provided professional development aimed at educating students in the least restrictive environment and revised procedure for expeditious placement of students with IEPs in BCPS.
**Staffing Plan Process – Timeline**

The procedures used in the development of the special education staffing plan are as follows:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – September 2010</td>
<td>Staffing plan workgroup reviews current BCPS’ Special Education Staffing Plan for 2010-2011</td>
</tr>
<tr>
<td>September 27, 2010</td>
<td>Public input sessions held to review current BCPS’ Special Education Staffing Plan for 2010-2011 at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area).</td>
</tr>
</tbody>
</table>
| September 2010 – February 2011 | Staffing plan workgroup focuses on preparing draft of 2011-2012 plan  
|                              |  - September 23, 2010  
|                              |  - November 18, 2010  
|                              |  - January 20, 2011  
|                              |  - February 24, 2011  |
| February 28, 2011           | Public input sessions held to review proposed BCPS’ Special Education Staffing Plan for 2011-2012 at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area). |
| March 14, 2011              | Proposed BCPS’ Special Education Staffing Plan for 2011-2012 presented to SECAC. |
| March 22, 2011              | Proposed BCPS’ Special Education Staffing Plan for 2011-2012 submitted to executive leadership |
| April 2011- June 2011       | Board of Education provides three readings for approval of the BCPS’ Special Education Staffing Plan for 2011-2012 (includes public comment opportunity). |
| April 1 – June 1, 2011      | Proposed BCPS’ Special Education Staffing Plan for 2011-2012 is adjusted, if necessary, in response to County Executive and County Council budget determinations. |
| July 1, 2011                | Due date by which BCPS must have an approved Special Education Staffing Plan for 2011-2012. |
**Professional Development**

High-quality professional development is essential to the BCPS’ mission to provide a quality education for all students. All activities will ensure the quality and alignment of all BCPS professional development initiatives for student learning.

The core goal of professional development is to improve the instructional practices of all general and special educators in order to increase student achievement. BCPS’ professional development programs will reflect the best available research and practices in teaching, learning, and leadership as cited in *Maryland’s Professional Development Standards for Teachers*, and the BCPS’ *Guide to High-Quality Professional Development*. High-quality professional development activities are sustained, intensive, and focused on student learning. Developed with extensive participation from all stakeholders, these activities improve classroom management skills and advance teacher understanding of research-based instructional strategies.

The OSE will collaborate with the content offices to address the needs of identified audiences. These audiences include both general and special educators, as well as support personnel (e.g., paraeducators, service providers, cafeteria workers, bus drivers, and attendants). The professional development plan will also consider the roles of school leaders who will supervise the implementation of instruction and appropriate accommodations. Professional development will model the use of resources for differentiation of core, supplemental, and intervention programs. A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement students’ IEPs. In order to understand various services and programs, school personnel may observe other school sites as job-embedded professional development. Collaborating with stakeholders will allow opportunities to provide professional development that enhances the use of instructional adaptations and accommodations to support the home-school connection. Professional development is provided based upon data analysis and needs assessments conducted at the systemic level as well as articulated within school improvement plans.

Countywide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, and paraeducators, to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D). School-based professional development provides opportunities for school staff to learn strategies and techniques tailored to the needs of the students with whom they work.

**VII. Evaluation**

A staffing plan workgroup was established to evaluate the *Special Education Staffing Plan for 2010-2011* and to draft the *Special Education Staffing Plan for 2011-2012*. Representatives serving on this workgroup included parents, school-based administrators, related services personnel, as well as staff from the Offices of Student Support Services, Law, Special Education, and the Departments of Research, Accountability and Assessment, Professional Development, and the Division of Curriculum and Instruction (see Appendix E).

In order to determine the effectiveness of the *Special Education Staffing Plan for 2010-2011*, the plan was monitored continuously throughout the school year. The goal is to serve most students with IEPs in their home school in the least restrictive environment while increasing student achievement.
Baltimore County Public Schools

The chart below indicates a consistent percentage of students instructed in LRE A since 2006; the percentage of special education students receiving instruction in LRE A continues to be a large percentage of the total special education population in Baltimore County. There has been an overall decrease in the percentages of students in LRE’s C and F since 2006.

<table>
<thead>
<tr>
<th>LRE Environment (See Appendix F for definitions)</th>
<th>October 27, 2006</th>
<th>October 26, 2007</th>
<th>October 31, 2008</th>
<th>October 30, 2009</th>
<th>October 29, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Inside gen ed 80% or more</td>
<td>64.5%</td>
<td>63.6%</td>
<td>63.4%</td>
<td>64.3%</td>
<td>63.8%</td>
</tr>
<tr>
<td>B Inside gen ed 40 -79%</td>
<td>9.9%</td>
<td>10.0%</td>
<td>11.7%</td>
<td>12.3%</td>
<td>12.7%</td>
</tr>
<tr>
<td>C Inside gen ed &lt; 40%</td>
<td>18.3%</td>
<td>16.1%</td>
<td>14.4%</td>
<td>13.1%</td>
<td>13.9%</td>
</tr>
<tr>
<td>F Public separate day school</td>
<td>3.2%</td>
<td>2.9%</td>
<td>3.2%</td>
<td>2.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>G, I Nonpublic Placements (G - private separate day school, I - private residential)</td>
<td>4.0%</td>
<td>3.96%</td>
<td>3.93%</td>
<td>4.4%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Data source: Office of Student Data, October Child Count

As depicted in Figure 1, the LRE data demonstrates the following patterns from October 2006 to October 2010:

Figure 1: Special Education Students by Least Restrictive Environment (LRE), Ages 6-21

Data source: Office of Student Data, October Child Count

Office of Special Education
BCPS Special Education Staffing Plan for 2011-2012

20
• The percentage of special education students receiving service inside general education settings 80 percent or more of the school day (LRE A) has increased compared to 2007.
• The percentage of special education students receiving service inside general education settings between 40 percent and 79 percent of the school day (LRE B) has increased compared to 2006.
• The percentage of special education students receiving service inside general education settings less than 40 percent of the school day (LRE C) has decreased compared to 2006.
• The percentage of special education students receiving service in public separate day schools (LRE F) has decreased compared to 2006.
• The percentage of special education students receiving service in nonpublic settings [private separate day schools (LRE G) and private residential (LRE I)] has decreased compared to 2009.

Elementary School Achievement Results

![Elementary School MSA/Alt-MSA Reading Proficient and Advanced](image-url)
The achievement of students with disabilities from 2006 to 2010 has continued to increase in the areas of reading and mathematics at a similar rate to that of general education students.

Middle School Achievement Results
The achievement gap between general education and special education student groups has decreased in the areas of reading and mathematics from 2006 to 2010.
BCPS’ students, both general and special education, continue to demonstrate a positive trend in striving to meet the high school assessment graduation requirements by the end of the 2010-2011 school year. For students unable to pass the individually administered assessments, alternate paths to graduation are available, including the Combined Score Option and/or the Bridge Plan for Academic Validation.

Alternative Maryland Assessment (Alt-MSA)
The percentage of students enrolled in programs that led to a Certificate of Attendance who received a passing score on both the reading and mathematics Alt-MSA continued to increase with an 11 percentage point increase and a 7 percentage point increase, respectively, from 2009 to 2010. This continual improvement is in line with the state goal of all students having documented evidence of their knowledge and skills. Over the past five years, increases on both the reading and mathematics Alt-MSA scores have also been consistent across racial/ethnic subgroups.
**Staffing Results**

Staffing allocations made during the spring of 2010 were reviewed during the school year. In accordance with the *Process for Resolving Staffing Concerns*, 14.8 additional teachers and 10.0 paraeducator positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.

As of February 2011, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

BCPS has made strides in securing occupational therapists, physical therapists, and speech-language pathologists even though there is a critical shortage of these related service providers throughout the nation. Staffing for short term leaves and for providing services on IEP’s to ensure compliance will be secured through contractual Board approved vendors.

**Evaluation Outcomes**

Based on information received from the community forums in September 2010 and February 2011, monitoring of current staffing allocations, and school feedback, the staffing plan workgroup discussed themes for consideration with a focus to improve achievement for students with disabilities in the least restrictive environment.

Topics included:

- Improving the process of parent and student involvement at school-based teams.
- Exploring the possibility of expanding magnet programs to students with IEPs.
- Providing professional development for extension part C for children age’s three to five.
- Expanding co-teaching opportunities to first- and second-year teachers through mentors.
- Increasing professional development opportunities in special education strategies for general and special education teachers with emphasis on autism, behavior, and the twice exceptional student.
- Coordinating staff education on student medical issues through communication with health service staff.
- Examining of student to teacher ratios to meet the needs of all students.
- Examining of school compliance consistency.
- Improving the transition from middle to high school.
- Providing an intervention team comprised of assorted resource teachers to provide services to schools on a rotation basis.
- Providing graduation programs that are geared toward the student who desires a technical trade education.
- Providing additional assistant training on student accommodations and specific disabilities.
- Improving compensation for additional assistants.
- Improving the services of contracted related service providers.
- Improving consistency of special education services.
- Providing training in reference to music and art therapy as a related service.
Baltimore County Public Schools

- Providing information on how classroom staff are made aware of IEP services and accommodations for special education students.
- Providing additional professional development for new teachers.
- Being aware that behavior concerns for younger students are increasing.
- Providing an emphasis for early interventions.
- Providing more availability of assistive technology.
- Being aware that it is perceived that advocates must be overly persistent at IEP teams to receive the necessary services.
- Providing parent education concerning the special education process.
- Promoting Universal Design for Learning.
- Improving Extended School Year (ESY) services.
- Drawing attention to transition services beyond high school.

In response to the identified needs and the commitment of BCPS to close the achievement gap for students with disabilities while receiving services in the least restrictive environment, the following supports and initiatives are recommended for the 2011-2012 school year:

Services/Staffing

- Continuing to support early childhood inclusion by providing differentiated, small-group instruction to students with disabilities, as well as students who are at risk for future academic difficulties.
- Increasing the number of home-school adapted learning support programs for all elementary school students to receive adapted learning support services in the least restrictive environment in their home school is a priority for this school year. This was accomplished for all middle schools last school year.
- Expanding the use of resource room support in home schools, rather than more restrictive placements in self-contained service models to support students with disabilities.
- Relocating cluster classes to support consistency of instruction and a continuum of special education services in one schoolhouse.
- Continuing to monitor and evaluate best practices for the allocation of staffing.
- Providing professional development and behavior intervention strategies to allow for more consistency of behavior learning support classrooms throughout all schools in Baltimore County.

Curriculum and Instruction

- Collaborating with the Office of Early Childhood to develop, implement, and provide site-based support to countywide early childhood learning support service delivery and instructional models.
- Supporting the implementation of the three-tier elementary reading model which allows for data-driven small-group targeted instruction for all students.
Partnering with the Office of Mathematics PreK-12 to develop mathematics intervention models using tiered, differentiated instruction for the PreK–12 continuum.

Continuing to work collaboratively with general education support staff in the areas of English/language arts, mathematics, social studies, and science to improve achievement for diploma-bound students with disabilities.

Developing, implementing, and providing site-based support to middle and high schools regarding effective co-teaching models and co-planning practices.

Building instructional capacity for secondary special education department chairs, including a series of ongoing professional development workshops.

Evaluation

Collaborating with the Department of Research, Accountability, and Assessment to evaluate the effectiveness of implemented programs.

Collaborating with the Department of Research, Accountability, and Assessment to analyze systemic, school, and student performance data.

Professional Development

Collaborating with the Office of Professional Development to conduct and support countywide and school-based professional development workshops for administrators, teachers, and support personnel to support the achievement of all students.

Providing ongoing professional development in collecting and analyzing data to drive instruction and regroup students as needed.

Providing ongoing professional development to Behavior and Learning Support (BLS) services through summer BLS Academy.

Conducting and supporting countywide professional development to high school department chairs in collaboration with the Departments of Liberal Arts and STEM to expand the use of Kurzweil software program in instruction.
List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

Appendix C - Spring Special Education Community Forums

Appendix D - Professional Development
   1. BCPS’ Guide to High-Quality Professional Development,
   2. Professional Development Year-at-a-Glance,
      Office of Special Education

Appendix E - Special Education Staffing Plan Workgroup

Appendix F - Glossary of Terms

Appendix G - List of Acronyms/Abbreviations
# School Based Staffing - Special Education

## School Based Staffing - Special Education

<table>
<thead>
<tr>
<th>Disability Name</th>
<th>2010-2011 Count</th>
<th>FY11 Adopted FTE</th>
<th>2011-2012 Count</th>
<th>FY12 Proposed FTE</th>
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<tbody>
<tr>
<td><strong>SCHOOL BASED TEACHERS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and Learning Support</td>
<td>9 to 1</td>
<td>966</td>
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<td>Outreach</td>
<td>9 to 1</td>
<td>45</td>
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<td>46</td>
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<td>Behavior and Learning Support</td>
<td>9 to 1</td>
<td>800</td>
<td>88.9</td>
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<td>Special Schools</td>
<td>7.5 to 1</td>
<td>264</td>
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<td>Adapted Learning Support</td>
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<td>413</td>
<td>41.3</td>
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<td>9 to 1</td>
<td>393</td>
<td>43.7</td>
<td>344</td>
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<tr>
<td>White Oak</td>
<td>7.5 to 1</td>
<td>98</td>
<td>13.1</td>
<td>65</td>
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<tr>
<td>Inclusive Education</td>
<td>16 to 1</td>
<td>5,482</td>
<td>365.5</td>
<td>5,396</td>
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<td>Alternative Schools</td>
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<td>6.0</td>
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<td>6.0</td>
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<td>Behavior Intervention Support</td>
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<tr>
<td>Special Area/Special Schools</td>
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<td>33.6</td>
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<tr>
<td>All Day Kindergarten - Early Chd Learning Support</td>
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<td>46.5</td>
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<tr>
<td>Crossroads</td>
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<td>Imagine Discovery Charter School</td>
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<td><strong>INSTRUCTIONAL ASSISTANTS</strong></td>
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<td>446.9</td>
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<td>Infants and Toddlers Representatives</td>
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<tr>
<td><strong>Total Instructional and Support</strong></td>
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<td>10,097</td>
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<td><strong>SCHOOL BASED ADMINISTRATION</strong></td>
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<tr>
<td>Principal - Special Education</td>
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<td>Assistant Principals - Special Education</td>
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<td>School Based Clericals - Special Education</td>
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<td><strong>Total School Based Administration</strong></td>
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<td></td>
<td></td>
<td>17.1</td>
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<td><strong>Total Positions - Special Education</strong></td>
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<tr>
<td></td>
<td></td>
<td>1,478.8</td>
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<td>1,644.8</td>
</tr>
</tbody>
</table>

1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.
2. Preschool is staffed at a ratio of 9 to 1 for full day and 18 to 1 for half day.

---

## Centralized Support Teachers

<table>
<thead>
<tr>
<th>Disability Name</th>
<th>2010-2011 Count</th>
<th>FY11 Adopted FTE</th>
<th>2011-2012 Count</th>
<th>FY12 Proposed FTE</th>
</tr>
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<tbody>
<tr>
<td><strong>CENTRALIZED SUPPORT TEACHERS</strong></td>
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<tr>
<td>Adapted PE</td>
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<td>3.6</td>
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<tr>
<td>Infants and Toddlers</td>
<td></td>
<td>1,051</td>
<td>25.0</td>
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<tr>
<td>Transition Facilitators</td>
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<td>10.0</td>
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<td>10.0</td>
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<td>Communication and Learning Support</td>
<td></td>
<td>2.0</td>
<td></td>
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<tr>
<td>NWSW Regional Team</td>
<td></td>
<td>3.0</td>
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<tr>
<td>School Support Resource Teachers</td>
<td></td>
<td>3.5</td>
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<td>3.5</td>
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<tr>
<td>All Day Kindergarten - Early Chd Learning Support</td>
<td></td>
<td>2.0</td>
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<tr>
<td>Non-Public Placement</td>
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<td>Child Find Resource Teachers</td>
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<td><strong>Total Centralized Support Teachers</strong></td>
<td></td>
<td>51.1</td>
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<td>51.1</td>
</tr>
</tbody>
</table>

3. Centralized Support Teachers are funded by the Special Education Office. See page 229.
4. Infants and Toddlers are not counted in the total; MSDE counts these children separately.

---

Focused on Quality: Committed to Excellence   FY12 Proposed Operating Budget
YOU ARE INVITED TO ATTEND THE UPCOMING SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 27, 2010
7 - 8 p.m.

The Office of Special Education and the Special Education Citizens’ Advisory Committee (SECAC) are asking for your input on the approved Baltimore County Public Schools’ (BCPS) Special Education Staffing Plan for 2010-2011. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS’ Special Education Staffing Plan for 2011-2012. These community sessions also provide an opportunity for parent input on other issues regarding special education.

What is a staffing plan?
- The staffing plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (free, appropriate, public education).

Where are the community forums being held?
- Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.
- Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.
- Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.
- Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030.
- Vincent Farm Elementary School, 6019 Ebenezer Road, Baltimore, MD 21162.

Why is community input needed?
- To provide comments/recommendations for the development of a draft of the BCPS’ Special Education Staffing Plan for 2011-2012.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

If I can’t attend the meeting, are there other ways to provide input?
- The community can provide written comment through March 2011 by sending an e-mail to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204.

To preview the current BCPS’ Special Education Staffing Plan for 2010-2011 visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 3/5/10.

For more information contact the Office of Special Education, 410-887-3660.
On behalf of the Office of Special Education, please accept this invitation as an opportunity to:

- Provide comments and share input on the approved BCPS’ Special Education Staffing Plan for 2010-2011.
- Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools.

If you are unable to attend but have information you would like to share, please send an e-mail to: STAFFINGPLAN@BCPS.ORG
or write to us:
Baltimore County Public Schools Staffing Plan
Office of Special Education
6901 Charles Street
Towson, MD 21204-3711

When? Monday, September 27, 2010
7 p.m. to 8 p.m.

Where? Choose one of five convenient locations

- Charlesmont Elementary (Library)
  7800 W. Collingham Drive • Baltimore, MD 21222.
- Church Lane Elementary (Library)
  3820 Fernside Road • Randallstown, MD 21133.
- Dogwood Elementary (Gymnasium)
  7215 Dogwood Road • Baltimore, MD 21244.
- Padonia International Elementary (Library)
  9834 Greenside Drive • Cockeysville, MD 21030.
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  6019 Ebenezer Road • Baltimore, MD 21162.
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SPECIAL EDUCATION COMMUNITY FORUM

Monday, February 28, 2011
7 - 8 p.m.

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the proposed Baltimore County Public Schools' (BCPS) Special Education Staffing Plan for 2011-2012. These community sessions also provide an opportunity for parent input on other issues regarding special education.

What is a staffing plan?
- The staffing plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (free, appropriate, public education).

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- **Vincent Farm Elementary (Library)**
  6019 Ebenezer Road • Baltimore, MD 21162.
Guide to High-Quality Professional Development
Baltimore County Public Schools

Guide to High-Quality Professional Development for Baltimore County Public Schools

Baltimore County Public Schools
Towson, Maryland 21204
October 2009

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Towson, Maryland 21204

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Ramona N. Johnson
Annette Karanja
Student Representative

Dr. Joe A. Hairston
Secretary-Treasurer and Superintendent of Schools
Towson, Maryland
2009

BALTIMORE COUNTY PUBLIC SCHOOLS
July 2008

Dear Reader:

In accordance with our foundational document, the *Blueprint for Progress*, the leaders and staff of Baltimore County Public Schools are committed to preparing all students for success in college, careers, and life. We recognize that the quality of the educational experiences we provide depends in large measure on the preparation of our staff and support of stakeholders. For that reason, we are focused on the continual improvement of our professional development initiatives.

This Guide to High Quality Professional Development for Baltimore County Public Schools was created in response to recommendations from the 2007 curriculum management audit of the school system conducted by Phi Delta Kappa Curriculum Management Services, Incorporated. This audit, initiated by Baltimore County Public Schools, was designed to support the system in its quest for excellence.

The audit report recommended that the school system establish and implement central control and coordination of all professional development— including the identification of needs, systemic delivery of services, and evaluation of effectiveness in raising student achievement.

The comprehensive plan presented on these pages provides the organizational structure for this central control and coordination and was developed in collaboration with a diverse group of stakeholders including school-based and central office personnel.

The development and implementation of this plan represent additional steps forward for our school system in ensuring a high-quality and rigorous academic experience for all students in every school, every day.

Sincerely,

Joe A. Hairston
Superintendent
OVERVIEW

Baltimore County Public Schools (BCPS) is committed to ensuring high-quality professional development for all of its educational stakeholders. BCPS has developed the Guide to High-Quality Professional Development (Guide to HQPD) to outline systemic processes and procedures to guide the planning, implementation, and evaluation of professional development initiatives. The efforts summarized in this guide are intended to provide:

- Central control and coordination of all professional development.
- Professional development opportunities to meet organizational, group, and individual learning needs in a systemic manner.
- Systemic and coordinated delivery of needed knowledge and skills focused on improvement of student achievement.
- Systems of evaluation to determine the effectiveness of professional development in terms of learner achievement.

(Phi Delta Kappa International, 2007)

PURPOSE

The Guide to HQPD is designed to ensure the quality and alignment of BCPS professional development initiatives with systemwide goals to improve student learning. It is a guiding document for use by all educational stakeholders responsible for providing professional development within BCPS.

The Guide to HQPD outlines criteria and expectations for high-quality professional development. The purpose of this guide is to serve as a road map for the planning, implementation, and evaluation of all professional development initiatives. High-quality professional development for all stakeholders is essential to the BCPS mission to provide a quality education for all students.
PROFESSIONAL DEVELOPMENT VISION, MISSION, AND COMMITMENTS

Vision

Baltimore County Public Schools creates, develops, and sustains a professional learning community that values continuous learning and improvement and includes all stakeholders as teachers and learners.

Mission

The mission of the Department of Professional Development is to provide and guide high-quality growth opportunities for all employees as they develop and apply the knowledge and skills necessary to ensure that all students learn.

Commitments

High-quality professional development begins with a structured planning process. This process requires all educational stakeholders responsible for providing professional development to analyze data to determine needs, prepare meaningful professional development plans, monitor participation in professional development offerings, and evaluate the change in participant learning by observing behavior and examining student performance. High-quality professional development addresses the context, process, and outcomes of professional learning.

Context

1. Powerful professional development takes place in learning communities committed to continuous improvement and ongoing inquiry.
2. Adequate resources are required to support adults learning and collaboration.
3. Technology is an important component in the delivery of professional development.

Process

1. Professional development reflects systemwide priorities, policies, and procedures.
2. Professional development organizational components guide the three phases of the change process: initiation (introductory phase), implementation (ongoing support phase), and institutionalization (embedded practice and review phase).
3. The Professional Development Cycle begins with a needs assessment that reviews student achievement data, the needs of diverse learners, and input from stakeholders.
4. Yearlong professional development plans identify objectives based on system needs and expected results for student achievement.
5. Professional development activities are aligned with high-quality standards and adult-learning principles.
Guide to High-Quality Professional Development for Baltimore County Public Schools


Outcomes

1. Professional development is collaborative, continuous, standards-focused, research-based, and intellectually rigorous.
2. Professional learning opportunities lead to changes in participant behavior and increases in student achievement.
3. Professional development activities provide educators with the knowledge and skills needed to involve families and community members as active partners in meeting the needs of all students.
4. Results are documented using an internal auditing process, such as the ISO 9001:2000 Model.
HOW TO USE THE GUIDE TO HQPD

The Guide to HQPD provides a framework for assessing systemwide needs, planning professional learning activities, and evaluating professional development initiatives. This guide outlines the organizational, technology-based components that have been developed to ensure consistency, effective planning, and systemwide coordination.

PROFESSIONAL DEVELOPMENT ORGANIZATIONAL COMPONENTS

The prioritizing, planning, delivering, and evaluating of high-quality professional development require robust infrastructure and organizational systems. The design and implementation of user-friendly systems provide mechanisms for structuring the collection, analysis, and reporting of necessary data. This information is gathered through an online submission, approval, registration, and evaluation process and is compiled in a data warehouse system. The professional development organizational components guide and ensure:

- Alignment of the professional development initiatives with system priorities and state standards.
- Thoughtful planning of outcomes, indicators, activities, and ongoing support.
- Calendar posting and resolution of potential scheduling conflicts.
- Registration and attendance reconciliation, linked to reimbursement (where applicable).
- Data analysis through needs assessments, session and follow-up surveys, and observations.

The Guide to HQPD includes the development and implementation of the following technology-based components:

1. Needs Assessment
2. Professional Development Year-at-a-Glance
3. Activity and Calendar Development
4. Registration and Attendance Reconciliation
5. Evaluation
PROFESSIONAL DEVELOPMENT CYCLE

1. Needs Assessment
   - Review system-level and school-based data.
   - Identify gaps in student achievement.
   - Focus on standards and research-based approaches to address gaps.

2. Year-at-a-Glance
   - Align professional development initiatives with needs.
   - Define expected results.
   - Submit yearlong professional development plans for approval.

3. Activity and Calendar Development
   - Align activities with systemwide performance goals and professional development objectives.
   - Submit activities to the systemwide professional development calendar to resolve potential scheduling conflicts.
   - Cluster professional development activities, as appropriate.
   - Publish a schedule of professional development activities.

4. Registration and Attendance Reconciliation
   - Register participants for professional development activities.
   - Implement high-quality professional development activities.
   - Reconcile attendance and access attendance reports.

5. Evaluation
   - Disseminate immediate and follow-up surveys.
   - Develop look-fors and observe the quality of implementation.
   - Apply data from evaluation to inform future professional development.
<table>
<thead>
<tr>
<th>INITIATIVE</th>
<th>IDENTIFIED NEED(S)</th>
<th>DESCRIPTION OF PROFESSIONAL DEVELOPMENT</th>
<th>EXPECTED RESULTS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>COLLABORATING OFFICE(S)</th>
<th>FUNDING SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Teaching and Learning: Differentiating Instruction with Targeted Information Resources and Tools Sponsored by Library Information Services</td>
<td>Academic rigor  Differentiated instruction  Instructional best practices  Integrating digital content  Integrating technology resources  Technology and information literacy</td>
<td>Integrate learner-centered strategies and targeted information resources and tools to meet the needs of diverse learners. Delivery Method(s): Other: Hybrid, Online resources, Wikis / blogs, Course Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Technology Integration Teachers, Paraeducators, Special Education, C &amp; I Staff, Mentors, Resource Teachers</td>
<td>Teachers will be able to differentiate instruction through the use of learner-centered strategies and targeted information resources and tools. Surveys, observations, and reflections.</td>
<td>Della Curtis, Sharon Grimes, Frances Glick</td>
<td>Assistive Technology, AVID/College Board, Career and Technology Education, English and Reading, Curriculum and Instruction, Gifted and Talented Education and Magnet Programs, Language Arts, Mathematics, PreK-12, Science PreK-12, Social Studies, Elementary, Social Studies, Secondary, Special Education</td>
<td>Grant: Title II</td>
</tr>
<tr>
<td>Centralized Summer School Training Sponsored by Alternative Education, Dropout Prevention and Summer School</td>
<td>Student graduation/ drop-out rate</td>
<td>Train all centralized summer school administrators, faculty, and staff involved in the implementation of centralized summer school Delivery Method(s): Workshop, Meeting Audience(s): Teachers, Assistant Principals, Paraeducators, School-based</td>
<td>Successful implementation of the centralized summer school program. Observations, checklists, parent surveys, evaluation forms, report cards Pre- and Post-Testing</td>
<td>Michael Kulansky</td>
<td>Elementary Programs, Special Education, Assessment, Science PreK-12, Social Studies, Secondary, Health Education, Language Arts, Title I, Mathematics</td>
<td>Operating</td>
</tr>
<tr>
<td>INITIATIVE</td>
<td>IDENTIFIED NEED(S)</td>
<td>DESCRIPTION OF PROFESSIONAL DEVELOPMENT</td>
<td>EXPECTED RESULTS</td>
<td>PERSON(S) RESPONSIBLE</td>
<td>COLLABORATING OFFICE(S)</td>
<td>FUNDING SOURCE</td>
</tr>
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</tr>
<tr>
<td>Equity and Diversity Training COMAR Regulation 13A.04.05.00 Sponsored by Equity &amp; Assurance</td>
<td>Academic rigor</td>
<td>BCPS personnel will build capacity to respond to a range of diverse student needs to ensure that all students reach high standards of achievement.</td>
<td>Staff will build capacity to respond instructionally to the diverse needs of all students attending BCPS. Increased performance of students from diverse backgrounds on the following measures: MSA, HSA, AP, and SAT. Staff will build capacity to conduct an equity audit. Evidence of adjustments to schools' organizational and instructional protocol and practices.</td>
<td>Lisa Williams</td>
<td>Instructional Technology, Student Support Services, Special Education, World Languages, Title I, Professional Development</td>
<td>Grant: Title II</td>
</tr>
<tr>
<td>Evening High School Training Sponsored by Alternative Education, Dropout Prevention and Summer School</td>
<td>Student graduation/drop-out rate</td>
<td>To train all evening high school administrators, faculty, and staff involved in the implementation of evening high schools countywide.</td>
<td>Successful implementation of the evening high school program. Observations, checklists, parent surveys, evaluation forms, report cards.</td>
<td>Robert Tune</td>
<td>Mathematics, PreK-12, Special Education, Science PreK-12, Social Studies, Secondary, English and Reading, Health Education, Language Arts, Secondary</td>
<td>Operating</td>
</tr>
<tr>
<td>Family and Student Initiatives: Methods and Application</td>
<td>Parent involvement</td>
<td>School social workers will be able to identify, analyze and apply strategies for improving student behaviors and for family participation in the schools' programs.</td>
<td>School social workers will receive continuing education hours. School social workers will provide staff</td>
<td>Victoria Cofield-Aber, Andrea Torres</td>
<td>Safe and Drug-Free Schools, Pupil Personnel Office, Special Education</td>
<td>Operating</td>
</tr>
<tr>
<td>INITIATIVE</td>
<td>IDENTIFIED NEED(S)</td>
<td>DESCRIPTION OF PROFESSIONAL DEVELOPMENT</td>
<td>EXPECTED RESULTS</td>
<td>PERSON(S) RESPONSIBLE</td>
<td>COLLABORATING OFFICE(S)</td>
<td>FUNDING SOURCE</td>
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<tr>
<td>Sponsored by Social Work Services</td>
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<td>Delivery Method(s): Meeting</td>
<td>development in their selective schools. Pupil Personnel Workers will receive certificates of attendance for continuing education.</td>
<td></td>
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<td>Alt-MSA, Autism</td>
<td>Compliance</td>
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<td>Students will make progress toward their IEP goals. Quarterly reports Students will achieve proficient or advanced on the Alt-MSA assessments. Alt-MSA scores Educators will maintain all aspects of compliance. Meet case management requirements.</td>
<td>Sara Egorin-Hooper , Donna Gosnell , Shaunta Lindsay</td>
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<td>Operating, Grant: MSDE Alt-MSA Grant, Grant: Special Education Title II Autism Spectrum Disorders</td>
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<tr>
<td>Professional Development for Teachers and Staff of Students with Significant Disabilities: Best Practices for Instruction and Compliance</td>
<td>Instructional best practices</td>
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<td>Differentiated instruction</td>
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<td>Leadership Development</td>
<td>Other: Identification and preparation of school-based leaders.</td>
<td>Aspiring school-based leaders will apply their knowledge of key leadership skills to diverse school system issues.</td>
<td>Prepare school-based administrative leaders. Learning to Lead Framework Number of aspiring leaders in school-based leadership pools.</td>
<td>Kimberly McMenamin , Anissa Brown Dennis , Janis Smith</td>
<td></td>
<td>Curriculum and Instruction , AVIDICollege Board , Business Education , Career and Technology Education , English and Reading , Mathematics, PreK-12 , Music , Physical Education School Counseling</td>
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<td>Aspiring School-Based Leaders Sponsored by Professional Development</td>
<td>Leadership development</td>
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<td>INITIATIVE</td>
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<td>School-Based Leaders Sponsored by Professional Development</td>
<td>Other: Effective School Management Instructional best practices Leadership development</td>
<td>School-Based leaders will collaborate with their school teams and departments to implement instructional and managerial best practices. Delivery Method(s): Workshop, Online resources, Conference. Other: Summer Academies, Peer coaching, Meeting Audience(s): Principals, Assistant Principals, Department Chairs</td>
<td>Increased knowledge of effective instruction participant survey follow-up survey Increased knowledge of management strategies participant survey follow-up survey</td>
<td>Kimberly McMenamin, Anissa Brown Dennis</td>
<td>, School To Career Transition, Science PreK-12, Social Studies, Secondary, Special Education, Technical Programs, Visual Arts, World Languages</td>
<td>Operating, Grant: Title II</td>
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</table>

Placement and Birth-to-Five

Capacity Building for Student graduation/drop-out rate

Nonpublic schools will effectively implement BCPS' curriculum and To increase academic rigor HSA/MSA Data

Andrea Parrish, Candace Riddle

Curriculum and Instruction, School

Operating
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<tr>
<th>INITIATIVE</th>
<th>IDENTIFIED NEED(S)</th>
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<th>COLLABORATING OFFICE(S)</th>
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<tbody>
<tr>
<td>Nonpublic Schools Professional Development Series</td>
<td>Instructional best practices</td>
<td>evidence based instructional practices in order for students to meet BCPS' graduation requirements. Delivery Method(s): Workshop, Classroom visitation / observation, Data dialogue Audience(s): Teachers, Principals, Assistant Principals</td>
<td>Improved HSA Scores Alignment of nonpublic courses with BCPS' courses Student Transcripts Alignment of nonpublic graduation requirements with BCPS Student Transcripts Student Transition Plans</td>
<td>Karen Cole, Kalisha Miller, Constance Dean</td>
<td>Counseling, Research, Accountability, and Assessment, Student Data</td>
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<tr>
<td>Capacity Building for Servicing Students with Disabilities in the Least Restrictive Environment</td>
<td>Supporting students who receive special education services General education and special education collaboration Response to intervention Instructional best practices Other: Ensuring greater access to the general education curriculum</td>
<td>Teachers will utilize best instructional practices to ensure students with disabilities receive services in the least restrictive environment. Delivery Method(s): Workshop, Data dialogue, Classroom visitation / observation Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, C &amp; I Staff</td>
<td>To increase the capacity of schools to offer a continuum of services. Countywide and school-wide LRE Data. Out of Home School Referral Data To provide increased opportunities for students with disabilities to receive services in their home school. Countywide and school-wide LRE Data</td>
<td>Andrea Parrish, Constance Dean</td>
<td>Student Support Services, Curriculum and Instruction</td>
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<tr>
<td>Utilizing Evidence-based Practices and Interventions</td>
<td>Instructional best practices Compliance</td>
<td>New and experienced staff members will utilize evidence-based interventions to improve instruction and service delivery for the purpose of improving child and family outcomes.</td>
<td>Improved outcomes for children receiving early intervention or preschool special education services. Progress at exit data as</td>
<td>Paula Boykin, Sally Chapman, Candace Riddle, Julie Quinn, Heather</td>
<td>Language Arts, Elementary</td>
<td>Operating, Grant: Part B 619, Part C and Title II</td>
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<td>to Improve Outcomes for Children Birth to Five and Their Families</td>
<td>Parent involvement Other: Evidence-based Assessment Practices</td>
<td>Delivery Method(s): Online resources, Conference, Workshop, Meeting Audience(s): Teachers, Principals, Assistant Principals, Parents, Paraeducators, Paraeducators, Nurses, C &amp; I Staff, Occupational Therapists, Physical Therapists, Psychologists, Speech Pathologists</td>
<td>measure by the Early Childhood Accountability System or Infants and Toddlers Exit Data Improve outcomes for families of children receiving early intervention or preschool special education services. Annual data reported via MSDE early intervention and parent involvement surveys. Improve consistency of quality instruction and ensure equal access to BCPS' approved curriculum for all students. Percentage of children with IEPs entering kindergarten &quot;fully ready&quot; as defined by the MMSR.</td>
<td>Chantelau, Constance Dean, Kalisha Miller</td>
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<td>PreK-12</td>
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<td>Algebra for All: Developing Algebraic Thinking to Algebra I and Beyond Sponsored by</td>
<td>Other: To increase student achievement on the Algebra Data Analysis HSA. Other: To increase student achievement on the MSA in mathematics Grades 3-</td>
<td>Build capacity to develop algebraic thinking across all Grades PreK-12 to ensure equitable access to and successful completion of the Algebra I curriculum. Delivery Method(s): Webinar, Workshop, Course, Seminar / Institute, Online</td>
<td>Teachers will deliver appropriate, rigorous algebra instruction aligned with the written curriculum. Use of observation tools (e.g., Look-for checklists) utilized during classroom visits and formal/informal</td>
<td>John Staley Maria Everett Patricia Baltzley Cindy Dennis Rorrie Fortier</td>
<td>Special Education Operating Grant: Title II FY11, Title II FY12</td>
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<td>Mathematics, PreK-12</td>
<td>8. Other: To increase student achievement on PSAT and SAT. Other: To increase student achievement on AP assessments. Content knowledge Instructional best practices Academic rigor Student engagement Assessment aligned to instruction General education and special education collaboration Monitoring of taught curriculum</td>
<td>resources, Meeting Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, Mentors, Instructional Coach.</td>
<td>observations. Teachers will build student conceptual understanding from the concrete to the abstract through lesson planning and instruction. Review of lesson plans to identify instructional strategies/activities that build understanding. Observation of concept development during classroom visits and formal/informal observations. Review of student work. Teachers will use data to assess student understanding and inform their instruction. Use of data tools (e.g., assessTrax reports, skills analysis sheets) to analyze short cycle assessment data. Use of data tools (e.g., assessTrax reports) to analyze benchmark assessment data. Review of lesson plans to identify instructional decisions made from data</td>
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<td>Teaching and Learning in the Mathematics Classroom Sponsored by Mathematics, PreK-12</td>
<td>Other: To increase student achievement on the Algebra Data Analysis HSA</td>
<td>Build capacity to teach for conceptual understanding and procedural fluency in order to ensure the effective implementation of the written curriculum. Delivery Method(s): Course, Seminar / Institute, Webinar, Workshop, Online resources, Meeting, Other: cohort</td>
<td>Teachers will deliver appropriate, rigorous mathematical instruction aligned with the written curriculum. Use of observation tools (e.g., Look-For checklists) utilized during classroom visits and formal/informal observations. Teachers will build student conceptual understanding from the concrete to the abstract through lesson planning and instruction.</td>
<td>Maria Everett John Staley Patricia Baltzley Cindy Dennis Ronnie Fortier</td>
<td>AVID/College Board, Gifted and Talented Education and Magnet Programs, Special Education, World Languages</td>
<td>Operating, Grant: Title II FY11, Title II FY12</td>
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<td>Other: To increase student achievement on AP assessments</td>
<td><strong>PD Objective</strong>&lt;br&gt;<strong>Delivery Method(s)</strong>&lt;br&gt;<strong>Audience(s)</strong></td>
<td></td>
<td><strong>What will be different as a result of this professional development?</strong>&lt;br&gt;<strong>How will the results be measured?</strong></td>
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<td>Academic rigor</td>
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<td>Content knowledge</td>
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<td>Student engagement</td>
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<td>Data analysis to inform instruction</td>
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<td>Instructional best practices</td>
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<td>Assessment aligned to instruction</td>
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<td>General education and special education collaboration</td>
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<td>Supporting English Language Learners</td>
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<td>Response to intervention</td>
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<td>Review of lesson plans. Observation of concept development during classroom visits and formal/informal observations.</td>
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<td>Teachers will utilize effective pedagogical strategies (including differentiation and authentic, active practice) to reach and engage all students.</td>
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<td>Review of lesson plans. Observation of pedagogical practices during classroom visits and formal/informal observations.</td>
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<td>Teachers will use data to assess student understanding and inform their instruction.</td>
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<td>Use of data tools (e.g., assessTrax reports, Skills Analysis sheets) to analyze short cycle assessment data.</td>
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<td>Use of data tools (e.g., assessTrax reports) to analyze benchmark</td>
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<td>Professional Growth and Partnerships</td>
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<td>- PD Objective</td>
<td>- What will be different as a result of this professional development?</td>
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<td>- Delivery Method(s)</td>
<td>- How will the results be measured?</td>
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<td>- Audience(s)</td>
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<td>BCPS Cohorts Sponsored by Professional Development</td>
<td>Recertification</td>
<td>Employees will successfully complete programs of study in order to meet continuing educational needs.</td>
<td>Recertification certificates will be renewed; salary advancement.</td>
<td>Jeanne Imbriale</td>
<td>Business Services, Curriculum and Instruction, Gifted and Talented Education and Magnet Programs, Health Services, Instructional Technology, Language Arts, Elementary</td>
<td>Operating</td>
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<td></td>
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<td>Delivery Method(s): Course</td>
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<td>Audience(s): Employees (All BCPS)</td>
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Assessment data.
- Participation in data dialogues.
- Review of lesson plans to identify instructional decisions made from data analysis.
- Teachers will increase their mathematics content knowledge and will effectively apply this new knowledge in lesson planning and implementation.
- Review of lesson plans.
- Use of observation tools (e.g., Look-For checklists) utilized during classroom visits and formal/informal observations.
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<tr>
<td><strong>Continuing Professional Development Courses Sponsored by Professional Development</strong></td>
<td>Recertification</td>
<td>Teachers will successfully complete programs of study in order to meet individual recertification and continuing professional development needs. Delivery Method(s): Course, Book study, Lesson study Audience(s): Teachers, Principals, Assistant Principals, School Counselors/Guidance, Nurses, C &amp; I Staff</td>
<td>Recertified employees teaching certificates will be renewed. Salary advancements; teachers will obtain salary advancements.</td>
<td>Jeanne Imbriele</td>
<td>Language Arts, Secondary, Library Information Services, Mathematics, PreK-12, School Counseling, Science PreK-12, Science, Technology, Engineering &amp; Mathematics (STEM), Special Education, Visual Arts, World Languages</td>
<td>Operating</td>
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<td>PD for Non-Public Schools, Title II, Part A Sponsored by Professional Development</td>
<td>Instructional best practices, Content knowledge, Classroom management, Differentiated instruction</td>
<td>Principals and teachers will participate in high quality professional development in the core content area and in improving instructional practices. Delivery Method(s): Online resources, Workshop, Webinar, Course, Seminar / Institute Audience(s): Teachers, Principals</td>
<td>Improved instructional practices in the core content areas. Individual School-based Evaluations</td>
<td>Jeanne Imbriale, Kimberlee Spahn</td>
<td>Language Arts, Elementary, Library Information Services, Mathematics, PreK-12, Music, Physical Education World Languages, Visual Arts, Science PreK-12, Safe and Drug-Free Schools, Social Studies, Elementary, Social Studies, Secondary Gifted and Talented Education and Magnet Programs, Special Education, Technology Education</td>
<td>Grant: Title II, Part A</td>
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<td>Integrating technology resources</td>
<td>• PD Objective • Delivery Method(s) • Audience(s)</td>
<td>• What will be different as a result of this professional development? • How will the results be measured?</td>
<td></td>
<td>Technology, Language Arts, Elementary, Language Arts, Secondary, Library Information Services, Mathematics, PreK-12, Music, Physical Education School Counseling Science PreK-12, Social Studies, Elementary, Social Studies, Secondary Special Education, Special Programs, PreK-12, Title I, Visual Arts, World Languages, Health Services, Psychological Services, Pupil Personnel Office, Curriculum and Instruction, Safe and Drug-Free Schools.</td>
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<td>Related Service Providers: Best Practices for Instruction and Compliance</td>
<td>Instructional best practices</td>
<td>New, experienced, and contractual related service staff will receive training based on their area of certification and licensure to implement best practices for instruction and compliance.</td>
<td>Students will make progress toward their IEP goals. Service Logs Quarterly Reports Providers will maintain all aspects of compliance. Compliance with IEP timelines and requirements Compliance with Third Party Billing requirements</td>
<td>Robin Bosley Marsye Kaplan</td>
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<td>Operating, Grant: Special Education Title II Assistive Technology</td>
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<td>School Support and Compliance</td>
<td>Compliance</td>
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<td>Countywide IDEA Compliance Professional Development for IEP Chairs</td>
<td>Other: MSDE required system of general supervision for compliance with IDEA and COMAR. Other: Ongoing professional development needed for IEP Chairs and Special Education Resource Teachers. Compliance Supporting students who receive special education services.</td>
<td>Department Chairs, IEP Chairs and Resource Teachers will implement IDEA regulations to maintain compliance in schools. Delivery Method(s): Meeting, Data dialogue, Other: Face to face Audience(s): Department Chairs, Resource Teachers</td>
<td>Ongoing compliance with IDEA regulations PRASP monitoring results MSDE compliant findings.</td>
<td>Sharon Floyd Pamela Welz Shaunta Lindseay Carol Rock Kalisha Miller</td>
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<td>Operating</td>
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<td>Effective Co-Teaching</td>
<td>General education and special education collaboration.</td>
<td>School-based and central office staff will collaborate to support co-teaching.</td>
<td>To increase curricular access for students with disabilities in inclusive settings.</td>
<td>Michele Murphy</td>
<td>Curriculum and Instruction</td>
<td>Operating, Grant: MSDE HSA Grant, Grant: Supplementary Aids and Services Grant</td>
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<td>Differentiated instruction</td>
<td>Delivery Method(s): Workshop, Data dialogue, Classroom visitation / observation</td>
<td>MSA/HSA performance Benchmarks/short cycles LRE data To ensure the implementation of effective, evidenced-based co-teaching approaches PD feedback, observational data during classroom visits. To increase the capacity of school-based and C&amp;I staff to support and monitor effective, evidence-based co-teaching. Surveys, observation data, and PD feedback</td>
<td>Shaunta Lindsay</td>
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<td>Instructional planning</td>
<td>Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, C &amp; I Staff</td>
<td>Maria Conner Kalisha Miller</td>
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<td>Supporting students who receive special education services</td>
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<td>Special Education Instructional Best Practices</td>
<td>Other: Need for ongoing professional development regarding IEP implementation.</td>
<td>All Special Education Teachers and Special Education Resource Teachers will implement evidence based practices with fidelity.</td>
<td>To increase special educator’s capacity to implement best practices for students. PD Feedback Ongoing classroom observational data</td>
<td>Michele Murphy</td>
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<td>COLLABORATING OFFICE(S)</td>
<td>FUNDING SOURCE</td>
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<td>Differentiation in the Secondary English Language Arts Classroom Sponsored by Language Arts Secondary</td>
<td>Cooperative learning</td>
<td>Build capacity to differentiate instruction based on student needs and abilities, interests, learning styles, and achievement</td>
<td>Teachers will utilize a variety of pedagogical strategies to address multiple learning modalities. Formal and informal observations, examination of student work, examination of lesson plans. Teachers will differentiate the instructional content, process, and product to meet student needs. Formal and informal observations, examination of student work, examination of lesson plans. Teachers will utilize technology resources as a differentiation tool. Formal and informal observations, examination of student work, examination of lesson plans.</td>
<td>Katrina Stevens, Jo Ann Howell, Judith Sullivan</td>
<td>Special Education</td>
<td>Operating, Grant: Title 2</td>
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<td>Data analysis to inform instruction</td>
<td>Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, C &amp; I Staff</td>
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</table>
|            | Implementation of new or revised curriculum | • PD Objective  
• Delivery Method(s)  
• Audience(s) |  • What will be different as a result of this professional development?  
• How will the results be measured? | plans.  
Teachers will identify highly able students and provide an instructional program that leads to high level courses and/or enrichment opportunities  
Increased participation and enrollment of traditionally under-represented populations in high level courses | | |
|            | Integrating technology resources | | | | | |
|            | Student engagement | | | | | |
| New/Revised Secondary English Language Arts Concept-Based Curriculum: Grades 6 to 12 Sponsored by Language Arts, Secondary | Academic rigor  
Content knowledge  
Cooperative learning  
Culturally responsive teaching  
Instructional best practices  
Data analysis to inform instruction  
Differentiated instruction  
Integrating digital content | Participants will acquire the skills, knowledge and support necessary to implement the Common Core State Standards and Secondary English Language Arts curriculum.  
Delivery Method(s): Classroom visitation / observation, Workshop, Looking at student work, Curriculum development, Peer coaching, Data dialogue, Book study, Online resources, Meeting, Lesson study, Mentoring, Study group  
Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Technology Integration Teachers, C & I Staff, Mentors, Resource Teachers | Teachers will implement the revised curricula Grades 6-12 with fidelity.  
Observation, survey, and data analysis.  
Teachers will provide rigorous instruction that will prepare students to meet the Common Core State Standards.  
Observation, survey, and data analysis | Katrina Stevens  
Jo Ann Howell | Instructional Technology, Library Information Services, Special Education | Operating, Grant: Race to the Top, Grant: Title II |
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<th>DESCRIPTION OF PROFESSIONAL DEVELOPMENT</th>
<th>EXPECTED RESULTS</th>
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<td>New/Revised Secondary Reading Curriculum: Grades 6 to 12</td>
<td>Response to intervention</td>
<td>Participants will acquire the skills, knowledge and support necessary to implement teaching critical reading in ELA and reading classrooms.</td>
<td>Teachers will implement the revisions to the reading curricula with fidelity.</td>
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<td>Sponsored by Language Arts</td>
<td>Supporting English Language Learners</td>
<td>Delivery Method(s): Classroom visitation / observation, Workshop, Looking at student work, Lesson study, Meeting, Mentoring, Peer coaching, Online</td>
<td>Observation, survey, and data analysis.</td>
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<td>Academic rigor</td>
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<td>Teachers will teach effective critical reading</td>
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<td>Monitoring of taught curriculum</td>
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<td>Student engagement</td>
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<td>Secondary</td>
<td>Cooperative learning</td>
<td>resources, Book study, Webinar, Wikis / blogs</td>
<td>• What will be different as a result of this professional development?</td>
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<td>Culturally responsive teaching</td>
<td>Audience(s): Teachers, Teachers, Principals, Assistant Principals, Department Chairs, Department Chairs, C &amp; I Staff, Resource Teachers</td>
<td>• How will the results be measured?</td>
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<td>Instructional planning</td>
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<td>Interdisciplinary instructional strategies</td>
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<td>Behavior Professional Development</td>
<td>Classroom management</td>
<td>Provide professional development for all staff in reference to behavior management strategies, restraint and seclusion procedures, and Behavior and Learning Support organization.</td>
<td>Capacity building for staff in reference to behavior management. Reduced office referrals; Reduced suspension numbers, increased graduation rate, decreased drop-out rate, increased student achievement. Office referral, suspension report, graduation rate, drop-out rate, assessments.</td>
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<td>Differentiated instruction</td>
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<td>Student graduation/drop-out rate</td>
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<td>New Teacher Induction Sponsored by Professional Development</td>
<td>Other: teacher retention</td>
<td>Newly hired teachers will design and implement instruction that aligns with written and assessed curriculum and meets the needs of all students</td>
<td>Instruction aligns w/ written, assessed curriculum Survey Observation</td>
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<td>Content knowledge</td>
<td>Delivery Method(s): Workshop, Seminar / Institute, Mentoring, Classroom visitation / observation, Other Orientation</td>
<td>Increased teacher retention retention data.</td>
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<td>Cooperative learning</td>
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<td>Assessment aligned to instruction</td>
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<tr>
<td>Paraeducator Professional Development</td>
<td>Other: interpersonal skills</td>
<td>Paraeducators will use effective interpersonal, communication, and management skills to support classroom</td>
<td>Interpersonal skills support Co-teaching Survey</td>
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<td>Sponsored by Professional Development</td>
<td>Other: connecting with students</td>
<td>Instruction and meet the needs of all students.</td>
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<td>Classroom management</td>
<td>Delivery Method(s): Seminar / Institute, Workshop, Other: orientation</td>
<td>Classroom management skills decrease classroom disruptions.</td>
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<td>Increased use of strategies to engage students.</td>
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<td>Survey</td>
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* Items highlighted in gray have not been authorized. Items highlighted in light yellow have been authorized but have not received final approval.

** This document was generated from a Web-based report. Additional formatting may be required.
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<td>Baskar, Mary</td>
<td>President</td>
<td>Special Education Citizen's Advisory Committee (SECAC)</td>
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<td>Campbell, Abbey</td>
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<tr>
<td>Cofield-Aber, Victoria</td>
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<td>Office of Pupil Personal</td>
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<td>Conner, Maria</td>
<td>Supervisor, School Support</td>
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<td>Considine, Jean</td>
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<td>White Oak Resource Center</td>
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<td>ESS Building, Greenwood Campus, Office of Special Education</td>
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<td>ESS Building, Greenwood Campus, Division of Curriculum and Instruction</td>
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<td>Hartman, Elisa</td>
<td>Parent</td>
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<td>Johnson, Shawnda</td>
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<td>ESS Building, Greenwood Campus, Office of Special Education</td>
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<td>Kidder, Margaret</td>
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<td>Office of Student Support Services</td>
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<td>Lindsey, Shaunta</td>
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<td>Price, Rebecca</td>
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<td>Riddle, Candace</td>
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<td>ESS Building, Greenwood Campus, Office of Special Education</td>
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<td>Williams, Lance</td>
<td>Coordinator, Related Services and Behavior</td>
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Glossary of Terms

Definitions (available from Maryland Report Card - http://www.mdreportcard.org)

**Alternate Maryland School Assessment (ALT-MSA)** - The Alternate Maryland School Assessment (ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives.

Eligible students participate in the ALT-MSA in Grades 3-8 and 10.

The statewide performance standards reflecting three levels of achievement: Basic, Proficient, and Advanced are reported for the ALT-MSA.

**High School Assessments (HSA)** - The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students including middle school students taking high school level courses must take the High School Assessment after they complete the appropriate course. These courses currently include English 2, government, algebra/data analysis, and biology.

All students receive a score for each test they take. Scores are also reported for the state, school systems, and schools. The passing scale scores for the content areas have been established. They are as follows: Algebra 412, English 2 396, Biology 400, Government 394.

**Maryland School Assessment (MSA)** - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading, mathematics, and science. The MSA test measures basic as well as higher-level skills.

The MSA test produces a score that describes how well a student masters the reading, mathematics, and science content specified in the Maryland Content Standards. Each child will receive a score in each content area, categorizing their performance as Basic, Proficient, or Advanced.

This test, which has replaced the Maryland School Performance Assessment Program (MSPAP), provides educators, parents, and the public valuable information about student, school, school system, and state performance.

**Performance Level Standards** - Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland standards are divided into three levels of achievement:
• **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
• **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
• **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

**Special Education** - The number and percentage of special education program participants - students with disabilities who have current Individualized Education Program (IEPs).

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**Least Restrictive Environment (LRE) codes for ages 6-21**

**LRE A - In general education settings 80 percent or more of the time.** Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services inside general education settings 80 percent or more of the school day.

This may include students with disabilities placed in:

• Classes with special education/related services provided within general classes.
• Classes with special education/related services provided outside general classes.
• Classes with special education services provided in resource rooms.

**LRE B - In regular education settings between 40 percent and 79 percent of the time.** Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings between 40 percent to 79 percent of the school day.

These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be included.

This category may include students placed in:

• Resource rooms with special education/related services provided within the resource room.
• Resource rooms with part-time instruction in a general education class.

**LRE C - In general education settings less than 40 percent of the time.** Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings less than 40 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be
This category may include students placed in:

- Self-contained special classrooms with part-time instruction in a general education class.
- Self-contained special classrooms with full-time special education instruction on a general education school campus.

LRE D – Homebound placement (Home and Hospital). Students, ages 6-21, who receive special education instruction at home. Students with disabilities whose parents have opted to home school them and who receive special education at the public expense should not be included.

LRE F - Public separate day school. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a public separate day facility that does not house programs for students without disabilities.

LRE G - Private separate day school. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private separate day facility that does not house programs for students without disabilities.

LRE I - Private residential facility. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private residential facility.
### List of Acronyms/Abbreviations

<table>
<thead>
<tr>
<th>Acronym/Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAA – Additional Adult Assistance</td>
<td>HSA – High School Assessment</td>
</tr>
<tr>
<td>AAS – Additional Adult Support</td>
<td>IA – Instructional Assistant</td>
</tr>
<tr>
<td>ADA – Americans with Disabilities Act</td>
<td>I&amp;T – Infants and Toddlers</td>
</tr>
<tr>
<td>ALD – Auditory Listening Device</td>
<td>IDEA – Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>ALS – Adapted Learning Support</td>
<td>IE – Inclusive Education</td>
</tr>
<tr>
<td>Alt-MSA – Alternative Maryland School Assessment</td>
<td>IEP – Individualized Education Program</td>
</tr>
<tr>
<td>APE – Adaptive Physical Education</td>
<td>IFSP – Individual Family Service Plan</td>
</tr>
<tr>
<td>AT – Assistive Technology</td>
<td>IST – Instructional Support Team</td>
</tr>
<tr>
<td>AUD – Audiology</td>
<td>JC – Job Coach Services</td>
</tr>
<tr>
<td>AYP – Adequate Yearly Progress</td>
<td>LRE – Least Restrictive Environment</td>
</tr>
<tr>
<td>BCPS – Baltimore County Public Schools</td>
<td>MSA – Maryland School Assessment</td>
</tr>
<tr>
<td>BIS – Behavior Intervention Support</td>
<td>MSDE – Maryland State Department of Education</td>
</tr>
<tr>
<td>BLS – Behavior Learning Support</td>
<td>OSE – Office of Special Education</td>
</tr>
<tr>
<td>CLS – Communication and Learning Support</td>
<td>OT – Occupational Therapy/Therapist</td>
</tr>
<tr>
<td>COMAR – Code of Maryland Regulations</td>
<td>PA – Personal Assistant</td>
</tr>
<tr>
<td>DHH – Deaf and Hard of Hearing</td>
<td>PRASP – Program Review and Support Process</td>
</tr>
<tr>
<td>ECLS – Early Childhood Learning Support</td>
<td>PT – Physical Therapy/Therapist</td>
</tr>
<tr>
<td>ELL – English Language Learner</td>
<td>SECAC – Special Education Citizens’ Advisory Committee</td>
</tr>
<tr>
<td>FALS – Functional Academic Learning Support</td>
<td>SL – Speech Language Services</td>
</tr>
<tr>
<td>FAPE – Free, Appropriate Public Education</td>
<td>SLP – Speech Language Pathologist</td>
</tr>
<tr>
<td>FTE – Full-Time Equivalent</td>
<td>SST – Student Support Team</td>
</tr>
<tr>
<td>FY – Fiscal Year</td>
<td>STARS – Student Tracking and Registration System</td>
</tr>
<tr>
<td>Gen Ed – General Education</td>
<td>TIENET – Technology for Improving Education (software)</td>
</tr>
</tbody>
</table>
NON-INSTRUCTIONAL SERVICES: NON-INSTRUCTIONAL SERVICES

BOARD-OWNED VEHICLES

I. PURPOSE

A. TO ESTABLISH PROCEDURES FOR THE ASSIGNMENT AND USE OF BOARD OF EDUCATION (BOARD)-OWNED VEHICLES.

B. AS USED IN THIS RULE, A BOARD-OWNED VEHICLE IS A VEHICLE ASSIGNED TO A DESIGNATED EMPLOYEE WHOSE BCPS ASSIGNMENTS OR JOB FUNCTIONS REQUIRE THE USE OF A BOARD-OWNED VEHICLE.

II. PROCEDURES

A. RESPONSIBILITIES

1. THE SUPERINTENDENT, OR DESIGNEE, IS RESPONSIBLE FOR:
   a. AUTHORIZING THE ASSIGNMENT OF BOARD-OWNED VEHICLES TO EMPLOYEES BASED ON JOB REQUIREMENTS OR FUNCTIONS.

2. THE DIRECTOR, OFFICE OF TRANSPORTATION
   a. OVERSEES THE ASSIGNMENT AND USE OF BOARD OWNED VEHICLES;
   b. MONITORS ALL BOARD OWNED VEHICLES AND RECOMMENDS THE REPLACEMENT OF THESE VEHICLES FOLLOWING THE GUIDELINES ESTABLISHED BY BALTIMORE COUNTY GOVERNMENT;

3. EXECUTIVE DIRECTORS/OFFICE HEADS WHO HAVE PERMANENTLY ASSIGNED BOARD-OWNED VEHICLES FOR THEIR DEPARTMENT OR OFFICE MUST HAVE INTERNAL PROCEDURES FOR CONTROLLING THE USE OF BOARD-OWNED VEHICLES THAT INCLUDE:
   a. SAFEGUARDING CARS AND KEYS;
   b. MAINTAINING A LOG OF VEHICLE USE;
   c. REQUIRING APPROVAL OF THE APPROPRIATE ADMINISTRATOR BEFORE THE VEHICLE IS USED BY EMPLOYEES OTHER THAN THOSE WHO ARE REGULARLY AUTHORIZED;
   d. PROHIBITING PERSONAL USE;
e. NOTIFYING THE OFFICE OF TRANSPORTATION WHEN THE BOARD-OWNED VEHICLE IS NO LONGER REQUIRED.

4. EACH EMPLOYEE ASSIGNED A VEHICLE UNDER THIS RULE WILL:
   a. PROVIDE TO THE DIRECTOR OF TRANSPORTATION HIS/HER COMPLETE NAME, HOME ADDRESS, AND VALID DRIVER’S LICENSE NUMBER IN ORDER TO BE ADDED TO THE MOTOR VEHICLE ADMINISTRATION’S FLAG PROGRAM.
   b. REPORT ALL IN AND OUT OF STATE MOTOR VEHICLE CHARGES AND CONVICTIONS TO THEIR IMMEDIATE SUPERVISOR.
   c. REPORT ANY ALCOHOL OR CONTROLLED SUBSTANCE-RELATED CHARGES TO HIS/HER IMMEDIATE SUPERVISOR PRIOR TO THE START OF THE NEXT WORK DAY FOLLOWING THE CHARGES.

B. GUIDELINES FOR USE
1. THE TRANSPORTATION OF NON-BUSINESS RELATED PASSENGERS IS PROHIBITED WITHOUT PRIOR APPROVAL FROM THE EMPLOYEE’S IMMEDIATE SUPERVISOR.
2. THE EMPLOYEE TO WHOM THE BOARD-OWNED VEHICLE IS ASSIGNED SHALL KEEP THE VEHICLE IN REASONABLE CLEAN CONDITION.
3. THE EMPLOYEE TO WHOM THE BOARD-OWNED VEHICLE IS ASSIGNED MUST REPORT ANY DAMAGE TO THE VEHICLE TO THE OFFICE OF TRANSPORTATION. THE OFFICE OF TRANSPORTATION WILL REPORT TO THE EMPLOYEE’S SUPERVISOR WHEN THESE INCIDENCES OCCUR. THE EMPLOYEE’S SUPERVISOR HAS THE AUTHORITY TO TAKE DISCIPLINARY ACTION UP TO AND INCLUDING LOSS OF THE USE OF THE VEHICLE FOR EXCESSIVE OR FREQUENT DAMAGE.
3. EMPLOYEES WILL NOT INSTALL OR HAVE INSTALLED ANY ITEMS OR EQUIPMENT IN BOARD-OWNED VEHICLES.
4. EMPLOYEES ARE RESPONSIBLE FOR DELIVERING THE VEHICLE FOR SERVICING, IN ACCORDANCE WITH A SCHEDULE ESTABLISHED BY THE OFFICE OF TRANSPORTATION.
5. DRIVERS OF BOARD-OWNED VEHICLES MUST HAVE A VALID DRIVER’S LICENSE FOR THE CLASS OF VEHICLE ASSIGNED.

6. A DRIVER OF A BOARD OWNED VEHICLE INVOLVED IN AN ACCIDENT MUST IMMEDIATELY CONTACT THE POLICE AND THE BCPS OFFICE OF TRANSPORTATION.

7. USE OF TOBACCO PRODUCTS ARE NOT PERMITTED IN BCPS VEHICLES.

8. DRIVERS WILL COMPLY WITH ALL MOTOR VEHICLE OPERATING AND PARKING LAWS. POSTED SPEED LIMITS WILL NOT BE EXCEEDED, NOR IS A VEHICLE TO BE OPERATED ABOVE SAFE DRIVING SPEEDS FOR ROAD CONDITIONS. ANY FINES OR FEES FOR VIOLATIONS WILL BE THE RESPONSIBILITY OF THE DRIVER.

9. BOARD-OWNED VEHICLES MAY NOT BE USED FOR PERSONAL BUSINESS, EXCEPT FOR INCIDENTAL USES DURING THE BUSINESS DAY. IF AN EMERGENCY REQUIRES THE USE OF A VEHICLE FOR PERSONAL REASONS, THE EMPLOYEE MUST SEEK APPROVAL FROM HIS/HER IMMEDIATE SUPERVISOR.

10. THE SCHOOL SYSTEM WILL COMPLY WITH ALL IRS REGULATIONS PERTAINING TO EMPLOYEE USE OF BOARD-OWNED VEHICLES.

C. TRAINING

1. EACH EMPLOYEE ASSIGNED A BOARD-OWNED VEHICLE IS REQUIRED TO ATTEND A DEFENSIVE DRIVING COURSE, OVERSEEN BY THE OFFICE OF RISK MANAGEMENT, WITHIN SIX (6) MONTHS AFTER BEING ASSIGNED A BOARD-OWNED VEHICLE AND ATTEND A REFRESHER COURSE EVERY 5 YEARS THEREAFTER.

2. IT IS THE RESPONSIBILITY OF THE OFFICE OF RISK MANAGEMENT TO NOTIFY EMPLOYEES WHO ARE ASSIGNED BOARD-OWNED VEHICLES WHEN THEY MUST ATTEND A REFRESHER COURSE.

III. VIOLATIONS

A. THERE SHALL BE NO EXCEPTION TO THIS RULE UNLESS IN THE CASE OF AN UNFORSEEN BONA FIDE EMERGENCY OR AUTHORIZED BY THE SUPERINTENDENT.
B. IF THE SUPERINTENDENT OR HIS/HER DESIGNEE, UPON INVESTIGATION, HAS ESTABLISHED THAT AN EMPLOYEE HAS VIOLATED THIS RULE, THE SUPERINTENDENT OR DESIGNEE MAY INVOKE ONE OR MORE OF THE FOLLOWING:

1. LOSS OF USE OF VEHICLE ON A TEMPORARY BASIS;
2. LOSS OF USE OF VEHICLE ON A PERMANENT BASIS;
3. ASSESSMENT OF CHARGES FOR USE DEEMED INAPPROPRIATE;
4. DISCIPLINARY ACTION.

C. ANY EMPLOYEE WHO OPERATES A BOARD–OWNED VEHICLE WHO IS CONVICTED OF AN ALCOHOL OR CONTROLLED SUBSTANCE RELATED OFFENSE WILL BE SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION.

RELATED POLICIES: BOARD OF EDUCATION POLICY 4001, DRUG-FREE WORKPLACE

RULE 3128

SUPERINTENDENT OF SCHOOLS

APPROVED: __________
BUSINESS: NON-INSTRUCTIONAL SERVICES

QUALITY MANAGEMENT SYSTEM

I. PURPOSE

TO ESTABLISH A QUALITY MANAGEMENT SYSTEM IN ACCORDANCE
WITH THE INTERNATIONAL ORGANIZATION FOR STANDARDIZATION
(ISO) STANDARDS TO STRENGTHEN THE BALTIMORE COUNTY
PUBLIC SCHOOLS’ (BCPS) COMMITMENT TO PROVIDING QUALITY
PRODUCTS AND SERVICES THAT MEET THE NEEDS OF THE SCHOOLS
AND THEIR PRINCIPALS.

II. DEFINITIONS

A. QUALITY MANAGEMENT SYSTEM - WHAT THE ORGANIZATION
   DOES TO MANAGE ITS PROCESSES, OR ACTIVITIES, SO THAT ITS
   PRODUCTS AND SERVICES MEET THE OBJECTIVES IT HAS SET
   FOR ITSELF, SUCH AS: MEETING THE CUSTOMER’S QUALITY
   REQUIREMENTS, COMPLYING WITH APPLICABLE
   REGULATIONS, ENHANCING CUSTOMER SATISFACTION, AND
   CONTINUAL IMPROVEMENT OF ITS PERFORMANCE IN PURSUIT
   OF THESE OBJECTIVES.

B. QUALITY MANAGEMENT SYSTEM MANUAL – A DOCUMENT
   DESCRIBING THE BCPS QUALITY MANAGEMENT SYSTEM.

C. INTERNATIONAL ORGANIZATION FOR STANDARDIZATION (ISO)
   STANDARDS – ISO 9001:2008 CONTAINS THE GENERIC SET OF
   REQUIREMENTS NECESSARY FOR IMPLEMENTING A QUALITY
   MANAGEMENT SYSTEM THAT CAN BE CERTIFIED BY AN
   INDEPENDENT ACCREDITED REGISTRAR AS CONFORMING TO THE SPECIFIED
   ISO STANDARDS.

III. IMPLEMENTATION

A. THE QUALITY MANAGEMENT SYSTEM WILL BE DEVELOPED
   AND MAINTAINED TO INCLUDE PROCESS DOCUMENTATION
   CONSISTENT WITH THE ISO STANDARDS AND NECESSARY FOR
   DEMONSTRATING COMPLIANCE WITH ALL APPLICABLE
   CERTIFICATION REQUIREMENTS AS DETERMINED BY AN
   INDEPENDENT ACCREDITED REGISTRAR.
B. THE QUALITY MANAGEMENT SYSTEM SHALL BE IMPLEMENTED IN ACCORDANCE WITH ISO STANDARDS BY:
1. ESTABLISHING A QUALITY MANAGEMENT SYSTEM MANUAL;
2. CONTROLLING REQUIRED DOCUMENTS;
3. ESTABLISHING RECORDS TO PROVIDE EVIDENCE OF CONFORMITY TO REQUIREMENTS AND THE EFFECTIVE OPERATION OF THE SYSTEM;
4. COMMUNICATING THE IMPORTANCE OF MEETING CUSTOMER AS WELL AS STATUTORY AND REGULATORY REQUIREMENTS;
5. ESTABLISHING A QUALITY POLICY STATEMENT;
6. ENSURING THAT QUALITY OBJECTIVES ARE ESTABLISHED;
7. CONDUCTING MANAGEMENT REVIEWS; AND
8. ENSURING THE AVAILABILITY OF RESOURCES.

IV. RESPONSIBILITIES

A. THE SUPERINTENDENT SHALL APPOINT A MANAGEMENT REPRESENTATIVE WITH THE RESPONSIBILITY AND AUTHORITY TO ENSURE THE PROCESSES AND ACTIVITIES NEEDED FOR THE QUALITY MANAGEMENT SYSTEM ARE ESTABLISHED, IMPLEMENTED, AND MAINTAINED.

B. ALL EMPLOYEES WHO WORK IN DEPARTMENTS AND OFFICES WITHIN THE DEFINED SCOPE OF THE QUALITY MANAGEMENT SYSTEM ARE RESPONSIBLE FOR DEMONSTRATING THAT ALL WORK IS PERFORMED IN ACCORDANCE WITH THE STANDARDS ESTABLISHED IN THE QUALITY MANAGEMENT SYSTEM MANUAL AND OTHER PROCESS DOCUMENTATION APPLICABLE TO THEIR POSITION.
PERSONNEL:  Professional

Permanent:  Employment

Personnel records shall be kept on all current employees and shall include the following information:

1. Basic employment data
2. Certification status
3. Evaluations
4. Changes of status
5. Payroll information
6. Leave accounting information
7. Other related materials

Records of all resigned and retired employees shall be retained in their original form until microfilmed.

§109 Records to be kept of academic preparation, credentials, certificates, etc.
PERSONNEL: Professional


1. Salary Placement

Rehired retirees will be placed on the teachers’ pay scale as follows:

A. For retired teachers hired in those schools identified annually, no later than March 15 by the Superintendent of Schools, as targeted schools based on a combination of (1) Percentage of teachers with three (3) years or less of experience in the Baltimore County Public Schools and (2) Student achievement:

(1) Retirees from Baltimore County Public Schools: In the salary lane and on the experience step at which they last taught

(2) Rehired retirees from other school systems: In the salary lane and on the experience step which corresponds to their academic level and full verified experience.

2. No Guarantee of Employment

No retiree is guaranteed employment unless the appropriate application process has been completed and a commitment for hiring has been made by a personnel officer.

3. COMAR Provisions Not Applicable

The following COMAR Sections governing employment of teachers are not applicable to rehired retirees in accordance with Maryland law:

A. Section 13A.07.02 Terms of Employment
B. Section 13A.07.04 Evaluation
C. Section 13A.07.08 Financial Aid for National Board Certification.
4. **Tenure**

Rehired retirees will not be eligible for tenure.

5. **Representation**

Rehired retirees will be represented by and eligible for membership in the Teachers’ Association of Baltimore County.

6. **Sick Leave**

Rehired retirees are non-tenured and will be eligible for advanced sick leave equal to one-half day earned for every biweekly period in pay status. Accrued sick leave earned during prior employment will not be carried forward into re-employment. Rehired retirees will not be eligible for participation in the sick leave bank.

7. **Insurance Benefits**

Rehired retirees will be eligible only for those insurance, health care, and health-related benefits to which they are entitled under the terms of their retirement.

8. **Duration of Contract**

The contract shall cover a period of no more than one (1) year and shall terminate at the conclusion of the school year in which the rehired retiree is employed. Further employment, if offered, will be under a new contract.

9. **Application of the Master Agreement**

The negotiated Master Agreement between the Board of Education of Baltimore County and the Teachers’ Association of Baltimore County and rehired retirees shall apply to rehired retirees with the following exceptions:

A. **Article XII – Absences and Leaves**

Rehired retirees will be limited to eligibility for the following leaves:

1. Academic Activities
2. Adoption Leave
3. Bereavement Leave
4. Family Illness

It will be the responsibility of the school administrative team to monitor the rehired retiree’s performance.

C. Article XIV – Transfers and Assignments

Rule

Superintendent of Schools

Approved: 3/14/00
Revised: 3/29/01]
PERSONNEL: Professional

COMPENSATION AND RELATED EMPLOYEE BENEFITS:
Hiring Retired Teachers in Accordance with the Annotated Code of Maryland, State Personnel and Pensions Article, §22-406 and §23-407

1. SALARY REPLACEMENT

   Rehired retired principals will be placed on the administrative and supervisory pay scale based on administrative experience accrued prior to retirement.

2. NO GUARANTEE OF EMPLOYMENT

   No retiree is guaranteed employment unless the appropriate application process has been completed and a commitment for hiring has been made by a Board of Education.

3. APPLICATION PROCESS

   The following COMAR Sections governing employment of teachers are not applicable to rehired retirees in accordance with Maryland law:

   A. Retired principals seeking rehire will complete an application for employment, references, transcripts, and certification(s) in a manner identical to the application process for applicants who are not retired. Consideration will be given to retired principals applicants in a manner identical to that used for applicants who are not retired.

   B. Incumbent principals will notify the Director of Personnel no later than ninety (90) days prior to anticipated retirement of their interest in being re-employed immediately subsequent to retirement and submit with such notification an employment application for consideration by the Superintendent. The Superintendent’s recommendation for rehire, if any, will be shared with the Board of Education within forty-five (45) days of the applicant’s anticipated retirement. The Board of Education will affirm or deny such recommendation within thirty (30) days of the applicant’s anticipated retirement.

4. COMAR PROVISIONS NOT APPLICABLE
The following COMAR section governing employment of certificated personnel are not applicable to rehired principals in accordance with Maryland Law:

A. Section 13A.07.02 Terms of Employment  
B. Section 13A.07.04 Evaluation.

5. TENURE

Rehired retired principals will not be eligible for tenure.

6. REPRESENTATION

Rehired retired principals will be represented by and eligible for membership in the Council of Administrative and Supervisory Employees (CASE) of Baltimore County.

7. SICK LEAVE

Rehired retired principals are non-tenured and will be eligible for advanced sick leave equal to one-half day earned for every biweekly period in pay status. Accrued sick leave earned during prior employment will not be carried forward into re-employment. Rehired retired principals will not be eligible for participation in the Sick Leave Bank.

8. INSURANCE BENEFITS

Rehired retired principals will be eligible only for those insurance, health care, and health-related benefits to which they are entitled under the terms of their retirement.

9. DURATION OF CONTRACT

The contract shall cover a period of no more than one year and shall terminate at the conclusion of the school year in which the rehired retired principal is employed. Further employment, if offered, will be under a new contract.

Application of the administrative and supervisory employee guidelines between the Board of Education of Baltimore County and the Council of Administrative and Supervisory Employees of Baltimore County and rehired retirees shall apply to rehired retire principals with the following exceptions:
(1) Academic Activities
(2) Adoption Leave
(3) Bereavement Leave
(4) Family Illness
(5) Absence for Maternity
(6) Urgent Personal Business Leave
(7) Special Religious Observance Leave
(8) Court-Related Leave
(9) Workers’ Compensation Leave

Rule Superintendent of Schools
Approved: 4/24/01
PERSONNEL: Professional

Permanent: Assignment, Transfer, and Promotion

Selection of Principals and Assistant Principals

1. Principals

   The requirements for this position include:

   a. Four (4) years of outstanding teacher and/or administrative experience. Appointment generally follows experience as an assistant principal.

   b. Master's degree from an accredited institution.

   c. A broad range of teaching experience at the appropriate level is preferable, as well as related experience in extracurricular activities of responsibility and leadership.

   d. Must have or be eligible for Administrator II certification.

2. Assistant Principals

   The requirements for this position include at least four (4) years of outstanding teaching experience at the appropriate level, an Advanced Professional Certificate including substantial credits toward the requirements of a principal's certificate.

   Also see policy and rule on this subject, Article 2, Administration

Rule
Approved: 9/11/75
Revised: 3/25/93]
PERSONNEL: Professional

Permanent: Assignment, Transfer, and Promotion

Selection of Supervisors and Specialists

1. Procedures
   a. The Department of Personnel will release a listing of those positions available.
   b. A description of the positions and the necessary background and preparation will be designated.
   c. Candidates should initiate their own applications by writing to the Department of Personnel. They may also be recommended by the Superintendent of Schools, members of the central staff, or principals.
   d. An initial screening of the applicants' papers by the Department of Personnel will determine whether they meet the minimum qualifications for consideration and the candidates will be so notified.
   e. An evaluation will be made of administrative reports, college transcripts, professional activities, letters of reference and recommendations, and personal qualifications.
   f. A recommendation for filling the vacancy will be made to the Superintendent of Schools.
   g. The Superintendent of Schools will make a recommendation to the Board which has the responsibility for the final appointment.

2. Educational Qualifications: Experience and Preparation
   a. Supervisor
      (1) A teacher's certificate valid in Maryland
      (2) Master's degree from an accredited institution
      (3) Five (5) years of satisfactory teaching experience
(4) An additional fifteen (15) semester hours of graduate or equivalent credit

(5) A balanced program of graduate courses, fifteen (15) semester hours of which may be in State Department of Education approved workshops, either as part of the requirements of subsections two (2) and four (4) or in addition thereto, in the following areas:

(a) Supervision - Eighteen (18) semester hours in a balanced program selected from such areas as administration, supervision, psychology of learning, guidance and counseling, group dynamics, human growth and development at the selected level of operation, oral and written communications, multi-media, and sociology of the community

(b) Curriculum - Twelve (12) semester hours in a balanced program selected from such areas as curriculum design and paradigms, strategy and influences in curriculum development, curriculum appraisal, programmed instruction, and data system

(c) Content - Fifteen (15) semester hours in content areas appropriate to the level of assignment in the discipline to be supervised

(6) At least one (1) year's experience as a department chairman, specialist, assistant principal or principal, or other appropriate experience.

(7) Hold or be eligible for Administrator I certificate

b. Specialist

Determined on basis of assignment but in line with above requirements

c. Instructional Specialist with Teaching Responsibilities

(1) A standard professional certificate in the field valid in Maryland

(2) Three (3) years of satisfactory teaching experience in the appropriate area of certification at the required level
(3) An additional eighteen (18) semester hours of graduate work including:

(a) Nine (9) semester hours of content in the field

(b) A minimum of two (2) semester hours in supervision

(c) A minimum of two (2) semester hours in curriculum

Also see policy and rule on this subject, Series 2000, Administration.
PERSONNEL: Professional

Permanent: Assignment, Transfer, and Promotion

Selection of Department Chairmen/Team Leaders

Interested employees will be selected at the local school for the assignment as department chair or team leader. All appointments to department chair or team leader positions shall be for one school year.

Also see policy and rule on this subject, Article 2, Administration.

Rule                         Superintendent of Schools
Approved: 9/11/75
Revised: 3/10/77
Edited: 2/4/83
Revised: 3/25/93]
STUDENTS: SERVICES TO STUDENTS [Elementary and Secondary]

Child Abuse and Neglect

I. PURPOSE

A. TO ESTABLISH PROCEDURES FOR THE REPORTING OF PHYSICAL ABUSE, NEGLECT, SEXUAL ABUSE, MENTAL INJURY, OR OTHER OFFENSIVE CONDUCT AGAINST A CHILD OR VULNERABLE ADULT BY EMPLOYEES OF THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) AND ITS SERVICE PROVIDERS AND TAKING APPROPRIATE DISCIPLINARY ACTION FOR THOSE INDIVIDUALS WHO HAVE FAILED TO REPORT ABUSE.

B. EMPLOYEES SHALL REFER TO BOARD OF EDUCATION POLICY AND SUPERINTENDENT’S RULE 4004 FOR PROCEDURES FOR REPORTING CHILD ABUSE/NEGLECT AND ANY INAPPROPRIATE BEHAVIOR TOWARD A STUDENT BY A BCPS’ EMPLOYEE OR SERVICE PROVIDER.

II. [I.] Definitions

A. ABUSE TYPES
1. MENTAL INJURY - THE OBSERVABLE, IDENTIFIABLE, AND SUBSTANTIAL IMPAIRMENT OF A CHILD’S MENTAL OR PSYCHOLOGICAL ABILITY TO FUNCTION CAUSED BY AN ACT OF A PARENT, CARETAKER, HOUSEHOLD, OR FAMILY MEMBER.

2. PHYSICAL ABUSE - THE PHYSICAL INJURY OF A CHILD BY A PARENT OR OTHER PERSON WHO HAS PERMANENT OR TEMPORARY CARE OR CUSTODY OR RESPONSIBILITY FOR SUPERVISION OF A CHILD, OR BY A FAMILY MEMBER, UNDER CIRCUMSTANCES THAT INDICATE THAT THE CHILD’S HEALTH OR WELFARE IS HARMED OR AT SUBSTANTIAL RISK OF BEING HARMED.

3. SEXUAL ABUSE - ANY ACT THAT INVOLVES SEXUAL MOLESTATION OR EXPLOITATION OF A CHILD BY A PARENT OR OTHER PERSON WHO HAS PERMANENT OR TEMPORARY CARE, CUSTODY, OR RESPONSIBILITY FOR SUPERVISION OF A CHILD, OR BY ANY HOUSEHOLD OR FAMILY MEMBER WHETHER PHYSICAL INJURIES ARE
SUSTAINED OR NOT. CHILD SEXUAL ABUSE INCLUDES, BUT IS NOT LIMITED TO, INCEST, RAPE, OR SEXUAL OFFENSE IN ANY DEGREE, SODOMY, AND UNNATURAL OR PERVERTED SEXUAL PRACTICES.

B. CHILD - ANY PERSON UNDER THE AGE OF EIGHTEEN (18) YEARS OF AGE.

C. CHILD PROTECTIVE SERVICES (CPS) LIAISON - SITE-BASED STUDENT SERVICES PERSONNEL APPOINTED BY THE PRINCIPAL, WHO IS SPECIALLY TRAINED IN THE REPORTING PROCESS, TO BE A LIAISON WITH DSS, THE SCHOOL STAFF, AND THE FAMILY.

D. EMPLOYEE - BOTH CERTIFICATED AND NON-CERTIFICATED PERSONNEL EMPLOYED BY THE BCPS.

E. NEGLECT - INCLUDES THE LEAVING OF A CHILD (UNDER 8) UNATTENDED OR OTHER FAILURE TO GIVE PROPER CARE AND ATTENTION TO A CHILD BY ANY PARENT OR OTHER PERSON WHO HAS PERMANENT OR TEMPORARY CARE, CUSTODY, OR RESPONSIBILITY FOR SUPERVISION OF THE CHILD UNDER CIRCUMSTANCES THAT INDICATE THE CHILD’S HEALTH OR WELFARE IS HARMED OR PLACED AT SUBSTANTIAL RISK OR THAT MENTAL INJURY TO THE CHILD OR A SUBSTANTIAL RISK OF MENTAL INJURY MAY RESULT.

1. THE FOLLOWING INSTANCES OF NEGLECT, WHILE NOT ALL INCLUSIVE, SHALL BE REPORTED TO THE DEPARTMENT OF SOCIAL SERVICES:
   a. CHILD IS LEFT UNATTENDED OR INADEQUATELY SUPERVISED FOR LONG PERIODS OF TIME OR WITH RESPONSIBILITIES BEYOND THE CHILD’S CAPACITIES.
   b. CHILD IS SHOWING SIGNS OF FAILURE TO THRIVE THAT CANNOT BE EXPLAINED BY A MEDICAL CONDITION.
   c. EVIDENCE THAT A THE CHILD IS RECEIVING INSUFFICIENT FOOD.
   d. CHILD IS NOT RECEIVING ESSENTIAL MEDICAL, MENTAL HEALTH, OR DENTAL TREATMENT TO THE EXTENT THAT THE CHILD’S HEALTH OR WELFARE IS HARMED OR AT SUBSTANTIAL RISK OF HARM.
   e. CHILD IS WEARING WEATHER-INAPPROPRIATE CLOTHING THAT CREATES RISK TO THE CHILD’S HEALTH.
f. CHILD IS LIVING IN A HOME WHERE SAFETY STANDARDS PUT THE CHILD’S HEALTH OR WELFARE AT SUBSTANTIAL RISK OF HARM.

g. CHILD IS LEFT AT SCHOOL FOR EXTENDED PERIODS OF TIME AFTER A PARENT FAILS TO PICK THE CHILD UP AFTER THE SCHOOL DAY OR AFTER-SCHOOL PROGRAM.

F. PARENT - THE BIOLOGICAL PARENT, LEGAL GUARDIAN, OR PERSON ACTING IN THE ABSENCE OF THE PARENT OR GUARDIAN.

G. SERVICE PROVIDER - INDIVIDUALS WHO PROVIDE SERVICE TO BCPS, EITHER THROUGH CONTRACT OR ON A VOLUNTEER BASIS, WHEN THOSE SERVICES INVOLVE DIRECT ACCESS TO STUDENTS. THIS INCLUDES, BUT IS NOT LIMITED TO, SUBSTITUTE TEACHERS, STUDENT INTERNS, MENTORS, VOLUNTEERS, CHAPERONES, BUS DRIVERS, CHILD CARE VENDORS, AND INDIVIDUALS WHO PARTICIPATE IN PARTNERSHIP PROGRAMS.

H. STUDENT - AN INDIVIDUAL CURRENTLY ENROLLED IN A BALTIMORE COUNTY PUBLIC SCHOOL.

I. VULNERABLE ADULT - A STUDENT WHO IS 18 YEARS OR OLDER AND/OR ANY ADULT WHO LACKS THE PHYSICAL OR MENTAL CAPACITY TO PROVIDE FOR HIS/HER DAILY NEEDS.

[A. ABUSE:

The physical or mental injury of a child (under 18) by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child or by a family member, under circumstances that indicate that the child’s health or welfare is harmed or at substantial risk of being harmed. Mental injury includes the observable, identifiable, and substantial impairment of a child’s mental or psychological ability to function caused by an act of a parent, caretaker, household, or family member. For any person 18 years old or over, consultation for situations involving abuse should be sought with the Department of Social Services (DSS). Sexual abuse of a child (under 18), whether physical injuries are sustained or not means any act that involves sexual molestation or exploitation of a child by parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes, but is not limited to incest, rape, or sexual offense in any degree, sodomy, and unnatural or perverted sexual practices. For any persons 18 years old or over,
consultation for situations involving sexual abuse should be sought with the Department of Social Services (DSS).

B. NEGLECT:

The leaving of a child (under 18) unattended, or other failure to give proper care and attention to a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of the child under circumstances that (1) indicate that the child’s health or welfare is harmed or (2) placed at substantial risk of harm or mental injury to the child or a substantial risk of mental injury. Mental injury includes the observable, identifiable, and substantial impairment of a child’s mental or psychological ability to function caused by an omission or series of omissions by a parent or caretaker. For any person 18 years old or over, consultation for situations involving neglect should be sought with the Department of Social Services (DSS).

The following are examples of child neglect that may be appropriate for referral to Baltimore County Department of Social Services (BCDSS), Child Protective Services (CPS):

(1) Child left unattended or inadequately supervised for long periods of time or with responsibilities beyond the child’s capacities.
(2) Child showing signs of failure to thrive, that have not been explained by a medical condition. There may be other evidence that the child is receiving insufficient food.
(3) Child not receiving essential medical, mental, health, or dental treatment to the extent that the child’s health or welfare is harmed or at substantial risk of harm.
(4) Child wearing weather-inappropriate clothing that creates risk to the child’s health.
(5) Child living in a home where safety standards put the child’s health or welfare at substantial risk of harm.

Neglect referrals are investigated by DSS. Situations which do not meet the criteria for acceptance as neglect investigations by Child Protective Services CPS may be referred to appropriate school resources (e.g., pupil personnel worker or school-based personnel such as school nurse, counselor, etc.).]

III. [II.] REPORTING PROCEDURES

A. REPORTING REQUIRED
1. EACH EMPLOYEE OR SERVICE PROVIDER WHO HAS REASON TO BELIEVE THAT A CHILD OR VULNERABLE ADULT HAS BEEN ALLEGEDLY SUBJECTED TO ABUSE, ON OR OFF OF SCHOOL PROPERTY BY ANY PERSON, INCLUDING BUT NOT LIMITED TO, A PARENT, GUARDIAN, CARETAKER, OR A HOUSEHOLD OR FAMILY MEMBER SHALL NOTIFY THE DEPARTMENT OF SOCIAL SERVICES OR THE APPROPRIATE LAW ENFORCEMENT AGENCY AS SOON AS POSSIBLE.

2. EACH EMPLOYEE OR SERVICE PROVIDER WHO HAS REASON TO BELIEVE THAT A CHILD OR VULNERABLE ADULT HAS BEEN SUBJECT TO NEGLECT SHALL NOTIFY DSS.

3. EACH EMPLOYEE OR SERVICE PROVIDER SHALL NOTIFY DSS OR THE POLICE DEPARTMENT IF HE/SHE HAS REASON TO BELIEVE THAT A PARENT, GUARDIAN, OR CAREGIVER OF A CHILD ALLOWS THE CHILD TO RESIDE WITH, OR BE IN THE PRESENCE OF, AN INDIVIDUAL, OTHER THAN THE CHILD’S PARENT OR GUARDIAN, WHO IS A REGISTERED SEX OFFENDER.

4. CLARIFICATION ON WHETHER A SPECIFIC SITUATION REGARDING SUSPECTED CHILD ABUSE OR NEGLECT SHOULD BE REPORTED SHOULD BE DETERMINED THROUGH CONSULTATION WITH THE DSS CHILD PROTECTIVE SERVICES SCREENING UNIT (410-853-3000).

5. ANY DOUBT ABOUT REPORTING A SUSPECTED SITUATION IS TO BE RESOLVED IN FAVOR OF THE CHILD AND THE REPORT MADE IMMEDIATELY.

[A. Consultation services to all employees, volunteers, student teachers, or student interns are available from Child Protective Services, Baltimore County Department of Social Services at 410-887-2800.

B. Any person who has reason to believe that a child has been subjected to abuse, on or off school property by a parent, guardian, caretaker, or a household or family member shall notify DSS or the appropriate law enforcement agency as soon as possible.

C. Any person who has reason to believe a child has been neglected by a parent, guardian, or custodial person shall notify DSS as soon as possible.
III. PENALTY

Any employee, volunteer, student teacher, or student intern who knowingly fails to report suspected child abuse or neglect is subject to suspension or dismissal and/or revocation of Maryland certificate issued by the Maryland State Department of Education and/or Maryland license to practice issued by the Department of Health and Mental Hygiene.

IV. IMMUNITY

Any employee, volunteer, student teacher, or student intern who, in good faith, participates in the making of a report or the investigation of child abuse or neglect, or in any judicial proceedings is immune from any civil liability or criminal penalty. A good faith report is based upon honest beliefs, absence of malice, and no conscious attempt to falsify information.

V. SUSPECTED CHILD ABUSE/NEGLECT BY SCHOOL PERSONNEL

If the suspected abuser/neglecter is an employee or volunteer of Baltimore County Public Schools, the same reporting procedures as listed below are to be followed. However, if the suspected abuser/neglecter is a school administrator (as with any other suspected abuser/neglecter), the administrator shall not be notified of the report without consultation and agreement by DSS and the appropriate law enforcement agency.

VI. PROCEDURES

The procedures below are to be followed in suspected physical abuse, sexual abuse, and neglect cases.]

B. [A.] ORAL REPORT

1. THE EMPLOYEE OR SERVICE PROVIDER WHO SUSPECTS ABUSE OR NEGLECT THAT INVOLVES A CHILD OR VULNERABLE ADULT IS PERSONALLY RESPONSIBLE FOR ENSURING THAT A REPORT IS MADE.

a. IN ORDER TO FACILITATE PROMPT INVESTIGATION, THE FOLLOWING INFORMATION SHALL BE AVAILABLE WHEN MAKING AN ORAL REPORT: NAME, ADDRESS, TELEPHONE NUMBER, AND DATE OF BIRTH OF THE CHILD; SIBLINGS, INCLUDE NAMES AND SCHOOL OF ATTENDANCE; NAME,
ADDRESS, AND TELEPHONE NUMBERS OF THE PARENTS/GUARDIANS.

b. THE EMPLOYEE OR SERVICE PROVIDER MAY CONSULT WITH THE SCHOOL’S CHILD PROTECTIVE SERVICES LIAISON, ADMINISTRATORS, SCHOOL NURSE, SCHOOL COUNSELOR, SCHOOL SOCIAL WORKER, PUPIL PERSONNEL WORKER, OR SCHOOL PSYCHOLOGIST FOR ASSISTANCE IN THE REPORTING PROCESS. HOWEVER, USING THIS SUPPORT SYSTEM DOES NOT RELEASE THE EMPLOYEE OR SERVICE PROVIDER FROM HIS/HER OBLIGATION TO FILE A REPORT WITH DSS.

2. IF ABUSE OCCURS ON A BUSINESS DAY DURING BUSINESS HOURS, AN ORAL REPORT MUST BE MADE IMMEDIATELY TO DSS (410-853-3000).

3. THE EMPLOYEE MAKING THE REPORT WILL IMMEDIATELY NOTIFY HIS/HER PRINCIPAL OR IMMEDIATE SUPERVISOR THAT A CASE OF SUSPECTED CHILD ABUSE OR NEGLECT HAS BEEN REPORTED.

4. IN CASES OF ABUSE OR IF UNABLE TO CONTACT DSS, ORAL REPORTS SHALL BE MADE TO THE BALTIMORE COUNTY POLICE DEPARTMENT, CRIMES AGAINST CHILDREN UNIT (410-853-3650).

5. SCHOOL SYSTEM EMPLOYEES ARE PROHIBITED FROM TAKING ACTION THAT PREJUDICES THE ONGOING CASE, INCLUDING INFORMING THE ALLEGED OFFENDER OF THE REPORT OF SUSPECTED ABUSE OR NEGLECT.

[1. Between 8:30 a.m. and 4:30 p.m., on business days, all employees, volunteers, students teachers, or student interns of the Baltimore County Public Schools shall orally report suspected child abuse or neglect to Child Protective Services, Baltimore County DSS (887-2800). In cases of abuse, if unable to contact CPS/DSS, oral reports shall be made to the Baltimore County Police Department, Family Crimes Unit (410-887-5686).

2. To facilitate this reporting procedure, employees, volunteers, student teachers, or student interns may consult with administrators, nurses, counselors, school social workers, pupil personnel workers, and psychologists to assist in this reporting process. Using this support system does not release employees or volunteers from their
obligation to make sure the referral is completed as required.

3. At the time an oral report is made, the referring person should have available the following information to facilitate prompt investigation: name, address, telephone number, and birth date of child; if at all possible, name(s) and school(s) of other known siblings, and names, addresses, and telephone numbers of parents/caretakers.

4. For abuse reports made outside business hours, call 911.

5. Clarification of whether or not a specific situation regarding suspected child abuse or neglect is to be reported should be resolved through consultation with Child Protective Services, Screening Unit, Baltimore County DSS, at 410-887-2800. Any doubt about reporting a suspected situation is to be resolved in favor of the child and the report made immediately.

6. Inform the local school principal that a case of suspected child abuse or neglect has been reported.

C. [B.] WRITTEN REPORT [(Each incident of suspected abuse/neglect should be reported separately.)]

1. WITHIN 48 HOURS OF MAKING AN ORAL REPORT, THE EMPLOYEE OR SERVICE PROVIDER MUST FILE A WRITTEN REPORT WITH DSS.

2. REPORTS WILL BE MADE BY COMPLETING AND FOWARDING FORM BCDSS 92-180A, SCHOOL’S REPORT OF SUSPECTED CHILD ABUSE (SEE RULE 5440, FORM A) OR FORM BCDSS 92-180B, SCHOOL’S REPORT OF SUSPECTED CHILD NEGLECT (SEE RULE 5440, FORM B);

3. COPIES OF THE WRITTEN REPORT SHALL BE FORWARDED TO THE FOLLOWING:

a. DEPARTMENT OF SOCIAL SERVICES
   DRUMCASTLE GOVERNMENT CENTER
   6401 YORK ROAD
   TOWSON, MD  21212

b. OFFICE OF SCHOOL COUNSELING
   BALTIMORE COUNTY PUBLIC SCHOOLS
   6901 CHARLES STREET
   ESS BUILDING, SUITE 118
c. OFFICE OF THE STATE’S ATTORNEY (ABUSE ONLY)
CIRCUIT COURT FOR BALTIMORE COUNTY
401 BOSLEY AVENUE, ROOM 511
TOWSON, MD 21204

d. SCHOOL PRINCIPAL

[The person making the oral report, whether to DSS or to the police, is also responsible for submitting a written report (see attached BCDSS Form 92-180A, Child Abuse, and Form 180S, Child Neglect). A written report must follow the oral report within 48 hours of the contact which disclosed the existence of possible abuse or neglect.

Copies of the written report shall be sent to:

Child Protective Services
Baltimore County Department of Social Services
One Investment Place
Towson, MD 21204

Office of Pupil Personnel
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

State’s Att’y. for Baltimore County (abuse reports only)
Court House
Towson, MD 21204

School Principal]

IV. INVESTIGATION

A. EMPLOYEE AND SERVICE PROVIDER RESPONSIBILITIES

1. BCPS EMPLOYEES AND SERVICE PROVIDERS SHALL COOPERATE WITH INVESTIGATIONS CONDUCTED BY DSS AND/OR THE BALTIMORE COUNTY POLICE DEPARTMENT (POLICE DEPARTMENT) WHEN THEY HAVE MADE A REPORT CONCERNING CHILD ABUSE AND/OR CHILD NEGLECT.

B. [C.]CHILD PROTECTIVE SERVICES (CPS) LIAISON
RESPONSIBILITIES

1. DURING THE INVESTIGATION, THE CPS LIAISON WILL:
   A. ENSURE THAT THE SCHOOL NURSE DOCUMENTS THE EXISTENCE OF PAST/PRESENT PHYSICAL INJURIES TO THE STUDENT, WHEN APPROPRIATE.
   B. SERVE AS THE SCHOOL’S CONTACT PERSON FOR ALL DSS AND/OR POLICE DEPARTMENT INVESTIGATIONS CONDUCTED IN THE SCHOOL.
   C. FACILITATE THE QUESTIONING OF STUDENTS ON SCHOOL PREMISES DURING THE SCHOOL DAY IN A LOCATION THAT ENSURES MAXIMUM CONFIDENTIALITY AND PRIVACY FOR THE DSS WORKER AND/OR POLICE OFFICER QUESTIONING A STUDENT.
   D. ACT AS THE SCHOOL’S LIAISON FOR ALL REQUESTS FOR STUDENT RECORDS SPECIFIC TO THE INVESTIGATION OF SUSPECTED ABUSE OR NEGLECT.

2. FOLLOWING THE INVESTIGATION, THE CPS LIAISON WILL:
   A. SERVE AS THE SCHOOL CONTACT PERSON FOR DSS SOCIAL WORKERS SERVING FAMILIES PARTICIPATING IN THE CONTINUING CPS/DSS PROGRAM.
   B. PROVIDE INFORMATION TO THE DSS SOCIAL WORKER CONCERNING RESOURCES IN THE SCHOOL COMMUNITY.
   C. ENSURE THAT ANY CHILD RECEIVING CPS CONTINUING SERVICES FOR PHYSICAL ABUSE OR NEGLECT WILL BE SEEN BY THE SCHOOL NURSE FOR HEALTH ASSESSMENTS AS AGREED TO BY THE CHILD’S PARENT.
   C. DSS WILL ADVISE THE EMPLOYEE OR SERVICE PROVIDER MAKING A REPORT ITS DECISION ON WHETHER DSS WILL TAKE THE CASE FOR INVESTIGATION.

1. THE EMPLOYEE OR SERVICE PROVIDER WILL IMMEDIATELY ADVISE THE SCHOOL PRINCIPAL OF THE DECISION ISSUED BY DSS.

[The Child Protective Services Liaison (CPS liaison) serves as a point of contact for all Child Protective Services/Police Department investigative
personnel visits to the school. The CPS liaison is an identified member of
the school-based Pupil Services Team who will facilitate the interviews and
subsequent services of a Baltimore County Department of Social Services’
CPS social worker and/or Baltimore County Police Department personnel
following a report of child abuse or neglect.

1. In collaboration with the school principal/administrator, CPS liaison
arranges for a location to assure maximum confidentiality and privacy
for the CPS/DSS social workers’ and/or police department personnel’s
interview with the child.

2. The CPS liaison assures that the child will be available for the CPS/DSS
social worker’s and/or police department personnel’s interview.

3. The CPS liaison assures that the school nurse documents the existence
of past/present physical injuries to the child, when appropriate.

4. The CPS liaison gathers information pertinent to the specific
investigation of suspected abuse or neglect. Such information may
include medical data and the names, ages, and location of parents,
caretakers, and siblings. Administrators should inform the CPS/DSS
social worker and/or police department’s child abuse detective if the
student’s record contains psychological records. All psychological
records must be requested from the Office of Psychological Services
410-887-4210. DSS or the police department would need a signed
parental release, court order, or subpoena to obtain other information
from the student record.

5. The CPS liaison assures that the school is prepared to accommodate the
CPS social worker and/or police department personnel for both planned
and emergency visits.

6. Subsequent to a CPS investigation, the CPS liaison serves as a point of
contact for the Department of Social Services’ social workers serving
families participating in the continuing CPS/DSS program, including
the provision of pertinent information to the CPS/DSS social worker.

7. The CPS liaison will provide information to the Department of Social
Services/social worker about relevant resources in the school
community.
8. The CPS liaison will assure that any child receiving CPS continuing services for physical abuse or neglect will be seen by the school nurse for health assessments on an agreed upon schedule.

VII. INVESTIGATION

Baltimore County Public School employees, volunteers, student teachers, or student interns have an obligation to reasonably cooperate with Child Protective Services, THE Department of Social Services and/or the Baltimore County Police Department in child abuse neglect investigations. Failure to cooperate with the Department of Social Services and/or the Baltimore County Police Department will be considered misconduct in office.

VIII. CONFIDENTIALITY

A. RECORDS

1. Child abuse and/or neglect reports and records shall not be placed in the student’s school record.
2. All child abuse and/or neglect referrals or reports shall be kept in a separate file in the principal’s office until the time the student turns twenty-four (24).

B. RELEASE OF INFORMATION

1. Child abuse and neglect investigation information contained in the child abuse and neglect file should only be released to DSS and the police department.
2. Parents/guardians seeking information regarding child abuse and/or neglect should be referred to DSS.
3. Child abuse and/neglect reports and records must be under a court order. Any other request for these records should be referred to the Law Office of Baltimore County Public Schools.

C. Information on whether or not DSS has determined to investigate the report will be provided to the employee, volunteer, student teacher, or student intern making the report by Child Protective Services, Department of Social Services. This information is to be forwarded by the person making the report to the principal and kept in the separate child abuse/neglect file in the principal’s office until the time the child turns twenty-four (24).]
V. [IX.] SCHOOL PROCEDURES

A. INTERVIEWS

1. PERSONNEL FROM DSS OR A POLICE OFFICER ARE AUTHORIZED TO QUESTION A STUDENT ON SCHOOL PREMISES DURING THE SCHOOL DAY IN AN INVESTIGATION INVOLVING SUSPECTED CHILD ABUSE AND/OR CHILD NEGLECT.

2. THE SCHOOL PRINCIPAL, SERVING IN THE CAPACITY AS THE SUPERINTENDENT’S DESIGNEE, SHALL DETERMINE, AFTER CONSULTING WITH THE DSS WORKER OR POLICE OFFICER, WHETHER A SCHOOL OFFICIAL SHALL BE PRESENT DURING THE QUESTIONING OF A STUDENT PURSUANT TO THIS SECTION.
   A. THE CHILD’S AGE AND PREFERENCE SHOULD BE CONSIDERED WHEN MAKING A DETERMINATION.
   B. THE FINAL DECISION ON WHETHER A SCHOOL OFFICIAL MAY BE PRESENT DURING QUESTIONING LIES WITH THE DSS WORKER OR POLICE OFFICER.

3. THE SCHOOL PRINCIPAL SHALL REQUIRE PROPER IDENTIFICATION FROM THE DSS WORKER OR POLICE OFFICER PRIOR TO AUTHORIZING QUESTIONING OF A STUDENT. THE FOLLOWING DOCUMENTATION IS REQUIRED AND SHALL BE RECORDED BY THE SCHOOL:
   A. IDENTIFICATION CARD ISSUED BY THE DEPARTMENT OF SOCIAL SERVICES OR POLICE BADGE NUMBER. THE INFORMATION SHALL BE RECORDED; HOWEVER, THESE ITEMS MAY NOT BE PHOTOCOPIED.
   B. FULL NAME OF THE DSS SOCIAL WORKER OR POLICE OFFICER.
   C. CONTACT INFORMATION, INCLUDING TELEPHONE NUMBER AND ADDRESS OF AGENCY OR POLICE PRECINCT.

B. [A.] PARENT [/GUARDIAN] NOTIFICATION

1. SCHOOL OFFICIALS ARE NOT REQUIRED TO NOTIFY PARENTS OF INVESTIGATIONS ON SCHOOL PREMISES INVOLVING SUSPECTED CHILD ABUSE AND CHILD NEGLECT.

2. [The decision of when to notify the parent/guardian will be made after the child has been interviewed by the investigating social
worker or police officer.] The principal or principal’s designee in consultation with the DSS WORKER [representative from social services] or the police officer shall [then] determine when THE CHILD’S parent [(s)/guardian(s)] shall be notified and by whom.

3. When in the judgment of the principal, DSS WORKER, OR POLICE OFFICER, [CPS/DSS social workers, or police department,] it is believed that disclosure OF THE INVESTIGATION OF ALLEGED ABUSE/NEGLECT would create a threat to the well-being of the child or another child in the household, or would impede the investigation, the DSS [social] worker or police officer will notify the parent [(s)/guardian(s)].

[B. INTERVIEWS
Whether or not the report of suspected physical and/or sexual abuse is initiated by school employees or volunteers, the CPS/DSS social worker and/or police officer have the authority to interview the child at the school without permission of the child’s parents or guardians. The principal or assistant principal, as designated representatives of the superintendent, shall determine, after consultation with the CPS/DSS social worker from the local DSS or the police officer, whether a school official shall be present during the questioning of a pupil. The child’s preference shall be considered in making this determination. Proper identification should be required of the social worker and the police officer. Name and agency of the CPS/DSS social worker and police officer should be recorded. Police badges and CPS/DSS social workers’ identification cards may not be photocopied.]

C. RELEASE OF INFORMATION FROM THE STUDENT’S EDUCATIONAL [SCHOOL] RECORD

1. EXCEPT FOR INFORMATION THAT IS REQUIRED IN ORDER TO COMPLETE THE SCHOOL’S REPORT OF SUSPECTED CHILD ABUSE AND/OR CHILD NEGLECT FORMS, BCPS SHALL NOT PERMIT ACCESS TO OR RELEASE PERSONALLY IDENTIFIABLE INFORMATION FROM THE STUDENT’S EDUCATIONAL RECORD WITHOUT THE EXPRESS WRITTEN AUTHORIZATION OF THE CHILD’S PARENT, OR AS ALLOWED BY FEDERAL AND STATE LAW.

A. IN ACCORDANCE WITH BOARD OF EDUCATION POLICY AND SUPERINTENDENT’S RULE 5230, STUDENT RECORDS, THE PRINCIPAL MAY DISCLOSE PERSONALLY IDENTIFIABLE INFORMATION FROM THE STUDENT’S EDUCATIONAL RECORD DURING A
HEALTH AND SAFETY EMERGENCY.

B. BCPS MAY DISCLOSE RECORDS FROM THE STUDENT'S EDUCATIONAL RECORD TO DSS AND/OR THE POLICE DEPARTMENT WHEN NOTIFIED THAT DSS IS MAKING AN EMERGENCY PLACEMENT OF THE CHILD AND/OR REMOVING THE CHILD FROM SCHOOL UNDER PARAGRAPH V.D. OF THIS RULE.

C. PRINCIPALS SHOULD CONSULT WITH THEIR CHILD PROTECTIVE SERVICES (CPS) LIAISON TO DETERMINE WHETHER A HEALTH AND SAFETY EMERGENCY EXISTS.

2. DIRECTORY INFORMATION MAY BE RELEASED, UNLESS THE PARENT HAS TIMELY NOTIFIED THE SCHOOL PRINCIPAL THAT DESIGNATED INFORMATION ABOUT HIS/HER CHILD MAY NOT BE DISCLOSED.

3. THE SCHOOL PRINCIPAL MAY INFORM THE DSS WORKER IF THE STUDENT'S EDUCATIONAL RECORD CONTAINS PSYCHOLOGICAL RECORDS.

A. PSYCHOLOGICAL RECORDS MAY NOT BE RELEASED TO THE DSS WORKER OR POLICE OFFICER BY THE SCHOOL.

B. ALL PSYCHOLOGICAL RECORDS MUST BE REQUESTED FROM THE OFFICE OF PSYCHOLOGICAL SERVICES.

[Besides information provided by school personnel on the child abuse/neglect forms, further information may be provided regarding appropriate medical data, and the names, ages, and locations of parents, caretakers, and siblings. Administrators should inform the Protective Services worker if the student’s school record contains psychological records. Psychological records may not be released to the DSS Protective Services worker by the school administrators. All psychological records must be requested from the Office of Psychological Services, 6901 Charles Street, Towson, MD 21204. DSS or the police department would need a signed parental release, court order, or subpoena to obtain other information from the student’s school record.]

D. REMOVAL OF STUDENT [CHILD] FROM SCHOOL

1. A STUDENT [The pupil] may be removed from school premises UNDER THIS SECTION, WITHOUT PARENT
AUTHORIZATION, BY ANY OF THE FOLLOWING: [if that pupil is a suspected victim of child abuse or neglect and the local]

A. DSS has guardianship of the child.[,]

B. IN ACCORDANCE WITH a court order.[,]

C. IN ACCORDANCE WITH [or has in their possession] a shelter CARE AUTHORIZATION OR SHELTER CARE order [pursuant to Courts and Judicial Proceedings Article, §§3-814 and 3-815.].

D. BY A POLICE OFFICER IF HE/SHE BELIEVES THE CHILD IS IN SERIOUS, IMMEDIATE DANGER AND THAT THE CHILD’S REMOVAL IS NECESSARY FOR THE CHILD’S PROTECTION.

2. Under Maryland Law, Courts and Judicial Proceedings Article §3-814, AND WITH THE PERMISSION OF DSS, a police officer has the authority to remove the child from the school setting without the permission of the parents/guardians. This action is taken by the police when reasonable grounds exist to believe the child is in immediate danger from his/her surroundings and his/her removal is necessary for the child’s protection.]

3. [3.] The PRINCIPAL [school administrator], in consultation with the DSS [social] worker or police officer, shall ENSURE [assure] that PROMPT notification of a STUDENT’S [pupil’s] removal from school is made to the STUDENT’S [pupil’s] parent [s or guardians].

3. When, in the judgment of the principal, DSS [CPS/] [social] worker, or police OFFICER [department], it is believed that disclosure would create a threat to the well-being of the child or another child in the household, or would impede the investigation, the DSS [social] worker or police officer will notify the STUDENT’S parent [s or guardians].

[E. OBTAINING FEEDBACK FROM DSS REGARDING OUTCOME OF REPORT

Information contained in Child Protective Services reports and records, including the outcome of investigations, is highly confidential, and disclosure is restricted by law (Annotated Code of Maryland, Article 88A, §6(b)). Information may be disclosed by CPS/DSS under the following circumstances:

1. Information on whether or not CPS/DSS has determined to investigate the report [will] MAY be provided to the employee,
volunteer, student teacher, or student intern making the report.

2. Where CPS/DSS finds it in the best interest of the child; e.g., to develop a safety plan or treatment plan which might include the support of school personnel, CPS/DSS may disclose information to an agency, institution, or program providing treatment or care to the child.

3. For complex cases, information may also be shared in the context of a multidisciplinary consultation team conference in order to coordinate interagency treatment planning. Requests for this type of team review may be initiated by the superintendent’s designee or multidisciplinary team members. Contact the Office of Pupil Personnel Services 410-887-4211 for future information.

VI. CONFIDENTIALITY

A. REPORTS AND RECORDS

1. CHILD ABUSE AND/OR NEGLECT REPORTS AND RECORDS MADE UNDER THIS SECTION ARE CONFIDENTIAL AND SHALL NOT BE PLACED IN THE STUDENT’S EDUCATIONAL RECORD.

2. ALL CHILD ABUSE AND/OR NEGLECT REFERRALS OR REPORTS SHALL BE KEPT IN A SEPARATE CONFIDENTIAL FILE IN THE PRINCIPAL’S OFFICE AND SHALL BE MAINTAINED BY THE SCHOOL UNTIL SUCH TIME AS THE STUDENT TURNS 24 YEARS OF AGE.

B. RELEASE OF INFORMATION

1. REPORTS MADE UNDER THIS SECTION SHALL BE RELEASED ONLY TO THE DSS WORKER AND/OR POLICE OFFICER INVESTIGATING THE ABUSE.

2. A PARENT OR GUARDIAN SEEKING INFORMATION CONCERNING A CHILD ABUSE OR NEGLECT INVESTIGATION SHOULD BE REFERRED TO THE DSS WORKER OR POLICE OFFICER INVESTIGATING THE ALLEGATION.

3. CHILD ABUSE AND NEGLECT REPORTS AND RECORDS SHALL BE RELEASED ONLY UPON ISSUANCE OF A COURT ORDER BY DSS. ALL REQUESTS FOR RECORDS MADE IN ACCORDANCE WITH THIS SECTION SHALL BE REFERRED TO THE BCPS’ OFFICE OF LAW.
VII. TRAINING

A. [F.] STUDENTS [AWARENESS]
   1. The Office of [Guidance and] SCHOOL Counseling [Services], in
      collaboration with other pupil services team members, shall
      [continue to] coordinate and develop programs [and] to educate
      students about physical abuse, sexual abuse, and neglect.
   2. These programs shall be developmental, comprehensive, and current
      for students [.Programs should] AND exist on all levels of the
      curriculum.

B. [G.] EMPLOYEES [STAFF/COMMUNITY AWARENESS]
   1. NEW EMPLOYEES ARE REQUIRED TO ATTEND [Appropriate
      staff of Baltimore County Public Schools shall provide] in-service
      training [for new employees in] ON CHILD abuse/neglect policies,
      to ENSURE [insure] they have knowledge about all areas of abuse
      and neglect, the EMPLOYEE’S [staff’s] obligation to report
      suspected abuse/neglect cases, and the steps required IN making the
      oral/written reports.
   2. Principals, office heads, or designees must review abuse/neglect
      POLICIES AND PROCEDURES [information] with all staff,
      INCLUDING SERVICE PROVIDERS, annually. [Members of the
      students’ community, such as volunteers, must be informed about
      their duty to report abuse and neglect, as well.]
   3. [2.] Verification of participation in the awareness training program
      on child abuse/neglect must be kept at respective schools and
      offices.

C. COMMUNITY AWARENESS
   1. [3.]The Office of SCHOOL COUNSELING [the Assistant to the
      Superintendent for Communications and Special Projects] will assist
      in informing the public about abuse/neglect issues, programs, and
      initiatives within the school system.
   2. SCHOOLS ARE ENCOURAGED TO INFORM THEIR SCHOOL
      COMMUNITIES [Further communication] about abuse and neglect
      [can be accomplished] through school newsletters, meetings, and the
      school calendar.

VIII. DISCIPLINE

A. ANY EMPLOYEE OR SERVICE PROVIDER WHO KNOWINGLY
   FAILS TO REPORT SUSPECTED CHILD ABUSE OR NEGLECT WILL
   BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING
   DISMISSAL.
B. IF A CERTIFICATED EMPLOYEE KNOWINGLY FAILS TO REPORT SUSPECTED CHILD ABUSE IN VIOLATION OF THIS SECTION, THE SUPERINTENDENT WILL RECOMMEND SUSPENSION OR REVOCATION OF HIS/HER TEACHING CERTIFICATE ISSUED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION AND/OR MARYLAND LICENSE TO PRACTICE ISSUED BY THE DEPARTMENT OF HEALTH AND MENTAL HYGIENE.

C. ANY EMPLOYEE OR SERVICE PROVIDER WHO FAILS TO COOPERATE WITH DSS AND/OR POLICE DEPARTMENT INVESTIGATION UNDER THIS SECTION WILL BE DEEMED TO HAVE COMMITTED MISCONDUCT IN OFFICE AND WILL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION.

D. IN THE CASE OF SERVICE PROVIDERS, THE ASSISTANT SUPERINTENDENT AND/OR EXECUTIVE DIRECTOR WILL MAKE A DECISION ON WHETHER TO CONTINUE SERVICES.

IX. IMMUNITY

ANY EMPLOYEE OR SERVICE PROVIDER WHO IN GOOD FAITH MAKES OR PARTICIPATES IN MAKING A REPORT OF CHILD ABUSE OR NEGLECT, OR PARTICIPATES IN AN INVESTIGATION OR A RESULTING JUDICIAL PROCEEDING IS IMMUNE FROM ANY CIVIL LIABILITY OR CRIMINAL PENALTY IN ACCORDANCE WITH STATE LAW. A GOOD FAITH REPORT IS BASED UPON HONEST BELIEFS, ABSENCE OF MALICE, AND NO CONSCIOUS ATTEMPT TO FALSIFY INFORMATION.

X. Statute Of Limitations

A. There is no statute of limitations in cases of abuse and neglect regardless of the age of the victim or the status of the alleged abuser.

B. IF [Even if] the alleged victim OF ABUSE is an adult when the incident comes into light, a report must be made with DSS [the Department of Social Services]. The fact that the victim is now an adult should be part of the report. [This fact may be taken into account by the authorities, when they determine the actions to take in response to the report.]

C. IF [Even if] the alleged abuser is believed to be deceased, a report must be made to DSS [the Department of Social Services]. Information that the alleged abuser is deceased should be included in this report. [The authorities need this information to process this report appropriately.]
XI. INTERAGENCY COLLABORATION

BCPS [Baltimore County Public Schools] will collaborate with DSS [the Baltimore County Department of Social Services], Baltimore County Police Department, and other agencies to implement child abuse and neglect [policies,] procedures [,] and training.

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 §6-108, 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, Family Law Article, §5-701 et seq.  
Annotated Code of Maryland, Article 88A - Social Services Administration, §6(b)  
Annotated Code of Maryland, Education Article, §§6-107, -108, -202  
Education COMAR 13A.12.05.02C(4)  
Education COMAR 13A.08.01.13 ]

RELATED POLICIES: BOARD OF EDUCATION POLICY 4004, SUSPECTED CHILD ABUSE, NEGLECT, AND/OR INAPPROPRIATE BEHAVIOR TOWARD A STUDENT BY AN EMPLOYEE OF THE BALTIMORE COUNTY PUBLIC SCHOOLS
RULE 5440

BOARD OF EDUCATION POLICY 4008, OBLIGATIONS OF THE EMPLOYEES OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY

BOARD OF EDUCATION POLICY 4115, EMPLOYEE CONDUCT AND RESPONSIBILITIES

BOARD OF EDUCATION POLICY 5230, STUDENT RECORDS

Rule

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<td>06/27/95</td>
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Superintendent of Schools
SCHOOL’S REPORT OF SUSPECTED CHILD ABUSE

TO: BALTIMORE COUNTY DEPARTMENT OF SOCIAL SERVICES

FROM: _____________________________________________ Name of Person Making Report and Name of School

ADDRESS OF SCHOOL: ______________________________________________________________

Name of Child: _______________________________________________________________________

Address (where child may be seen) ________________________________________________________

_________________________________ Tel. No: _____________________ (H) _______________________(W)

Age or Birthdate _______________________________________________________________________

Name of Person(s) Responsible for Child’s Care _____________________________________________

Address ___________________________________________ Tel. No: _____________________ (H) _______________________(W)

Relationship __________________________________________________________________________

Name of Suspected Abuser_______________________________________________________________

Address ______________________________________________________________________________

Relationship (of suspected abuser) to Child _________________________________________________

The nature and extent of the current injury to the child in question: circumstances leading to the suspicion that the child is a victim of abuse: (Continue on back if necessary)

________________________________________________________________________________

Information concerning previous injury to this child or other children in this family situation, including previous action taken if any:

________________________________________________________________________________

________________________________________________________________________________

________________________________ Signature of Person Making Report ____________________________ Date of this written report

Copies mailed to: ___________________________ Date of Oral Report

_____ Department of Social Services

_____ Office of Pupil Personnel Services – Greenwood

_____ State’s Attorney’s Office

_____ Principal

BCDSS 92-180A

Revised 5/98]
School’s Report of Suspected Child Abuse

To: Baltimore County Department of Social Services

From: Name of person making report and name of school

Address of school: 

Name of child: 

Address (where child may be seen): 

Phone numbers: (C) (H) (W) 

Age or date of birth: 

Name(s) of person(s) responsible for child’s care: 

Address: 

Phone numbers: (C) (H) (W) 

Relationship: 

Name of suspected abuser: 

Address 

Relationship (of suspected abuser) to child 

The nature and extent of the current injury to the child in question: circumstances leading to the suspicion that the child is a victim of abuse: (Continue on back if necessary) 

Information concerning previous harm to this child or other children in this family situation, including previous action taken if any:

______________________________  ________________________________
Signature of person making report           Date of this written report

Copies mailed to: 

_____Department of Social Services
_____Office of School Counseling
_____State’s Attorney’s Office
_____Principal

BCDSS 92-180A
Revised 04/11

Oral report made to: _____________________ 

(Name of DSS staff who received oral report)
SCHOOL’S REPORT OF SUSPECTED CHILD NEGLECT

TO: BALTIMORE COUNTY DEPARTMENT OF SOCIAL SERVICES

FROM: __________________________________________________________________________
Name of Person Making Report and Name of School

ADDRESS OF SCHOOL: ______________________________________________________________

Name of Child: _______________________________________________________________________

Address (where child may be seen) ______________________________________________________

Tel. No: _____________________ (H) _______________________(W)

Age or Birthdate _______________________________________________________________________

Name of Person(s) Responsible for Child’s Care _____________________________________________

Address ____________________________ Tel. No: _____________________ (H) _______________________(W)

Relationship __________________________________________________________________________

Name of Suspected Neglector ____________________________________________________________

Address ______________________________________________________________________________

Relationship (of suspected neglector) to Child __________________________________________________________________________

The nature and extent of any current harm or risk to the child in question: circumstances leading to the
suspicion that the child is a victim of neglect: (Continue on back if necessary)

Information concerning previous harm to this child or other children in this family situation, including
previous action taken if any:

________________________________________  ________________________________
Signature of Person Making Report  Date of this written report

Copies mailed to:

_____ Department of Social Services
_____ Office of Pupil Personnel Services – Greenwood
_____ State’s Attorney’s Office
_____ Principal

BCDSS 92-180B
Revised 5/98]
School’s Report of Suspected Child Neglect

To: Baltimore County Department of Social Services

From: ____________________________________________

Name of person making report and name of school

Address of school: ____________________________________________

Name of child: ____________________________________________

Address (where child may be seen): ____________________________________________

Phone numbers: (C) ___________________ (H) ___________________ (W) __________

Age or date of birth: ____________________________________________

Name(s) of person(s) responsible for child’s care: ____________________________________________

Address: ____________________________________________

Phone numbers: (C) ___________________ (H) ___________________ (W) __________

Relationship: ____________________________________________

Name of suspected neglector: ____________________________________________

Address: ____________________________________________

Relationship (of suspected neglector) to child ____________________________________________

The nature and extent of any current harm or risk to the child in question: circumstances leading to the suspicion that the child is a victim of neglect: (Continue on back if necessary)

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Information concerning previous injury to this child or other children in this family situation, including previous action taken if any:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

______________________________  ________________________________

Signature of person making report           Date of this written report

Copies mailed to: ____________________________________________

____Department of Social Services                      Date of oral report

____Office of School Counseling

____State’s Attorney’s Office

____Principal

BCDSS 92-180B

Revised 04/11
NEW CONSTRUCTION: DESIGNING

SCHOOL SIGN DESIGN - MARQUEE

I. PURPOSE

A. TO ESTABLISH PROCEDURES FOR THE DESIGN AND INSTALLATION OF NEW SCHOOL MARQUEE SIGNS AND/OR CHANGES TO EXISTING SCHOOL MARQUEE SIGNS FOR THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS).

B. NO MARQUEE SIGN WILL BE INSTALLED ON BCPS PROPERTY UNLESS:
   1. IT HAS BEEN SUBMITTED FOR REVIEW BY THE DEPARTMENT OF PHYSICAL FACILITIES; AND
   2. IT HAS BEEN AUTHORIZED BY THE SUPERINTENDENT FOLLOWING SUCH REVIEW.

II. PROCESS

A. ALL PROPOSALS FOR THE INSTALLATION OF NEW SCHOOL MARQUEE SIGNS AND/OR CHANGES TO EXISTING SCHOOL MARQUEE SIGNS SHALL BE DIRECTED TO THE ATTENTION OF THE EXECUTIVE DIRECTOR, DEPARTMENT OF PHYSICAL FACILITIES.

B. THE DEPARTMENT OF PHYSICAL FACILITIES WILL:
   1. REVIEW ALL PROPOSALS FOR APPROPRIATE DESIGN, INCLUDING SIZE, STYLE, COLOR, SHAPE AND OTHER PHYSICAL CHARACTERISTICS.
      a. ALL ATTEMPTS WILL BE MADE TO COORDINATE THE DESIGN OF THE SCHOOL MARQUEE SIGN WITH THE DESIGN OF THE SCHOOL BUILDING AND TO ENHANCE AND CONSERVE THE ATTRACTIVENESS OF NATURAL, LANDSCAPED AND BUILT ENVIRONMENTS IN THE SCHOOL AND COMMUNITY.
   2. PROVIDE A COST ANALYSIS OF THE PROPOSAL, INCLUDING PURCHASE/CHANGE, INSTALLATION, AND MAINTENANCE COSTS.
   3. ENSURE THAT ALL SIGNS COMPLY WITH BOARD OF EDUCATION POLICIES AND MEET ALL LOCAL ORDINANCES AND SIGN CODES.
   4. REJECT AND/OR MODIFY ANY PROPOSALS.
5. COLLABORATE WITH PRINCIPAL ON COMMUNICATION PLAN WITH SCHOOL COMMUNITY.

C. AFTER THE REVIEW PROCESS HAS BEEN COMPLETED, THE DEPARTMENT OF PHYSICAL FACILITIES WILL FORWARD ITS RECOMMENDATION TO THE SUPERINTENDENT FOR FINAL APPROVAL AND AUTHORIZATION.

III. INSTALLATION

A. MARQUEE SIGNS WILL BE INSTALLED IN COMPLIANCE WITH APPROVED PROPOSALS.

B. THE DEPARTMENT OF PHYSICAL FACILITIES WILL:
   1. OVERSEE THE DESIGN, PLACEMENT, AND INSTALLATION OF ALL MARQUEE SIGNS.
   2. COLLABORATE WITH THE SCHOOL PRINCIPAL, KEEPING HIM/HER ADVISED OF ALL PHASES OF SIGN INSTALLATION.

IV. DONATED SCHOOL MARQUEE SIGN

A. SCHOOL MARQUEE SIGNS FUNDED BY PRIVATE DONATIONS SHALL COMPLY WITH ALL BOARD OF EDUCATION POLICIES.

B. A SCHOOL MARQUEE SIGN FUNDED BY PRIVATE DONATIONS SHALL NOT INCLUDE THE DONOR’S NAME(S) OR LOGO(S).

V. OWNERSHIP

BCPS SHALL RETAIN ALL RIGHTS OF OWNERSHIP TO MARQUEE SIGNS UPON COMPLETION OF INSTALLATION.
DATE: April 5, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent


ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON (S): Barbara S. Burnopp, Chief Financial Officer
Patrick M. Fannon, Controller

INFORMATION

Attached is the general fund Comparison of FY2010 and FY2011 Revenues, Expenditures, and Encumbrances – Budget and Actual for the periods ended February 28, 2010, and 2011.

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 February 28, 2010, and 2011. Figure 4 is a comparative statement of budget-to-actual revenues, expenditures, and encumbrances.
• **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, county appropriation exceeded MOE by 4.9%. County funds are drawn based on cash flow requirements. The year-to-date county revenue recognized is $367 million, 55.4% of the budget, as compared to $349 million, 52.1% of the budget for FY2010.

• **State of Maryland** – The FY2011 state appropriation increased $10.8 million, 2.2% 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 February 2011, four 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. The 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 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.

---

**Figure 1**

*General Fund Revenue by Source*

<table>
<thead>
<tr>
<th></th>
<th>Baltimore County</th>
<th>State of Maryland</th>
<th>Federal</th>
<th>Other</th>
<th>Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2010 Adopted</td>
<td>$567,059,211</td>
<td>$499,801,751</td>
<td>$8,439,290</td>
<td>$39,125,468</td>
<td>$1,217,905,720</td>
</tr>
<tr>
<td>FY2011 Adopted</td>
<td>$663,144,082</td>
<td>$510,629,794</td>
<td>$13,195,238</td>
<td>$23,928,745</td>
<td>$1,210,897,859</td>
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<tr>
<td>Change</td>
<td>(7,395,129)</td>
<td>10,828,043</td>
<td>4,755,948</td>
<td>4,803,277</td>
<td>12,992,139</td>
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</tbody>
</table>

*Year-to-Date Comparison*
Total Expenditures and Encumbrances – Year-to-date expenditures and encumbrances through February 2011 are $779.2 million, 64.3% obligated compared to $771.8 million, 64.4% 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 63.1% 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 58.5% 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 non-salary expenditures are budgeted for an overall decrease of $13.1 million, or 2.9% 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.

![% of Budget Obligated as of February 28, 2010 and 2011](image-url)

Figure 3
• **Administration and Mid-Level Administration** – The budget for non-salary 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 non-salary 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 $1.6 million in expenditures in mid-level administration over the expenditures of the prior year is primarily the result of the timing of an encumbrance for software products, which was recorded in August 2010. The same software cost for the previous year 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, $16.1 million, 66.6% 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, $5.9 million, 74.5% of the FY2011 budgeted funds, have been committed. In the prior year, $6.3 million, 44.1%, 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 non-salary budget of $41.4 million, $34.7 million (84%) is now estimated for placement of children in nonpublic schools. To date, $30.3 million of the funds for nonpublic placement have been committed, compared with $31.3 million committed at February 2010.
• **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 non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other expenditures. The non-salary budget increased by approximately $1.6 million, which is primarily attributable to an expected increase in diesel fuel costs. As of February 2011, 91.3% of the non-salary budget had been committed compared to 92.8% committed in the prior fiscal year.

• **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 non-salary 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 February 2011, 92.5% of the non-salary budget has been committed, compared to 92.8% committed at February 2010.

• **Maintenance of Plant and Capital Outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The non-salary expenditure budget for this category was increased $1.2 million in February of the prior year because of supplemental funding for the Aging Schools Program. The Aging Schools Program budget was reduced by $400,000 in the current fiscal year, which accounts for most of the decrease in the non-salary budget when compared with the prior year. Year-to-date non-salary expenditures and encumbrances are $14.3 million, 88% of the budgeted amount, as compared with $14.4 million, or 85.7%, in the prior fiscal year. Capital outlay non-salary expenditures are over the budgeted amount as of February 2011, as compared to 68.2% expended in February 2010. 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.
## Comparison of FY 2010 and FY 2011 Revenues, Expenditures, and Encumbrances
### Budget and Actual
#### For the Periods Ended February, 2010 and 2011
##### General Fund

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<th>FY 2011</th>
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<td>Adjusted Budget as of 02/28/10</td>
<td>Adjusted Budget as of 02/28/11</td>
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<td></td>
<td>Rev/Exp/Enc. as of 02/28/10</td>
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<td><strong>Revenues</strong></td>
<td></td>
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<tr>
<td><strong>Baltimore County</strong></td>
<td>$670,539,211</td>
<td>$349,412,088</td>
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<td>$3,355,191</td>
<td>5,084,099</td>
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<td><strong>State of Maryland</strong></td>
<td>$499,801,751</td>
<td>$327,832,902</td>
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<td>$5,962,976</td>
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<td><strong>Federal</strong></td>
<td>$8,439,290</td>
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<td></td>
<td>$13,195,238</td>
<td>7,232,262</td>
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<td><strong>Other</strong></td>
<td>$19,125,468</td>
<td>13,699,916</td>
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<td></td>
<td>$23,928,745</td>
<td>19,564,554</td>
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<tr>
<td><strong>Total revenues</strong></td>
<td>$1,197,905,720 $499,801,751</td>
<td>503,605,623 $171,968,849</td>
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<td>$1,210,897,859 $510,629,794</td>
<td>493,060,580 $185,563,020</td>
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<th><strong>FY 2011</strong></th>
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<td><strong>Administration salary</strong></td>
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<td><strong>subtotal</strong></td>
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<td><strong>Mid-level administration salary</strong></td>
<td>$75,579,264</td>
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<td><strong>non-salary</strong></td>
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<td><strong>subtotal</strong></td>
<td>$83,885,972</td>
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<td><strong>Instructional salaries salary</strong></td>
<td>$441,427,940</td>
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<td><strong>Instructional textbooks non-salary</strong></td>
<td>$27,320,909</td>
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<tr>
<td><strong>Other instructional costs non-salary</strong></td>
<td>$14,306,242</td>
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<td><strong>subtotal</strong></td>
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<td><strong>Special education salary</strong></td>
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<td><strong>non-salary</strong></td>
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<td><strong>Student personnel salary</strong></td>
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<td><strong>non-salary</strong></td>
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<td><strong>subtotal</strong></td>
<td>$8,365,128</td>
<td>4,996,328</td>
</tr>
<tr>
<td><strong>Health services salary</strong></td>
<td>$13,143,736</td>
<td>7,690,818</td>
</tr>
<tr>
<td><strong>non-salary</strong></td>
<td>$494,111</td>
<td>382,320</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td>$13,637,847</td>
<td>8,073,138</td>
</tr>
<tr>
<td><strong>Student transportation salary</strong></td>
<td>$31,578,328</td>
<td>18,443,012</td>
</tr>
<tr>
<td><strong>non-salary</strong></td>
<td>$22,157,671</td>
<td>10,555,599</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td>$53,735,999</td>
<td>29,000,611</td>
</tr>
<tr>
<td><strong>Operation of plant salary</strong></td>
<td>$39,274,589</td>
<td>24,607,854</td>
</tr>
<tr>
<td><strong>non-salary</strong></td>
<td>$212,582</td>
<td>87,191</td>
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<tr>
<td><strong>subtotal</strong></td>
<td>$89,366,630</td>
<td>71,094,301</td>
</tr>
<tr>
<td><strong>Maintenance of plant salary</strong></td>
<td>$11,637,912</td>
<td>8,217,297</td>
</tr>
<tr>
<td><strong>non-salary</strong></td>
<td>$16,864,906</td>
<td>14,450,732</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td>$28,502,818</td>
<td>22,668,029</td>
</tr>
<tr>
<td><strong>Fixed charges</strong></td>
<td>$252,688,706</td>
<td>163,506,426</td>
</tr>
<tr>
<td><strong>non-salary</strong></td>
<td>$250,673,876</td>
<td>162,759,001</td>
</tr>
<tr>
<td><strong>Capital outlay salary</strong></td>
<td>$2,865,121</td>
<td>1,738,859</td>
</tr>
<tr>
<td><strong>non-salary</strong></td>
<td>$426,665</td>
<td>290,830</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td>$3,291,786</td>
<td>2,029,689</td>
</tr>
<tr>
<td><strong>Total Salary</strong></td>
<td>$752,800,284</td>
<td>446,571,465</td>
</tr>
<tr>
<td><strong>Total Non-Salary</strong></td>
<td>$445,105,436</td>
<td>325,188,964</td>
</tr>
<tr>
<td><strong>Total expenditures and encumbrances</strong></td>
<td>$1,197,905,720</td>
<td>879,162,800</td>
</tr>
<tr>
<td><strong>Authorized Revenue</strong></td>
<td>$1,210,897,859</td>
<td>493,060,580</td>
</tr>
</tbody>
</table>

*Figure 4 Prepared by: Office of Accounting and Financial Reporting, March 10, 2011*
Southeast Area Education Advisory Council
Meeting Minutes February 7, 2011

Meeting called to order: 7:05PM

Advisory Council Members: Robert Berkshire, Jackie Brewster, Jeanie Jung, Barb McCullough, Sandra Skordalos, Bud Staigerwald & Katie Staigerwald

Attendees: Susan Hahn (Parent Support Services), Bob Nozeika (Community), Patricia Paul (War of 1812 Committee), Dale Rauenzahn (Exec. Director Student Support Services), Barbara Walker (Assistant Superintendent High Schools), James White (Community)

Presenters: Della Curtis (Coordinator - Library Information services) & Sharon Grimes (Supervisor - Library Information Services)

What is a Wiki? It is social networking in a safe environment. Check out the Wiki of our meeting.

BCPS.org website
Highlight OUR SYSTEM
Then choose Offices
Choose Library Information Services
Left side click on Web 2.0
On the right side click on SE Advisory Meeting to view all the items shared at our meeting, including LIS Homepage, Wikis – PBWorks and Voice Threads

From the Library Information Services page you can choose Standards for 21st Century Learners to view the standards.

From the Library Information Services page you can choose the online research modules by grade level. They are connected to county curriculum.

There is a wealth of information available to students and parents online 24/7. You can find everything from starting on the BCPS.org website.

Highlight OUR SYSTEM
Then choose Offices
Choose Library Information Services
Second bulleted item: digital content, databases and virtual resources
Scroll down to choose one of the databases
From home you will need the passwords. They are available to all students and parents. You simply need to visit your school library media specialist. We visited many of the sources available online:

- Defined Stem includes how what you are learning (like physics) is used for different careers (making skateboards).
- Brain Pop & Brain Pop Jr. Video clips on just about every topic
- Net Trekkers – helps keep students on track while using the Internet, able to read the website out loud for the student, shows level, Weekly Reader Express, and can show a timeline
• World Book – online encyclopedia – no need to purchase, up to date information
• Spelling Bee & Vocab Grabber – learn new words, make a word map
• Opposing Viewpoints – gives you both sides (pro and con) of a topic
• Quest – The library catalog – you can find out what materials are available in every school, including eBooks. You can also use the Web Path Express to search the Internet.
• Many more

Presentation Period Ended 8:15PM

Advisory Council Meeting began at 8:20PM.

Ms. Walker and Mr. Rauenzahn were invited to speak first to address our question regarding why each of our high schools are using different schedules and how students transfer in and out of our high schools.

Breakdown on High school schedules:
- 10 follow a 7 period day
- 13 follow a 4 period day
- 1 follows a 6 period day (Dundalk HS)

Only Hereford, Kenwood and Patapsco are on a two semester schedule

Students need 21 credits to graduate.

Policy 2305 (School-based management) is going before the board to be deleted.

If a school staff chooses to change their schedule, they may change it.

Transfer of students
At Patapsco 46 exited and 32 entered.

Policy 5140 -If a student is withdrawing from a school, they can remain until the end of the semester. If a student is entering an area school and coming from a school with a different schedule, they can attend the school with a similar schedule until the end of the year. After that year, they must go to the school they are supposed to attend. In our area, they can easily find a school with a similar schedule.

Advance Path- It is available at both Dundalk & Chesapeake HS. It runs like a business center and offers online courses.

Meeting Adjourned: 9:28PM
Next meeting: March 14th at Patapsco HS & Center for the Arts – Capital Budget Process