MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, July 12, 2011
4:45 P.M.-Closed Session, 7:00 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
   Consideration of the agenda for July 12, 2011

IV. MINUTES
   Consideration of the Open and Closed Minutes of May 24, 2011; the Report of the Public Hearing on the FY 2013 Capital Budget of May 25, 2011; and the Open and Closed Minutes of June 14, 2011

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT’S REPORT

VIII. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM JUNE 14, 2011

IX. SPECIAL ORDER OF BUSINESS – Recognition of former Board members, Earnest E. Hines and Mary-Margaret O’Hare

(X). ELECTION OF OFFICERS FOR SCHOOL YEAR 2011-2012

XI. OLD BUSINESS
   A. Consideration of the following Board of Education Policies (third reading):
      (Mr. Coleman)
      - Proposed Changes to Policy 1300 – COMMUNITY RELATIONS: Use of School Facilities
      - Proposed Changes to Policy 5550 – STUDENTS: Conduct-Disruptive Behavior
      - Proposed New Policy 5551 – STUDENTS: Conduct- Gang Activity and Similar Destructive or Illegal Behavior

Exhibit A
Exhibit B
Exhibit C
Exhibit D
XII. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Dr. Peccia)
   1. Transfers 
      Exhibit E
   2. Retirements 
      Exhibit F
   3. Resignations 
      Exhibit G
   4. Leaves of Absence 
      Exhibit H
   5. Ethics Review Panel Appointments 
      Exhibit I
   6. Administrative Appointments 
      Exhibit J

B. Consideration of Hearing Officer’s Opinion in Case Number H.E. 11-21 (Andrew Nussbaum, Esq.)

C. Consideration of Hearing Officer’s Opinion in Case Number H.E. 11-22 (Andrew Nussbaum, Esq.)

D. Consideration of Hearing Officer’s Opinion in Case Number H.E. 11-24 (Andrew Nussbaum, Esq.)

E. Consideration of Hearing Officer’s Opinion in Case Number H.E. 11-29 (Andrew Nussbaum, Esq.)

F. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)
   Exhibit K
   2. Contract Modification: Social Workers/Personal Assistants
   3. Contract Modification: Well Water Treatment, Sampling, and Inspection Services
   4. Cohort – Associate of Arts Degree in Business Administration
   5. Cohort – Associate of Arts Degree in Business Administration (continuation in Business Program)
   6. Office Supplies
   7. School Supplies
   8. Boiler Replacement – Catonsville Center for Alternative Studies
   9. Roof Design and Contract Administration Services – Catonsville Center for Alternative Studies
   10. Replacement of Doors – Elmwood Elementary School
   12. Waterproofing Walls – Food and Nutrition Services Warehouse
XII. NEW BUSINESS (cont)

13. Roof Design and Contract Administration Services – Franklin Middle School


15. Roof Design and Contract Administration Services – Middle River Middle School

16. Air Conditioning Upgrades – Norwood Elementary School

17. Roof Design and Contract Administration Services – Seven Oaks Elementary School


19. Request to Negotiate/Approval: Design Consultant Services-Stoneleigh ES Renovation and Addition

20. Resolution of Dispute: Renovations and Addition-Milford Mill Academy

G. Consideration of consent to the Proposed Pilot Curricula for Spanish III and French III (Dr. Plunkett)

XIII. REPORTS

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

- Proposed Changes to Policy 1100 – COMMUNITY RELATIONS: Communications with the Public-Communications with the Public

  Exhibit M

- Proposed Changes to Policy 2342 – ADMINISTRATION: Administrative Operations-Teacher Attendance at Parent-Teacher (Student) Association Meetings

  Exhibit N

- Proposed Deletion of Policy 2363 ADMINISTRATION: Administrative Operations – General: Employee Suggestion Program

  Exhibit O

- Proposed Deletion of Policy 4124 – PERSONNEL: Professional-Temporary and Part-time: Alternative Programs Instructors

  Exhibit P


  Exhibit Q

- Proposed Changes to Policy 4240 – PERSONNEL: Classified-Termination of Employment

  Exhibit R

- Proposed Deletion of Policy 4264 – PERSONNEL: Classified-Compensation Plan: Educational Assistance Programs

  Exhibit S

- Proposed Changes to Policy 5520 – STUDENTS: Conduct-Student Dress Code

  Exhibit T
XIII. REPORTS (cont)

- Proposed Changes to Policy 5530 – STUDENTS: Conduct-Tobacco
- Proposed Changes to Policy 6602 – INSTRUCTION: Curriculum Extension and Alternative Programs-Alternative Education Programs
- Proposed Changes to Policy 8339 (new Policy 8341) – INTERNAL BOARD POLICIES: Operations-Appeal Before a Hearing Examiner
- Proposed Changes to Policy 8340 – INTERNAL BOARD POLICIES: Operation-Appeal Before the Board of Education

B. Fiscal Year 2013 Operating and Capital Budget Schedules

C. Discussion on the Task Force on the Selection Process, Accountability, and Professionalism of the Baltimore County Board of Education

XIV. INFORMATION

PULLED

A. Revised Superintendent’s Rule 1300 – COMMUNITY RELATIONS: Use of School Facilities

B. Deletion of Superintendent’s Rule 5550 – STUDENTS: Conduct-Disruptive Behavior

C. New Superintendent’s Rule 5551 – STUDENTS: Conduct- Gang Activity and Similar Destructive or Illegal Behavior

D. Financial Report for the months ending May 31, 2010 and 2011

E. Board of Education Policies Scheduled for Review in School Year 2011-2012

F. Policy Editing Conventions

G. Appeals and Hearings Handbook

H. Northeast Area Education Advisory Council Meeting Minutes of June 8, 2011

I. Southeast Area Education Advisory Council Meeting Minutes of May 9, 2011
XV. ANNOUNCEMENTS

A. General Public Comment

Next Board Meeting  Tuesday, August 9, 2011
7:00 PM  Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND
Tuesday, May 24, 2011

The Board of Education of Baltimore County met in closed session at 5:03 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Hines reminded Board members of community functions and Board of Education events scheduled in May and June.

The student representative, Mr. Rohan Goswami, entered the room at 5:04 p.m.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1) and (a)(7) and upon motion of Mr. Uhlfelder, seconded by Mr. Parker, the Board commenced its closed session at 5:04 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:04 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Lawrence E. Schmidt, Esquire, Mr. David Uhlfelder, and Mr. Rohan Goswami. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: Dr. Renee Foose, Deputy Superintendent; Ms. Michele O. 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. Verletta White, Assistant Superintendent, Elementary Schools; Dr. Manuel Rodriguez, Assistant Superintendent, Middle Schools; Ms. Barbara Walker, Assistant Superintendent, High Schools; Dr. Donald Peccia, Assistant Superintendent, Human Resources; Dr. Alpheus Arrington, Director, Human Resources; Anjanette L. Dixon, Esquire, Associate Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

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

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

Board member, Ms. Ramona N. Johnson, entered the room at 5:11 p.m.
On motion of Mr. Parker, seconded by Mr. Goswami, the Board adjourned its closed session at 5:13 p.m. Staff exited the room.

ADMINISTRATIVE FUNCTION

At 5:14 p.m., Board members discussed the upcoming elections for Board officers.

Board member, Ms. Valerie A. Roddy, entered the room at 5:20 p.m.

At 5:39 p.m., the Board adjourned from its administrative function session for a brief dinner recess.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 6:31 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, Mr. David Uhlfielder, and Mr. Rohan Goswami. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the media were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Logan McNaney, a student at Lansdowne High School, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

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

SPECIAL ORDER OF BUSINESS

The Board adopted a resolution honoring Rohan Goswami for his service as student member of the Board for the 2010-2011 school year. Mr. Goswami was presented with the resolution as well as a gift from her Board colleagues.

WHEREAS, Rohan Goswami has served as a student member of the Board of Education of Baltimore County with honor and distinction for the 2010-2011 school year, including participation on the Board’s Curriculum Committee; and
SPECIAL ORDER OF BUSINESS (cont)

WHEREAS, His role as a student leader begins at Loch Raven High School where he serves as president of the Class of 2011 and president of the debate team and his leadership extends countywide through his work on the Board and his membership on the Superintendent’s Student Advisory Board; and

WHEREAS, Rohan’s leadership activities complement his scholastic and athletic achievements, which include participating in Princeton Model Congress, school theater productions, and varsity badminton, and volunteering at Franklin Square Hospital, the Greater Baltimore Temple, and Johns Hopkins Hospital; and

WHEREAS, His outstanding academic performance has been affirmed in many ways from being named a National Merit Scholar and class valedictorian to earning straight A’s since middle school and being ranked nationally as a forensics competitor; and

WHEREAS, Rohan, recently named winner of his school’s Ethics Award, will continue to bring honor to this school system as he continues his education either at Yale University or Harvard University; now, therefore, be it

RESOLVED, That the Board of Education of Baltimore County, assembled in regular session on the twenty-fourth of May, in the year two thousand eleven, expresses to Rohan, its fondest regards and gratitude for his services; and be it further

RESOLVED, That the Board does herewith extend its best wishes for happiness, good health, and continued success in future endeavors, and that it directs a copy of this resolution to be recorded among the permanent records of the Board of Education of Baltimore County.

PERSONNEL MATTERS

On motion of Mr. Uhlfelder, seconded by Mr. Parker, the Board approved the personnel matters as presented on exhibits A, B, and C (Copies of the exhibits are attached to the formal minutes).

HEARING EXAMINER’S RECOMMENDATIONS

On a motion of Mr. Janssen, seconded by Mr. Parker, the Board approved that the hearing examiner’s opinion in case #10-28 be affirmed (favor-11). Student representative, Mr. Goswami, did not vote.

On a motion of Mr. Parker, seconded by Ms. O’Hare, the Board approved that the hearing examiner’s opinion in case #11-32 be affirmed (favor-11). Student representative, Mr. Goswami, did not vote.
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 is recommending approval of these policies. This is the first reading.

- Proposed Changes to Policy 1300 – COMMUNITY RELATIONS: Use of School Facilities
- Proposed Changes to Policy 5550 – STUDENTS: Conduct-Disruptive Behavior
- Proposed Changes to Policy 5551 – STUDENTS: Conduct-Gang Activity and Similar Destructive or Illegal Behavior

**Comments about Policy 1300**

Mr. Uhlfelder believes that the proposed changes do not conform to the intent of Policy 1300. He expressed the following concerns:

- The policy does not address waiving the certificate of insurance for fewer than 50 individuals. The only waiver mentioned in that “fees for use of facilities will be waived for meetings of less than 50 individuals with the exception of the custodial rates.” The Board is subjecting itself to undue risk when waiving insurance.
- Policy addresses food vendors obtaining a license or approval from the Office of Food and Nutrition Services, there is no surety that individuals will not become ill even though food vendors are approved.
- No product liability protection from third party vendors or sponsors.
- There may be a requirement by the MABE Insurance Pool to have request adequate insurance coverage for any individual using BCPS facilities. In short, the policy needs to be re-examined relative to insurance.

Ms. O’Hare asked whether the county-sponsored community clean-ups will be included with other groups not requiring insurance. Mr. Sines responded that that component was removed prior to moving the proposed changes to the policy forward. However, the school system did not eliminate the requirement for the insurance. The Board will become vulnerable if that stipulation is waived. Ms. O’Hare stated that facilities should be available for any community to have a county-sponsored activity and not have it cost a tremendous amount of money for four hours of use. Ms. O’Hare stated perhaps Baltimore County Recreation and Parks could sponsor the community clean-ups to cover the liability insurance under its
WORK SESSION REPORTS (cont)

umbrella. Ms. O’Hare stated that the cost of custodial clean-up for community meetings needs to be addressed. If the facility is left in the same condition, an additional fee should not be necessary.

Mr. Hines concurred with Mr. Uhlfelder’s assessment on the liability insurance.

Ms. O’Hare asked whether Baltimore County government has insurance to cover community clean-ups. Mr. Sines responded that the Department of Recreation and Parks has not stepped forward to volunteer to accept the community clean-up program.

Ms. Roddy suggested the following changes:

- Paragraph III, Use of School Facilities by Groups and Organizations – would like to see “other groups and organizations” defined more clearly, such as “civic groups.”
- Paragraph IV, Conditions of Use – the meaning of “overused” should be clarified.
- Paragraph V, Appeal Process – on what grounds would the Board uphold or deny a decision by the Department of Physical Facilities.

Under paragraph IV.E, Ms. O’Hare stated that it is important to understand what is meant by “a reasonable admission.” She believes that there are considerations that need to be taken into account.

Mr. Schmidt asked whether the school system wants to include reviewing each application independently. He strongly recommended that an appeal process timeline for the superintendent and the Board be part of the policy. Mr. Sines reminded the Board that it is moving the rule into the domain of policy. Mr. Sines stated that, unless the application has triggers in terms of time incorporated into the application process, it is impossible to incorporate a timeline in the appeal process. Most of the issues, if not all, that come before the Superintendent have historically been within a two- to three-day window leaving no opportunity for due process. The appeal in most cases would be after the fact. Mr. Schmidt asked why have the appeal process. Mr. Sines responded that the resolution is two-fold: if the policy is approved by the Board, the Board can then incorporate into the policy a sponsor to initiate the application in a determined period of time, such as a three-month window. Mr. Sines reviewed the application process with the Board members. Mr. Schmidt stated that there are events, such as craft fairs, where the sponsoring agency knows the date(s) in advance. Mr. Schmidt noted
that it is this type of scenario that the application should be considered under the appeal process. Mr. Sines stated that the timeline could be added to the policy; however, if the Board wants to treat all organizations equally, it would be easier to administer by not incorporating a timeline into the policy. Applications would need to be fully scrutinized or the sponsoring group would not have the opportunity to appeal denials. Mr. Schmidt noted that, in his judgment, he wants to give the school system flexibility; however, it is important that individuals or groups who apply early could have a timely appeal.

Under paragraph IV, section F, Mr. Schmidt suggested using the words “not transferrable” as opposed to the proposed language.

Mr. Janssen stated that basic guidelines need to be set for the appeal process. He believes that it is imperative to have a timeline should the Board hear appeals. Mr. Janssen commented that he does not agree with making a rule a policy. It is the superintendent’s responsibility to generate rules. He stated that the Board needs to decide whether it will make policy or “dabble” into the rules. Mr. Janssen also concurred with Mr. Uhlfelder’s and Mr. Hines’ remarks regarding insurance coverage.

Ms. O’Hare stated that she would like to see a timeline in the rule that addresses the appeal process and should include the school system’s response time. She stated that BCPS needs to let the public know what to expect about response time. Ms. O’Hare commented that she was surprised to see the form under the policy instead of the rule.

Mr. Uhlfelder stated that it may be feasible for the school system to obtain some type of “umbrella” coverage and build it into a small fee for small groups. He also suggested that, under paragraph IV, section D.3, the school system review the dollar amount of $500 for non-cash prizes for Bingo.

B. Report on AVID – Ms. Sonja Karwacki, Executive Director of Liberal Arts, stated that the Advancement Via Individual Determination (AVID) program is designed to prepare students in the academic middle for college eligibility and success. AVID targets the under-achieving student and students with limited or no exposure to college preparatory and college access information.

Dr. Jessie Douglas, Coordinator of AVID, shared the history and successes of the program. Some of the accomplishments of AVID include:
WORK SESSION REPORTS (cont)

- Expanding from 6 high schools in 2002 to 22 high schools and 8 middle schools in 2011.
- Increasing AVID student attendance rate from 94% to 95%, which has remained consistent for nine years.
- Expanding AVID student enrollment in rigorous courses such as Honors, G/T, and/or AP courses by 19 percentage points.
- Increasing AVID student Critical Reading by 39 points from 400 in 2004-05, to 439 in 2009-10.
- AVID seniors were awarded $206,200 in 2006 in scholarships, By 2011, AVID seniors were awarded $12.2 million.

Dr. Douglas reviewed the next steps for AVID, which include:

- Expanding AVID strategies via a systemic approach school wide.
- Improving student commitment to the AVID program with creative scheduling strategies and mentoring.
- Collaborating with the Department of Curriculum and Instruction to improve AVID students’ performance
- Increasing AVID college tutors
- Initiating business internships for workforce readiness.
- Expanding Junior Achievement opportunities with more AVID schools.

Mr. Parker asked what some of the attributes of an AVID teacher are, how teachers are chosen, and whether an AVID teacher receives training. Dr. Douglas responded that AVID teachers are selected by the principal. A principal looks for a teacher with English background, works well with other core subject teachers, can teach rigorous instruction, and knows how to communicate and nurture students. All teachers receive horizontal and vertical training in the beginning. Mr. Parker asked whether there are any financial incentives for an AVID teacher with Dr. Douglas responding in the affirmative.

Three of the AVID scholars spoke on the benefits and value of the AVID program: Mr. Logan McNaney, Lansdowne High School; Ms. Yemi Bankoli, New Town High School; and Ms. Jerusa Miller, a 2010 Woodlawn High School graduate.

Mr. Coleman asked whether the AVID program was offered in every high school. Dr. Douglas responded the program is in every high school except George Washington Carver Center for the Arts and Eastern Technical High Schools. Mr. Coleman asked whether there is a minimum number of classes to be enrolled in AVID. Dr. Douglas responded that students are self-inviting; however, all students must go through an interview process to ensure their success in AP classes.
WORK SESSION REPORTS (cont)

Mr. Uhlfelder asked whether a correlation exists between AVID and the recently announced 13 high schools that ranked among the nation’s best. Ms. Karwacki responded that, with the introduction of AVID to Baltimore County, the school system has seen an increase in the expectations at the curriculum level and across the board for all students. Ms. Karwacki believes that AVID has made BCPS more aware of the rigor needed for student success.

Mr. Schmidt asked how many AVID seniors the school system has and how many are going to college. Dr. Douglas stated that the school system has 391 AVID seniors with 95% of those seniors receiving college acceptance letters.

C. Update on Baltimore County Public School’s (BCPS) Restructuring – Ms. Verletta White, Assistant Superintendent for Elementary Zone 3, stated that last year the Board approved the restructuring of schools by level to align system wide efforts in resources and initiatives with the Blueprint for Progress. The report reviewed the current structure of schools and how that structured is aligned with the Blueprint for Progress, and the phase planning process.

Ms. White reviewed the instructional leadership practices of the assistant superintendents. Assistant superintendents continue to monitor the quality of the instructional program by observing lessons, going into classrooms, and providing feedback to teachers and principals on the effectiveness of lessons. The assistant superintendents continue to use multiple data points to analysis data and look at the instructional environment, monitor school budgets, and staffing needs.

Ms. Patricia Lawton, Assistant Superintendent, Elementary Zone 2, reviewed the phase planning process:

- Phase I – Organizational Planning
- Phase II – Developing Staff/Programs
- Phase III – Assessing School Productivity

Dr. Manuel Rodriguez, Assistant Superintendent for Middle Schools, shared with Board members four areas of development and transition of a middle school student: physical, mental, social, and emotional. He also reviewed benchmark data for reading in Grades 6 through 8 for 2009-2010, and mathematics for Grade 8 for 2009-2010.

Ms. Barbara Walker, Assistant Superintendent for High Schools, stated that the restructuring allows high school principals to focus on one level and gives high school students more options relative to magnet programs, Advanced Placement (AP) classes, and AVID.
WORK SESSION REPORTS (cont)

Ms. Karen Blannard, Assistant Superintendent, Elementary Zone 1, provided to Board members the results of a principals’ survey on the impact on and benefits of the current structure on students. She noted that 87.6% of principals believe that current structure has had a positive impact; 91.8% of principals believe that monthly meetings have been beneficial. Next steps include analyzing achievement data to measure the impact of the current organizational structure.

Ms. O’Hare asked how many of the 12.4% were elementary, middle, and high school principals of the non-beneficial group. Ms. Blannard responded that the data was reviewed collectively. Ms. O’Hare requested the breakdown by elementary, middle, and high.

Mr. Janssen asked how many principals responded to the survey with Ms. Blannard stating that 98% responded. Mr. Janssen asked why no historical data was presented. Dr. Rodriguez responded that, since this the first year for the restructuring there is no comparison data against which to measure. The school system needs to obtain more conclusive data from HSA and MSA to see whether the restructuring has been beneficial.

Mr. Schmidt asked whether there have been any challenges with the new structure. Ms. White responded that the challenges are with scheduling and time management.

Mr. Coleman asked how the school system determines which schools will pilot for new programs. Ms. White stated that it depends on the needs of the school and the goals of the program. The effectiveness of the pilot program is assessed in collaboration with the Department of Curriculum and Instruction, then goes to executive leadership and the Superintendent for approval to expand the program.

INFORMATION

The Board received the following as information:

A. New Superintendent’s Rule 4009 – PERSONNEL: General-Employee Insurance

B. Implementation of New Race Codes

C. MyLivePD Tutor.com

D. Financial Report for months ending March 31, 2010 and 2011
INFORMATION (cont)

E. Northeast Area Education Advisory Council Meeting Minutes of May 3, 2011

F. Southeast Area Education Advisory Council Meeting Minutes of April 11, 2011

ANNOUNCEMENTS

Mr. Hines made the following announcements:

- The Baltimore County Board of Education will hold a public hearing to seek input about BCPS’ FY2013 Capital Budget needs on Wednesday, May 25, 2011, at 7:00 p.m. on the Greenwood campus in the ESS Building. Sign-up for the public to speak will begin at 6:00 p.m.

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, June 14, 2011, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 7:00 p.m. The public is welcome to all open sessions.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 8:43 p.m.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

/bls
TENTATIVE REPORT

REPORT OF THE PUBLIC HEARING ON THE PROPOSED FISCAL YEAR 2013
CAPITAL BUDGET RECOMMENDATIONS

Wednesday, May 25, 2011
Greenwood

Board Vice President, H. Edward Parker, called the hearing to order at 7:00 p.m. In addition to Mr. Parker, the following Board members were present: Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, and Ms. Valerie A. Roddy. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The following speakers addressed the Board:

1. Ms. Aimee Freeman, Parent, Stoneleigh Elementary School – Asked the Board to fund the renovation and construction of an addition at Stoneleigh Elementary. Ms. Freeman asked the Board to move this project higher on the priority list. She stated that overcrowding has a negative impact in parent involvement. Overcrowding has a negative impact in parent involvement. Nine individuals from the audience stood up in agreement with this speaker’s comments.

2. Ms. Bissett Schwanke, Parent, Stoneleigh Elementary School – Asked the Board to fund in the FY13 capital budget the request for the renovation and construction of an addition at Stoneleigh Elementary. Nine individuals from the audience stood up in agreement with this speaker’s comments.

3. Ms. Karen Firemen, Parent, Stoneleigh Elementary School – Echoed the remarks from the two previous speakers. Ms. Fireman stated that Stoneleigh Elementary also needs air conditioning and increased classroom use of new technology. Ten individuals stood in agreement with this speaker’s comments.

4. Ms. Beverly Hammer, Parent, Stoneleigh Elementary School – Asked the Board to make Stoneleigh Elementary School a top priority for planning and construction funding for renovation and a new addition in the FY13 capital budget request. Ms. Hammer stated that the library and nurse’s office are too small. She also stated that overcrowding with the lack of climate control (air conditioning) is a concern at the school. Ten individuals stood in agreement with this speaker’s comments.

5. Ms. Jean-Marie Trivedi, Parent, Stoneleigh Elementary School – Asked the Board to fund the renovation and construction of a new addition at Stoneleigh Elementary School for the FY13 capital budget. Ms. Trivedi stated that the school is extremely overcrowded during special events. Eleven individuals stood up in agreement with this speaker’s comments.

Board member, Mr. George J. Moniodis, entered at 7:11 p.m.
6. Ms. Kathy Dalrymple, Parent, Stoneleigh Elementary School – Asked the Board to make the renovation and new addition at Stoneleigh Elementary School a priority for the FY13 capital budget request. Ms. Dalrymple expressed her concern that after-school activities at the school would not take place because of the limited available space. She stated that the technology room is small, poor lighting, and not appropriate for its intended use. Ms. Dalrymple noted that students have to go back and forth from the relocatables and the building because of no water in the trailers. Eleven individuals stood in agreement with this speaker’s comments.

7. Ms. Marisa Sheingate, Parent, Stoneleigh Elementary School – Asked the Board to make the renovation, construction, and new addition at Stoneleigh Elementary School a top priority on the FY13 capital budget request. Ms. Sheingate stated that every corner and closet is maxed out and that students have to stand in line for the restroom. Twelve individuals stood in agreement with this speaker’s comments.

Mr. Parker encouraged parents to also communicate their requests to the funding authorities.

The hearing was concluded at 7:17 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

JAH/bls
The Board of Education of Baltimore County met in closed session at 4:18 p.m. at Greenwood. Vice President H. Edward Parker and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Rodger C. Janssen, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #11-26. The matter was heard in closed session.

In addition to the above listed Board members, the following persons were present for oral argument: the Appellant; Dr. Renee Foose, Deputy Superintendent; Ms. Michele O. Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Anjanette Dixon, Esquire, Associate General Counsel; Margaret-Ann F. Howie, Esquire, General Counsel; Ronald Miller, Esquire, Legal Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

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

Board members deliberated on the case without staff present.

The deliberation was concluded at 4:39 p.m.

On motion of Ms. O’Hare, seconded by Mr. Schmidt, the Board adjourned at 4:40 p.m.

The Board of Education of Baltimore County met in open session at 5:00 p.m. at Greenwood. Vice President H. Edward Parker and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O’Hare, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esquire, and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, was present.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(7), and (a)(10) and upon motion of Mr. Schmidt, seconded by Mr. Uhlfelder, the Board commenced its closed session at 5:01 p.m.
CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:01 p.m. at Greenwood. Vice President H. Edward Parker 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, 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: Dr. Renee Foose, Deputy Superintendent; Ms. Michele O. Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Ms. Michele O. Prumo, Chief of Staff; Dr. Renee Foose, Deputy Superintendent, Elementary Schools; Ms. Patricia Lawton, Assistant Superintendent, Elementary Schools; Ms. Verletta White, Assistant Superintendent, Elementary Schools; Dr. Manuel Rodriguez, Assistant Superintendent, Middle Schools; Ms. Abbey Campbell, Assistant to the Assistant Superintendent, High Schools; Dr. Donald Peccia, Assistant Superintendent, Human Resources; Mr. Dale Rauenzahn, Executive Director, Student Support Services; Mr. Michael Sines, Executive Director, Department of Physical Facilities; Dr. Alpheus Arrington, Director, Human Resources; Margaret-Ann F. Howie, Esquire, General Counsel; Ronald Miller, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

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

Mr. Miller provided legal advice to the Board regarding the hearing officer’s opinion to be considered that evening.

Ms. Barbara Walker, Assistant Superintendent for High Schools, and Mr. Daniel Scroggs, Information Technology Manager, entered the room at 5:19 p.m. Ms. Campbell exited the room at 5:19 p.m.

Ms. Howie, Mr. Rauenzahn, and Mr. Sines discussed with the Board the safety and security changes and challenges at the Greenwood campus during Board of Education meetings.

Mr. Scroggs exited the room at 5:28 p.m.

On motion of Mr. Schmidt, seconded by Ms. Roddy, the Board adjourned its closed session at 5:55 p.m. Staff exited the room with the exception of Ms. Howie.

ADMINISTRATIVE FUNCTION

At 5:56 p.m., Board members discussed elections for Board officers.

Ms. Howie discussed with Board members student Board member travel practices from other jurisdictions and possible internal practices.

At 6:18 p.m., the Board adjourned from administrative session for a brief dinner recess.
OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:00 p.m. at Greenwood. Vice President H. Edward Parker 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, 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 Miss Olivia Keithley, 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 May 10, 2011, Mr. Parker declared the minutes approved as presented on the Web site.

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

SELECTION OF SPEAKERS

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

ADVISORY AND STAKEHOLDER COMMENTS

Miss Olivia Keithley, Baltimore County Student Council (BCSC) President and member of the Superintendent’s Student Council Advisory Group, reported on the council’s end of year bull roast and the various awards presented at the bull roast. Miss Keithley announced that she had been re-elected as BCSC president for the 2011-2012 school year. Miss Keithley introduced Miss Nina Marks, a student at Dulaney High School, who was appointed by the Governor to serve as the student member on the Maryland State Board of Education.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, introduced Ms. Abbey Beytin and Mr. John Redmond, who will serve at TABCO’s president and vice president, respectively, effective August 1. Ms. Bost thanked the superintendent for recognizing the high temperatures and closing schools half days. She stated that TABCO will continue to work on the teacher evaluation process over the summer.
ADVISORY AND STAKEHOLDER COMMENTS (cont)

Ms. Nancy Ostrow, President of the PTA Council of Baltimore County, reported on the National PTA Convention held June 9-12, 2011. She encouraged the Board to read its bulletin and visit the council, state, and national PTA Web sites to learn more about PTA resources, initiatives, and programs.

Mr. Ed Veit, a representative of the Diversity and Achievement Steering Committee, stated that he attended the County Council budget work session and the state legislators’ meeting; however, in both forums, not a single question was raised concerning student achievement or academic performance. Mr. Veit noted that parents and citizens in Baltimore County are depending on the Board to be educational ambassadors and leaders.

SUPERINTENDENT’S REPORT

Dr. Hairston stated that this week will end the 2010-2011 academic school year. He thanked the Board, employees, parents, and communities for their support throughout the year.

SPECIAL ORDER OF BUSINESS

The Board approved the resolution honoring Mr. Joshua Parker, Baltimore County Teacher of the Year for 2011-2012.

WHEREAS, Joshua Parker has served the cause of public education in Baltimore County with honor and distinction since 2005; and

WHEREAS, Mr. Parker, who holds a master’s degree in educational leadership from the College of Notre Dame of Maryland, chairs the English and World Languages Department at Windsor Mill Middle School; and

WHEREAS, The effectiveness of his teaching methods is reflected in the high gains his students post on standardized tests and in their enthusiasm for learning and achievement; and

WHEREAS, In teaching, Mr. Parker describes his goal as helping students discover “the power and purpose of language arts” and that they have voices “worth listening to” and lives “worth writing about”; and

WHEREAS, Before joining the staff of Windsor Mill Middle School, Mr. Parker taught at New Town High School and Dundalk Middle School, and, beyond his work in the classroom, he made a difference at all three schools by creating summer and afterschool programs, coaching Black Saga teams, and establishing an all-male weekly reading club; and

WHEREAS, Mr. Parker’s leadership has had countywide impact through his service as a cultural liaison for the Office of Equity and Cultural Proficiency and his success in establishing a wiki for middle school English/reading department chairs; and
SPECIAL ORDER OF BUSINESS (cont)

WHEREAS, Mr. Parker’s personal integrity, consummate human relations skills, and boundless energy in pursuit of educational excellence inspire and enrich the students, teachers, and staff of Baltimore County Public Schools; and

WHEREAS, In honor of his achievements, leadership, and promise, Mr. Parker was named Baltimore County Teacher of the Year for 2011-2012; now, therefore, be it

RESOLVED, That the Board of Education, herewith assembled in regular session on the fourteenth day of June, in the year two thousand and eleven, expresses to Joshua Parker, on behalf of the citizens of this county, our deepest appreciation and gratitude for his service; and be it further

RESOLVED, That the Board herewith extends its best wishes for his good health, happiness, and continued success.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia, Assistant Superintendent of Human Resources, recognized the administrative appointments from the May 10, 2011, and May 24, 2011, Board meeting.

MAUREEN D. ASTARITA
(Effective July 1, 2011)
Teacher/Mathematics
Patapsco High School
Assistant Principal
Perry Hall High School

YVONNE K. BARHIGHT
(Effective July 1, 2011)
Assistant Principal
Sandy Plains Elementary
Principal
Hawthorne Elementary School

CHERYL R. BROOKS
(Effective July 1, 2011)
Assistant Principal
Halstead Academy
Principal
Eastwood Center Elementary Magnet School

EMILY CASTER
(Effective July 1, 2011)
Mentor
New Town High School
Assistant Principal
Patapsco High School

ADRIAN V. CHARLEY
(Effective July 1, 2011)
Assistant Principal
Phelps Architecture, Construction and Engineering Senior High School
District of Columbia Public Schools
Assistant Principal
Milford Mill Academy

KRISCINE G. COSTON
(Effective July 1, 2011)
Instructional Coach, Title I
Featherbed Lane Elementary School
Assistant Principal
Deer Park Elementary School

FRANK B. DUNLAP, III
(Effective July 1, 2011)
Teacher/Resource
Office of Science
Assistant Principal
Windsor Mill Middle School
## RECOGNITION OF ADMINISTRATIVE APPOINTMENTS (cont)

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>KEVIN M. HARRINGTON</td>
<td>Mentor</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Featherbed Lane Elementary School</td>
<td>Riverview Elementary School</td>
</tr>
<tr>
<td>LOIS L. JONES-SMITH</td>
<td>Special Education Supervisor School District of the City of York</td>
<td>Specialist, Area Support (Middle School Only) Office of Special Education</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
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<tr>
<td>SHARON J. MASON</td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Deep Creek Elementary School</td>
<td>Deep Creek Elementary School</td>
</tr>
<tr>
<td>LEAH E. METZGER</td>
<td>Fiscal Services Manager</td>
<td>Director</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Office of Accounting</td>
<td>Office of Accounting and Payroll</td>
</tr>
<tr>
<td>JAMES P. MITCHELING</td>
<td>Senior Operations Supervisor</td>
<td>Director</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Department of Transportation Department of Transportation</td>
<td></td>
</tr>
<tr>
<td>ALLISON E. MYERS</td>
<td>Assistant Principal</td>
<td>Supervisor, Placement</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Ridgely Middle School</td>
<td>Office of Special Education</td>
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<tr>
<td>TINA M. NELSON</td>
<td>Coordinator, Elementary Social Studies</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Office of Social Studies</td>
<td>Sparrows Point Middle School</td>
</tr>
<tr>
<td>EDWARD NEWSOME, JR.</td>
<td>Director of School Performance</td>
<td>Assistant Superintendent Montgomery County Public Schools</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Montgomery County Public Schools</td>
<td></td>
</tr>
<tr>
<td>LYNNE M. PALMER</td>
<td>Assistant Principal</td>
<td>Principal</td>
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<tr>
<td>(Effective July 1, 2011)</td>
<td>Johnnycake Elementary School</td>
<td>Johnnycake Elementary School</td>
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<tr>
<td>MICHAEL A. PARKER</td>
<td>Assistant Principal</td>
<td>Principal</td>
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<tr>
<td>(Effective July 1, 2011)</td>
<td>Glenmar Elementary School</td>
<td>Glenmar Elementary School</td>
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<tr>
<td>DWAN L. PINAMONTI</td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Sparrows Point Middle School</td>
<td>Deep Creek Middle School</td>
</tr>
<tr>
<td>PHILIP D. POPIELSKI, JR.</td>
<td>Academic Facilitator</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Gateway School</td>
<td>Woodlawn High School</td>
</tr>
<tr>
<td></td>
<td>Carroll County Public Schools</td>
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</tr>
</tbody>
</table>
### RECOGNITION OF ADMINISTRATIVE APPOINTMENTS (cont)

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>JEFFREY L. TESSIER</td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Vincent Farm Elementary School</td>
<td>Vincent Farm Elementary School</td>
</tr>
<tr>
<td>SUSAN C. TRUESDELL</td>
<td>Assistant to the Assistant</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Superintendent, Zone 1</td>
<td>Prettyboy Elementary School</td>
</tr>
<tr>
<td>MELISSA A. WHISTED</td>
<td>Assistant to the Assistant</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Superintendent, Zone 3</td>
<td>White Oak School</td>
</tr>
<tr>
<td>JAMES J. WIEGMANN</td>
<td>Instructional Coach, Title I</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2011)</td>
<td>Logan Elementary School</td>
<td>Halstead Academy</td>
</tr>
</tbody>
</table>

### RECOGNITION OF ETHICS REVIEW PANEL REAPPOINTMENT

Dr. Peccia recognized Ms. Mary C. Burke for her reappointment to the Ethics Review Panel.

### RECOGNITION OF ADVISORY COUNCIL APPOINTMENT

Dr. Peccia recognized Mr. Michael Blanch as a new member of the Southwest Area Education Advisory Council.

### OLD BUSINESS

**Proposed 2012-2013 Calendar**

Mr. Janssen moved to approve the proposed 2012-2013 school calendar as presented in Exhibit B. Mr. Uhlfelder seconded the motion. The Board approved the proposed 2012-2013 school calendar (favor-10).

**Proposed Special Education Staffing Plan for 2012-2012**

On motion of Ms. O’Hare, seconded by Mr. Coleman, the Board approved the proposed Special Education Staffing Plan for 2011-2012, as presented in Exhibit C (favor-10).
PERSONNEL MATTERS

Dr. Peccia provided an update to the Board on the school system’s staffing plan. With the number of retirements, resignations, and leaves received to date, the system will exceed the number needed to place excessed teachers in their certificated areas. At this time, BCPS will need to hire librarians, guidance personnel, and elementary and secondary special education teachers.

On motion of Ms. O’Hare, seconded by Mr. Coleman, the Board approved the personnel matters as presented on exhibits D, E, F, G, H, and I (Copies of the exhibits are attached to the formal minutes).

HEARING EXAMINER’S RECOMMENDATIONS

On a motion of Mr. Janssen, seconded by Ms. O’Hare, the Board affirmed the hearing examiner’s opinion in case #11-31 (favor-10).

PROPOSED BCPS ORGANIZATION FOR 2011-2012

Ms. Johnson moved to approve the proposed Baltimore County Public Schools’ (BCPS) organization. The motion of seconded by Mr. Schmidt. The Board approved the proposed BCPS’s 2011-2012 organization, as presented in exhibit J (favor-10).

2011-2012 SCHOOL CALENDAR REVISIONS

Ms. Kara Calder, Executive Director of Planning and Support Operations, informed the Board that the revision reflects an adjustment to the primary election day from February 14, 2011 to April 3, 2011. The primary election date was revised during the 2011 legislative session.

On motion of Ms. Roddy, seconded by Mr. Coleman, the Board approved the revised 2011-2012 school calendar as presented in exhibit K (favor-10).

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Schmidt, recommended approval of items 1-29 (exhibit L). Mr. Uhlfelder abstained from voting on items 10, 11, and 13.
BUILDING AND CONTRACT AWARDS (cont)

The Board approved these recommendations.

1. PCR-204-11  Contract Modification: Field Trip Transportation Services
2. MBU-592-06  Contract Modification: Preventative Maintenance and Repair of Emergency Generator Systems
3. JMI-629-11  Ball Diamond Mix
4. RGA-151-11  Board of Education Hearing Examiner
5. MBU-526-11  Bread Products
6. PCR-219-11  Counseling Services – Intensity V
7. RGA-152-11  Digital Course Management System Content and Resources
8. MBU-525-11  Food Products
9. MBU-533-11  Fork Lift(s) and Pallet Truck(s)
10. MBU-528-11 Ice Cream
11. MBU-530-11 Micro Fiber Cleaning Supplies
12. JNI-759-11 Office Supplies
13. MBU-524-11 Paper, Plastic, and Foam Products
14. PCR-223-11 Piano Loan Program
15. MBU-519-11 Preventative Maintenance Services for the Office of Food and Nutrition Services Warehouse Refrigeration System
16. MBU-517-11 Printing of Student Handbooks
17. MBU-529-11 Produce
18. MBU-527-11 Snacks
19. JNI-760-11 Transportation Services for Textbooks
20. JMI-623-11 Construction Package 12A (Casework) – Dundalk and Sollers Point High Schools
21. JMI-631-11 Baltimore Gas and Electric Services – Dundalk and Sollers Point High Schools
22. JMI-630-11 Baltimore County Permits and Development Management – Dundalk and Sollers Point High Schools
23. MBU-534-11 Fire Code Upgrades – Greenwood Complete
24. JMI-625-11 New Entrance – Hillcrest Elementary School
25. MWE-834-11 Roof Replacement – Lutherville Laboratory
BUILDING AND CONTRACT AWARDS (cont)

26. MBU-531-11 Replacement of Windows, Blinds, and Doors – Relay Elementary School
27. JNI-752-11 Roof Replacement – Sudbrook Magnet Middle School
28. MWE-836-11 Roof Replacement – Westowne Elementary School

FULLERTON ELEMENTARY SCHOOL SIGN INSTALLATION

Ms. Karen Blannard, Assistant Superintendent for Elementary Schools, Zone 1, stated that the sign would be installed with monies provided by the Fullerton Elementary School PTA.

Fullerton Elementary School is replacing its current sign and erecting a new sign at the entrance to the school on Fullerton Avenue. The old sign at Fullerton has been broken for more than two years and Fullerton acquired Ridge Ruxton's sign when it was removed. Fullerton's PTA will pay for the name to be changed on the sign, as well as removal of the old sign and installation of the new one.

On motion of Ms. O’Hare, seconded by Mr. Coleman, the Board approved the installation of the announcer sign at Fullerton Elementary School ass presented in exhibit M (favor-10).

INFORMATION

The Board received the following as information:

A. Financial Report for the months ending April 30, 2010 and 2011
B. Central Area Education Advisory Council Meeting Minutes of May 19, 2011

ANNOUNCEMENTS

Mr. Hines made the following announcements:

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, July 12, 2011, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 7:00 p.m. The public is welcome to attend all open sessions.
PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 1300

Ms. Leslie Weber hopes that the demands for vendor insurance and the stipulation that sponsors ensure that vendors pay taxes are reviewed. Paying taxes is a matter between the business owner and the state. She also suggested that the school system consider offering low-cost group insurance similar to that offered by the Maryland PTA. Ms. Weber stated that she was pleased that the admission fee issue appears to have been handled so that an outside non-profit can hold an event, charge a reasonable fee, and cover its costs.

Mr. Ed Veit stated that if school buildings are used, the school system should know how much each organization profits from the event and how much is spent. He also stated that BCPS should know whether the proper taxes were paid.

Mr. Eric Rockel stated that the rule’s revisions missed the mark. The proposed changes would impede activities by community associations. He commented that the school system should consider the quality and nature of the event, not the number of individuals who will be in attendance. Mr. Rockel suggested that, at a minimum, the local school review the application to ensure that all documentation is submitted. He was also concerned that the rule does not define political activities.

Ms. Nancy Ostrow stated that there is a concern that the Board did not create the stakeholder/community task force previously requested by the PTA Council to assist it in reviewing this policy. She stated that this proposed policy revision is so extensive that is now reads like a rule. Ms. Ostrow expressed concern with the proposed revisions as follows: the impact of every PTA sponsored fund raising activities; PTA general meetings and sponsored-educational programs could be displaced by an affiliated recreation and parks council indoor program; PTA carries insurance, however, the same cannot be said for every affiliated recreation and parks council program.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 5550

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County appreciates the inclusion of Scope of Authority; Section IV.B in the revised policy.

PUBLIC COMMENT ON PROPOSED NEW POLICY 5551

Ms. Nancy Ostrow stated that this new Board policy meets the requirement of The Safe Schools Act of 2010 and addresses the Maryland State Department of Education’s (MSDE) policy requirement.
Mr. Parker stated that public comment is one of the opportunities provided to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens and will take their comments into consideration, even though it is not the Board’s practice to take action at this time on issues which are raised. When appropriate, the Board will refer concerns to the superintendent for follow-up by his staff.

While the Board encourages public input on policy, programs, and practices within the purview of this Board and this school system, this is not the proper avenue to address specific student or employee matters, or to comment on matters that do not relate to public education in Baltimore County. The Board encourages everyone to utilize existing avenues of redress for complaints. Inappropriate personal remarks or other behavior that disrupts or interferes with the conduct of this meeting are out of order.

Mr. Parker also asked speakers to observe the light system, which lets the speaker know when time is up. He asked speakers to conclude their remarks when they see the red light.

**GENERAL PUBLIC COMMENT**

Ms. Susanna DeRocco, a representative of the Baltimore County Healthy Kids Coalition, stated that the coalition works collaboratively with the Office of Food and Nutrition to improve the lunches served in schools.

Dr. Bash Pharoan stated that the Board’s decision to refuse closing schools for the Muslim holidays similar to the Jewish holidays proves that it has forgotten Maryland history and shows students that only Christian holidays are accepted.

Mr. David Greene stated that when one types the address “bcps.org,” (without the preceding “www”) an error message is received. He asked the Board to look into resolving the problem.

**ADJOURNMENT**

Since there was no further business, the Board adjourned its meeting at 8:09 p.m.

Respectfully submitted,

__________________
Joe A. Hairston
Secretary-Treasurer

/bls
DATE:    July 12, 2011

TO:     BOARD OF EDUCATION

FROM:  Dr. Joe A. Hairston, Superintendent

SUBJECT:  CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF
EDUCATION POLICY 1300 – USE OF SCHOOL FACILITIES

ORIGINATOR:  Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 1300 – Use of School Facilities. This is the third reading.

* * * * *

Attachment I – Policy Analysis
Attachment II – Policy 1300 and form
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 1300
USE OF SCHOOL FACILITIES

Statement of Issues or Questions Addressed
At the request of the Board of Education, staff has revisited Policy 1300 and its accompanying Superintendent’s Rule and recommends the following amendments:

1. Include in the Policy a direct link to the Use of School Facilities application form;
2. Include a list of groups authorized to use school facilities;
3. Outline conditions of use, including making the applicant responsible for complying with state and county requirements and insuring that all third party vendors have appropriate permits and licenses;
4. Waive fees and insurance requirements for meetings of fewer than 50 individuals;
5. Insert appeal language to the Board of Education.

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 1210, Relationship with Parent-Teacher (Student) Associations
2. Board of Education Policy 2352, Health and Safety
3. Board of Education Policy 2361, Distribution of Non-School Materials
4. Board of Education Policy 2370, Conduct
5. Board of Education Policy 2372, Tobacco
6. Board of Education Policy 3125, School Activity Funds
7. Board of Education Policy 3130, Relationships with Private Business for Purpose of Providing Products or Services to Students
8. Board of Education Policy 3160, School-Sponsored Activities
9. Board of Education Policy 3530, Safety and Security
10. Board of Education Policy 6301, School Calendar
11. Board of Education Policy 8363, Conflict of Interest
12. Board of Education Policy 8340, Appeals to the Board of Education

Legal Requirements
1. 29 U.S.C. §794, Section 504 of the Rehabilitation Act of 1973
4. 28 CFR Part 35, Nondiscrimination on the Basis of Disability in State and Local Government Services
5. Annotated Code of Maryland, Education Article, §7-108, Use of School Property for Other than School Purposes – In General
6.  Annotated Code of Maryland, Education Article, §7-109, Use of School Property for Other than School Purposes – Priority for Day Care Program
7.  Annotated Code of Maryland, Education Article, §7-110, Charges for Use and Liability for Damages
8.  COMAR 13A.02.04, Tobacco-free School Environment Authority
9.  COMAR 29.06.01, Fire Prevention Code Authority: Public Safety Article

**Similar Policies Adopted by Other Local School Systems**
1.  Anne Arundel County Board of Education, Policy KC, Use of School Facilities
2.  Howard County Board of Education, Policy 10020, Use of School Facilities by Non-School Groups
3.  Montgomery County Board of Education, Policy KEA-EA, Use of School Property for Other than School Purposes
4.  Prince George’s County Board of Education, Policy 1330, Community Use of School Facilities
5.  Prince George’s County Board of Education, Policy 1331, Shared Space of School Facilities by Non-Commercial Users

**Draft of Proposed Policy**
Attached

**Other Alternatives Considered by Staff**
No other alternatives considered.

**Timeline**
First reading – May 24, 2011
Public comment – June 14, 2011
Third reading/Board vote – July 12, 2011
COMMUNITY RELATIONS: USE OF FACILITIES

Use of School Facilities

I. PHILOSOPHY [General]

A. The Board of Education of Baltimore County (Board) encourages the use of school facilities for community purposes when such use does not interfere with the scheduled school program. The use of BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) buildings and grounds for cultural, civic, educational, recreational, and charitable purposes is a long-standing practice. The Board is committed to the concept of joint utilization of facilities. This has been demonstrated by sharing facilities with the Baltimore County Department of Recreation and Parks and other agencies.

II. GUIDELINES

A. [B.] It is the primary responsibility of the Board to operate schools in such a manner as to provide the optimum learning environment. Any commitment to joint utilization shall not impinge on the commitment to provide educational opportunities as economically and efficiently as possible. Under no circumstances should the use of school facilities for community purposes be viewed as a mechanism for keeping a school open.

B. [C.] Organizations desiring to use school facilities shall COMPLETE THE [request an "] Application for Use of School Facilities[""] form AND FORWARD THE COMPLETED FORM TO [from] the principal of the school involved. [Administrative rules and a statement of costs related to the use of buildings or grounds shall be attached to the application form.] THE APPLICATION FOR USE OF SCHOOL FACILITIES IS ATTACHED TO THIS POLICY AS POLICY 1300, FORM A AND MAY ALSO BE OBTAINED FROM THE SCHOOL PRINCIPAL.

C. The Board reserves the right AND GRANTS TO THE SUPERINTENDENT THE AUTHORITY to revoke any APPROVED APPLICATION ISSUED IN ACCORDANCE WITH THIS POLICY [permit which has been issued, to a group or agency; this includes programs] where the use of the facility interferes with the Department of Physical Facilities’ projects.

D. Permission for the use of a facility and/or grounds may be immediately revoked if an urgent need for use of a facility and/or grounds for school activities or educational purposes arise, or for a violation of operating rules and procedures.

III. USE OF SCHOOL FACILITIES BY GROUPS AND ORGANIZATIONS
A. SPACE IN BCPS FACILITIES AND/OR GROUNDS MAY BE USED BY THE BALTIMORE COUNTY DEPARTMENT OF RECREATION AND PARKS; THE COMMUNITY COLLEGE OF BALTIMORE COUNTY (CCBC); PARENT-TEACHER (STUDENT) ASSOCIATIONS (PTSA); OTHER COUNTY, STATE, AND FEDERAL AGENCIES; AND OTHER GROUPS AND ORGANIZATIONS.

B. ALL GROUPS AND ORGANIZATIONS MUST COMPLETE AN APPLICATION FOR USE OF SCHOOL FACILITIES FOR EACH PLANNED ACTIVITY OR EVENT.

C. AN APPLICATION FOR USE OF SCHOOL FACILITIES WILL BE EVALUATED BASED ON THE FOLLOWING CRITERIA IN PRIORITY ORDER:
   1. BCPS CURRICULAR OR EXTRACURRICULAR PROGRAMS OR FACILITY OPERATIONS RELATED ACTIVITIES;
   2. ACTIVITIES SPONSORED BY THE BALTIMORE COUNTY DEPARTMENT OF RECREATION AND PARKS AND ITS AFFILIATED COMMUNITY RECREATION COUNCILS CONSISTENT WITH THE TERMS INCORPORATED IN THE JOINT USE AGREEMENT;
   3. PT(S)A BUSINESS MEETINGS, EDUCATIONAL PROGRAMS, AND OTHER EVENTS;
   4. CONTINUING EDUCATION PROGRAMS SPONSORED BY CCBC AT THE SITES IDENTIFIED IN THE MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN CCBC AND BCPS;
   5. CHILD CARE PROGRAMS;
   6. OTHER COUNTY, STATE, AND FEDERAL AGENCIES;
   7. OTHER APPROVED USERS.

IV. CONDITIONS OF USE

A. GROUPS AND ORGANIZATIONS MUST COMPLY WITH ALL BCPS POLICIES, RULES, AND REGULATIONS WHEN USING SCHOOL BUILDINGS AND/OR GROUNDS. FAILURE TO ENSURE COMPLIANCE BY ALL PARTICIPANTS AND ATTENDEES IN THE ACTIVITY MAY RESULT IN IMMEDIATE DENIAL OF AN APPLICATION OR REVOCATION OF AN APPROVED PERMIT.

B. THE FOLLOWING ACTIVITIES ARE NOT PERMITTED:
   1. THE USE, SALE, OR POSSESSION OF ALCOHOLIC BEVERAGES.
   2. THE USE, SALE, OR POSSESSION OF ILLEGAL DRUGS.
   3. THE USE OR SALE OF ANY FORM OF TOBACCO.
   4. THE USE OF OBSCENE AND/OR ABUSIVE LANGUAGE.
5. RAFFLES, QUARTER AUCTIONS, AND ALL OTHER GAMES OF CHANCE (FOR BINGO, SEE SECTION D OF THIS POLICY.)

6. ANY ACTIVITY LIKELY TO PROVOKE OR ADD TO A PUBLIC DISTURBANCE.

7. ANY ACTIVITY DETERMINED TO EXPOSE BCPS, ITS PROPERTY, STAFF, STUDENTS, AND ALL INDIVIDUALS/BUSINESSES WITH WHOM THE SCHOOL SYSTEM HAS A RELATIONSHIP TO RISK OF DAMAGE, LOSS, AND/OR BODILY HARM.

8. ANIMALS IN BCPS FACILITIES AND/OR ON SCHOOL GROUNDS ARE PROHIBITED. THIS PROHIBITION INCLUDES, BUT IS NOT LIMITED TO, ANIMAL SHOWS, CIRCUS TRAINING, OBEDIENCE CLASSES, AND EXHIBITIONS.
   a. THIS PROHIBITION DOES NOT APPLY TO A SERVICE ANIMAL THAT MUST ACCOMPANY AN INDIVIDUAL WITH A DISABILITY PURSUANT TO THE AMERICANS WITH DISABILITIES ACT, AS PROVIDED IN THE GUIDELINES DELINEATED IN THE DEPARTMENT OF PHYSICAL FACILITIES’ USE OF FACILITIES MANUAL.

9. ACTIVITIES THAT ARE PERSONAL IN NATURE SUCH AS BIRTHDAY PARTIES, ANNIVERSARY CELEBRATIONS, WEDDING RECEPTIONS, AND OTHER SIMILAR ACTIVITIES.

10. TEMPORARY OR PERMANENT ALTERATIONS OR CHANGES TO PHYSICAL STRUCTURE OF BCPS BUILDINGS AND GROUNDS.

11. POSTING OF POLITICAL CIRCULARS OR PETITIONS AND THE USE OF SCHOOL OR OFFICE RESOURCES TO CONDUCT POLITICAL ACTIVITY.

12. OTHER ACTIVITIES PROHIBITED BY BCPS’ POLICY, RULE, OR PROCEDURES.

13. THE BOARD GRANTS TO THE SUPERINTENDENT THE RIGHT TO REJECT ANY APPLICATION FOR USE OF SCHOOL FACILITIES IF IT IS DEEMED THAT THE BUILDING OR GROUNDS IS OVERUSED OR UNDER CONSTRUCTION.

C. CHILD CARE PROVIDERS MUST EXECUTE A LEASE AGREEMENT ISSUED BY THE OFFICE OF PURCHASING AND MAY ONLY ACCEPT SCHOOL-AGED CHILDREN ENROLLED IN THE SCHOOL HOUSING THE CHILD CARE PROGRAM.

D. FAMILY BINGO EVENT.
   1. AN APPLICANT, FOR A FAMILY BINGO EVENT, WILL OBTAIN A BINGO LICENSE, AS REQUIRED, FROM THE BALTIMORE COUNTY DEPARTMENT OF PERMITS AND
DEVELOPMENT MANAGEMENT (PDM), OR ITS SUCCESSOR OR OTHER DESIGNATED COUNTY OFFICE, AND COMPLY WITH ALL REQUIRED PERMITS, AS WELL AS PDM RULES AND REGULATIONS, EXCEPT WITH REGARD TO THE AWARD OF ANY CASH PRIZES.

2. AN APPLICANT ENTITY AND ITS MEMBERS MUST PERSONALLY MANAGE, OPERATE, AND CONDUCT ALL ASPECTS OF THE FAMILY BINGO EVENT.

3. NO CASH PRIZES WILL BE AWARDED FOR BINGO; THE ESTIMATED CASH VALUE OF NON-CASH PRIZES AWARDED SHALL NOT BE GREATER THAN $500.00.

E. A REASONABLE ADMISSION OR OTHER FEE MAY BE CHARGED BY THE SPONSORING ENTITY.

F. AN APPROVED USER MAY NOT ALLOW ANOTHER ENTITY TO ASSUME ITS PERMIT TO USE THE FACILITY AND/OR GROUNDS.

G. IN THE EVENT THE APPLICANT ALLOWS A THIRD PARTY VENDOR TO SELL ANY ITEMS IN BCPS FACILITIES AND/OR GROUNDS, IT IS THE RESPONSIBILITY OF THE APPLICANT TO ENSURE THAT ALL SUCH VENDORS HAVE APPROPRIATE PERMITS AND LICENSES FROM THE STATE OF MARYLAND AND FROM BALTIMORE COUNTY GOVERNMENT. IT IS THE SOLE RESPONSIBILITY OF THE APPLICANT AND THE VENDOR TO ENSURE THAT, IF APPLICABLE, APPROPRIATE STATE AND LOCAL TAXES ARE PAID FOR ALL SALES OCCURRING IN BCPS FACILITIES AND/OR GROUNDS.

H. APPROVAL OF REQUESTS AND THE ASSESSMENT OF FEES FOR THE USE OF FACILITIES AND/OR GROUNDS WILL BE DEPENDENT UPON THE FOLLOWING CRITERIA:

1. AVAILABILITY OF SPACE ON THE DATES AND DURING THE TIMES REQUESTED.
   a. APPROVED REQUESTS WILL BE ASSESSED FEES BASED ON THE BCPS CHARGES SCHEDULE.
      i. FEES FOR USE OF FACILITIES WILL BE WAIVED FOR MEETINGS OF LESS THAN 50 INDIVIDUALS WITH THE EXCEPTION OF THE CUSTODIAL RATES.

2. PRIORITY OF USERS ACCORDING TO THE LIST IN SECTION III (C.) ABOVE.

3. THE PROPOSED ACTIVITY MAY NOT CONFLICT WITH ANY MAINTENANCE, OPERATIONS, OR CONSTRUCTION ACTIVITIES SCHEDULED BY THE DEPARTMENT OF PHYSICAL FACILITIES.
4. THE ACTIVITY’S COMPATIBILITY WITH THE EDUCATION SPACE AND THE DESIGNED USE AND PURPOSE OF BUILDINGS AND GROUNDS.
5. THE PROPOSED ACTIVITY MAY HAVE NO POTENTIAL FOR PHYSICAL DEGRADATION OF BUILDINGS AND GROUNDS AND NO ADVERSE IMPACT ON TRAFFIC PATTERNS, PEDESTRIAN SAFETY, AND AVAILABILITY OF PARKING.
6. THE PROPOSED ACTIVITY WILL COMPLY WITH ALL OCCUPANCY, FIRE, HEALTH, SAFETY, AND CAPACITY CODES, INCLUDING LOCAL, STATE, AND FEDERAL LAWS, RULES, AND REGULATIONS THAT GOVERN THE PROPOSED ACTIVITY AND BCPS FACILITIES.
7. PROVISION OF ADEQUATE INSURANCE CERTIFICATE AND COMPLIANCE WITH ALL INSURANCE REQUIREMENTS.
8. ASSESSMENT OF PROPOSED ACTIVITY FOR POTENTIAL PROPERTY DAMAGE, LOSS, AND/OR BODILY HARM.
9. FOR INDOOR ACTIVITIES INVOLVING 50 OR MORE PEOPLE, THE APPLICANT WILL PROVIDE DOCUMENTATION OF CROWD MANAGEMENT TRAINING IN ACCORDANCE WITH THE STATE OF MARYLAND FIRE CODE.
10. EVALUATION AND APPROVAL BY THE DEPARTMENT OF PHYSICAL FACILITIES OF THE APPLICANT’S PROVISION OF AN APPROPRIATE AND ADEQUATE PLAN FOR FACILITY AND/OR GROUNDS CLEAN UP AND RESTORATION PLANS FOR THE PROPOSED ACTIVITY.
11. EVALUATION AND APPROVAL BY THE OFFICE OF FOOD AND NUTRITION SERVICES OF ACTIVITIES INVOLVING ANY PREPARATION OF FOOD, SERVING OF FOOD, OR CONCESSIONS ON-SITE.
12. PROPOSED ACTIVITIES MUST BE OPEN TO ALL INDIVIDUALS AND NOT DISCRIMINATE IN ANY WAY ON THE BASIS OF AGE, COLOR, DISABILITY, GENDER, NATIONAL OR ETHNIC ORIGIN, RACE, RELIGION, OR SEXUAL ORIENTATION.

V. APPEAL PROCESS

A. IF AN APPLICATION FOR USE OF SCHOOL FACILITIES IS DENIED, THE APPLICANT MAY FILE AN APPEAL WITH THE EXECUTIVE DIRECTOR, DEPARTMENT OF PHYSICAL FACILITIES.
1. THE APPEAL MUST BE MADE IN WRITING AND FILED WITHIN TEN (10) CALENDAR DAYS OF THE DATE OF DENIAL.
2. AN APPEAL WILL BE DEEMED TIMELY FILED IF IT IS DEPOSITED IN THE UNITED STATES MAIL AND POSTMARKED BEFORE THE EXPIRATION OF THE TIME; OR HAND DELIVERED TO THE EXECUTIVE DIRECTOR, DEPARTMENT OF PHYSICAL FACILITIES.

B. THE EXECUTIVE DIRECTOR, DEPARTMENT OF PHYSICAL FACILITIES WILL REVIEW ALL DOCUMENTATION AND WILL ISSUE, ON BEHALF OF THE SUPERINTENDENT, A FINAL DECISION. THE DECISION WILL BE MADE IN WRITING AND WILL BE MAILED TO THE APPLICANT.

C. ANY APPLICANT WHO IS DISSATISFIED WITH THE DECISION RENDERED BY THE EXECUTIVE DIRECTOR, DEPARTMENT OF PHYSICAL FACILITIES, MAY APPEAL THAT DECISION TO THE BOARD OF EDUCATION OF BALTIMORE COUNTY. APPEALS TO THE BOARD WILL BE SUBJECT TO THE PROVISIONS OF BOARD OF EDUCATION POLICY 8340, APPEAL BEFORE THE BOARD OF EDUCATION.

1. ALL APPEALS TO THE BOARD OF EDUCATION MUST BE NOTED, IN WRITING, WITHIN 30 CALENDAR DAYS OF THE DATE OF THE DENIAL BY THE EXECUTIVE DIRECTOR, DEPARTMENT OF PHYSICAL FACILITIES.

VI. IMPLEMENTATION

THE BOARD DIRECTS THE SUPERINTENDENT TO IMPLEMENT THIS POLICY.

[II. Gambling

A. Gambling, raffles, and all other games of chance on Board property or in connection with school projects are prohibited with the exception of Bingo.

III. Alcoholic Beverages and Drugs

A. The use, sale, or possession of alcoholic beverages and illegal drugs on Board property or in connection with school projects is prohibited.

IV. Tobacco

A. The Board prohibits the sale and use of any form of tobacco in and/or on school system owned or leased property and grounds at all times.

V. Obscene and Abusive Language
A. The use of obscene and/or abusive language on Board property or in connection with school projects is prohibited.

VI. Exceptions to Use of Facilities

A. The Board may refuse the use of any facility and/or grounds if the Office of Operations determines that this use is likely to provoke or add to a public disturbance.

Legal References:

28 CFR PART 35, NONDISCRIMINATION ON THE BASIS OF DISABILITY IN STATE AND LOCAL GOVERNMENT SERVICES
Annotated Code of Maryland, Education Article, §7-108, Use of School Property for Other than School Purposes – In General
Annotated Code of Maryland, Education Article, §7-109, Use of School Property for Other than School Purposes – Priority for Day Care Program
Annotated Code of Maryland, Education Article, §7-110, Charges for Use and Liability for Damages
COMAR 13A.02.04, Tobacco-free School Environment Authority
COMAR 29.06.01, Fire Prevention Code Authority: Public Safety Article

Related Policies:

Board of Education Policy 1210, Relationship with Parent-Teacher (Student) Associations
Board of Education Policy 2352, Health and Safety
BOARD OF EDUCATION POLICY 2361, DISTRIBUTION OF NON-SCHOOL MATERIALS
Board of Education Policy 2370, Conduct
Board of Education Policy 2372, Tobacco
Board of Education Policy 3125, School Activity Funds
Board of Education Policy 3130, Relationships with Private Business for Purpose of Providing Products or Services to Students
Board of Education Policy 3160, School-Sponsored Activities
Board of Education Policy 3530, Safety and Security
Board of Education Policy 6301, School Calendar
Board of Education Policy 8363, *Conflict of Interest*

<table>
<thead>
<tr>
<th>Policy</th>
<th>Board of Education of Baltimore County</th>
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<tbody>
<tr>
<td>Adopted:</td>
<td>09/18/68</td>
</tr>
<tr>
<td>Revised:</td>
<td>10/26/78</td>
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<tr>
<td>Edited:</td>
<td>02/26/81</td>
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<td>Revised:</td>
<td>01/23/86</td>
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<td>05/20/08</td>
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<td>Revised:</td>
<td>07/13/10</td>
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<td>REVISED:</td>
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I. Philosophy:
   A. The Board of Education of Baltimore County (Board) encourages the use of school facilities for community purposes when such use does not interfere with the scheduled school program. The use of Baltimore County Public Schools (BCPS) buildings and grounds for cultural, civic, educational, recreational, and charitable purposes is a long-standing practice. The Board is committed to the concept of joint utilization of facilities. This has been demonstrated by sharing facilities with the Baltimore County Department of Recreation and Parks and other agencies.

II. Guidelines
   A. It is the primary responsibility of the Board to operate schools in such a manner as to provide the optimum learning environment. Any commitment to joint utilization shall not impinge on the commitment to provide educational opportunities as economically and efficiently as possible. Under no circumstances should the use of school facilities for community purposes be viewed as a mechanism for keeping a school open.
   B. Organizations desiring to use school facilities shall complete the Application for Use of School Facilities form and forward the completed form to the principal of the school involved.
   C. The Board reserves the right and grants to the Superintendent the authority to revoke any approved application issued in accordance with this policy where the use of the facility interferes with the Department of Physical Facilities' projects.
   D. Permission for the use of a facility and/or grounds may be immediately revoked if an urgent need for use of a facility and/or grounds for school activities or educational purposes arise, or for a violation of operating rules and procedures.

III. Use of School Facilities by Groups and Organizations:
   A. Space in BCPS facilities and/or grounds may be used by the Baltimore County Department of Recreation and Parks; the Community College of Baltimore County (CCBC); Parent-Teacher (Student) Associations (PTSA); other county, state, and federal agencies; and other groups and organizations.
   B. All groups and organizations must complete an Application for Use of School Facilities for each planned activity or event.
   C. An Application for Use of School Facilities will be evaluated based on the following criteria in priority order:
      1. BCPS curricular or extracurricular programs or facility operations related activities;
      2. Activities sponsored by the Baltimore County Department of Recreation and Parks and its affiliated community recreation councils consistent with the terms incorporated in the Joint Use Agreement;
      3. PT(S)A business meetings, educational programs, and other events;
      4. Continuing education programs sponsored by CCBC at the sites identified in the Memorandum of Understanding (MOU) between CCBC and BCPS;
      5. Child care programs;
      6. Other county, state, and federal agencies;
      7. Other approved users.

IV. Conditions of Use
   A. Groups and organizations must comply with all BCPS Policies, Rules, and regulations when using school buildings and/or grounds. Failure to ensure compliance by all participants and attendees in the activity may result in immediate denial of an application or revocation of an approved permit.
   B. The following activities are not permitted:
      1. The use, sale, or possession of alcoholic beverages.
      2. The use, sale, or possession of illegal drugs.
      3. The use or sale of any form of tobacco.
      4. The use of obscene and/or abusive language.
      5. Raffles, quarter auctions, and all other games of chance. (For bingo, see section D.)
      6. Any activity likely to provoke or add to a public disturbance.
      7. Any activity determined to expose BCPS, its property, staff, students, and all individuals/businesses with whom the school system has a relationship to risk of damage, loss, and/or bodily harm.
      8. Animals in BCPS facilities and/or on school grounds are prohibited. This prohibition includes, but is not limited to, animal shows, circus training, obedience classes, and exhibitions.
      a. This prohibition does not apply to a service animal that must accompany an individual with a disability pursuant to the Americans with Disabilities Act. (See Department of Physical Facilities’ Use of Facilities Manual for guidelines.)
      9. Activities that are personal in nature such as birthday parties, anniversary celebrations, wedding receptions, and other similar activities.
      10. Temporary or permanent alterations or changes to the physical structure of BCPS buildings and grounds.
      11. Posting of political circulars or petitions and the use of school or office resources to conduct political activity.
      12. Other activities prohibited by BCPS’ Policy, Rule, or procedures.
      13. The Board grants to the Superintendent the right to reject any Application for Use of School Facilities if it is deemed that the building or grounds is overused or under construction.
   C. Child care providers must execute a lease agreement issued by the Office of Purchasing and may only accept school-aged children enrolled in the school housing the child care program.
   D. Family Bingo Event
      1. An applicant, for a family bingo event, will obtain a bingo license, as required, from the Baltimore County Department of Permits and Development Management (PDM), or its successor or other designated county office, and comply with all required
All groups and organizations must complete this application for use of facilities and/or grounds for each planned activity or event. A complete application must be submitted a minimum of 45 days prior to the proposed activity/event.

permits, as well as PDM rules and regulations, except with regard to the award of any cash prizes.

2. An applicant entity and its members must personally manage, operate, and conduct all aspects of the family bingo event.

3. No cash prizes will be awarded for bingo; the estimated cash value of non-cash prizes awarded shall not be greater than $500.00.

4. The activity's compatibility with the education space and the designed use and purpose of buildings and grounds.

5. The proposed activity may have no potential for physical degradation of buildings and grounds and no adverse impact on traffic patterns, pedestrian safety, and availability of parking.

6. The proposed activity will comply with all occupancy, fire, health, safety, and capacity codes including local, state and federal laws, rules, and regulations that govern the proposed activity and BCPS facilities.

7. Provision of adequate insurance certificate and compliance with all insurance requirements.

8. Assessment of proposed activity for potential property damage, loss, and/or bodily harm.

9. For indoor activities involving 50 or more people, the applicant will provide documentation of crowd management training in accordance with the State of Maryland Fire Code.

10. Evaluation and approval by the Department of Physical Facilities of the applicant's provision of an appropriate and adequate plan for facility and/or grounds cleanup and restoration plans for the proposed activity.

11. Evaluation and approval by the Office of Food and Nutrition Services of activities involving any preparation of food, serving of food, or concessions on-site.

12. Proposed activities must be open to all individuals and not discriminate in any way on the basis of age, color, disability, gender, national or ethnic origin, race, religion, or sexual orientation.

V. APPEAL PROCESS

A. If an Application for Use of School Facilities is denied, the applicant may file an appeal with the Executive Director, Department of Physical Facilities.

1. The appeal must be made in writing and filed within ten (10) calendar days of the date of denial.

2. An appeal will be deemed timely filed if it is deposited in the United States mail and postmarked before the expiration of the time; or hand delivered to the Executive Director, Department of Physical Facilities.

B. The Executive Director, Department of Physical Facilities will review all documentation and will issue, on behalf of the Superintendent, a final decision. The decision will be made in writing and will be mailed to the applicant.

C. Any applicant who is dissatisfied with the decision rendered by the Executive Director, Department of Physical Facilities, may appeal that decision to the Board of Education of Baltimore County. Appeals to the Board will be subject to the provisions of Board of Education Policy 8340, Appeal Before the Board of Education.

1. All appeals to the Board of Education must be noted, in writing, within 30 calendar days of the date of the denial by the Executive Director, Department of Physical Facilities.

VI. IMPLEMENTATION

Additional guidelines governing the use of BCPS school facilities are found in Superintendent’s Rule 1300, Use of School Facilities and in the Department of Physical Facilities’ Use of Facilities Manual.
NAME OF GROUP/ORGANIZATION – COMPLETE LEGAL NAME (NO ABBREVIATIONS)

TYPE OF GROUP/ORGANIZATION – CHECK ONE AND ATTACH PROOF OF INCORPORATION, ASSOCIATION, AND/OR NON-PROFIT STATUS

<table>
<thead>
<tr>
<th>Box</th>
<th>Option</th>
<th>Box</th>
<th>Option</th>
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<tbody>
<tr>
<td>☐</td>
<td>BCPS</td>
<td>☐</td>
<td>Child Care Provider</td>
</tr>
<tr>
<td>☐</td>
<td>Baltimore County Department of Recreation &amp; Parks</td>
<td>☐</td>
<td>Other county, state, federal agency</td>
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<tr>
<td>☐</td>
<td>PT(S)A</td>
<td>☐</td>
<td>Other (please identify):</td>
</tr>
<tr>
<td>☐</td>
<td>CCBC: continuing education programs</td>
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</table>

PERSON RESPONSIBLE FOR ACTIVITY/EVENT

ADDRESS & EMAIL

PHONE

☐ BCPS employee

DESCRIPTION OF PROPOSED ACTIVITY – CAREFULLY REVIEW LIST OF ACTIVITIES NOT PERMITTED ON PREVIOUS PAGE

Provide brief written description:

☐ BCPS sponsored activity/event

PURPOSE AND HISTORY

The primary purpose of this activity is to:

☐ Hold a meeting
☐ Provide educational enrichment
☐ Provide childcare services
☐ Support community recreation & well being
☐ Provide school/community entertainment
☐ Other: ________________________________

Our organization has held this activity at a BCPS facility in the past:

☐ No
☐ Yes

If yes, please list most recent occurrence (month(s)/year(s)) and location (name of BCPS school(s)):

________________________________________________________
________________________________________________________
________________________________________________________

☐ Our organization has held this activity at another location (non-BCPS) in the past. Please list most recent occurrence and location:

________________________________________________________
________________________________________________________
________________________________________________________

FOOD AND VENDORS

Food and/or beverages will be offered as follows (check all that apply - all food items must be Commercially prepared at a facility approved for food service):

☐ Commercially prepared packaged food/beverages
☐ Commercially prepared off site, not pre-packaged (i.e. catered)
☐ Prepared on-site by caterer or other food service vendor

We anticipate using the services of a third party:

☐ Food vendor(s)
☐ Furniture/equipment rental service
☐ Paid entertainment
☐ Promoter, event organizer/host
☐ Other: ________________________________

ATTENDANCE, INSURANCE, AND PERMITS

Anticipated attendance (if over 50, applicant must provide documentation of crowd management training. Contact the Baltimore Co. Fire Dept. for information):

Estimated Attendance ________________

Our organization is currently insured for this activity (see accompanying Insurance Requirements for the Use of Facilities by Organizations form):

☐ Certificate of insurance is waived for meetings of less than 50 individuals
☐ Yes, already on file with BCPS (BC Rec & Parks, PTA)
☐ Yes, a certificate of insurance is attached
☐ No, but we will acquire a certificate of insurance within ten (10) days prior to use and as a condition of final approval, if required.

Applicant’s proposed activity may require permits not related to or provided by BCPS. Proof of receipt of such permits may be required.

Activities may include but are not limited to (contact Baltimore County Office of Permits for Information):

☐ Gathering permit
☐ Bingo
☐ Child care license
☐ Parade
☐ Other: ________________________________
# BALTIMORE COUNTY PUBLIC SCHOOLS
## APPLICATION FOR USE OF SCHOOL FACILITIES

**Policy 1300, Form A**

### SCHOOL FACILITY AND/OR GROUNDS REQUESTED – COMPLETE NAME (NO ABBREVIATIONS)

<table>
<thead>
<tr>
<th>Room/Area Requested</th>
<th>Services &amp; Fixtures / Equipment Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditorium</td>
<td>Additional fees for use may be assessed.</td>
</tr>
<tr>
<td>Cafeteria (not including kitchen facilities)</td>
<td>Kitchen space (note: must be approved in advance by Office of Food and Nutrition Services) specify use:</td>
</tr>
<tr>
<td>Classrooms: list number of rooms needed</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>Air conditioning (may not be available in all areas of all buildings)</td>
</tr>
<tr>
<td>Multi-purpose or special-use room (specify):</td>
<td>Audio</td>
</tr>
<tr>
<td>Library</td>
<td>Lighting</td>
</tr>
<tr>
<td>Grounds (specify):</td>
<td>Other:</td>
</tr>
<tr>
<td>Parking lot(s)</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### ONE-TIME EVENT / ACTIVITY

- **Date(s) - including consecutive days of one-time event (Mo./Day/Yr.)**
- **Times (include set-up and break-down time)**
- **Total hours for event/activity**

### RECURRING EVENT / ACTIVITY

- **This activity recurs:**
  - Daily: weekdays, Monday - Friday
  - Weekly: circle day(s) of the week: M T W Th F S Su
  - Monthly: specify _______________
  - Other: _______________

- **Start date / End date:**
- **Times (include set up & break-down):**
- **Total # weeks / months**
- **Total hours for event/activity**

**TOTAL HOURS REQUESTED**

- *Fees assessed may include additional hours for custodial staff coverage as determined by BCPS*

### APPLICANT AFFIRMATION

I, the undersigned, being a duly authorized representative of the above organization, have read and agreed to Board Policy 1300 and meet the insurance requirements governing use of school facilities and will abide by and enforce same.

Circle if applicable:
BCPS Employee
Rec & Park Employee

PRINT: NAME       TITLE / POSITION       ADDRESS       TELEPHONE NO.

SIGNATURE       DATE

---

FOR BCPS USE ONLY -- SCHOOL PRINCIPAL / AP REVIEW

- Application is complete
- Dates requested are not in conflict
- BOS confirms custodial staff is available
- Proposed activity/event does not conflict with school program
- Comments: ________________________________

REVIEWED BY (PLEASE PRINT):

PRINCIPAL or AP NAME       TITLE       PHONE

SIGNATURE       DATE

Recommended       Not Recommended

FOR BCPS USE ONLY -- DEPT. OF PHYSICAL FACILITIES

- Approved       Denied       Approved / Denied in Part

TOTAL FEES CHARGED $ _____________________________

Make payable to BCPS and submit to school

COMMENTS: ______________________________________
_________________________________________________
_________________________________________________

---

BEBCO 61582280246

Revised 5/2/2011
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5550, DISRUPTIVE BEHAVIOR

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

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

*****

Attachment I – Policy Analysis
Attachment II – Policy 5550
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 5550
DISRUPTIVE BEHAVIOR

Statement of Issues or Questions Addressed
Board of Education Policy 5550 is reviewed each year in order to comply with State law and regulation. In July of 2010, a new gang prevention law was enacted. This law, Safe Schools Act of 2010, requires all local school systems to establish a policy that: prohibits gang activity; develops programs to address gangs and gang activity; establishes reporting requirements for incidents of gang activity. Staff is recommending that Policy 5550 be revised to include involvement in gang activity as a prohibited act under the student behavior code of conduct and include the consequence for this type behavior. The policy has been further revised to: (1) include a philosophy statement; (2) clarify the Board’s scope of authority as it relates to the discipline of students for all off-campus acts that prevent the orderly delivery of the instructional program at school; and (3) conform with 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 5500, Conduct
3. Board of Education Policy 5520, Dress
4. Board of Education Policy 5530, Student Use and Possession of Tobacco
5. Board of Education Policy 5540, Alcoholic Beverages and Drugs
6. Board of Education Policy 5551, Gang Activity, and Similar Destructive or Illegal Behavior
7. Board of Education Policy 5560, Suspensions, Assignment to Alternative Programs, or Expulsion
8. Board of Education Policy 5561, School Use of Reportable Offenses
9. Board of Education Policy 5580, Bullying, Harassment, or Intimidation
10. Board of Education Policy 5590, Students’ Expressions
11. Board of Education Policy 5600, Students’ Responsibilities and Rights Board of Education Policy 6202, Telecommunication Access to Electronic Information, Services, and Networks
12. Board of Education Policy 6800, Field Trips and Foreign Travel

Legal Requirements
1. 20 U.S.C. §7151, Gun-Free Schools Act
2. Annotated Code of Maryland, Education Article, §7-305, Suspension and expulsion.
3. Annotated Code of Maryland, Education Article, §7-424.1, Model policy prohibiting bullying, harassment and intimidation.
5. COMAR 13A.01.04.03, School Safety
6. COMAR 13A.02.04, Tobacco-Free Environment
7. COMAR 13A.08.01.04, *Unlawful Absence*
8. COMAR 13A.08.01.11, *Disciplinary Action*
9. COMAR 13A.08.01.17, *School Use of Reportable Offenses*

**Similar Policies Adopted by Other Local School Systems**
1. Anne Arundel County Board of Education, Policy JCC, *Student Conduct*
2. Carroll County Board of Education, Policy JDG, *Suspension and Expulsion of Students*
3. Harford County Board of Education, Policy 02-0012-000, *Discipline for Certain Acts of Student Misconduct*
4. Howard County Board of Education, Policy 9200, *Discipline*
5. Montgomery County Board of Education, Policy JGA-EB, Suspension and Expulsion

**Draft of Proposed Policy**
Attached

**Other Alternatives Considered by Staff**
No other alternatives were considered by staff.

**Timeline**
First reading – May 24, 2011
Public comment – June 14, 2011
Third reading/vote – July 12, 2011
STUDENTS: Conduct

Disruptive Behavior

I. PHILOSOPHY

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) BELIEVES THAT ALL STUDENTS SHOULD LEARN IN A SAFE AND ORDERLY SCHOOL ENVIRONMENT.

II. POLICY STATEMENT

A. Students must follow the code of conduct on school property, on school buses, and at off-site school-sponsored activities. A student’s behavior is disruptive when it interferes with the normal function of a school. A student’s behavior is disruptive when that behavior interferes with the academic process or violates the rights of others to utilize the services and facilities of the school.

B. Students who take part in disruptive behavior are subject to discipline that may include suspension, assignment to an alternative program, or expulsion, according to the procedures outlined in BOARD OF EDUCATION Policy and SUPERINTENDENT’S Rule 5560, ["Suspensions, Assignment to Alternative Programs or Expulsions."]

C. THE behavior offenses for which student discipline will be imposed FOLLOW. The list IS NOT ALL INCLUSIVE AND IS NOT INTENDED TO [does not] cover all behaviors or actions. There may be additional offenses for which a student MAY [can] be suspended, assigned to an alternative program, or expelled.

III. DEFINITIONS

A. REGULAR INSTRUCTIONAL HOURS ARE DEFINED AS BEGINNING AT THE OPENING BELL FOR THE SCHOOL DAY AND CONCLUDING AT THE DISMISSAL BELL FOR THE SCHOOL DAY

B. SCHOOL-SPONSORED ACTIVITY – MEANS ANY ACTIVITY PLANNED AND SUPERVISED BY SCHOOL PERSONNEL.
IV. OFFENSES

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

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

   **ATTACKS/THREATS/FIGHTING**
   b. Fighting

   **ATTENDANCE (IN-SCHOOL SUSPENSION ONLY)**
   c. Leaving school grounds without permission;
   d. Unexcused lateness (class/classes)
   e. Unexcused lateness (school day)
   f. Unexcused absence or truancy (class/classes)
   g. Unexcused absence or truancy (school day)

   **DANGEROUS SUBSTANCES**
   h. Non-prescription violation (possession of non-prescription medications)
   i. Use and/or possession of tobacco or cigarette rolling paper

   **DISRESPECT/INSUBORDINATION**
   j. Failure to follow a direction such as, but not limited to, failure to report to office when directed by school staff to do so
   k. Harassment (nuisance phone calls to students or staff members; continued comments or passing of unofficial notes to another individual that he/she does not wish to hear or receive)
   l. Refusing to cooperate with school rules and regulations
   m. Refusing to cooperate with school transportation regulations
   n. Refusing to do assigned work
   o. Refusing to serve detention
   p. Using obscene or abusive language

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

   **OTHER**
   r. Academic dishonesty (cheating on tests, copying term papers, forging signature of teacher and/or parent/guardian)
   s. Gambling
   t. Unauthorized sale or distribution in school of items, goods, or services not related in any way to the school operation (e.g., sale of football pools)
u. Use of electronic communication devices, such as a pager (beeper), portable telephone, or any wireless communication device (which are not part of the educational program) during regular instructional school hours.

(1) [Regular instructional hours are defined as beginning at the opening bell for the school day and concluding at the dismissal bell for the school day.] Students involved in before-school, after-school, and weekend instructional activities shall not use electronic communication devices within the assigned area of the activity from the beginning of the scheduled activity until its conclusion. The device must be turned off and stored in the locker, book bag, automobile, or purse during school hours and while being transported on the bus. The ban on the use of electronic devices applies to buses used for all school-related activities.

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

**ARSON/FIRE EXPLOSIVES**

a. Fire alarm/false fire report

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

**ATTACKS/THREATS/FIGHTING**

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

d. Physical attack(s) on a student

e. Threat(s) on individual(s)

**DANGEROUS SUBSTANCES**

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

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

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

i. Prescription violation (possession of prescribed medication)

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

**DISRESPECT/INSUBORDINATION**

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

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

n. Bullying, harassment, or intimidation for any reason

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

p. Participating in and/or inciting a school disruption

**SEX OFFENSES**

q. Inappropriate behavior of a sexual nature

r. Indecent exposure

**WEAPONS**

s. Possession of a look-alike weapon of any kind[s]

t. Possession of a pocket knife

**OTHER**

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

v. Exchange of money for an illegal purpose

w. Reckless endangerment resulting in injury to a person

x. Theft and/or knowingly possessing stolen property

y. Trespassing

z. Violation of the Telecommunications Acceptable Use Policy

**AA. VIOLATION OF THE GANG POLICY BY CONFIRMED INVOLVEMENT IN GANG ACTIVITIES.**

C. **Category III** – Examples of offenses that shall result in assignment to an alternative program, or expulsion:

**ARSON/FIRE/EXPLOSIVES**

a. Arson (Expulsion Only)

b. Bomb Threat

**ATTACKS/THREATS/FIGHTING**

c. Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)

d. Physical attack(s) on a staff member (Expulsion Only)
e. Violent behavior which creates a substantial danger to persons or property

DANGEROUS SUBSTANCES
f. Distribution and/or sale of alcohol
g. Distribution and/or sale of controlled dangerous substances (illegal drugs) (Expulsion Only)
h. Possession of alcohol
i. Possession of controlled dangerous substances (illegal drugs)
j. Prescription violation (misuse of prescribed medications) including failure to have medications administered by school nurse or delegated personnel

k. Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance
l. Use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol
m. Use of any intoxicants which causes a loss of self-control or inebriation and which shall include glue and solvents

SEX OFFENSESN
n. Sexual assault (Expulsion Only)

WEAPONS
o. Possession and/or use of a firearm on school property (one-year expulsion)
p. Possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable) which shall include, but not be limited to, pellet gun, paintball gun, stun gun, BB gun, flare gun, nail gun¹ (Expulsion for use)

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

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

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

t. Use of a pocketknife or any object as a weapon
IV. SCOPE OF AUTHORITY

A. THIS BEHAVIOR CODE APPLIES TO ALL STUDENTS ENROLLED IN BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS). The provisions of this policy apply in all situations in which students are involved, including:

1. [(1) ALL school-SPONSORED activities on property owned OR LEASED by the Board [of Education] OR HELD OFF OF SCHOOL GROUNDS, INCLUDING BUT NOT LIMITED TO: FIELD TRIPS, EXTRACURRICULAR ACTIVITIES, SOCIAL EVENTS;

2. [(2)] travel on school buses OR OTHER OFFICIAL MEANS OF TRANSPORTATION; AND

3. [(3) off-site school-sponsored activities; ]
[(4) on-site or off-site school-related problems which are the result or cause of disruptive behavior on school grounds. ]; and
(5) violent acts of behavior which occur off school property and pose a threat to the safety of students and faculty or disrupt the learning environment. ]

B. A STUDENT MAY BE SUBJECT TO DISCIPLINARY SANCTIONS WHEN HE OR SHE COMMITS AN ACT OR ACTS AWAY AND APART FROM SCHOOL AND SCHOOL PROPERTY THAT CAN BE SHOWN TO POSE A THREAT OR DANGER TO THE SAFETY OF OTHER STUDENTS, STAFF, OR SCHOOL PROPERTY AND/OR THAT THE ACT OR ACTS PREVENTS THE ORDERLY DELIVERY OF THE INSTRUCTIONAL PROGRAM AT SCHOOL.

Legal References: 20 U.S.C. §7151, Gun-Free Schools Act
Annotated Code of Maryland, Education Article, §7-305, Suspension and expulsion.
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-424.1, MODEL POLICY PROHIBITING BULLYING, HARASSMENT AND INTIMIDATION.
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-424.2, GANG PREVENTION, INTERVENTION, AND SUPPRESSION EFFORTS.
COMAR 13A.01.04.03, SCHOOL SAFETY
COMAR 13A.02.04, Tobacco-Free Environment
COMAR 13A.08.01.04, *Unlawful Absence*
COMAR 13A.08.01.11, *Disciplinary Action*
COMAR 13A.08.01.17, *School Use of Reportable Offenses*

Related Policies:
- BOARD OF EDUCATION POLICY 5000, *STUDENTS*
- BOARD OF EDUCATION POLICY 5500, *CONDUCT*
- BOARD OF EDUCATION POLICY 5520, *DRESS*
- BOARD OF EDUCATION POLICY 5530, *STUDENT USE AND POSSESSION OF TOBACCO*
- BOARD OF EDUCATION POLICY 5540, *ALCOHOLIC BEVERAGES AND DRUGS*
- BOARD OF EDUCATION POLICY 5550, *GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL BEHAVIOR*
- BOARD OF EDUCATION POLICY 5560, *SUSPENSIONS, ASSIGNMENT TO ALTERNATIVE PROGRAMS, OR EXPULSION*
- BOARD OF EDUCATION POLICY 5561, *SCHOOL USE OF REPORTABLE OFFENSES*
- Board of Education Policy 5580, *Bullying, Harassment, or Intimidation*
- BOARD OF EDUCATION POLICY 5590, *STUDENTS’ EXPRESSIONS*
- BOARD OF EDUCATION POLICY 5600, *STUDENTS’ RESPONSIBILITIES AND RIGHTS*
- BOARD OF EDUCATION POLICY 6202, *TELECOMMUNICATION ACCESS TO ELECTRONIC INFORMATION, SERVICES, AND NETWORKS*
- BOARD OF EDUCATION POLICY 6800, *FIELD TRIPS AND FOREIGN TRAVEL*
Policy

Adopted: 07/13/78
Revised: 06/24/82
Revised: 06/14/84
Revised: 06/19/86
Revised: 05/28/87
Revised: 06/16/88
Revised: 05/10/90
Revised: 05/23/91
Revised: 07/01/92
Revised: 09/12/95
Revised: 07/02/96
Revised: 08/06/96
Revised: 06/09/97
Revised: 06/12/01
Revised: 07/09/02
Revised: 06/10/03
Revised: 09/04/03
Revised: 07/13/04
Revised: 02/08/05
Revised: 09/05/07
Revised: 07/14/09
Re-adopted: 06/15/10

REVISED: ____________

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1 The use of permanently inoperable rifles by JROTC students shall not be a violation of this policy during instructional time and at any other times when under the direct supervision of JROTC instructors.

2 See Note 1 above.
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED NEW BOARD OF EDUCATION POLICY 5551, GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL BEHAVIOR

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approves the proposed new Board of Education Policy 5551. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 5551
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 5551
GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR

Statement of Issues or Questions Addressed
Staff is recommending the adoption of Board of Education Policy 5551. The Safe Schools Act of 2010 broadens the responsibilities of public school systems, law enforcement, and other public agencies in reporting information with each other pertaining to students. A major component of the law requires the Maryland State Board of Education, in collaboration with other agencies, to develop a model policy to address gangs, gang activity, and similar destructive or illegal behavior in schools; the MSDE model policy was issued on February 22, 2011. The new law also requires each local educational agency to establish a policy or regulation on the prohibition of gang activity and submit its policy to the State Superintendent by September 1, 2011. Therefore, the attached policy represents the Board of Education of Baltimore County’s policy on gangs as required by law.

Cost Analysis and Fiscal Impact on School System
Staff anticipates that it will expend approximately $5,800 for training materials and consultant fees. Costs will be covered by the operating budget.

Relationship to Other Board of Education Policies
1. Board of Education Policy 5000, Students
2. Board of Education Policy 5500, Conduct
3. Board of Education Policy 5510, School Discipline
4. Board of Education Policy 5520, Dress
5. Board of Education Policy 5550, Disruptive Behavior
6. Board of Education Policy 5560, Suspensions, Assignment to Alternative Programs, or Expulsion
7. Board of Education Policy 5561, School Use of Reportable Offenses
8. Board of Education Policy 5580, Bullying, Harassment, or Intimidation
9. Board of Education Policy 5600, Students’ Responsibilities and Rights

Legal Requirements
1. 20 U.S.C. §7151, Gun-Free Schools Act
2. Annotated Code of Maryland, Education Article, §7-305, Suspension and expulsion.
3. Annotated Code of Maryland, Education Article, §7-424.1, Model policy prohibiting bullying, harassment and intimidation.
5. COMAR 13A.01.04.03, School Safety
6. COMAR 13A.08.01.11, Disciplinary Action
7. COMAR 13A.08.01.17, School Use of Reportable Offenses
8. COMAR 13A.08.03, Discipline of Students with Disabilities

Similar Policies Adopted by Other Local School Systems
1. Fredrick County Board of Education, Policy 400-87, Gang Activity
2. Harford County Board of Education, Policy 02-0008-000, *Prohibition of Gang Related Activities*  

**Draft of Proposed Policy**  
Attached  

**Other Alternatives Considered by Staff**  
None.  

**Timeline**  
First reading – May 24, 2011  
Public comment – June 14, 2011  
Third reading/vote – July 12, 2011
STUDENTS: CONDUCT

GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR

I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) BELIEVES THAT GANGS AND GANG-RELATED ACTIVITIES POSE A SERIOUS THREAT TO THE SAFETY OF STUDENTS AND STAFF MEMBERS AND THAT GANGS AND GANG ACTIVITIES CAN SIGNIFICANTLY DISRUPT THE EDUCATIONAL ENVIRONMENT. THEREFORE, THE BOARD PROHIBITS GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR ON SCHOOL PROPERTY, ON SCHOOL BUSES OR AT SCHOOL-SPONSORED EVENTS.

B. THE BOARD PROHIBITS REPRISAL OR RETALIATION AGAINST AN INDIVIDUAL WHOM REPORTS GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR OR WHO IS A VICTIM, OR WITNESS TO, AN ACT OF GANG ACTIVITY.

II. IMPLEMENTATION

A. THE BOARD DIRECTS THE SUPERINTENDENT TO TAKE NECESSARY AND APPROPRIATE ACTIONS TO IMPLEMENT THIS POLICY, INCLUDING PROVISION FOR TAKING APPROPRIATE DISCIPLINARY OR OTHER ACTION WHEN THIS POLICY HAS BEEN VIOLATED, AS FOLLOWS:

1. ESTABLISH, IMPLEMENT, AND MAINTAIN PROCEDURES IN ACCORDANCE WITH THE MARYLAND STATE BOARD OF EDUCATION’S (MSDE) MODEL GANG POLICY.

2. CREATE REPORTING PROCEDURES FOR SUSPECTED GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR IN SCHOOLS.

3. ESTABLISH A PROPER SYSTEMWIDE MONITORING/TRACKING SYSTEM TO FOLLOW PROGRESS OF EACH INVESTIGATION.

4. DEVELOP PROCEDURES FOR THE PROMPT INVESTIGATION OF SUSPECTED GANG ACTIVITY OR SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR.
5. DEVELOP INFORMATION/RESOURCES ON SUPPORT AND INTERVENTION SERVICES AND EDUCATIONAL PROGRAMS FOR STUDENTS, PARENTS, TEACHERS, STAFF, VOLUNTEERS, AND ADMINISTRATORS IN ORDER TO PREVENT, INTERVENE IN, AND SUPPRESS GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR IN SCHOOLS.

7. DESIGNATE AT LEAST ONE SCHOOL SECURITY OFFICER FOR EACH SCHOOL THAT ENROLLS STUDENTS IN GRADES 6-12.

8. ENTER INTO A MEMORANDUM OF UNDERSTANDING WITH THE OFFICE OF THE BALTIMORE COUNTY STATE’S ATTORNEY TO FOSTER COORDINATION OF GANG PREVENTION, INTERVENTION, AND SUPPRESSION EFFORTS.

LEGAL REFERENCES: 20 U.S.C. §7151, GUN-FREE SCHOOLS ACT
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-305, SUSPENSION AND EXPULSION.
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-424.1, MODEL POLICY PROHIBITING BULLYING, HARASSMENT AND INTIMIDATION.
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-424.2, GANG PREVENTION, INTERVENTION, AND SUPPRESSION EFFORTS.
COMAR 13A.01.04.03, SCHOOL SAFETY
COMAR 13A.08.01.11, DISCIPLINARY ACTION
COMAR 13A.08.01.17, SCHOOL USE OF REPORTABLE OFFENSES
COMAR 13A.08.03, DISCIPLINE OF STUDENTS WITH DISABILITIES

RELATED POLICIES: BOARD OF EDUCATION POLICY 5000, STUDENTS
BOARD OF EDUCATION POLICY 5500, CONDUCT
BOARD OF EDUCATION POLICY 5510, SCHOOL DISCIPLINE
BOARD OF EDUCATION POLICY 5520, DRESS
BOARD OF EDUCATION POLICY 5550, DISRUPTIVE BEHAVIOR
BOARD OF EDUCATION POLICY 5560, *SUSPENSIONS, ASSIGNMENT TO ALTERNATIVE PROGRAMS, OR EXPULSION*
BOARD OF EDUCATION POLICY 5561, *SCHOOL USE OF REPORTABLE OFFENSES*
BOARD OF EDUCATION POLICY 5580, *BULLYING, HARASSMENT, OR INTIMIDATION*
BOARD OF EDUCATION POLICY 5600, *STUDENTS’ RESPONSIBILITIES AND RIGHTS*

POLICY 5551

BOARD OF EDUCATION OF BALTIMORE COUNTY

ADOPTED: _____
# Recommended Transfers

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<tr>
<th>NAME</th>
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<tr>
<td><strong>Karen M. Gieron</strong></td>
<td>Supervisor, Elementary Office of Language Arts</td>
<td>Assistant Principal Summit Park Elementary School</td>
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<tr>
<td>(Effective July 13, 2011)</td>
<td>(Replacing Sharonda Gregory, promoted to Assistant to the Assistant Superintendent, Zone 3)</td>
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<td>Assistant Principal West Towson Elementary School</td>
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<td><strong>Michele L. Patras</strong></td>
<td>Assistant Principal Parkville High School</td>
<td>Assistant Principal Western School of Technology and Environmental Science</td>
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<td>(Effective July 13, 2011)</td>
<td>(Replacing Caroline Lapan, retired)</td>
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<td><strong>David E. Proudfoot</strong></td>
<td>Assistant Principal Battle Grove Elementary School</td>
<td>Assistant Principal Dundalk Elementary School</td>
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<td><strong>Ryan J. Warfel</strong></td>
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<td>Assistant Principal Kenwood High School</td>
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<td>Carolyn Opher</td>
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<td>Assistant Principal</td>
<td>Milford Mill Academy</td>
</tr>
<tr>
<td>Lois Rothberg</td>
<td>Guidance Counselor</td>
<td>Pikesville Middle</td>
</tr>
<tr>
<td>Gail Schnitzer</td>
<td>Occupational Therapist</td>
<td>Victory Villa Elementary</td>
</tr>
<tr>
<td>Veronica Sherwood</td>
<td>Business Education</td>
<td>Overlea High</td>
</tr>
<tr>
<td>Rachel Sowa</td>
<td>Paraeducator</td>
<td>Hawthorne Elementary</td>
</tr>
<tr>
<td>Donna Sullivan</td>
<td>Guidance Counselor</td>
<td>Sandy Plains Elementary</td>
</tr>
<tr>
<td>Mary Wald</td>
<td>Art Teacher</td>
<td>Chatsworth Elementary</td>
</tr>
<tr>
<td>Ann Workmeister</td>
<td>Speech Lang Pathologist</td>
<td>Battle Monument School</td>
</tr>
<tr>
<td>Catherine Young</td>
<td>Music Teacher</td>
<td>Gunpowder Elementary</td>
</tr>
</tbody>
</table>
RESIGNATIONS

**ELEMENTARY – 11**

Cedarmere Elementary School  
Allison C. Gentile, 06/30/11, 1.0 yr.  
Grade 5

Dogwood Elementary School  
Monica E. Lloyd, 06/30/11, 2.0 yrs.  
Grade 4

Jacksonville Elementary School  
William R. Satriano, 05/30/11, 4.0 yrs., 5.0 mos.  
Grade 3

New Town Elementary School  
Gee Gee Z. Pfeffer, 06/30/11, 8.0 yrs., 5.0 mos.  
ESOL

Powhatan Elementary School  
Andrea G. Andrek, 06/30/11, 2.0 yrs.  
Grade 4

Prettyboy Elementary School  
Stacey S. Bredar, 06/30/11, 15.0 yrs.  
Grade 5

Reisterstown Elementary School  
Stephanie A. Durfee, 06/30/11, 5.0 yrs.  
Special Education – Self-Contained

Seven Oaks Elementary School  
Laurie K. Sanchez, 06/30/11, 4.0 yrs.  
Guidance

Wellwood International School  
Gili L. Bethlehem, 06/30/11, 4.0 yrs.  
Speech/Language Pathologist

Sonia L. Kahan, 06/30/11, 2.0 yrs.  
French

West Towson Elementary School  
Meaghan E. Slattery, 06/30/11, 7.0 yrs.  
Technology Integration

**SECONDARY – 17**

Arbutus Middle School  
Shannon E. Canal, 06/30/11, 3.0 yrs.  
Mentor

Renee E. Robinson, 06/30/11, 4.0 yrs.  
Mathematics

Catonsville High School  
Michael A. Granito, 06/30/11, 5.0 yrs.  
Mathematics

Michael P. Hipsley, 06/30/11, 6.0 yrs.  
Social Studies

Chesapeake High School  
Alicia R. Allen, 06/30/11, 4.0 yrs.  
Spanish

Jennifer P. Blair, 06/30/11, 2.0 yrs.  
Mathematics

Erin E. Sheevers, 06/30/11, 4.0 yrs.  
Social Studies

Deer Park Middle Magnet School  
Sarah M. Ewell, 06/30/11, 2.0 yrs.  
Music – Instrumental

Hereford High School  
Anna J. Warner, 06/30/11, 2.0 yrs.  
Vocational

Holabird Middle School  
Taryn N. Grey, 06/30/11, 4.0 yrs.  
Guidance

Lansdowne High School  
Justin C. Yerkes, 06/30/11, 3.0 yrs.  
Physical Education
Old Court Middle School
Kelle J. Search, 06/30/11, 1.0 yr.
Mathematics

Pikesville Middle School
Sara C. Holt, 06/02/11, 12.0 yrs., 5.0 mos.
Mathematics

Jamie L. Kenton, 06/30/11, 9.0 yrs.
Science

Kristine E. Larson, 06/30/11, 7.0 yrs.
Social Studies

Jenny N. McCraw, 06/30/11, 3.0 yrs.
Special Education – Self-Contained

Towson High School
Kate L. Morrill, 06/30/11, 5.0 yrs.
Art

CENTRAL OFFICE - 2

Office of Health Services
Jamie D. Weiland, 05/18/11, 4.0 mos.
Nurse

Office of Special Education
Andrea H. Parrish, 06/15/11, 7.0 yrs.
Specialist

SEPARATION FROM LEAVE – 3
Jennifer M. Delfino, granted Child Rearing Leave, 09/28/09-06/30/11, resigning 06/30/11, 4.0 yrs.
Heather Freas-Kostic, granted Unusual and Imperative Leave, 07/01/10-06/30/11, resigning 06/30/11, 7.0 yrs.
Kristan Kats, granted Unusual and Imperative Leave, 08/23/10-08/23/11, resigning 06/30/11, 4.0 yrs.
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

July 12, 2011

LEAVES

CHILD REARING LEAVE
KELLY A. HARRINGTON – (Mathematics) – Ridgely Middle School
Effective July 28, 2011 through July 28, 2013

JOSHUA A. KUKOWSKI – (Social Studies) – Formerly Franklin High School

AMBER L. MACDONALD – (Elementary) – Glyndon Elementary School
Effective August 22, 2011 through August 22, 2013

CORINNE S. POHLNER – (Elementary) – Deep Creek Elementary School
Effective September 5, 2011 through September 5, 2013

MAUREEN M. SIMPSON – (Counselor) – Sparrows Point High School
Effective September 23, 2011 through September 23, 2013

UNUSUAL AND IMPERATIVE LEAVE
JENNIFER M. ALLEN – (Counselor) – Formerly Parkville High School
Effective July 1, 2011 through June 30, 2012

CHRISTINE J. FLYNN – (Reading/Technology Integration) – Prettyboy Elementary School
Effective July 1, 2011 through June 30, 2012

APRIL M. GEORGE – (Mathematics) – Pine Grove Middle School
Effective July 1, 2011 through June 30, 2012

MATTHEW A. GOLD – (Social Studies) – Loch Raven High School
Effective July 1, 2011 through June 30, 2012

KELLY J. ROBERTSON – (Elementary) – Prettyboy Elementary School
Effective July 1, 2011 through June 30, 2012
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: APPOINTMENT FOR THE ETHICS REVIEW PANEL

ORIGINATOR: Carol R. Batoff, Ombudsman/Administrative Liaison for the Ethics Review Panel

PERSON(S):

RECOMMENDATION

That the Board of Education appoints Theresa E. Barrett to the Ethics Review Panel.

*****
# BALTIMORE COUNTY PUBLIC SCHOOLS
## TOWSON, MARYLAND 21204
### RECOMMENDED APPOINTMENTS
#### July 12, 2011

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOHN L. BILLINGSLEA</strong></td>
<td>Teacher/Social Studies</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 13, 2011)</td>
<td>Franklin High School</td>
<td>Dulaney High School</td>
</tr>
<tr>
<td>(Replacing Ethel Reed, retiring)</td>
<td></td>
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<tr>
<td><strong>ROBYN M. BUCKHEIT</strong></td>
<td>Teacher/Instructional Support</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 13, 2011)</td>
<td>Shady Spring Elementary School</td>
<td>Shady Spring Elementary School</td>
</tr>
<tr>
<td>(Replacing Dawn Hoffmaster, transferring to Assistant Principal, West Towson Elementary School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NATHAN D. DAVIS</strong></td>
<td>Teacher/Science</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 13, 2011)</td>
<td>Middle River Middle School</td>
<td>Pine Grove Middle School</td>
</tr>
<tr>
<td>(Replacing Julie Dellone, promoted to Principal, Holabird Middle School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THOMAS V. DUGAS, JR.</strong></td>
<td>Supervisor</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 13, 2011)</td>
<td>Holly Poultry, Inc.</td>
<td>Dulaney High School</td>
</tr>
<tr>
<td>(Replacing Andrew Last, promoted to Principal, Hereford High School)</td>
<td></td>
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<tr>
<td><strong>MARY E. FREY</strong></td>
<td>Teacher/English</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 13, 2011)</td>
<td>Ridgely Middle School</td>
<td>Ridgely Middle School</td>
</tr>
<tr>
<td>(Replacing Allison Myers, transferred to Supervisor, Placement, Office of Special Education)</td>
<td></td>
<td></td>
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<tr>
<td><strong>R. MARK HARRIS</strong></td>
<td>Senior Vice President/Consultant</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 13, 2011)</td>
<td>Human Capital Strategies</td>
<td>Imagine Discovery Public Charter School</td>
</tr>
<tr>
<td>(Replacing Sharon Harris, transferred to Assistant Principal, Dundalk Middle School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>FROM</td>
<td>TO</td>
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<td>-----------------------------</td>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td>GERALD B. MORAGNE EL</td>
<td>Last Employment</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>Parkville High School</td>
</tr>
<tr>
<td></td>
<td>Knox Middle School</td>
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<tr>
<td></td>
<td>Salisbury School District</td>
<td>Salisbury, NC</td>
</tr>
<tr>
<td></td>
<td>(Effective July 13, 2011)</td>
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</tr>
<tr>
<td></td>
<td>(Replacing Michele Patras transferring to Assistant Principal Western School of Technology)</td>
<td></td>
</tr>
<tr>
<td>LORI A. O’CONNOR</td>
<td>Instructional Coach/Title I</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Battle Grove Elementary</td>
<td>Battle Grove Elementary School</td>
</tr>
<tr>
<td></td>
<td>(Effective July 13, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Replacing David Proudfoot, recommended for transfer to Assistant Principal, Dundalk Elementary School)</td>
<td></td>
</tr>
<tr>
<td>DANIEL A. PIZZO</td>
<td>Specialist</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Research, Accountability, and Assessment</td>
<td>Seventh District Elementary School</td>
</tr>
<tr>
<td></td>
<td>(Effective July 13, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Replacing Catherine SantaCroce, retired)</td>
<td></td>
</tr>
<tr>
<td>MEREDETH H. ROLKA</td>
<td>Teacher/Social Studies</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Lansdowne Middle School</td>
<td>Lansdowne Middle School</td>
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<tr>
<td></td>
<td>(Effective July 13, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Replacing Ryan Warfel, recommended for transfer to Assistant Principal, Kenwood High School)</td>
<td></td>
</tr>
<tr>
<td>WRAE WENE</td>
<td>Teacher/Art</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Deer Park Middle Magnet School</td>
<td>Deep Creek Middle School</td>
</tr>
<tr>
<td></td>
<td>(Effective July 13, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Replacing Robert Pettebone, retired)</td>
<td></td>
</tr>
<tr>
<td>HEATHER R.C. WOOLDRIDGE</td>
<td>Teacher/COP</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Dundalk High School</td>
<td>Patapsco High School and Center for the Arts</td>
</tr>
<tr>
<td></td>
<td>(Effective July 13, 2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Replacing Patricia Martin, retiring)</td>
<td></td>
</tr>
</tbody>
</table>
Baltimore County Public Schools

DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

1. **Contract Modification:** Paper, Plastic, and Foam Products  
   **Contract #:** MBU-524-11

<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>6/30/14</td>
</tr>
</tbody>
</table>

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

   **Board meeting date:** July 12, 2011

**Description:**

On June 14, 2011, the Board approved the recommendations for award for various paper, plastic, and foam products to facilitate the provision of meals to students by the Office of Food and Nutrition Services. Per the bid specifications, a vendor is being added.

**Recommendation:**

Award of contract modification is recommended to:

Leonard Paper Company  
Baltimore, MD

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

**Contact person:** Kara Calder

**Funding source:** Operating budget
2. Contract Modification: Social Workers/Personal Assistants
   Contract #: PCR-212-11

   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: July 12, 2011

   Description:

   On May 10, 2011, the Board approved this contract. This contract modification adds one provider to the contract as permitted by the original solicitation.

   This contract consists of establishing providers for personal assistants for behavior support, licensed counseling services, and tutoring services for students ranging in age from 3 to 21 who may need additional services as outlined in the student’s individual education program in a public school setting. Services include:

   - Personal assistants for physical support
   - Personal assistants for behavioral support
   - Social workers for counseling and specialized group therapy support

   Recommendation:

   Award of contract modification is recommended to:

   Personal Touch Home Aides of Baltimore    Towson, MD

   Responsible school or office: Department of Special Programs
   Contact person: Kathleen McMahon
   Funding source: Operating budget
3. **Contract Modification:** Well Water Treatment, Sampling, and Inspection Services  
   **Contract #:** JMI-649-10  
   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** 7/31/15  
   **Estimated total award value:** $250,000  
   **Estimated modification amount:** $100,000  
   **New estimated total award value:** $350,000  

**Board meeting date:** July 12, 2011

**Description:**  
On July 13, 2010, the Board approved this contract for well water treatment, sampling, and inspection. This contract modification increases the award value to comply with Maryland Department of the Environment updated regulations and continued management of necessary cyclic repairs and component replacements.

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

   R&T Technologies, Inc.  
   **Aberdeen, MD**

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget
**4. Contract:** Cohort – Associate of Arts Degree in Business Administration  

**Contract #:** RGA-943-12

**Term:** 5 years  
**Extension:** N/A  
**Contract Ending Date:** 12/31/17  
**Estimated total award value:** $543,900

**Board meeting date:** July 12, 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 62 undergraduate credit hours in general education and business administration coursework, beginning in the fall semester of 2012 and concluding in the fall semester of 2017, leading to an associate of arts degree in business administration that is transferable to a four-year degree program. Enrollment is open to support services personnel with a maximum of 35 participants.

There is a need to provide training that supports succession planning efforts in ensuring a well-educated and contemporary workforce by developing workplace communication and analytical skills to enhance cognitive abilities.

**Recommendation:**

Award of contract is recommended to:

**Community College of Baltimore County**  
Baltimore, MD

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

**Contact person:** William S. Burke

**Funding source:** Operating budget
5. **Contract:**  Cohort – Associate of Arts Degree in Business Administration  
(Continuation in Business Program)  
**Contract #:**  RGA-944-12  
**Term:**  4 years  
**Extension:**  N/A  
**Contract Ending Date:**  3/31/16  
**Estimated total award value:**  $ 924,350  

**Board meeting date:**  July 12, 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 41 undergraduate credit hours in general education and business administration coursework, beginning in the fall semester of 2012 and concluding in the spring semester of 2016, leading to an associate of arts degree in business administration that is transferable to a four-year degree program. Enrollment is open to support services personnel who have obtained the CCBC/BCPS certificate in business with a maximum of 95 participants.  

There is a need to provide training that supports succession planning efforts in ensuring a well-educated and contemporary workforce by developing workplace communication and analytical skills to enhance cognitive abilities.  

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

- Community College of Baltimore County  
  Baltimore, MD  

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

**Contact person:**  
William S. Burke  

**Funding source:**  
Operating budget
6. **Contract:** Office Supplies  
   **Contract #:** MBU-535-12 (Government of the District of Columbia, #DCSS-2007-D-615-33S)  
   **Term:** 2 years  
   **Extension:** N/A  
   **Contract Ending Date:** 9/30/13  
   **Estimated total award value:** $500,000

   **Board meeting date:** July 12, 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 using Metropolitan Office Products, a minority business enterprise-registered vendor, that was awarded a contract by the government of the District of Columbia. This additional vendor award will allow BCPS the opportunity to continue to perform price comparisons within the eSchoolMall system, without additional funding, when purchasing office supplies.

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:

   Metropolitan Office Products  
   Hyattsville, MD  

**Responsible school or office:** Department of Fiscal Services  

**Contact person:** Barbara Burnopp  

**Funding source:** Operating budget
7. **Contract:** School Supplies  
**Contract #:** JNI-768-12 (Office of General Services, NY #21710-PF)

**Term:** 4 years  
**Extension:** N/A  
**Contract Ending Date:** 7/31/15  
**Estimated total award value:** $600,000

**Board meeting date:** July 12, 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 providing schools the opportunity to purchase supplemental classroom materials for use in the instructional program. Adding this company allows schools to comparison shop for these supplies within the eSchoolMall platform.

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:

Charles J. Becker & Brothers, Inc.  
Pennsauken, NJ

**Responsible school or office:** Division of Curriculum and Instruction

**Contact person:** Dr. Roger Plunkett

**Funding source:** Operating budget
8. **Contract:** Boiler Replacement – Catonsville Center for Alternative Studies  
   **Contract #:** MWE-825-11

<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>$232,450</td>
<td>Estimated contingency amount:</td>
<td>$23,245</td>
<td>Estimated total award value:</td>
<td>$255,695</td>
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</table>

**Board meeting date:** July 12, 2011  
**Bid issued:** March 10, 2011  
**Pre-bid meeting date:** March 25, 2011  
**Due date:** April 7, 2011  
**No. of vendors issued to:** 13  
**No. of bids received:** 5  
**No. of no-bids received:** 0

**Description:**

The existing boilers, boiler breeching, existing expansion tank, existing heating water pumps, existing hot water generator, and existing heating water piping in the boiler room were installed in 1965 and need to be replaced.

The existing boilers are 46 years old. The installation of the new cast iron boilers will help reduce energy consumption with an operating efficiency of 80-85%, generating a monetary savings within the first season of operation.

**Recommendation:**

Award of contract is recommended to:

Chasney & Company, Inc.  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
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<tbody>
<tr>
<td>Chasney &amp; Company, Inc.</td>
<td>$232,450</td>
</tr>
<tr>
<td>Denver-Elek, Inc.</td>
<td>$272,200</td>
</tr>
<tr>
<td>American Combustion Industries, Inc.</td>
<td>$295,400</td>
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<tr>
<td>Temp Air Company, Inc.</td>
<td>$340,700</td>
</tr>
<tr>
<td>A.W.A. Mechanical, Inc.</td>
<td>$404,821</td>
</tr>
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</table>
9. **Contract:** Roof Design and Contract Administration Services – Catonsville Center for Alternative Studies

**Contract #:** PCR-206-11

<table>
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<tr>
<th>Term:</th>
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<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Estimated annual award value:</td>
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<td>Estimated contingency amount:</td>
<td>$N/A</td>
<td>Estimated total award value:</td>
<td>$19,252</td>
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</table>

**Board meeting date:** July 12, 2011

**Description:**

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

The roof for this school is in need of replacement, and approval will allow the architect to design the project.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
Contract #: MBU-503-11

Term: N/A Extension: N/A Contract Ending Date: N/A
Estimated annual award value: $344,400
Estimated contingency amount: $34,440
Estimated total award value: $378,840

Board meeting date: July 12, 2011
Bid issued: May 26, 2011
Pre-bid meeting date: June 9, 2011
Due date: June 23, 2011
No. of vendors issued to: 5
No. of bids received: 1
No. of no-bids received: 0

Description:
This project consists of the removal and replacement of window system components and doors and other associated work which will benefit all areas.

Recommendation:
Award of contract is recommended to:

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

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

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Pikounis Construction Co., Inc.</td>
<td>$344,400</td>
</tr>
</tbody>
</table>

Base Bid
11. **Contract:** Roof Design and Contract Administration Services – Elmwood Elementary School

**Contract #:** MBU-516-11

<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>
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<tbody>
<tr>
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<td>$ 22,225</td>
<td>Estimated contingency amount:</td>
<td>$ N/A</td>
<td>Estimated total award value:</td>
<td>$ 22,225</td>
</tr>
</tbody>
</table>

**Board meeting date:** July 12, 2011

**Description:**

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

The roof for this school is in need of replacement, and approval will allow the architect to design the project.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
   Contract #: PCR-222-11

   Term: N/A  Extension: N/A  Contract Ending Date: N/A
   Estimated annual award value: $371,855  
   Estimated contingency amount: $37,185  
   Estimated total award value: $409,040

   Board meeting date: July 12, 2011  
   Bid issued: May 12, 2011  
   Pre-bid meeting date: May 23, 2011  
   Due date: June 9, 2011  
   No. of vendors issued to: 9  
   No. of bids received: 2  
   No. of no-bids received: 0

   Description:

   This contract provides for the waterproofing of an exterior wall on the Food and Nutrition Services Warehouse and all ancillary materials required in accomplishing the work that will provide protection from water infiltration in the food storage area of the warehouse.

   Recommendation:

   Award of contract is recommended to:

   Huntington & Hopkins, Inc.  Hunt Valley, MD

   Responsible school or office: Department of Physical Facilities

   Contact person: Michael G. Sines

   Funding source: Capital budget

   Bidders’ Names

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huntington &amp; Hopkins, Inc.</td>
<td>$371,855</td>
</tr>
<tr>
<td>Bob Andrews Construction, Inc.</td>
<td>$578,800</td>
</tr>
</tbody>
</table>
13. **Contract:** Roof Design and Contract Administration Services – Franklin Middle School  
**Contract #:** MBU-515-11

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
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</thead>
<tbody>
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**Board meeting date:** July 12, 2011

**Description:**

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

The roof for this school is in need of replacement, and approval will allow the architect to design the project.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
   Contract #: JNI-725-11

   Term: N/A   Extension: N/A   Contract Ending Date: N/A
   Estimated annual award value: $1,698,649
   Estimated contingency amount: $169,864
   Estimated total award value: $1,868,513

   Board meeting date: July 12, 2011
   Bid issued: June 10, 2011
   Pre-bid meeting date: June 15, 2011
   Due date: June 25, 2011
   No. of vendors issued to: 7
   No. of bids received: 1
   No. of no-bids received: 0

Description:

This project consists of the addition of an air-cooled chiller with remote evaporator and includes replacement of hydronic pipe insulation, existing hydronic heating water pumps, cafeteria unit ventilators, multipurpose room air handling unit, as well as a new rooftop unit serving the health suite and administrative offices.

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

Recommendation:

Award of contract is recommended to:

   Phillips Way, Inc. Finksburg, MD

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Capital budget

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>Base Bid</th>
<th>Alternative No. 1 ADD: Re-pave original parking lot</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillips Way, Inc.</td>
<td>$1,647,449</td>
<td>$51,200</td>
<td>$1,698,649</td>
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</table>
15. **Contract:** Roof Design and Contract Administration Services – Middle River Middle School  
**Contract #:** JNI-735-11

- **Term:** N/A  
- **Extension:** N/A  
- **Contract Ending Date:** N/A  
- **Estimated annual award value:** $32,638  
- **Estimated contingency amount:** N/A  
- **Estimated total award value:** $32,638

**Board meeting date:** July 12, 2011

**Description:**

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

The roof for this school is in need of replacement, and approval will allow the architect to design the project.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
16. **Contract:** Air Conditioning Upgrades – Norwood Elementary School  
**Contract #:** MWE-812-11  
**Term:** N/A  
**Extension:** N/A  
**Estimated annual award value:** $1,199,673  
**Contract Ending Date:** N/A  
**Estimated contingency amount:** $119,967  
**Estimated total award value:** $1,319,640  

**Board meeting date:** July 12, 2011  
**Bid issued:** June 10, 2011  
**Pre-bid meeting date:** June 15, 2011  
**Due date:** June 27, 2011  
**No. of vendors issued to:** 7  
**No. of bids received:** 1  
**No. of no-bids received:** 0

**Description:**

The project consists of the addition of an air-cooled chiller with remote evaporator and includes replacement of unit ventilators in classrooms that are currently Dx, multipurpose and cafeteria air handling units, a new air handling unit in the health suite, and related mechanical and electrical components.

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

**Recommendation:**

Award of contract is recommended to:

Phillips Way, Inc. Finksburg, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Phillips Way, Inc.</td>
<td>$1,139,118</td>
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<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td>Base Bid</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Lowering of the cafeteria ceiling and adding supply</td>
</tr>
<tr>
<td>ductwork and diffusers</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>$1,199,673</td>
</tr>
</tbody>
</table>
17. **Contract:** Roof Design and Contract Administration Services – Seven Oaks Elementary School

**Contract #:** JNI-736-11

<table>
<thead>
<tr>
<th>Term:</th>
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<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
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<tbody>
<tr>
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<td>22,748</td>
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</table>

**Board meeting date:** July 12, 2011

**Description:**

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

The roof for this school is in need of replacement, and approval will allow the architect to design the project.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
18. **Contract:** Roof Design and Contract Administration Services – Warren Elementary School  
**Contract #:** PCR-207-11

<table>
<thead>
<tr>
<th>Term:</th>
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<th>Extension:</th>
<th>N/A</th>
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<th>N/A</th>
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<tbody>
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</table>

**Board meeting date:** July 12, 2011

**Description:**

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

The roof for this school is in need of replacement, and approval will allow the architect to design the project.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
19. **Request to Negotiate/Approval:** Design Consultant Services – Stoneleigh Elementary School Renovation and Addition

**Contract #:** JNI-757-10

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
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<td>$19,856</td>
<td>Estimated total award value:</td>
<td>$1,012,647</td>
</tr>
</tbody>
</table>

**Board meeting date:** July 12, 2011

**Description:**

Professional architectural/engineering (A/E) services will be required to assist Baltimore County Public Schools (BCPS) with the Stoneleigh Elementary School renovation and addition project. The services will include preparing schematic design, design development phase and construction document phase; assisting with bidding, construction administration phase services; preparing estimates; and making state submissions.

On August 25, 2009, the selection committee met to review and discuss the proposals submitted by nineteen (19) prequalified architectural consultants. This information was reviewed and the selection committee, based on the results of the evaluation and in accordance with the Board of Education’s Policy and Rule 3250, began contract negotiations with Rubeling & Associates, Inc., as the highest ranked firm for the project.

**Recommendation:**

Award is recommended to:

Rubeling & Associates, Inc. Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
20. Resolution of Dispute: Renovations and Addition – Milford Mill Academy
   Contract #: JMI-603-10

   Term: N/A  Extension: N/A  Contract Ending Date: N/A
   Estimated annual award value: $ N/A  Estimated total award value: $ N/A

Description:
The renovations and addition to Milford Mill Academy continue, largely due to the cooperative
nature of the relationship established by the school system and its architect. A dispute concerning
the early stages of the project has been resolved.

Recommendation:
Resolution of the dispute with Gannett Fleming, Inc., is recommended for adoption by the Board:

   Gannett Fleming, Inc.  Harrisburg, PA

   Responsible school or office: Department of Physical Facilities
   Contact person: Michael G. Sines
   Funding source: N/A
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PILOT CURRICULA FOR SPANISH III AND FRENCH III

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Roger Plunkett, Assistant Superintendent, Curriculum and Instruction
Sonja Karwacki, Executive Director, Liberal Arts
Margaret (Peggy) Johnson, Director, World Languages

RECOMMENDATION

That the Board of Education approves full implementation of the piloted curricula for Spanish III and French III for school year 2011 – 2012 as presented to the Board’s Curriculum Committee.

*****

Attachment I – Spanish III Curriculum Pilot Summary
Attachment II – Spanish III Curriculum Pilot Evaluation
Attachment III – Spanish III Anecdotal Data from Pilot Teachers
Attachment IV – French III Curriculum Pilot Summary
Attachment V – French III Curriculum Pilot Evaluation
Attachment VI – French III Anecdotal Data from Pilot Teachers
Attachment VII – Spanish III AIM Objectives
Attachment VIII – French III AIM Objectives
Spanish III Curriculum Pilot
Summary

The Spanish III curriculum (2004) was revised during the summer of 2009 to reflect the new National Standards for Foreign Language Learning and the Maryland State Curriculum for World Languages. During the 2009 – 2010 school year, the curriculum writers piloted selected units. The Office of World Languages collected data and determined that more revisions were necessary. In July 2010, curriculum writers did another revision and 29 teachers in 14 schools from all five geographical areas of the county piloted the entire curriculum.

Pilot teachers have been meeting throughout the 2010 – 2011 school year to analyze data from the selected response and the speaking and writing performance assessments. Additionally, teachers provided anecdotal data in the areas of content, instructional design, organization, assessment, equity, and alignment with standards. Professional development was provided by the Office of World Languages to acquaint teachers with AIM. Teachers learned to use the curriculum side of AIM, how to revise an instructional activity in order to create an acceleration or a mastery activity, and how to access test items in AIM. In addition, a representative from the textbook company provided hands-on professional development that enabled teachers to access all ancillaries, including on-line features of the textbook.

In March, four teachers along with central office staff met several times to make the final revisions to lesson plans, lesson seeds, and performance assessments based on reported data. These four teachers will be trained to deliver professional development on the revised curriculum to all Spanish III teachers in August 2011. The revised curriculum will be fully implemented during the 2011 – 2012 school year at Sudbrook Middle Magnet School, Deer Park Middle Magnet and at all high schools. Staff from the Office of World Languages will continue to provide professional development on the implementation of the written curriculum and to monitor daily instruction. Revisions will be made as needed. Activities and test items will continue to be created and added to AIM for all teachers to access.
Research Questions:
1. To what extent was the pilot curriculum implemented as prescribed?
2. How did the professional development activities for pilot teachers enable teachers to deliver the pilot curriculum?
3. What was the impact of the pilot curriculum on student achievement?

Research Question 1
To what extent was the pilot curriculum implemented as prescribed?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot teachers will implement the revised French III curriculum as prescribed.</td>
<td>Teachers will report implementing the pilot curriculum as intended.</td>
<td>The percent of teachers implementing stated criteria.</td>
</tr>
<tr>
<td></td>
<td>100% of teachers will administer, per unit: Response test Written performance assessment Speaking performance assessment</td>
<td>% completed all 3 assessment items</td>
</tr>
<tr>
<td></td>
<td>100% of teachers will create and submit, per unit: Three activities for inclusion in AIM Three assessment items for inclusion in AIM</td>
<td>% completing AIM activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% completing AIM assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% completing ALL requirements</td>
</tr>
</tbody>
</table>

Findings:
- All pilot teachers implemented the pilot curriculum as prescribed. Some teachers had difficulty with the pacing and had to adjust the suggested time frame to ensure that the objectives and KSIs were taught.
- One hundred per cent of the teachers administered the required assessments: the selected response assessments, the written performance assessments, and the speaking performance assessments. Seventy-nine per cent of the teachers submitted the activities and assessment items for AIM. The percentage is higher since some items were submitted without names.
- Many teachers reported that the selected response assessment contained culture items that were too discreet and suggested revising those items to align them more closely with the theme statements and essential questions for each unit.
Research Question 2
How well did the professional development activities enable teachers to deliver the pilot curriculum?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will report and C&amp;I staff will observe that the professional</td>
<td>Teachers will implement learned strategies in their daily instruction.</td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>development sessions and activities facilitated the delivery of the</td>
<td>C&amp;I staff will observe explicit use of learned strategies during</td>
<td>Teacher Focus Groups</td>
</tr>
<tr>
<td>written curriculum.</td>
<td>classroom visits and observations.</td>
<td>C &amp; I Classroom Observation</td>
</tr>
</tbody>
</table>

Findings:
- C and I observed that many teachers had difficulty creating assessments and activities for AIM. In professional development sessions, teachers were trained on the activity types (acceleration, instruction, and mastery) and learning preferences. Teachers also received training on writing assessment items at different levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).
- A consultant from Holt McDougal trained teachers on using the ancillaries that accompany the textbook that supports the curriculum. Teachers reported that they carefully selected which ancillaries to use since some were not appropriate for delivering our curriculum.
- C and I staff observed teachers implementing strategies learned from the professional development. Among them was an increase in the time both teachers and students used the target language and the use of communicative activities in the form of information gaps that required students to ask and answer questions to obtain information.
Research Question 3
What was the impact of the pilot curriculum on student outcomes?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will meet the advanced intermediate proficiency level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).</td>
<td>80% of the students enrolled in the pilot course will pass the selected response unit assessments with a grade of 70% or greater.</td>
<td>Unit Tests</td>
</tr>
<tr>
<td></td>
<td>80% of the students enrolled in the pilot course will score 75% or greater on the writing and speaking performance assessments in each unit.</td>
<td>Performance Assessments</td>
</tr>
<tr>
<td>Student enrollment in courses required for advanced placement courses will increase.</td>
<td>The number of students enrolled in French IV after being enrolled in (revised) French III.</td>
<td>Enrollment Data.</td>
</tr>
</tbody>
</table>

Findings:

- No data to report on the first item under criteria.
- In some units, students scored better on the writing performance assessment than they did the speaking; in other units, the students scored better on the speaking. Teachers report that student interest in the task determined how well they did.
- The enrollment data is not yet available. We anticipate that more students will take Spanish IV during the 2011 – 2012 school year than were enrolled for the 2010 – 2011 school year.

Next Steps:
Full implementation of Spanish III will happen in August 2011 with the following changes:

- The selected response assessments will be given at the discretion of the classroom teacher and can be changed or modified. According to current research and the recommendations of both the American Council on the Study of Foreign Languages and the Maryland State Department of Education, students will be evaluated on language production. The speaking and writing performance assessments were revised to increase rigor and provide more opportunities for students to use the language in authentic real world situations. The revised curriculum guide includes performance assessment scoring rubrics like those used on the advanced placement.
- Activities and test items in AIM reflect integration of the skills of listening, speaking, reading, and writing. During the August professional development when the curriculum will be rolled out to all teachers, the expectation will be that teachers use these items to enhance their instruction in addition to textbook support.
- The Office of World Languages will continue to monitor the implementation of the Spanish III curriculum and collect performance assessment data.
UNIT 1

Content:
- Students can relate to summer vacations and school activities. However, the two are very separate and it’s hard to relate one to the other. The transition between vocabularies is not smooth.
- Review imperfect and preterit and ser/estar and subjunctive, but más que is simply too much. Simplify it.
- Why no preterit or imperfect when so much of the unit addressed them?
- Culture is too specific. Let’s find general themes.
- Good engagement of students with summer vacation vocabulary.
- Content is timely considering students have just returned from summer break.

Instructional Design:
- The culture is extensive and difficult to incorporate throughout the lesson. The culture questions do not necessarily reflect the most important aspects of Castilla-La Mancha. I recommend keeping questions #15, 16 and refocusing the others on modes of popular travel, art, or the food of the region.
- Maybe eliminate subjunctive and concentrate only on past tense review.
- Good opportunities to use language in a variety of contexts.
- The materials in this unit are one very confusing communicative activity and one activity designed to get students to use the subjunctive to make recommendations based on what the teacher likes to do. These activities are insufficient to generate authentic, student-centered conversations.
- I used the sample lesson plan, but edited it. We should limit the number of verbs being introduced on the first day. I used te recomiendo que, te aconsejo que and te sugiero que with: nadar, acampar, visitar, montar, comer, ir, and hacer. I presented using a PowerPoint and flashcards. We practiced, and then I provided notes.

Organization of Unit Materials:
- There is only one sample lesson to cover the subjunctive. Weather and past tense review should come first.
- Follows a logical sequence for teaching and learning.
- It was necessary to create the majority of lesson ourselves.
- I love all the extras. My students need a cuaderno de actividades.
- The lesson seeds and activities with the subjunctive were helpful. We would like a couple with imperfect/preterit combinations.

Assessment:
- The only assessments are exam materials and sample exit ticket, should we include more?
- Speaking and Writing assessments need to be revised.
• Writing and speaking assessments should ask students to produce more language using the preterit and imperfect. They need to ask more about vacations and travel. Speaking assessment organizer should be more structured than 4 bubbles; include a picture in each bubble to guide students.
• Why wasn’t there a use of past tenses?
• Can we get a prompt that infuses the use of preterit and imperfect together, with a recommendation at the end?
• Good formal assessments and activities to informally assess,
• There is one exit ticket with 3 questions. Insufficient.

Equity:
• It is the teacher’s responsibility to differentiate. I do not see a variety of activities and/or assessments designed to appeal to different strengths and styles.
• There are modifications and accommodations suggested in the curriculum.

Alignment with Standards:
• The five Cs are all featured.
• I do not see any standards for technology or for reading included in this unit.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content</th>
<th>Instructional Design</th>
<th>Organization of Unit Materials</th>
<th>Assessment</th>
<th>Equity</th>
<th>Alignment with Standards</th>
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<tbody>
<tr>
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<td>2 questions</td>
<td>4 questions</td>
<td>3 questions</td>
<td>2 questions</td>
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<tr>
<td>2 (disagree)</td>
<td>1</td>
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<tr>
<td>3 (neutral)</td>
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<td>6</td>
<td>6</td>
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<tr>
<td>4 (agree)</td>
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<td>14</td>
<td>13</td>
<td>8</td>
<td>5</td>
<td>1</td>
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<tr>
<td>5 (strongly agree)</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>10</td>
<td>6</td>
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</tr>
</tbody>
</table>

Responses are based upon data reported on 8 Curriculum Evaluation Tool reports.

UNIT 2

Content:
• The students like the vocabulary and had no problems using it.
• Content is not very cohesive. Sports and relationships, when relationships are revisited in unit 3.

Instructional Design:
• Culture that was assessed was too specific to let students understand culture as a whole.
• The exit ticket should include where students write a description using three sentences to describe a famous person; should include also what they are not like.
• Example: pg 70, exit ticket. This exit ticket asks students to describe famous people using 3 adjectives. Really? Level III?
• Just need more time. Maybe a week more to go more into the application (real world) aspect.
• The speaking activities do not prepare the students sufficiently for the assessment.
• Time. Unless I went into weeks 5 and 6 we really had no time to practice speaking. Trying to put everything together was difficult unless I gave them examples and easier worksheets.

Organization of Unit Materials:
• If I didn’t hand make worksheets that they could follow, they quickly lost interest in doing them. Too difficult and they weren’t willing to put in the extra effort.
• Model lesson was poorly presented and difficult to teach in a class successfully.
• The one sample lesson is really geared towards the level one student. (Bad list/good list and a Venn diagram.)
• Not all assessed vocabulary words have pictures.
• The one sample lesson should be a little more complex for the Spanish III curriculum; it looks like a sample lesson that is designed for Spanish I.

Assessment:
• The speaking activity should have a sequence chain that lets the student be more spontaneous and authentic. The speaking assessment simply elicits translation.
• The test itself assessed a variety of topics that did not all link together well.
• There needs to be more opportunities for speaking. The Speaking Assessment prompts simply elicit translations. Why not have a blank sequence chain, and have the students (whole class) identify the necessary parts and order of conversation. Saludos-problema-discusión-solución-despedida. This way the conversations they create are more spontaneous, authentic, natural, etc. and are not simply translations of the prompt.
• This is a pilot, so obviously there are not sufficient activities yet.
• I had to hand create these as well. Too much info too fast.
• The oral exams need to be reworked. It essentially becomes a note taking, translating, and reading activity. It does not prove speaking ability. Students need to be able to speak with little or no prep time at this level.

Equity:
• It is appropriate for our middle school students.

Alignment with Standards:
• Reading/writing and technology standards are not included.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content</th>
<th>Instructional Design</th>
<th>Organization of Unit Materials</th>
<th>Assessment</th>
<th>Equity</th>
<th>Alignment with Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (strongly disagree)</td>
<td>2 questions</td>
<td>4 questions</td>
<td>3 questions</td>
<td>2 questions</td>
<td>2 questions</td>
<td>1 question</td>
</tr>
<tr>
<td>2 (disagree)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3 ASQ071211ExhL3
Responses are based upon data reported on 7 Curriculum Evaluation Tool reports.

UNIT 3

Content:
- No comments received.

Instructional Design:
- Good use of recirculating old grammar and predicting new. Not enough time in large classes for consistent, relevant, challenging work.
- I thought the culture content was a little thin in this unit.

Organization of Unit Materials:
- Needs better transition/explanation of how to relate 3 tenses authentically, and present tense.

Assessment:
- Need more formative assessments.
- The BMA for Unit 3 really needs to be proofread and revised.

Equity:
- We could all use help with differentiating lessons daily.

Alignment with Standards:
- No comments received.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content 2 questions</th>
<th>Instructional Design 4 questions</th>
<th>Organization of Unit Materials 3 questions</th>
<th>Assessment 2 questions</th>
<th>Equity 2 questions</th>
<th>Alignment with Standards 1 question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (strongly disagree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (disagree)</td>
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</tr>
<tr>
<td>3 (neutral)</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (agree)</td>
<td>4</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>5 (strongly agree)</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Responses are based upon data reported on 5 Curriculum Evaluation Tool reports.

UNIT 4

Content:
• No comments received.

Instructional Design:
• No comments received.

Organization of Unit Materials:
• No comments received

Assessment:
• The unit test was very difficult for the students. The questions were ambiguous and indirect. Many of them were too tricky.

Equity:
• No comments were received.

Alignment with Standards:
• No comments received.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content</th>
<th>Instructional Design</th>
<th>Organization of Unit Materials</th>
<th>Assessment</th>
<th>Equity</th>
<th>Alignment with Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (strongly disagree)</td>
<td>2 questions</td>
<td>4 questions</td>
<td>3 questions</td>
<td>2 questions</td>
<td>2 questions</td>
<td>1 question</td>
</tr>
<tr>
<td>2 (disagree)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 (neutral)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4 (agree)</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5 (strongly agree)</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Responses are based upon data reported on 1 Curriculum Evaluation Tool report.
French III Curriculum Pilot
Summary

The French III curriculum (2004) was revised during the summer of 2009 to reflect the new National Standards for Foreign Language Learning and the Maryland State Curriculum for World Languages. During the 2009 – 2010 school year, the curriculum writers piloted selected units. The Office of World Languages collected data and determined that more revisions were necessary. In July 2010, curriculum writers did another revision and 18 teachers in 16 schools from all five geographical areas of the county piloted the entire curriculum.

Pilot teachers have been meeting throughout the 2010 – 2011 school year to analyze data from the selected response and the speaking and writing performance assessments. Additionally, teachers provided anecdotal data in the areas of content, instructional design, organization, assessment, equity, and alignment with standards. Professional development was provided by the Office of World Languages to acquaint teachers with AIM. Teachers learned to use the curriculum side of AIM, how to revise an instructional activity in order to create an acceleration or a mastery activity, and how to access test items in AIM. In addition, a representative from the textbook company provided hands-on professional development that enabled teachers to access all ancillaries, including online features of the textbook.

In March, four teachers along with central office staff met several times to make the final revisions to lesson plans, lesson seeds, and performance assessments based on reported data. These four teachers will be trained to deliver professional development on the revised curriculum to all French III teachers in August 2011. The revised curriculum will be fully implemented during the 2011 – 2012 school year at Sudbrook Middle Magnet School and at all high schools with a French program. Staff from the Office of World Languages will continue to provide professional development on the implementation of the written curriculum and to monitor daily instruction. Revisions will be made as needed. Activities and test items will continue to be created and added to AIM for all teachers to access.
Research Questions:
1. To what extent was the pilot curriculum implemented as prescribed?
2. How did the professional development activities for pilot teachers enable teachers to deliver the pilot curriculum?
3. What was the impact of the pilot curriculum on student achievement?

Research Question 1
To what extent was the pilot curriculum implemented as prescribed?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot teachers will implement the revised Spanish III curriculum as prescribed.</td>
<td>Teachers will report implementing the pilot curriculum as intended.</td>
<td>The percent of teachers implementing stated criteria.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• % completed all 3 assessment items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• % completing AIM activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• % completing AIM assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• % completing ALL requirements</td>
</tr>
<tr>
<td></td>
<td>100% of teachers will administer, per unit:</td>
<td>C &amp; I Observations</td>
</tr>
<tr>
<td></td>
<td>• Response test</td>
<td>Teacher Reports</td>
</tr>
<tr>
<td></td>
<td>• Written performance assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Speaking performance assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% of teachers will create and submit, per unit:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Three activities for inclusion in AIM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Three assessment items for inclusion in AIM</td>
<td></td>
</tr>
</tbody>
</table>

Findings:
- All pilot teachers implemented the pilot curriculum as prescribed. Some teachers had difficulty with the pacing and had to adjust the suggested time frame to ensure that the objectives and KSIs were taught.
- One hundred per cent of the teachers administered the required assessments: the selected response assessments, the written performance assessments, and the speaking performance assessments. Fifty-nine per cent of the teachers submitted the activities and assessment items for AIM. The percentage is higher since some items were submitted without names.
- Many teachers reported that the selected response assessments contained culture items that were too discreet and suggested revising those items to align them more closely with the theme statements and essential questions for each unit.
Research Question 2
How well did the professional development activities enable teachers to deliver the pilot curriculum?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will report and C&amp;I staff will observe that the professional development sessions and activities facilitated the delivery of the written curriculum.</td>
<td>Teachers will implement learned strategies in their daily instruction.</td>
<td>Teacher Feedback</td>
</tr>
<tr>
<td></td>
<td>C&amp;I staff will observe explicit use of learned strategies during classroom visits and observations.</td>
<td>Teacher Focus Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C &amp; I Classroom Observation</td>
</tr>
</tbody>
</table>

Findings:
- C and I observed that many teachers had difficulty creating assessments and activities for AIM. In professional development sessions, teachers were trained on the activity types (acceleration, instruction, and mastery) and learning preferences. Teachers also received training on writing assessment items at different levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).
- A consultant from Holt McDougal trained teachers on using the ancillaries that accompany the textbook that supports the curriculum. Teachers reported that they carefully selected which ancillaries to use since some were not appropriate for delivering our curriculum.
- C and I staff observed teachers implementing strategies learned from the professional development. Among them were an increase in the time both teachers and students used the target language and the use of communicative activities in the form of information gaps that required students to ask and answer questions to obtain information.
Research Question 3
What was the impact of the pilot curriculum on student outcomes?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will meet the advanced intermediate proficiency level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).</td>
<td>80% of the students enrolled in the pilot course will pass the selected response unit assessments with a grade of 70% or greater.</td>
<td>Unit Tests Performance Assessments</td>
</tr>
<tr>
<td>Student enrollment in courses required for advanced placement courses will increase.</td>
<td>The number of students enrolled in Spanish IV after being enrolled in (revised) Spanish III.</td>
<td>Enrollment Data.</td>
</tr>
</tbody>
</table>

Findings:
- No data to report on the first item under criteria.
- In some units, students scored better on the writing performance assessment than they did the speaking; in other units, the students scored better on the speaking. Teachers report that student interest in the task determined how well they did.
- The enrollment data is not yet available. We anticipate that more students will take French IV during the 2011 – 2012 school year than were enrolled for the 2010 – 2011 school year.

Next Steps:
Full implementation of French III will happen in August 2011 with the following changes:
- The selected response assessments will be given at the discretion of the classroom teacher and can be changed or modified. According to current research and the recommendations of both the American Council on the Study of Foreign Languages and the Maryland State Department of Education, students will be evaluated on language production. The speaking and writing performance assessments were revised to increase rigor and provide more opportunities for students to use the language in authentic real world situations. The revised curriculum guide includes performance assessment scoring rubrics like those used on the advanced placement.
- Activities and test items in AIM reflect integration of the skills of listening, speaking, reading, and writing. During the August professional development when the curriculum will be rolled out to all teachers, the expectation will be that teachers use these items to enhance their instruction in addition to textbook support.
- The Office of World Languages will continue to monitor the implementation of the French III curriculum, collect performance assessment data, and revise the curriculum as needed.
## French III
### Anecdotal Data from Pilot Teachers

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Instructional Design</th>
<th>Organization of Unit materials</th>
<th>Assessment</th>
<th>Equity</th>
<th>Alignment with Standards</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1*   | All 4s and 5s | All 4s and 5s | All 4s and 5s | All 4s and 5s | All 4s and 5s | All 4s and 5s | • Students from feeder school not prepared.  
• Activities present a variety of strategies.  
• Assessments are more than adequate. |
| 2**  | All 4s and 5s | All 3s, 4s, and 5s | All 4s and 5s | All 4s and 5s | All 4s and 5s | All 4s and 5s | • Culture that was assessed was discreet. |
| 3*** | All 5s | All 5s | All 5s | All 5s | All 5s | All 5s | |
| 4    | All 5s | All 5s | All 5s | All 5s | All 5s | All 5s | No data reported yet for these units. |
| 5    |         |         |         |         |         |         |         |

* Data reported from five teachers.

** Data reported from one teacher.

*** Data reported from one teacher.
## Articulated Instruction Module
### Objectives List (2011 - 2012)

Subject Area: World Languages  
Course: SPANISH 3 HON (3030304)  
Last Revised: 02/28/2011  
Report Date: 04/26/2011

### Objectives / Knowledge and Skill Indicators

#### O-1  ¡Adiós al verano!
- Students will engage in conversations about present, past, and future activities.
  - KSI-A Use the expression "De nino(a) me gustaba..." to talk about what they used to do.
  - KSI-B Describe a past summer vacation.
  - KSI-C Differentiate between "ser" and "estar."
  - KSI-D Express hopes and wishes using the subjunctive.
  - KSI-E Ask for and give advice.

#### O-2  ¡A pasarlo bien!
- Students will engage in conversations about how to spend their time.
  - KSI-A Discuss hobbies and sports.
  - KSI-B Express interest and displeasure.
  - KSI-C Extend, accept, and refuse invitations.
  - KSI-D Use "ir" plus the infinitive to state what someone was going to do.
  - KSI-E Apply rules of adjective agreement and position to describe the ideal best friend.

#### O-3  Todo tiene solución
- Students will engage in conversations about problems and their solutions.
  - KSI-A Summarize school schedules.
  - KSI-B Justify an opinion.
  - KSI-C Make a suggestion or recommendation.
  - KSI-D Respond to a hypothetical situation by offering an apology.
  - KSI-E Formulate a solution to a problem using the conditional.

#### O-4  El arte y la música
- Students will engage in conversations about art and music.
  - KSI-A State and justify an opinion about a visual or performing art.
  - KSI-B Describe a work of art.
  - KSI-C Use comparatives and superlatives to describe music or art.
  - KSI-D Use the subjunctive to express hopes or wishes.
  - KSI-E Sequence things that happened in the past using past perfect, preterit, and imperfect of regular and irregular verbs.

#### O-5  Mis aspiraciones
- Students will engage in conversations about traces of the past, and hopes and wishes for the future.
  - KSI-A Summarize the plot of a favorite story.
  - KSI-B Describe the setting or background of a story using the imperfect.
  - KSI-C Relate specific events in a story using the preterit.
  - KSI-D Use the subjunctive to express hopes and wishes.
  - KSI-E Use the correct sequence of tenses when beginning, continuing, and ending a story.

#### O-6  Huellas del pasado
- Students will engage in conversations about personal aspirations.
  - KSI-A Express challenges.
  - KSI-B Express accomplishments.
  - KSI-C Use "lo" plus the adjective to express an abstract idea.
  - KSI-D Discuss plans and intentions.
Articulated Instruction Module
Objectives List (2011 - 2012)

Subject Area: World Languages
Course: SPANISH 3 HON (3030304)

Objectives / Knowledge and Skill Indicators

KSI-E Express cause and effect.
Unit: Unit 1 ¡Adiós al verano!

O-7 Students will write and deliver short presentations about present, past, and future activities.
KSI-A Use the imperfect to describe childhood activities.
KSI-B Respond to questions about past activities.
KSI-C Summarize a particular occasion in the past using the preterit.
KSI-D Use "estar" to explain where events in the past took place.
KSI-E Ask and respond to questions about the future.
Unit: Unit 2 ¡A pasarlo bien!

O-8 Students will write and deliver short presentations about how to spend their time.
KSI-A Respond to someone's displeasure.
KSI-B Name and describe popular sports.
KSI-C Use the imperfect with expressions of frequency.
KSI-D Recommend that a group of people do or not do something using "nosotros" commands.
KSI-E Discriminate between favorable and unfavorable personality traits.
Unit: Unit 3 Todo tiene solución

O-9 Students will write and deliver short presentations about problems and their solutions.
KSI-A Justify a complaint.
KSI-B Use the subjunctive with negation or denial.
KSI-C Paraphrase a problem and offer a solution.
KSI-D Use the future with the present participle to express probability.
KSI-E Use the conditional to express contrary to fact situations.
Unit: Unit 4 El arte y la música

O-10 Students will write and deliver short presentations about art and music.
KSI-A Describe a mural.
KSI-B Differentiate between positive and negative opinions.
KSI-C Use the passive voice with "ser" to indicate the name of the artist, composer, sculptor, or musician.
KSI-D Make suggestions and recommendations regarding visual and performing arts.
KSI-E Make excuses for refusing an invitation.
Unit: Unit 5 Mis aspiraciones

O-11 Students will write and deliver short presentations about personal aspirations.
KSI-A Identify personal commitments and obligations.
KSI-B Express the duration of a past activity using the preterit.
KSI-C Use grammatical reflexives to express a process or change in state.
KSI-D Use the subjunctive after adverbial conjuctions.
KSI-E Summarize the steps to be taken before an interview.
Unit: Unit 6 Huellas del pasado

O-12 Students will write and deliver short presentations about traces of the past, and hopes and wishes for the future.
KSI-A Express regret and gratitude.
KSI-B Use the preterit to indicate completed actions within a story.
### Articulated Instruction Module

**Objectives List (2011 - 2012)**

**Subject Area:** World Languages  
**Course:** SPANISH 3 HON (3030304)  
**Last Revised:** 02/28/2011  
**Report Date:** 04/26/2011

#### Objectives / Knowledge and Skill Indicators

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KSI-C</strong></td>
<td>Describe a mental or physical state of a character in a story using the imperfect.</td>
</tr>
<tr>
<td><strong>KSI-D</strong></td>
<td>Summarize historic events in a Spanish speaking country.</td>
</tr>
<tr>
<td><strong>KSI-E</strong></td>
<td>Describe the characteristics of a true hero or heroine.</td>
</tr>
</tbody>
</table>

**Unit:** Non-unit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-13</td>
<td>Students will interpret simple text written in the target language.</td>
</tr>
<tr>
<td><strong>KSI-A</strong></td>
<td>Identify and explain the main idea.</td>
</tr>
<tr>
<td><strong>KSI-B</strong></td>
<td>Use context clues to determine the meaning of words.</td>
</tr>
<tr>
<td><strong>KSI-C</strong></td>
<td>Identify details that support the main idea.</td>
</tr>
<tr>
<td><strong>KSI-D</strong></td>
<td>Explain whether or not the text fulfills the reading purpose.</td>
</tr>
<tr>
<td><strong>KSI-E</strong></td>
<td>Connect the text to prior knowledge or experience.</td>
</tr>
</tbody>
</table>

**Unit:** Non-unit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-14</td>
<td>Students will identify and describe cultural practices in the target cultures and discuss their importance.</td>
</tr>
<tr>
<td><strong>KSI-A</strong></td>
<td>Justify the importance of soccer in Spanish speaking countries.</td>
</tr>
<tr>
<td><strong>KSI-B</strong></td>
<td>Verify that “Vuelta a Espana” is an excellent way to tour Spain.</td>
</tr>
<tr>
<td><strong>KSI-C</strong></td>
<td>Discuss the influence of African music (Merengue) in the Caribbean.</td>
</tr>
<tr>
<td><strong>KSI-D</strong></td>
<td>Explain the celebration of “El Carnavel” and trace its roots.</td>
</tr>
<tr>
<td><strong>KSI-E</strong></td>
<td>Justify using the llama and the alpaca for clothing needs in the Andes region.</td>
</tr>
</tbody>
</table>

**Unit:** Non-unit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-15</td>
<td>Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.</td>
</tr>
<tr>
<td><strong>KSI-A</strong></td>
<td>Analyze a work of art.</td>
</tr>
<tr>
<td><strong>KSI-B</strong></td>
<td>Discuss current or historical events.</td>
</tr>
<tr>
<td><strong>KSI-C</strong></td>
<td>Discuss the economic, political, and social links between the United States and Puerto Rico.</td>
</tr>
<tr>
<td><strong>KSI-D</strong></td>
<td>Explain why the murals painted by Diego Rivera are still important today as symbols of national identity.</td>
</tr>
<tr>
<td><strong>KSI-E</strong></td>
<td>Examine a &quot;corrido&quot; and determine the issues addressed in the song.</td>
</tr>
</tbody>
</table>

**Unit:** Non-unit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-16</td>
<td>Students will compare the perspectives, practices, and products of people in different cultures.</td>
</tr>
<tr>
<td><strong>KSI-A</strong></td>
<td>Compare “tapas” in Spain to “appetizers” in the United States.</td>
</tr>
<tr>
<td><strong>KSI-B</strong></td>
<td>Compare the school system in Cuba to that in the United States.</td>
</tr>
<tr>
<td><strong>KSI-C</strong></td>
<td>Compare an on-line newspaper from Spanish speaking country to one in the United States.</td>
</tr>
<tr>
<td><strong>KSI-D</strong></td>
<td>Compare the popularity of jai-alai in Spain to its popularity in the United States.</td>
</tr>
<tr>
<td><strong>KSI-E</strong></td>
<td>Compare holiday celebrations in Spanish speaking countries to celebrations in the United States.</td>
</tr>
</tbody>
</table>

**Unit:** Non-unit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-17</td>
<td>Students will compare and apply more advanced grammatical structures in the target language to English.</td>
</tr>
<tr>
<td><strong>KSI-A</strong></td>
<td>Compare the use of the subjunctive in Spanish to its use in English.</td>
</tr>
<tr>
<td><strong>KSI-B</strong></td>
<td>Compare the use of object pronouns in Spanish to the use in English.</td>
</tr>
<tr>
<td><strong>KSI-C</strong></td>
<td>Compare the use of infinitives in Spanish to the use in English.</td>
</tr>
<tr>
<td><strong>KSI-D</strong></td>
<td>Compare the use of object pronouns in commands to the use in English.</td>
</tr>
<tr>
<td><strong>KSI-E</strong></td>
<td>Compare the use of the various past tenses in Spanish to those in English.</td>
</tr>
</tbody>
</table>
Articulated Instruction Module
Objectives List (2011 - 2012)

Subject Area: World Languages
Course: FRENCH 3 (3020300)

<table>
<thead>
<tr>
<th>Objectives / Knowledge and Skill Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O-1</strong> Students will engage in conversations about their personal style.</td>
</tr>
<tr>
<td>KSI-A Discuss personality, appearance, physical characteristics, and emotions.</td>
</tr>
<tr>
<td>KSI-B Use definite articles with parts of the body.</td>
</tr>
<tr>
<td>KSI-C Apply knowledge of agreement and placement of adjectives to describe people and routines.</td>
</tr>
<tr>
<td>KSI-D Use the vocabulary &quot;la toilette et les soins personnels&quot; to describe daily routines.</td>
</tr>
<tr>
<td>KSI-E Use the present and passé composé of reflexive verbs in the affirmative and negative to describe daily routines.</td>
</tr>
</tbody>
</table>

**Unit: Unit 2 Vive la nature**

| **O-2** Students will engage in conversations about entertainment, the environment, weather, and natural phenomena. |
| KSI-A Discuss pastimes and entertainment. |
| KSI-B Categorize vacation activities as either pleasurable or hazardous. |
| KSI-C Describe past, present, and future weather conditions. |
| KSI-D Differentiate between the use of the passé composé and the imparfait. |
| KSI-E Describe preserving the environment at home. |

**Unit: Unit 3 Aspects de la vie quotidienne**

| **O-3** Students will engage in conversations about aspects of daily life. |
| KSI-A Describe where to go to make certain purchases. |
| KSI-B Ask for various services at a hair salon. |
| KSI-C Ask for various services at the shoemaker, the dry cleaners, and the photography store. |
| KSI-D Sequence object pronouns in affirmative sentences. |
| KSI-E Use indefinite expressions of quantity to refer to an undetermined number of objects. |

**Unit: Unit 4 Bon voyage**

| **O-4** Students will engage in conversations about traveling abroad. |
| KSI-A Use the correct article, country name, and the immediate future to talk about visiting other countries. |
| KSI-B Use "personne" and "rien" as subjects. |
| KSI-C Use negative expressions in the present and the "passé composé." |
| KSI-D Explain how to buy a plane or train ticket and request a certain seat or section. |
| KSI-E Express the future using conjunctions of time. |

**Unit: Unit 5 Séjour en France**

| **O-5** Students will engage in conversations about where to stay and what to do while visiting France. |
| KSI-A Recommend a hotel according to the services it provides. |
| KSI-B Ask for services during a hotel stay. |
| KSI-C Use adjectives and adverbs to compare hotels and services. |
| KSI-D Use interrogative pronouns to indicate "which one?" |
| KSI-E Justify staying at a youth hostel while visiting France. |

**Unit: Unit 1 Au jour le jour**

| **O-6** Students will write and deliver short narratives about personal style. |
| KSI-A Elaborate on different hair color and styles. |
| KSI-B Summarize how different artists have described beauty throughout the years. |

Page 1 of 3
# Articulated Instruction Module

## Objectives List (2011 - 2012)

Subject Area : World Languages  
Course : FRENCH 3 (3020300)  
Last Revised : 03/14/2011  
Report Date : 03/14/2011

### Objectives / Knowledge and Skill Indicators

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-7</td>
<td>Students will write and deliver short narratives about entertainment, the environment, weather, and natural phenomena.</td>
</tr>
<tr>
<td></td>
<td>KSI-A Explain how the French feel about their environment.</td>
</tr>
<tr>
<td></td>
<td>KSI-B Describe a past vacation using the &quot;passé composé&quot; and the &quot;imparfait.&quot;</td>
</tr>
<tr>
<td></td>
<td>KSI-C Use sequence words to describe a past event.</td>
</tr>
<tr>
<td></td>
<td>KSI-D Express surprise.</td>
</tr>
<tr>
<td></td>
<td>KSI-E Summarize a weather report from authentic media.</td>
</tr>
<tr>
<td>O-8</td>
<td>Students will write and deliver short narratives about aspects of daily life.</td>
</tr>
<tr>
<td></td>
<td>KSI-A Explain training requirements for specific jobs.</td>
</tr>
<tr>
<td></td>
<td>KSI-B Use &quot;faire&quot; to describe actions that they make or have other people do.</td>
</tr>
<tr>
<td></td>
<td>KSI-C Explain problems and suggest solutions.</td>
</tr>
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<td></td>
<td>KSI-D Compile a shopping list and make suggestions as to where to buy the items.</td>
</tr>
<tr>
<td></td>
<td>KSI-E Categorize personal items as either necessities or luxuries.</td>
</tr>
<tr>
<td>O-9</td>
<td>Students will write and deliver short narratives about traveling abroad.</td>
</tr>
<tr>
<td></td>
<td>KSI-A Explain how to navigate customs at an airport.</td>
</tr>
<tr>
<td></td>
<td>KSI-B Outline the steps necessary in planning a trip abroad.</td>
</tr>
<tr>
<td></td>
<td>KSI-C Use &quot;si clauses&quot; in the present followed by the future tense to express what to do under certain circumstances.</td>
</tr>
<tr>
<td></td>
<td>KSI-D Recommend a travel itinerary using the future and conjunctions of time.</td>
</tr>
<tr>
<td></td>
<td>KSI-E Illustrate a train station or an airport and explain the function of each area.</td>
</tr>
<tr>
<td>O-10</td>
<td>Students will write and deliver short narratives about where to stay and what to do while visiting France.</td>
</tr>
<tr>
<td></td>
<td>KSI-A Explain a travel brochure.</td>
</tr>
<tr>
<td></td>
<td>KSI-B Make a hotel reservation.</td>
</tr>
<tr>
<td></td>
<td>KSI-C Determine ownership by using possessive pronouns.</td>
</tr>
<tr>
<td></td>
<td>KSI-D Compare the facilities at one hotel to those at another using superlatives.</td>
</tr>
<tr>
<td></td>
<td>KSI-E Use &quot;celui, celle,&quot; and forms of &quot;lequel&quot; to indicate which/that.</td>
</tr>
<tr>
<td>O-11</td>
<td>Students will interpret simple text written in the target language.</td>
</tr>
<tr>
<td></td>
<td>KSI-A Identify and explain the main idea.</td>
</tr>
<tr>
<td></td>
<td>KSI-B Use context clues to determine the meaning of words.</td>
</tr>
<tr>
<td></td>
<td>KSI-C Identify details that support the main idea.</td>
</tr>
<tr>
<td></td>
<td>KSI-D Explain whether the text fulfills the reading purpose.</td>
</tr>
<tr>
<td></td>
<td>KSI-E Connect the text to prior knowledge or experience.</td>
</tr>
</tbody>
</table>

## Units

- Unit: Unit 2 Vive la nature
- Unit: Unit 3 Aspects de la vie quotidienne
- Unit: Unit 4 Bon voyage
- Unit: Unit 5 Séjour en France
- Unit: Non-unit
- Unit: Non-unit
Articulated Instruction Module
Objectives List (2011 - 2012)

Subject Area: World Languages
Course: FRENCH 3 (3020300)

Objectives / Knowledge and Skill Indicators

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
</table>
| O-12      | Students will identify and describe cultural practices in the target countries and discuss their importance.  
KSI-A Explain the use of the "télécarte."  
KSI-B Justify the value the French attach to traveling by train.  
KSI-C Describe the influence of music on the daily lives of French teenagers.  
KSI-D Explain the difference between vacationers who are "linguistes" and those who are "actifs."  
KSI-E Identify vacation spots that are particularly attractive to teenagers and explain why. |
| Unit: Non-unit |
| O-13      | Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.  
KSI-A Discuss current or historical events.  
KSI-B Analyze fine arts.  
KSI-C Use reflexive verbs and "la toilette" to explain the role of personal hygiene routines in creating "le look."  
KSI-D Determine the influence of the Eurotunnel on the political climates of France and The United Kingdom.  
KSI-E Explain the American interventions in World Wars I and II in France and their impact on relations between the United States and France today. |
| Unit: Non-unit |
| O-14      | Students will compare and apply more advanced grammatical structures in the target language to English.  
KSI-A Compare the use of reflexive verbs in French when describing daily routines to describing daily routines in English.  
KSI-B Compare the use and position of object pronouns in French and English.  
KSI-C Compare ways to express the future and conditional in French and English.  
KSI-D Compare comparative and superlative constructions in French and English.  
KSI-E Compare demonstrative and possessive pronouns in French and English. |
| Unit: Non-unit |
| O-15      | Students will compare the perspectives, practices, and products of people in different cultures.  
KSI-A Compare what constitutes "le look" for French teenagers to the American perception of "le look."  
KSI-B Compare French attitudes towards their environment to those of Americans.  
KSI-C Compare shopping in France to shopping in America.  
KSI-D Compare the content of the French and American national anthems.  
KSI-E Compare meal prices in France to those in America. |

Last Revised: 03/14/2011
Report Date: 03/14/2011
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1100, COMMUNICATIONS WITH THE PUBLIC

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Phyllis Reese, Chief Communications Officer

RECOMMENDATION

That the Board of Education reviews the proposed changes of Policy 1100. This is the first reading.

Attachment I – Policy Analysis
Attachment II – Policy 1100
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 1100
COMMUNICATIONS WITH THE PUBLIC

Statement of Issues or Questions Addressed
Board of Education Policy 1100 has not been reviewed since 1997. Policy 1100 is the introductory policy to the 1100 Sub Series (Communication with the Public) and is intended to set the standard for all policies in the Sub Series. Staff is recommending that the policy be revised to: (1) clearly define the Board’s philosophy of engaging parents, community members, and businesses in the educational process by increasing communication and disseminating information about the school system and student success; (2) transfer the detail on the policy’s implementation to the Superintendent’s Rule; and (3) revise the policy to address 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 1110, Media, Public Relations, Events, Television, and Web Site
2. Board of Education Policy 1200, Community Involvement
3. Board of Education Policy 1210, Relationship with Parent-Teacher (Student) Associations
4. Board of Education Policy 1250, Participation in the Local School by Community Members
5. Board of Education Policy 1270, Parent and Family Involvement
6. Board of Education Policy 4006, Telecommunications Access to Electronic Information, Services and Networks

Legal Requirements
1. 20 U.S.C. §6301, et seq., No Child Left Behind Act of 2001, as amended by Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA)

Similar Policies Adopted by Other Local School Systems
1. Carroll County Board of Education, Policy KC, Parent/Family/Community Involvement
2. Howard County Board of Education, Policy 10000, Parent, Family, and Community Involvement
3. Montgomery County Board of Education, Policy KBA, Policy on Public Information

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.
**Timeline**
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading/Vote – September 6, 2011
COMMUNITY RELATIONS: Communications with the Public

Communications with the Public

I. PHILOSOPHY

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) BELIEVES THAT ENGAGING PARENTS, COMMUNITY MEMBERS, AND BUSINESSES IN THE EDUCATIONAL PROCESS HAS A DIRECT LINK TO STUDENT SUCCESS. THE BOARD FURTHER BELIEVES THAT POSITIVE RELATIONSHIPS WITH PARENTS AND THE COMMUNITY ARE ACCOMPLISHED BY DISSEMINATING INFORMATION ABOUT THE SCHOOL SYSTEM, ITS SCHOOLS, AND STUDENT SUCCESSES. TO FURTHER ITS GOAL, THE BOARD [The Board of Education] supports NUMEROUS AND VARIED channels of communication between the school system, the citizenry of the county, and the global community.

II. IMPLEMENTATION

THE BOARD AUTHORIZES THE SUPERINTENDENT TO DEVELOP A RULE TO IMPLEMENT THIS POLICY.

[The Superintendent of Schools is responsible for all informational services and is encouraged to utilize all available media of communication to inform the public regarding the mission, goals, programs, achievements, and needs of the school system.

To help achieve the above goals, the Superintendent of Schools shall be provided with assistants whose major duties will include:

1. Preparation of informational materials including releases for newspapers, television, radio, electronic publications, and periodicals.

2. Maintenance of close liaison with representatives of the mass media to maximize coverage of school system activities.

3. Coordination of the standards and guidelines for the Baltimore County Public Schools’ web site development and the personnel responsible for the management and distribution of school system publications via electronic networks.
4. Compliance with federal, state, and local laws pertaining to all forms of communication and information distribution emanating from the school system to the public.

5. Organization of speakers’ bureaus to provide programs for PTA, governmental, and civic organizations.

6. Coordination of work with PTA and other groups who seek the betterment of the school system or the community in general.

7. Sponsorship of regular television and radio programs, the Baltimore County Public Schools’ cable Education Channel, and the Baltimore County Public Schools’ web site, to describe the programs and goals of the school system.

8. Assistance to principals in developing public relations in individual schools.

9. Assistance to central staff administrators in communicating with the community.


RELATED POLICIES: BOARD OF EDUCATION POLICY 1110, MEDIA, PUBLIC RELATIONS, EVENTS, TELEVISION AND WEB SITE
BOARD OF EDUCATION POLICY 1200, COMMUNITY INVOLVEMENT
BOARD OF EDUCATION POLICY 1210, RELATIONSHIP WITH PARENT-TEACHER (STUDENT) ASSOCIATIONS
BOARD OF EDUCATION POLICY 1250, PARTICIPATION IN THE LOCAL SCHOOL BY COMMUNITY MEMBERS
BOARD OF EDUCATION POLICY 1270, PARENT AND FAMILY INVOLVEMENT
BOARD OF EDUCATION POLICY 4006, TELECOMMUNICATIONS ACCESS TO ELECTRONIC INFORMATION, SERVICES AND NETWORKS
Policy

Adopted: 10/09/69
Revised: 06/23/77
Revised: 06/09/97
REVISED: _______
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 2342, TEACHER ATTENDANCE AT PARENT-TEACHER (STUDENT) ASSOCIATION MEETINGS

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCES PERSON(S): Michele Prumo, Chief of Staff
Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 2342. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 2342
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 2342
TEACHER ATTENDANCE AT PARENT-TEACHER (STUDENT) ASSOCIATION MEETINGS

Statement of Issues or Questions Addressed
Board of Education Policy 2342 has not been reviewed since its adoption in 1981. Policy 2342 currently refers the reader to the “policy” on teacher attendance at PTA meetings in the Board’s Master Agreement with the Teachers Association of Baltimore County (TABCO). Staff is recommending that the policy be revised to: (1) define the Board’s philosophy statement by linking teacher attendance at PT(S)A meetings with the Board’s commitment to family and community involvement; (2) encourage teacher participation in their school’s PT(S)A meetings in order to promote the school system’s education program; (3) change all references to “PTA” to “PT(S)A” to align with current Board policies; and (4) conform with 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 1210, Relationship with Parent-Teacher (Student) Associations
2. Board of Education Policy 1250, Participation in the Local School by Community Members
3. Board of Education Policy 1270, Parent and Family Involvement

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
1. Dorchester County Board of Education, Policy 832.0, School Community Relations: Parent-Teacher-Student Organizations
2. Harford County Board of Education, Policy 10-0003-000, Relationship with Parent-Teacher Associations
3. Somerset County Board of Education, Policy 800-5, Relations with Parent Organizations
4. St. Mary’s County Board of Education, Policy KBE, Relations with Parent Organizations
5. Talbot County Board of Education, Policy 11.10, Relations with Parent Organizations

Draft of Proposed Policy
Attached
Other Alternatives Considered by Staff
Staff considered deletion of the policy; however, Article X, Section 10.7.10 of the TABCO Master Agreement provides that attendance at PTA meetings will be in accordance with established policy. Therefore, staff deemed it necessary to retain the policy and revise it accordingly.

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading – September 6, 2011
I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THAT THE COMBINED INVOLVEMENT OF ITS TEACHERS, STUDENTS, AND PARENTS IN THE EDUCATIONAL PROCESS SUPPORTS STUDENT ACHIEVEMENT. THE BOARD FURTHER BELIEVES THAT ITS LOCAL PARENT-TEACHER (STUDENT) ASSOCIATIONS (PT(S)A) SUPPORT THE BOARD’S COMMITMENT TO FAMILY AND COMMUNITY INVOLVEMENT AND PROVIDE A VITAL LINK TO PROMOTING THE SCHOOL SYSTEM’S EDUCATIONAL PROGRAM.

B. THE BOARD ENCOURAGES TEACHERS TO JOIN AND PARTICIPATE IN THEIR SCHOOL’S PT(S)A MEETINGS AND ENCOURAGES THEM TO USE THIS IMPORTANT FORUM TO PROMOTE THE SCHOOL SYSTEM’S EDUCATIONAL PROGRAM TO ITS PARENTS AND COMMUNITY.

[Policy on this subject is printed in the Master Agreement with the Teachers Association of Baltimore County, Maryland, Inc.]

RELATED POLICIES: BOARD OF EDUCATION POLICY 1210, RELATIONSHIP WITH PARENT-TEACHER (STUDENT) ASSOCIATIONS
BOARD OF EDUCATION POLICY 1250, PARTICIPATION IN THE LOCAL SCHOOL BY COMMUNITY MEMBERS
BOARD OF EDUCATION POLICY 1270, PARENT AND FAMILY INVOLVEMENT

Policy
Board of Education of Baltimore County
Adopted: 04/09/81
REVISED: __________
DATE: July 12, 2011
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 2363 – EMPLOYEE SUGGESTION PROGRAM
ORIGINATOR: Renee A. Foose Deputy Superintendent
RESOURCE PERSON(S): Michele Prumo, Chief of Staff
Dale Rauenzahn, Executive Director, Student Support Services
Patsy Holmes, Director

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Board of Education Policy 2363 – Employee Suggestion Program.

*****

Attachment I – Policy Analysis
Attachment II – Policy 2363
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 2363
EMPLOYEE SUGGESTION PROGRAM

Statement of Issues or Questions Addressed
Board of Education Policy 2363 has not been reviewed since 1983. Policy 2363 outlines the process by which employees may share their suggestions for the improvement of the school system. Staff is recommending that this policy be deleted, as the Employee Suggestion Program has been defunct for many years, and the process no longer exists. As such, the policy is no longer needed 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
None

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
None

Draft of Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading – September 6, 2011
ADMINISTRATION: Administrative Operations

General: Employee Suggestion Program

Any employee who has a suggestion for the improvement of the school system shall communicate the suggestion in a letter addressed to:

Chairman of the Employee Suggestion Program
Baltimore County Public Schools
Towson, Maryland 21204

All suggestions will be reviewed and acknowledged by the appropriate administrator. If an improvement in a program is implemented as a result of such a suggestion, a summary of the suggestion and the resulting action will be placed in the employee’s personnel file by the appropriate administrator.
Baltimore County Public Schools

Date: July 12, 2011

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Report on the Proposed Deletion of Board of Education Policy 4124, Alternative Programs Instructors

Originator: Renee A. Foose, Deputy Superintendent

Resource Person(s): Michele Prumo, Chief of Staff
Dale R. Rauenzahn, Executive Director, Student Support Services

Recommendation

That the Board of Education reviews the proposed deletion of Policy 4124. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4124
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 4124
ALTERNATIVE PROGRAMS INSTRUCTORS

Statement of Issues or Questions Addressed
Board of Education Policy 4124 has not been reviewed since 1999. Policy 4124 describes how the Board will hire teachers for its alternative programs. Staff is recommending that the policy be deleted, because: (1) the teacher certification requirements are addressed in State law and (2) the hiring process for teachers in alternative programs is addressed 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 this deletion of this policy.

Relationship to Other Board of Education Policies
1. Board of Education Policy 4111, Recruitment and Selection

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
Similar policies could not be found in a search of other school systems’ Web sites.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternative was considered.

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading – September 6, 2011
PERSONNEL: Professional

Temporary and Part-Time: Alternative Programs Instructors

All references to alternative programs include home teaching, evening high school, group learning centers, summer school, driver education, tutoring and counseling, Even Start, and any other alternative programs that employ part-time hourly employees.

Teachers of alternative programs are paid stipends based on an approved hourly rate between the Board of Education and TABCO.

Teachers will be assigned to alternative program classes as necessary and as appropriate to these respective programs. No teacher shall be required to conduct alternative program classes in addition to a regular daytime teaching responsibility.

Teaching assignments are subject to annual review prior to renewal.

Since these alternative programs in Baltimore County are a part-time, voluntary, and minimal tuition program, all instructors must be proficient and able to meet the educational, vocational, and personal needs of the students. Selections will be based upon ability and professional preparation including certification.

Policy Board of Education of Baltimore County

Adopted: 12/10/70
Revised: 10/27/77
Revised: 9/7/99]
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 4142, SALARY REGULATIONS-SCHOOL NURSES

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Chief of Staff
Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4142. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4142
**POLICY ANALYSIS FOR**
**BOARD OF EDUCATION POLICY 4142**
**SALARY REGULATIONS - SCHOOL NURSES**

**Statement of Issues or Questions Addressed**
Board of Education Policy 4142 was last reviewed in 2000. Policy 4142 addresses the performance and evaluation of school nurses, their employee benefits, and their probationary period. Staff is recommending that the policy be deleted because all school nurses are now represented by the Teachers Association of Baltimore County, and employee benefits and the evaluation process are addressed by the Master Agreement. As such, the policy is no longer needed 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**
None

**Legal Requirements**
1. *Annotated Code of Maryland*, Education Article §6-401(d)(3) defines “public school employee” in Baltimore County as a secondary, elementary, or special school nurse.

**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 – July 12, 2011
Public Comment – August 9, 2011
Third Reading/Vote – September 6, 2011
PERSONNEL: Professional

Compensation and Related Employee Benefits:  Salary Regulations - School Nurses

Secondary school nurses are entitled to the same employee benefits as specified in appropriate articles of the Master Agreement for teachers and the professional policies of this Manual of Policies and Regulations. Elementary and special school nurses are entitled to the employee benefits as specified in the Master Agreement between the Professional Staff Nurses' Association of Maryland and the Board of Education of Baltimore County and the professional policies of this Manual of Policies and Regulations.

All nurses are in a probationary status for a two-year period. At the end of the probationary period, if the nurse's performance meets standards, the school nurse is considered a continuing employee. School nurses are subject to the appraisal process as outlined in the agreements identified above and in the Pupil Services Manual.
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES OF BOARD OF EDUCATION POLICY 4240, TERMINATION OF EMPLOYMENT

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Chief of Staff
Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 4240. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 4240
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 4240
TERMINATION OF EMPLOYMENT

Statement of Issues or Questions Addressed
Board of Education Policy 4240 has not been reviewed since its adoption in 1979. Policy 4240 currently deals with the termination from employment of classified employees. Staff is recommending that the policy be revised to: (1) outline consistent and uniform disciplinary action for employees who fail to meet the expectations in the performance of their jobs; (2) rename the policy to more accurately reflect the intent of the policy; (3) conform with the Policy Review Committee’s policy 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 4001, Drug-Free Workplace
2. Board of Education Policy 4002, Precepts, Beliefs and Values of the Baltimore County Public Schools
3. Board of Education Policy 4008, Obligations of Employees of the Board of Education of Baltimore County
4. Board of Education Policy 4011, Medical Evaluations
5. Board of Education Policy 4115, Employee Conduct and Responsibilities
6. Board of Education Policy 4300, Evaluations
7. Board of Education Policy 8339, Appeal Before Hearing Examiner
8. Board of Education Policy 8340, Appeal Before the Board of Education
9. Board of Education Policy 8410, Fraud Reporting

Legal Requirements
1. Annotated Code of Maryland, Education Article §4-205, Powers and duties of county superintendent.

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy GCM, Resignation -- Classified Staff
2. Anne Arundel County Board of Education, Policy GCN, Suspension and Dismissal of Classified Staff
3. Anne Arundel County Board of Education, Policy GCO, Termination of Employment--Classified Staff
4. Howard County Board of Education, Policy 7030, Employee Conduct and Discipline

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

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading – September 6, 2011
PERSONNEL: Classified

TERMINATION OF EMPLOYMENT [Separation, Voluntary, and Involuntary]

I. PHILOSOPHY

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) BELIEVES THAT ALL EMPLOYEES WILL CONDUCT THEMSELVES IN ACCORDANCE WITH THE STANDARDS OF BEHAVIOR THAT REFLECT THE VALUES AND BELIEFS OF THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS). THE BOARD FURTHER BELIEVES THAT THE SEPARATION, TERMINATION, AND DISCHARGE OF EMPLOYEES SHOULD BE ADMINISTERED IN A FAIR AND CONSISTENT MANNER.

II. IMPLEMENTATION

THE BOARD DIRECTS THE SUPERINTENDENT TO DEVELOP APPROPRIATE RULES AND PROCEDURES TO IMPLEMENT THIS POLICY.

[The Superintendent shall establish such procedures as are necessary to assure consistency in the separation of employees.]

LEGAL REFERENCES: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-205, POWERS AND DUTIES OF COUNTY SUPERINTENDENT.

RELATED POLICIES: BOARD OF EDUCATION POLICY 4001, DRUG-FREE WORKPLACE
BOARD OF EDUCATION POLICY 4002, PRECEPTS, BELIEFS AND VALUES OF THE 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 4011, MEDICAL EVALUATIONS
BOARD OF EDUCATION POLICY 4115, EMPLOYEE CONDUCT AND RESPONSIBILITIES
BOARD OF EDUCATION POLICY 4300, EVALUATIONS
POLICY 4240

BOARD OF EDUCATION POLICY 8339, APPEAL BEFORE HEARING EXAMINER
BOARD OF EDUCATION POLICY 8340, APPEAL BEFORE THE BOARD OF EDUCATION
BOARD OF EDUCATION POLICY 8410, FRAUD REPORTING

Policy
Adopted: 07/12/79
REVISED: ________
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 4264, EDUCATIONAL ASSISTANCE PROGRAMS

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 4264. This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 4264
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 4264
EDUCATIONAL ASSISTANCE PROGRAMS

Statement of Issues or Questions Addressed
Board of Education Policy 4264 has not been reviewed since 1984. Policy 4264 outlines the process to be used by classified employees for obtaining tuition reimbursement. Staff is recommending that the policy be deleted. The process for obtaining tuition reimbursement is found in the ESPBC and AFSME Master Agreements, as well as in Human Resource’s departmental procedures. As such, the policy is no longer needed.

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
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 – July 12, 2011
Public Comment – August 9, 2011
Third Reading – September 6, 2011
PERSONNEL: Classified

Compensation Plan: Educational Assistance Programs

Within the limitations of amounts budgeted each year for this purpose, full or partial reimbursement of tuition may be made to those regular classified employees who are employed fifteen (15) hours per week or more and who satisfactorily complete approved education or training to improve knowledge and skills.

1. General Objectives

   a. To provide financial assistance to permanent classified employees who attend courses to improve performance in their present position or to prepare themselves for promotions in the educational system.

   b. To enable all eligible regular classified employees to apply for educational assistance for course work at recognized educational institutions. Acceptable educational institutions may include business schools, colleges, universities, adult education centers, professional, scientific, and technical institutes.

2. Procedures

   a. An employee desiring to participate in the Educational Assistance program must completed three (3) copies of the Classified Application for Course Approval, available from the Department of Personnel, within thirty (30) days of course enrollment, and submit them to the appropriate administrator. The appropriate administrator may comment as to the relative value of the course to the employee in his/her present position or a promotional position and forward it to the Department of Personnel for action by the appropriate specialist in personnel. After approval or disapproval of the request, the specialist in personnel will return two copies of the application to the employee. No reimbursement will be made without prior course approval.

   b. After satisfactory completion of the course for which reimbursement has been approved, the employee shall submit two (2) copies of the Application for Educational Reimbursement to the Department of Personnel along with an official grade notice and receipts for monies spent on tuition. The Department of Personnel shall then authorize reimbursement to the employee.
c. Should the employee be separated from the Board of Education for any reason other than leave of absence or layoff prior to receiving reimbursement, authorization for educational assistance will be rescinded, since the intent of this program is to improve educational services through financial assistance to career employees. In the event an employee is on leave or is in layoff status, reimbursement due will be held in abeyance until he/she returns to active service.

3. Policy for Reimbursement

Qualified personnel shall be eligible for up to the currently authorized maximum reimbursement per credit hour or the tuition cost, whichever is less, to be paid upon presentation of a passing grade. Only nine (9) semester hours will be honored per fiscal year. For non-credit courses, the credit equivalent (for purposes of reimbursement only) shall be established by dividing the total number of hours of formal instruction by fifteen (15).

4. Limitations

a. Documentation of satisfactory completion of the course(s) is required for reimbursement.

b. Reimbursement shall be based upon tuition only. Related fees such as registration, testing, lab and library fees, cost of books and materials are not reimbursable.
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGE OF BOARD OF EDUCATION POLICY 5520 – STUDENT DRESS CODE

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Dale Rauenzahn, Executive Director, Student Support Services
Ms. Patsy Holmes, Director

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 5520 – Student Dress Code.

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Attachment I – Policy Analysis
Attachment II – Policy 5520
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 5520
DRESS
(TO BE RENAMED AS, “STUDENT DRESS CODE”)

Statement of Issues or Questions Addressed
Board of Education Policy 5520 has not been reviewed since its adoption in 1968. Policy 5520 sets the standards for student dress and appearance. Staff is recommending that Policy 5520 be revised to: (1) change the name of the policy from “Dress” to “Student Dress Code;” (2) add a philosophy statement that reflects the Board’s commitment to a safe and orderly school environment and its belief that student dress and appearance should contribute to a safe learning environment and not interfere with the educational process; (3) include disciplinary action for violations of the student dress code; and (4) conform with 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 5500, Conduct
2. Board of Education Policy 5550, Disruptive Behavior
3. Board of Education Policy 5551, Gang Activity, and Similar Destructive or Illegal Behavior
4. Board of Education Policy 5580, Bullying, Harassment, or Intimidation
5. Board of Education Policy 5590, Students’ Expressions
6. Board of Education Policy 5600, Students’ Responsibilities and Rights

Legal Requirements
1. Annotated Code of Maryland, Education Article §7-306, Corporal Punishment; State code of discipline
2. COMAR 13.A.08.01.11, Disciplinary Action

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy JCD, Student Attire and Personal Appearance
2. Harford County Board of Education, Policy 02-0036-000, Dress Code
3. Howard County Board of Education, Policy 9210, Dress Code
4. Prince George’s County Board of Education, Policy 5152, Dress Code
Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading/Vote – September 6, 2011
STUDENTS: CONDUCT [Elementary and Secondary]

[Conduct:] STUDENT Dress CODE

I. PHILOSOPHY

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IS COMMITTED TO PROVIDING A SAFE AND SECURE LEARNING ENVIRONMENT THAT IS CONDUCIVE TO STUDENT LEARNING. WHILE STUDENT DRESS AND APPEARANCE ARE THE RESPONSIBILITY OF STUDENTS AND THEIR PARENTS, THE BOARD BELIEVES THAT DRESS AND APPEARANCE SHOULD NOT INTERFERE WITH ANY ASPECT OF THE EDUCATIONAL PROCESS.

II. IMPLEMENTATION

THE BOARD DIRECTS THE SUPERINTENDENT TO IMPLEMENT THIS POLICY BY OUTLINING STANDARDS FOR STUDENT DRESS DURING THE SCHOOL DAY AND DURING SCHOOL-RELATED ACTIVITIES, AND BY INSTITUTING DISCIPLINARY ACTION FOR VIOLATIONS OF THESE STANDARDS.

[Cleanliness and proper dress are important in setting the pattern of school and social conduct. There is considerable evidence to indicate a close relationship between student dress and student behavior. The standards of dress for school shall conform to the standards generally accepted by the community. The administration is encouraged to invite staff, students, and parents to participate in setting up acceptable minimum standards for student dress.

Any students who come to school without proper attention having been given to personal cleanliness or neatness of dress may be excluded or required to prepare themselves for the schoolroom before entering.]
POLICY 5520

LEGAL REFERENCES: *ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-306, CORPORAL PUNISHMENT; STATE CODE OF DISCIPLINE*
COMAR 13.A.08.01.11, *DISCIPLINARY ACTION*

RELATED POLICIES: BOARD OF EDUCATION POLICY 5500, *CONDUCT*
BOARD OF EDUCATION POLICY 5550, *DISRUPTIVE BEHAVIOR*
BOARD OF EDUCATION POLICY 5551, *GANGL ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL BEHAVIOR*
BOARD OF EDUCATION POLICY 5580, *BULLYING, HARASSMENT, OR INTIMIDATION*
BOARD OF EDUCATION POLICY 5590, *STUDENTS’ EXPRESSIONS*
BOARD OF EDUCATION POLICY 5600, *STUDENTS’ RESPONSIBILITIES AND RIGHTS*

Policy
Adopted: 11/21/68
REVISED: _______

Board of Education of Baltimore County
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES OF BOARD OF EDUCATION POLICY 5530, TOBACCO

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Chief of Staff
Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 5530. This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 5530
Statement of Issues or Questions Addressed
Board of Education Policy 5530 has not been reviewed since 1999. Policy 5530 prohibits students from using or possessing tobacco products on school property or at school-sponsored activities. Staff is recommending that the policy be revised to: (1) more accurately reflect the Board’s philosophy; (2) include smoking danger education requirement mandated by State regulation (the Maryland Comprehensive Health Education Program); (3) specify that disciplinary action will be taken for non-compliance; (4) conform with the Policy Review Committee’s policy editing conventions. Staff is also recommending that the title be changed to clearly identify this policy with students so that it will not be confused with Board of Education Policy 2372, Tobacco, which prohibits the use of tobacco by employees.

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 2372, Tobacco
2. Board of Education Policy 5330, Social Events
3. Board of Education Policy 5500, Conduct
4. Board of Education Policy 5550, Disruptive Behavior
5. Board of Education Policy 5560, Suspensions, Assignment to Alternative Programs, or Expulsions
6. Board of Education Policy 5600, Students’ Rights and Responsibilities

Legal Requirements
1. Annotated Code of Maryland, Criminal Law Article §10-107, Distribution of Tobacco Product to Minor
2. Annotated Code of Maryland, Criminal Law Article §10-108, Possession of Tobacco Product by Minor; Use of False Identification
3. COMAR 13A.02.04, Tobacco-Free School Environment
4. COMAR 13A.04.18, Program in Comprehensive Health Education
5. COMAR 13A.08.01.08, Substance Use or Distribution

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy JCC, Student Conduct
2. Fredrick County Board of Education, Drug-Free, Alcohol-Free, and Tobacco-Free Workplace and School System
3. Harford County Board of Education, Use of Tobacco Products
4. Howard County Board of Education, Policy 9240, Student Use and Possession of Tobacco Products
Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered by staff.

Timeline
First reading – July 12, 2011
Public comment – August 9, 2011
Third reading/vote – September 6, 2011
STUDENTS:  Conduct

STUDENT USE AND POSSESSION OF Tobacco

I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IS COMMITTED TO PROVIDING SCHOOL ENVIRONMENTS THAT ARE SAFE AND CONDUCIVE TO LEARNING. THE BOARD RECOGNIZES THAT THE USE OF TOBACCO PRODUCTS POSES A SERIOUS HEALTH RISK TO BOTH USERS AND NON-USERS OF TOBACCO PRODUCTS. THE BOARD FURTHER BELIEVES THAT THE SCHOOL SYSTEM HAS THE RESPONSIBILITY TO EDUCATE ITS STUDENTS ON THE DANGERS OF TOBACCO USE.

B. THE SALE, USE, OR POSSESSION OF TOBACCO IN ANY FORM BY STUDENTS IS PROHIBITED IN ALL BALTIMORE COUNTY PUBLIC SCHOOLS, IN SCHOOL SYSTEM BUILDINGS, ON SCHOOL GROUNDS, AND AT ANY SCHOOL-SPONSORED ACTIVITY.

II. IMPLEMENTATION

THE SUPERINTENDENT SHALL DEVELOP APPROPRIATE RULES TO IMPLEMENT THIS POLICY, WHICH SHALL INCLUDE THE POSSIBILITY OF DISCIPLINARY ACTION FOR VIOLATIONS OF THIS POLICY.

[The Board of Education of Baltimore County recognizes the use of tobacco as a serious threat to health.

Students are prohibited from the use and/or possession of tobacco or tobacco products on school property or at school-sponsored activities.

The Superintendent of Schools is hereby directed to enact rules to implement this policy.]
Legal References:

ANNOTATED CODE OF MARYLAND, CRIMINAL LAW
ARTICLE §10-107, DISTRIBUTION OF TOBACCO PRODUCT TO MINOR

ANNOTATED CODE OF MARYLAND, CRIMINAL LAW
ARTICLE §10-108, POSSESSION OF TOBACCO PRODUCT BY MINOR; USE OF FALSE IDENTIFICATION

COMAR 13A.02.04, TOBACCO-FREE SCHOOL ENVIRONMENT

COMAR 13A.04.18, PROGRAM IN COMPREHENSIVE HEALTH EDUCATION

COMAR 13A.08.01.08, SUBSTANCE USE OR DISTRIBUTION

[Maryland Law, Art. 27, §406. Possession or Use of a False Identification to Obtain Tobacco Products or Rolling Papers, Code of Maryland Regulations (COMAR)

COMAR 13A.02.04, Tobacco Free School Environment

COMAR 13A.08.01.08B, Substance Use of Distribution, Tobacco

Board of Education Policy 2372, Administration: Administration Operations, Conduct, Tobacco]

Related Policies:

BOARD OF EDUCATION POLICY 2372, TOBACCO

BOARD OF EDUCATION POLICY 5330, SOCIAL ACTIVITIES

BOARD OF EDUCATION POLICY 5500, CONDUCT

BOARD OF EDUCATION POLICY 5540, ALCOHOLIC BEVERAGES AND DRUGS

BOARD OF EDUCATION POLICY 5550, DISRUPTIVE BEHAVIOR

BOARD OF EDUCATION POLICY 5560, SUSPENSIONS, ASSIGNMENT TO ALTERNATIVE PROGRAMS, OR EXPULSIONS

BOARD OF EDUCATION POLICY 5600, STUDENTS’ RIGHTS AND RESPONSIBILITIES

Policy
Adopted: 11/29/73
Revised: 07/09/81
Revised: 01/12/99
REVISED: ___________
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 6602, ALTERNATIVE PROGRAMS

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Michele Prumo, Chief of Staff
                   Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 6602. This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 6602
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 6602
ALTERNATIVE PROGRAMS
(TO BE RENAMED AS, “ALTERNATIVE EDUCATION PROGRAMS”)

Statement of Issues or Questions Addressed
Board of Education Policy 6602 was last reviewed in 1999. Policy 6602 outlines the Board’s commitment to providing alternative education programs that ensure student achievement. Staff is recommending that the policy be revised to: (1) rename the policy from “Alternative Programs” to “Alternative Education Programs;” (2) articulate the connection between the impact the school system’s alternative education programs have on student achievement and graduation rates; (3) remove the evaluation component, because the same criteria are used for evaluation of both alternative and regular education programs; (4) conform with 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 5560, Suspensions, Assignment to Alternative Programs, or Expulsions
2. Board of Education Policy 6604, Purpose of the Evening and Saturday High School Programs

Legal Requirements
1. Annotated Code of Maryland, Education Article §4-111, Curriculum Guides and Courses of Study; Study of Sign Language
2. Annotated Code of Maryland, Education Article §7-304, Special Programs for Disruptive Students
3. COMAR 13A.03.02.05, Other Provisions for Earning Credit

Similar Policies Adopted by Other Local School Systems
Similar policies could not be found in a search of other school systems’ Web sites.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternative was considered.

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading/Vote – September 6, 2011
INSTRUCTION: CURRICULUM EXTENSIONS AND ALTERNATIVE PROGRAMS

Alternative EDUCATION Programs

I. POLICY STATEMENT

The Board of Education OF BALTIMORE COUNTY (BOARD) believes [that] all students WILL LEARN AND ACHIEVE [can be successful]. The alternative EDUCATION programs provided by the Board [of Education] allow ALL students THE OPPORTUNITY TO PARTICIPATE [to experience] IN a variety of [options] PROGRAMS to IMPROVE ACADEMIC ACHIEVEMENT AND ADDRESS THE SOCIAL AND EMOTIONAL NEEDS OF THE STUDENTS [achieving success]. ALL [Since all children] STUDENTS do not meet success in the same manner; THEREFORE, a variety of curricula, instructional strategies, and settings must be provided. Alternative EDUCATION programs are an integral and necessary service of the Board [of Education] TO ENSURE ALL STUDENTS MEET GRADUATION REQUIREMENTS; HAVE THE KNOWLEDGE AND SKILLS TO ENTER THE WORK FORCE AND BE PRODUCTIVE CITIZENS; AND/OR ENROLL IN POST-SECONDARY EDUCATION.

[Evaluation of the Alternative Instructional and Therapeutic Programs]

Evaluation permeates all classes and therapeutic components of the alternative programs and functions as an integral part of the total education process. Specific data shall be collected and reported to the Board of Education, the Superintendent of Schools, and staff.]

II. IMPLEMENTATION

A. THE SUPERINTENDENT SHALL PROVIDE FOR THE ADMINISTRATION AND SUPERVISION OF THE ALTERNATIVE EDUCATION PROGRAMS.

B. THE ALTERNATIVE EDUCATION PROGRAMS WILL FOLLOW THE BOARD’S CURRICULUM STANDARDS AND ALL POLICIES ON STUDENT BEHAVIOR, ATTENDANCE, GRADING, AND GRADUATION.
LEGAL REFERENCES: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-111, CURRICULUM GUIDES AND COURSES OF STUDY; STUDY OF SIGN LANGUAGE ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-304, SPECIAL PROGRAMS FOR DISRUPTIVE STUDENTS COMAR 13A.03.02.05, OTHER PROVISIONS FOR EARNING CREDIT

RELATED POLICIES: BOARD OF EDUCATION POLICY 5560, SUSPENSIONS, ASSIGNMENT TO ALTERNATIVE PROGRAMS, OR EXPULSIONS BOARD OF EDUCATION POLICY 6604, PURPOSE OF THE EVENING AND SATURDAY HIGH SCHOOL PROGRAMS

Policy
Adopted: 11/21/68
Revised: 09/07/99
REVISED: _______
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8339 (NEW POLICY 8341), APPEAL BEFORE HEARING EXAMINER

PRESENTERS: Margaret-Ann F. Howie, Esq., General Counsel

RESOURCE PERSON(S): Patricia S. Clark, Policy and Compliance Officer

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 8339.
This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 8339
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 8339
APPEAL BEFORE HEARING EXAMINER
(RENAMED AS, “POLICY 8341, APPEAL BEFORE A HEARING EXAMINER”)

Statement of Issues or Questions Addressed
Board of Education Policy 8339 outlines the rules of procedure for hearings referred by the Board of Education to the Board’s hearing examiners. Policy 8339 is being revised to: (1) Renumber the policy so that it will now follow Policy 8340, Appeal before the Board of Education; (2) Define certain key terms; (3) Authorize the hearing examiner, under certain circumstances, to issue findings and recommendations without having to hold a hearing; (4) More clearly specify the timelines for appeals to the Board; (5) Clarify that mailings to an appellant’s representative constitute notice to the appellant; (6) Indicate that the local Board’s decision may be appealed to the Maryland State Board of Education; and (7) 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 5560, Suspensions, Assignment to Alternative Programs, or Expulsions
2. Board of Education Policy 8340, Appeal Before the Board of Education
2. Board of Education Policy 8366, Ethics Review Panel

Legal Requirements
1. Annotated Code of Maryland, Education Article §4-205, Powers and Duties of County Superintendent.
2. Annotated Code of Maryland, Education Article §6-202, Suspension and Dismissal of Teachers, Principals and Other Professional Personnel.
3. Annotated Code of Maryland, Education Article §6-203, Hearing Examiner in Certain Counties and Baltimore City.
4. Annotated Code of Maryland, Education Article §7-305, Suspension and Expulsion.
5. COMAR 13A.01.05, Appeals to the State Board of Education
6. COMAR 13A.05.09.07, Dispute Resolution

Similar Policies Adopted by Other Local School Systems
1. Frederick County Board of Education, Policy 105, Appeal and Hearing Procedures
2. Harford County Board of Education, Policy 22-0018-000, Hearings Before the Board of Education of Harford County or the Hearing Examiner
4. Prince George’s County Board of Education, Policy 4200, Employee and 4-205 Appeals Before the Board of Education
Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered

Timeline
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading/Vote – September 6, 2011
INTERNAL BOARD POLICIES: Operations

Appeal Before A Hearing Examiner

I. PURPOSE [Procedures for Hearing Examiners]

PRIOR TO THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RENDERING A FINAL DECISION, THE BOARD MAY REFER APPEALS [When requests for hearings or appeals] authorized under the Education Article OF THE ANNOTATED CODE OF MARYLAND [have been referred by the Board of Education of Baltimore County (Board)] to the Board’s hearing examiner. [pursuant to the Education Article,] The following Rules of Procedure shall apply FOR ALL APPEALS REFERRED TO A BOARD HEARING EXAMINER.

II. Selection of Panel of Hearing Examiners

A. The Board shall appoint a panel of at least five (5) hearing examiners annually. A hearing examiner must be an attorney admitted to practice before the Maryland Court of Appeals.
B. The hearing examiner for each hearing shall be selected on a rotation basis among the members of the panel of hearing examiners in alphabetical order of last names.
C. The compensation for hearing examiners shall be determined by the Board.

III. DEFINITIONS

A. APPELLANT – MEANS THE INDIVIDUAL OR ENTITY APPEALING A FINAL DECISION OF THE SUPERINTENDENT OR A RECOMMENDATION OF THE SUPERINTENDENT.
B. DAYS – MEANS CALENDAR DAYS
C. DESIGNATED REPRESENTATIVE – MEANS A PARTY’S ATTORNEY, AN ADVOCATE, OR ASSOCIATION/UNION REPRESENTATIVE.
D. FILE – MEANS THE DELIVERY OF DOCUMENTS TO THE ADMINISTRATIVE OFFICE OF THE BOARD ON OR BEFORE THE DOCUMENTS ARE DUE, OR DEPOSITING THE PAPERS IN THE UNITED STATES MAIL BEFORE THE DATE THE PAPERS ARE DUE.
E. PARTY – MEANS AN APPELLANT, RESPONDENT, OR ANY PERSON OR ENTITY ALLOWED TO PARTICIPATE AS A PARTY IN
INTEREST REGARDING ISSUES OUTLINED IN PARAGRAPH V BELOW.

F. **WRITTEN NOTICE** – MEANS TO DEPOSIT SAID NOTICE IN THE UNITED STATES MAIL, STAMPED AND ADDRESSED TO THE ADDRESSEE AT THE MAILING ADDRESS PROVIDED BY THE APPELLANT OR APPEARING IN THE RECORDS OF THE BALTIMORE COUNTY PUBLIC SCHOOLS.

IV. PROCEDURES AND DEADLINES

THE PROCEDURES FOR EACH TYPE OF APPEAL ARE LISTED BELOW. IT IS THE RESPONSIBILITY OF THE PARTY APPEALING TO FOLLOW THE PROCEDURES AND TO FILE ALL DOCUMENTS BY THE SPECIFIED DEADLINES. IF AN APPEAL IS NOT FILED WITHIN THE STIPULATED TIME PERIOD, OR IF THE REQUIRED DOCUMENTATION TO BE PROVIDED BY THE PARTY IS INCOMPLETE, OR IF THE PARTY FAILS TO APPEAR AT A SCHEDULED HEARING, SUCH FAILURE MAY CONSTITUTE SUFFICIENT GROUNDS FOR THE HEARING EXAMINER TO RECOMMEND THAT THE BOARD DISMISS THE APPEAL OR FOR THE BOARD TO DISMISS THE APPEAL.

V. APPEALS AND TIMELINES

A. ALL APPEALS TO THE BOARD SHALL BE FROM A RECOMMENDATION, FINAL ACTION, OR DECISION OF THE SUPERINTENDENT, OR THE SUPERINTENDENT’S DESIGNATED REPRESENTATIVE.

B. PROCEEDINGS COVERED BY THIS POLICY ARISE UNDER THE EDUCATION ARTICLE OF THE *ANNOTATED CODE OF MARYLAND*:

1. SECTION 4-205(c) APPEALS - APPEALS FROM DECISIONS OF THE SUPERINTENDENT WITH RESPECT TO INTERPRETATION OF MARYLAND SCHOOL LAW; BYLAWS OF THE STATE BOARD OF EDUCATION; MATTERS RELATING TO CONTROVERSIES AND DISPUTES INVOLVING THE RULES AND REGULATIONS OF THE COUNTY BOARD OR THE PROPER ADMINISTRATION OF THE SCHOOL SYSTEM.

a. AN APPEAL FILED PURSUANT TO SECTION 4-205(c) MUST BE FILED IN WRITING WITH THE BOARD WITHIN THIRTY (30) DAYS OF THE DECISION OF THE
POLICY 8341 [8339]

SUPERINTENDENT OR THE SUPERINTENDENT’S DESIGNATED REPRESENTATIVE.

2. SECTION 6-202 APPEALS - APPEALS TAKEN BY CERTIFICATED PERSONNEL REGARDING A RECOMMENDATION BY THE SUPERINTENDENT THAT A CERTIFICATED EMPLOYEE BE DISMISSED OR SUSPENDED.
   a. AN APPEAL FILED PURSUANT TO SECTION 6-202 MUST BE FILED IN WRITING WITH THE BOARD WITHIN TEN (10) DAYS OF THE SUPERINTENDENT’S RECOMMENDATION.

C. THE APPEAL MUST BE FILED WITH THE BOARD AND INCLUDE THE FOLLOWING:
   1. THE FULL NAME, MAILING ADDRESS, AND TELEPHONE NUMBER FOR EACH PARTY, OR THE PARTY’S DESIGNATED REPRESENTATIVE, WHO IS TAKING THE APPEAL;
   2. A COPY OF THE DECISION FROM WHICH THE APPEAL OR REQUEST FOR HEARING IS BEING TAKEN;
   3. A CONCISE STATEMENT OF THE ISSUES PRESENTED AND THE FACTS ABOUT WHICH THE PERSON OR PERSONS IS TAKING THE APPEAL OR REQUESTING A HEARING.

D. TIME AND NOTICE REQUIREMENTS
   1. IN COMPUTING ANY PERIOD OF TIME PRESCRIBED BY THESE PROCEDURES OR BY APPLICABLE STATUTE, THE DATE OF THE SUPERINTENDENT’S DECISION OR RECOMMENDATION IS NOT INCLUDED; SATURDAYS, SUNDAYS, AND LEGAL HOLIDAYS SHALL BE COUNTED.
      IN THE EVENT THAT THE LAST DAY COMPUTED FALLS ON A SATURDAY, SUNDAY, OR SCHOOL SYSTEM HOLIDAY, THE PERIOD SHALL EXTEND TO THE FIRST BUSINESS DAY THEREAFTER.
   2. FOR FILING OF DOCUMENTS WITH THE BOARD, IF THE ADMINISTRATIVE OFFICES OF THE SCHOOL SYSTEM ARE NOT OPEN DURING ITS REGULAR BUSINESS HOURS ON THE LAST DAY OF THE PERIOD, THE DOCUMENTS SHALL BE FILED ON THE NEXT DAY THEREAFTER WHEN THE ADMINISTRATIVE OFFICES ARE OPEN.

E. MAILING OF NOTICES AND FINDINGS
   1. IN ALL HEARINGS PROVIDED FOR HEREIN, WHERE A PARTY IN INTEREST IS REPRESENTED BY COUNSEL, AN ADVOCATE OR ASSOCIATION/UNION OFFICIAL, ALL
NOTICES AND MAILINGS REQUIRED BY THE BOARD OR HEARING EXAMINER SHALL BE SENT TO THE PARTY’S DESIGNATED REPRESENTATIVE AND SUCH MAILING SHALL CONSTITUTE OFFICIAL NOTICE TO THE PARTY.

VI. HEARING PROCEDURE

A. ACKNOWLEDGEMENT
1. THE BOARD SHALL PROMPTLY ACKNOWLEDGE RECEIPT OF THE APPEAL IN WRITING AND SEND A COPY OF THE APPEAL AND THE ACKNOWLEDGEMENT TO THE SUPERINTENDENT.
2. THE BOARD WILL FORWARD THE APPEAL TO THE BOARD’S SCHEDULER REQUESTING THAT THE MATTER BE SET FOR HEARING BEFORE A HEARING EXAMINER, UNLESS THE BOARD DEEMS IT APPROPRIATE TO SCHEDULE AN ORAL ARGUMENT OR A PROCEEDING WITHOUT A HEARING EXAMINER.

B. [III.] Notice of Hearing
1. Written notice of the DATE, TIME, AND LOCATION OF A HEARING REGARDING AN APPEAL UNDER THIS POLICY SHALL BE FORWARDED BY THE BOARD’S SCHEDULER TO ALL PARTIES.
2. THE NOTICE OF hearing shall be sent by the Board’S SCHEDULER to all parties not less than ten (10) days prior to the hearing. NOTHING IN THIS POLICY SHALL PRECLUDE THE BOARD FROM SCHEDULING A HEARING ON AN EXPEDITED BASIS IF NECESSITATED BY LAW OR AGREED TO BY THE PARTIES. [, and it shall state the date, time, and place of the hearing. “Party” includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of interest to the hearing examiner.]

C. REPRESENTATION
1. All parties appearing at formal hearings shall have the right to appear in person or with counsel, OR A DESIGNATED REPRESENTATIVE OF THEIR CHOICE.
2. ALL PARTIES SHALL HAVE THE RIGHT TO BE ACCOMPANIED, REPRESENTED, AND ADVISED BY COUNSEL.

D. HEARING RECORD [IV. Records – Transcripts]
1. The hearing examiner shall prepare an official record, which shall include all pleadings, testimony, exhibits, and other memoranda or material filed in the proceeding.

2. A stenographic record of all hearings shall be prepared at the expense of the school system. The record need not be transcribed, however, unless requested by a party to the controversy or by the hearing examiner. [and shall be transcribed. Cost of copies of the transcript of any proceedings, or part thereof, shall be paid by the party requesting the copy.]

E. [V.] Presiding Officer – Duties and Authority
   1. The hearing examiner shall be the presiding officer and shall have charge of the hearing with authority to permit the examination of witnesses, admit evidence, rule on the admissibility of evidence, and adjourn or recess the hearing from time to time.
   2. The hearing examiner shall cause an oath to be administered to all witnesses testifying during the proceedings.

F. [A.] Order of Procedure
   1. The order in which the parties shall present their case shall be determined by the hearing examiner, except that in case arising under Section 6-202 of the Education Article, the Superintendent shall proceed first.

G. [B.] Examination of Witnesses and Introduction of Evidence
   1. The strict Rules of Evidence shall not be applicable to hearings conducted hereunder.
   2. The hearing examiner may limit or refuse to admit repetitive evidence and may curtail redundant testimony.
   3. All testimony shall be given under oath.
   4. Any party or counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions.
   5. The hearing examiner may examine all witnesses called by any party. He/she may call as a witness any person whose testimony may be relevant.

H. [C.] Briefs
   1. Any party may submit briefs of the issues of fact and law involved in the hearing in such form and within such time as the presiding officer may designate.

VII. [D.] Findings
A. THE HEARING EXAMINER SHALL ISSUE Findings of Fact, Conclusions of Law, and Recommendations of the hearing examiner shall be mailed (certified mail, return receipt requested,) to the parties and the Board not more than thirty (30) days after the record is closed.

B. THE HEARING EXAMINER SHALL DISTRIBUTE OR MAIL TO ALL PARTIES, OR THE PARTY’S REPRESENTATIVE, THE FINDINGS OF FACT, CONCLUSIONS OF LAW, AND RECOMMENDATION.

C. THE FINDINGS OF FACT, CONCLUSIONS OF LAW, AND RECOMMENDATION WILL BE MAILED TO THE APPELLANT OR HIS/HER REPRESENTATIVE BY CERTIFIED MAIL/RETURN RECEIPT REQUESTED, OR BY ANY OTHER DELIVERY METHOD WHICH PROVIDES PROOF OF DELIVERY.

VIII. [VI.] ORAL Argument

A. ANY PARTY TO THE PROCEEDING MAY REQUEST TO APPEAR IN PERSON TO PRESENT ORAL ARGUMENT BEFORE THE BOARD PRIOR TO ITS RENDERING A FINAL DECISION.

B. A REQUEST FOR ORAL ARGUMENT MUST BE FILED WITH THE BOARD within fifteen (15) days from the date of [mailing by] the hearing examiner of his/her Findings of Fact, Conclusions of Law, and Recommendations. [as provided above, any party to the proceeding or the Board of Education shall have the right to request oral argument before the Board prior to its rendering a decision in the case]

C. THE RULES OF PROCEDURE FOR ORAL ARGUMENT BEFORE THE BOARD ARE OUTLINED IN BOARD OF EDUCATION POLICY 8340, APPEAL BEFORE THE BOARD OF EDUCATION.

[Upon receipt of such a request for oral argument, the Board shall within 30 days notify (by certified mail, return receipt requested) all parties to the hearing of the date, time and place of oral argument. Oral argument shall be limited to fifteen (15) minutes per side unless the Board indicates otherwise.

VII. Opinion and Order

Each Opinion and Order of the Board shall be mailed in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies sent (certified mail, return receipt requested) to all parties. Each Opinion and Order shall be accompanied by findings of fact, conclusions of law, and a specific disposition of the case. Formal action of the Board shall be taken publicly at a Board meeting.
VIII. Mailing of Notices and Findings

In all hearings provided for herein, where a party in interest is represented by an attorney, all notices and mailings required by the Board or hearing examiner shall be sent to the attorney for the party and such mailing (certified mail, return receipt requested) shall constitute official notice to the party.]

Legal References:  *Annotated Code of Maryland*, Education Article §4-205, *POWERS AND DUTIES OF COUNTY SUPERINTENDENT.*

*Annotated Code of Maryland*, Education Article §6-202, *SUSPENSION AND DISMISSAL OF TEACHERS, PRINCIPALS AND OTHER PROFESSIONAL PERSONNEL.*

*Annotated Code of Maryland, Education Article* §6-203, *HEARING EXAMINER IN CERTAIN COUNTIES AND BALTIMORE CITY.*

*COMAR 13A.01.05, APPEALS TO THE STATE BOARD OF EDUCATION*

*COMAR 13A.05.09.07, DISPUTE RESOLUTION*

Related Policies:  Board of Education Policy 8340, *APPEAL BEFORE THE BOARD OF EDUCATION*

Policy

| Adopted: | 07/11/91 |
| Revised: | 04/08/08 |
| REVISED: | ________ |
TOTAL COUNTY PUBLIC SCHOOLS

DATE:  July 12, 2011

TO:  BOARD OF EDUCATION

FROM:  Dr. Joe A. Hairston, Superintendent

SUBJECT:  REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8340, APPEAL BEFORE THE BOARD OF EDUCATION

ORIGINATOR:  Margaret-Ann F. Howie, Esq., General Counsel

RESOURCE PERSON(S):  Patricia S. Clark, Policy and Compliance Officer

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 8340.
This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 8340
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 8340

APPEAL BEFORE THE BOARD OF EDUCATION

Statement of Issues or Questions Addressed
Board of Education Policy 8340 outlines the rules of procedure for hearings and appeals held before and filed with the Board of Education. Policy 8340 is being revised to: (1) Define certain key terms; (2) More clearly specify the process and timelines for appeals; (3) Clarify that mailings to an appellant’s representative constitute notice to the appellant; (4) Indicate that the local Board’s decision may be appealed to the Maryland State Board of Education; (5) Clarify that the Board has the option of hearing evidence, and (6) 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 5560, Suspensions, Assignment to Alternative Programs, or Expulsions
2. Board of Education Policy 8339, Appeal Before a Hearing Examiner
3. Board of Education Policy 8366, Ethics Review Panel

Legal Requirements
1. Annotated Code of Maryland, Education Article §4-205, Powers and Duties of County Superintendent.
2. Annotated Code of Maryland, Education Article §6-202, Suspension and Dismissal of Teachers, Principals and Other Professional Personnel.
3. Annotated Code of Maryland, Education Article §6-203, Hearing Examiner in Certain Counties and Baltimore City.
4. Annotated Code of Maryland, Education Article §7-305, Suspension and Expulsion.
5. COMAR 13A.01.05, Appeals to the State Board of Education
6. COMAR 13A.05.09.07, Dispute Resolution

Similar Policies Adopted by Other Local School Systems
1. Frederick County Board of Education, Policy 105, Appeal and Hearing Procedures
3. Prince George’s County Board of Education, Policy 4200, Employee and 4-205 Appeals Before the Board of Education

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered
**Timeline**
First Reading – July 12, 2011
Public Comment – August 9, 2011
Third Reading/Vote – September 6, 2011
INTERNAL BOARD POLICIES: Operation

Appeal Before the Board of Education

I. POLICY STATEMENT

A. MARYLAND LAW PROVIDES THAT THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) MAY HOLD HEARINGS ON CERTAIN MATTERS ARISING OUT OF A DISPUTE OR FOR APPEALS OF DECISIONS OF THE SUPERINTENDENT.

B. NEITHER THE BOARD AS A WHOLE NOR ANY INDIVIDUAL MEMBER WILL DISCUSS THE CASE WITH THE AGGRIEVED PARTY OR HIS/HER DESIGNATED REPRESENTATIVE PRIOR TO FINAL ACTION BEING TAKEN BY THE BOARD.

II. PROCEDURAL OVERVIEW

A. ALL APPEALS TO THE BOARD SHALL BE FROM A RECOMMENDATION, FINAL ACTION, OR DECISION OF THE SUPERINTENDENT, OR THE SUPERINTENDENT’S DESIGNATED REPRESENTATIVE.

B. THE BOARD MAY CONSIDER THE APPEAL ITSELF OR REFER THE APPEAL TO A HEARING EXAMINER, AS AUTHORIZED BY LAW. IF REFERRED TO A HEARING EXAMINER, THE PROCEDURES OUTLINED IN BOARD OF EDUCATION POLICY 8341, **HEARING BEFORE A HEARING EXAMINER**, SHALL APPLY.

C. FOR BOARD EMPLOYEES REQUESTING AN ADMINISTRATIVE APPEAL WHILE A GRIEVANCE ON THE SAME SUBJECT IS BEING PROCESSED IN ACCORDANCE WITH THE FORMAL GRIEVANCE PROCEDURE, SUCH APPEAL WILL BE HELD IN ABÉYANCE UNTIL THE GRIEVANCE HAS REACHED LEVEL III/ARBITRATION OF THE MASTER AGREEMENT’S PROCEDURES.

D. IT IS THE RESPONSIBILITY OF THE PARTY APPEALING TO FOLLOW THESE PROCEDURES AND TO FILE ALL DOCUMENTS BY THE SPECIFIED DEADLINES. IF AN APPEAL IS NOT FILED WITHIN THE STIPULATED TIME PERIOD, OR IF THE REQUIRED DOCUMENTATION TO BE PROVIDED BY THE PARTY IS INCOMPLETE, OR IF THE PARTY FAILS TO APPEAR AT A SCHEDULED HEARING, SUCH FAILURE MAY CONSTITUTE SUFFICIENT GROUNDS FOR THE BOARD TO DISMISS THE APPEAL.
III. APPLICABILITY

A. THESE RULES GOVERN APPEALS AND HEARINGS WITHIN THE QUASI-JUDICIAL RESPONSIBILITIES OF THE BOARD. THEY ARE NOT APPLICABLE TO PROCEEDINGS INVOLVING THE BOARD’S EXERCISE OF ITS LEGISLATIVE OR POLICY-MAKING FUNCTION.

B. PROCEEDINGS COVERED BY THIS POLICY ARISE FROM PROCEEDINGS PURSUANT TO THE EDUCATION ARTICLE, SECTIONS 6-202(a), 6-203, AND 4-205(c).

1. HEARINGS UNDER SECTION 6-202(a) ARE ON RECOMMENDATIONS OF THE SUPERINTENDENT TO SUSPEND OR DISMISS PROFESSIONAL AND/OR CERTIFICATED PERSONNEL.

2. PROCEEDINGS UNDER SECTION 4-205(c) INVOLVE APPEALS FROM DECISIONS OF THE SUPERINTENDENT ON CONTROVERSIES AND DISPUTES INVOLVING THE RULES AND REGULATIONS OF THE BOARD OR THE PROPER ADMINISTRATION OF THE COUNTY PUBLIC SCHOOL SYSTEM.

3. HEARINGS UNDER SECTION 6-203 INVOLVING SECTIONS 4-205(c) AND 6-202(a), WHICH ARE REFERRED BY THE BOARD FOR AN INITIAL HEARING BY A HEARING EXAMINER.

IV. DEFINITIONS

A. APPELLANT – MEANS THE INDIVIDUAL OR ENTITY APPEALING A FINAL DECISION OF THE SUPERINTENDENT OR A RECOMMENDATION OF THE SUPERINTENDENT.

B. DAYS – MEANS CALENDAR DAYS

C. DESIGNATED REPRESENTATIVE – MEANS A PARTY’S ATTORNEY, OR ADVOCATE, OR ASSOCIATION/UNION OFFICIAL.

D. FILE – MEANS THE DELIVERY OF DOCUMENTS TO THE ADMINISTRATIVE OFFICE OF THE BOARD ON OR BEFORE THE DOCUMENTS ARE DUE, OR DEPOSITING THE PAPERS IN THE UNITED STATES MAIL BEFORE THE DATE THE PAPERS ARE DUE.

E. PARTY – MEANS AN APPELLANT, RESPONDENT, OR ANY PERSON OR ENTITY ALLOWED TO PARTICIPATE AS A PARTY IN
INTEREST REGARDING ISSUES OUTLINED IN PARAGRAPH II ABOVE.

F. **PRESIDING OFFICER** – MEANS THE PRESIDENT OF THE BOARD, OR IN THE PRESIDENT’S ABSENCE, THE VICE PRESIDENT; OR IN THE ABSENCE OF BOTH, A MEMBER DESIGNATED BY THE PRESIDENT OR THE BOARD.

G. **WRITTEN NOTICE** – MEANS TO DEPOSIT SAID NOTICE IN THE UNITED STATES MAIL, STAMPED AND ADDRESSED TO THE ADDRESSEE AT THE MAILING ADDRESS PROVIDED BY THE APPELLANT OR APPEARING IN THE RECORDS OF THE BALTIMORE COUNTY PUBLIC SCHOOLS.

V. INITIATION OF APPEALS

A. **ALL APPEALS FILED WITH THE BOARD SHALL BE FROM A FINAL ACTION, DECISION, OR RECOMMENDATION OF THE SUPERINTENDENT, OR THE SUPERINTENDENT’S DESIGNATED REPRESENTATIVE, WHICH ADVERSELY AFFECTS THE PERSON OR PERSONS WHO ARE APPEALING.**

B. **THE APPEAL MUST BE IN WRITING AND FILED WITH THE BOARD AND INCLUDE THE FOLLOWING:**
   1. THE FULL NAME, MAILING ADDRESS, AND TELEPHONE NUMBER FOR EACH APPELLANT, OR THAT OF YOUR DESIGNATED REPRESENTATIVE;
   2. A COPY OF THE DECISION FROM WHICH THE APPEAL OR REQUEST FOR HEARING IS BEING TAKEN;
   3. A CONCISE STATEMENT OF THE ISSUES PRESENTED AND THE FACTS ABOUT WHICH THE PERSON OR PERSONS TAKING THE APPEAL OR REQUESTING A HEARING.

C. **DEADLINES**
   1. **EACH APPEAL TO THE BOARD UNDER SECTION 4-205(c) SHALL BE INITIATED BY FILING A WRITTEN NOTICE OF APPEAL WITH THE BOARD WITHIN 30 DAYS AFTER WRITTEN NOTICE OF THE SUPERINTENDENT’S FINAL ACTION OR DECISION HAS BEEN ISSUED; OR, WHERE WRITTEN NOTICE IS NOT REASONABLE, BY PUBLICATION OR OTHER COMMUNICATION REASONABLY DESIGNED TO BE AVAILABLE TO PERSONS ADVERSELY AFFECTED.**
   2. **EACH REQUEST FOR A HEARING UNDER SECTION 6-202(a) SHALL BE INITIATED BY FILING AN APPEAL WITH THE BOARD WITHIN 10 DAYS AFTER THE WRITTEN NOTICE OF**
THE SUPERINTENDENT’S RECOMMENDATION THAT A PROFESSIONAL OR CERTIFICATED EMPLOYEE BE SUSPENDED OR DISMISSED.

3. IN COMPUTING ANY PERIOD OF TIME PRESCRIBED BY THESE PROCEDURES OR BY APPLICABLE STATUTE, THE DATE OF THE SUPERINTENDENT’S DECISION IS NOT TO BE INCLUDED; SATURDAYS, SUNDAYS, AND LEGAL HOLIDAYS SHALL BE COUNTED. IN THE EVENT THAT THE LAST DAY COMPUTED FALLS ON A SATURDAY, SUNDAY, OR SCHOOL SYSTEM HOLIDAY, THE PERIOD SHALL EXTEND TO THE FIRST DAY THEREAFTER.

4. FOR FILING OF DOCUMENTS WITH THE BOARD, IF THE ADMINISTRATIVE OFFICES OF THE SCHOOL SYSTEM ARE NOT OPEN DURING ITS REGULAR HOURS ON THE LAST DAY OF THE PERIOD, THE DOCUMENTS SHALL BE FILED ON THE NEXT DAY THEREAFTER WHEN ADMINISTRATIVE OFFICES ARE SO OPEN.

D. MAILING OF NOTICES AND DECISIONS

1. IN ALL HEARINGS PROVIDED FOR HEREIN, WHERE A PARTY IN INTEREST IS REPRESENTED BY COUNSEL, AN ADVOCATE OR ASSOCIATION/UNION OFFICIAL, ALL NOTICES AND MAILINGS REQUIRED BY THE BOARD SHALL BE SENT TO THE PARTY’S DESIGNATED REPRESENTATIVE AND SUCH MAILING SHALL CONSTITUTE OFFICIAL NOTICE TO THE PARTY.

E. COMPLIANCE

1. IF AN APPEAL IS NOT FILED WITHIN THE TIME PERIODS SET FORTH ABOVE OR IF AN APPELLANT FAILS TO APPEAR AT A SCHEDULED HEARING, SUCH FAILURE SHALL CONSTITUTE SUFFICIENT GROUNDS FOR THE BOARD TO DISMISS AN APPEAL.

[1. Whenever a person exercises his/her right of appeal from any decision of the Superintendent to the Board of Education of Baltimore County (Board), the following procedures will be employed:

a. When an appeal is made and a hearing is granted by the Board to an employee under the authority of Section 4-205 (c) or Section 6-202 of the Education Article, or in an appeal in which a personnel matter is at issue, the party appealing shall be notified of his/her option of appearing in executive or regular session.
b. When the appeal is made by a student who has been suspended or expelled, the provisions and procedures of Policy 5560 shall apply and will supersede items 2 and 3 below.

c. All other appeals or hearings before the Board shall be in public session.

VI. EVIDENTIARY HEARINGS

A. APPLICABILITY
1. THE PROVISIONS OF THIS PARAGRAPH APPLY TO EVIDENTIARY HEARINGS BEFORE THE BOARD UNLESS OTHERWISE INDICATED.
2. THE STRICT RULES OF EVIDENCE SHALL NOT APPLY TO HEARINGS CONDUCTED BEFORE THE BOARD.
3. ALL TESTIMONY SHALL BE GIVEN UNDER OATH.
4. HEARINGS WILL NOT BE HELD IN A PUBLIC SESSION OF THE BOARD, UNLESS THE APPELLANT AND THE SUPERINTENDENT AGREE IN ADVANCE, IN WRITING, OR ON THE RECORD THAT THE HEARING BE PUBLIC.

B. NOTICE
1. THE BOARD WILL PROVIDE WRITTEN NOTICE OF THE DATE, TIME, AND LOCATION OF HEARING TO ALL PARTIES. [2. The party shall be notified of the date, time, and place of any hearing. He/she shall be informed that he/she may appear with or without counsel. He/she shall be invited to submit in writing any particulars related to the case which he/she wishes the Board members to have an opportunity to study in advance. It is inappropriate for a member of the Board to discuss the case with the aggrieved party or his/her representative prior to the hearing.]

C. REPRESENTATION
1. ALL PARTIES HAVE THE RIGHT TO APPEAR IN PERSON AT THE HEARING OR WITH HIS/HER DESIGNATED REPRESENTATIVE.
2. ALL PARTIES HAVE THE RIGHT TO BE ACCOMPANIED, REPRESENTED, AND ADVISED BY COUNSEL.

D. PROCEDURES
1. THE PARTY MAY SUBMIT IN WRITING ANY PARTICULARS RELATED TO THE CASE WHICH HE/SHE WISHES THE BOARD MEMBERS TO HAVE AN OPPORTUNITY TO STUDY IN ADVANCE. THE BOARD WILL FORWARD A COPY OF
ALL DOCUMENTS PROVIDED BY THE APPELLANT TO THE SUPERINTENDENT.

2. [3.] The Superintendent may send to members of the Board any particulars related to the case which he/she wishes the Board members to have an opportunity to study prior to the hearing, with a copy to the aggrieved person or his/her attorney. The Superintendent shall not discuss the case with any member of the Board prior to the hearing.

3. THE PRESIDING OFFICER SHALL HAVE CHARGE OF THE HEARING WITH AUTHORITY TO PERMIT THE EXAMINATION OF WITNESSES, ADMIT EVIDENCE, RULE ON ADMISSIBILITY OF EVIDENCE, AND ADJOURN OR RECESS THE HEARING.

4. The Superintendent shall PREPARE [provide] a stenographic or electronic record of any hearing.

[5. The Superintendent shall be represented at the hearing by designated staff members from the Office of Law.]

5. [6.] Both sides in any hearing shall be given adequate time, in the judgment of the Board, for presentation of facts. Cross-examination shall be permitted, and representatives of both sides shall be given adequate opportunity for rebuttal.

VII. ORAL ARGUMENT BEFORE THE BOARD

A. APPLICABILITY

1. THE PROVISIONS OF THIS PARAGRAPH APPLY TO REQUESTS FOR ORAL ARGUMENT FROM A RECOMMENDATION RENDERED BY A BOARD HEARING EXAMINER.

2. THE STRICT RULES OF EVIDENCE SHALL NOT APPLY TO HEARINGS CONDUCTED BEFORE THE BOARD.

3. ALL TESTIMONY SHALL BE GIVEN UNDER OATH.

4. HEARINGS WILL NOT BE HELD IN A PUBLIC SESSION OF THE BOARD, UNLESS THE APPELLANT AND THE SUPERINTENDENT AGREE IN ADVANCE, IN WRITING, OR ON THE RECORD THAT THE HEARING BE PUBLIC.

B. THE BOARD’S SCHEDULER SHALL PREPARE OR CAUSE TO BE PREPARED AN OFFICIAL RECORD, WHICH SHALL INCLUDE ALL PLEADINGS, TESTIMONY, EXHIBITS, AND OTHER MEMORANDA OR MATERIAL FILED IN THE PROCEEDINGS AND PROVIDE
SAME TO EACH BOARD MEMBER PRIOR TO THE SCHEDULED ORAL ARGUMENT.

C. ORAL ARGUMENT SHALL BE LIMITED TO FIFTEEN (15) MINUTES PER SIDE UNLESS THE BOARD INDICATES OTHERWISE.

D. NO ADDITIONAL EVIDENCE NOT CONTAINED IN THE RECORD OF THE HEARING WILL BE CONSIDERED BY THE BOARD.

VIII. DECISION BY THE BOARD

A. [7.] The Board shall deliberate on the facts and testimony presented at the hearing.

B. FORMAL ACTION OF THE BOARD WILL BE TAKEN PUBLICLY AT A BOARD MEETING [The Board shall render a decision on the case in regular session.]

C. [8.] The Board shall notify the parties in writing of the decision of the Board.
   1. EACH OPINION AND ORDER OF THE BOARD SHALL BE MAILED IN WRITING TO ALL PARTIES.
   2. THE HEARING EXAMINER’S FINDINGS OF FACT, CONCLUSIONS OF LAW, AND RECOMMENDATION SHALL ACCOMPANY THE OPINION AND ORDER WHEN APPLICABLE.

IX. APPEAL OF BOARD’S DECISION TO STATE BOARD

DECISIONS OF THE BOARD MAY BE APPEALED TO THE MARYLAND STATE BOARD OF EDUCATION IN ACCORDANCE WITH THAT AGENCY’S PROCEDURES AND TIME LINES.

Legal References:  *Annotated Code of Maryland, Education Article §4-205, POWERS AND DUTIES OF COUNTY SUPERINTENDENT.*
*Annotated Code of Maryland, Education Article §6-202, SUSPENSION AND DISMISSAL OF TEACHERS, PRINCIPALS AND OTHER PROFESSIONAL PERSONNEL.*
*ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §6-203, HEARING EXAMINER IN CERTAIN COUNTIES AND BALTIMORE CITY.*
*ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-305, SUSPENSION AND EXPULSION.*
POLICY 8340

COMAR 13A.01.05 [13A.01.05.02], APPEALS TO THE STATE BOARD OF EDUCATION
COMAR 13A.05.09.07, DISPUTE RESOLUTION

Related Policies: BOARD OF EDUCATION POLICY 1300, USE OF SCHOOL FACILITIES
BOARD OF EDUCATION POLICY 5560, SUSPENSIONS, ASSIGNMENT TO ALTERNATIVE PROGRAMS, OR EXPULSIONS
Board of Education Policy 8341 [8339], APPEAL BEFORE A HEARING EXAMINER

Policy
Adopted: 04/13/72
Revised: 08/19/82
Revised: 02/21/85
Revised: 04/08/08
REvised: ___________

Board of Education of Baltimore County
DATE: July 12, 2011
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: REPORT ON THE FISCAL YEAR 2013 OPERATING AND CAPITAL BUDGET SCHEDULES
ORIGINATOR: Renee A. Foose, Deputy Superintendent
RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

INFORMATION

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

As specific dates become available, these schedules will be updated on the BCPS Web site at http://www.bcps.org/offices/fiscal_services/links.html.

Attachment I – FY2013 Operating Budget Schedule
Attachment II – FY2013 Capital Budget Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 12, 2011</td>
<td>Present proposed operating schedule to the board</td>
</tr>
</tbody>
</table>
| **August/September 2011** | Pre-budget meeting with the superintendent  
|                      | Pre-budget meetings with business services and curriculum and instruction division staff  
|                      | Grants and general fund instructions to offices                                  |
| October 5, 2011      | Northeast Area Advisory Council Pre-budget Meeting  
|                      | 7 p.m. – Parkville High School  
|                      | (Sign up begins at 6:30 p.m.)                                                    |
| October 10, 2011     | Southeast Area Advisory Council Pre-budget Meeting  
|                      | 7 p.m. – Sollers Point Technical High School  
|                      | (Sign up begins at 6:30 p.m.)                                                    |
| October 13, 2011     | Central Area Advisory Council Pre-budget Meeting  
|                      | 7 p.m. – Padonia Elementary School  
|                      | (Sign up begins at 6:30 p.m.)                                                    |
| October 18, 2011     | Northwest Area Advisory Council Pre-budget Meeting  
|                      | 7 p.m. – New Town High School  
|                      | (Sign up begins at 6:30 p.m.)                                                    |
| October 19, 2011     | Southwest Area Advisory Council Pre-budget Meeting  
|                      | 7 p.m. – Meadowood Education Center  
|                      | (Sign up begins at 6:30 p.m.)                                                    |
| **September/October 2011** | BRASS training and FY13 budget planning sessions for office budgets  
|                      | Office budget requests are due to the Office of Budget and Reporting (OBR)        |
| November 2011        | Review by the superintendent  
|                      | Schools allocate holdback allotments                                              |
| December 20, 2011    | Superintendent provides information report to the board, highlighting upcoming FY13 budget issues |
| January 10, 2012     | Superintendent presents proposed FY13 budget to the board  
|                      | – distribution of the budget book                                                 |
| January 17, 2012     | Board public hearing – TBD (snow date: January 18, 2012)                         |
| January 24, 2012     | Board work session (snow date: January 25, 2012)                                 |
| **February 7, 2012** | **Board adopts FY13 budget**                                                     |
| February 21, 2012    | Distribution of budget book                                                       |

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

Revised: 7/6/2011
### FY2013 OPERATING BUDGET SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1, 2012</td>
<td>FY13 proposed budget due to the county executive</td>
<td></td>
</tr>
<tr>
<td>March 2012</td>
<td>◊ General fund budget instructions to schools</td>
<td>◊ County executive staff reviews BCPS budget proposal</td>
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<tr>
<td>March – April 2012</td>
<td>Schools develop FY13 budget requests</td>
<td></td>
</tr>
<tr>
<td>April 2012</td>
<td>County executive presents FY13 budget recommendations to the county council</td>
<td></td>
</tr>
<tr>
<td>April 2012</td>
<td>County council holds a public hearing on all county budgets</td>
<td></td>
</tr>
<tr>
<td>April 2012</td>
<td>◊ BRASS training and assistance for schools</td>
<td>◊ School budget requests are due to OBR</td>
</tr>
<tr>
<td>April – May 2012</td>
<td>County council reviews budget request on all county budgets</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>County council work session on BCPS budget</td>
<td></td>
</tr>
<tr>
<td>May 2012</td>
<td>County council adopts FY13 budget</td>
<td></td>
</tr>
<tr>
<td>July 1, 2012</td>
<td>FY13 funds available</td>
<td></td>
</tr>
<tr>
<td>July 2012</td>
<td>Distribution of the FY13 adopted budget book</td>
<td></td>
</tr>
</tbody>
</table>

*Specific to the Board of Education*

*Requires action by the Board of Education*

Revised: 7/6/2011
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 25, 2011</td>
<td>Public hearing on FY13 capital budget requests</td>
</tr>
<tr>
<td>July 12, 2011</td>
<td>Present proposed capital schedule to the board</td>
</tr>
</tbody>
</table>
| July 2011        | ♦ Office of Budget and Reporting to meet with offices and schools to review project requests  
|                  | ♦ All capital project requests are due to the Office of Budget and Reporting  
|                  | ♦ Meet with deputy superintendent, chief financial officer, executive director of facilities, and the executive director of planning and support operations to discuss the FY13 state and county capital request  
|                  | ♦ Capital budget review with the superintendent  
|                  | ♦ State/county capital request to the superintendent                   |
| August 9, 2011   | Superintendent presents proposed FY13 state capital request to the board |
| August 23, 2011  | Board work session                                                    |
| September 6, 2011| Board votes on superintendent’s proposed state capital request        |
| October 2011     | State request due to the State Interagency Committee for Public Construction (IAC) |
| October 2011     | Public School Construction Program review meeting with the Maryland State Department of Education |
| October 18, 2011 | Northwest Area Advisory Council FY14 Capital Pre-budget Meeting  
|                  | 7 p.m. – New Town High School  
|                  | (Sign-up begins at 6:30 p.m.)                                         |
| October 19, 2011 | Southwest Area Advisory Council FY14 Capital Pre-budget Meeting  
|                  | 7 p.m. – Meadowood Education Center  
|                  | (Sign up begins at 6:30 p.m.)                                         |
| November 2011    | IAC issues recommendations for state request                          |
| December 2011    | Appeal hearing to IAC for state request                               |
| January 10, 2012 | Board votes on superintendent’s proposed state and county capital request |

Specific to the Board of Education  
Requires action by the Board of Education  
Revised: 7/6/2011
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15, 2012</td>
<td>The county capital request is submitted by this date to the county Office of Budget and Finance and forwarded to the Office of Planning and Zoning. The county executive conducts an overview meeting with the County Planning Board in January.</td>
</tr>
<tr>
<td>January 2012</td>
<td>Appeal hearing to the Board of Public Works (BPW) for state request</td>
</tr>
<tr>
<td>February 2012</td>
<td>Presentation to the County Planning Board for county request</td>
</tr>
<tr>
<td>February/March 2012</td>
<td>County capital budget is reviewed by county agencies</td>
</tr>
<tr>
<td>April 12, 2012</td>
<td>Central Area Advisory Council FY14 Capital Pre-budget Meeting</td>
</tr>
<tr>
<td></td>
<td>7 p.m. – Cockeysville Middle School (Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>April 16, 2012</td>
<td>Southeast Area Advisory Council FY14 Capital Pre-budget Meeting</td>
</tr>
<tr>
<td></td>
<td>7 p.m. – Colgate Elementary School (Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>April 18, 2012</td>
<td>Northeast Area Advisory Council FY14 Capital Pre-budget Meeting</td>
</tr>
<tr>
<td></td>
<td>7 p.m. – Fullerton Elementary School (Sign up begins at 6:30 p.m.)</td>
</tr>
<tr>
<td>April 2012</td>
<td>The county executive presents the proposed county capital budget to the county council</td>
</tr>
<tr>
<td>April 2012</td>
<td>County council holds a public hearing on all county budgets</td>
</tr>
<tr>
<td>April/May 2012</td>
<td>◊ State legislature approves state capital budget</td>
</tr>
<tr>
<td></td>
<td>◊ County council reviews budget request</td>
</tr>
<tr>
<td>May 23, 2012</td>
<td>Public hearing on BCPS FY14 capital requests</td>
</tr>
<tr>
<td>May 2012</td>
<td>The county council adopts the FY13 county capital budget</td>
</tr>
<tr>
<td>May 2012</td>
<td>BPW approves IAC recommendations of the state request</td>
</tr>
<tr>
<td>July 1, 2012</td>
<td>FY13 capital funds available</td>
</tr>
<tr>
<td>July 2012</td>
<td>Distribution of the FY13 budget book</td>
</tr>
</tbody>
</table>

Specific to the Board of Education

Requires action by the Board of Education

Revised: 7/6/2011
COMMUNITY RELATIONS: USE OF FACILITIES

Use of School Facilities

I. Philosophy and Purpose

A. Baltimore County Public Schools (BCPS) is dedicated to providing quality educational/instructional opportunities, products, and services for students and the community beyond the regular instructional school day. The Department of Physical Facilities is responsible for managing the safe and appropriate use of public school facilities in collaboration with school-based administrators.

B. GUIDELINES GOVERNING THE USE OF BCPS SCHOOL FACILITIES ARE CONTAINED IN THE DEPARTMENT OF PHYSICAL FACILITIES’ USE OF FACILITIES MANUAL.

II. REQUIREMENTS [Use of School Facilities and/or Grounds by Groups and Organizations

A. Space in BCPS facilities and/or grounds may be used by the Baltimore County Department of Recreation and Parks; the Community College of Baltimore County (CCBC); Parent-Teacher (Student) Associations (PTSA); other county, state, and federal agencies; and other groups and organizations.

B. All groups and organizations must complete an application for use of facilities and/or grounds for each planned activity or event.

C. An application for use of school facilities and/or grounds will be evaluated based on the following criteria in priority order:

1. BCPS curricular or extracurricular programs or facility operations related activities.

2. PT(S)A business meetings and educational programs (does not include PTA sponsored events such as fairs, socials, fundraisers, etc.)

3. Activities sponsored by the Baltimore County Department of Recreation and Parks and its affiliated community recreation councils consistent with the terms incorporated in the Joint Use Agreement.

4. Continuing education programs sponsored by CCBC at the sites
identified in the Memorandum of Understanding (MOU) between CCBC and BCPS.

a. The Department of Student Support Services will work with CCBC to develop protocols for the MOU, which will be reviewed and revised as necessary at least every 10 years.

5. Other county, state, and federal agencies.

6. PT(S)A sponsored events such as fairs, socials, fundraisers, etc.

7. Non-profit organizations with a valid determination by the U.S. Internal Revenue Service (IRS) code 501(C) Certified Organizations.

8. Other approved users.

A. Applicants will be REQUIRED [asked] to provide the following DOCUMENTATION AS PART OF THE [information that may be used in the review of their] application, EXCEPT AS PROVIDED BELOW:

1. Articles of Incorporation or Association.

2. Certificate of Insurance.
   a. THE CERTIFICATE OF INSURANCE REQUIREMENT IS WAIVED FOR MEETINGS OF LESS THAN 50 INDIVIDUALS.

3. IRS Proof of Non-profit Status - 501 (c) Federal Tax Exempt status.

   a. THE INDEMNIFICATION AND INSURANCE REQUIREMENT FORM REQUIREMENT IS WAIVED FOR MEETINGS OF LESS THAN 50 INDIVIDUALS.

5. Other applicable permits or licenses.

[III. Conditions of Use]

D. Groups and organizations must comply with all BCPS policies, rules, and regulations when using school buildings and/or grounds. Failure to ensure compliance by all participants and attendees in the activity may result in immediate denial of an application or revocation of an approved permit.

E. The following activities are not permitted:
1. The use, sale, or possession of alcoholic beverages.

2. The use, sale, or possession of illegal drugs.

3. The use or sale of any form of tobacco.

4. The use of obscene and/or abusive language.

5. Raffles, quarter auctions, and all other games of chance (for bingo, see Section III. D).

6. Any activity likely to provoke or add to a public disturbance.

7. Any activity determined to expose BCPS, its property, staff, students, and all individuals/businesses with whom the school system has a relationship to risk of damage, loss, and/or bodily harm.

8. Animals in facilities and/or grounds are prohibited including animal shows, circus training, obedience classes, exhibits, etc. exception: an animal required to meet ADA regulations to support an individual accommodation.

9. Activities that are personal in nature such as birthday parties, anniversary celebrations, wedding receptions, and other similar activities.

10. Temporary or permanent alterations or changes to physical structure of BCPS buildings and grounds.

11. Posting of political circulars or petitions and the use of school or office resources to conduct political activity.

12. Other activities prohibited by BCPS’ policy, rule, or procedures.

F. Child care providers must execute a lease agreement issued by the Office of Purchasing and may only accept school-aged children enrolled in the school housing the child care program.

G. Family Bingo Event

1. An applicant, for a family bingo event, will obtain a bingo license, as
required, from the Baltimore County Department of Permits and Development Management or its successor or other designated county office and comply with all permits and development management rules and regulations, except with regard to the award of any cash prizes.

2. An applicant recognizes that the primary purpose of a family bingo event, as discussed in this rule, is to further support BCPS’ educational mission or a valid civic purpose along with the relationship that the applicant has with BCPS in support of that mission.

3. An applicant entity and its members must personally manage, operate, and conduct all aspects of the family bingo event. The entity and/or its members may not divert, pay or share, or in any way provide for personal use any of the monies derived from a family bingo event with any person, organization, and/or business entity and may not use the proceeds except for the direct support of the educational mission or valid civic purpose for a school or school system function.

4. No cash prizes will be awarded for bingo; the estimated cash value of non-cash prizes awarded shall not be greater than $500.00.

H. A reasonable admission or other fee may be charged by the sponsoring entity; all monies derived from such admission may only be used for the direct support of the educational mission or valid civic purpose of the school, school community, or school system.

I. Approved users may not sublease or rent BCPS facilities and grounds to any other parties.

J. Applicants intending to charge admissions or fees in connection with the proposed use of a BCPS facility and/or grounds may be required to submit an activity budget. Any third party relationships must be disclosed and must have a clear alignment to the mission and goals of the applicant organization and proposed use.

K. Approval of requests and the assessment of fees for the use of facilities and/or grounds will be dependent upon the following criteria:

1. Availability of space on the dates and during the times requested.
2. Priority of users according to the list in item II.C above.

3. The proposed activity may not conflict with any maintenance, operations, or construction activities scheduled by the Department of Physical Facilities.

4. The proposed activity’s compatibility with the educational space and the designed use and purpose of buildings and grounds.

5. The proposed activity may have no potential for physical degradation of buildings and grounds and no adverse impact on traffic patterns, pedestrian safety, and availability of parking.

6. Compliance with all occupancy, fire, health, safety, and capacity codes including local, state, and federal laws, rules, and regulations that govern the proposed activity and BCPS facilities.

7. Provision of adequate insurance certificate and compliance with all insurance requirements.

8. Assessment of proposed activity for potential property damage, loss, and/or bodily harm.

9. Verification of applicant’s 501(C) status with the IRS and certificate of good standing with the Maryland Department of Assessments and Taxation.

10. Documentation of crowd management training for indoor activities involving 50 or more people in accordance with the State of Maryland fire code.

11. Assessment of provision of an appropriate and adequate plan for facility and/or grounds clean up and restoration plans for proposed activity.

12. Evaluation and approval by the Office of Food and Nutrition of activities involving any preparation of food, serving of food, or concessions on-site.

13. Proposed activities must be open to all individuals and not discriminate in anyway on the grounds of race, color, religion, creed,
sex, national origin, age, or disability.

L. Permission for the use of a school facility and/or grounds, by any outside group, for the purpose of providing educational/instructional opportunities, products, and services for students beyond the regular school day will be recommended through the Divisions of Business Services and Curriculum and Instruction.

1. When a program, service, or product is recommended by a BCPS school or office, the Office of Purchasing may issue and evaluate a Request for Proposals (RFP) from interested providers.

2. Information to be submitted shall include:
   a. Objective of the program(s), service(s), or product(s).
   b. Educational program syllabus, a detailed product(s) or service(s) description.
   c. Explanation of how the product(s) or service(s) will be evaluation.
   d. Fees for the product or service.

III. EMERGENCY CLOSURES, DELAYS, AND CANCELLATIONS [Inclement Weather]

A. When schools are closed all day, [or] FOR A PORTION OF THE DAY through the declaration of an early dismissal, or FOR A PORTION OF THE DAY THROUGH THE DECLARATION OF A late opening [due to ]AS THE RESULT OF inclement weather or ANY other unplanned emergency, all [school-related and outside group and organization] activities, INCLUDING planned use of the buildings and grounds BY OUTSIDE GROUPS OR ORGANIZATIONS, [including] after-school activities, evening classes, before- and after-school child care programs, professional staff meetings, board meetings, and other countywide school system events, are automatically cancelled except as noted in Superintendent’s Rule 6303, [Unplanned or Emergency Closures] EMERGENCY CLOSURES, DELAYS, AND CANCELLATIONS, AND THE DEPARTMENT OF PHYSICAL FACILITIES’ USE OF FACILITIES MANUAL.
Law References:

28 CFR PART 35, NONDISCRIMINATION ON THE BASIS OF DISABILITY IN STATE AND LOCAL GOVERNMENT SERVICES

Annotated Code of Maryland, Education Article, §7-108, Use of School Property for Other than School Purposes – In General
Annotated Code of Maryland, Education Article, §7-109, Use of School Property for Other than School Purposes – Priority for Day Care Program
Annotated Code of Maryland, Education Article, §7-110, Charges for Use and Liability for Damages
COMAR 13A.02.04, Tobacco-Free School Environment Authority
COMAR 29.06.01, Fire Prevention Code Authority: Public Safety Article

[Related Policies: Board of Education Policy 1210, Relationship with Parent-Teacher (Student) Associations
Board of Education Policy 2352, Health and Safety
Board of Education Policy 2370, Conduct
Board of Education Policy 2372, Tobacco
Board of Education Policy 3125, School Activity Funds
Board of Education Policy 3130, Relationships with Private Business for Purpose of Providing Products or Services to Students
Board of Education Policy 3160, School-Sponsored Activities
Board of Education Policy 3530, Safety and Security
Board of Education Policy 6301, School Calendar
Board of Education Policy 8363, Conflict of Interest]
Introduction:  
Baltimore County Public Schools (BCPS) is dedicated to providing quality educational/instructional opportunities, products, and services for students and the community beyond the regular instructional school day. The Department of Physical Facilities is responsible for managing the safe and appropriate use of BCPS facilities in collaboration with school-based administrators.

Use of School Facilities and/or Grounds by Groups and Organizations:  
Use of school facilities and/or grounds for BCPS curricular and extracurricular programs and facility construction, maintenance, and operations related activities is the school system’s first priority. BCPS reserves the right to deny a request or revoke a permit that has been issued to a group or organization should the activity interfere with this objective. All other requests from groups and organizations will be evaluated based on the following priority order:

1. PT(S)A business meetings and educational programs (does not include PTA sponsored events such as fairs, socials, fundraisers, etc.)
2. Activities sponsored by the Baltimore County Department of Recreation and Parks and its affiliated Community Recreation Councils consistent with the terms incorporated in the Joint Use Agreement.
3. Continuing Education programs sponsored by CCBC at the sites identified in the Memorandum of Understanding between CCBC and BCPS.
4. Other county, state, and federal agencies.
5. PT(S)A sponsored events such as fairs, socials, fundraisers, etc.
6. Non-profit organizations with verifiable IRS code 501(c) certification.
7. Other approved users.

Applicants will be asked to provide the following information that may be used in the review of their application:
- Articles of incorporation or association.
- Certificate of insurance.
- Proof of non-profit, federal tax exempt status as defined by IRS code 501(c).
- Completed indemnification and insurance requirement form.
- Other applicable permits or licenses.

Conditions of Use
Groups and organizations must comply with all Board of Education Policies, Rules, and regulations when using school buildings and grounds. Failure to ensure compliance by all participants and attendees in the activity may result in immediate denial of an application or revocation of an approved permit.

Groups and organizations must provide adequate supervision of all people involved in the activity. Custodians and/or other BCPS personnel shall not be required to assume responsibility for supervision of participants.

Groups and organizations must provide notice of cancellations to the school at least seventy-two hours in advance. If the activity is cancelled after the custodian has arrived for duty, a minimum of four hours of employee time will be assessed as a cancellation fee.

Groups or organizations shall leave the facility in the condition in which it was first entered. Failure to do so may result in immediate revocation of usage permit.

The following activities are not permitted:
- The use, sale, or possession of alcoholic beverages.
- The use, sale, or possession of illegal drugs.
- The use or sale of any form of tobacco.
- The use of obscene and/or abusive language.
- Raffles, quarter auctions, and all other games of chance. (For bingo, see below.)
- Any activity likely to provoke or add to a public disturbance.
- Any activity determined to expose BCPS, its property, staff, students, and all individuals/businesses with whom the school system has a relationship to risk of damage, loss, and/or bodily harm.
- Animals in facilities and/or on grounds are prohibited, including animal shows, circus training, obedience classes, exhibits, etc. except as required to meet ADA regulations to support individual accommodation.
- Activities that are personal in nature such as birthday parties, anniversary celebrations, wedding receptions, and other similar activities.
- Temporary or permanent alterations or changes to the physical structure of BCPS buildings and grounds.
- Posting of political circulars or petitions and the use of school or office resources to conduct political activity.
- Other activities prohibited by BCPS Policy, Rule, or procedures.

Approved users may not sublease or rent BCPS facilities and/or grounds to any other parties. All third-party relationships must be disclosed and must have a clear alignment to the mission and goals of the applicant organization and proposed use.

A reasonable admission or other fee may be charged by the sponsoring entity. All monies derived from admission fees may only be used for the direct support of the educational mission or valid civic purpose of the school, school community, or school system. Applicants intending to charge admissions or fees may be required to submit an activity budget.

A permit for use of BCPS facilities and/or grounds does not represent authorization from any other agency that may require a permit, certification, or approval. Applicants must seek separate permits, certificates, and approvals as required and may be required to provide them as a condition of their application.

A permit for use specifically excludes use of machines, furniture, equipment, or storage space. Such use must be expressly requested and granted as part of the application process.

Applicants will be assessed a fee based on the proposed activity’s impact on the facility and/or grounds and related custodial needs. A minimum number of hours for weekend staff coverage may apply.

Groups and organizations agree for themselves, those organization they represent, and/or those entities involved in the use of school facilities...
and/or grounds will be dependent upon the following criteria:

- Granting of permits and the assessment of fees for the use of facilities and/or grounds is not guaranteed.
- Access to the Automatic External Defibrillator in school and office buildings is not guaranteed.

Criteria

Grants of permits and the assessment of fees for the use of facilities and/or grounds will be dependent upon the following criteria:

- Availability of space on the dates and during the times requested.
- Priority of users according to the list above.
- The activity must not conflict with any scheduled maintenance, operations, or construction activities.
- The activity's compatibility with the educational space and the designed use and purpose of buildings and grounds.
- The activity must present no potential for physical degradation of buildings and grounds and no adverse impact on traffic patterns, pedestrian safety, and availability of parking.
- Compliance with all occupancy, fire, health, safety, and capacity codes including local, state and federal laws, rules, and regulations that may govern the proposed activity and BCPS facilities.
- Compliance with all insurance requirements and provision of adequate insurance certificate.
- Assessment of proposed activity for potential property damage, loss, and/or bodily harm.
- Verification of applicant’s good standing with the Maryland Department of Assessments and Taxation and the IRS.
- Documentation of crowd management training for indoor activities involving 50 or more people in accordance with the state of Maryland fire code.
- Provision of an appropriate and adequate plan for facility and/or grounds clean-up and restoration.
- Evaluation and approval by the Office of Food and Nutrition Services of activities involving the preparation of food, serving of food, or concessions on-site.
- Proposed activity must be open to all individuals and not discriminate in any way on the grounds of race, color, religion, creed, sex, national origin, age, or disability.

Inclement Weather

When schools are declared to be opening late, closing early, or closed all day due to inclement weather or other unplanned emergency, all school related and outside group/organization planned use of BCPS buildings and grounds, including after-school activities, evening classes, before- and after-school child care programs, professional staff meetings, board meetings, and other countywide school system events, are automatically cancelled except as noted in Superintendents Rule 6303, Unplanned or Emergency Closures.

Provisions for Use of Facility for Distribution of Programs, Products, or Services

Permission for the use of a school facility and/or grounds by an outside group for the purpose of providing educational/instructional opportunities, products, and services for students beyond the regular school day will be recommended through the divisions of Business Services and Curriculum and Instruction.

When a program, service or product is recommended by a BCPS school or office, the office of purchasing may issue and evaluate requests for proposals (RFP) from interested providers. Information to be submitted shall include:

- Objective of the program(s), service(s), or product(s)
- Educational program syllabus, a detailed product(s) or service(s) description
- Explanation of how the product(s) or service(s) will be evaluated
- Fees for the product(s) or service(s).

Provisions for Child Care

Child care providers must execute a lease agreement issued by the office of purchasing and may only accept school-aged children enrolled in the school that houses the child care program.

Provisions for Family Bingo

The applicant for a family bingo event will obtain a bingo license, as required, from the Baltimore county department of permits and development management or its successor or other designated county office and comply with all permits and development management rules and regulations, except with regard to the award of any cash prizes.

The applicant recognizes that the primary purpose of a family bingo event is to further support the BCPS educational mission or other valid civic purpose along with the relationship that the applicant has with BCPS in support of that mission.

The applicant organization must personally manage, operate, and conduct all aspects of the family bingo event. The entity and/or its members may not divert, pay, or share in any way provide for personal use any of the monies derived from a family bingo event with any person, organization, and/or business entity and may not use the proceeds except for the direct support of the educational mission or valid civic purpose of the school, school community, or school system.

No cash prizes will be awarded for bingo; the estimated cash value of non-cash prizes awarded shall not be greater than $500.00.
All groups and organizations must complete this application for use of facilities and/or grounds for each planned activity or event. A complete application must be submitted a minimum of 45 days prior to the proposed activity/event.

**NAME OF GROUP/ORGANIZATION** – complete legal name, no abbreviations

<table>
<thead>
<tr>
<th>TYPE OF GROUP/ORGANIZATION – CHECK ONE AND ATTACH PROOF OF INCORPORATION, ASSOCIATION, AND/OR NON-PROFIT STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ BCPS</td>
</tr>
<tr>
<td>☐ PT(S)A: fair, fundraiser, social</td>
</tr>
<tr>
<td>☐ Non-profit organizations with verifiable IRS code 501(c) certification.</td>
</tr>
<tr>
<td>☐ Baltimore County Rec &amp; Parks</td>
</tr>
<tr>
<td>☐ For-profit business</td>
</tr>
<tr>
<td>☐ Other county, state, federal agency</td>
</tr>
<tr>
<td>☐ Other (please identify): ____________________</td>
</tr>
</tbody>
</table>

**PERSON RESPONSIBLE FOR ACTIVITY/EVENT**

**ADDRESS & EMAIL**

**PHONE**

| ☐ BCPS employee |

**DESCRIPTION OF PROPOSED ACTIVITY** – CAREFULLY REVIEW LIST OF ACTIVITIES NOT PERMITTED ON PREVIOUS PAGE

Provide brief written description:

**PURPOSE AND HISTORY**

The primary purpose of this activity is to:

| ☐ Hold a meeting |
| ☐ Raise funds for the school |
| ☐ Raise funds for another group/organization |
| ☐ Provide educational enrichment |
| ☐ Provide childcare |
| ☐ Support community recreation & well being |
| ☐ Provide school/community entertainment |
| ☐ Other: ____________________________ |

Our organization has held this activity at a BCPS facility in the past:

| ☐ No |
| ☐ Yes |

If yes, please list most recent occurrence (month(s)/year(s)) and location (name of BCPS school(s):

| ☐ Our organization has held this activity at another location (non-BCPS) in the past. Please list most recent occurrence and location: |

| ☐ We anticipate charging admissions and/or fees for this activity. Attach an activity budget clearly identifying the source and use of all fees to be collected. |

Food and/or beverages will be offered as follows (check all that apply - all food items must be Commercially prepared at a facility approved for food service):

| ☐ Commercially prepared packaged food/beverages |
| ☐ Commercially prepared off site, not pre-packaged (i.e. catered) |
| ☐ Prepared on-site by caterer or other food service vendor |

We anticipate using the services of a third party:

| ☐ Food vendor(s) |
| ☐ Furniture/equipment rental service |
| ☐ Paid entertainment |
| ☐ Promoter, event organizer/host |
| ☐ Other: ___________________ |

**ATTENDANCE, INSURANCE, AND PERMITS**

Anticipated attendance (if over 50, applicant must provide documentation of crowd management training. Contact the Baltimore Co. Fire Dept. for information):

Estimated Attendance ________________

Our organization is currently insured for this activity (see accompanying Insurance Requirements for the Use of Facilities by Organizations form):

| ☐ Yes, already on file with BCPS (BC Rec & Parks, PTA) |
| ☐ Yes, a certificate of insurance is attached |
| ☐ No, but we will acquire a certificate of insurance within ten (10) days prior to use and as a condition of final approval, if required. |

Applicant’s proposed activity may require permits not related to or provided by BCPS. Proof of receipt of such permits may be required.

Activities may include but are not limited to (contact Baltimore Co. Office of Permits for information):

| ☐ Gathering permit |
| ☐ Bingo |
| ☐ Child care license |
| ☐ Parade |
| ☐ Other: ___________________ |
### SCHOOL FACILITY AND/OR GROUNDS REQUESTED – complete name, no abbreviations

<table>
<thead>
<tr>
<th>Room/Area Requested</th>
<th>Services &amp; Fixtures/Equipment Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditorium</td>
<td>Additional fees for use may be assessed.</td>
</tr>
<tr>
<td>Cafeteria (not including kitchen facilities)</td>
<td>Kitchen space (note: must be approved in advance by Office of Food and Nutrition Services) specify use:</td>
</tr>
<tr>
<td>Classrooms: list number of rooms needed</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>Air conditioning (may not be available in all areas of all buildings)</td>
</tr>
<tr>
<td>Multi-purpose or special-use room (specify):</td>
<td>Audio</td>
</tr>
<tr>
<td>Library</td>
<td>Lighting</td>
</tr>
<tr>
<td>Grounds (specify):</td>
<td>Other:</td>
</tr>
<tr>
<td>Parking lot(s)</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### ONE-TIME EVENT / ACTIVITY

- **Date(s) - including consecutive days of one-time event (Mo./Day/Yr.)**
- **Times (include set-up and break-down time)**
- **Total hours for event/activity**

### RECURRING EVENT / ACTIVITY

- **This activity recurs:**
  - **Daily: weekdays, Monday - Friday**
  - **Weekly: circle day(s) of the week: M T W Th F S Su**
  - **Monthly: specify _____________ ________________**
  - **Other: ____________________ ____________________**
- **Start date / End date:**
- **Times (include set up & break-down): From: To: Total # weeks / months Total hours for event/activity**

**TOTAL HOURS REQUESTED**

*Fees assessed may include additional hours for custodial staff coverage as determined by BCPS*

### APPLICANT AFFIRMATION

I, the undersigned, being a duly authorized representative of the above organization, have read and agreed to the rules, regulations, guidelines, and meet the insurance requirements governing use of school facilities and will abide by and enforce same.

**Circle if applicable:**
- BCPS Employee
- Park & Rec Employee

**PRINT: NAME TITLE/POSITION ADDRESS TELEPHONE NO.**

**SIGNATURE DATE**

### FOR BCPS USE ONLY – SCHOOL PRINCIPAL / AP REVIEW

- Application is complete
- Dates requested are not in conflict
- BOS confirms custodial staff is available
- Proposed activity/event does not conflict with school program
- Comments: ____________________

**REVIEWED BY (PLEASE PRINT):**

**PRINCIPAL or AP NAME TITLE PHONE**

**SIGNATURE DATE**

### FOR BCPS USE ONLY -- DEPT. OF PHYSICAL FACILITIES

- **Approved**
- **Disapproved**

**TOTAL FEES CHARGED $**

Make payable to BCPS and submit to school.

**COMMENTS: ____________________ ____________________**
STUDENTS: Conduct

Disruptive Behavior: Violent Behavior Occurring Off School Property (Scope of Authority)

1. The principal shall notify the superintendent of his/her designee upon receipt of information that a student enrolled in his/her school has been involved in a violent act off of school property. These events include, but will not be limited to, discharge of a firearm, stabbing, rape, or other particularly violent behavior.

2. The principal, in consultation with the area superintendent, shall investigate the charges against the student. If necessary, the area superintendent shall confirm the charges with the Office of the State’s Attorney.

3. The principal shall determine whether the student’s presence in school adversely impacts upon the learning environment of the school or possesses a real and objective threat to students (including the alleged perpetrator of the violent act) or school personnel.

4. Upon the confirmation of the charges by the area superintendent, and following a determination of the adverse impact of the student’s presence in the school, the school principal shall notify the parents/guardians of the student’s placement.

5. The superintendent/superintendent’s designee will reassign the student to home teaching or to an alternative placement until it can be determined that the student’s presence no longer disrupts the school environment or until the courts have made a decision about the disposition of the charge related to the violent behavior. If a student is a disabled student, school officials shall follow federal and state law regarding disabled students.

Rule Superintendent of Schools
Approved: 7/2/96]
STUDENTS: CONDUCT

GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR

I. PURPOSE

A. THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) recognizes the harm that can occur by the presence and activity of gangs in schools, such as violence and destruction of property. Gang activities create an atmosphere of intimidation in the school community and are disruptive and obstructive to the educational process and to school activities. Therefore, BCPS prohibits gangs and gang activities in all schools and on school grounds as stipulated below.

B. PURSUANT TO STATE LAW, BCPS DESIGNATES EACH SCHOOL PRINCIPAL OR, IN HIS/HER ABSENCE, A DESIGNATED ADMINISTRATOR, AS ITS SECURITY OFFICER.

II. DEFINITIONS

A. APPROPRIATE EDUCATION PROGRAMMING – A GENERAL OR ALTERNATIVE EDUCATIONAL PROGRAM THAT ALLOWS THE STUDENT THE OPPORTUNITY TO CONTINUE TO RECEIVE EDUCATION IN BCPS.

B. GANG – “CRIMINAL GANG” MEANS A GROUP OR ASSOCIATION OF THREE OR MORE PERSONS WHOSE MEMBERS:
   1. INDIVIDUALLY OR COLLECTIVELY ENGAGE IN A PATTERN OF CRIMINAL ACTIVITY.
   2. HAVE AS ONE OF THEIR PRIMARY OBJECTIVES OR ACTIVITIES THE COMMISSION OF ONE OR MORE UNDERLYING CRIMES, INCLUDING ACTS BY JUVENILES THAT WOULD BE UNDERLYING CRIMES IF COMMITTED BY ADULTS.
   3. HAVE IN COMMON AN OVERT OR COVERT ORGANIZATIONAL OR COMMAND STRUCTURE.

C. GANG ACTIVITY – “PATTERN OF CRIMINAL ACTIVITY” MEANS THE COMMISSION OF, ATTEMPTED COMMISSION OF, CONSPIRACY TO COMMIT, OR SOLICITATION OF TWO OR MORE
RULE 5551

UNDERLYING CRIMES OR ACTS BY A JUVENILE THAT WOULD BE AN UNDERLYING CRIME IF COMMITTED BY AN ADULT.

D. **CONFIRMED GANG MEMBER** – A PERSON IDENTIFIED BY THE BALTIMORE COUNTY POLICE DEPARTMENT AS A CONFIRMED GANG MEMBER BASED ON CRITERIA USED TO AUTHENTICATE A GANG MEMBER.

E. **PARENT** – THE BIOLOGICAL PARENT, LEGAL GUARDIAN, OR PERSON ACTING IN THE ABSENCE OF THE PARENT.

F. **REPORTABLE OFFENSE** – A CRIME OF VIOLENCE AND ADDITIONAL ENUMERATED OFFENSES COMMITTED BY A STUDENT AND REPORTED TO THE SUPERINTENDENT AS DEFINED BY SECTION 7-303 OF THE EDUCATION ARTICLE OF THE ANNOTATED CODE OF MARYLAND.

G. **SCHOOL SECURITY OFFICER (SSO)** – THE PRINCIPAL OF THE SCHOOL OR, IN HIS/HER ABSENCE, A DESIGNATED ADMINISTRATOR ASSIGNED THE ROLE OF MAINTAINING THE SECURITY AND SAFETY OF THE SCHOOL.

II. PROHIBITION OF GANG RELATED BEHAVIOR

A. STUDENTS SHALL NOT ENGAGE IN ANY ACT FURTHERING THE INTEREST OF ANY GANG OR GANG ACTIVITY INCLUDING BUT NOT LIMITED TO THE FOLLOWING:
   1. SOLICITING, WITH OR WITHOUT COERCION, MEMBERSHIP IN, OR AFFILIATION WITH, ANY GANG;
   2. PAINTING, WRITING OR OTHERWISE INSCRIBING GANG RELATED GRAFFITI, MESSAGES, SYMBOLS OR SIGNS ON SCHOOL PROPERTY;
   3. ENGAGING IN VIOLENCE, EXTORTION OR ANY OTHER ILLEGAL ACT OR OTHER VIOLATION OF SCHOOL DISCIPLINE POLICIES IN FURTHERANCE OF GANG ACTIVITY;
   4. SOLICITING ANY PERSON TO ENGAGE IN PHYSICAL VIOLENCE AGAINST ANOTHER PERSON IN FURTHERANCE OF GANG ACTIVITY;

B. STUDENTS WHO VIOLATE THIS RULE SHALL BE SUBJECT TO THE STUDENT DISCIPLINE CODE, BOARD OF EDUCATION POLICY 5550, AS WELL AS ANY APPLICABLE CRIMINAL OR CIVIL PENALTIES.

III. TRAINING
A. THE DEPARTMENT OF STUDENT SUPPORT SERVICES, IN COLLABORATION WITH THE BALTIMORE COUNTY POLICE DEPARTMENT (POLICE), SHALL PROVIDE TRAINING ON THE REPORTING OF GANG ACTIVITY FOR SCHOOL STAFF AS NEEDED.

B. THE DEPARTMENT OF STUDENT SUPPORT SERVICES SHALL TRAIN BCPS SCHOOL ADMINISTRATORS ON REPORTING AND INVESTIGATING GANG ACTIVITY AS MANDATED BY STATE LAW AND REGULATION.

IV. REPORTING

A. OBTAINING INFORMATION FROM INTERNAL SOURCES
   1. ALL SCHOOL EMPLOYEES MUST REPORT ANY INCIDENTS OF SUSPECTED GANG ACTIVITY OR SIMILAR ILLEGAL GROUP BEHAVIOR TO THE PRINCIPAL.
   2. IF A STUDENT, PARENT, OR ANOTHER PERSON TELLS A SCHOOL EMPLOYEE ABOUT ANY GANG-RELATED ACTIVITY OR SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR, THE SCHOOL EMPLOYEE MUST REPORT THAT INFORMATION TO THE PRINCIPAL.
   3. THE PRINCIPAL SHALL MAKE THE STATE REPORTING FORM, GANG-RELATED INCIDENT REPORTING FORM, AVAILABLE IN HIS/HER SCHOOL AND NOTIFY STUDENTS, STAFF, AND PARENTS OF ITS AVAILABILITY AT THE SCHOOL. (SEE, RULE 5551, FORM A)
   4. THE GANG-RELATED INCIDENT REPORTING FORM WILL ALSO BE AVAILABLE ELECTRONICALLY ON THE BCPS WEB SITE.
   5. THE SCHOOL PRINCIPAL, OR THE PRINCIPAL’S DESIGNEE, SHALL MAINTAIN ALL COMPLETED GANG-RELATED INCIDENT REPORTING FORMS IN A SECURE LOCATION IN THE ADMINISTRATOR’S OFFICE.

B. SHARING INFORMATION WITHIN THE SCHOOL SYSTEM
   1. THE FACILITATOR, OFFICE OF SAFE SCHOOLS, SHALL ADVISE THE PRINCIPAL OF THE SCHOOL IN WHICH A STUDENT IS ENROLLED OF ARRESTS, DISPOSITIONS, AND REPORTS ABOUT GANG-RELATED ACTIVITY SO THAT STAFF MAY BE ADVISED AND AN APPROPRIATE
EDUCATIONAL PROGRAM MAY BE IMPLEMENTED FOR THE STUDENT.

2. THE PRINCIPAL SHALL MEET REGULARLY WITH THE SCHOOL COUNSELOR(S) OR PUPIL PERSONNEL WORKER TO SHARE INFORMATION ABOUT GANG-RELATED ACTIVITY IN GENERAL AND TO DISCUSS THE EDUCATIONAL PLAN FOR, AND PROGRESS OF, EACH STUDENT WHO HAS BEEN ARRESTED OR ADJUDICATED DELINQUENT FOR GANG-RELATED ACTIVITY OR WHO HAS BEEN NAMED IN AN ACCURATE, RELIABLE REPORT OF GANG-RELATED ACTIVITY.

C. SHARING INFORMATION WITH EXTERNAL ENTITIES

1. THE PRINCIPALS OF MIDDLE AND HIGH SCHOOLS SHALL MEET TWICE A YEAR WITH THE STAKEHOLDERS TO REVIEW THE EFFECTIVENESS OF THEIR GANG PREVENTION AND INTERVENTION STRATEGIES, AND PROGRAMS TO ENSURE COORDINATION OF GANG PREVENTION, INTERVENTION, AND SUPPRESSION EFFORTS.

V. PROCEDURES FOR INVESTIGATING

A. UPON RECEIPT OF A GANG-RELATED INCIDENT REPORTING FORM, THE PRINCIPAL AS THE SCHOOL SECURITY OFFICER SHALL WITHIN 24 HOURS INITIATE AN INVESTIGATION.

B. THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE IN COLLABORATION WITH THE POLICE DEPARTMENT SHALL NOTIFY PARENTS OF THE OFFENDER AND/OR VICTIM OF THE ALLEGATION OF CONFIRMED GANG ACTIVITY.

C. USING THE GANG-RELATED INCIDENT INVESTIGATION FORM, THE PRINCIPAL OR THE PRINCIPAL’S DESIGNEE SHALL CREATE A WRITTEN RECORD OF THE INCIDENT.

VI. PREVENTION, INTERVENTION, CONSEQUENCES, AND REMEDIAL ACTIONS

A. PREVENTION AND INTERVENTION SUPPORT AND RESOURCES THAT ADDRESS GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR IS OUTLINED IN BOARD OF EDUCATION POLICY AND SUPERINTENDENT’S RULE 5510 AND DEPARTMENT OF STUDENT SUPPORT SERVICES PROCEDURES.
B. CONSEQUENCES AND REMEDIAL ACTIONS FOR PERSONS ENGAGED IN GANG ACTIVITY OR SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR SHOULD BE CONSISTENTLY AND FAIRLY APPLIED AFTER AN APPROPRIATE INVESTIGATION HAS DETERMINED WHETHER A CONFIRMED OFFENSE HAS OCCURRED.

C. CONSEQUENCES AND REMEDIAL ACTIONS FOR PERSONS WHO HAVE BEEN FOUND TO HAVE MADE FALSE ACCUSATIONS SHOULD BE CONSISTENTLY AND FAIRLY APPLIED AFTER AN APPROPRIATE INVESTIGATION HAS DETERMINED NO CONFIRMED OFFENSE HAS OCCURRED.

D. CONFIRMED GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR WILL RESULT IN CONSEQUENCES CONSISTENT WITH BOARD OF EDUCATION POLICY 5550.

LEGAL REFERENCES: 20 U.S.C. §7151, GUN-FREE SCHOOLS ACT
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-305, SUSPENSION AND EXPULSION.
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-424.1, MODEL POLICY PROHIBITING BULLYING, HARASSMENT AND INTIMIDATION.
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, §7-424.2, GANG PREVENTION, INTERVENTION, AND SUPPRESSION EFFORTS.
COMAR 13A.01.04.03, SCHOOL SAFETY
COMAR 13A.08.01.11, DISCIPLINARY ACTION
COMAR 13A.08.01.17, SCHOOL USE OF REPORTABLE OFFENSES
COMAR 13A.08.03, DISCIPLINE OF STUDENTS WITH DISABILITIES

RELATED POLICIES: BOARD OF EDUCATION POLICY 5000, STUDENTS
BOARD OF EDUCATION POLICY 5500, CONDUCT
BOARD OF EDUCATION POLICY 5510, SCHOOL DISCIPLINE
BOARD OF EDUCATION POLICY 5520, DRESS
BOARD OF EDUCATION POLICY 5550, DISRUPTIVE BEHAVIOR
BOARD OF EDUCATION POLICY 5560, SUSPENSIONS, ASSIGNMENT TO ALTERNATIVE PROGRAMS, OR EXPULSION
RULE 5551

BOARD OF EDUCATION POLICY 5561, SCHOOL USE OF REPORTABLE OFFENSES
BOARD OF EDUCATION POLICY 5580, BULLYING, HARASSMENT, OR INTIMIDATION
BOARD OF EDUCATION POLICY 5600, STUDENTS’ RESPONSIBILITIES AND RIGHTS

RULE
SUPERINTENDENT OF SCHOOLS
APPROVED: __________
GANG-RELATED INCIDENT REPORTING FORM

Directions: This is a form to report alleged gang activity and similar destructive or illegal group behavior or to report reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or others with reliable information about an act of gang activity and similar destructive or illegal group behavior which occurred on school property, on school buses, or at school-sponsored events.

Gang: “Criminal Gang” means a group or association of three or more persons whose members:
(1) individually or collectively engage in a pattern of criminal gang activity;
(2) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed adults; and
(3) have in common an overt or covert organizational or command structure.

Gang Activity: “Pattern of criminal gang activity” means the commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

(a) Activities on or near school vehicles or property. – A person may not threaten an individual, or a friend or family member of an individual with use of physical force or violence to coerce, induce, or solicit the individual to participate in or prevent the individual from leaving a criminal gang: (1) in a school vehicle, as defined under §11-154 of the Transportation Article; or (2) in, or within 1,00 feet of real property owned or leased to an elementary school, secondary school, or county board of education and used for elementary or secondary education.

(b) Applicability. – Subsection (a) of this section applies whether or not: (1) school was in session at the time of the crime; or (2) the real property was being used for purposes other than school purposes at the time of the crime.

Today’s date: _________ / _________ / ___________ School: ______________________________

School System: ______________________________

PERSON REPORTING INCIDENT

Name: __________________________________________ Telephone: ___________________________ E-mail: _________________________________________

Place an X in the appropriate box: □ Student □ Student (Witness/Bystander) □ School Staff □ Other

1. Name of student victim: ____________________________________________________ Age: _________

2. Name(s) of alleged offender(s) (If known): (Please print) Age School

Is he/she a student? (if known) Yes □ No □

Yes □ No □

Yes □ No □

3. On what date(s) did the incident happen?

_______ / ________/ _________           _______ / _______ / ________          _______ / ________/ _________

Month               Day       Year                      Month               Day            Year         Month               Day          Year

4. Please describe what occurred:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

07-12-11
5. Where did the incident occur (choose all that apply)?

- [ ] On school property
- [ ] At a school-sponsored activity or event off school property
- [ ] On a school bus
- [ ] On the way to/from school*

*Will be collected unless specifically excluded by local board policy

6. What did the alleged offender(s) say or do?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

(Attach a separate sheet if necessary)

7. Why did the activity occur? ___________________________________________________________

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

(Attach a separate sheet if necessary)

8. Did a physical injury result from this incident? Place an X next to one of the following:

- [ ] No
- [ ] Yes, but it did not require medical attention
- [ ] Yes, and it required medical attention

9. If there was a physical injury, do you think there will be permanent effects?  [ ] Yes   [ ] No

10. Was the student victim absent from school as a result of the incident?   [ ] Yes   [ ] No

   If yes, how many days was the student victim absent from school as a result of the incident?  ________

11. Did a psychological injury result from this incident? Place an X next to one of the following:

- [ ] No
- [ ] Yes, but psychological services have not been sought
- [ ] Yes, and psychological services have been sought

12. Is there any additional information you would like to provide (e.g. name of gang, clique, crew, or group, if known)?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

(Attach a separate sheet if necessary)

Signature: ___________________________________________ Date: ____________________

07-12-11
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent


ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON (S): Barbara S. Burnopp, Chief Financial Officer
Patrick M. Fannon, Controller

INFORMATION


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 May 31, 2010, and 2011. Figure 4 is a comparative statement of budget-to-actual revenues, expenditures, and encumbrances.
Year-to-Date Comparison

- **Baltimore County** – The FY2011 county appropriation decreased $7.4 million, a 1.1% reduction from the FY2010 budget. This decrease is because the FY2011 county appropriation is the minimum funding required under the state maintenance of effort (MOE) requirements. In FY2010, county appropriation exceeded MOE by 4.9%. County funds are drawn based on cash flow requirements. The year-to-date county revenue recognized is $603.9 million, 91.1% of the budget, as compared to $565.5 million, 84.3% of the budget for FY2010.

- **State of Maryland** – The FY2011 state appropriation increased $10.8 million, 2.2% over the FY2010 budget. Subsequent to the approval of the FY2011 budget, the state reduced their funding by $15.4 million and awarded a federal grant of $19.2 million, $15.4 million of which will be recognized in the current fiscal year. The details of the federal grant are explained in the federal revenue section of this report. As of May 2011, all of the state bimonthly payments have been received. Additional state revenues to be received include the state portion of out-of-county placements, and the final nonpublic placement payment, which is received subsequent to a final reconciliation by the state. These additional revenues will be accrued as necessary during the year-end closing process.

- **Federal** – The FY2011 federal budgeted revenue resulted primarily from funding received under the American Recovery and Reinvestment Act. $12.4 million of these funds are from State Fiscal Stabilization Funds, a federal stimulus program to provide funding stabilization for stressed state budgets. Additionally, $15.4 million of funding from the Education Jobs Fund was received in April 2011. This funding was authorized by congress in 2010, subsequent to the approval of the 2011 budget, to save or create education jobs. These ARRA funds are not expected to continue at these levels in FY2012. An additional unbudgeted revenue, the Early Retiree Reinsurance Subsidy, which was $2.4 million, was
received from the Department of Health and Human Services. These funds were recorded as revenue and will be remitted to the county in June as a contribution to the Health Insurance Trust.

- **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 budgeted revenue was increased by a supplemental appropriation of approximately $476,000, which was approved by the county council in April. These funds were approved to utilize insurance proceeds to replace greenhouses and for other costs resulting from storm damage at two schools. The year-to-date revenue consists of the re-appropriated funds, tuition, and other revenues.

![FY2011 Expense Budget by Category](image)

Figure 2 (Detail included in Figure 4)
• **Total Expenditures and Encumbrances** – Year-to-date expenditures and encumbrances through May 2011 are $1.1 billion, 91.3% obligated compared to $1.08 billion, 89.9% obligated, for the same period in FY2010. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., administration, midlevel administration, operation of plant, maintenance of plant, and capital outlay) average 88.1% 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 89% 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 $26.3 million, which included $27.6 million to provide step increases and to fund a full year of salary adjustments implemented midyear in FY2010. Other increases include additional salaries and benefits for West Towson Elementary, Imagine Discovery Public Charter School, the Infants and Toddler program, and special education bus routes. The budget increase was offset by a reduction of $3 million for anticipated salary turnover.

The nonsalary expenditures are budgeted for an overall decrease of $13.3 million, or 3% 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 midlevel 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.

A budget appropriation transfer request, which would realign funds by category with planned and projected year end expenses, was approved by the board in April. This request was subsequently submitted to the county executive and county council for consideration; and, after being subjected to certain modifications, was approved on June 6, 2011, and will apply in the June financial records.
• **Administration and Midlevel Administration** – The budget for nonsalary administration expenditures decreased $2.2 million, or 18.2%, from the amount budgeted last year primarily because of a decrease in consulting expenditures and equipment purchases related to the computer system upgrades in human resources and fiscal services expected to be completed this year. Midlevel administration nonsalary expenditures are budgeted for an increase of 9.2% 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 $1.7 million in nonsalary expenditures in midlevel administration over the expenditures of the prior year are 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, $24.1 million, 99.6% of the FY2011 budgeted instructional textbook and supplies funds has been committed; the remaining budget will be spent during the final month of the fiscal 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, $9 million, 112% of the FY2011 budgeted funds, have been committed. In the prior year, $7.7 million, 53.9%, had been committed. A $1.7 million budget transfer request was approved by the county council in June to provide additional funding for the revised budget that has been submitted for this category.

- **Special Education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2011 salary budget includes funding for salary increases of approximately $1.2 million. Of the FY2011 special education nonsalary budget of $41.4 million, $34.7 million (84%) is now estimated for placement of children in nonpublic schools. To date, $31.4 million of the funds for nonpublic placement have been committed, compared with $32.3 million committed at May 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 nonsalary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other expenditures. The nonsalary budget increased by approximately $1.6 million, which is primarily attributable to an expected increase in diesel fuel costs. As of May 2011, 95.3% of the nonsalary budget had been committed compared to 93.1% 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 nonsalary expenditure budget for this category has decreased $1.9 million, a 3.9% decrease over the prior year. This decrease is primarily attributable to an anticipated decrease in the cost of fuel oil. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $29 million. Other expenditures in this category include the cost of building rent, $5.2 million; custodial supplies, $1.7 million; trash removal, $1.3 million; and other related expenditures. As of May 2011, 94.5% of the nonsalary budget has been committed, compared to 94.7% in May 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 Aging Schools Program budget was reduced by $400,000 in the current fiscal year, which accounts for most of the decrease in the nonsalary budget when compared with the prior year. Year-to-date nonsalary expenditures and encumbrances are $15.2 million, 93.7% of the budgeted amount, as compared with $15.2 million, 90.5% in the prior fiscal year. Capital outlay nonsalary budgeted expenditures were increased as a result of approval of a supplemental budget request to utilize insurance proceeds to cover costs related to storm damages to greenhouses at two schools. As of May 2011, 89.7% of the nonsalary budget has been committed, compared to 83.5% in May 2010. The increase in expenditures is related to the encumbrances for the repairs to the greenhouses.

• **Fixed Charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 70% and 22% of the fixed charges budget, respectively. The FY2011 budget includes a decrease of $1.9 million resulting from a change in the workers’ compensation plan experience. The additional costs of FICA expenses related to increased salaries are offset by a decrease in health care costs.
### Baltimore County Public Schools
Comparison of FY 2010 and FY 2011 Revenues, Expenditures, and Encumbrances

**Budget and Actual**

*For the Periods Ended May 31, 2010 and 2011*

**General Fund**

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>FY 2011</th>
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<td>Adjusted Budget</td>
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<tr>
<td><strong>Revenues</strong></td>
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<td>Baltimore County</td>
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<td>State of Maryland</td>
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<td><strong>Expenditures and Encumbrances</strong></td>
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<td>30,648.83</td>
</tr>
<tr>
<td>Other Instructional Cost</td>
<td></td>
</tr>
<tr>
<td>non-salary</td>
<td>14,306.24</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td>14,306.24</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>salary</td>
<td>105,222.81</td>
</tr>
<tr>
<td>non-salary</td>
<td>8,152.54</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td>$113,375.35</td>
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<tr>
<td>Student Personnel</td>
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<tr>
<td>salary</td>
<td>8,152.54</td>
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<tr>
<td>non-salary</td>
<td>212,582</td>
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<td><strong>subtotal</strong></td>
<td>$220,734.52</td>
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<td>Health Services</td>
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<td>salary</td>
<td>13,143.76</td>
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<tr>
<td>non-salary</td>
<td>494.11</td>
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<td><strong>subtotal</strong></td>
<td>$13,637.87</td>
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<td>Student Transportation Services</td>
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<td>salary</td>
<td>31,578.32</td>
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<tr>
<td>non-salary</td>
<td>22,157.81</td>
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<td><strong>subtotal</strong></td>
<td>$53,735.99</td>
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<tr>
<td>Operation of Plant</td>
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<tr>
<td>salary</td>
<td>39,274.58</td>
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<tr>
<td>non-salary</td>
<td>11,637.91</td>
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<tr>
<td><strong>subtotal</strong></td>
<td>$50,912.49</td>
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<tr>
<td>Maintenance of Plant</td>
<td></td>
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<td>salary</td>
<td>28,502.81</td>
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<td>non-salary</td>
<td>252,688.70</td>
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<td><strong>subtotal</strong></td>
<td>$281,191.51</td>
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<tr>
<td>Fixed Charges</td>
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<td>non-salary</td>
<td>2,865.12</td>
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<td><strong>subtotal</strong></td>
<td>$2,865.12</td>
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<td>Total Salary</td>
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<tr>
<td></td>
<td>752,800.28</td>
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<tr>
<td>Total Non-Salary</td>
<td>445,105.43</td>
</tr>
<tr>
<td><strong>Total Expenditures and Encumbrances</strong></td>
<td>$1,211,373,834</td>
</tr>
</tbody>
</table>

*Figures are adjusted and computed for comparison purposes only.*

Baltimore County Public Schools

Date: July 12, 2011

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Board of Education Policies Scheduled for Review in 2011-2012

Presenters: James Coleman, Policy Review Committee Chairperson

Resource Person(s): Margaret-Ann F. Howie, Esq., General Counsel
                   Patricia S. Clark, Policy and Compliance Officer

Information

In accordance with Superintendent’s Rule 8130, the list of policies scheduled for review in school year 2011-2012 is attached.

* * * * *
In accordance with Superintendent’s Rule 8130, the following policies are scheduled for review in school year 2011-2012.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Title</th>
<th>Last Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>1240</td>
<td>Visits to Schools</td>
<td>03/07</td>
</tr>
<tr>
<td>1250</td>
<td>Participation in the Local School by Community Members</td>
<td>03/07</td>
</tr>
<tr>
<td>1270</td>
<td>Parent and Family Involvement &lt;Annual Review&gt;</td>
<td>05/11</td>
</tr>
<tr>
<td>2343</td>
<td>Staffing Guidelines</td>
<td>04/91</td>
</tr>
<tr>
<td>3130</td>
<td>Relationships with Private Business for Purpose of Providing Products or Services to Students</td>
<td>09/06</td>
</tr>
<tr>
<td>3150</td>
<td>Board Insurance</td>
<td>06/07</td>
</tr>
<tr>
<td>3160</td>
<td>School-Sponsored Activities</td>
<td>03/07</td>
</tr>
<tr>
<td>3200</td>
<td>Purchases from Minority and Small Business Enterprises</td>
<td>01/07</td>
</tr>
<tr>
<td>3209</td>
<td>Purchasing Principles</td>
<td>09/06</td>
</tr>
<tr>
<td>3220</td>
<td>Inventories</td>
<td>06/07</td>
</tr>
<tr>
<td>3225</td>
<td>Furniture, Fixtures, and Equipment</td>
<td>09/06</td>
</tr>
<tr>
<td>3310</td>
<td>Purpose</td>
<td>12/06</td>
</tr>
<tr>
<td>3330</td>
<td>Finance</td>
<td>12/06</td>
</tr>
<tr>
<td>3510</td>
<td>Operation</td>
<td>04/07</td>
</tr>
<tr>
<td>3520</td>
<td>Maintenance</td>
<td>07/07</td>
</tr>
<tr>
<td>3530.1</td>
<td>Reward Program/School Related Crimes</td>
<td>07/07</td>
</tr>
<tr>
<td>3532</td>
<td>Obtaining Restitution for Vandalism</td>
<td>07/07</td>
</tr>
<tr>
<td>3610</td>
<td>Tuition Fees</td>
<td>01/07</td>
</tr>
<tr>
<td>3640</td>
<td>Sale and Disposal of Books and Equipment</td>
<td>11/06</td>
</tr>
<tr>
<td>4118</td>
<td>Tenure and Non-Tenure</td>
<td>07/06</td>
</tr>
<tr>
<td>5140</td>
<td>School Attendance Areas</td>
<td>06/07</td>
</tr>
<tr>
<td>5150</td>
<td>Residents and Nonresidents</td>
<td>05/00</td>
</tr>
<tr>
<td>5200</td>
<td>Promotion and Retention</td>
<td>02/89</td>
</tr>
<tr>
<td>5210</td>
<td>Factors Involved in Student Evaluation</td>
<td>10/97</td>
</tr>
<tr>
<td>5220</td>
<td>Reporting to Parents</td>
<td>10/97</td>
</tr>
<tr>
<td>5410</td>
<td>School Counseling Services</td>
<td>02/07</td>
</tr>
<tr>
<td>5470</td>
<td>Wellness</td>
<td>07/06</td>
</tr>
<tr>
<td>5550</td>
<td>Disruptive Behavior &lt;Annual Review&gt;</td>
<td>08/11 (Tentative)</td>
</tr>
<tr>
<td>6102</td>
<td>Teaching Controversial Issues</td>
<td>09/69</td>
</tr>
<tr>
<td>6400</td>
<td>Magnet Schools and Programs</td>
<td>04/99</td>
</tr>
<tr>
<td>7240</td>
<td>School Sites</td>
<td>04/07</td>
</tr>
<tr>
<td>7250</td>
<td>School Building Design</td>
<td>05/07</td>
</tr>
<tr>
<td>7460</td>
<td>Purchases from Minority Businesses</td>
<td>01/07</td>
</tr>
<tr>
<td>8110</td>
<td>Composition of Board of Education of Baltimore County</td>
<td>03/07</td>
</tr>
<tr>
<td>8120</td>
<td>Purpose, Role and Responsibilities of the Board of Education</td>
<td>05/07</td>
</tr>
<tr>
<td>8131</td>
<td>Administration in Policy Absence</td>
<td>05/07</td>
</tr>
<tr>
<td>8210</td>
<td>Officers, Election</td>
<td>05/07</td>
</tr>
<tr>
<td>8222</td>
<td>Secretary-Treasurer</td>
<td>05/07</td>
</tr>
<tr>
<td>8230</td>
<td>Orientation of New Board Members</td>
<td>05/07</td>
</tr>
</tbody>
</table>
8250 Attendance of Board Members at Board Meetings 05/07
8260 Public Statements of Individual Board Members 05/07
8270 Standing and Special Committees 05/07
8280 Membership in School Board Associations 05/07
8312 Meetings: Times and Place 07/07
8313 Meetings: Notice 07/07
8320 Final Action by the Board 07/07
8330 Minutes 07/07

Review of Ethics Policies Required by COMAR 19A.04 and COMAR 19A.05

8360 Definitions 04/09
8361 General 04/09
8362 Gifts to the Board of Education, Schools, and Offices within the School System 04/09
8363 Conflict of Interest 09/98
8364 Financial Disclosure 04/09
8365 Lobbying Disclosure 04/09
8366 Ethics Review Panel 04/10
DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: POLICY EDITING CONVENTIONS

ORIGINATOR: James Coleman, Policy Review Committee Chairperson

RESOURCE PERSON(S): Margaret-Ann F. Howie, Esq., General Counsel
Patricia S. Clark, Policy and Compliance Officer

INFORMATION

That the Board of Education is informed of the Policy Review Committee’s Policy Editing Conventions.

* * * * *
Introduction
The Board of Education’s Policy Review Committee has been charged with the task of directing and overseeing revision of the Board’s policies. A policy is a statement of the vision, goals, principles, or position of the Board of Education to guide and direct the Superintendent and staff. Policies are promulgated by the Board of Education in accordance with Board of Education Policy 8130. In general, policies will answer the question: “What do we want the school system to do?”

In the 8000 Series, *Internal Board Operations*, policies are understood as tools to establish concrete approaches and mechanisms for self-governance of the Board. The Committee’s primary task is to discuss policies as the governance documents for the school system. To this end and in order to ensure consistency in the style and format of the Board’s policies, the Committee hereby recommends that the following conventions be employed when policies are presented to the Committee and to the Board for adoption, re-adoption, or amendment.

I. Policies shall contain numbered paragraphs, using standard outline format:

   I.

   A.  
      1.  
         a.  
            (1)  

   B.  
      1.  
      a.  
         (1)  

   II.  

   A.  
      1.  
      a.  
         (1)
II. Correct Use of Names

A. In each policy, the Board shall be referenced as follows:
   1. *First Use:* “Board of Education of Baltimore County (Board)”
   2. *Thereafter in Policy:* “Board”

B. School System
   1. *First Use:* “Baltimore County Public Schools (BCPS)”
   2. *Thereafter in Policy:* “BCPS”

C. County Superintendent
   1. *Correct:* “Superintendent”
   2. *Incorrect:* Superintendent of Schools
   3. *Incorrect:* Superintendent or Designee

III. Editing

A. All deletions shall be indicated by brackets [deleted language]
B. All new language shall be indicated by ALL CAPITAL LETTERS
C. All policies shall employ a standard font (Times New Roman)

IV. Proper Terminology

A. In accordance with Board of Education Policy 8130(II)(F), the Board shall adopt policies during one of its public meetings. Upon adoption, the term “adopted” shall indicate the date when the Board’s action occurred.
   1. Once the Board has adopted a policy, it will indicate revision of such through the term “revised” and the date that such revision was approved.
   2. When the Board determines that no revisions are required, but wishes to indicate that a review has occurred, it will do so by employing the term “readopted” along with the date that such action occurred.

V. Review of these Conventions

A. The Committee will review the aforementioned editing conventions on an annual basis to ensure their utility to the school system and to the Board.
B. The editing conventions will be distributed to all Board members each new school year during the Board’s July meeting.
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 12, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: APPEALS AND HEARINGS HANDBOOK

ORIGINATOR: Margaret-Ann F. Howie, Esq., General Counsel

RESOURCE PERSON(S): Patricia S. Clark, Policy and Compliance Officer

INFORMATION

That the Board of Education is informed of the Appeals and Hearings Handbook, *Questions and Answers on Appeals and Hearings Before the Board of Education of Baltimore County.*

***
QUESTIONANS AND ANSWERS ON APPEALS AND HEARINGS BEFORE THE BOARD OF EDUCATION OF BALTIMORE COUNTY

IT IS STRONGLY RECOMMENDED THAT YOU READ THIS ENTIRE DOCUMENT IN ORDER TO UNDERSTAND THE BOARD'S HEARING PROCESS

I. Introduction
A. You are receiving this document because you have requested a hearing before the Board of Education of Baltimore County (Board) and this hearing has been assigned to one of the Board’s hearing examiners OR HAS BEEN SCHEDULED TO BE HEARD BY THE BOARD. This document explains, broadly, the procedure used for these hearings, and will tell you what to expect. This document is not intended to provide legal advice or counsel on the substance of your case. For legal advice about your case, you should consult with an attorney.

B. ONCE YOUR APPEAL HAS BEEN REFERRED TO A HEARING EXAMINER, ALL CORRESPONDENCE CONCERNING YOUR HEARING BEFORE THE BOARD’S HEARING EXAMINER WILL BE SENT TO YOU BY THE BOARD’S SCHEDULER.

C. YOU MUST PROVIDE THE BOARD’S SCHEDULER WITH YOUR CURRENT CONTACT INFORMATION, OR THE CONTACT INFORMATION FOR YOUR REPRESENTATIVE, INCLUDING YOUR COMPLETE ADDRESS AND HOME TELEPHONE NUMBER OR A TELEPHONE NUMBER WHERE YOU OR YOUR REPRESENTATIVE MAY BE REACHED DURING BUSINESS HOURS.

D. [B.] You OR YOUR REPRESENTATIVE will receive a written notice that includes the date, time, and place of the hearing. This HEARING notice will contain THE NAME OF [contact information for] the hearing examiner selected to conduct your hearing.

E. [C.] You WILL RECEIVE [should also have received] a copy of the Board’s policies on hearings, Policies 8339 and 8340. Specific procedures are addressed in these policies. If the policies are not included in the information provided to you, you may either request a copy of the policies or the policies are available online at http://www.bcps.org.

[F. It is strongly recommended that you read this entire document in order to understand the Board’s hearing process.]

II. Do I need an attorney or may I represent myself?
A. An individual may represent him/herself in any hearing before A BOARD [the] hearing examiner; no person is required to have an attorney. However,
you have a right to appear with an attorney or someone who is not an attorney, such as AN ADVOCATE, or AN ASSOCIATION/[a] union representative.

B. The SUPERINTENDENT [school system] will be represented by an attorney.
C. If you choose to be represented by an attorney OR DEGINATED REPRESENTATIVE [, union representative], please notify the Board’s scheduler of the name and contact information of your attorney or representative.
D. IF YOU HAVE INFORMED THE BOARD’S SCHEDULER THAT YOU ARE REPRESENTED, ALL NOTICES ABOUT THE HEARING WILL BE SENT TO YOUR DESIGNATED REPRESENTATIVE AND NOT TO YOU. YOU SHOULD CONSULT DIRECTLY WITH YOUR REPRESENTATIVE IF YOU HAVE QUESTIONS ABOUT YOUR HEARING.

III. What types of proceedings are covered by this procedure?
A. Appeals and hearings covered by this document include formal hearings before hearing examiners in matters arising under Sections 4-205 and 6-202 of the Education Article of the Annotated Code of Maryland as well as oral arguments before the Board.
B. This document does not address student suspensions and expulsions, employee collective bargaining agreement, grievances or meetings about any of these matters.

IV. Who will conduct the hearing?
A. The Board SELECTS [employs] a panel of independent hearing examiners to conduct hearings where evidence is gathered. These persons are not employees of the Board or of the Superintendent.
   1. As required by Board Policy, the hearing examiner must be an attorney admitted to practice in Maryland.
   2. The hearing examiner assigned to listen to your case REVIEWS [analyzes] the [relevant facts, based on the] evidence and argument presented at the hearing, APPLIES [reviews] relevant law, and issues a RECOMMENDATION [decision] on the issues in question.
B. IN SOME INSTANCES, THE BOARD WILL CONDUCT HEARINGS WITHOUT A HEARING EXAMINER.

V. What will the hearing examiner know about my case?
A. The hearing examiner will not have any advance notice about the specifics of your dispute. He/She will only have received your letter of appeal to the Board. You will be able to provide any necessary evidence during the hearing itself.

VI. May I contact the hearing examiner to discuss my case?
A. No. The hearing examiner may not speak with you unless all parties are present by phone or in person.
B. If you have a matter that needs to be addressed by the hearing examiner prior to or after the hearing, please contact the Board’s scheduler listed on your hearing notice.

VII. What happens at the hearing before the hearing examiner?
A. The hearing will be recorded by a Court Reporter. All individuals giving testimony will be required to TAKE AN [do so under] oath.
B. This is your opportunity to present your side of the case and your story. You should bring any documents or witnesses that you believe support your case and that you wish to be considered by the hearing examiner. If you decide to bring such documents, you will need the original and four copies of any documents you wish to use. THE ORIGINAL MAY BE NEEDED TO SHOW TO THE HEARING EXAMINER; COPIES WILL BE DISTRIBUTED AS FOLLOWS: one for YOUR RECORDS [you], one for the official record, one for the hearing examiner, and one for the Superintendent’s counsel.
C. You may bring witnesses to the hearing before the hearing examiner. They will be required to testify under oath.
D. The formal rules of evidence and procedure do not apply to the proceedings before hearing examiners.
E. Neither the Board nor any of its hearing examiners has the authority to subpoena documents or witnesses.
F. The hearing examiner is required to control the hearing, including the examination of witnesses, rule on the admissibility of evidence, and postpone, continue, or recess the hearing.
G. You, or your attorney or representative, may submit evidence, examine and cross-examine witnesses, and make objections and motions.
H. In a hearing on a dismissal or suspension of certificated employees (under Section 6-202 of the Education Article), the Superintendent shall proceed first. In administrative appeals (under Section 4-205 of the Education Article), the Appellant shall proceed first. The hearing examiner may vary the order of presentation.
I. The Superintendent may appear in person, or through counsel or a designated representative, and shall be afforded the same rights as a party to submit evidence, examine and cross-examine witnesses, and make objections and motions.
J. The hearing examiner may limit or decline to admit cumulative or repetitive evidence, and may restrict redundant or duplicative testimony. The hearing examiner may encourage, but may not require, the parties to make an agreement as to matters not in dispute and to reduce cumulative evidence.
K. The hearing examiner has no authority to compel any witness to testify.
L. Hearings ordinarily will be limited to no more than three hours, and each of the parties will be allotted up to one and one half hours to present that party’s side of the case. The hearing examiner may extend the time for the hearing as he/she deems necessary or upon request of a party.
VIII. What will happen if I am unable to attend the hearing before the hearing examiner?

A. If you cannot attend your hearing, you must send a written request TO THE BOARD’S SCHEDULER as soon as you know that you are unable to attend. Your request must be received no later than 10 CALENDAR days prior to the scheduled date of the hearing. [You should send a copy of your request for postponement to the Board’s scheduler.] The Board’s scheduler will forward your request, along with the supporting documentation, to the hearing examiner. The request must establish good cause for your inability to attend the hearing and include supporting documentation. For example, if there is a health-related reason why you are unable to attend the hearing, you must provide a doctor’s note confirming the reason. Similarly, if you have vacation or travel plans, you must provide proof of your plans. JUST BECAUSE YOU HAVE FAILED TO HIRE COUNSEL AND HAVE COUNSEL ENTER AN APPEARANCE WILL NOT BE CONSIDERED AS A VALID REASON TO RECEIVE A POSTPONEMENT IF THE HEARING DATE IS IN THE NEAR FUTURE. The hearing examiner will decide whether the hearing will be postponed. If you fail to appear, your case will be dismissed.

B. If you file your written request for a postponement less than 5 CALENDAR days before the scheduled date of the hearing, you must provide proof that you had an emergency reason for being unable to appear. You should send a copy of your request for postponement to the Board’s scheduler. The Board’s scheduler will forward your request, along with supporting documentation, to the hearing examiner. The hearing examiner will decide whether the hearing will be postponed. If your request is denied, you must attend the hearing as scheduled. Do not assume that your request has been granted. You should call the Board’s scheduler listed on your hearing notice to determine if the request to postpone was granted. Generally, a hearing will not be rescheduled, postponed, or continued if the postponement request is received within 5 CALENDAR days of the scheduled date, unless the parties agree or the hearing examiner approves the request.

C. If your request for postponement is not granted and you fail to appear, your case will be dismissed.

D. Any request for additional postponement(s) that is not approved by the hearing examiner will result in your case being dismissed.

IX. What happens after the hearing before the hearing examiner?

A. The hearing examiner may ask you to provide additional written information or legal memoranda to support your case. The hearing examiner will provide you with the necessary deadlines for providing this information.

B. A transcript of the hearing will be provided at the expense of the Board. Either party may request a copy of the transcript at no charge to that party.

C. The hearing examiner has 30 calendar days following the close of the hearing and receipt of the transcript, and any legal memoranda, or further argument, to issue his/her Findings of Fact, Conclusions of Law, and Recommendation to
the Board, unless otherwise agreed by the parties. A copy of the hearing examiner’s Recommendation will be sent to you OR TO YOUR REPRESENTATIVE by certified mail OR ANY OTHER DELIVERY METHOD WHICH PROVIDES PROOF OF DELIVERY.

D. Failure by the hearing examiner to submit the decision within the stated time does not mean that any party has become the prevailing party in the dispute.

X. What may I do if I disagree with the hearing examiner’s recommendation?

A. If you do not agree with the hearing examiner’s recommendation, any party to the proceeding may request oral argument before the Board.

B. **If you request oral argument, you will have 15 calendar days from the date of the hearing examiner’s decision to make your request. This request must be FILED WITH THE BOARD OF EDUCATION, in writing; electronic communications will not be accepted.**

C. Your request for oral argument shall be CONSIDERED [deemed] timely filed within the 15 calendar days if your appeal request: (1) has been delivered to the Board’s administrative office on or before the papers are due; or (2) has been deposited in the United States mail before the papers are due.

XI. What will happen at the oral argument before the Board?

A. You will receive a written notice of the date, time, and LOCATION [place] of the oral argument before the Board [(at one of its scheduled meetings)] from the administrative assistant to the Board.

B. Prior to the hearing, each Board member will be provided with a copy of the hearing examiner’s Recommendation and the official record of the proceedings.

C. Generally, the hearing will be scheduled during one of the Board’s regularly scheduled meetings.

D. Hearings, arguments, and other proceedings before the Board shall be held in closed session except as provided by law or otherwise approved by the Board.

E. No new additional evidence not contained in the record of the hearing will be considered by the Board.

XII. What will happen if I am unable to attend the oral argument before the Board?

A. If you cannot attend oral argument, you must send a written request to reschedule your hearing as soon as you know that you are unable to attend.

B. You should direct your request for postponement to the Board, WITH A COPY TO THE SUPERINTENDENT’S COUNSEL. The Superintendent, through his counsel, may object to your request.

C. If you do not attend the oral argument and if you have failed to contact the Board about your attendance, your appeal will not be considered and your case will be dismissed.

XIII. Will the Board members speak to me about my hearing?
A. No. While a matter is under consideration by the Board or by a hearing examiner, no Board member may discuss the case with any party or his/her representative outside of the presence of all other parties, or consider communications in writing without supplying copies to all other parties and providing an opportunity for a response. Information concerning a pending matter may not be released publicly by the Board, a Board member, a hearing examiner, or a staff member unless it is a matter of public record.

XIV. Final action by the Board.
A. Following oral argument, the Board will issue an opinion and order. The opinion and order will be in writing and will be mailed to you OR, IF REPRESENTED, TO YOUR REPRESENTATIVE.
B. Formal action of the Board will be taken publicly at a Board meeting. For cases involving students, all references to the student will be by first and last initial.
C. Decisions of the Board may be appealed to the Maryland State Board of Education. The procedures for appealing matters to the MARYLAND State Board of Education may be found in the Code of Maryland Regulations (COMAR), Title 13A, Section 01.05.01-.11.
D. You should consult with an attorney concerning your rights to appeal.

XV. Will the hearings be postponed due to inclement weather?
A. The hearings will only be cancelled if Baltimore County Public Schools and administrative offices are closed. Any delayed school openings will not affect the time of the hearing.
B. Weather-related announcements concerning Baltimore County Public Schools and Board meetings will be broadcast on the following radio station: WBAL AM 1090. You may also call 410-887-5555 to hear the latest school system closings.

XVI. How will I contact the Board’s Scheduler or the Board of Education Offices?
A. Board’s Scheduler:
Office of Law
6901 Charles Street
Towson, MD 21204
410-887-4060
Attention: MRS. JEANETTE MURRAY [Ms. Aleasha Lewis]
B. Board of Education Office:
Board of Education of Baltimore County
6901 Charles Street
Towson, MD 21204
410-887-4126
Attention: Mrs. Brenda Stiffler
Legal Advice - The staff of the Board’s offices cannot give legal advice to you on the subject of your appeal. You should consult a lawyer if you wish to determine your rights in your appeal.

Last Revised: JULY 12, 2011[ July 13, 2010]
Northeast Area Educational Advisory Council Meeting
June 8, 2011
Perry Hall Library
Business Planning Meeting

Called to order at 7:05 p.m.

Attendance:
Lorrie Erdman, Stephanie Marks, Jade Leung, Lori Riveri

1. **Student Council Members**
   Stephanie Marks emailed the Principals at Eastern Technical H.S., Parkville H.S., Perry Hall H.S., Overlea H.S. and Kenwood H.S. for recommendations for student council members. Only heard from Overlea H.S. There is one student that will be grade 11 next year, Mary Rose Pedron. Two students will be in grade 12 next year, Samantha Hutton and Morghan Austin. Stephanie will request the two grade 12 students to submit an essay on why they wish to join the council and what they hope to accomplish so that we can select one of the two grade 12 applicants.

2. **Dates/Topics for 2011-12 Meetings**
   - 10/05/11-Operating Pre-budget Hearing; Parkville High School
   - 11/09/11-Sports/Concussion Meeting; Eastern Technical High School
   - 02/08/12-School Building Renovation A/C update list and budget; Perry Hall Middle School
   - 04/18/12-Capital Pre-budget Meeting; Fullerton Elementary School
   - 06/13/12-Business Planning Meeting; TBD

3. **Membership/Publicity**
   We need a minimum of 3 more people on the board of this council. Councilman David Marks has offered to contact community groups to see if they have an educational outreach liaison. Other options we will pursue include:
   - a. Lori Riveri-contact PTA Council President, Susan Ostrowski and compose an email blast to PTA Presidents from that communication
   - b. Stephanie Marks-will write the meeting announcement snippet for the local papers and forward to Lorrie Erdman
   - c. Lorrie Erdman-compose a brochure to include what the council has accomplished this past year and what is on our agenda for next year. Continue emailing meeting announcements to the newsletter editors in the schools in the Northeast area. Send the meeting announcements to the other area advisory councils and to the local newspapers and the Perry Hall, Essex and Middle River Patch.
   - d. Jade Leung-will compose a brochure for the Sports/Concussion Meeting to be held on November 9th.

Adjourned 7:40 p.m.

Respectfully submitted by Lorrie Erdman
Meeting called to order: 7:00PM

Advisory Council Members: Bill Bafitis, Jackie Brewster, Jeanie Jung, Barb McCullough, Sandra Skordalos, Bud Staigerwald & Katie Staigerwald

Attendees: Amy Taylor (Charlesmont ES PTA Secretary) & Marsha Ayres (Charlesmont ES Principal)

Presenters: Nancy Baumann (Resource Teacher- Liberal Arts), Laura Mossa (Resource Teacher-Liberal Arts) & Nancy Nibali (Resource Teacher – Title I)

100 Book Challenge and Reading Research Labs
A PowerPoint presentation was utilized with handouts. This information comes directly from that PowerPoint:

- Nearly two-thirds of low-income American families do not own any books for their children.
- 100 Book Challenge is a standard-based independent reading and accountability system, which is currently utilized in 36 elementary schools in grades K-5. It is implemented in all Title 1 elementary schools.
- Children participate in the selection of the books they read.
- Children are held responsible for their reading.
- Children are provided with a daily, consistent time for independent reading.
- Children are provided with opportunities to share their insights of their own independent reading and to respond to insights of others.
- Students need to learn approximately 32,000 words between 1st and 12th grade.
- Every classroom has 10 baskets of books. They are balanced with both fiction and non-fiction books. Books are rotated between classrooms. Book bin are leveled by color (reading level).
- Students self-select books that they can and want to read.
- Student read at their “just right” level- “easy books for hard thinking”
- Reading program comes with all of the materials – books, book bags, skills cards, log sheet, and folder
- Program consists of 15 minutes of reading in class, teacher conference with each student and sharing. There is also reading at home.
- One step is 15 minutes of reading.
- Teachers gain greater understanding of student’s strengths and needs through conferencing.
- Teachers input data online.
- Students are asked to read for 15 minutes at home with parent monitoring.
- Student logs the first title if they are reading multiple books or the chapter of a novel.
- Parent initials log.
- Goal is 100 steps a quarter or 400 steps for the year.
- We were given copies of the books and skill card to review.
Students receive a medal and a color folder when they reach certain goals.
There is more information on the BCPS website: \[\text{www.bcps.org/offices/prek-12/100_book_challenge.html}\]
Common Core standards – “To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging library and informational texts”
Reading Research Labs in all Title I schools.
It takes roughly nine weeks for a student to create their own non-fiction book.

Daily Readers’ Workshops and Daily Writers’ Workshops
First, they select a subtopic. Next, they research their subtopic. Followed by the writing process – drafting, revising, editing and illustrating. Finally, completing and presenting at a celebration.
The principal of Charlesmont ES, Marsha Ayres shared with us the books from one of her first grade teacher’s class. She also took the Advisory Council into the hallway to show how they celebrate the students’ progress by a drive across the country.

Presentation Period Ended 8:15PM
Advisory Council Meeting:

It was brought to our attention that one of our area high schools was telling seniors that their last day was May 13\textsuperscript{th}, which was creating issues at the other high schools. Those seniors did not understand why they had to attend school until May 27\textsuperscript{th}. It was decided that we write to Ms. Prumo and Ms. Stiffler to obtain an answer, since we no longer have area superintendents attend our meetings.

Another concern was regarding STEM Fair projects. At one local school the parents do not see the project until they attend the school STEM Fair while other schools do the entire project at home and some schools do part at school and part at home. This is fine at the school level competition, but when you attend the Baltimore County STEM Fair it does not seem fair. It was decided we write Ms. Prumo and Ms. Stiffler to obtain an answer, since we no longer have area superintendents attend our meetings.

One final concern was raised about how the Carson Scholarship is handled in each school. Some of us knew about the scholarship and others did not. Many schools handle this through the guidance counselor. It was suggested to look for the information online.

Meeting Adjourned: 9:08PM
Next meeting: June 13\textsuperscript{th} at Squire’s Restaurant – Planning 2011-2012