I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for September 20, 2011

IV. MINUTES

Consideration of the Board of Education Retreat of August 13, 2011; the Open and Closed Minutes of August 23, 2011

Exhibit A

V. NEW BUSINESS

A. Confirmation of Action Taken in Closed Session (Andrew Nussbaum, Esq.)

B. Approval of agreement with Hartford Casualty Insurance Company (Margaret-Ann Howie, Esq./Mr. Sines)

VI. WORK SESSION REPORTS

A. Report on Chinese Exchange Program (Dr. Plunkett/Ms. Johnson)

Exhibit B

B. Report on Diploma-to-Degree Program (Dr. Plunkett/Mr. Hayden)

Exhibit C

C. Report on Enrollment and Capacity (Ms. Calder)

Exhibit D

VII. INFORMATION

A. Report on Opening of Schools

Exhibit E
VII. INFORMATION (cont)

B. Revised Superintendent’s Rule 2373 – ADMINISTRATIVE OPERATIONS: Public Information Act Requests: Schedule of Fees

C. Deletion of Superintendent’s Rule 6203 – INSTRUCTION: Audio-Visual Materials

D. Revised Superintendent’s Rule 8132 – INTERNAL BOARD POLICIES: Organization-Formulation of Policies: Control and Communications

VIII. ANNOUNCEMENTS

Next Board Meeting  Tuesday, October 11, 2011
7:00 PM  Greenwood – ESS Building
TENTATIVE MINUTES

REPORT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY
RETREAT

Saturday, August 13, 2011

The Board of Education of Baltimore County, Maryland, met in open session for a retreat on Saturday, August 13, 2011, at 9:05 a.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael H. Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Ms. Ramona N. Johnson, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Mr. David Uhlfelder, and Mr. Logan McNaney. In addition, Dr. Joe A. Hairston, Superintendent of Schools; Dr. Renee A. Foose, Deputy Superintendent; Ms. Michele Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Margaret-Ann F. Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; Ms. Brenda Stiffler, Administrative Assistant to the Board; and representatives of the community were present.

Mr. Schmidt thanked the Board and staff for attending the retreat.

Mr. Schmidt reviewed the Board Norms, which were established in September 2003 and updated in October 2010. He stated that the Board reviews the Norms on an annual basis. Mr. Schmidt asked Board members to provide any proposed changes or additions to Ms. Stiffler by August 23, 2011. He noted that the Board Norms would be voted upon at an upcoming Board meeting.

KEY WORK OF SCHOOL BOARDS

The Key Work of School Boards guidebook was designed to help school boards improve student achievement through effective governance. The intent of this guidebook is to give boards a framework for thinking about their work; the challenges facing school boards and public education. Dr. Hairston stated that there is a national standard for all boards who want to improve public education. This document establishes parameters and provides school boards the opportunity to use various tools to improve student achievement. Dr. Hairston noted that there is a close relationship between this guidebook, the ISO-9001: 2008 standards, and Malcolm Baldridge initiatives.
SUPERINTENDENT’S PRIORITIES

Dr. Hairston reviewed his priorities for the 2011-2012 school year, which had been presented at the Principals’ Academy in June. The system priorities include:

- Develop a quality curriculum.
- Improve the integrity of technology, the technology infrastructure, and become efficient in the use of effective technologies.
- Develop goals for all leadership to ensure quality performance.
- Establish uniformity and consistency in all written and electronic communication.
- Identify outreach opportunities to support student achievement.
- Use all communication vehicles effectively to inform internal and external stakeholders about Baltimore County Public Schools (BCPS).

Mr. Schmidt asked whether one of the priorities this year was to develop a teacher evaluation system and to receive input from teachers and other stakeholders. Dr. Hairston responded that Dr. Donald Peccia, Assistant Superintendent of Human Resources, is leading the teacher evaluation system task force and working jointly with the Teachers Association of Baltimore County (TABCO).

Mr. Coleman asked whether there would be an outside expert to review the teacher evaluation instrument once it has been completed. Dr. Hairston responded that if there is no agreement with the teachers’ association, then the school system would look to the state for direction.

Ms. Johnson asked whether BCPS has an existing evaluation instrument that it can build on. Dr. Hairston stated that the evaluation instrument needs to be aligned with national and state guidelines. Evaluations should be about growth, performance, and improvement.

Mr. Uhlfelder stated that, although the system’s goal is to educate students, it has not educated the public. He stated that the school system is missing its opportunity to educate the public about the size and complexity of this system. “Stakeholder” implies a limited group, and therefore, the system needs to broaden its communication strategies. Mr. Collins stated that communication starts at the beginning of the decision-making process. As part of the decision-making process, the system needs to know how this is going to be received by the public as well as by those interested and involved in education. Mr. Coleman stated that the Board needs to look at the “big picture.” There is a small percentage of the public who will not listen and who have their own ideas.

Board member, Mr. George J. Moniodis, entered the room at 9:57 a.m.

Dr. Foose shared with Board members that, as a result of the work the school system has accomplished, BCPS was approached by the Center for Policy and Education Research at Harvard to begin the conversation that will help influence policy changes at the national level.
BOARD GOALS FOR 2011-2012

Mr. Schmidt asked Board members to provide any additional changes to Ms. Stiffler by August 23, 2011. He noted that the Board’s focus areas would be voted upon at an upcoming Board meeting.

ECONOMIC CLIMATE

Seismic Shift

Ms. Michele Prumo, Chief of Staff, shared changing demographics of the school system, the county, and the effect on students. With changing demographics inside Baltimore County Public Schools, the question to ask ourselves is, “Will there be support for education for all students when, ‘America is growing browner, older, and deeper in debt.’” Some of the data points discussed in the presentation included:

- One in every five Americans will be considered elderly by 2025.
- 38% of Baltimore County’s population over age 25 are degreed individuals.
- 68% of the households in Baltimore County are without school-aged children.
- Minority population has increased from 10% in 1980 to 35% in 2010.
- Based upon enrollment history, the schools system’s greatest growth is at the elementary level.
- 43% of all students for 2011-2012 were eligible for Free and Reduced-price Meal Services (FARMS).
- 124% increase in English Language Learners (ELL) enrollment ELL from 2001 to 2010.
- Homeless student enrollment increased from 314 in 2001 to 1,930 in 2010.

Mr. Schmidt asked how the school system’s percentage of degreed individuals (38%) compares with state and national average. Ms. Prumo stated that the information would be obtained and provided to the Board.

Dr. Foose discussed the following relative to student achievement:

- Maryland School Assessments (MSA)
  - Reading: increase at the elementary level from 67% in 2003 to 90% in 2010; and increase in middle school from 60% in 2003 to 73% in 2010.
  - Math: increase at the elementary level from 59% in 2003 to 89% in 2010; and an increase in middle school from 40% in 2003 to 73% in 2010.
ECONOMIC CLIMATE (cont)

- High School Assessments (HSA)
  - State no longer requires this assessment.
  - Increase in percentage of pass rate in all areas except Biology.
- Grade 12 SAT Percent Participation
  - 53.6% of students participated in the SAT in 2010.
- Grade 12 ACT Participation Rate
  - 600 students or 8.8% of students participated in the ACT in 2010.
- Advanced Placement (AP) Courses
  - Eight in 2001-2002 to 17 in 2010-2011
- Graduation Rate
  - 88% of BCPS students graduated in 2011

Mr. Collins asked whether the MSA would be removed with the Race to the Top (RTTT). Dr. Foose responded that BCPS will continue the MSA until the state identifies a new examination.

Ms. Johnson asked whether the school system was seeing progress in the trends and achievements. Dr. Foose responded in the affirmative stating that BCPS is seeing an increase in all performance areas.

Mr. Uhlfelder asked for a future report on elementary, middle, and high school test performance relative to race and poverty and test scores.

Mr. Bowler stated that it appears the school system has regressed at the middle school level in 2008-2009, and asked whether staff was reviewing the data. Dr. Foose responded that staff looks at individual years and sometimes scores may increase or decrease. She stated that the school system reviews trends over time to see how healthy the system is. Dr. Hairston stated that, over the years, the Board has been astute to ensure that quality people are placed where most needed. The school system makes sure that it has highly qualified teachers in all schools regardless of zip code. This is a trend that has been evolving and it is a work-in-progress. Dr. Hairston noted that while BCPS has underperforming schools, it is a performing school system.

Mr. Moniodis asked why the SAT participation rate was only 54%. Dr. Foose responded that the denominator changes every year due to the increased enrollment in SAT participation. With an increase, BCPS average is 1,487 students with the national average being approximately 1,500. Ms. Bright Gordon asked whether the school system has explored covering the cost of the SAT instead of the students. Dr. Hairston responded that it is a question of equity because the SAT is voluntary. Dr. Foose stated that the state waives the cost of the SAT for those students who qualify for FARMS. Ms. Bright Gordon asked how many students in Baltimore County qualify for FARMS and take the SAT. Dr. Foose responded that she would get the information and forward to the Board.
ECONOMIC CLIMATE (cont)

Ms. Bright Gordon asked whether all students taking AP courses are required to take the AP tests, with Dr. Foose responding no. Dr. Foose stated that it is not necessarily the exam that is significant but the exposure to the AP course. Ms. Bright Gordon and Mr. Collins asked that talking points relative to BCPS’ accomplishments and statistics be prepared for Board use.

Budget Issues

Mr. George Duque, Staff Relations Manager, updated the Board on health care cost and the system’s negotiations with the collective bargaining units. Some of those issues included:

- Memorandum of Understanding, April 15, 2010
  - Maintained current health care rate splits through FY12
  - Identified 12/30/12 as end date for CareFirst Triple Choice Plan
  - Modified retiree health care subsidy in keeping with Baltimore County government formula for new hires after 1/1/11
- Started new partnership with CIGNA
  - Benefits better than CareFirst
  - Costs compared to CareFirst – 16% less
- Projected rates for 2012
  - CareFirst and CIGNA – 4.1% increase
  - CIGNA Medicare Retiree Plan – 6.2% increase
- Immediate cost containment strategies
  - Increase active employee/retiree transfer to Kaiser or CIGNA plans
  - Encourage participation in wellness and disease management programs
- Longer term cost containment strategies – 1% increase in employee cost represents:
  - Increase employee premium share
  - Increase out-of-pocket employee costs
  - Increase retiree premium share
- $1.73 million in BCPS savings
- Discussions with collective bargaining units have begun
- Reviewed collective bargaining units’ positions

Mr. Schmidt asked how the school system’s cost of 10% compares to the county government’s cost per employee. Mr. Duque responded that he believes that the county government’s split is 85/15% but would need to confirm this figure with county officials.
ECONOMIC CLIMATE (cont)

Ms. Barbara Burnopp, Chief Financial Officer, provided a brief overview of the history of the budget process. She then reviewed the revenue and expenditure estimates projected for the FY2013. FY 13 could get worse. Some of those funding issues discussed were:

- State education aid to BCPS is not projected to increase above 1%.
- Enrollment is projected to increase. As a result of increase enrollment, opportunities to redirect resources are limited.
- County funding is projected to remain at Maintenance of Effort (MOE).
- Third Party Billing (TPB) revenue will likely need to continue to fund approximately 30% of approximately 1,300 instructional assistants.
- Preserve employee job security and benefits without furloughs or layoffs.
- Fund salary step increments for all eligible employees on every pay scale.
- No across-the-board cost of living adjustments to employee pay scales.
- Fund increased health care costs according to projections.
- Anticipate the impact of shifting additional state pension costs to local school boards.
- No reauthorization of Title I of the Elementary and Secondary Education Act is anticipated. No general funds will be available to supplement these programs.
- Implement Race to the Top (RTTT).
- Provide ongoing support with restructuring plans at eight schools.
- Review operating cost reductions for both instructional and non-instructional programs and services.

Ms. Burnopp noted that BCPS could be losing some federal funds, which may have an impact on the school system. Ms. Burnopp reviewed new expenditure needs for fiscal year 2012, which included:

- Replacing an estimated $23 million in lost stimulus funding.
- Funding $16 million in salary increments.
- Funding $4 million to $7 million in health insurance costs.
- Funding an estimated $2 million in built-in costs (i.e. utilities).

Ms. Burnopp reviewed preliminary estimates and three possible scenarios for the FY2013 operating budget request:
## ECONOMIC CLIMATE (cont)

### FY2013 Operating Budget Request
**Preliminary Estimates, 08/04/2011**
*(reported in millions of dollars)*

<table>
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<tr>
<th></th>
<th>FY2011 Budget</th>
<th>FY2012 Budget</th>
<th>FY2013 Projection #1</th>
<th>FY2013 Projection #2</th>
<th>FY2013 Projection #3</th>
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<td><strong>Federal</strong></td>
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<td>Salary Increments (excluding associated benefits)</td>
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<td>Salary Restructuring (excluding benefits)</td>
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<tr>
<td>2.3%</td>
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<td><strong>Study Group Recommendations</strong></td>
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<td>Administrative Positions: Fiscal Services Reorganization</td>
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<td>$(15.87)</td>
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</table>
ECONOMIC CLIMATE (cont)

Mr. Collins asked whether any of the $17.4 million from the RTTT funds could be used on new initiatives or reallocated. Ms. Burnopp responded that there is a small portion of the funds to be used in professional development, which is already a reduction in the budget. The RTTT funds are already reserved.

Mr. Moniodis asked whether part-time employees contribute to health care costs. Ms. Burnopp responded that it depends on the individual and his/her status within the system. Ms. Burnopp stated that there are a number of hourly part-time employees in the system who earn less than $10 per hour. Mr. Moniodis asked whether employees were aware of the Maryland health programs. Ms. Burnopp stated that she would need to consult with the benefits office and would provide a response to the Board.

Mr. Bowler asked how many employees received no pay increase last year. Ms. Burnopp responded that she would obtain the information and provide it to the Board.

Mr. Uhlfelder stated that, if possible, the system could utilize an outside consultant to review positions to see whether any duplication exists. Ms. Burnopp stated that the school system conducted a major evaluation approximately ten years ago and those same recommendations are still reviewed.

On motion of Ms. McNaney, seconded by Ms. Bright Gordon, the Board commenced administrative function session at 11:42 p.m.

ADMINISTRATIVE FUNCTION SESSION

At 11:51 a.m., the Board went into administrative function. President Lawrence E. Schmidt, Esquire and the following Board members were present: Mr. Michael H. Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Mr. David Uhlfelder, and Mr. Logan McNaney. In addition, Dr. Joe A. Hairston, Superintendent of Schools; Dr. Renee A. Foose, Deputy Superintendent; Ms. Michele Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Mr. Dale Rauenzahn, Executive Director, Student Support Services; Mr. Thomas Bosley, Chief Custodian; ; Margaret-Ann F. Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board were present.

Mr. Rauenzahn discussed the Board’s emergency safety and security protocols.

Dr. Foose, Ms. Prumo, Dr. Plunkett, Mr. Rauenzahn, and Mr. Bosley exited the room at 12:11 p.m.
ADMINISTRATIVE FUNCTION SESSION (cont)

Mr. Schmidt reviewed the following items with Board members:

- Board Protocols/Conventions
- Proposed changes to future agendas
- Statements from the Board
- Board Meeting Schedule and Upcoming Conferences
- Board Committees for 2011-2012
- Board Agenda Matrix for 2011-2012
- Proposed work session discussion items

At 12:47 p.m., Ms. Howie and Ms. Stiffler exited the room.

At 12:48 p.m., Board members discussed the Superintendent’s contract.

The Board adjourned its administrative session at 1:14 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

/bls
The Board of Education of Baltimore County met in closed session at 4:11 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Ms. Ramona N. Johnson, Mr. George J. Moniodis, and Mr. H. Edward Parker.

The Board entertained oral argument in Hearing Examiner’s Case #11-49. 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. Joe A. Hairston, Superintendent; Dr. Renee Foose, Deputy Superintendent; Ms. Michele O. Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Dr. Carol R. Batoff, Superintendent’s Designee; Margaret-Ann F. Howie, Esquire, General Counsel; Anjanette L. Dixon, Esquire, Associate Counsel; Andrew W. Nussbaum, Esquire, Legal Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

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

Board members deliberated on the case without staff present.

The deliberation was concluded at 5:25 p.m.

On motion of Ms. Bright Gordon, seconded by Mr. Parker, the Board adjourned at 5:26 p.m. for a brief dinner recess.

The Board of Education of Baltimore County, Maryland, reconvened in open session at 6:30 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. Logan McNaney. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Ms. Marilyn Ryan, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.
Mr. Schmidt informed the audience of the sessions in which Board members had participated earlier in the afternoon.

Mr. Schmidt thanked Ms. Roddy for chairing the August 9 Board meeting on his behalf. He thanked the Policy Review Committee (PRC) for reviewing public comment and Board comments on Policy 1300 and for proposing the amendments that will improve the use of Baltimore County school facilities. Mr. Schmidt also reported on the following topics:

- **Changes to Board of Education Room** – In consultation with the Baltimore County Police Department, the recommendation was made to establish an area that is clearly intended for Board members and selected staff. The purpose is to provide a more safe and secure environment in the event of an emergency. At the end of the meeting, the railing will be removed as quickly as possible, so as not to interfere with members of the public who may wish to speak to Board members.

- **Board of Education meetings and locations** – In an effort to reach more of the Board’s public, the Board of Education will hold its September 6, 2011, Board meeting at Eastern Technical High School, and its May 8, 2012, Board meeting at New Town High School. The public is welcome to all open sessions.

- **Policy 8315, Meetings: Participation by the Public** – The Board’s Policy Review Committee will be reviewing Policy 8315 for potential amendments related to public comment. The policy is tentatively scheduled to be reviewed by the PRC in October. The Board has decided to move the public comment to the beginning of the business meeting following the advisory and stakeholder groups effective the September 6 Board meeting.

Dr. Hairston introduced Mr. Michael Sines, Executive Director of Physical Facilities, who provided an assessment in the aftermath of the day’s earthquake, which included:

- Twenty-three (23) buildings have reported incidents directly relating to the earthquake.
- Architects have been assigned to conduct site evaluations before the end of today.
- No report of a catastrophic event at any single building.
- No impact to the safety of students and staff is anticipated.

Mr. Schmidt asked whether there were any reports of staff member injuries with Mr. Sines responding there had been no reported injuries as of the time of the Board meeting.
WORK SESSION REPORTS

The Board received the following reports:

A. **Report on Race Codes** – Dr. Renee A. Foose, Deputy Superintendent, and Ms. Michele Prumo, Chief of Staff, noted that the Board had received an update in May 2011 regarding the changes in the manner in which school systems are now required to collect and report data on ethnicity and race codes for students and staff. Ms. Prumo provided a brief presentation on the implementation of this mandate, which included the addition of two race codes: “Native Hawaiian or Other Pacific Island” and “Two or More Races.”

Mr. Schmidt asked how it is determined whether someone is two or more races. Dr. Foose responded that parents make that determination.

Mr. Coleman asked whether there was a conscious selection relative to diversity when placing teachers in a particular school. Dr. Donald Peccia, Assistant Superintendent of Human Resources, responded that the school system wants the best teacher in the classroom, and staff to be reflective of the diversity in the community.

**Report on Adequate Yearly Progress (AYP) Graduation Cohort** – Ms. Prumo stated that beginning with the class of 2011, a new formula will be used to calculate the graduation rates. She informed the Board that BCPS and all school systems nationally must change the way graduation rates are calculated. This does not mean that BCPS will be graduating fewer students. The change means that school systems will be using a formula, called the four-year adjusted cohort rate that more accurately tracks individual students. The chart below illustrates the difference between the current rate and the four-year adjusted cohort rate:

<table>
<thead>
<tr>
<th></th>
<th>Leaver Rate</th>
<th>Four-Year Adjusted Cohort Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td>86.53%</td>
<td>80.66%</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>86.08%</td>
<td>80.03%</td>
</tr>
</tbody>
</table>

Dr. Foose noted that the new model is more rigorous than the Leaver rate and that BCPS can anticipate a negative impact on the graduation rate. Schools will now be required to meet targets in individual subgroups.
WORK SESSION REPORTS (cont)

Mr. Bowler asked why the adjusted cohort rate has a greater effect on Hispanics and African Americans. Dr. Foose responded that it could be the number of students the system has within that specific subgroup.

Mr. Schmidt asked whether the school system knows whether a different requirement level exists for each subgroup. Dr. Foose stated that the data would look similar to the Maryland School Assessments (MSA). Mr. Schmidt asked whether the Maryland State Department of Education would take a position that the graduation rate for Asian students is different than for Hispanic students. Dr. Foose responded that schools are expected to achieve 81.5% or 84.4% and within the individual subgroups based upon the number of students in those subgroups. BCPS’ goal is to ensure that all high schools are achieving either the four-year or the five-year graduation rate.

Ms. Johnson requested that data on which high school has the lowest graduation rate and which high school has the highest dropout rate be provided.

B. Update on School Staffing – Dr. Peccia provided an update to the Board on school staffing for the 2011-2012 school year. The report included:

- No lay-offs or furloughs.
- Eligible employees have received a step or longevity increase.
- All teachers who worked in 2010-11 were guaranteed a job in their certificated areas.
- 411 vacancies due to:
  - Retirements
  - Resignations
  - Lapsed teaching certificate
  - Personnel action or retired/rehired
- All core subject area positions are filled.
- All excessed teachers have teaching assignments.
- 14 vacancies (as of August 2011).
  - Part-time positions in specialty areas
  - Over 1,000 applications for these vacancies

Ms. Johnson asked for a brief overview of the school system’s experiences in staffing for the upcoming school year. Dr. Peccia responded that the number of applications and quality of applications have been overwhelming. Due to the changes in state requirements, it is difficult obtaining foreign language and vocational teachers. Ms. Johnson asked whether there are schools facing challenges in staffing. Dr. Peccia responded that principals have an abundance of highly qualified and highly effective teachers to select from.
WORK SESSION REPORTS (cont)

Mr. Bowler asked how many excessed teachers moved from high schools to middle schools. He also asked whether any schools dropped Advanced Placement (AP) classes and how many AP classes are now offered on-line. Dr. Peccia responded that the system is offering more AP classes this year in the schools than last year. At the same time, however, there are a few decreases in which specific classes are taught in schools. In cases of low enrollment, the AP class will be available on-line to students. Mr. Bowler asked how many AP classes will be held at Towson High School. Dr. Peccia responded that Towson High School will have 24 AP courses in 2011-2012; the same as in 2010-2011. Towson High offered one AP class on-line last year and will be offering two AP classes on-line this year. Dr. Peccia stated that excessed teachers were placed in their certificated fields; however, he did not have the breakdown from high school to middle school.

Ms. Bright Gordon asked whether the school system could eliminate split schedules. Dr. Peccia responded that there are teachers in the specialty areas that have split schedules; often one or two days a week.

Ms. Johnson asked what the number of AP courses were at three specific schools. Dr. Peccia responded as follows:

- Woodlawn High – 16 AP classes in 2010-11; 16 classes in 2011-12.
- Randallstown High – 14 AP classes in 2010-11; 11 classes and 3 on-line classes in 2011-12.
- Milford Mill Academy – 11 AP classes in 2010-11; 11 classes in 2011-12.

C. Update on West Towson Elementary School – Ms. Kara Calder, Executive Director of Planning and Support Operations, provided an update to the Board on the strategic planning process and relief strategies at West Towson Elementary School. Construction of West Towson Elementary began in May 2009 and the school opened in August 2010 to relieve overcrowding at Rodgers Forge Elementary School. Ms. Calder reported that the state rated capacity for West Towson Elementary was 451, but that the 2011 projected enrollment is 463. From a planning perspective, the school system was aware that it would need 400 seats to relieve overcrowding at Rodgers Forge Elementary and that an additional 500 seats would be needed in the York Road corridor. Ms. Calder noted that, within the next five years, capacity at the county’s elementary schools would not be sufficient. She stated that relocatable classrooms at West Towson Elementary are not an option because of the site and that an enrollment cap could be initiated.
WORK SESSION REPORTS (cont)

Ms. Verletta White, Assistant Superintendent of Elementary Schools, Zone 3, reported on the instruction and physical changes at West Towson Elementary, which include:

- Over 90% of the students taking the MSA scored in proficient or advanced in reading and mathematics.
- Instrumental music program will move to a contained area behind the fifth grade classrooms.
- Vocal music program will move to an open space area.
- Three additional teaching positions have been approved to support class sizes and align with system standards.
- School schedules for personnel who support students during the day were adjusted.

Mr. Schmidt asked whether relocatables could be placed at West Towson Elementary. Mr. Calder responded that relocatables need to be placed in an area where students can vacate in the event of an emergency. Both green space and accessibility at West Towson Elementary are limited.

Ms. Bright Gordon asked what transportation options are available should a cap be initiated. Ms. Calder responded that the school system would provide transportation where it is appropriate.

Mr. Bowler asked what the present percentage of state rate capacity West Towson Elementary is currently. Ms. Calder responded the school is currently at 115% state rated capacity. Mr. Bowler asked whether there were any vacancies at adjacent schools so that some students could be reassigned. Ms. Calder responded that the county ordinance relates to development and not overcrowding.

Ms. Schmidt commented that there could come a time when the Board may need to consider countywide redistricting. Ms. Calder stated that, in the aggregate, the elementary level will exceed its existing capacity within the next four to five years. In the aggregate, elementary schools system wide are at approximately 94% capacity. There is simply no room; however, there are examples of opportunities in the future for balancing enrollment. Mr. Schmidt asked whether the school system has considered redistricting. Ms. Calder responded that a study will be conducted in the northwest area where significant development will take place in the future. This study is an opportunity to examine student yield and the system’s capacity at the elementary and middle school levels.
D. **Report/Discussion on the Proposed FY2013 State Capital Budget Request** –
Ms. Calder reviewed the priorities in the capital improvement plan and noted the following key dates:

- September 30 – official enrollment.
- November – one-year development projections for school.
- January 2012 – produce projections for the next two to ten years.

Mr. Sines emphasized that the proposed capital budget is a living document through the adoption and funding of projects. He reviewed nine major projects currently underway, which include: George Washington Carver Center for Arts and Technology, Milford Mill Academy, Parkville High, Dundalk High, Sollers Point Technical High, Hampton Elementary, Stoneleigh Elementary, Randallstown High, Chesapeake High, and Loch Raven High schools.

Ms. Barbara Burnopp, Chief Financial Officer, reviewed the projects in priority order and provided background information on the capital budget process. She stated that the Board would be taking action at its September 6 meeting on the state capital request. Ms. Burnopp noted that item 5, Stoneleigh Elementary Renovation and Addition, is the first new project.

Mr. Sines noted that, in working with the county officials, the school system is temporarily moving away from an aggressive high school renovation program. He noted that items 11, 12, 16, 17, 19, and 21 on the proposed capital request are systemic projects at specific high schools. Mr. Sines stated that 27 schools have been completely air conditioned. In addition, seven buildings received partial air conditioning and four buildings have upgraded its HVAC system.

Ms. Roddy asked how much money BCPS received in FY12. Ms. Burnopp responded that the school system received $32 million in FY12. Ms. Roddy asked whether it was unusually to receive planning and funding in the same year. Mr. Sines stated that it depends on the substance of each project and where it is in the capital process.
ANNOUNCEMENTS

Mr. Schmidt made the following announcements:

- Schools and offices will be closed on Monday, September 5, 2011, in observance of Labor Day. Schools and offices will reopen on Tuesday, September 6, 2011.

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, September 6, 2011, at Eastern Technical High School. 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.

ADJOURNMENT

Since there was no further business, the Board adjourned its work session at 8:07 p.m.

Respectfully submitted,

___________________
Joe A. Hairston
Secretary-Treasurer

/bls
DATE:          September 20, 2011
TO:            BOARD OF EDUCATION
FROM:          Dr. Joe A. Hairston, Superintendent
SUBJECT:       REPORT ON CHINESE EXCHANGE PROGRAM
ORIGINATOR:    Dr. Renee A. Foose, Deputy Superintendent

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

INFORMATION

That the Board of Education receives an update on the Chinese Exchange program.

*****

Attachment I – Executive Summary
Attachment II – PowerPoint presentation
Chinese Cultural Exchange Program
Executive Summary

Since 2005, Dr. Hairston has been sending delegations to China to foster cultural and academic awareness and to forge relationships that will potentially grow into partnerships. In July 2006, a partnership was established between Dulaney High School and Tie Yi High School in Xi’an. In cooperation with Dr. Hairston, educators in both schools worked to establish guidelines for a partnership and an exchange program that focused on two areas: first, an exchange of ideas among educators that would enable us to prepare our students for the global marketplace; secondly, an exchange of students and teachers so that they better understand and are better prepared for success in the global marketplace. Beginning in the fall of 2006, Dulaney High School offered Chinese Language 101 in partnership with Towson University. In the early part of 2007, the first delegation of students arrived from Tie Yi High School to Dulaney. Later that spring, students from Dulaney traveled to Xi’an. Three outcomes were envisioned and have been realized through this program:

- Participants will value, understand, and respect cultural differences and similarities.
- Participants will acquire effective communication skills that will enable them to successfully interact with people from other cultures.
- Participants will acquire greater understanding of the knowledge and skills necessary to compete in a rapidly changing world economy.

The Cultural Exchange Program with China is a four-month experience. Each year since 2007, students, accompanied by teachers from China, travel to Baltimore to live with Baltimore County Public Schools families for eight weeks. During this time, they visit local attractions including Washington D.C., New York, and Ocean City. Most importantly though, they live with families in our communities and grow to understand what it is like to live in America. Each May through July, BCPS students travel to China. Similarly, they live with families in Xi’an, China, for eight weeks. They attend school, tour cultural and historical sites, travel to Beijing, and become members of Chinese families. In fact, they live with the same students who visit Baltimore County and establish strong friendships over this four-month period. The students will tell you that this four-month experience reorients their perspective of the world. It awakens them and allows them to see their potential in the world.

Chinese language is taught in numerous schools and continues to expand. The Chinese Cultural Exchange and Chinese Language Programs are opportunities for students to develop cultural awareness, a global perspective, and unique skills to compete in the global marketplace.
BCPS CHINA CULTURAL EXCHANGE PROGRAM

ESTABLISHED 2007

Dr. Roger L. Plunkett, Assistant Superintendent, Curriculum & Instruction
Mrs. Margaret Johnson, Director of World Languages
Dr. Joe A. Hairston, Superintendent of Schools
Program for International Student Assessment

Education performance of 15-year-olds
Selected countries/regions, 2009

<table>
<thead>
<tr>
<th>Country</th>
<th>Mean Reading Score</th>
<th>Rank out of 65</th>
<th>Mean Maths Score</th>
<th>Rank out of 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>China (Shanghai)</td>
<td></td>
<td>1</td>
<td>China (Shanghai)</td>
<td>1</td>
</tr>
<tr>
<td>South Korea</td>
<td></td>
<td>2</td>
<td>Singapore</td>
<td>2</td>
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<tr>
<td>Finland</td>
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<td>Hong Kong</td>
<td>3</td>
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<tr>
<td>Hong Kong</td>
<td></td>
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<td>South Korea</td>
<td>3</td>
</tr>
<tr>
<td>Singapore</td>
<td></td>
<td>5</td>
<td>Finland</td>
<td>4</td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td>5</td>
<td>Japan</td>
<td>8</td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td>5</td>
<td>Canada</td>
<td>9</td>
</tr>
<tr>
<td>Poland</td>
<td></td>
<td>11</td>
<td>Germany</td>
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<tr>
<td>United States</td>
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<td>11</td>
<td>Poland</td>
<td>21</td>
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<tr>
<td>Germany</td>
<td></td>
<td>14</td>
<td>Britain</td>
<td>23</td>
</tr>
<tr>
<td>Britain</td>
<td></td>
<td>41</td>
<td>United States</td>
<td>26</td>
</tr>
<tr>
<td>Dubai</td>
<td></td>
<td>41</td>
<td>Russia</td>
<td>38</td>
</tr>
<tr>
<td>Russia</td>
<td></td>
<td>41</td>
<td>Dubai</td>
<td>41</td>
</tr>
<tr>
<td>Mexico</td>
<td></td>
<td>46</td>
<td>Mexico</td>
<td>49</td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
<td>51</td>
<td>Brazil</td>
<td>55</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td></td>
<td>65</td>
<td>Kyrgyzstan</td>
<td>65</td>
</tr>
</tbody>
</table>

Source: OECD PISA 2009 Results
Global Competition

- We live in a global economy.
- We live in a global culture.
- Once our students are graduated, workforce competition will occur internationally.
Here are just a few states that have established partnerships with schools in China:

<table>
<thead>
<tr>
<th>Massachusetts</th>
<th>Rhode Island</th>
<th>New Jersey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana</td>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>Wisconsin</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Maine</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Studying in countries like China isn’t only about your prospects in the global marketplace. It’s not just about whether you can compete with your peers in other countries to make America stronger. It’s also about whether you can come together and work together with them to make our world stronger. It’s about the friendships you make, the bonds of trust you establish, and the image of America that you project to the rest of the world.”
Program Vision
Goals of the Program
Meeting the Goals

Ben Schiaffino, 2010 participant

“The China Cultural Exchange Program has been the best experience of my life. Before the exchange, I had never gone out of the tri-state area. I could not wish to have gone to a better place than China. It was truly a beautiful experience where I learned to build friendships. Even today I remain in contact with the many friends I made. I am very grateful for the opportunity to experience China; it has opened my eyes to the world.”
## Participation in the Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Chinese students</th>
<th>BCPS students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>2009</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>2010</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>2011</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total Participation</strong></td>
<td><strong>154 and growing</strong></td>
<td></td>
</tr>
</tbody>
</table>
Reflections on Hosting

- **2007 Host Mom**: “Even now I continue to exchange e-mails and photos with our host student Sherry and her parents.”

- **2008 Host Dad**: “Speaking for our family, this is a wonderful experience of learning, sharing, and opening our home and minds to our Chinese student.”

- **2011 Host Mom**: “Fay continues to delight and impress us with her charm and intelligence. Most of the time I feel like she is teaching us more than the other way around.”
From the Principals’ Perspective
Reflections on Being an Ambassador

Katrina Rigby, 2007 Participant

“Baltimore County’s China program completely changed my life. After participating in the exchange, I discovered what direction I wanted to take in my adult life. The program was inspirational, educational, and, of course, memorable. I am now double majoring in Asian Studies and Chinese Language and Culture at St. Mary's College of Maryland. I am on the path of becoming a high school Chinese teacher for American students so that maybe I can inspire others the way the Cultural Exchange Program and its coordinators have inspired me. I have recently gone back to China for a college exchange program, but that experience does not hold a candle to the one I had through Baltimore County.”
Reflections on Being an Ambassador

Lauren Javins, 2007 Participant

“I loved my first experience in China so much, I knew that I would be coming back. And, in fact, I did just that. All of last academic year I have been in Beijing studying Chinese. I was even able to go back to Xi’an and re-visit my host family! It was as if I had never left. The China program helped me define a path for myself—I am majoring in Chinese Studies with a concentration in history. As China is undoubtedly rising in significance around the world, this new generation of high-school graduates must be prepared to enter college with a broadened mind. American students must become globally active as soon as possible in order to keep up with the rest of the world.”
2007 participant Lauren Javins just finished one year studying at Beijing’s Normal University. She majors in Chinese and minors in East Asian Studies at Gettysburg College.

2007 participant Katrina Rigby attends St. Mary’s College of Maryland and majors in Chinese language.

2008 participant Dustin Natte currently attends George Washington University’s Elliott School of International Affairs and works each summer at the American Embassy in Chengdu, China.
Where are they now?

2008 participant Chris Bower is a junior at Virginia Tech and is an accounting major in international business. He has recently studied abroad in France and Germany.

2009 participant Samantha Wetzelberger graduated early and is majoring in international studies at the College of Notre Dame of Maryland.

2011 participant Deonne McLaurin attends University of Maryland at College Park and is majoring in Chinese language. She plans to be an interpreter or teacher.
An Interview with Deonne
From the Teacher Chaperones’ Perspective
Impact of the Program

21st Century Student Outcomes and Support Systems

- Learning and Innovation Skills – 4Cs
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity

- Information, Media, and Technology Skills

- Core Subjects – 3Rs and 21st Century Themes

- Standards and Assessments

- Curriculum and Instruction

- Professional Development

- Learning Environments

Life and Career Skills
“A Smile is Universal”
Quote from Towson Times, July 27th
Natalie Walker, 2011 Participant
DATE: September 20, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON DIPLOMA-TO-DEGREE PROGRAM

ORIGINATOR: Dr. Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Roger Plunkett, Assistant Superintendent, Curriculum and Instruction
Kathleen McMahon, Executive Director, Special Programs
Tim Hayden, Acting Coordinator, School Counseling

INFORMATION

That the Board of Education will receive an update on the diploma-to-degree program.

*** *** ***

Attachment I – PowerPoint Presentation
Attachment II – Diploma-to-Degree Brochure
The *Diploma to Degree* program is a partnership designed for students to graduate from Baltimore County Public Schools (BCPS) having simultaneously earned an associate of arts degree in general studies from the Community College of Baltimore County (CCBC) and a high school diploma from BCPS. The course of study focuses on academic rigor and prepares students for the twenty-first century work force allowing students to use their associate of arts degree to pursue further education in a four-year Maryland college or university upon graduation from high school.

This program was envisioned for the state of Maryland by past State Superintendent of Schools Dr. Nancy Grasmick and Superintendent Dr. Joe A. Hairston. BCPS and CCBC were selected to create a model program as a direct result of the strong partnership forged between the president of the community college, Dr. Sandra Kurtinitis, and Dr. Hairston. Teams of educators, administrators, and advisors from both institutions met to identify courses that were aligned to meet the requirements of the associate of arts degree and to identify resources and procedures to support students’ success in this program.
BCPS-CCBC
Diploma to Degree program
BCPS-CCBC
Diploma to Degree program
THE DIPLOMA TO DEGREE PROGRAM

A partnership between Baltimore County Public Schools (BCPS) and The Community College of Baltimore County (CCBC)
Diploma to Degree

Students will earn an associate of arts degree in general studies while getting their BCPS’ high school diploma.
STANDARDS FOR ELIGIBILITY AND PARTICIPATION

- Strong academic grade-point average (3.0 preferred)
- Determination to complete this demanding program
- Scores of at least a 50 on each of the PSAT tests
- Letters of recommendation
<table>
<thead>
<tr>
<th>Applications</th>
<th>School</th>
<th># Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>George Washington Carver Ctr Arts Tech</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>Catonsville High School</td>
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</tr>
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<td>Chesapeake High School</td>
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<tr>
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</tr>
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<td>7</td>
<td>Eastern Technical High School</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>Franklin High School</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Hereford High School</td>
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</tr>
<tr>
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<td>Kenwood High School</td>
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<tr>
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<td>Loch Raven High School</td>
<td>13</td>
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<tr>
<td>0</td>
<td>Overlea High School</td>
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</tr>
<tr>
<td>2</td>
<td>Owings Mills High School</td>
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</tr>
<tr>
<td>0</td>
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<td>0</td>
<td>New Town High School</td>
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<tr>
<td>1</td>
<td>Parkville High School</td>
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</tr>
<tr>
<td>3</td>
<td>Patapsco High School Center for the Arts</td>
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<td>3</td>
<td>Perry Hall High School</td>
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<td>Pikesville High School</td>
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<tr>
<td>1</td>
<td>Randallstown High School</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>Sparrows Point High School</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Towson High School</td>
<td>47</td>
</tr>
<tr>
<td>5</td>
<td>Western School of Technology</td>
<td>14</td>
</tr>
<tr>
<td>0</td>
<td>Woodlawn High School</td>
<td>1</td>
</tr>
<tr>
<td><strong>46</strong></td>
<td><strong>Totals</strong></td>
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# Students Accepted

<table>
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<tr>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>Catonsville High School</td>
<td>4</td>
</tr>
<tr>
<td>Dulaney High School</td>
<td>3</td>
</tr>
<tr>
<td>Eastern Technical High School</td>
<td>3</td>
</tr>
<tr>
<td>George Washington Carver Center Arts Tech</td>
<td>2</td>
</tr>
<tr>
<td>Hereford High School</td>
<td>1</td>
</tr>
<tr>
<td>Kenwood High School</td>
<td>1</td>
</tr>
<tr>
<td>Owings Mills High School</td>
<td>1</td>
</tr>
<tr>
<td>Perry Hall High School</td>
<td>2</td>
</tr>
<tr>
<td>Randallstown High School</td>
<td>1</td>
</tr>
<tr>
<td>Western School of Technology</td>
<td>2</td>
</tr>
</tbody>
</table>
CCBC ADVISEMENT AND REGISTRATION

- Parent and Student Orientation
- Registration and Course Advisement
- Classes selected by students were compatible with their BCPS’ schedule
REALIZING THE VISION: D2D
How it works

Students earn the credits that will allow them to graduate with both a high school diploma and an associate degree through a number of options:

- **Credit by exam**: earn college credits by achieving a certain score on an exam such as the AP Test.
- **Articulation**: receive college credit for approved courses taken in high school.
- **Dual credit**: take a college course that awards credit toward both the diploma and the degree.
The Diploma to Degree program is designed for students who want to graduate from Baltimore County public schools (BCPS) having simultaneously earned an Associate of Arts Degree in General Studies at the Community College of Baltimore County (CCBC) and a high school diploma from BCPS. Focused on academic rigor and preparation for the twenty-first century workforce, this program allows students to earn college credit that they can easily transfer to Maryland colleges and universities in pursuit of advanced degrees.

**Standards for Eligibility and Participation**

Students who demonstrate college readiness, defined as the intellectual and emotional ability to successfully perform college work at the introductory credit level, will be considered for this program. Recommendations and demonstration of readiness will be determined through teacher, counselor, parent, and student feedback. Additional qualifications include:

- A strong academic grade point average (2.5-3.0 preferred).
- Previous courses completed for credit.
- Student determination to complete this demanding program.
- PSAT subscores of 50 or above.

**General Criteria**

- The student should have sophomore status and currently be enrolled in a Baltimore County public school.
- The student must be in good standing as defined by the high school and positioned to earn all graduation requirements with his or her entering class.
- Previous courses completed for credit prior to sophomore year should include at least one credit of a foreign language and at least Algebra I with completion of Algebra II or Geometry recommended. Honors, GT/IB/AP courses recommended.
- 2.5 to 3.0+ GPA preferred.
- The student must have permission from the high school and his or her parent/guardian to participate.
- The student must have recommendations from at least two teachers and his or her school counselor.

- The student must be eligible to enroll at CCBC.
- The student agrees to participate in the program and understands the requirements for successful completion of the program.
- To continue enrollment in subsequent semesters/terms through this program the student must have successfully completed the courses identified in this program with a grade of C or better.
- If the student withdraws/drops from a course in the program, he or she must receive permission from both the high school and college to continue enrollment in the program.
- The student must comply with all requirements of the program.
- The student must maintain good standing at the college as defined by CCBC.
- The student must work with the CCBC college advisors to determine if the credits earned through this program are transferrable to the college of his/her choice.

**College Course Expectations**

Students and parents/guardians of students enrolled in the Diploma to Degree program will be advised of college course-level expectations, including, but not limited to the following:

- Expectation of 2 hours study time per 1 hour class time.
- Class attendance is required at all classes and laboratories.
- Students are responsible for any make-up work that may be necessary as a result of absence from class.
- Students must adhere to class assignment deadlines.
- All grades are calculated in a student's GPA and will appear on their college and high school transcript, whenever applicable.
- All grades earned, including "W" for withdrawal, are a permanent part of the student academic record and may impact subsequent college admission.
- Course materials and class discussions may reflect topics not typically included in high school level coursework.
- While appropriate for college level study, courses and/or topics are not modified to accommodate variations in student age and maturity.
- A grade less than "C" will result in a review of the student's eligibility to continue participating in the Diploma to Degree program.
- An overall minimum GPA of 2.0 is required in order to earn an associate degree.
- Grades of "C" or better are expected in all Diploma to Degree coursework.
DATE: September 20, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) ENROLLMENT AND CAPACITY

ORIGINATOR: Dr. Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Kara Calder, Executive Director, Planning and Support Operations
Ghassan Shah, Planning Administrator

INFORMATION

That the Board of Education receives an overview of capacity and enrollment issues facing Baltimore County Public Schools and their connection to the school system’s capital improvement plan.

* * * * *

Attachment I – Executive Summary
Attachment II – PowerPoint Presentation
Enrollment and Capacity Update
Executive Summary

The strategic planning process of Baltimore County Public Schools is designed to anticipate and help manage enrollment growth, decline, and programmatic changes. Related planning activities are managed by the Office of Strategic Planning within the Department of Planning and Support Operations through collaboration with other BCPS departments as together we fulfill the goals of the Blueprint for Progress. Enrollment and capacity analyses are specifically targeted to fulfill Blueprint for Progress Goal 4: all students will be educated in school environments that are safe and conducive to learning, and Goal 8: all students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

As reported in the Strategic Planning Update provided to the Board of Education on March 6, 2011 and the Capacity and Relief Strategies Update on August 29, 2011, there are many variables that impact school capacity and student enrollment. The dramatic change in school capacity in Baltimore County is a direct result of the transformation in the way school systems across the state deliver instruction and services to meet the expanding and evolving needs of students. Changing enrollment is a factor of a number of variables in the county, including increasing birth rates, increasing housing availability, and parents consciously choosing BCPS to deliver a high quality education to their children. Combined, these changes in facility capacity and student enrollment have significantly impacted school facility use and the community’s overall expectations regarding the school experience.

The 2010 system wide student enrollment (as of September 30, 2010) was 104,331. Student enrollment is projected to gradually increase over the next five years to 107,309 and then in ten years to 109,316. Within five years system wide available capacity as calculated by the Maryland State Department of Education State Rated Capacity (SRC) formula will be insufficient to meet projected enrollment needs at the elementary school level. There are currently 39 elementary schools that exceed 100% capacity. At the middle school level, total projected enrollment is expected to be within 80% of capacity and high schools within 92% of capacity. SRC does not include relocatable classroom units, which are utilized as part of the school system’s overall capacity relief program.

BCPS employs relief strategies that range from relatively simple to execute to highly complex solutions that involve significant capital investment and collaboration with local and state funding authorities and often taking years to fully implement. Such complex strategies are proposed when current and projected aggregate enrollment in a region of schools significantly exceeds available capacity and when other relief strategies are deemed inappropriate or have been exhausted.

For example, 12 schools in the central area, all with contiguous boundaries, are projected to exceed 97% capacity this year. Seven of those schools are projected to be at or exceed 114% capacity with the highest (Hampton ES) at 179%. Affected schools are located as far north as the Sparks community and going south following the York Road corridor to the city/county line. By 2015, all 12 schools are projected collectively to be 719 seats above capacity, even
after adjusting for additions at Stoneleigh (200 seats) and Hampton (300 seats) elementary schools. Furthermore, as reported previously to the Board, preliminary and unofficial enrollment reports for many of these schools show an increase in enrollment above projections for this school year, with the aggregate net result for all 12 schools showing at least 70 students above projection.

Similar to schools in other areas of the county, current relief strategies at these schools include alternate use of classroom space, use of relocatable classrooms, movement of programs such as pre-kindergarten, and capital construction (Hampton and Stoneleigh). Balancing enrollment among the elementary schools in this region is clearly not feasible because there is no sufficient capacity in any of the schools in the region to satisfy the need. Therefore, as recommended in the FY13 Capital Improvement Plan, a 700 seat new elementary schools is proposed to meet the clear need for capacity among these schools. The Board of Education owns two school sites in the region that will be examined for suitability: Mays Chapel and Dulaney Springs.
Baltimore County Public Schools
Enrollment and Capacity Update

Enrollment and Capacity Update, September 2011
State Rated Capacity (SRC)

“Maximum number of students that reasonably can be accommodated in a facility without significantly hampering delivery of the educational program.”

Public Schools Construction Program Administrative Procedures Guide

- Formula determined and all changes approved by MSDE
- Based on building design and classroom utilization
- Relocatable classrooms are not included in SRC
Variables Impacting School Capacity

- Changes in state capacity formula
- Full-day kindergarten
- Prekindergarten
- Instructional support services
- Special education
- Computer labs
Variables Impacting Enrollments

- Births
- Immigration
- Residential development, pupil yield, housing turnover
- Title I transfer option
- Program placement (e.g. magnet, ESOL, cluster)
- Charter school
- Student/parent choice (Board Policy 5140)
High School Capacity Trends

High School Enrollments and Capacity

Sources: September 30 Official Enrollment Reports, 2011-2020 Enrollment Projections, Historic and current State Rated Capacity (SRC)

Enrollment and Capacity Update, September 2011
Middle School Capacity Trends

Middle School Enrollments and Capacity

Sources: September 30 Official Enrollment Reports, 2011-2020 Enrollment Projections, Historic and current State Rated Capacity (SRC)

Enrollment and Capacity Update, September 2011
Elementary School Capacity Trends

Enrollment and Capacity Update, September 2011

Sources: September 30 Official Enrollment Reports, 2011-2020 Enrollment Projections, Historic and current State Rated Capacity (SRC)
Relief Strategies/Managing Resources

Strategies For Providing Relief

- Capital construction
- Permanent/Modular Addition
- Renovations
- Purchase additional relocatable units
- Enrollment caps/Annexing/Redistricting
- Use of existing relocatable units
- Room use recommendations
- Capacity analysis

Enrollment and Capacity Update, September 2011
### Schools by Percent Capacity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampton ES</td>
<td>178.83%</td>
<td>171.66%</td>
</tr>
<tr>
<td>Sparks ES</td>
<td>139.02%</td>
<td>140.24%</td>
</tr>
<tr>
<td>Lutherville ES</td>
<td>137.35%</td>
<td>135.87%</td>
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<tr>
<td>Padonia ES</td>
<td>129.90%</td>
<td>134.73%</td>
</tr>
<tr>
<td>Stoneleigh ES</td>
<td>132.06%</td>
<td>134.67%</td>
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<tr>
<td>Pot Spring ES</td>
<td>128.51%</td>
<td>124.11%</td>
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<tr>
<td>West Towson ES</td>
<td>102.66%</td>
<td>113.97%</td>
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<tr>
<td>Timonium ES</td>
<td>109.14%</td>
<td>112.91%</td>
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<tr>
<td>Riderwood ES</td>
<td>114.69%</td>
<td>109.07%</td>
</tr>
<tr>
<td>Rodgers Forge ES</td>
<td>97.47%</td>
<td>106.31%</td>
</tr>
<tr>
<td>Pinewood ES</td>
<td>101.06%</td>
<td>104.06%</td>
</tr>
<tr>
<td>Warren ES</td>
<td>102.53%</td>
<td>103.29%</td>
</tr>
</tbody>
</table>

Note: Schools are arranged in order of descending preliminary percent capacity for 9/12/2011.

Enrollment and Capacity Update, September 2011

- Mays Chapel Site: 20 Acres
- Fort Garrison: 112.52%
- Summit Park: 122.02%
- Wellwood: 91.42%
- Dulaney Springs Site: 19.94 Acres
BCPS Site Bank Properties

Total Number of Sites: 13

Site studies conclude:
- 5 “leverage” sites
- 8 viable sites
- All sites subject to MSDE approval
SCHOOL READINESS MEETINGS

Beginning on June 28, 2011, and continuing once a week until the opening of school, the superintendent meets with the Executive Leadership Team for reports on school readiness to ensure a smooth opening of schools. These weekly updates provide the venue to discuss, address, and remedy any potential issues prior to the first day of school.
## SYSTEM ENROLLMENT AS OF SEPTEMBER 6, 2011

<table>
<thead>
<tr>
<th>Description</th>
<th>Projected</th>
<th>Actual</th>
<th>Difference</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>50,963</td>
<td>50,767</td>
<td>-196</td>
<td>99.6%</td>
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<tr>
<td>Middle</td>
<td>22,515</td>
<td>22,323</td>
<td>-192</td>
<td>99.1%</td>
</tr>
<tr>
<td>High</td>
<td>30,775</td>
<td>30,683</td>
<td>-92</td>
<td>99.7%</td>
</tr>
<tr>
<td>Special</td>
<td>351</td>
<td>364</td>
<td>13</td>
<td>103.7%</td>
</tr>
<tr>
<td>Alt</td>
<td>591</td>
<td>710</td>
<td>119</td>
<td>120.1%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>105,195</strong></td>
<td><strong>104,847</strong></td>
<td><strong>-348.00</strong></td>
<td><strong>99.7%</strong></td>
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ZONE ENROLLMENT AS OF SEPTEMBER 6, 2011

<table>
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<th>Description</th>
<th>Projected</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Elementary Zone 1</td>
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<td>15,495</td>
<td>-272</td>
<td>98.3%</td>
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<td>Elementary Zone 2</td>
<td>18,021</td>
<td>17,915</td>
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<td>99.4%</td>
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<td>Elementary Zone 3</td>
<td>17,175</td>
<td>17,357</td>
<td>182</td>
<td>101.1%</td>
</tr>
<tr>
<td>Middle School Zone</td>
<td>22,515</td>
<td>22,323</td>
<td>-192</td>
<td>99.1%</td>
</tr>
<tr>
<td>High School Zone</td>
<td>30,775</td>
<td>30,683</td>
<td>-92</td>
<td>99.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>104,253</strong></td>
<td><strong>103,773</strong></td>
<td><strong>-480.00</strong></td>
<td><strong>99.5%</strong></td>
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## RESIDENCY REPORT
As of August 29, 2011

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<tr>
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<th>DENIED</th>
<th>PENDING</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardship</td>
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<td>174</td>
<td>6</td>
<td>1</td>
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<tr>
<td>Kinship</td>
<td>456</td>
<td>444</td>
<td>2</td>
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<tr>
<td>Agency Placed</td>
<td>571</td>
<td>560</td>
<td>1</td>
<td>10</td>
<td></td>
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<tr>
<td>Other</td>
<td>1,002</td>
<td>957</td>
<td>31</td>
<td>14</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>2,210</strong></td>
<td><strong>2,135</strong></td>
<td><strong>40</strong></td>
<td><strong>35</strong></td>
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New Shared Domicile Applications

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<tr>
<th></th>
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<tbody>
<tr>
<td>Total</td>
<td>4,254</td>
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<td>16</td>
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</table>

Special Transfer Appeals

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<th>PENDING</th>
<th>OTHER</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>255</td>
<td>73</td>
<td>176</td>
<td>6</td>
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</table>

**Grand Total**  

<table>
<thead>
<tr>
<th></th>
<th>APPLICATIONS</th>
<th>APPROVED</th>
<th>DENIED</th>
<th>PENDING</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,719</strong></td>
<td><strong>5,374</strong></td>
<td><strong>228</strong></td>
<td><strong>57</strong></td>
<td><strong>1060</strong></td>
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</tbody>
</table>
PERSONNEL

Hired as of August 22, 2011:

Teachers: 241.1 teachers to fill 246.0 FTE teaching positions.

Support Personnel: 85 support services positions that include Supervisory and Technical positions, instructional assistants, clerical positions, cafeteria workers and physical facilities positions.

Title 1 Schools’ Teachers and Support Personnel: 61
PERSONNEL VACANCIES

As of August 29, 2011

Core subjects of Math, Science, and Social Studies are fully staffed

Vacancies:

School-Based

Core Subject Areas-

3.0 (FTE) Special Education; 1.0 (FTE) ESOL
0.5 (FTE) English; 1.0 (FTE) Spanish

Other- 0.5 (FTE) Vocational Education

Central Office:

– Executive Director, Research, Accountability, and Assessment
– Chief Information Officer
– Coordinator Language Arts, Elementary
– Coordinator, Science, Elementary
– Supervisor, Language Arts, Elementary
– Coordinator, Office of Athletics
– Coordinator, Social Studies, Elementary
– Specialist, Assessment
TITLE I

• Three FTE Title I specialists provide supplemental instructional support to Title I schools.

• Five FTE resource teachers provide supplemental instructional support in the form of differentiated professional development with an emphasis on enhancing Title I schools’ implementation of the Gifted and Talented education.
TITLE I

As of August 5, 2011

- Forty-six schools receiving Title I services:
  - Forty-four elementary schools with schoolwide programs.
  - One middle school with a schoolwide program.
  - One special school with a targeted assistance program.
- The Title I Transfer Option is in place at ten schools:
  - Baltimore Highlands, Edmondson Heights, Featherbed, Lane, Halstead, Hawthorne, Middlesex, and Riverview Elementary Schools.
  - Lansdowne Middle School.
  - White Oak School.
- As of September 7, 2011, 266 students are accessing the option.
NEW LEADERSHIP

Elementary Schools

Douglas Elmendorf - Chase
Sharon Mason – Deep Creek
Cheryl Brooks – Eastwood Center Magnet
Michael Parker - Glenmar
Yvonne Barhight - Hawthorne
Lynne Palmer – Johnnycake
Susan Truesdell – Prettyboy
Melissa Whisted – White Oak
NEW LEADERSHIP

Middle Schools

Lance Williams – Bridge Center
Dwan Pinamonti* – Deep Creek
Seth Barish – Dundalk
Julie Dellone – Holabird
Delores Tedeschi-Butler – Meadowood Education Center

*Started mid-year 2010/2011
NEW LEADERSHIP

High Schools

Andrew Last – Hereford
Kenneth Miller - Lansdowne
LEADERSHIP

All principals, new and veteran, are focused on improving student achievement for all students and promoting a climate that is inviting and welcoming to students, teachers, parents, and community.
INSTRUCTIONAL READINESS
Division of Curriculum and Instruction
Teacher Effectiveness Academies

✓ 100% of BCPS schools participated in a 3-day training on the Common Core State Standards.

✓ All schools developed a transition plan focused on training all staff on the Common Core State Standards.
Twenty-two high schools and eight middle schools are participating in the AVID program for the 2011–2012 school year.

There are no new AVID schools this year.

The curricular focus is on “Culturally Relevant Teaching,” research resources, and rigorous instruction to improve AVID students’ AP and SAT participation and performance.
INSTRUCTIONAL READINESS

Department of Liberal Arts
Social Studies

• Elementary
  ▪ Prepared and implemented revised curriculum guide for Grades 4 and 5 social studies that infused language arts instruction.

• Middle
  ▪ Prepared and implemented revised curriculum guides for Grade 7 *World Cultures* that support content-based reading and writing.
INSTRUCTIONAL READINESS

Department of Liberal Arts
Social Studies (continued)

• High
  ▫ Prepared and implemented revised curriculum guide for *Economics and Public Issues* that is aligned with the Maryland State Personal Financial Literacy Standards.

• All levels
  ▫ Initiated use of a composition scoring tool to support student achievement in writing for MSA, Advanced Placement, and SAT, and to support Common Core Literacy Standards for History/Social Studies.
INSTRUCTIONAL READINESS

Department of Liberal Arts
World Languages

• All world languages instruction is moving to the immersion model, with the target language spoken by both teachers and students, providing students with the 21st Century skill of effective communication.

• French III and Spanish III have been piloted and approved for full implementation.

• Latin is being revised to reflect the national standards in world languages teaching and learning.

• Chinese IV is being piloted this year.
The Barbara Bush Family Literacy grant was successfully implemented at Colgate, Norwood, and Berkshire Elementary Schools.

ESOL teachers co-taught with mathematics and English teachers at three high school ESOL centers.

The ESOL middle school initiative was implemented; all four middle school ESOL centers met or exceeded the 2011 AMAOs for English language proficiency attainment and progress.
INSTRUCTIONAL READINESS

Technology

• Upgraded the Web content filtering system from a business class system to a K-12 specific system to allow for different levels of access depending upon a user’s Active Directory login and rights.

• Completed the Internet service provider upgrade from 500Mbps to 900Mbps for the district.

• Performed live system testing of the main generator that provides emergency power for the Timonium Data Center.
INSTRUCTIONAL READINESS

Technology (continued)

• Continued the Windows 7 operating system and Office 2007 deployment in all schools and offices to prepare for the 2011-2012 school year.

• Completed file server replacements in high schools for the start of the 2011-2012 school year, with middle school server replacements scheduled for completion by the end of November 2011.

• Completed domain controller upgrades in all schools.
INSTRUCTIONAL READINESS

Technology (continued)

• Completed the bandwidth upgrade for most high schools from 10Mbps to 30Mbps.

• Completed the bandwidth upgrade into the Timonium Data Center from 3000Mbps to 5000Mbps.

• Continuing bandwidth upgrades for middle schools from 10Mbps to 30Mbps and elementary schools from 10Mbps to 20Mbps, to be completed by the end of December 2011.
INSTRUCTIONAL READINESS

Technology (continued)

• Implemented server virtualization, utilizing Microsoft’s Hyper-V, to all high schools through the file server upgrade project.

• Beginning to implement server virtualization into all middle schools as part of the file server upgrade project.

• Continued working with Baltimore County government on the County owned/operated fiber optic project that will bring higher bandwidth to many high schools and some middle schools.
INSTRUCTIONAL READINESS

Technology (continued)

New updates have been completed for the environmental science game, *My Own Biome*. New lesson modules have been completed by teachers and curricular staff during the summer training session. These new additions will be implemented for the 2011-2012 school year.

Engaged students at Woodlawn, Western, Catonsville, and Randallstown high schools in a *Games that Educate Contest* to create computer games based upon BCPS’ curriculum that will be incorporated into lessons during the 2011-2012 school year.
Technology (continued)

The Virtual High School (VHS) Phase II development has begun so that beta testing can take place during the 2011-2012 school year.

A new lunar environment that utilizes calculus and physics has been developed and will be deployed via the Virtual Learning Arena (VLA) at Chesapeake High School for the start of the 2011-2012 school year.
• Completed the Education, Assessment, Student Information (easi) System Phase II deployment that includes completion of the business requirements/prototyping, design and development of tasks to update student data, population of each teacher’s site calendar, provision of teacher site sharing functionality and a new dashboard for principals and assistant principals that includes a high-level view of all teachers within a school, plus all of the students with an Individualized Education Plan (IEP) or specific accommodations under the Rehabilitation Act of 1973: Section 504 (commonly referred to as "§ 504").
INSTRUCTIONAL READINESS

Technology (continued)

• Information regarding the Student External (Secondary) Password Generation Project is being communicated to schools. This project created an external password for students and teachers to use for all external applications that require a password. This is in addition to each student and teacher BCPS, network, and internal password.
INSTRUCTIONAL READINESS

Technology (continued)

• The STARS Period Attendance module was available to teachers when school re-opened. Training materials were available to secondary schools before teachers returned on August 22, 2011.

• The STARS Athletic Director module was promoted to production on August 10, 2011. Training for athletic directors was held on August 11, 2011.
A three-day New Teacher Orientation Program was held for 383 teachers new to the system.

Orientation workshops included topics related to curriculum, instruction, and classroom management.

All teachers and Curriculum and Instruction personnel participated in countywide Professional Development Study Day activities that focused on instructional delivery of a rigorous curriculum.
INSTRUCTIONAL READINESS

Physical Education/Fine Arts

• Incorporated AVID strategies into the revised FitnessFoundations/Fitness Mastery physical education curriculum.

• Incorporated 21st Century skills and technological advancements into the Photography, Sculpture, Multimedia, and Televideo curricula pilots.

• Provided summer training on software updates for teachers of Foundations of Music Technology.
INSTRUCTIONAL READINESS

Gifted and Talented

• Provided summer training for principals on the revised handbook for gifted and talented education.

• Working with schools to present enrichment strategies with a focus on higher-level questioning, problem solving, and differentiated instructional activities.
INSTRUCTIONAL READINESS

Magnet Programs

• Delivered magnet brochures/applications and posters to all Baltimore County public schools, libraries, and private/parochial schools in Baltimore County.

• Planning for the 2011 BCPS’ Magnet EXPO! at the Crowne Plaza on September 24, 2011.
INSTRUCTIONAL READINESS

School Counseling

• Initiating the *Diploma to Degree* program to allow students to simultaneously earn a high school diploma from BCPS and an AA degree from CCBC.

• Implementing ConnectEDU, a free Web-based service for students and parents to search colleges and careers, explore scholarship opportunities, and complete college applications online.
INSTRUCTIONAL READINESS

Special Education

• Opening of BCPS’ first public/private partnership with the Trellis School to allow students with autism to receive their educational program within a Baltimore County public school.

• Preparing 3-year-old students with IEPs for school readiness by piloting 17 early intervention inclusive classes.
Department of Science, Technology, Engineering, and Mathematics (STEM)

• A new laptop cart with 12 computers and an updated wireless router were placed in every middle and high school science department in early fall 2010. These computers are being used every day by students.

• A revised Project Innovation curriculum will be piloted at Chesapeake High School in fall 2011. This STEM elective course guides students through the invention process and culminates in a seminar in which students demonstrate their invention or product innovation for peers and stakeholders and potentially submit an application for a patent.

• The newly revised Grades 4 and 5 Science curriculum with infused language arts strategies was approved by the Board of Education and will be implemented countywide in 2011-2012.
Through funding provided by the Race to the Top Grant, the Dundalk Cluster Port of Baltimore Project held its’ initial kickoff on Monday, August 15, 2011.

Approximately 80 teachers, administrators, and central office personnel participated in a tour of private and public terminals at the Port, toured the Port by water, and visited the Maritime Institute to observe and take part in actual training simulations.
Department of Science, Technology, Engineering, and Mathematics (STEM) (continued)

• Provided technology integration support and professional development for teachers for the RTTT e-Center project that is placing middle school curriculum into a content management system for online access to curriculum and digital content.

• Facilitated the teacher training for the Online World History teachers who will be piloting this online resource during the 2011-2012 school year.
Department of Science, Technology, Engineering, and Mathematics (STEM) (continued)

• The Project Lead the Way Biomedical Science program will open at Lansdowne and Woodlawn High Schools.
• The Project Lead the Way Pre-Engineering program will open at Pikesville High School.
• The Cyber Security program will open at Sollers Point Technical High School.
• e-Textbooks developed and implemented for Pre-College Science.
• New Library Media Curriculum, Grades 1-5 will be implemented this school year.
• Digital content, inclusive of licensed and locally created videos, e-textbooks, and other media is managed by LIS via Safari Montage Creation Station.
Department of Science, Technology, Engineering, and Mathematics (STEM) (continued)

• 266 Online Research Models that guide K-12 student research and inquiry-based learning are accessible from the Library Information Services Web site.

• Independent Research Course will be piloted in 5 high schools this school year (2nd semester).

• 79 secondary students have currently been registered primarily for online AP courses for the 2011-2012 school year.
INSTRUCTIONAL READINESS

Department of Science, Technology, Engineering, and Mathematics (STEM) (continued)

• Differentiated instructional technology support will be provided to teachers and staff members in Title I schools through the assignment of resource teachers from the Office of Instructional Technology.

• Provided extensive technology integration professional development through inservice courses and integration workshops for 1,700 K-12 teachers.
INSTRUCTIONAL READINESS

Department of Science, Technology, Engineering, and Mathematics (STEM) (continued)

• Renewed district licenses for Voice Thread and Blackboard Collaborate to provide online collaborative tools for teachers and students and planned professional development for use of both tools.

• The new Geometry curriculum will be implemented in high schools. All materials have been delivered to the schools, and Geometry teachers have been provided with professional development with follow-up professional development planned throughout the school year.
BACK-TO-SCHOOL NIGHTS

• Back-To-School Nights have been scheduled at all schools. Dates for these events are posted on the system’s Web site and have been published in all weekly community newspapers.

• Student expectations for learning are also available on the BCPS’ Web site via the Articulated Instruction Module (AIM).
FACILITIES

• All schools and centers were cleaned, ready to receive teachers and students, and opened on time.

• 19 existing relocatable units, for a total of 22 classrooms, were moved and installed.

• 37 capital construction projects are in progress.
FACILITIES (continued)

• 1,415 maintenance work orders completed.

• 2,505 grounds work orders completed.

• 41 emergencies occurred during normal working hours that required action/response.

• 11 after-hours emergencies occurred that required action/response.
Completed:

- 1 middle school addition
- 2 elementary school additions
- 8 middle school renovation projects
- 1 high school limited renovation projects
- 17 schools received window and/or door replacements
- 22 schools received parking lot modifications
- 3 high school tracks were reconstructed
- 7 new roof replacements
- 5 schools received locker replacements
FACILITIES (continued)

Ongoing:

- 3 replacement high schools are under construction
- 3 high schools are undergoing limited renovations
- 10 schools are receiving new roofs
- 21 schools are receiving new windows
- 12 major HVAC renovations are underway
FACILITIES (continued)

Ongoing:

• 1 tennis and multi-use courts are being resurfaced
• 2 high schools are receiving new greenhouse replacements
• 3 schools are receiving new elevators
• 1 school is receiving a water tower replacement
• 1 school is receiving a track replacement
• 6 schools are receiving boiler replacements
• 6 school parking lots are being repaved or expanded
TRANSPORTATION AND FOOD AND NUTRITION SERVICES

• As of September 6, 2011, Student Transportation and Food and Nutrition Services operated without unforeseen disruptions or unusual problems.
• 850 bus routes carried an estimated rider-ship of 72,000 students.
• All routes operated as planned on opening day. There are currently 10 bus driver vacancies.
• Approximately 14,346 breakfasts and 42,857 lunches were prepared and served at all schools for a total of 57,203 meals.
Prior to the opening of school, Curriculum and Instruction personnel visited all schools to ensure that all curricular materials and textbooks had been received and were ready for use to support the instructional program.
THANK YOU

• To all employees in the schools and central offices.
• To all the parents and students.
• To everyone involved in providing the best opportunity for our students to receive a quality education.
ADMINISTRATION: Administrative Operations

Public Information Act Requests: Schedule of Fees

I. PURPOSE

A. TO ENSURE THAT BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) COMPLIES WITH the Maryland Public Information Act, ANNOTATED CODE OF Maryland, State Government ARTICLE [Code Ann., §10-621] SECTIONS 10-611 THROUGH 10-630 (ACT) WHEN RESPONDING TO REQUESTS FOR PUBLIC INFORMATION AND TO OUTLINE PROCEDURES FOR FILING SUCH REQUESTS WITH THE SCHOOL SYSTEM.

B. REQUESTS FOR STUDENT RECORDS, INCLUDING STUDENT DIRECTORY INFORMATION, ARE NOT COVERED BY THIS RULE. (SEE, SUPERINTENDENT’S RULE 5230, STUDENT RECORDS)

II. BACKGROUND

A. THE MARYLAND PUBLIC INFORMATION ACT permits a governmental agency to set reasonable fees for the search, preparation, and copying of public records. BCPS, AS THE CUSTODIAN OF THE GOVERNMENTAL RECORD, MUST PROVIDE ACCESS TO QUALIFYING RECORDS, UNLESS THE RECORD REQUESTED IS EXEMPTED FROM DISCLOSURE BY THE ACT.

B. [As such,] This Schedule of Fees shall be followed by all BCPS EMPLOYEES AND OFFICES [Baltimore County Public Schools staff members] when responding to requests for public information presented under the ACT. [Maryland Public Information Act or the Federal Freedom of Information Act (5 U.S.C. §522). Requests for student records are not covered by this rule. As used in this rule, “applicant” refers to the person or entity requesting access to or copies of public records. Requests for public records must be directed, in writing, to the appropriate custodian of record.]

III. DEFINITIONS

A. ACT - MEANS THE MARYLAND PUBLIC INFORMATION ACT, ANNOTATED CODE OF MARYLAND, STATE GOVERNMENT ARTICLE SECTIONS 10-611 THROUGH 10-630.
RULE 2373

B. **APPLICANT** - MEANS A PERSON OR ENTITY REQUESTING INSPECTION OR DISCLOSURE OF PUBLIC RECORDS.

C. **SCHOOL SYSTEM** - MEANS THE BALTIMORE COUNTY PUBLIC SCHOOLS AND BOARD OF EDUCATION OF BALTIMORE COUNTY.

D. **CUSTODIAN** - MEANS AN AUTHORIZED PERSON EMPLOYED BY THE SCHOOL SYSTEM HAVING PHYSICAL CUSTODY AND CONTROL OF PUBLIC RECORDS OF THE SCHOOL SYSTEM.

E. **PUBLIC RECORDS** - MEANS ANY RECORDS MADE OR RECEIVED BY SCHOOL SYSTEM IN CONNECTION WITH THE TRANSACTION OF PUBLIC BUSINESS AND IS IN ANY FORM, INCLUDING, BUT NOT LIMITED TO, CORRESPONDENCE, A COMPUTERIZED RECORD, A CARD, A PHOTOGRAPH OR PHOTOSTAT, FILMS, MICROFILMS, A RECORDING, A TAPE, COMPUTERIZED RECORDS, MAPS, DRAWINGS, AND BOTH PRINTED AND ELECTRONICALLY STORED VERSIONS OF ELECTRONIC MAIL MESSAGES. A "PUBLIC RECORD" INCLUDES A DOCUMENT THAT LISTS THE SALARY OF AN EMPLOYEE OF THE SCHOOL SYSTEM.

IV. **RIGHT TO ACCESS**

A. EXCEPT AS OTHERWISE PROVIDED BY LAW, A CUSTODIAN SHALL PERMIT A PERSON OR GOVERNMENTAL UNIT TO INSPECT ANY PUBLIC RECORD AT ANY REASONABLE TIME.

B. THE ACT PROVIDES THAT EXISTING RECORDS, NOT OTHERWISE PRIVILEGED OR CONFIDENTIAL, WHICH ARE DEEMED PUBLIC ARE TO BE RELEASED. THERE IS NO OBLIGATION TO CREATE RECORDS TO SATISFY A PUBLIC INFORMATION REQUEST, AND THE SCHOOL SYSTEM WILL NOT DO SO.

C. PRIVILEGED AND/OR CONFIDENTIAL INFORMATION IS NOT SUBJECT TO RELEASE. THIS INCLUDES, BUT IS NOT LIMITED TO SUCH DOCUMENTS AND RECORDS AS: STUDENT RECORDS WITH PERSONALLY IDENTIFYING INFORMATION; EMPLOYEE HOME ADDRESSES AND TELEPHONE NUMBERS; PERSONNEL EVALUATIONS AND EMPLOYMENT RECOMMENDATIONS; TRADE SECRETS; AND TEST QUESTIONS.
V. PROCEDURES

A. INITIATING WRITTEN REQUESTS
1. REQUESTS FOR PUBLIC RECORDS MADE UNDER THE ACT MUST BE IN WRITING AND SPECIFY THE DOCUMENTS WHICH ARE WITHIN THE CUSTODY OF THE SCHOOL SYSTEM THAT ARE BEING SOUGHT. IF THE APPLICANT Chooses TO MAKE A REQUEST VIA ELECTRONIC MAIL, THE APPLICANT ASSUMES THE RISK THAT SUCH TRANSMITTAL MAY BE COMPROMISED DUE TO UNANTICIPATED TECHNOLOGICAL ERRORS, WHICH MAY RENDER THE ELECTRONIC MAIL TRANSMITTAL UNDELIVERABLE.

2. ALL WRITTEN REQUESTS FOR PUBLIC RECORDS MUST INCLUDE THE APPLICANT’S FULL NAME, MAILING ADDRESS, AND TELEPHONE NUMBER.

3. THE WRITTEN REQUEST SHOULD BE ADDRESSED TO THE CUSTODIAN OF RECORD OF THE DOCUMENT SOUGHT, OR IF NOT KNOWN, ADDRESSED TO THE GENERAL COUNSEL, OFFICE OF LAW.

B. PROCESSING WRITTEN REQUESTS
1. ALL PUBLIC INFORMATION ACT REQUESTS RECEIVED BY THE SCHOOL SYSTEM SHOULD BE FORWARDED TO THE OFFICE OF LAW FOR REVIEW AND RESPONSE. THE GENERAL COUNSEL SHALL COORDINATE WITH THE APPROPRIATE STAFF TO PROVIDE THE REQUESTED INFORMATION.

C. RESEARCH, PREPARATION AND COMPILATION TIME
1. APPLICANTS WILL BE CHARGED FOR THE TIME INVOLVED IN RESEARCH, PREPARATION, AND COMPILATION OF DOCUMENTS RESPONSIVE TO REQUESTS FILED PURSUANT TO THE ACT.
   a. AS PROVIDED BY THE ACT, NO CHARGE WILL BE ASSESSED FOR THE FIRST TWO HOURS THAT AN EMPLOYEE SPENDS TO RESPOND TO A REQUEST FOR PUBLIC RECORDS.
   b. WHEN STAFF TIME TO SEARCH FOR REQUESTED PUBLIC RECORDS OR TO PREPARE PUBLIC RECORDS FOR INSPECTION AND COPYING EXCEEDS
TWO HOURS, THE CHARGE FOR SUCH SEARCH AND PREPARATION SHALL BE ASSESSED AS FOLLOWS:

(1) CLERICAL TIME WILL BE ASSESSED AT A HECK OF A HIGH$25.00 PER HOUR;

(2) PROFESSIONAL TIME WILL BE ASSESSED AT $45.00 PER HOUR.

2. WHEN IT IS ANTICIPATED THAT A REQUEST WILL CONSUME MORE THAN TWO HOURS OF LABOR, BCPS WILL NOTIFY THE APPLICANT AND PROVIDE A COST ESTIMATE. THE APPLICANT MUST AGREE TO THE FEE AMOUNT BEFORE COMPILING OF DOCUMENTS BEGINS. BCPS WILL REQUIRE A DEPOSIT OF 75 PERCENT OF THE ESTIMATE BEFORE INITIATING ANY RESEARCH, PREPARATION, AND COMPILATION. IN ALL CASES, FEES MUST BE PAID IN FULL BEFORE ANY DOCUMENTS ARE DELIVERED OR ACCESS TO THE DOCUMENTS IS AUTHORIZED.

D. TIME OF INSPECTION

1. WITH REASONABLE ADVANCE NOTICE, AN APPLICANT MAY INSPECT ANY PUBLIC RECORD THAT HE IS ENTITLED TO INSPECT DURING THE NORMAL WORKING HOURS OF THE SCHOOL SYSTEM. THE INSPECTION SHALL TAKE PLACE IN THE PRESENCE OF THE CUSTODIAN OR THE CUSTODIAN’S DESIGNEE.

E. EMPLOYEE SALARIES

1. SALARIES OF SCHOOL SYSTEM EMPLOYEES ARE DEEMED PUBLIC INFORMATION UNDER THE ACT AND MAY BE PROVIDED UPON REQUEST WITHOUT THE NEED FOR A WRITTEN APPLICATION.

F. GENERAL DOCUMENTS

1. ALL DOCUMENTS THAT MAY BE VIEWED ON THE SCHOOL SYSTEM’S WEB PAGE AT THE TIME OF THE REQUEST ARE DESIGNATED AS GENERAL DOCUMENTS. GENERAL DOCUMENTS WILL BE MADE AVAILABLE UPON REQUEST AND WITHOUT THE NEED FOR A WRITTEN APPLICATION UNDER THE ACT.

G. TIME AND PLACE OF COPYING

1. THE CUSTODIAN MAY SET A REASONABLE TIME SCHEDULE FOR THE MAKING OF COPIES, PRINTOUTS,
AND PHOTOGRAPHS. THE COPY, PRINTOUT, OR PHOTOGRAPH SHALL BE MADE WHILE THE PUBLIC RECORD IS IN THE CUSTODY OF THE CUSTODIAN AND, WHenever PRACTICABLE, WHERE THE PUBLIC RECORD IS KEPT.

H. COPYING AND OTHER FEES [I. Photocopies]
1. DOCUMENTS OF 10 OR FEWER PAGES WILL BE COPIED FREE OF CHARGE.
2. [A.] The fee for each copy made by a photocopying machine owned or operated by THE SCHOOL SYSTEM [the Baltimore County Public Schools] is 25 CENTS [¢] per page. [No charge shall be made when the total fee does not exceed $1.00.]
3. [B.] IF COPYING MUST BE DONE AT A COMMERCIAL FACILITY FOR ANY REASON, THE APPLICANT WILL BE CHARGED THE ACTUAL FEE ASSESSED BY THAT FACILITY AND [The fee for each copy made other than by the Baltimore County Public Schools shall be based on the actual cost of reproduction. If the requested record cannot be copied on the premises of the Baltimore County Public Schools, the applicant requesting the information] shall be REQUIRED [directed] to reimburse directly the agency or facility making the copy.
4. [C.] When an applicant requests that a copy of a public record be certified officially by the Superintendent or by a member of his administrative staff, an additional fee of $1.00 per page shall be charged.
5. AN APPLICANT WILL BE CHARGED $2.00 EACH FOR A CD OR DVD.
6. IF THE APPLICANT REQUESTS THAT COPIES BE MAILED OR DELIVERED TO THE APPLICANT, THE CUSTODIAN MAY CHARGE THE APPLICANT FOR THE COST OF POSTAGE OR DELIVERY TO THE APPLICANT.

I. ELECTRONIC DOCUMENTS
1. TO CONSERVE RESOURCES AND ENSURE THE INTEGRITY OF THE REQUESTED RECORDS, BCPS MAY ELECT TO DELIVER DOCUMENTS RESPONSIVE TO A REQUEST FOR INFORMATION IN AN ELECTRONIC FORMAT THAT CANNOT BE MANIPULATED OR RECONFIGURED.

J. BCPS RESERVES THE RIGHT TO IMPOSE REASONABLE FEES FOR OTHER MATERIALS NOT LISTED HEREIN.
[II. Search and Preparation

A. The Superintendent will not impose a charge for the first two hours that an employee spends to respond to a request for public records.

B. When staff time to search for requested public records or to prepare public records for inspection and copying exceeds two hours, the charge for such search and preparation shall be assessed at a reasonable rate, to be no less than $25.00 per hour for clerical staff time and no less than $45 per hour for professional staff time.]

VI. [III.] Payment

[A. Prior to copying a public record, staff members shall estimate the cost of reproduction and demand prepayment of the cost from the applicant.]

A. [B.] Payment shall be remitted to the Baltimore County Public Schools by money order, [or] certified cashier’s check, OR BUSINESS CHECK; A PERSONAL CHECK WILL NOT BE ACCEPTED.

B. UPON REQUEST, THE CUSTODIAN MAY WAIVE OR REDUCE ANY FEE CHARGED PURSUANT TO THIS RULE IF THE CUSTODIAN DETERMINES THAT THE WAIVER OR REDUCTION IS IN THE PUBLIC INTEREST OR AS AUTHORIZED BY THE SUPERINTENDENT. THE CUSTODIAN SHALL CONSIDER, AMONG OTHER THINGS, THE APPLICANT’S ABILITY TO PAY THE COST OR FEE. [A Waiver of this Schedule of fees may be granted, as provided by the Public Information Act.]

Legal References:  Annotated Code of Maryland, State Government Article, §§10-611 TO -630 (MARYLAND PUBLIC INFORMATION ACT) [§10-611, et seq.]

[Related Policies:  Board of Education Policy 5530, Student Records]
## FY 2013 Planning Priorities

### Capital Planning Priorities and Recommended Timelines FY 2013 - FY 2017

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<th>FY 2014</th>
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*Study to be commissioned in FY12*
INSTRUCTION

Audio-Visual Materials

The selection and use of audio-visual aids shall be supplementary to the course of study and shall parallel the requirements of the course of study.

POLICY ACCESSIBILITY

I. PURPOSE

TO OUTLINE THE PROCEDURE FOR PRESERVING AND PROVIDING ACCESS TO THE POLICIES ADOPTED BY THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) AND RULES ISSUED BY THE SUPERINTENDENT FOR THE BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS).

II. PROCEDURES

A. PRESERVATION

1. THE SUPERINTENDENT SHALL RETAIN ALL BOARD POLICIES AND SUPERINTENDENT’S RULES IN ACCORDANCE WITH THE BCPS RECORD RETENTION SCHEDULE.

B. ACCESSIBILITY

1. THE BOARD’S MANUAL OF POLICIES AND REGULATIONS BOARD OF EDUCATION OF BALTIMORE COUNTY SHALL BE AVAILABLE TO ANY EMPLOYEE OR INTERESTED CITIZEN ON THE BCPS WEBSITE (HTTP://WWW.BCPS.ORG).

2. THE POLICY WEBSITE WILL BE UPDATED WHENEVER POSSIBLE NEW AND/OR REVISED POLICIES SHALL BE POSTED ON THE WEBSITE NO LATER THAN FORTY-EIGHT HOURS AFTER BOARD OF EDUCATION ACTION ADOPTION.

[Copies of the Manual of Policies and Regulations --- Board of Education of Baltimore County shall be placed in all central office buildings and in the office of the principal of each school. A copy of the manual shall also be available via the worldwide web. The copies shall be available to be examined by any employee or interested citizen. ]
Rule

Approved: 09/18/68
Revised: 03/22/05
REVISED: __________

Superintendent of Schools