MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

MONTHLY WORK SESSION

Tuesday, March 20, 2012
5:15 P.M.-Closed Session, 6:30 P.M. – Work (Open) Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for March 20, 2012

IV. MINUTES

Consideration of the Open and Closed Minutes of February 21, 2012; the Opened and Closed Minutes of March 6, 2012; and the Report on the Public Hearing of March 19, 2012

Exhibit A

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. GENERAL PUBLIC COMMENT

VIII. SUPERINTENDENT’S REPORT

IX. OLD BUSINESS

A. Consideration of a New Elementary School at the Mays Chapel Site (Mr. Sines) Exhibit B

X. NEW BUSINESS

A. Consideration of the Alternative Governance Plans for Deep Creek Magnet Middle, Dundalk Middle, Windsor Mill Middle, and White Oak Schools (Dr. Newsome) Exhibit C
XI. WORK SESSION REPORTS

A. Report on the Proposed Board of Education Policies (first reading): (Mr. Coleman)
   • Proposed Deletion of Policy 2343 – ADMINISTRATION: School Organization-Staffing Guidelines
   • Proposed Changes to Policy 3532 – NON-INSTRUCTIONAL SERVICES: Obtaining Restitution for Vandalism
   • Proposed Changes to Policy 3640 – NON-INSTRUCTIONAL SERVICES: Property Disposition-Disposal of Surplus or Excess Property
   • Proposed Changes to Policy 5410 – STUDENTS: Services to Students-School Counseling Services
   • Proposed Deletion of Policy 8110 – INTERNAL BOARD POLICIES: Organization-Composition of Board of Education of Baltimore County
   • Proposed Changes to Policy 8120 – INTERNAL BOARD POLICIES: Organization-Purpose, Role and Responsibilities of the Board of Education
   • Proposed Changes to Policy 8131 – INTERNAL BOARD POLICIES: Organization-Administration in Policy Absence

B. Report on School Facilities (Mr. Sines)

C. Report on Policy 5550, Behavior (Mr. Rauenzahn)

XII. INFORMATION


B. Deletion of Superintendent’s Rule 4206 – Salary Regulations-Professional

C. Deletion of Superintendent’s Rule 6308 – Extra Duty Assignments: Appointments, Releases

D. Revised Superintendent’s Rule 6801 – Cultural Exchange Program
XIII. ANNOUNCEMENTS

Next Board Meeting      Tuesday, April 17, 2012
7:00 PM               Greenwood – ESS Building
The Board of Education of Baltimore County met in open session at 5:15 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Cornelia Bright Gordon, Esquire, Mr. Michael J. Collins, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Mr. David Uhlfelder, and Mr. Logan McNaney. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Schmidt reminded Board members of community functions and Board of Education events scheduled in February and March.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(7), (a)(8), and (a)(9) and upon motion of Mr. Janssen, seconded by Mr. Uhlfelder, the Board commenced its closed session at 5:20 p.m.

The Board of Education of Baltimore County, Maryland, met in closed session at 5:20 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Cornelia Bright Gordon, Esquire, Mr. Michael J. Collins, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Mr. David Uhlfelder, and Mr. Logan McNaney. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: Dr. Renee A. Foose, Deputy Superintendent; Ms. Michele O. Prumo, Chief of Staff; Dr. Roger L. Plunkett, Assistant Superintendent, Curriculum and Instruction; Ms. Karen T. Blannard, Assistant Superintendent, Elementary Schools; Ms. Patricia A. Lawton, Assistant Superintendent, Elementary Schools; Ms. Verletta B. White, Assistant Superintendent, Elementary Schools; Dr. Edward Newsome, Jr., Assistant Superintendent, Middle/High Schools; Dr. Donald A. Peccia, Assistant Superintendent, Human Resources; Mr. George M. Duque, Staff Relations Manager; 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.

Mr. McNaney exited the room at 5:20 p.m.

Mr. Duque provided Board members with an update on negotiations with various collective bargaining units.

Board member, Mr. James E. Coleman, entered the room at 5:27 p.m.

Mr. McNaney re-entered the room at 6:05 p.m.
Ms. Howie updated Board members on a lawsuit filed by a former employee.

On motion of Mr. Uhlfelder, seconded by Mr. Parker, the Board adjourned its closed session at 6:15 p.m.

**OPEN SESSION MINUTES**

The Board of Education of Baltimore County, Maryland, reconvened in open session at 6:44 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Mr. David Uhlfelder, and Mr. Logan McNaney. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

**PLEDGE OF ALLEGIANCE**

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Ms. Kiona Ervin, a student at Towson University, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Dr. Hairston pulled item IX.A., Consideration of Action Taken in Closed Session, from the agenda.

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

**SELECTION OF SPEAKERS**

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

Mr. Schmidt stated that public comment is one of the opportunities provided to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens and will take their comments into consideration, even though it is not the Board’s practice to take action at this time on issues which are raised. When appropriate, the Board will refer concerns to the superintendent for follow-up by his staff.
While the Board encourages public input on policy, programs, and practices within the purview of this Board and this school system, this is not the proper avenue to address specific student or employee matters, or to comment on matters that do not relate to public education in Baltimore County. The Board encourages everyone to utilize existing avenues of redress for complaints. Inappropriate personal remarks or other behavior that disrupts or interferes with the conduct of this meeting are out of order.

Mr. Schmidt also asked speakers to observe the timer, which lets the speaker know when time is up. He asked speakers to conclude their remarks when they see his/her time is up.

**ADVISORY AND STAKEHOLDER COMMENTS**

Ms. Abby Beytin, President of the Teachers Association of Baltimore County, stated that TABCO has been working collaboratively with the school system to ensure that the upcoming teacher evaluation system is valued and valuable. TABCO has come up with what it believes is a great qualitative system to help teachers grow and improve their craft.

Ms. Nancy Ostrow, President of the PTA Council of Baltimore County, expressed condolences to the family of Michael Trulcuk and the entire Parkville Middle School community who are grieving his recent death. She stated that the PTA Council provides a memorial donation to the Maryland PTA Scholarship fund whenever a student in Grades Pre-K through 12 dies while registered in a Baltimore County Public School.

**GENERAL PUBLIC COMMENT**

Mr. David Suarez-Murias stated that he represents the West Padonia community and Mays Chapel residents who are opposed to the 700-seat elementary school on the Mays Chapel site.

Mr. Stanley Miller asked the Board to find a location other than Mays Chapel for the elementary school that would be appropriate for students.

Dr. Bash Pharoan asked the Board to discuss openly the holidays on the school calendar. He stated that closing schools on the Jewish holidays is a violation of the first amendment.

Mr. Caleb Kelly asked the Board to not build an elementary school on the Mays Chapel site. He stated that the Board is planning on building a school without having a public hearing.
SPECIAL ORDER OF BUSINESS

In honor of Baltimore County Public Schools’ participation in the Save-A-Limb Walk and Ride, a $10,000 donation is being made to the Dr. Joe A. Hairston Scholarship Fund. The check was presented to Dr. Hairston by Dr. Ronald Delanois, Director of the Save-A-Limb Fund.

WORK SESSION REPORTS

The Board received the following reports:

A. **Board of Education Policies** – Mr. Coleman reported that the Board of Education’s Policy Committee had met to consider the policies presented this evening, and that the Committee is recommending approval of these policies. This is the first reading.
   - Proposed Changes to Policy 1270 – COMMUNITY RELATIONS: Community Involvement-Parent and Family Involvement
   - Proposed Changes to Policy 3200 – NON-INSTRUCTIONAL SERVICES: Purchasing-Purchases from Minority and Small Business Enterprises
   - Proposed Changes to Policy 3209 – NON-INSTRUCTIONAL SERVICES: Purchasing Principles
   - Proposed Changes to Policy 3520 – NON-INSTRUCTIONAL SERVICES: Physical Plant Services-Maintenance
     In Section II of policies 3200, 3209, and 5470, Mr. Janssen asked whether the policy format had changed regarding “the Board directs the superintendent…” Ms. Howie responded that staff would review the policies.
   - Proposed Changes to Policy 5470 – STUDENTS: Services to Students-Wellness
   - Proposed Changes to Policy 5550 – STUDENTS: Conduct-Behavior

Mr. Janssen expressed concern over the substantial changes in Policy 5550 noticing the relocation of some of the offenses to lesser categories. Mr. Janssen asked that a work session be scheduled to discuss this policy prior to the Board’s vote scheduled for April 17, 2012. Mr. Collins concurred with Mr. Janssen.
WORK SESSION REPORTS (cont)

Mr. Dale Rauenzahn, Executive Director of Student Support Services, explained that Policy 5550 is reviewed annually by a committee comprised of administrators, parents, students, TABCO, and CASE representatives to recommend changes to both the policy and student handbook. He stated that the State Board’s major emphasis concerns long-term suspensions.

- Proposed Changes to Policy 6400 – INSTRUCTION-Magnet Programs
- Proposed Changes to Policy 7250 – NEW CONSTRUCTION: Designing-School Building Design

Mr. Janssen requested the definition of “educational specification.”

- Proposed Deletion of Policy 7460 – NEW CONSTRUCTION: Constructing-Purchases from Minority Businesses
- Proposed Changes to Policy 8340 – INTERNAL BOARD OPERATIONS: Appeal Before the Board of Education

Ms. Bright Gordon stated that there was a typographical error under Section D, page 8. The COMAR reference should read “13A.01.05.05.”

Ms. Bright Gordon asked whether State Board of Education cases exist that address the standard of review to be applied by local boards of education. Ms. Howie responded that she would provide a response to the Board.

Ms. Janssen suggested that appellants who provide late cancellation notices not be granted extensions, or in the alternative, that their cases be summarily dismissed.

Regards to Section VI.C., Mr. Schmidt asked whether the recommended amendments to the policy would constitute the unauthorized practice of law.

- Proposed Changes to Policy 8400 – INTERNAL BOARD OPERATIONS: Office of Internal Audit-General

Mr. Janssen recommended that Section II.B. paragraph be edited as follows: “The Board president will forward to the Board, at the recommendation of the Budget and Audit Committee, the appointment, replacement, and/or dismissal of the Chief Auditor and the Assistant Chief Auditor.”
B. **Update on Task Force to Study High School Drop-out Rates of Persons in the Criminal Justice System** – Ms. Bright Gordon reported on the January 30, 2012, meeting of the Task Force. She reported that the task force is looking at the following items: raising compulsory age of education to 18; considering suspension as an option while using alternative resources; and focusing on the cost of failing to educate students. The next meeting of the Task Force is scheduled for March 5, 2012.

Mr. Janssen asked whether the increase in graduation rate was an overall increase or a percentage increase. Ms. Bright Gordon responded it is an overall increase of 5%; however, she will confirm with the task force.

Mr. Collins suggested that, at a future update, the Board be presented with information on what other LEAs are doing when students are not functioning well in the classroom.

Ms. Johnson asked what type of data has been provided to the task force. Ms. Bright Gordon responded that there is a data collection subcommittee, which will develop a database starting with the public school system, connecting with the juvenile system, and then connecting with the adult justice program. Linking the databases would help the task force determine the length of an individual’s educational career. Ms. Johnson asked whether there is any data that shows that students ages 14 to 17 have been forced out of school. Ms. Bright Gordon stated that there is a segment of student population not served by a traditional school setting. Because there is no compulsory school attendance after age 16, it is not uncommon to hear that some students are encouraged to drop out of school.

Mr. Parker asked about the reasons that students are forced out and what percentage of the student population is represented. Ms. Bright Gordon responded she would get the name of the individual at the Maryland Association of Boards of Education (MABE) who is tracking the data.

C. **Report on the Report on Results and the National Student Clearinghouse Student Tracker Report for 2011** – Dr. Renee Foose, Deputy Superintendent, shared with Board members that the Report on Results is a report card for the Blueprint for Progress, which has 60 data points. Tonight’s presentation reflected on 23 out of 60 data points.
Ms. Elizabeth “Grace” Chesney, Executive Director of Research, Accountability, and Assessment, reviewed the following items:

- Maryland School Assessment (MSA) data for elementary, middle, and high schools
- PSAT Participation Rate and Scores
- Advanced Placement (AP) Participation and Pass Rate
- SAT and ACT Participation and Mean Scores
- Graduation and Dropout Rate
- Students meeting University System of Maryland and CTE Requirements
- Home—School Communication
- Student, Parent/Guardian, and Teacher Conferences
- Attendance at School-based Events and Activities
- Partnerships

Ms. Chesney stated that BCPS has developed a partnership with National Student Clearinghouse (NSC) to track the post-secondary outcomes of graduates. Disaggregated data by race and gender are not provided in the NSC Student Tracker Report at this time, although it is scheduled to be included in future reports. Additionally, not all BCPS graduates will have data that can be matched with NSC college data because (1) not all colleges and universities participate in the NSC Student Tracker Program, (2) not all BCPS graduates enroll in college, and (3) students may have privacy flags placed in their data by their parents/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA), which then prohibits the NSC from providing the students’ data.

In 2011, 50% of graduates were enrolled in public institutions while 12% were enrolled in private institutions. In 2011, 34% of BCPS graduates immediately entered a four-year college or university and 29% enrolled in a two-year institution.

Ms. Bright Gordon asked whether BCPS pays for the PSAT. Dr. Foose responded that the PSAT is offered to everyone. Ms. Bright Gordon asked why only 86% of the student population participates in the PSAT. Dr. Foose responded that students either elect not to take it or do not show up for the test. Dr. Hairston stated that the PSAT is voluntary, and there could be several variables that impact the scores and results.

Ms. Bright Gordon asked for SAT data on the “non-gifted and talented students.”
WORK SESSION REPORTS (cont)

Mr. Coleman asked what other activities are available for high school students to prepare for the SAT/PSAT and for college. Dr. Foose responded that staff reviews the SOAR report to determine a student’s difficulties or deficiencies. The PSAT is one of the greatest indicators to see whether a student is prepared, as early as Grade 10, to graduate from high school and prepared for college. Some high schools are experimenting with the Accuplacer and partnering with CCBC to look at bringing that test into schools. Mr. Coleman asked what would a counselor being reviewing to suggest to a student what test would be appropriate for them. Dr. Foose responded that there are a series of 60 self-assessment questions to determine which test the student would prefer.

With regards to the SAT Total Mean Scores, Mr. Uhlfelder asked how the school system fares in mathematics compared to reading and writing. Dr. Foose responded that BCPS is below the national and state average in all three categories. Dr. Foose stated that the school system has identified the issues and is working to make the necessary corrections.

Ms. Johnson asked how the system is addressing the schools where the percentage of students scoring proficient or advanced is below 80%. Dr. Foose responded that the central office is continuing to work with schools to increase rigor through the curriculum alignment to ensure that what is being taught is being assessed. Ms. Johnson asked whether there are individual school improvement plans for each school with Dr. Foose responding in the affirmative.

Ms. Johnson asked for data on the number of students who took the MSA in 2011 and the number who scored at less than proficient in each category for elementary, middle, and high schools.

Ms. Johnson asked what strategies exist to address the 17 schools that have scored less than proficient. Dr. Foose responded that the school system is focused on opportunities for improvement. The goal is to identify challenges for schools stagnating and to establish resources, strategies, and structures to ensure all schools achieve at a rate that is accelerated from where the system has been. Ms. Johnson expressed concern about schools with low scores. Dr. Foose stated that the central office is working closely with the schools and providing interventions and supports needed for those individual students throughout the system.
INFORMATION

The Board received the following information:

A. Financial Report for months ending December 31, 2010 and 2011

ANNOUNCEMENTS

Mr. Schmidt made the following announcements:

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, March 6, 2012, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 7:00 p.m. The public is welcome to attend all open sessions.

Mr. Schmidt stated that on Tuesday, March 6, 2012, an exhibit will be brought before the Building & Contracts Committee concerning overcrowding relief for the York Road corridor, which includes development of the Mays Chapel school site.

ADJOURNMENT

Since there was no further business, the Board adjourned its work session at 8:50 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

/bls
The Board of Education of Baltimore County met in closed session at 5:18 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Michael J. Collins, Mr. Rodger C. Janssen, 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, and staff members were present.

Mr. Schmidt reminded Board members of community functions and Board of Education events scheduled in March and April.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1), (a)(7), (a)(8), and (a)(9) and upon motion of Mr. Janssen, seconded by Mr. Parker, the Board commenced its closed session at 5:20 p.m.

Mr. McNaney exited the room at 5:20 p.m.

Mr. Duque provided Board members with an update on negotiations with various collective bargaining units.

Mr. McNaney re-entered the room at 5:26 p.m.

Board member, Ms. Ramona N. Johnson, entered the room at 5:26 p.m.

Mr. Duque exited the room at 5:26 p.m.
CLOSED SESSION MINUTES (cont)

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

Ms. Frances Allen, Manager of Personnel Services, entered the room at 5:31 p.m.

Ms. Howie updated the Board on potential litigation regarding a health care contract.

Ms. Allen exited the room at 5:35 p.m.

Mr. Nussbaum provided legal advice to the Board on the hearing officer’s opinion to be considered that evening. Mr. Nussbaum also provided legal advice relative to the Annotated Code of Maryland, Education Article §4-116 and public hearings.

On motion of Mr. Janssen, seconded by Mr. Parker, the Board adjourned its closed session at 5:57 p.m.

ADMINISTRATION FUNCTION

At 6:00 p.m., the Board discussed the superintendent search process.

On motion of Ms. Roddy, seconded by Mr. Parker, the Board adjourned its administration session at 6:27 p.m. for a brief dinner.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:05 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael H. Bowler, Mr. James E. Coleman, Mr. Michael J. Collins, Mr. Rodger C. Janssen, 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, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Ms. Caroline Schmidt, a graduate of Dulaney High School, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools and also in memory of Major Robert J. Marchanti, II, a former Baltimore County physical education teacher, who was recently killed in Afghanistan.
Hearing no additions or corrections to the Open and Closed Minutes of February 7, 2012; Mr. Schmidt declared the minutes approved as presented on the Web site.

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

Mr. Schmidt stated that the Building and Contracts Committee had discussed a number of projects, including a new elementary school on the Mays chapel site. The Board obtained legal advice and anticipates that, when the Mays Chapel project is presented, a motion will be made to schedule a public hearing in March.

**SELECTION OF SPEAKERS**

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

**ADVISORY AND STAKEHOLDER COMMENTS**

Miss Olivia Keithley, Baltimore County Student Council President and member of the Superintendent’s Student Council Advisory Group, reported on its February 27 trip to Annapolis to meet with representatives to discuss youth and education-related Bills. She announced that the next Council’s general assembly would be held on Wednesday, March 7, with keynote speaker, Dr. Hairston.

Ms. Abby Beytin, President of the Teachers Association of Baltimore County, thanked the Board for moving the negotiating process forward and for continuing to research on the health care issue concerning changes to the CareFirst network. Ms. Beytin stated that TABCO looks forward to working with the Board as the superintendent search process continues.

Mr. P. J. Shafer, Esquire, Chair of the Special Education Citizens Advisory Committee, reported on the Committee’s February meeting regarding the expansion of West Towson Elementary. Mr. Shafer announced that Honestly Autism Day will be held at Towson University on April 21, 2012. Mr. Shafer stated that the Committee looks forward to seeing Board members at its March 12, 2012, meeting.

Ms. Nancy Ostrow, President of the PTA Council of Baltimore County, announced that the national PTA Reflections Awards Program would be held on March 18, 2012, at Cockeysville Middle School. Ms. Ostrow announced that its next general meeting would be held on March 22, 2012, at Loch Raven High School beginning at 7:30 p.m. The featured program, “Projected Student Enrollment and Relief Strategies for Overcrowding,” will be presented by the Office of Strategic Planning.
ADVISORY AND STAKEHOLDER COMMENTS (cont)

Ms. Jessica Paffenbarger, Chair of the Citizens Advisory Committee for Gifted and Talented (G/T) Education, remarked that the State Board of Education voted to approve new guidelines for gifted and talented education. She noted that virtually 100% of G/T students achieve at the proficient or advanced level on MSA reading and math, and that 88% of G/T students that took the SAT in 2010-2011 had the highest total average over all other student groups.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 1270

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County supports the policy revisions. She stated that the accompanying rule is detailed and carries out the intent of Policy 1270.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 3200

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

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 3209

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County supports the revisions to this policy. She stated that the PTA Council asks the school system to continue to take the appropriate measures to prevent or minimize the duplication of programs and initiatives and that current programs should be analyzed to ensure that funds spent achieve increased student performance.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 3520

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County supports the revisions to this policy that articulate the Board’s commitment to provide an environment that is conducive to learning.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 5470

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County supports the policy revisions.
PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 5550

Ms. Abby Beytin stated that this policy mentions interventions being provided for students and asked the following questions: Who will bear the burden for implementing those interventions—classroom teachers? paraeducators? Without the funding to provide the extra staffing needed to tackle these programs, how will we be able to provide reliable resources? Is there money in the budget to address these issues? She remarked that, while money is tight, a policy cannot be changed without thinking through all of the consequences that may arise from those changes. Ms. Beytin asked the Board to think through the entire policy and to make sure the policy is enforceable, doable, and in the best interest of all students.

Ms. Nancy Ostrow remarked that the State Board of Education had expressed concern that students were losing instructional time for various reasons, including out of school suspensions. Baltimore County Public Schools (BCPS) has several alternative programs to handle student behavior. She believes that the school system reports accurately, and therefore, reporting accurately may give the appearance that BCPS is suspending at a higher rate than other Maryland counties. Ms. Ostrow stated that the committee was tasked with evaluating the entire student handbook. There is very little wording change to the policy; however, offenses have been re-categorized.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 6400

Ms. Nancy Ostrow stated that the PTA Council of Baltimore County supports the revisions to this policy.

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 7250

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

PUBLIC COMMENT ON THE PROPOSED DELETION OF POLICY 7460

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

PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 8340

No one from the public signed up to speak on this policy.
PUBLIC COMMENT ON THE PROPOSED CHANGES TO POLICY 8400

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

GENERAL PUBLIC COMMENT

Mr. Schmidt stated that public comment is one of the opportunities provided to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens and will take their comments into consideration, even though it is not the Board’s practice to take action at this time on issues which are raised. When appropriate, the Board will refer concerns to the superintendent for follow-up by his staff.

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

Mr. Schmidt also asked speakers to observe the timer, which lets the speaker know when time is up. He asked speakers to conclude their remarks when they see his/her time is up.

Ms. Yara Cheikh asked the Board to continue its commitment to provide seats for children inside schools and not trailers and to build an elementary school on the Mays Chapel site.

Mr. Mark Fischer asked the Board to oppose or postpone the vote on a new elementary school on the Mays Chapel site. He stated that the Interagency Committee on School Construction (IAC) has not approved the FY2014 capital budget request for this project.

Mr. Marvin Tenberg believes that the Mays Chapel site is the wrong place for the wrong school. He stated that transporting children away from neighborhoods will cause lost time for students.

Ms. Gail Purnell stated that she is not against building a new elementary school; however, she does not want the school to be built on the Mays Chapel site. She stated that families in the area do not have children who would attend the new elementary school and bussing children in from other areas of the county is expensive.

Mr. Don Boardman asked the Board to reconsider building a new elementary school at the Mays Chapel site. He stated that the site should be kept as-is so children can play and seniors can enjoy the view and surroundings.
GENERAL PUBLIC COMMENT (cont)

Mr. Lewis Madison stated that he is in favor of maintaining Mays Chapel Park as-is. He expressed concerns about safety and traffic conditions.

Ms. Cathi Forbes advocated for a new elementary school on the Mays Chapel site. She stated that the land is Board of Education property and was purchased for the construction of an elementary school.

Mr. Harold Thompson stated that the community is not against building a school but that a school should be built where the overcrowded conditions exist. He stated that overcrowded conditions do not exist near the Mays Chapel site and that Pinewood Elementary School is not overcrowded.

Dr. Bash Pharoan stated that his request to close schools on Eid-al-Fitr and Eid-al-Adha is for a secular reason. He asked the Board to abide treat minorities equally.

Mr. Eric Rockel asked the Board to proactively have community input prior to voting on a new elementary school on the Mays Chapel site.

SUPERINTENDENT’S REPORT

There was no report from the Superintendent this evening.

PRESIDENT’S REPORT

Mr. Schmidt stated that the Board is continually questioned about many areas of our educational system. These questions come from public testimony, direct inquires to Board members, public hearings on capital and operating budgets, and area advisory councils. Some are specific to individual schools, while others involve the entire system. Mr. Schmidt reported on the following topics:

Issue: Relief Strategy for West Towson

Baltimore County Public School (BCPS) staff held meetings with parents of both Ridge Ruxton School and West Towson Elementary School students to obtain input on the proposal to use three classrooms and one room used as an office to house a grade level of West Towson students for school year 2012-13. The Board applauds the parents of both schools for their willingness to work together so we can keep all the students on the same campus. Staff will continue to work with both school communities to ensure that the integrity of the instructional programs at both schools. Student safety remains the highest priority.
PRESIDENT’S REPORT (cont)

Congratulations to Dr. Joe A. Hairston for becoming president-elect of the Horace Mann League of the USA.

The Horace Mann League is comprised of scholars who are committed to the strengthening public education in every community. This is a great honor and the Board applauds Dr. Hairston.

Issue: Proposed Elementary School on the Mays Chapel Site

At the Building and Contracts Committee meeting earlier this evening, an exhibit to construct an elementary school on the Mays Chapel site was discussed and is on tonight’s agenda for further discussion. Mr. Schmidt highlighted the information presented to the Committee, which included:

- That the Mays Chapel site was acquired in 1986 when the Keelty Company arranged for a land swap with BCPS and the Department of Recreation and Parks.
- That the infrastructure is in place (i.e. public water, sewer and storm drains).
- That relief would be provided for seven elementary schools in the central area.
- That approximately 5 to 10 acres would be used for the school site and the remaining acreage would be retained as open space.

SPECIAL ORDER OF BUSINESS

The Board approved a resolution recognizing Ms. Sally Nazelrod as the 2012 recipient of the Eastern District Association Honor Award. The resolution states:

WHEREAS, Ms. Sally Nazelrod serves the cause of public education with honor and distinction; and

WHEREAS, She demonstrates vision and leadership through her focus on increased student performance and contributes her expertise on improving the Physical Education, Health, and Dance Curriculum and Instructional Program in Baltimore County Public Schools; and

WHEREAS, Ms. Nazelrod has also served exceptionally as a school-based administrator and teacher; and

WHEREAS, Through her work in the fields of Physical Education, Health and Dance, Ms. Nazelrod has held several important positions within the Maryland Association for Health, Physical Education and Dance; and

WHEREAS, Ms. Nazelrod has provided leadership as the Maryland representative for the Eastern District Council for Services, Conventions, By-Laws and Sponsorship Committees; and
SPECIAL ORDER OF BUSINESS (cont)

WHEREAS, She serves as a role model for students from kindergarten to the university level and is a contributor to the professional growth of her fellow professionals; and

WHEREAS, At the March conference of the Eastern District Association, Ms. Nazelrod will be the 2012 recipient of the Eastern District Association Honor Award which honors a member who demonstrates excellence in education, therefore, be it

RESOLVED, That the Board of Education, herewith assembled in regular session on the sixth day of March, in the year two thousand and twelve, expresses to Ms. Sally Nazelrod, on behalf of the citizens of this county, our sincere congratulations on this recognition and gratitude for her continued service; and be it further

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

The Board approved a resolution recognizing Miss Olivia Keithley, who was named the 2012 Young Woman of the Year by the Baltimore County Commission for Women. The resolution states:

WHEREAS, Olivia Keithley, a senior at Hereford High School, has demonstrated exemplary academic achievement in advanced placement, gifted and talented, and honors courses; and

WHEREAS, She has served as the President of the Baltimore County Student Councils with honor and distinction for the school years 2009-2010, 2010-2011 and 2011-2012; and

WHEREAS, Olivia was the first student to be elected and serve as President of the Baltimore County Student Councils during her sophomore year and serve for three consecutive terms in office as President; and

WHEREAS, She has served as an integral member of the Superintendent’s Student Advisory Board for the 2009-2010, 2010-2011 and 2011-2012 school years; and

WHEREAS, Olivia has been a vital member of the Maryland Association of Student Councils’ Executive Board for the 2009-2010, 2010-2011 and 2011-2012 school years; and

WHEREAS, She has been a member of the National Honor Society, National Math Honor Society, National Science Honor Society, and Spanish Honor Society; and

WHEREAS, Olivia has served as a staff member of the Maryland Leadership Workshop’s Middle School Exploration in Leadership Program and Outreach/Journey Program; and

WHEREAS, She has been the Girl Scout Silver Award recipient, and served as assistant Girl Scout troop leader, Aldante Familia volunteer, Greater Baltimore Orchestra member, and Hereford High School Student Council Vice President; and
SPECIAL ORDER OF BUSINESS (cont)

WHEREAS, Olivia was named the “2012 Young Woman of the Year” by the Baltimore County Commission for Women on March 15, 2012 for making significant contributions in her community and school to further the interests of women and children; now, therefore, be it

RESOLVED, That the Board of Education of Baltimore County, assembled in regular session on the sixth of March, in the year two thousand twelve, expresses to Olivia Keithley, its fondest regards and gratitude for her services; and be it further

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

Mr. Bowler and Mr. Collins exited the room at 8:28 p.m.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Uhlfelder, the Board approved the personnel matters as presented on exhibits B, C, D, and E (favor-9). (Copies of the exhibits are attached to the formal minutes).

ACTION TAKEN IN CLOSED SESSION

On motion of Mr. Parker, seconded by Mr. Coleman, the Board confirmed the action taken in closed session in Case Numbers H.E. 11-46 (favor-9).

Mr. Collins re-entered the room at 8:30 p.m.

NEGOTIATED AGREEMENTS

Mr. Moniodis moved to approve the negotiated supplement to the Council of Administrative and Supervisory Employees (CASE) master agreement. Mr. Coleman seconded the motion.

Mr. Janssen stated that he would be voting to oppose all master agreements. When information was distributed to Board members in closed session, the information was re-collected and, therefore, he was unable to follow the process from beginning to end to ensure the items discussed by the Board were addressed.
NEGOTIATED AGREEMENTS (cont)

The Board approved the negotiated supplement to CASE was approved (favor-8; opposed-1). Mr. Janssen opposed this item. Student representative, Mr. McNaney, did not vote on this item.

Mr. Bowler re-entered the room at 8:31 p.m.

On motion of Mr. Uhlfelder, seconded by Mr. Coleman, the Board approved the negotiated supplement to the Educational Support Professionals of Baltimore County (ESPBC) master agreement (favor-9; opposed-1). Mr. Janssen opposed this item. Student representative, Mr. McNaney, did not vote on this item.

On motion of Mr. Uhlfelder, seconded by Mr. Coleman, the Board approved the negotiated supplement to the Teachers Association of Baltimore County (TABCO) master agreement (favor-7; opposed-3). Mr. Janssen, Ms. Johnson, and Mr. Parker opposed this item. Student representative, Mr. McNaney, did not vote on this item.

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Parker, recommended approval of items 1-13 (exhibit G). Mr. Parker separated item 14 for further discussion.

The Board approved these recommendations.

1. Contract Modification: Every Day Counts Calendar Math
3. Cohort – Earth-Space Science Graduate Certificate
4. Cohort – English Literature Master of Arts Cohort II
5. Cohort – Leadership in Curriculum and Instruction Cohort II
6. Cohort – Leadership in Special Education Master of Arts
7. Cohort – Preparation for Secondary Mathematics Teacher Endorsement Cohort VII
8. Internet Service Provider
9. Measures for Academic progress (MAP) for Primary Grades
10. Specialty Paper and Envelopes Contract
11. Technology Supplies and Services
BUILDING AND CONTRACT AWARDS (cont)


13. Auditorium/Stage Lighting and Sound system Upgrade – Pikesville Middle School

Item #14

On motion of Mr. Parker, seconded by Mr. McNaney, the Board unanimously voted to suspend the rules in order to allow the Board to consider a motion to give preliminary approval to the Mays Chapel Elementary School Site and to schedule a public hearing regarding that site (favor-11).

Mr. Parker moved that the Board give preliminary approval to the construction of a new elementary school on what is known as the Mays Chapel Future Elementary School Site and that the Board schedules a public hearing on this issue for Monday, March 19, 2012, at 6:00 p.m. Mr. Parker further moved that final consideration of the site be put on the agenda for the next Board meeting, to be held on March 20, 2012. The motion was seconded by Mr. Moniodis and approved by the Board (favor-11).

14. Request to Accept School Site: Mays Chapel Site for New Lutherville Area Elementary School

Mr. Uhlfelder asked whether the school system can quantify the difference in cost between the Mays Chapel site and the Dulaney Springs site. Mr. Sines responded that until a design consultant is engaged and completes a site analysis, the development cost would be speculative other than providing the range of 20-40% increase for the Dulaney Springs site than the Mays Chapel site.

Mr. Schmidt asked the acreage to be allotted to the building and parking. Mr. Sines responded that 30% to 40% of the site would be building and parking; however, the study is not yet complete. The total development of the site would not exceed seven to ten acres and 10 acres could possibly remain green. Mr. Sines stated that walking paths can be considered and incorporated into the design.

Mr. McNaney requested the information presented at the Building and Contracts Committee to all Board members.

Mr. Bowler asked whether the new elementary school would be a commuting school and how common such schools are in the system. Mr. Sines responded that there are regulations regarding the distance a student lives from a school, who is required to walk or who would receive transportation. Mr. Sines stated that it is not unusual to transport elementary level to schools.
BUILDING AND CONTRACT AWARDS (cont)

Ms. Roddy asked that staff be prepared to give a presentation to the Board at the public hearing. Dr. Hairston stated he will meet with staff regarding the request.

SCHOOL LEGISLATION

Mr. Robert Barrett, Executive Officer of Community Outreach, and Dr. Carol Batoff, Ombudsman, reviewed with the Board proposed legislation currently under consideration by the General Assembly and requested positions on certain legislation.

On motion of Mr. Janssen, seconded by Mr. Coleman, the Board voted to oppose HB 2/SB 173 – Public School Buildings – Carbon Monoxide Detection and Warning Equipment (favor-10; opposed-1). Mr. Collins opposed staff’s recommendation.

On motion of Mr. Parker, seconded by Mr. Uhlfelder, the Board voted to oppose HB 9 – Education – Children and Youth – reporting of Information Concerning Student Health, Well-being, and Growth (favor-11).

On motion of Mr. Janssen, seconded by Mr. McNaney, the Board voted to support HB 11 – Criminal Law – Third Degree Sexual Offense – Person in Position of Authority (favor-11).

On motion of Mr. Uhlfelder, seconded by Mr. Coleman, the Board voted to support HB 122/SB 139 – Criminal Law – Third Degree Sexual Offense – Person in Position of Authority (favor-11).

Mr. Uhlfelder moved to opposed HB 191/SB 307. Mr. Coleman seconded the motion.

Mr. Collins recommended that the Board take no position on this item. Mr. Uhlfelder withdrew his motion. On motion of Mr. Collins, seconded by Mr. Moniodis, the Board voted to take no position HB 191/ SB 307 – State Board of Education – Financial Literacy Curriculum – Graduation Requirement (favor-11).

On motion of Mr. Collins, seconded by Mr. Coleman, the Board voted to oppose HB 196/SB 564 – Student Health and Fitness Act (favor-10; opposed-1). Mr. Uhlfelder opposed staff’s recommendation.

Mr. Collins moved to support, with amendments, HB 201. Mr. Uhlfelder seconded the motion.
SCHOOL LEGISLATION (cont)

Ms. Roddy asked about the efficacy of the Board’s vote because the Bill has already been heard. Mr. Barrett responded that through oral and written testimony, there are opportunities to convey the school system’s position prior to a vote on any Bill. Mr. Moniodis asked whether these amendments were offered in committee. Mr. Barrett responded that these amendments are BCPS’ and have not been offered in committee.

The Board voted to support, with amendments, HB 201 – Public Schools – Meal Menus – Nutrition Information (favor-7; opposed-4). Mr. Bowler, Mr. Coleman, Ms. Johnson, and Mr. Schmidt opposed staff’s recommendation.

On motion of Ms. Johnson, seconded by Mr. Collins, the Board voted to oppose HB 335 – Education – Public Secondary Schools near Boundary of Two Counties (favor-11).

Mr. Collins moved to support HB 567/SB 329 – Education – Parent-Teacher Meetings – Unpaid Leave. There was no second. The motion was defeated.

Mr. Collins moved to support HB 1006/SB 853 – Baltimore County – Public School Employees – Collective Bargaining Units. There was no second. The motion was defeated.

With regards to HB 1281/SB 988, stated that he supports the Bill with the understanding that it is for non-educational programs and that the Board would have a voice in participating in contracts. Dr. Hairston commented that safeguards are necessary since the school system could and has received better pricing than the County in some contracts.

Mr. Janssen expressed concern with the bill, which included: where would the savings or credits be applied; would Maintenance of Effort (MOE) be impacted; and how is FERPA affected; and maintenance priorities. Mr. Janssen stated that BCPS already belongs to several consortiums and has tremendous purchasing power. Ms. Johnson concurred with Mr. Janssen’s remarks.

Mr. Uhlfelder stated that the projected savings was anticipated to be large and was only to include technology. Dr. Hairston remarked that the school system and county are in the process of consolidating a location for technology.

Mr. Barrett stated that the Board already has the power to enter into these agreements and that this Bill adds fives words, “Baltimore County and Baltimore County Executive.” Mr. Barrett also noted that an amendment will be brought before the delegation to remove “personnel” from the list of categories.

Board members expressed concerns that not enough detail was made available to consider the Bill.
SCHOOL LEGISLATION (cont)

Mr. Schmidt moved to support conditionally HB 1281/SB 988 – Baltimore County – Cooperative or Joint Administration of Programs as long as the legislation does not impact the education, curriculum, or instructional areas. Mr. Collins seconded the motion (favor-6). The motion failed.

Mr. Collins moved to suspend the remaining items on the agenda due to the lateness of the evening. Mr. Coleman seconded the motion. No vote was taken. The motion failed.

On motion of Mr. Uhlfelder, seconded by Mr. Coleman, the Board voted to support SB 58 – Education – Children in Informal Kinship Care Relationships – Payments for Students with Disabilities-Funding (favor-10; opposed-1). Ms. Roddy voted in opposition.

On motion of Ms. Roddy, seconded by Mr. Coleman, the Board voted to support SB 143 – Education – Comprehensive Master Plan (favor-11).

On motion of Mr. Parker, seconded by Mr. McNaney, the Board voted to oppose SB 178/ HB 617 – Education – Informal Kinship Care – Documentation Supporting Affidavit - Repeal (favor-11).

On motion of Mr. McNaney, seconded by Mr. Parker, the Board voted to oppose SB 293 – Education – Core Content Areas – Accountability Program (favor-10; opposed-1). Mr. Collins voted in opposition.

On motion of Mr. Uhlfelder, seconded by Mr. Parker, the Board voted to oppose SB 721 – Task Force on Climate Control in Public Schools in Baltimore County (favor-11).

Mr. Barrett stated that SB 848 and SB 851 – Education – Maintenance of Effort, were withdrawn and cancelled and were being redrafted.

Mr. Barrett stated that he would articulate the Board’s comments and position to the General Assembly on the bills voted on this evening.

Mr. Barrett updated the Board on HB 481, Elected School Board – Baltimore County Public Schools, which has been amended as follows:

- Hybrid school board seven elected by councilmanic district, four appointed, and one student member.
- Staggered terms of elected members.
- First election would take place November 2014.
- Compensation reduced from $3,000 to $100 to $0.
INFORMATION

The Board received the following as information:

A. Southeast Area Education Advisory Council Minutes of January 9, 2012

ANNOUNCEMENTS

Mr. Schmidt made the following announcements:

• The Central Area Education Advisory Council will hold its next meeting on Thursday, March 8, 2012, at Loch Raven High School beginning at 7:00 p.m.

• The Southeast Area Education Advisory Council will hold its next meeting on Monday, March 12, 2012, at Grange Elementary School beginning at 7:00 p.m.

• The Northwest Area Education Advisory Council will hold its next meeting on Tuesday, March 13, 2012, at Old Court Middle School beginning at 7:00 p.m.

• The Board of Education will hold its next meeting on Tuesday, March 20, 2012, at Greenwood. The meeting will begin with an open session at approximately 5:15 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 6:30 p.m. The public is welcome to all open sessions.

• The Board of Education will hold a public hearing to seek community input on the new elementary school at the Mays Chapel Site on Monday, March 19, 2012, at 6:00 p.m. at a site to be announced. Sign-up for the public hearing will begin at 5:00 p.m. with the hearing beginning promptly at 6:00 p.m.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 10:07 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

/bls
TENTATIVE REPORT

REPORT OF THE PUBLIC HEARING FOLLOWING THE PRELIMINARY APPROVAL OF THE MAYS CHAPEL SITE

Monday, March 19, 2012
Loch Raven High School

The hearing was called to order by President Lawrence E. Schmidt, Esquire at 6:09 p.m. In addition to President Schmidt, the following Board members were present: Mr. Michael H. Bowler, Cornelia Bright Gordon, Esquire, Mr. Rodger C. Janssen, Mr. George J. Moniodis, Ms. Valerie A. Roddy, Mr. David Uhlfelder, and Mr. Logan McNaney. In addition, Dr. Renee A. Foose, Deputy Superintendent, staff members, as well as media, were present.

Mr. Schmidt stated that the Board has received considerable input regarding this item from a variety of sources. The Board has heard from the superintendent’s staff relative to capacity issues in the central area; information from physical facilities that the infrastructure relative to water, sewer and storm drains are already in place; and since the Board currently owns two properties in the central area, acquiring another property would result in additional costs. He stated that this is the third public opportunity to address the Board regarding this issue. Mr. Schmidt asked Mr. Sines to provide a brief summary of the Mays Chapel site.

Mr. Michael Sines, Executive Director of Physical Facilities, provided a brief summary to the Board. He stated that on September 6, 2011, the Board approved the State Capital Improvement Program, and on January 10, 2012, the Board approved the County Capital Improvement Program, both included a request for planning a new elementary site in the Lutherville area. At the September 10, 2011, meeting, the Board was presented with an update on enrollment and capacity. The Board was informed that there were two board-owned sites in the Lutherville area: Mays Chapel and Dulaney Springs. The Dulaney Springs site is located at the corner of Old Bosley and Pot Spring Roads. The Mays Chapel site is located on the west side of Roundwood Road in the community of Mays Chapel North.

Staff from the Department of Physical Facilities conducted preliminary assessments of both sites. These assessments yielded the following:

- **Dulaney Springs** – is approximately 20 acres in size. There is no storm water management facility and no evidence of utilities. Utilities such as water, sewer, and electricity would have to be run from the county roads. The two county roads (Old Bosley and Pot Spring), which border the property on the south and east are not improved at this location. If the board property were developed, curbs/gutters, sidewalks and acceleration/deceleration lanes would be required.

- **Mays Chapel** – is approximately 20 acres in size and is located on the west side of Roundwood Road. Mays Chapel is better suited to serve the current needs of the school system. The location is more desirable; it would be more cost effective to develop the site because utilities are partially available, and the main county road (Roundwood Road), which serves the site is improved with curbs/gutter and sidewalks.
Based on the aforementioned assessments, it was determined that Mays Chapel, obtained 26 years ago, was the most viable and cost-effective site for the following reasons:

- Utilities: water, sewer, electricity
- Lower site development cost
- Better strategic location to student population

The Mays Chapel site assessment was submitted to the Department of Planning for review and approval by the following state agencies: Maryland Departments of Planning, Transportation, Environment, Natural Resources, and the Maryland Historical Trust. These agencies found this project to be consistent with their plans, programs, and objectives. Mr. Sines stated that the site does not need to be reapproved per the Maryland State Department of Education.

The Dulaney Springs site, located in very close proximity to Warren Elementary School, is not suitably located to provide maximum relief to schools west of York Road. The Office of Transportation estimates that the average bus ride to a school on the Dulaney Springs site would likely be longer than that to Mays Chapel. Based on the location of the Mays Chapel site, most students will be eligible for transportation services. This is not unique in a county as physically diverse as Baltimore County. Currently, 56.3% of the elementary school students are eligible for transportation services.

The establishment of the boundary for the new elementary school will be conducted in accordance with Board of Education Policy and Superintendent’s Rule 1280, Boundary Changes. With the construction of an elementary school on this site, coupled with appropriate boundary adjustments, the following schools could be relieved: Lutherville, Padonia, Pinewood, Pot Spring, Riderwood, Timonium, Warren, and West Towson. Based on the boundaries of these schools and the residences of the students, the Mays Chapel site is the most desirable location for maximizing the opportunity for comprehensive regional redistricting.

Baltimore County Public Schools (BCPS) is aware of the public’s use of the walking paths on the proposed school site. It is estimated that the footprint of the school will use approximately between 5 to 10 acres of the current 20-acre site. Staff from the Department of Physical Facilities will seek community input into the planning for the development of the remaining acres.

Following Mr. Sines’ summary, the following persons offered testimony:

1) **Ms. Margot Senuha** – Urged the Board to meet the needs of the students and to build a new elementary school on the Mays Chapel site.

2) **Ms. Angela Ruddle** – Opposed to the construction of a new elementary school on the Mays Chapel site. Traffic congestion and noise caused by buses and cars early in the morning and afternoon would obstruct the roads and pollute the air. The Board should consider expanding existing schools.
3) **Mr. Mark Ostrowski, Mays Chapel Resident** – Asked the Board to reconsider locating a new elementary school at the Mays Chapel site. He expressed the following concerns: new bus routes, increased travel expenses, widening of road, traffic lights, lighting, and minimal staff parking.

4) **Mr. Bill Sullivan, Mays Chapel Resident** – Expressed concern over increased traffic, staff parking lot, and traffic lights. If the Board approves the construction of a new elementary school on the Mays Chapel site, asked the process of and timing for community input regarding the remaining 8-10 acres of open space. Asked whether the trails and open space would be utilized by the community when the elementary school is in session.

5) **Ms. Ronda Kunkel, Parent** – Supports building a new elementary school on the Mays Chapel site. She stated that 300 children are currently bused west and north of Mays Chapel. A school in Mays Chapel would reduce time on the buses and more time for completing homework. Ms. Kunkel remarked that she does not approve the use of the walking trail while school is in session.

6) **Alan Zukerberg, Esquire, representing Dunloy Townhome Condominium Association, Inc. and Save Mays Chapel Park Committee** – Stated that his clients’ concern is that the Board is asked to rush to judgment to approve an elementary school at Mays Chapel Park, and that the school system has not reached out to the Mays Chapel residents to give and receive input on this matter. He stated that over 2,500 petition signatures were sent to the Board supporting the continued use of the Mays Chapel Park. On March 8, 2012, a Public Information Request was filed to obtain information in advance of this hearing. Mr. Zukerberg stated that general counsel replied that she had not received the request until Monday, March 12. Mr. Zukerberg requested that the minutes of this hearing incorporate his remarks, individual testimonies and written materials, with exhibits as submitted.

7) **Mr. Ed Speno, Mays Chapel Resident** – Opposed to building a new elementary school on the Mays Chapel site. He expected the transparency, fiscal responsibility, and policies and rules to be adhered to. If the Board has not received the appropriate approvals, it should say “no” to building on the Mays Chapel site.

8) **Dr. William Vitale, Mays Chapel Resident** – Opposed to building a new elementary school on the Mays Chapel site. He stated that has strong convictions and believes this is a disgrace.

9) **Mr. Angelo Del Negro, Mays Chapel Resident** – Asked the Board to oppose building a new elementary school on the Mays Chapel site and requested an analysis of all options before making a decision. He stated that a the March 6 Board meeting the Dulaney Springs site was removed from consideration because of the potential 20-40% additional cost for utilities. Mr. Del Negro stated that there are utilities on the Dulaney Springs site.
10) **Ms. Penny Noval, Mays Chapel Resident** – Asked the Board to seek multiple solutions to this issue and search for options that are cost effective and obtainable. She suggested the following: creating an early childhood learning center for prekindergarten and kindergarten students for the overcrowded schools—location could be the George Washington Carver Center or Towson University; or building adjacent on middle school properties that have ample space.

11) **Mr. Eric Rockel, President, Greater Timonium Community Council** – Asked the Board what the cost of a new elementary school building would be. He stated that there are some public utilities at the Dulaney Spring site. Mr. Rockel remarked that any discussion on a new elementary school should consider redistricting and transportation costs. He estimated that the new elementary school would cost approximately $60 million.

12) **Ms. Carol Mills, Member of Save Mays Chapel Committee** – Opposed to the construction of a new elementary school on the Mays Chapel site. She asked the following question: why is the school being proposed at this time; why is the Board rushing to take a vote on March 20 before all the information is available; how can the system propose a commuter school; what is the environmental impact; and what are the transportation costs associated with the new elementary school.

13) **Ms. Gail Purnell** – Opposed to building a new elementary school at the Mays Chapel site. She stated that she is not against the school; however, is against a school being built in the Mays Chapel Park. Ms. Purnell stated that the trail is used several times a day and that children play and practice lacrosse and other sports.

14) **Mr. Marvin Tenberg** – Opposed to building a new elementary school on the Mays Chapel site. He stated that this is the wrong school in the wrong place. Mr. Tenberg expressed the following concerns: traffic; safety; transporting children to another school could break up existing friendships; and a negative impact on the environment. He urged the Board to explore other options that would best serve students.

15) **Ms. Nancy Burke** – Stated that, according to the deed 10 of the 20 acres on the Mays Chapel site are not available for school use. She commented that before the site can be used for a school the Board must receive written approval of the Secretary of the Department of Natural Resources and the Secretary of the Department of State Planning. Ms. Burke commented that standard space needed for elementary schools is 10 acres, plus 1 acre for each 100 students and the Mays Chapel site is not 17 acres of land. She expressed other concerns which include: costs, redistricting, safety, and bussing.

16) **Mr. David Taylor, Parent** – Supports building a new elementary school on the Mays Chapel site. He stated that the overcrowding issue is in crisis and must be addressed immediately.
17) **Ms. Barbara Shelhoss** – Opposed to building a new elementary school on the Mays Chapel site. She stated that this hearing is occurring because Board’s counsel requested it. Ms. Shelhoss commented that the process has not been transparent or data-driven.

18) **Mr. David Suarez-Murias** – Opposed to building a new elementary school on the Mays Chapel site. He commented that this hearing was ludicrous and that the Board is going to vote in favor of the site regardless of the testimony.

19) **Mr. Robert Sarnovsky** – Asked the Board to consider the Dulaney Springs site for building a new elementary school.

20) **Mr. Don Boardman** – Opposed to building a new elementary school on the Mays Chapel site. He suggested that the Board consider alternate sites such as the Board of Education campus. Mr. Boardman stated that the Mays Chapel site is not central to the York Road corridor.

21) **Ms. Jessica Paffenbarger, Parent** – Stated that a new elementary school is needed to alleviate overcrowding in the York Road corridor. She would bemoan the loss of open space in Mays Chapel; however, in these economic times it is unrealistic to think that the school system can purchase acreages of land to build a new school. Ms. Paffenbarger hopes that a better job would be done in planning for a new school so that there is not another West Towson Elementary School situation.

22) **Ms. Yara Cheikh, Parent** – Supports a new elementary school on the Mays Chapel site. She stated that the Mays Chapel site is the connector of those elementary schools needing relief. Ms. Cheikh expressed concern over the number of relocatables at the overcrowded schools. She stated that parents do not want overcrowded schools. Ms. Cheikh urged the Board to approve the new elementary school and work with the community on utilization of the 10 acres of green space.

23) **Ms. Jean Cuddington, Mays Chapel Resident** – Opposed to building a new elementary school on the Mays Chapel site. She is appalled that the Board would take away the seniors’ park. Ms. Cuddington commented that she is not against building a school; she is against building a school in Mays Chapel Park.

24) **Ms. Spear** – Opposed to building a new elementary school on the Mays Chapel site. She stated that the demographics have changed and that the population has increased. Ms. Spear’s concerns included: added traffic; gas and oil dripping off buses and going into wells; environmental issues; and encroachment on houses bordering the property.

25) **Miss June Keating, Student** – Supports building a new elementary school on the Mays Chapel site. She stated that the school would only take up 10 acres and the other 10 acres would be open space. Miss Keating stated that some children do not have a school to go to and she would be grateful for a school on the Mays Chapel site.
26)  **Ms. Juliet Fishes, Parent** – Supports building a new elementary school on the Mays Chapel site. She stated that Stoneleigh Elementary School was built for 499 students and that the population has grown to 668. Ms. Fishes commented that Stoneleigh Elementary is receiving an addition; however, there is not enough money in the current economy to provide an addition to every school. Approximately 1,000 children in the next five years will not have a school and this is the right site for the right school.

27)  **Ms. Elliot Azzam, Parent** – Supports building a new elementary school on the Mays Chapel site. She stated that the school system has placed band-aids on other schools for years and the overcrowding must be addressed. Ms. Azzam stated that schools have been known to be an asset to the community and not a deficit. These children deserve the best education has to offer.

28)  **Mr. Leo Woerner, Consultant Engineer** – Stated that the Dulaney Springs site is more suitable for a new elementary school. He shared with Board members a map of the Dulaney Spring and Mays Chapel sites. Mr. Woerner stated that the Dulaney Springs site would be more suitable for a new school for the following reasons: a water tower is available on or near the site; fire hydrants near the property; Roundwood Road is 30’ x 2” wide and widening would be minimal; one mile radius surrounding Dulaney springs has no less than 50,000 residents; and the estimated cost of building a new school would be less than the Mays Chapel site.

29)  **Mr. Stan Licharowsicz, Mays Chapel Resident** – Asked the Board to consider deferring the vote on the Mays Chapel site and consider a motion to conduct a detailed site analysis. He believes that there should be more details to make an informed decision. Mr. Licharowsicz asked that an outside consultant analyzes each site and determine the proper site for a new school.

30)  **Ms. Laurie Taylor-Mitchell, Parent** – Supports building a new elementary school on the Mays Chapel site. She stated that the school system does not have the luxury to own land. Ms. Taylor-Mitchell stated that responsibility for the lack of open space is not the ownership of the school system but the responsibility of county officials.

31)  **Ms. Doris Del Negro** – Asked the Board to work with the community and consider an alternate location for the new elementary school. She stated that placing a school on the Mays Chapel site would have catastrophic events—it would affect how the community lives, impact future generations, and the open space and park would be gone forever.

32)  **Ms. Casa Whelton** – Asked the Board to look for an alternative site to build a new elementary school so that residents can enjoy the park.
33) **Ms. Connie Dicembre, Parent** – Read to Board members a letter from Jason Matthew Smith, P.E. Mr. Smith’s letter expressed concerns over the environmental impact that could result from the construction of an elementary school at Mays Chapel Park; asked whether an environmental assessment report by licensed professionals has been completed and whether the report would be made this report available to the public.

34) **Ms. Cathi Forbes** – Supports building a new elementary school on the Mays Chapel site. She stated that by 2015, the school system would have 817 students over the state rated capacity. Ms. Forbes remarked that this new school is the solution for the central area of Baltimore County. New construction is the ultimate relief after all other relief strategies has been exhausted. She commented that additions have not addressed the common area space and that the redistricting process will always involve the communities it serves.

35) **Ms. Liz Hembling** – Opposed to building a new elementary school on the Mays Chapel site. She asked the Board to consider postponing the vote and look at the site. Ms. Hembling asked the Board to review future gas and oil cost and conduct a cost analysis comparison of the Mays Chapel and Dulaney Springs sites.

36) **Mr. Joe Hauf, Mays Chapel Resident** – Opposed to building a new elementary school on the Mays Chapel site. He stated that Padonia Road is a major intersection with many houses and that the road is unsafe.

37) **Mr. Paul Lang, Mays Chapel Resident** – Asked that the Board declare the Mays Chapel site unsuitable for a new elementary school and look at alternative sites as quickly as possible. He appreciated the frustration of parents but suggested that the Board defer its decision until all steps have been considered.

38) **Ms. Jean Suda, Parent** – Supports building a new elementary school on the Mays Chapel site. She stated that the site was reserved for an elementary school 25 years ago. The site can accommodate everyone’s needs.

39) **Mr. Harold Thompson** – Opposed to building a new elementary school on the Mays Chapel site. He stated that roads would need to be widened to accommodate buses and traffic for a 700-student commuter school. Mr. Thompson stated that the Dulaney Springs site is a 20-acre, undeveloped site with no trees and one playing field. Mays Chapel has several hundred children on the fields and mature hardwood trees that would need to be removed.
40) **Ms. Sari McLeod** – Opposed to building a new elementary school on the Mays Chapel site. As a developer and historian of the Mays Chapel neighborhood, Ms. McLeod provided the following demographics of Mays Chapel: 220 townhomes, 402 condos with seniors, 280 assisted living health care facilities, and 96 apartments occupied by professionals. She stated that the *Annotated Code of Maryland, Education Article §4-115* requires the Board to return the land to the county should the council want the land. Ms. McLeod noted that 95% of the students attending Mays Chapel would need to be bused to the school. She believes that the overcrowding issue should be addressed in areas other than the Mays Chapel Park.

41) **Mr. Charles Cole** – Asked the Board to build a new elementary school at an alternative site and not the Mays Chapel Park site. He stated that it would be an error to locate a school on the Mays Chapel site due to student safety, bussing and commuting students, cost effectiveness, and property value.

42) **Mr. Dennis King, Parent** – Supports constructing a new school on the Mays Chapel site. He compared the traffic and congestion issues of the proposed Mays Chapel site and West Towson Elementary School. Mr. King stated that this scenario is the best solution to proactively deal with the overcrowding issue in the central area.

The hearing was concluded at 8:23 p.m.

Respectfully submitted,

__________________
Joe A. Hairston
Secretary-Treasurer

JAH/bls
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF A NEW ELEMENTARY SCHOOL AT THE MAYS CHAPEL SITE

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approve the Mays Chapel site for a new elementary school.

On September 6, 2011, the Board approved the State Capital Improvement Program, and on January 10, 2012, the Board approved the County Capital Improvement Program in which both included a request for planning a new elementary school site in the Lutherville area. The Board was presented, at the September 20, 2011 meeting, an update on enrollment and capacity. The Board was informed that there are two Board-owned sites in the Lutherville area: Mays Chapel and Dulaney Springs. Based on a preliminary assessment and subject to Maryland State Department of Education approval, the site at Mays Chapel is the most viable in relieving the overcrowding in the Lutherville area.

The Board of Education gave preliminary approval of the site at its March 6, 2012, meeting. A public hearing was held to seek community input on March 19, 2012, at Loch Raven High School.
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLANS FOR DEEP CREEK MAGNET MIDDLE, DUNDALK MIDDLE, WINDSOR MILL MIDDLE, AND WHITE OAK SCHOOLS

ORIGINATOR: Edward Newsome, Jr., Assistant Superintendent Middle Schools
Verlette White, Assistant Superintendent, Elementary Schools

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education approve Alternative Governance Plans for Deep Creek Magnet Middle, Dundalk Middle, Windsor Mill Middle, and White Oak Schools the Mays Chapel site for a new elementary school.

*** ***
The No Child Left Behind Act of 2001 (NCLB) and the Maryland Differentiated Accountability model require schools that do not meet annual targets (Adequate Yearly Progress [AYP]) for at least five consecutive years to implement plans for restructuring. One requirement for restructuring schools is to implement a strategy for alternative governance. Allowable options for consideration in the restructuring process include:

- Replace all or most of the school staff, which may include the principal who are relevant to the school’s inability to make adequate progress.
- Enter into a contract with an outside entity to operate the school as a public school; re-open as a public charter school.
- Appoint/employ a distinguished principal from another school district as the school principal.

Baltimore County Public Schools has successfully implemented option one for other restructured schools. The four schools submitting restructuring/alternative governance plans this year include: White Oak School, Deep Creek Middle School, Dundalk Middle School, and Windsor Mill Middle School. These schools did not meet annual targets for reading or mathematics, or both. In addition, there are achievement gaps among student groups. Areas of focus for these schools include the following student groups, as designated by NCLB: All Students, Black/African American, Hispanic/Latino, White, FARMS, and Special Education. The Alternative Governance plans are intended to address specifically the areas in which the schools have not met annual targets. The next step for the proposals is submission to the Maryland State Board of Education for approval.
Baltimore County Public Schools
Alternative Governance Proposals

Deep Creek Magnet Middle School
Dundalk Middle School
Windsor Mill Middle School
White Oak School

Presentation to the
Board of Education of Baltimore County
March 20, 2012
No Child Left Behind and Maryland’s Differentiated Accountability Pilot

- Federal and state accountability requirements focused on improving the achievement of ALL students and closing achievement gaps among all student groups.
- Annual performance targets for students and schools are used to determine whether schools have made Adequate Yearly Progress.
Adequate Yearly Progress (AYP)

Schools make AYP by:

Achieving annual targets (Annual Measureable Objectives [AMOs], Confidence Intervals, Safe Harbor) for “All Students” and each student subgroup for reading, mathematics, and an additional academic indicator.
Adequate Yearly Progress (AYP)

Annual targets include the following:

- The percentage of students scoring “proficient or advanced” and the participation rate for reading and mathematics assessments for the “All Students” group and the subgroups.

- An additional academic standard for the “All Students” group, as follows:
  - Attendance rate for elementary and middle schools
  - Graduation rate for high schools
Adequate Yearly Progress (AYP)

- There are federal and state requirements for schools that do not make AYP.
- Schools that do not meet annual targets for two or more years are identified as “in Improvement.”
- A school must make AYP two years in a row to exit school improvement.
NCLB Designations and Maryland’s Differentiated Accountability Stages

<table>
<thead>
<tr>
<th>NCLB Designations</th>
<th>Differentiated Accountability Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Attention</td>
<td>Alert</td>
</tr>
<tr>
<td>Year 1</td>
<td>Developing Stage</td>
</tr>
<tr>
<td>Year 2</td>
<td>Priority Stage</td>
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<tr>
<td>Corrective Action</td>
<td></td>
</tr>
<tr>
<td>Restructuring Planning</td>
<td></td>
</tr>
<tr>
<td>Restructuring Implementation</td>
<td></td>
</tr>
</tbody>
</table>

Focused on Quality; Committed to Excellence
### Differentiated Accountability Pathways

<table>
<thead>
<tr>
<th><strong>Focused Needs</strong></th>
<th><strong>Comprehensive Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieves all targets for &quot;All Students&quot; in reading and mathematics, <strong>and</strong></td>
<td>• Fails to achieve the targets for &quot;All Students&quot; in reading and/or mathematics</td>
</tr>
<tr>
<td>• Fails to achieve the target for reading and/or mathematics for one or two subgroups, <strong>or</strong></td>
<td>• Fails to achieve one or two academic indicators for three or more AYP subgroups in reading and/or mathematics.</td>
</tr>
<tr>
<td>Fails to achieve the target for one or two AYP subgroups in reading and/or mathematics</td>
<td></td>
</tr>
<tr>
<td>A school with academic indicators consisting of 100% of the students identified as being a part of the Special Education subgroup failing to meet one or more targets.</td>
<td></td>
</tr>
</tbody>
</table>
Required Interventions and Technical Assistance

- Support the development and implementation of school improvement plans that address the needs of student groups not meeting annual targets
- Provide technical assistance based upon best practices for data analysis, identification and implementation of strategies, and budget analysis
- Provide oversight and technical assistance to meet all compliance requirements related to schools in improvement
Restructuring . . .

- Is a process under the federal law *No Child Left Behind* for schools that are identified as “in school improvement” and that do not meet AYP targets for five or more consecutive years.

- Requires a major reorganization of a school’s governance structure.

Adapted from: Maryland State Department of Education, 2011
Restructuring...

- Makes fundamental reforms to improve student academic achievement in the school
- Is significantly more rigorous and comprehensive than strategies undertaken as part of corrective action
- Addresses the reasons why the school continues to not meet annual targets and facilitates the school’s exit from school improvement as soon as possible

Maryland State Department of Education, 2011
Additional District Technical Assistance

Convene and maintain an oversight committee that

- Provides ongoing support for restructuring schools’ development of Alternative Governance Proposals during the planning phase, and;

- Provides ongoing support for and monitoring of schools’ implementation of Alternative Governance plans.
Alternative Governance in BCPS

Since 2006 –

**Alternative Governance Option One**

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

Nine schools have implemented Alternative Governance plans:

- Deer Park Magnet Middle School
- Golden Ring Middle School
- Lansdowne Middle School
- Loch Raven Technical Academy Middle School
- Old Court Middle School
- Southwest Academy Middle School
- Woodlawn Middle School
- Dundalk High School
- Woodlawn High School
2012 Alternative Governance Proposals

- Deep Creek Magnet Middle School
- Dundalk Middle School
- Windsor Mill Middle School
- White Oak School
Proposed School Reforms

1) Mathematics, Reading and Data Monitoring and Analysis

Master Schedule
Common planning, co-teaching, intervention period, targeted professional development, data utilization, culturally responsive teaching, monitoring tools to assess student growth

2) School Culture

AVID (Middle Schools Only)
High expectations, college prep
Action Team
Orderly environment, teacher-based management strategies
System Supports for Restructuring Schools

- Process Facilitated by Assistant Superintendents
- Alternative Governance Committee
- Human Resources
- Curriculum and Instruction
- Comprehensive Implementation and Progress Monitoring
System Supports for Restructuring Schools

- Formative and Summative Assessments
- Data Analysis to Support Improvement
- School Improvement Planning
- Additional Resources
- Stakeholder Involvement
- Feedback Loop (Principals and Asst. Supts.)
Next Steps

- April 4, 2012: Submit proposals to the Maryland State Department of Education.
- May 2012: Present to and request approval from the Maryland State Board of Education.
- July 1, 2012: Begin formal implementation.
2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Deep Creek Middle School/1557
School Address: 1000 S. Marlyn Ave., Baltimore, MD. 21221
2011-2012 School Principal: Dwan Pinamonti

- Principal’s Phone: 410-887-0355
- Principal’s Email: dpinamonti@bcps.org
- Principal’s Signature: [Signature]

Fax Number: 410-391-6534

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA/AG Coordinator

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

Fax Number: 410-296-1838

Local Board of Education Approval

Local Board Approval Date:

Superintendent’s Printed Name: Joe A. Hairston

Superintendent’s Signature:

Baltimore County 03, Deep Creek Middle 1557: Date Submitted: April 4, 2012

MSDE – 2012 Alternative Governance for School Improvement Proposal – Page 1
### Section 2-PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
NCLB Corrective Actions taken during the 2010-2011 School Year

Insert the name and number of the school’s NCLB Corrective Action #:
**NUMBER:** Six
**NAME:** Restructure the internal organizational structure of the school

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning time was restructured in order to provide for cooperative data analysis, monitor student progress, and develop meaningful lesson plans.</td>
<td>Inconsistencies in teacher schedules did not allow for sufficient common planning time. 23% (185) of all students continued to score basic in reading. 44.4% (346) of students continued to score basic in math.</td>
<td>Master schedule needs to be further adjusted to allow for adequate collaborative planning sessions.</td>
</tr>
<tr>
<td>Interventions for students were created based upon MSA, benchmark, short cycle, unit, and teacher assessment data.</td>
<td>Variety of skill levels made it difficult to provide students with appropriate levels of interventions.</td>
<td>Further professional development on differentiation needed.</td>
</tr>
<tr>
<td>After school and Saturday programs implemented based upon analysis of student performance data. Grade 6 math scores increased beyond basic from 64.3% (175) to 70.8% (194)</td>
<td>Student attendance in the after school program was limited due to family and other obligations.</td>
<td>Provide multiple formats that allow students opportunities to participate in intervention programs and provide incentives for participation.</td>
</tr>
</tbody>
</table>

### Section 2-PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
Significant Reforms Efforts and Supporting Action Steps
2010-2011 School Year

*Priority # 1: Insert the Reform and the Supporting Action Steps.*
In order to significantly reform the degree to which all teachers, regardless of content area use academic data aligned to the State Standards to monitor student learning in the target area of reading, Deep Creek Middle School will:
- Develop, implement and monitor a master schedule that enhances student achievement and differentiation of instruction by providing weekly common planning periods focused on the analysis of benchmark and short-cycle assessment results.
- Enhance, implement, monitor, and evaluate an ongoing, differentiated and targeted PD series focused on further developing staff’s ability to effectively analyze and use data to guide daily instructional practices and interventions.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning time was restructured in order to provide for cooperative data analysis, monitor student progress, and develop meaningful lesson plans in reading.</td>
<td>23% (185) of all students continued to score basic in reading. 29.4% (135) of Black/African American students scored basic in reading. 27.9% (162) of FARMS students scored basic in reading. 52.7% (59) of SPED students scored basic in reading.</td>
<td>LL-Lack of sufficient common planning time caused inconsistencies of lessons within grade levels. FA- Co-planning time needs to be increased in the master schedule to allow for both dialogue and planning opportunities.</td>
</tr>
<tr>
<td>The benchmark data analyzed during co-planning sessions was used to create successful intervention groups for students.</td>
<td>Insufficient accountability led to ineffective use of co-planning time.</td>
<td>LL-Lessons were not significantly differentiated to meet student needs. FA- Consistency and clear expectations from school leadership are essential to ensure effective co-planning.</td>
</tr>
</tbody>
</table>
Reading teachers were able to utilize common planning time to plan lessons using appropriate levels of rigor. Common planning time across grade levels was difficult to include in the master schedule. LL-Data discussions are effective when focused on class and individual needs. FA-Data analysis during co-planning sessions will be used to regroup students based upon instructional needs.

**Priority #2: Insert the Reform and the Supporting Action Steps.**
In order to significantly reform the degree to which all teachers regardless of content area use academic data aligned to the State Standards to monitor student learning in the target area of mathematics, Deep Creek Middle School will:
- Develop, implement and monitor a master schedule that enhances student achievement and differentiation of instruction by providing weekly common planning periods focused on the analysis of benchmark and short-cycle assessment results.
- Enhance, implement, monitor, and evaluate an ongoing, differentiated and targeted PD series focused on further developing staff’s ability to effectively analyze and use data to guide daily instructional practices and interventions.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning time was restructured in order to provide for cooperative data analysis, monitor student progress, and develop meaningful lesson plans in math. Grade 6 math scores increased beyond basic from 64.3% (175) to 70.8% (194)</td>
<td>44.4% (346) of all students continued to score basic in math. 51.6% (237) of Black/African American students scored basic in math. 48.4% (281) of FARMS students scored basic in math. 71.4% (80) of SPED students scored basic in math.</td>
<td>LL-Common planning time is needed for data dialogues in order to make instructional decisions. FA-Acid an additional meeting time in the master schedule to allow for data analysis, planning, and professional development.</td>
</tr>
<tr>
<td>The benchmark data analyzed during co-planning sessions was used to create successful intervention groups for students.</td>
<td>Insufficient accountability led to ineffective use of co-planning time.</td>
<td>LL-Lessons were not significantly differentiated to meet student needs. FA-Consistency and clear expectations from school leadership are essential to ensure effective co-planning.</td>
</tr>
<tr>
<td>Math teachers were able to utilize common planning time to plan lessons using appropriate levels of rigor.</td>
<td>Common planning time across grade levels was difficult to include in the master schedule.</td>
<td>LL-Data discussions are effective when focused on class and individual needs. FA-Data analysis during co-planning sessions will be used to regroup students based upon instructional needs.</td>
</tr>
</tbody>
</table>

**Priority #3: Insert the Reform and the Supporting Action Steps.**
In order to significantly reform instruction in the target areas of reading and mathematics for all students, Deep Creek will identify and hire a strong leadership team skilled in turning around a school in Improvement.
- Hire a principal who will concentrate his/her efforts on a few effective, quick changes, implement practices proven to work with previously low-performing students, communicate a positive vision of future results, collect and analyze school and student performance data and develop an action plan based upon the analysis.
- Hire a principal who will measure and report progress frequently and publicly, gather staff often and require all involved in decision-making to disclose and discuss the school’s results in open-air meetings, and act in relentless pursuit of achieving goals.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administrative and leadership team were restructured to meet the needs of the school.</td>
<td>Changes in leadership occurred during the school year.</td>
<td>LL-Teacher performance and consistency was impacted due to change in leadership. FA-Principal will provide team building opportunities to enhance the strength of the instructional leadership team.</td>
</tr>
<tr>
<td>The principal solicited input from all stakeholders about school improvement needs.</td>
<td>Minimal representation from all stakeholders due to inability to find a mutually agreed upon time for all groups.</td>
<td>LL-Resources needed to allow more opportunities for all stakeholders to provide input. FA-Provide multiple opportunities for involvement via surveys, Back to School Night, PTA meetings, Parent Groups, and Connect Ed messages.</td>
</tr>
</tbody>
</table>
### 3. STAKEHOLDER SUPPORT

#### 1. Stakeholder Meetings and Other Communication

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum</th>
<th>Number of people involved</th>
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<tbody>
<tr>
<td>Parents</td>
<td>8/24/11</td>
<td>Sixth Grade Orientation</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>9/2/11</td>
<td>School Improvement Letter to all Parents</td>
<td>811</td>
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<td></td>
<td>9/14/11</td>
<td>Back to School Night</td>
<td>336</td>
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<td></td>
<td>12/1/11</td>
<td>School Climate Survey</td>
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<td></td>
<td>12/7/11</td>
<td>Surveys Administered during 2nd quarter conf. night.</td>
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<td>12/9/11</td>
<td>Surveys administered</td>
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<td>12/14/11</td>
<td>Parent Information Night</td>
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<td>12/21/11</td>
<td>Parent Information Night</td>
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<td>12/21/11</td>
<td>Survey administered</td>
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<td>1/9/12</td>
<td>Parent Information Night</td>
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<td>Community Partners</td>
<td>1/3/12</td>
<td>Article in East County Times</td>
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<td>1/9/12</td>
<td>Parent/Community Information Night</td>
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<td>1/19/12</td>
<td>Alternative Governance Work Session</td>
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<td>School Staff</td>
<td>8/22-8/26</td>
<td>Welcome Back to School</td>
<td>82</td>
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<td>8/24/11</td>
<td>Sixth Grade Orientation</td>
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<td>9/12-9/16</td>
<td>Alternative Governance Meetings</td>
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<td>9/26/11</td>
<td>Faculty Meeting</td>
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<td>9/26/11</td>
<td>Administrative Team Meeting</td>
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<td>10/17/11</td>
<td>Alternative Governance w/Mrs. Jacksits</td>
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<td>11/8/11</td>
<td>Technical Visit for SIP</td>
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<td>11/15/11</td>
<td>Administrative Brainstorming</td>
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<td>11/21/11</td>
<td>Department meetings</td>
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<td>11/28/11</td>
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<td>Content Meeting</td>
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<td>Special Education Department meeting</td>
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<tr>
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<td>1/23/12</td>
<td>Professional Development Meeting</td>
<td>63</td>
</tr>
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</table>

2. School Improvement Attestation

**2012 School Improvement Team Attestation-See Attachment A**
## 4. SCHOOL ACADEMIC PROFILE

### School Academic Profile

<table>
<thead>
<tr>
<th>Topic</th>
<th>Practice(s):</th>
<th>2011-2012</th>
<th>2013 &amp; 2014</th>
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</thead>
</table>
| 1. Name of core reading/English program | **Practice(s):**  
- Implemented Baltimore County Language Arts curriculum for students in all grade levels.  
- SpringBoard implemented as a supplement to the Grade 8 language arts curriculum.  
- Implemented Scotts Foresman Reading Program for Grade 6 and Reality Central for Grades 7&8.  
- The Language! program (a reading acceleration program) implemented in grades 6,7,&8.  
| Grade Level/s: 6, 7, 8  
# of Students Served: 784 | Maintain and enhance current practices as follows:  
- Implement the Wilson Just Words Reading Program in grades 6,7,&8.  
- Infuse more literature in the 8th grade Reading Program.  
- Assign students with IRS of 7-9 on MSA and with teacher recommendation to World Languages in grades seven and eight.  
| **Grade Level/s: 6, 7,&8**  
**Estimated # of Students to be Served:** 784 |
| 2. Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading/English interventions. | **Practice/s:**  
- Implemented Language! for students scoring basic on the MSA (113 students).  
- Recursive instruction to improve deficit skills.  
- Uniform data collection and analysis to drive decision making and instructional modifications.  
- Skill of the Week drills to improve deficit skills.  
- Use of Study Island to address deficit skills.  
- Coach class during lunch classes, before school, and after school. | Grade Level/s: 6,7,&8  
# of Students Served: 784 | Maintain and enhance current practices as follows:  
- Implementation of Wilson Just Words for students who are more than two grade levels below.  
- Re-grouping students based on assessment and classroom data  
- Increase after school tutoring offerings for students.  
- Include both computer and teacher instruction in after school program.  
| **Grade Level/s: 6,7,&8**  
**Estimated # of Students to be Served:** 784 |
| 3. Name of core mathematics/Algebra program | **Practice/s:**  
- Grade 6- Mathematics 6, Math with Assistance, GT 6, Algebraic Foundations.  
- Grade 7- Pre-Algebra, Pre-Algebra with Assistance and Algebraic Thinking 1, Algebra 1.  
- Grade 8- Algebra 1 & 2, Algebra with Assistance, and Algebraic Thinking 2.  
- Uniform data collection and analysis to drive instructional decision making and instructional modifications. | Grade Level/s: 6,7,8  
# of students served: 784 | Maintain and enhance current practices as follows:  
- Remove Math with Assistance and Pre-Algebra with Assistance from the master schedule and replace with more sections of Algebraic Foundations and Algebraic Thinking.  
| Grade Level/s: 6,7,8  
**Estimated # of students served:** 784 |
<table>
<thead>
<tr>
<th></th>
<th>Name of supplemental math interventions provided to students not making AYP. Identify the number of students participating in supplemental math/Algebra interventions.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Skill of the Week during the start of each class addresses deficit skills.</td>
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<td></td>
<td></td>
<td>- Additional time built into the master schedule (50 min) for basic and low proficient students.</td>
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<td></td>
<td></td>
<td>- Computer-based class using Study Island and First in Math (811 students).</td>
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<tr>
<td></td>
<td></td>
<td>- The use of Ascend Math Program for an after-school program twice per week (50 students).</td>
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<tr>
<td></td>
<td></td>
<td>- First in Math used for a home/school based partnership designed to increase math achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6,7,8</td>
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<tr>
<td></td>
<td></td>
<td># of Students Served:</td>
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<tr>
<td></td>
<td></td>
<td>Maintain and enhance current practices as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Include both computer and teacher instruction in after school program.</td>
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<td></td>
<td></td>
<td>- Provide incentives for students who participate in after school programs or other supplemental activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assign students with an IRS of 1-4 on the MSA to an afterschool program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6,7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated # of Students to be Served: 784</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Content focus of the extended day program, targeted population, and the number of students served.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Focus on mathematics and reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Invited all IRS 1-5 students to participate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Required students participating in after-school activities to participate.</td>
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<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6,7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of Students Served: 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain and enhance current practices as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provide incentives for students to participate in after school programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Invite all students to participate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6, 7, &amp;8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated # of Students to be Served: 125</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Content focus of summer program, target populations, and the number of students served.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- No summer program was implemented.</td>
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<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6, 7, &amp;8</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of Students Served: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain and enhance current practices as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Implement summer reading and math program for incoming grade six students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated # of Students to be Served: 60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Description of instructional day (schedule) highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs.</th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Each class is 50 minutes Study Island Weekly Intervention period for mathematics and reading.</td>
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<tr>
<td></td>
<td></td>
<td>- Provided common planning time for content teachers.</td>
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<td></td>
<td></td>
<td>- Professional development offered in weekly data meetings.</td>
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<td></td>
<td></td>
<td>- Double period classes for students who are basic and low proficient in math.</td>
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<td></td>
<td></td>
<td>- Provided special education inclusion model and self-contained classes in reading, language arts, and math.</td>
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<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6,7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated # of Students Served: 784</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain and enhance current practices as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Continue 2011-2012 practices with the following adjustments: Culturally responsive instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use extended day and summer programs to strengthen student skills.</td>
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<td></td>
<td></td>
<td>- Co-teaching model to promote differentiation of instruction.</td>
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<tr>
<td></td>
<td></td>
<td>- Increase tested content areas and special education department chair EYE days to 15 days each.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6,7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated # of Students Served: 784</td>
</tr>
</tbody>
</table>
5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Participants</th>
<th>Forum</th>
<th>Culture Enhancing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2012</td>
<td>Principal*, leadership team including representatives from parents/guardians and the community</td>
<td>Stakeholder Forum</td>
<td>• Establish, build consensus and commit to the beliefs, vision, and mission of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Teacher Retreat</td>
<td>• Identify Action Teams selected by teachers based on interest</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal with assistance from PD staff*, all staff will be invited</td>
<td>Teacher Opening Day</td>
<td>• Establish, build consensus and commit to the beliefs, vision, mission of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement</td>
</tr>
<tr>
<td></td>
<td>Principal*, leadership team, community members</td>
<td>Stakeholder Forum</td>
<td>• Facilitate and communicate Action Teams</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal*, all staff, Grade 6 parents/guardians and students</td>
<td>Grade 6 Orientation</td>
<td>• Communicate standards for schoolwide expectations and student achievement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Introduce teachers and foster open dialogue with new parents/guardians</td>
</tr>
<tr>
<td>September 2012</td>
<td>Principal*, all staff, all grade level parents/guardians and students</td>
<td>Back to School Night</td>
<td>• Communicate standards for schoolwide expectations and student achievement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Introduce teachers/dialogue with parents/guardians</td>
</tr>
<tr>
<td>October 2012</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Forum</td>
<td>• Schedule community meeting for parent/guardian input</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluate progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflect and collaborate on adjustments to address reforms and exit improvement</td>
</tr>
<tr>
<td>December 2012</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Forum</td>
<td>• Schedule community meeting for parent/guardian input</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluate progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflect and collaborate on adjustments to address reforms and exit improvement</td>
</tr>
<tr>
<td>February 2013</td>
<td>Principal*, leadership team, staff, students, and parents/guardians</td>
<td>Student Information Session</td>
<td>• Student review of previous MSA scores and areas needed for improvement; information shared with parents/guardians</td>
</tr>
</tbody>
</table>
March 2013  Principal*, all staff, all students  Schoolwide Pep Rally  • Celebrate student achievement  • Motivate and raise the bar for higher achievement on the MSA

May 2013  Principal*, leadership team, staff, and community members  Stakeholder Survey  • Seek input as to implementation and necessary adjustments for the 2012-2013 school year to address reforms and exit improvement

June 2013  Principal*, leadership team and stakeholders  Stakeholder Forum  • Collaborate and review AG plan  • Reflect and evaluate 2011-2012

6. ALTERNATIVE GOVERNANCE & REFORMS

1. Alternative Governance Option

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

2. Content area and subgroup/s in which school did not make AYP in 2011.

<table>
<thead>
<tr>
<th></th>
<th>Am. Indian Alaska Native</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Hispanic/Latino of any race</th>
<th>Native Hawaiian - Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

Comments: Although we did not make AYP in the above categories, the following describes the progress made in reading and math for the targeted subgroups students over the past 5 years:
Reading: All students – increase 31%  Math – All Students – increase 21%
Reading increase: Black/African American- 15.9%, FARMS - 16.6%, Special Education - 25.4%
Math increase: Black/African American - 6.3% , FARMS - 8.2% , Special Education - 18.6%

3. Reforms and Action Steps.

Reforms Most Impactful to Student Achievement during the 2013 and 2014 school years

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

3. In order to significantly reform school culture for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will:
   a) Develop, implement, monitor, and evaluate the expansion of Advancement Via Individual Determination (AVID) strategies schoolwide with a focus on improving students’ organizational and college preparatory skills. The (WHO) leadership team (principal, assistant principals, Department Chairs, and mentor), AVID site team comprised of the AVID coordinator/elective teacher, Department Chairs from four core subject areas, one counselor, and one special educator will use (INSTRUMENTS) the evaluative process data, anecdotal notes, and short-cycle and benchmark data to monitor student achievement.
   Implementation will be reflected systemically throughout the school, in lesson plans; and the leadership team will monitor implementation (HOW OFTEN) quarterly.
   b) Develop, implement, monitor, and evaluate a PBIS team to function as a part of the focus on safe and orderly environment and teacher-based management strategies. (WHO) The leadership team, (principal, assistant principals, Department Chairs, and mentor) in collaboration with teachers, will be part of the governance process through their engagement in the PBIS team. Teachers’ input will provide the foundation for a positive school culture, cohesive organization, and effective leadership. A summer 2012 committee will be formed to finalize the support structure and create the documentation method/monitoring tool to be used during the course of the school year. The PBIS teams will meet monthly. The (INSTRUMENT) monitoring tool will assess consistent classroom management policies, schoolwide enforcement of policies, and discipline interventions. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) monthly using discipline data from STARS and PBIS.

4. Option-specific questions.

   **OPTION ONE – Replace Staff**

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

   1. Describe the process used to replace all or most of the staff by answering the following questions.
a. Identify the academic qualifications needed in new staff members in order to support the school’s ability to make AYP;

All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of DCMS. The staff members selected will be steadfast in their dedication to help students achieve academically and develop socially; demonstrate high expectations for their performance and their students’ achievement; have the ability to participate as collaborative team members; exhibit leadership potential; bring added value to the classroom and the school community; and make a long-term commitment to DCMS.

b. Retain, hire, and/or replace staff with these needed qualifications;

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

c. Resolve collective bargaining agreements and contractual issues;

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

d. Build positive public relations between the school and its students, staff, administration, parents/guardians, and community throughout the period of change; and

The principal, in consultation with the Middle School Office, will provide the community with routine updates on the AG process through newsletters, school and community-based meetings, local newspaper articles, flyers, and Connect Ed (automated telephone) announcements. The principal will elicit input from school improvement team members and through activities involving students, staff, administrative team members, parents/guardians, and community members.

e. Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2012 and 2013 school years.

The following timeline will enable the school to be re-staffed prior to the opening of the 2012-2013 school year: January 23, 2012 - HR and the assistant superintendent of middle schools will discuss the staff restructuring plan for Deep Creek Middle School with certificated staff and support staff. Online Declaration of Intent (DOI) instructions provided to certificated staff; support staff will be provided with intent forms. February 9, 2012 - Meeting with the Assistant Superintendent of middle schools to discuss content of the Restructuring Plan for Deep Creek Middle School with the principal.
February 11, 2012 - Meeting with the assistant superintendent of middle schools to review content of the Restructuring Plan for Deep Creek Middle School.

February 14, 2012 - DOI must be entered online for certificated staff and submitted by form for support personnel by the end of the school day.

February 15, 2012 – April 1, 2012 – The current administrative team and department chairs will review observations, evaluations, student performance data and other related data of current staff who wish to stay at the restructuring school. The administrative team will make a written recommendation to the named principal regarding the selection of current staff members for the 2012-2013 school year. Interviews will be conducted as necessary. The named principal will make the final decision in selecting all staff for the 2012-2013.

March 1, 2012 - Department chairs and all content teaching positions and support staff positions will be posted.

April 1, 2012 – April 10, 2012- Interviews will be conducted and the selection of new department chairs will be made.

April 1, 2012 (Ongoing) - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leave will be conducted.

April 14, 2012 (Ongoing) - DOI Amendments Online must be entered by certificated staff and from all staff and department chairs not selected to remain at restructured school.
## POTENTIAL CHALLENGES TO IMPLEMENTATION OF REFORMS

1. Challenges/barriers to implementing the selected Reforms.

### POTENTIAL CHALLENGES TO IMPLEMENTATION OF EACH REFORM’ SUPPORTING ACTION STEPS

<table>
<thead>
<tr>
<th>Reform 1: In order to significantly reform mathematics/algebra for the following subgroups: All students, African American, FARMS, and Special Education, the school will:</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
<th>Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers</th>
</tr>
</thead>
</table>
| - Reevaluate, realign, and monitor a master schedule that provides common planning periods and the incorporation of a co-teaching model aligned to the students’ identified academic needs.  
- Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for mathematics achievement focusing on effective data utilization and content knowledge in order to guide daily instructional practices and interventions. | 1. Availability of a sufficiently large pool of highly qualified teachers.  
2. Providing high quality PD to promote rigorous instruction and effective program implementation utilizing data analysis.  
3. Creating a monitoring tool that will assist in the gathering of cohort mathematics data in order to move achievement; utilizing the monitoring tool consistently as a part of instruction. | 1. How & When: Hold a Deep Creek Specific Job Fair-Small interview panels (Spring 2012); replace staff with a pool of highly qualified teachers (2/1/12 – 7/1/12)  
2. How & When: Different groupings receive different PD. Individualized job embedded professional development can be provided from a mentor and professional development resource teacher.  
3. How & When: Teacher work groups work during the summer on refining one monitoring tool to use school wide. | 1. Assistant Principal  
2. Assistant Principal  
3. Math Department Chair |

<table>
<thead>
<tr>
<th>Reform 2: In order to significantly reform reading/English for the following subgroups: All students, African American, FARMS, Hispanic, and Special Education, the school will:</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
<th>Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reevaluate, realign, and monitor a master schedule that provides common planning periods, the incorporation of a sufficiently large pool of qualified and effective teacher candidates.</td>
<td>1. Providing a sufficiently large pool of qualified and effective teacher candidates.</td>
<td>1. How &amp; When: Hold a Deep Creek Specific Job Fair-Small interview panels (Spring 2012); replace staff with a pool of highly qualified teachers (2/1/12 – 7/1/12)</td>
<td>1. Assistant Principal</td>
</tr>
<tr>
<td>Reform 3: In order to significantly reform school culture for the following subgroups: All students, African American, FARMS, Hispanic, and Special Education, the school will:</td>
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<tr>
<td>• Develop, implement, monitor, and evaluate the expansion of Advancement Via Individual Determination (AVID) strategies schoolwide with a focus on improving students' organizational and college preparatory skills.</td>
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<td>• Develop, implement, monitor, and evaluate a PBIS team to function as a part of the focus on safe and orderly environment and teacher-based management strategies.</td>
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<table>
<thead>
<tr>
<th>2. Providing high quality PD in a timely fashion to promote rigorous instruction and effective program implementation using data analysis for informed decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Creating a monitoring tool that will assist in the gathering of cohort reading/English data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How &amp; When: Design, evaluate, and reevaluate a monitoring tool and schedule in order to address growth using data collection and analysis (7/1/12 - 7/1/13)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Maintaining the momentum after the start of the school year.</th>
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<tbody>
<tr>
<td>1. How &amp; When: PBIS incentives and rewards regularly (once a month)</td>
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</table>

<table>
<thead>
<tr>
<th>2. Changing the perception of the remaining staff and building a high level of consistency based on communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How &amp; When: Team building activities-getting to know you activities Monthly PBIS for adults Social Committee Staff recognition program</td>
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</table>

<table>
<thead>
<tr>
<th>3. Differentiating professional development to meet the needs of a diverse staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How &amp; When: Professional development to be designed and implemented monthly, and individualized professional development through the professional development resource teacher</td>
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<table>
<thead>
<tr>
<th>2. Language Arts Department Chair and Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Language Arts Department Chair</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. AVID Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Department Chairs Mentor</td>
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</tbody>
</table>

| 3. Department Chairs Professional Development Resource teacher/Mentor |

Baltimore County 03, Deep Creek Middle 1557: Date Submitted: April 4, 2012
MSDE - 2012 Alternative Governance for School Improvement Proposal - Page 13
8. LEA’s TWO-YEAR COMMITMENT TO SUPPORT
THE IMPLEMENTATION OF ALTERNATIVE GOVERNANCE OPTIONS AND REFORMS

1. Complete the LEA Alternative Governance Board Attestation (See Attachment B.)
2. Confirm the LEA’s two-year commitment to the following school improvement standards:
   A. Fully staffing the school (core teachers, administrators, student service personnel and support staff) by the first day of teacher pre-service orientation:
      _X_ yes _____ no

   B. Giving principals full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:
      Staffing patterns/issues _X_ yes _____ no
      Class schedules _X_ yes _____ no
      Selecting consultants __X__ yes _____ no
      School-based budget decisions __X__ yes _____ no
      Professional development attendance __X__ yes _____ no

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

   PART A: Student Achievement

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

   The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership team will continuously monitor progress for all students. Goal conferences (December 2012/January 2013) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

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

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

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

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

### 4. RESOURCES

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<tr>
<th>LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT</th>
<th>TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION</th>
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9. STATE BOARD OF EDUCATION SUMMARY

State Board of Education Summary
2011 AG for School Improvement

Identify the NCLB Alternative Governance Option selected:

<table>
<thead>
<tr>
<th>All</th>
<th>Am Indian</th>
<th>Alaska Native</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Hispanic/Latino of any race</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
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<td></td>
<td>X</td>
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Attendance

Comments: Although we did not make AYP in the above categories, the following describes the progress made in reading and math for the targeted subgroups students over the past 5 years:

Reading: All students – increased 31%
Math – All Students – increased 21%
Reading increased: Black/African American-15.9%, FARMS – 16.6%, Special Education – 25.4%
Math increased: Black/African American – 6.3%, FARMS –8.2%, Special Education –18.6%

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

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

During the 2010-2011 school year, the Corrective Action included restructuring the internal organizational structure of the school to include interdisciplinary intervention teams and common planning periods for content area teachers. Through the implementation of the Corrective Action, the following was learned: (1) the master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students’ academic needs and (2) structured ongoing data dialogues are necessary to ensure students’ performance results are continually monitored. As importantly, the implementation of the significant reforms revealed: (1) A need to provide multiple formats that allow students opportunities to participate in intervention programs and (2) some teachers demonstrated a lack of confidence in effective use of data to inform instruction.

As evidenced by the system’s proven track record of effectively transforming schools, utilizing a comprehensive monitoring plan coupled with an oversight component using multiple school-based and district-level staff will facilitate an enhanced program monitoring process. Providing adequate professional development to assist staff in implementing the monitoring process will increase the effectiveness of the plan. To specifically address the identified challenges, (1) the master schedule will be refined to incorporate a co-teaching model and an intervention period aligned to students’ academic needs, (2) an on-going differentiated and targeted professional development series focused on effective data utilization, culturally responsive instruction, collaborative planning to analyze student work, building common assessments, and team building in support of reforms will be developed, implemented and monitored, (3) a monitoring tool to assess students’ progress toward mastering the State Curriculum and BCPS Essential Curriculum standards, indicators, and objectives will also be developed, implemented and monitored, and (4) a structured, systematic framework for data dialogues will be implemented and monitored.

Also evidenced by the success of other schools in school improvement, creating a fluid master schedule inclusive of sound instructional practices, interventions, and all BCPS core curriculums will improve student achievement. District-level support staff will assist school-based staff to create a responsive master schedule to promote flexible grouping, collaborative planning, effective utilization of a co-teaching model, and extended learning opportunities for students, especially students with special needs. A new master schedule that provides daily instruction using culturally responsive instruction coupled with data-driven interventions will improve student achievement and student accountability in the learning process.
With the replacement of all or most of the school staff who are relevant to the school’s inability to make adequate progress, a culture of high expectations will be developed through a quality professional development series, a master schedule that includes horizontal and vertical alignment of grade levels, effective utilization of inclusion teachers for an optimal co-teaching model, and a commitment to a rigorous daily instructional program with AVID strategies that is monitored through appropriate data-informed lesson and unit planning and through the evaluation process. Hiring highly qualified teachers and requiring a commitment to the school will improve teacher quality and retention. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction. The school will be transformed by leadership team members and teachers who are committed to all students achieving at high levels, high expectations for staff and student performance, collaboration among teachers, parents/guardians and community members, participation in high-quality PD focused on student achievement outcomes, active involvement and participation in school improvement processes, extended learning opportunities for student acceleration, re-teaching and enrichment, and fidelity of implementation of curricula and academic interventions.

4. STAKEHOLDER INVOLVEMENT

Beginning July 2011, staff, parents/guardians, and community members participated in faculty meetings, school improvement team meetings, PTA meetings, and other activities such as Back to School Night to engage in school improvement and AYP-related discussions and data presentations to ensure that everyone involved had a common understanding of the school’s improvement status and implementation of the selected corrective actions.

On Monday, August 22, 2011, initial faculty and parent/community meetings were conducted to discuss the options for AG. The purpose of the meetings was to collaborate and to elicit stakeholders’ input. Parent/guardian, community and staff involvement and support for the adoption of the AG and selected reforms was extensive, timely, and engaging. In the Fall/Winter of 2011/2012, the parents/guardians and community members were actively involved in the AG process through participation in events such as Grade 6 orientation, Back to School Night, PTA meetings, surveys, and restructuring planning meetings.

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

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

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

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

6. LEA RESTRUCTURING OVERSIGHT

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

7. LEA COMMITMENT

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The LEA has committed to providing supplementary funds, which include resources above the regular formula for the operating budget. Furthermore, the LEA has provided 2.5 additional full-time employees (FTE). The Department Human Resources’ staff will provide assistance with all phases of school staffing. System offices/departments/divisions represented on the LEA AG Oversight Committee including Research, Accountability, Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs, data analysis, and progress monitoring.
## 2012 School Improvement Team Attestation

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

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

**Copy this page and add lines as needed**

<table>
<thead>
<tr>
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<th>Title / Grade and/or Subject</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Dwan Pinamonti</td>
<td>Principal</td>
<td>Dwan Pinamonti</td>
<td>1/20/12</td>
</tr>
<tr>
<td>Alain Chalmin</td>
<td>Assistant principal</td>
<td>Alain Chalmin</td>
<td>1/20/12</td>
</tr>
<tr>
<td>Meshia Sutton</td>
<td>Assistant Principal</td>
<td>Meshia Sutton</td>
<td>1/20/12</td>
</tr>
<tr>
<td>Wrae Wene</td>
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<td>Wrae Wene</td>
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</tr>
<tr>
<td>Greg Davis</td>
<td>Teacher/Grade 6/ Science</td>
<td>Greg Davis</td>
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<tr>
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<td>Instructional Assistant/ Math/ Grades 6,7,8</td>
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<tr>
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_Baltimore County 03, Deep Creek Middle 1557: MSDE – 2012 Alternative Governance for School Improvement Proposal_
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</tr>
<tr>
<td>Amber Letters</td>
<td>Teacher/Grade 6/ Reading</td>
<td></td>
<td>2/15/12</td>
</tr>
<tr>
<td>Darya Miller</td>
<td>Teacher/Grades 6,7,8/FALS</td>
<td></td>
<td>2/15/12</td>
</tr>
<tr>
<td>Dr. Lisa Robinson</td>
<td>Special Education Teacher</td>
<td></td>
<td>2/8/12</td>
</tr>
<tr>
<td>Maggie White</td>
<td>Teacher/Grades 7,8/Spanish</td>
<td></td>
<td>2/15/12</td>
</tr>
<tr>
<td>Alexis Mazur</td>
<td>Library Media Specialist</td>
<td></td>
<td>2/15/12</td>
</tr>
<tr>
<td>Janice Jacksits</td>
<td>Special Education Dept. Chair/ Community member</td>
<td></td>
<td>2/15/12</td>
</tr>
</tbody>
</table>
## 2012 LEA Alternative Governance Board Attestation

**LEA Alternative Governance Board Membership**

*By signing this Attestation, AGB members accept Board responsibilities as stated on page 18 of the 2011 AG Guidelines.*

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Title &amp; Expertise</th>
<th>Responsibilities related to the implementation of AlternativeGovernances and Reforms across the LEA. (It is expected that the AGB will spend approximately two hours per month advising, working, and/or monitoring AG Options and Reforms implementation across the LEA.)</th>
<th>Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Burke</td>
<td>Exec. Dir., Prof. Dev.</td>
<td>Provide technical assistance related to professional development to the committee and schools.</td>
<td>William Burke 3/13/12</td>
</tr>
<tr>
<td>Barbara Burnopp</td>
<td>Chief Financial Officer</td>
<td>Provide technical assistance related to finance to the committee and schools.</td>
<td>Barbara Burnopp 3/13/12</td>
</tr>
<tr>
<td>Grace Chesney</td>
<td>Exec. Dir., Research, Account., and Assess.</td>
<td>Provide technical assistance related to research and assessment/testing to the committee and schools.</td>
<td>Grace Chesney 3/12/12</td>
</tr>
<tr>
<td>Mandi Dietrich</td>
<td>Dir. Spec. Proj.; AG Committee Facilitator</td>
<td>Accountability, compliance requirements oversight and monitoring.</td>
<td>Mandi Dietrich 3/12/12</td>
</tr>
<tr>
<td>Sonja Karwacki</td>
<td>Exec. Dir. of Liberal Arts</td>
<td>Provide technical assistance related to world languages, Title I, social studies, and language arts to the committee and schools.</td>
<td>Sonja Karwacki 3/13/12</td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Exec. Director of Special Programs</td>
<td>Provide technical assistance related to special education, gifted and talented, and counseling.</td>
<td>Kathleen McMahon 3/13/12</td>
</tr>
<tr>
<td>Kalisha Miller</td>
<td>Dir. of Spec. Ed.</td>
<td>Provide technical assistance related to special education to the committee and schools.</td>
<td>Kalisha Miller 3/13/12</td>
</tr>
<tr>
<td>Dr. Edward Newsome</td>
<td>Asst. Supt. Middle Schools</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy according to established standards.</td>
<td>Dr. Edward Newsome 3/13/12</td>
</tr>
<tr>
<td>Dr. Don Peccia</td>
<td>Asst. Supt. Human Resources</td>
<td>Provide technical assistance related to human resources to the committee and schools.</td>
<td>Dr. Don Peccia 3/13/12</td>
</tr>
<tr>
<td>Dr. Roger Plunkett</td>
<td>Assoc. Supt., C&amp;I</td>
<td>Provide technical assistance related to curriculum and instruction.</td>
<td>Dr. Roger Plunkett 3/13/12</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dr. John Quinn</td>
<td>Exec. Dir. of STEM</td>
<td>Provide technical assistance related to STEM to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Dale Rauenzahn</td>
<td>Exec. Dir. Student Support Services</td>
<td>Provide technical assistance related to student support services to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Verletta White</td>
<td>Asst. Supt. Elem. Schools – Zone 3</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy according to established standards.</td>
<td></td>
</tr>
</tbody>
</table>

1. All assistant superintendents of schools are included in the meetings.
2. All committee members will, as appropriate:
   - Provide input, guidance, and monitoring related to all aspects of the restructuring process.
   - Access services/resources to implement the LEA’s restructuring process and support school-based alternative governance teams as needed.
   - Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during restructuring planning/implementation in order to assist schools to meet compliance requirements and develop effective plans and/or AG proposals aligned with the Blueprint for Progress and the schools’ identified areas for improvement.
   - Monitor restructuring planning/implementation processes and school progress.
   - Communicate the progress of restructuring planning and implementation processes to stakeholder groups and staff.
   - Elicit input from community partners, teachers’ union, and other stakeholder groups.
School Contact Information

School Name and Number: Dundalk Middle School  410-887-7018
School Address: 7400 Dunmanway  Baltimore, MD 21222
2011-2012 School Principal: Seth Barish

- Principal’s Phone: 410-887-7171  Fax Number: 410-887-7284
- Principal’s Email: sbarish@bcps.org
- Principal’s Signature: 

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA /AG Coordinator

- Phone Number: 410-887-4340  Fax Number: 410-296-1838
- Email: mdietrich@bcps.org

- Contact Person’s Signature: 

Local Board of Education Approval

Local Board Approval Date:  
Superintendent’s Printed Name: Joe A. Hairston  

Superintendent’s Signature

Baltimore County 03, Dundalk Middle School #1251  Date Submitted: April 4, 2012
MSDE – 2012 Alternative Governance for School Improvement Proposal – Page 1
2. PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED

Section 2-PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
NCLB Corrective Actions taken during the 2010-2011 School Year

Insert the name and number of the school’s NCLB Corrective Action #: 6
NAME: Restructure the internal organizational structure of the school

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restructured the master schedule adding common planning time by academic content area</td>
<td>Teachers were unable to plan collaboratively on a consistent basis</td>
<td>The master schedule needs to be adjusted to incorporate content planning time to address students’ academic needs and provide a co-teaching model</td>
</tr>
<tr>
<td>An intervention period was created for mathematics and reading and integrated in the daily master schedule on a rotating basis</td>
<td>Intervention classes reduced the instructional time in other classes and were co-taught with teachers from various contents</td>
<td>Intervention lessons need to be implemented in regular content area classes</td>
</tr>
<tr>
<td>Students were placed in targeted intervention groups</td>
<td>Students were placed in math and reading intervention groups according to their MSA math scores</td>
<td>Targeted groups must be determined by MSA math and reading scores along with multiple assessment data points</td>
</tr>
</tbody>
</table>

Priority # 1: In order to significantly reform reading instruction for All Students, White, African American, FARMS, and Special Education students, Dundalk Middle staff will enhance differentiation of instruction based upon data analysis by:
- Implementing, monitoring and evaluating an on-going and targeted PD series for reading achievement that focuses on effective differentiated delivery of curriculum aligned to the State Standards
- Enhancing teachers’ ability to analyze MSA and benchmark and short-cycle data in order to develop interventions aligned with student’s greatest areas of need
- Developing, implementing, and monitoring a master schedule that enhances student achievement and differentiation of instruction by providing common planning periods, incorporating a co-teaching model, and by implementing a new extended-time intervention aligned to the students’ identified academic needs

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students’ MSA Reading proficient levels increased by 5% and Special Education students’ subgroup increased by 11% based on our AYP reading data</td>
<td>Students continuing to score Basic on the MSA in reading in the following subgroups: Special Education, African American, and FARMS based on our AYP reading data</td>
<td>LL-Teachers need time to analyze data and adjust instructional practices FA-Use systemic approach for data dialogues such as CFIP</td>
</tr>
<tr>
<td>Teachers received professional development on differentiated instruction and became informed learners</td>
<td>Teachers were not consistently differentiating instruction on a daily basis</td>
<td>LL-Differentiated instruction must be monitored to ensure consistent implementation FA- Develop monitoring tool and ongoing PD on differentiated instruction targeting teachers’ needs</td>
</tr>
<tr>
<td>Content teachers modified instruction based on student needs</td>
<td>Instructional adjustments were inconsistent; Co-teaching model was not consistently implemented</td>
<td>LL-Interventions were not based on students’ instructional needs. FA- Continue PD series focused on effective data utilization and successful instructional strategies</td>
</tr>
</tbody>
</table>

Baltimore County 03, Dundalk Middle School #1251
MSDE – 2012 Alternative Governance for School Improvement

Date Submitted: April 4, 2012
Priority # 2: In order to significantly reform mathematics instruction for All Students, White, African American, FARMS, and Special Education students, Dundalk Middle staff will enhance differentiation of instruction based upon data analysis by:

- Implementing, monitoring and evaluating an on-going differentiated and targeted PD series for math achievement that focuses on effective differentiated delivery of curriculum aligned to the State Standards
- Enhancing teachers’ ability to analyze MSA and benchmark and short-cycle data in order to develop interventions aligned with student’s greatest areas of need
- Developing, implementing, and monitoring a master schedule that enhances student achievement and differentiation of instruction by providing common planning periods, incorporating a co-teaching model, and by implementing a new extended-time intervention aligned to the students’ identified academic needs

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students’ MSA Math proficient levels increased by 10% and the Special Education students’ increased by 20.5% based on our AYP math data</td>
<td>Students continuing to score Basic on the MSA in math for all Students and the following subgroups: Special Education, African American, and FARMS based on our AYP math data</td>
<td>LL- Teachers need time to analyze data and adjust instructional practices FA- Use systemic approach for data dialogues such as CFIP</td>
</tr>
<tr>
<td>Teachers participated in ongoing PD on differentiated instruction throughout 2010-2011 school year</td>
<td>Time constraints were challenging for teachers to plan differentiated instruction; Co-teaching model was not consistently implemented</td>
<td>LL- Teachers utilized various differentiated strategies FA- Develop monitoring tool and ongoing PD on differentiated instruction targeting teachers’ needs</td>
</tr>
<tr>
<td>Teachers utilized multiple assessment data to guide interventions and instructional practices</td>
<td>Time constraints for re-teaching material while adhering to the pacing curriculum; Student attendance for afterschool intervention program was limited</td>
<td>LL-Compact lessons based on data analysis and instructional practices FA-Continued PD on data analysis; Intervention groups created during the school day</td>
</tr>
</tbody>
</table>

3. STAKEHOLDER SUPPORT

1. Stakeholder Meetings and Other Communication

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum (i.e., Q &amp; A sessions, feedback forms, SIP meetings, information sharing, surveys, PTA, TCNA meetings, School Improvement Team meetings, etc.)</th>
<th>Number of people involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/1/11</td>
<td>School Improvement Team/ Parent Advisory Group</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>9/2/11</td>
<td>Connect ED call. Information about A.G. Plan</td>
<td>464</td>
</tr>
<tr>
<td></td>
<td>9/8/11</td>
<td>November Newsletter</td>
<td>464</td>
</tr>
<tr>
<td></td>
<td>11/1/11</td>
<td>School Improvement Team Meeting/Parent Advisory Board</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>11/9/11</td>
<td>Connect ED call. Information about A.G. Plan</td>
<td>464</td>
</tr>
<tr>
<td></td>
<td>1/12/12</td>
<td>School Improvement Team Meeting/Parent Advisory Board</td>
<td>7</td>
</tr>
<tr>
<td>Community Partners</td>
<td>7/26/11</td>
<td>Student Advisory Group</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8/18/11</td>
<td>Informational Meeting with Christian Community Center Back-to-School Night/ North Point Library Presenters Community</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9/8/11</td>
<td>Meet and Greet</td>
<td>78</td>
</tr>
<tr>
<td>School Staff</td>
<td>8/17/11</td>
<td>Faculty Meeting-A.G. Discussion</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>8/23/11</td>
<td>Faculty Meeting</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>9/12/11</td>
<td>Leadership Team Meeting-A.G. Discussion</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>9/20/11</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Baltimore County 03, Dundalk Middle School #1251

Date Submitted: April 4, 2012

MSDE – 2012 Alternative Governance for School Improvement
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3/11</td>
<td>Faculty Meeting</td>
<td>47</td>
</tr>
<tr>
<td>10/18/11</td>
<td>Leadership Team-A.G. Discussion</td>
<td>17</td>
</tr>
<tr>
<td>10/31/11</td>
<td>Faculty Meeting</td>
<td>31</td>
</tr>
<tr>
<td>11/4/11</td>
<td>Faculty Meeting</td>
<td>41</td>
</tr>
<tr>
<td>12/5/11</td>
<td>Faculty Meeting</td>
<td>38</td>
</tr>
<tr>
<td>12/20/11</td>
<td>Leadership Team Meeting</td>
<td>15</td>
</tr>
<tr>
<td>1/9/12</td>
<td>Faculty Meeting</td>
<td>14</td>
</tr>
<tr>
<td>1/10/12</td>
<td>A.G. Planning Work Session A.G.</td>
<td>11</td>
</tr>
<tr>
<td>1/19/12</td>
<td>Planning Work Session Leadership</td>
<td>5</td>
</tr>
<tr>
<td>1/24/12</td>
<td>Team Meeting</td>
<td>15</td>
</tr>
</tbody>
</table>

2. School Improvement Attestation: See Attachment A

### 4. SCHOOL ACADEMIC PROFILE

<table>
<thead>
<tr>
<th></th>
<th>Name of core Reading/English program</th>
<th>Practice/s:</th>
<th>Practice/s: Continue current practices with the following adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Implemented language arts standard and gifted and talented curriculum for students in all grade levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implemented Scott Foresman reading program for Grade 6 except for students in the Language! program (a reading intervention program)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level/s: 6, 7, 8</td>
<td>Included co-teaching model to promote differentiation of instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of Students Served: 464</td>
<td>Target additional students for intervention programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increase monitoring of the curriculum through frequent informal observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade Level/s: 6, 7, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated # of Students to be Served: 464</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading/English interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Practice/s:</td>
</tr>
<tr>
<td></td>
<td>implemented Reading Intervention program for students scoring basic on the MSA (184 students) Computer-based class using Study Island (184 students)</td>
</tr>
<tr>
<td></td>
<td>SOAPStone reading intervention to improve deficit skills</td>
</tr>
<tr>
<td></td>
<td>Recursive instruction during skill drill to improve deficit skills.</td>
</tr>
<tr>
<td></td>
<td>Daily intervention period to improve deficit skills</td>
</tr>
<tr>
<td></td>
<td>Grade Level/s: 6, 7, 8</td>
</tr>
<tr>
<td></td>
<td># of Students Served: 464</td>
</tr>
<tr>
<td></td>
<td>Practice/s: Continue current practices with the following adjustments:</td>
</tr>
<tr>
<td></td>
<td>Assign students with Inner Range Scores (IRS) of 1-4 on the MSA to a daily reading or Language! intervention class.</td>
</tr>
<tr>
<td></td>
<td>Assign students with Inner Range Scores (IRS) of 1-4 on the MSA, to daily intervention.</td>
</tr>
<tr>
<td></td>
<td>Provide readings for SOAPStone intervention.</td>
</tr>
<tr>
<td></td>
<td>Uniform data collection and analysis to drive decision making and instructional modifications.</td>
</tr>
<tr>
<td></td>
<td>Grade Level/s: 6, 7, 8</td>
</tr>
<tr>
<td></td>
<td>Estimated # of Students to be Served: 464</td>
</tr>
</tbody>
</table>

3. Name of core Mathematics/Algebra program

<table>
<thead>
<tr>
<th></th>
<th>Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 6- Mathematics 6, OT 6, Algebraic Foundations</td>
</tr>
<tr>
<td></td>
<td>Grade 7- Pre-Algebra and Algebraic Thinking 1</td>
</tr>
<tr>
<td></td>
<td>Algebra with Assistance</td>
</tr>
<tr>
<td></td>
<td>Grade 8- Algebra 1 &amp; 2, Algebraic Thinking 2</td>
</tr>
<tr>
<td></td>
<td>Grade Level/s: 6, 7, 8</td>
</tr>
<tr>
<td></td>
<td># of students served: 464</td>
</tr>
<tr>
<td></td>
<td>Practice/s: Continue current practices with the following adjustments:</td>
</tr>
<tr>
<td></td>
<td>Co-teaching model to promote differentiation of instruction</td>
</tr>
<tr>
<td></td>
<td>Schoolwide intervention and formative assessments</td>
</tr>
<tr>
<td></td>
<td>Target students for intervention programs</td>
</tr>
<tr>
<td></td>
<td>Increase monitoring of curriculum</td>
</tr>
<tr>
<td></td>
<td>Grade Level/s: 6, 7, 8</td>
</tr>
<tr>
<td></td>
<td>Estimated # of Students to be Served: 464</td>
</tr>
</tbody>
</table>
4. Name of supplemental math interventions provided to students not making AYP. Identify the number of students participating in supplemental math/Algebra interventions.

<table>
<thead>
<tr>
<th>Practice/s:</th>
<th>Practice/s: Continue current practices with the following adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOLVE intervention daily to improve deficit skills</td>
<td>Assign students with an IRS of 1-4 on the MSA to a daily mathematics intervention class</td>
</tr>
<tr>
<td>Recursive instruction implemented during skill drill to improve deficit skills</td>
<td>Assign students with Inner Range Scores (RS) of 1-4 on the MSA, to daily intervention.</td>
</tr>
<tr>
<td>Daily intervention period to improve deficit skills</td>
<td>Horizontally aligned MSA structured problems for SOLVE intervention</td>
</tr>
<tr>
<td>Computer-based class using Study Island (146 students)</td>
<td>Uniform data collection and analysis to drive decision making and instructional modifications</td>
</tr>
<tr>
<td>Study Island for an after-school program (30 students)</td>
<td><strong>Grade Level/s:</strong> 6, 7, 8</td>
</tr>
<tr>
<td><strong>Grade Level/s:</strong> 6, 7, 8</td>
<td><strong>Estimated # of Students to be Served:</strong> 464</td>
</tr>
<tr>
<td><strong># of Students Served:</strong> 464</td>
<td><strong># of Students Served:</strong> 60</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Practice/s:</th>
<th>Practice/s: Continue current practices with the following adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on mathematics and reading</td>
<td>Extended-day program for targeted students using Study Island</td>
</tr>
<tr>
<td>Invited all students to participate</td>
<td>Extended-day program to occur prior to after-school activities.</td>
</tr>
<tr>
<td>Required students participating in after-school activities to participate</td>
<td><strong>Grade Level/s:</strong> 6, 7, 8</td>
</tr>
<tr>
<td><strong>Grade Level/s:</strong> 6, 7, 8</td>
<td><strong>Estimated # of Students to be Served:</strong> 464</td>
</tr>
<tr>
<td><strong># of Students Served:</strong> 60</td>
<td><strong># of Students Served:</strong> 60</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Practice/s:</th>
<th>-Practice/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No summer program was implemented</td>
<td>-Extended-day program for targeted students using Study Island</td>
</tr>
<tr>
<td><strong>Grade Level/s:</strong> 6, 7, 8</td>
<td>Students receiving special education goals and objectives are targeted</td>
</tr>
<tr>
<td><strong># of Students Served:</strong> 0</td>
<td><strong>Grade Level/s:</strong> 6, 7, 8</td>
</tr>
<tr>
<td></td>
<td><strong>Estimated # of Students to be Served:</strong> 464</td>
</tr>
<tr>
<td></td>
<td>The extended-day program occurs during the school day and addresses students in the school based on the identified intervention</td>
</tr>
</tbody>
</table>
7. Description of instructional day (schedule) highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs.

- Practice/s:
  - Each class is 45 minutes in length.
  - Intervention period daily/weekly for mathematics and reading
  - Provided common planning time for content teachers
  - PD days built into monthly calendar
  - Conducted MSA simulations in February
  - Provided special education inclusion model and self-contained classes with support

Grade Level/s: 6, 7, 8
Estimated # of Students Served: 464

- Practice/s: Continue 2011-2012 practices with the following adjustments:
  - Target and differentiate PD with an emphasis on differentiated instruction
  - Increase staffing to include a teacher mentor
  - Reduce DC teaching loads to facilitate additional content support to teachers
  - Use extended-day and summer programs to strengthen students’ skills
  - Use the co-teaching model to promote differentiation of instruction

Grade Level/s: 6, 7, 8
Estimated # of Students to be Served: 464

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

- Practice/s:
  - Students were diagnostically placed based on MSA scores
  - GT level courses for all grades
  - GT committee to review students’ readiness for participation in the GT program

Grade Level/s: 6, 7, 8
# of Students Served: 80

- Practice/s:
  - Students will be diagnostically placed based on MSA scores
  - Summer enrichment opportunities
  - PD focused on infusing GT strategies into the curriculum

Grade Level/s: 6, 7, 8
Estimated # of Students to be Served: 80

---

5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Participants Identify the Lead Person with *</th>
<th>Forum</th>
<th>Culture Enhancing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2012</td>
<td>Principal*, leadership team including representatives from parents/guardians</td>
<td>Leadership/Stakeholder Retreat</td>
<td>• Establish, build consensus and commit to the beliefs, vision, mission of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify Action Teams selected by teachers based on interest</td>
</tr>
<tr>
<td>July 2012</td>
<td>Teacher Mentor/DC*, and all new teachers</td>
<td>New Teacher Retreat</td>
<td>• Establish, build consensus and commit to the beliefs, vision, mission of the school</td>
</tr>
<tr>
<td>September 2012-May 2013</td>
<td>*Assistant Principals, Teachers, guidance counselors, students</td>
<td>Mentoring Program During lunch</td>
<td>• Identified students will work with selected teachers to build a rapport.</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal with assistance from PD staff*, all staff will be invited</td>
<td>Teacher Opening Day</td>
<td>• Complete assignments, provide support, and prepare for short cycle and benchmark assessments, and MSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Establish, build consensus and commit to the beliefs, vision, mission of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for school-wide expectations and monitoring of teacher and student achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Facilitate and communicate Action Teams</td>
</tr>
</tbody>
</table>

Baltimore County 03, Dundalk Middle School #1251
MSDE - 2012 Alternative Governance for School Improvement

Date Submitted: April 4, 2012
<table>
<thead>
<tr>
<th>Semester</th>
<th>Leader Team Description</th>
<th>Stakeholder Meeting Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2012</td>
<td>Principal*, leadership team, community members</td>
<td>Stakeholder Meeting</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal*, all staff, Grade 6 parents/guardians and students</td>
<td>Schoolwide Orientation</td>
</tr>
<tr>
<td>September 2012</td>
<td>Principal*, all staff, all grade level parents/guardians and students</td>
<td>Back to School Night</td>
</tr>
<tr>
<td>October 2012</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Meeting</td>
</tr>
<tr>
<td>December 2012</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Meeting</td>
</tr>
<tr>
<td>February 2013</td>
<td>Principal*, leadership team, staff, students, and parents/guardians</td>
<td>Student Information Session</td>
</tr>
<tr>
<td>March 2013</td>
<td>Principal*, all staff, all students</td>
<td>School-wide Prep Rally</td>
</tr>
<tr>
<td>May 2013</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Survey</td>
</tr>
<tr>
<td>June 2013</td>
<td>Principal*, leadership team and stakeholders</td>
<td>Stakeholder Meeting</td>
</tr>
</tbody>
</table>

6. ALTERNATIVE GOVERNANCE & REFORMS

1. Alternative Governance option

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

2. Content area(s) and subgroup(s) in which the school did not make AYP in 2011.

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Am. Indian Alaska Native</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Hispanic/Latino of any race</th>
<th>Native Hawaiian - Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Spec. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Baltimore County 03, Dundalk Middle School #1251
Date Submitted: April 4, 2012
MSDE – 2012 Alternative Governance for School Improvement
3. Reforms and Action Steps

<table>
<thead>
<tr>
<th></th>
<th>Reforms Most Impactful to Student Achievement during the 2013 and 2014 school years</th>
</tr>
</thead>
</table>
| 1. | In order to significantly reform mathematics/algebra for the following subgroups: All students, African American, FARMS, and Special Education; the school will:  
   a. Reevaluate, realign, and monitor a master schedule that provides common planning periods, incorporation of a co-teaching model, and an intervention period aligned to the students’ identified academic needs. On a **HOW OFTEN** weekly basis, the **WHO** leadership team (principal, assistant principals, DC, and mentor) will collect and review **INSTRUMENT** agenda copies and meeting notes from common planning meetings to document the frequency, content (use of intervention period data and co-teaching model), and active participation in the collaborative planning. Once a quarter, this data will be cross-referenced with **INSTRUMENT** evaluative process data to determine if the master schedule responds to the instructional needs of the school.  
   b. Participate in ongoing and targeted PD series for mathematics achievement focusing on effective differentiated instruction. The **WHO** leadership team (principal, assistant principals, DC, and mentor) in collaboration with the Offices of PD, Special Education, and Mathematics will use **INSTRUMENTS** the evaluative process (informal and formal observations) data and short-cycle and benchmark assessments data. The PD series will be reviewed **HOW OFTEN** monthly; and the PD series will evolve through the cross reference of (1) a teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluative data.  
   c. Develop and implement a monitoring tool for data analysis in mathematics that continually assesses students’ growth. Through the analysis **INSTRUMENT** of student work, ongoing assessments (short-cycle and benchmarks), and MSA/HSA, the monitoring tool will assess students’ progress achieving the State Curriculum and BCPS curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed **HOW OFTEN** quarterly. The analysis and next steps, as appropriate, will occur with the **WHO** leadership team (principal, assistant principals, DC, and mentor) and mathematics department. |
| 2. | In order to significantly reform reading/English for the following subgroups: African American, FARMS, and Special Education; the school will:  
   a. Reevaluate, realign, and monitor a master schedule that provides common planning periods, incorporation of a co-teaching model, and an intervention period aligned to the students’ identified academic needs. On a **HOW OFTEN** weekly basis, the **WHO** leadership team (principal, assistant principals, and the DC) will collect and review **INSTRUMENT** agenda copies and meeting notes from common planning meetings to document the frequency, content (use of intervention period data and co-teaching model), and active participation in the collaborative planning. Once per quarter, this data will be cross-referenced with **INSTRUMENT** evaluative process data to determine if the master schedule responds to the instructional needs of the school.  
   b. Participate in ongoing and targeted PD series for reading/English achievement focusing on effective differentiated instruction. The **WHO** leadership team (principal, assistant principals, DC, and mentor) in collaboration with the Offices of PD, Special Education, and Mathematics will use **INSTRUMENT** the evaluative process (informal and formal observations) data and short-cycle and benchmark assessments data. The PD series will be reviewed **HOW OFTEN** monthly; and the PD series will evolve through the cross reference of (1) a teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluative data.  
   c. Develop and implement a monitoring tool for data analysis in reading/language arts that continually assesses students’ growth. Through the analysis **INSTRUMENT** of student work, ongoing assessments (short-cycle and benchmarks), and MSA/HSA, the monitoring tool will assess students’ progress achieving the State Curriculum and BCPS curriculum standards, indicators, and objectives. Utilization of the monitoring tool... |
3. In order to significantly reform school culture for the following subgroups: All students, African American, FARMS, and Special Education; the school will:
   a. Develop, implement, monitor, and evaluate the expansion of Advancement Via Individual Determination (AVID) strategies schoolwide with a focus on improving students’ reading, writing, organizational and college preparatory strategies. The (WHO) leadership team (principal, assistant principals, DCs, and mentor), the AVID site team (AVID coordinator/elective teacher, DC from four core subject areas, one counselor, and one special educator) will use (INSTRUMENTS) daily formative assessment data, evaluative process data, anecdotal notes, and short-cycle and benchmark data to monitor student achievement. Students in Grade 8 will access and participate in the PSAT. Implementation will be reflected systemically throughout the school, in lesson plans, daily instruction, and student work; and the leadership team will monitor implementation (HOW OFTEN) through weekly informal observations and scheduled observations.
   b. Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment, teacher-based management strategies, and culturally responsive instructional strategies. The (WHO) leadership team (principal, assistant principals, DCs, and mentor), in collaboration with teachers, will be part of the governance process through their engagement in action teams. Teachers’ input and professional development to help support teachers’ needs will provide the foundation for a positive school culture, cohesive organization, and effective leadership. A summer 2012 committee will be formed to finalize the support structure and create the documentation method/monitoring tool to be used during the course of the school year. The action teams will meet monthly. The (INSTRUMENT) monitoring tool will assess consistent classroom management policies, culturally responsive instructional strategies, schoolwide enforcement of policies, and discipline interventions. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) monthly using discipline data from STARS and PBIS as well as teacher observations and student achievement.

4. Alternative Governance Option

   OPTION ONE – Replace Staff

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

1. Describe the process used to replace all or most of the staff by answering the following questions.

   a. How will the school/LEA... **Identify the academic qualifications needed in new staff members in order to support the school’s ability to make AYP**;
      All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of DMS. The staff members selected will be dedicated to helping improve students’ achievement academically and dedicated to helping students develop socially and emotionally. Selected staff members will demonstrate high expectations for their own performance and their students’ achievement. They will have the ability to participate as collaborative team members, exhibit leadership potential, bring added value to the classroom and the school community, and make a long-term commitment to DMS.

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

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

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

e. **Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2012 and 2013 school years.**
The following timeline will enable the school to be re-staffed prior to the opening of the 2012-2013 school year: January 30, 2012 - HR and the assistant superintendent for middle schools will discuss the staff restructuring plan for Dundalk Middle School with certificated staff and support staff. Online Declaration of Intent (DOI) instructions will be provided to certificated staff; support staff will be provided with intent forms. **February 14, 2012** - DOI must be entered online for certificated staff and submitted by form for support personnel by the end of the school day. **February 15, 2012 – March 30, 2012** – The current administrative team and department chairs will review observations, evaluations, student performance data, and other related data of current staff who wish to stay at the restructuring school. The administrative team will make a written recommendation to the principal regarding the selection of current staff members for the 2012-2013 school year. Interviews will be conducted as necessary. The principal will make the final decision in selecting all staff for the 2012-2013. **March 2, 2012** - Department chairs and all content teaching positions and support staff positions will be posted. **April 10, 2012 – April 13,2012** - Interviews will be conducted and the selection of new department chairs will be made. **April 10, 2012 (Ongoing)** - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leave will be conducted. **April 13, 2012 (Ongoing)** - DOI Amendments Online must be entered by certificated staff and from all staff and department chairs not selected to remain at restructured school.
<table>
<thead>
<tr>
<th>Insert the complete Reform “STEM” statement from Section 6.3</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
<th>Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reform 1: In order to significantly reform mathematics/algebra for the following subgroups: All students, African American, FARMS, and Special Education; the school will:  * Reevaluate, realign, and monitor a master schedule…  * Participate in ongoing and targeted PD on differentiated instruction…  * Develop and implement a monitoring tool…</td>
<td>1. Scheduling staff for common planning time based on the limited number of staff members available.  2. Providing high quality and meaningful PD on differentiated instruction in a timely manner based on the instructional needs of the teachers to promote rigorous and culturally responsive instruction.  3. Utilizing the developed data monitoring tool consistently as part of mathematics instruction</td>
<td>How &amp; When: Create a master schedule that incorporates common planning time with provisions for multiple teachers including special educators to meet 7/1/2012-7/1/2013  How &amp; When: Establish a culture of high academic expectations built on collaborative relationships; implement a differentiated and culturally responsive instruction PD plan (weekly and monthly, during and after school). Department chairs and school leadership will participate in monthly PD focused on differentiated and culturally responsive instruction to include lesson studies and collegial instructional analysis of effective practices. Monitor PD to ensure that teachers implemented the strategies identified with fidelity 9/1/12-5/1/13  How &amp; When: Department chairs and school leadership will participate in monthly PD focused on collaborative planning to analyze student work, building common assessments, and fostering team building in support of reforms. Review and monitor data analysis tool to ensure that teachers implement effective instructional practices to increase student achievement. 9/1/12-5/1/13</td>
<td>Assistant Principals, Content Department Chairs  Assistant Principals, Content Department Chairs, Teacher Mentor  Assistant Principals, Content Department Chair, Teacher Mentor</td>
</tr>
<tr>
<td>Reform 2: In order to significantly reform reading/English for the following subgroups: African American, FARMS, and Special Education; the school will:</td>
<td>1. Scheduling staff for common planning time based on the limited number of staff members available.</td>
<td>1. How &amp; When: Establish a culture of high academic expectations built on collaborative relationships; implement a differentiated and culturally responsive instruction PD plan (weekly and monthly, during and after school). Department chairs and school leadership will participate in monthly PD focused on differentiated and culturally responsive instruction to include lesson studies and collegial instructional analysis of effective practices. Monitor PD to ensure that teachers implemented the strategies 9/1/12-5/1/13</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>* Reevaluate, realign, and monitor a master schedule...</td>
<td>2. Providing high quality and meaningful PD on differentiated instruction in a timely manner based on the instructional needs of the teachers to promote rigorous and culturally responsive instruction.</td>
<td>2. How &amp; When: Department chairs and school leadership will participate in monthly PD focused on collaborative planning to analyze student work, develop lessons to address students’ needs, and foster team building in support of reforms. Review and monitor data analysis tool to ensure that teachers implement effective instructional practices to increase student achievement. 9/1/12-5/1/13</td>
<td></td>
</tr>
<tr>
<td>* Participate in ongoing and targeted PD on differentiated instruction...</td>
<td>3. Utilizing the developed data monitoring tool consistently as part of Reading/English instruction.</td>
<td>3. How &amp; When: Department chairs and school leadership will participate in monthly PD focused on collaborative planning to analyze student work, develop lessons to address students’ needs, and foster team building. Review and monitor data analysis tool to ensure that teachers implement effective instructional practices.</td>
<td></td>
</tr>
<tr>
<td>* Develop and implement a monitoring tool...</td>
<td></td>
<td>Assistant Principals, Content Department Chairs, Teacher Mentor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reform 3: In order to significantly reform school culture for the following subgroups: All students, African American, FARMS, and Special Education; the school will:</th>
<th>1. Maintaining high academic expectations for all students by providing students and parents with opportunities to acquire college and career readiness skills.</th>
<th>1. How &amp; When: School leadership team will promote shared vision and culture of high academic expectations based on effective and collaborative working relationships; develop and implement a culturally responsive PD plan monthly in and out-of-school. Monitor PD to ensure that teachers implement the strategies. 9/1/12-6/1/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Develop, implement, monitor, and evaluate the expansion of AVID...</td>
<td>2. Building a high level of consistency based on effective communication.</td>
<td>2. How &amp; When: Leadership team will meet monthly to review expectations and school wide initiatives. Teachers will attend and actively participate in grade level team, common planning, content, and action team meetings weekly and monthly. 9/1/12-6/1/12</td>
</tr>
<tr>
<td>* Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment, teacher-based management strategies, and culturally responsive instruction</td>
<td>3. Providing action team members time to collaborate, participate, and facilitate PD.</td>
<td>3. How &amp; When: Action team members will meet during and after school to initiate PD to meet individual teacher needs. Monitor PD to ensure that teachers implement the strategies identified with fidelity. 7/1/12-7/1/13</td>
</tr>
</tbody>
</table>

Assistant Principals, Content Department Chairs, Teacher Mentor

Assistant Principals, Content Department Chairs

Assistant Principals, Content Department Chair, Teacher Mentor

Assistant Principals, Content Department Chairs

Assistant Principals, Content Department Chairs

Assistant Principals, Content Department Chairs

Date Submitted: April 4, 2012
8. LEA’S TWO-YEAR COMMITMENT TO SUPPORT
THE IMPLEMENTATION OF ALTERNATIVE GOVERNANCE
OPTIONS AND REFORMS

1. 2012 LEA Alternative Governance Board Attestation: See Attachment B

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

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

   PART A: Student Achievement

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

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

Baltimore County 03, Dundalk Middle School #1251

Date Submitted: April 4, 2012

MSDE – 2012 Alternative Governance for School Improvement

13
The second step includes regular and frequent monitoring of student achievement data and formal and informal school visits by the assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff including assistance with data analysis and interpretation related to alignment of the instructional program with the system’s Blueprint for Progress and the school improvement plan. Staff from the Division of Curriculum and Instruction will monitor the school’s implementation of the curriculum (instruction and assessment) to ensure alignment with system standards.

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

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

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

4. Resources
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>FY13 Amount &amp; Source of Funds</th>
<th>Check if amount exceeds the LEA's regular formulas allocated to schools in restructuring</th>
<th>FY14 Amount &amp; Source of Funds</th>
<th>Check if amount exceeds the LEA's regular formulas allocated to schools in restructuring</th>
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</thead>
<tbody>
<tr>
<td>Personnel (salaries &amp; fixed charges)</td>
<td>Teachers (2FTE) Mathematics Language Arts Teacher/Facilitit</td>
<td>$151,099.52</td>
<td>Yes (✓)</td>
<td>$155,632.51</td>
<td>Yes (✓)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>No (✗)</td>
<td></td>
<td>No (✗)</td>
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<tr>
<td>Professional Development</td>
<td>PD Series Leadership Retreat New Teacher Retreat Substitutes for PD coverage</td>
<td>$5,000.00</td>
<td>Yes (✓)</td>
<td>$5,000.00</td>
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<td>$1,000.00</td>
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<tr>
<td>Material and Equipment</td>
<td>Mathematics Resources Reading Resources Special Education Resources AVID Resources Mathematics/reading software (Extended day/year program) Parent/Family</td>
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<tr>
<td>Contracted Services</td>
<td>Transportation (for students attending the extended-day and year programs) Extended-day and Extended-year Program (salary, student snacks) PBIS Student Incentives Printing</td>
<td>$10,000.00</td>
<td>Yes (✓)</td>
<td>$10,000.00</td>
<td>Yes (✓)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$11,000.00</td>
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<td>Yes (✓)</td>
<td>(TBD)</td>
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<td>Total</td>
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<td>$214,388.51</td>
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</table>
9. STATE BOARD OF EDUCATION SUMMARY

State Board of Education Summary
2012 Alternative Governance for School Improvement
Identify the NCLB Alternative Governance Option selected: #1

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Am. Indian Alaska Native</th>
<th>Asian</th>
<th>Black African American</th>
<th>Hispanic/Latino of any race</th>
<th>Native Hawaiian - Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Math</td>
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</tr>
</tbody>
</table>

SCHOOL SECTION:
3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

Baltimore County Public Schools has a proven track record of effectively transforming schools based upon the system's Blueprint for Progress, which contains specific performance indicators for students, teachers, and administrators, and by selecting Option 1 for the alternative governance model. In alignment with the system's Blueprint for Progress and Master Plan, the reforms identified for both schools are focused on the full and effective implementation and monitoring of the district's core curriculum including ensuring that ALL students have access to the rigorous core curriculum and access to intervention and enrichment, as appropriate. The schools' district and school-level comprehensive needs assessments support the selection of these reforms.

During the 2010-2011 school year, AYP was not met for All Students in math and in the following subgroups: AA, Spec. Ed., and FARMS. Even though AYP was met for All Students in reading, it was not met in the following reading subgroups: AA, Spec Ed., and FARMS. In response to this, DMS entered into corrective action and it was determined that both reading and math would receive significant reforms for all students and the following subgroups: White, African American, Special Education students, and FARMS by (1) enhancing differentiation of instruction based upon data analysis. It was also determined that (1a) by implementing a targeted Professional Development series focused on effective differentiated delivery of curriculum, that (1b) by enhancing teachers’ ability to analyze assessment data in order to develop interventions aligned with student’s greatest areas of need, and that (1c) by developing, implementing and monitoring a master schedule that provided common planning periods, incorporated a co-teaching model, and provided for a new extended-time intervention, students' identified academic needs would be addressed and reading and math achievement would increase.

As we look back on that year, lessons to be learned include (1a) monitoring PD on differentiation for full and effective implementation and follow-through, (1b) using the CFIP monitoring tool consistently and in order to help drive instruction, (1b-c) providing time in the master schedule for teachers to analyze data and adjust their instructional practices in response to it, and (1c) collaborating with teachers during mutual content planning time to respond to students academic needs, (1b-c) implementing instructional interventions consistently and in a timely manner. Consistent monitoring via informal and formal observations to document follow through and timely and consistent responses to instructional needs are integral to student success.

Proposed changes include continuing to follow the BCPS curricula in reading and math with fidelity implementing a co-teaching model that is consistent, assigning basic students to...
reading and math interventions such as assistance classes and a reading intervention program with Study Island, and implementing those interventions with fidelity and in a timely manner; providing reading and math strategies such as SOAPSTone, and SOLVE with consistency; collecting and analyzing data in order to make timely instructional decisions and targeting identified students for additional pull-out in-school intervention programs.

Challenges to the reforms include the fact that AYP was not met for All Students in math and in the following subgroups: AA, Spec. Ed, and FARMS. Additionally, AYP was not met in the following reading subgroups: AA, Spec Ed., and FARMS. Differentiation was not implemented consistently, nor was it monitored; maintaining pacing in the curriculum while re-teaching was a challenge; the co-teaching model was not implemented consistently and with fidelity; and student attendance in after-school intervention programs was limited.

Schools already under school improvement status have found success with the implementation of an effective master schedule that allows for purposeful instructional practices, interventions, and all BCPS core curriculums which will improve student achievement. District level staff will support school-based staff in the effective utilization of a co-teaching model in order to provide additional learning opportunities for our students who receive special education services. A master schedule will be developed that will promote differentiated and culturally responsive instruction based on data analysis to increase student achievement. Additionally, the master schedule will incorporate collaborative planning.

A culture of high expectations will be developed and promoted through a quality PD series, effective implementation of inclusion teachers for a successful co-teaching model, and a commitment to a rigorous daily instructional program implementing AVID strategies monitored through informal and formal observations. The school will be transformed by leadership team members and teachers who are committed to all students achieving academic excellence.

4. STAKEHOLDER INVOLVEMENT

Beginning July 2011, staff, parents/guardians, and community members participated in faculty meetings, school improvement team meetings, PTA meetings, and other activities such as Back to School Night to engage in school improvement and AYP-related discussions and data dialogues to ensure that all stakeholders involved had a common understanding of the school’s improvement status and implementation of the selected corrective actions.

On Monday, August 22, 2011, initial faculty and parent/community meetings were conducted to discuss the four options for AG. The purpose of the meetings was to collaborate and to elicit stakeholders’ input. Parent/guardian, community and staff involvement and support for the adoption of the AG and selected reforms was extensive, timely, and engaging. In the Fall/Winter of 2011/2012, the parents/guardians and community stakeholders were actively involved in the AG process through participation in events such as Grade 6 orientation, Back to School Night, PTA meetings, School Improvement Team meetings, and restructuring planning meetings.

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

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

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

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

6. LEA RESTRUCTURING OVERSIGHT

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

7. LEA COMMITMENT

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

2012 School Improvement Team Attestation

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Grade and/or Subject</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacy Baker</td>
<td>PTSA President</td>
<td>Stacy Baker</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Seth Barish</td>
<td>Principal</td>
<td>Seth Barish</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Michele Baugher</td>
<td>School Improvement Team Member/Parent/Guardian Community Rep.</td>
<td>Michele Baugher</td>
<td>1-31-12</td>
</tr>
<tr>
<td>Kathy Bullock</td>
<td>Grade 6 Team Leader</td>
<td>Kathy Bullock</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Jessica Cordova</td>
<td>Guidance Dept. Chair</td>
<td>Jessica Cordova</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Mark Dorsey</td>
<td>School Improvement Team Member/Parent/Guardian Community Rep.</td>
<td>Mark Dorsey</td>
<td>1-25-12</td>
</tr>
<tr>
<td>Sharon Gibson</td>
<td>Librarian</td>
<td>Sharon Gibson</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Crystal Green</td>
<td>School Improvement Team Member/Parent/Guardian Community Rep.</td>
<td>Crystal Green</td>
<td>2-7-12</td>
</tr>
<tr>
<td>Sharon Harris</td>
<td>Assistant Principal</td>
<td>Sharon Harris</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Hayward Johnson</td>
<td>Social Studies Dept. Chair</td>
<td>Hayward Johnson</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Ronald Kozich</td>
<td>Assistant Principal</td>
<td>Ronald Kozich</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Joanie Metzger</td>
<td>Special Education Dept. Chair</td>
<td>Joanie Metzger</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Mary Moody</td>
<td>Grade 7 Team Leader</td>
<td>Mary Moody</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Sara Mullin</td>
<td>Science Department Chair</td>
<td>Sara Mullin</td>
<td>1-24-12</td>
</tr>
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LEA #03, Dundalk Middle School #1251
MSDE - 2012 Alternative Governance for School Improvement Proposal
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Newton</td>
<td>School Improvement Team Member/Parent/Guardian Community Rep.</td>
<td>E. Newton</td>
<td>1-31-12</td>
</tr>
<tr>
<td>Sara Rybczynski</td>
<td>Math Department Chair</td>
<td>S. Rybczynski</td>
<td>11-24-12</td>
</tr>
<tr>
<td>Antonia Spencer</td>
<td>Language Arts Dept. Chair</td>
<td>A. Spencer</td>
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<tr>
<td>Brian Williams</td>
<td>PBIS Chair</td>
<td>B. Williams</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Christopher Wojcik</td>
<td>Grade 8 Team Leader</td>
<td>C. Wojcik</td>
<td>1-25-12</td>
</tr>
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</table>
**Attachment B**

2012 LEA Alternative Governance Board Attestation LEA Alternative Governance Board Membership

*Copy this page as needed.*

*By signing this Attestation, AGB members accept Board responsibilities as stated on page 18 of the 2012 AG Guidelines.*

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Title &amp; Expertise</th>
<th>Responsibilities related to the implementation of Alternative Governance and Reforms across the LEA</th>
<th>Signature and Date</th>
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<tbody>
<tr>
<td>William Burke</td>
<td>Exec. Dir., Prof. Dev.</td>
<td>Provide technical assistance related to professional development to the committee and schools.</td>
<td>William Burke 3/13/12</td>
</tr>
<tr>
<td>Barbara Burnopp</td>
<td>Chief Financial Officer</td>
<td>Provide technical assistance related to finance to the committee and schools.</td>
<td>Barbara Burnopp 3/13/12</td>
</tr>
<tr>
<td>Grace Chesney</td>
<td>Exec. Dir., Research, Account., and Assess.</td>
<td>Provide technical assistance related to research and assessment/testing to the committee and schools.</td>
<td>Grace Chesney 3/12/12</td>
</tr>
<tr>
<td>Mandi Dietrich</td>
<td>Dir. Spec. Proj.; AG Committee Facilitator</td>
<td>Accountability, compliance requirements oversight and monitoring.</td>
<td>Mandi Dietrich 3/12/12</td>
</tr>
<tr>
<td>Sonja Karwacki</td>
<td>Exec. Dir. of Liberal Arts</td>
<td>Provide technical assistance related to world languages, Title I, social studies, and language arts to the committee and schools.</td>
<td>Sonja Karwacki 3/12/12</td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Exec. Director of Special Programs</td>
<td>Provide technical assistance related to special education, gifted and talented, and counseling.</td>
<td>Kathleen McMahon 3/12/12</td>
</tr>
<tr>
<td>Kalisha Miller</td>
<td>Dir. of Spec. Ed.</td>
<td>Provide technical assistance related to special education to the committee and schools.</td>
<td>Kalisha Miller 3/12/12</td>
</tr>
<tr>
<td>Dr. Edward Newsome</td>
<td>Assistant Superintendent, Middle Schools</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy according to established standards.</td>
<td>Dr. Edward Newsome</td>
</tr>
<tr>
<td>Dr. Don Peccia</td>
<td>Asst. Supt. Human Resources</td>
<td>Provide technical assistance related to human resources to the committee and schools.</td>
<td>Dr. Don Peccia</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Responsibility</td>
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</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dr. Roger Plunkett</td>
<td>Assoc. Supt., C&amp;I</td>
<td>Provide technical assistance related to curriculum and instruction.</td>
<td></td>
</tr>
<tr>
<td>Dr. John Quinn</td>
<td>Exec. Dir. of STEM</td>
<td>Provide technical assistance related to STEM to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Dale Rauenzahn</td>
<td>Exec. Dir. Student Support Services</td>
<td>Provide technical assistance related to student support services to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Verletta White</td>
<td>Assistant Superintendent, Elementary Schools</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools</td>
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</tr>
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</table>

LEA #03, Dundalk Middle School #1251
MSDE – 2012 Alternative Governance for School Improvement Proposal
2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: White Oak School, 0923

School Address: 8401 Leefield Road Baltimore, Maryland 21234

2011-2012 School Principal: Dr. Melissa Lembo Whisted

- Principal's Phone: 410.887.5378 Fax Number: 410.663.9724
- Principal's Email: mlembo@bcps.org
- Principal's Signature: 

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA /AG Coordinator

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

Local Board of Education Approval

Local Board Approval Date:

Superintendent’s Printed Name: Dr. Joe. A. Hairston

__________________________________________

Superintendent’s Signature

LEA Baltimore County Public Schools, White Oak School 0923

April 4, 2012

MSDE – 2012 Alternative Governance for School Improvement Proposal – Page 1
### 2. Part A: Learning From the Past
#### The Year of Corrective Action Revisited

**NCLB Corrective Actions taken during the 2009-2011 School Years**

**NAME:** Replace the school staff who are relevant to the failure to make adequate yearly progress

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replaced the assistant principal with personnel from the Baltimore County Public Schools' Office of Special Education who previously held an assistant principal position.</td>
<td>The academic expectations established by the assistant principal created resistance among school staff.</td>
<td>High administrative expectations yielded positive results in student achievement.</td>
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</table>

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

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restructured the internal organization of the school to provide increased instructional time for mathematics.</td>
<td>Obtaining teacher consistency in keeping to the schedule was a challenge.</td>
<td>Observe teacher input, which is essential when restructuring the academic program to maximize instructional time.</td>
</tr>
<tr>
<td>Reallocated staff to create a mathematics resource teacher position.</td>
<td>Finding someone within the current staffing who had expertise in the area of mathematics.</td>
<td>Hire someone for the position with expertise in elementary mathematics instruction and to build teacher capacity.</td>
</tr>
<tr>
<td>Provided job-embedded comprehensive professional development to staff in the areas of mathematics and reading instruction.</td>
<td>Implementing recommended instructional strategies from the curriculum and instruction office.</td>
<td>Observe teachers consistently and informally in order to ensure implementation of instructional recommendations.</td>
</tr>
<tr>
<td>Decreased the amount of time teachers were out of classroom instruction for Individual Education Program (IEP) team meetings.</td>
<td>Providing appropriate coverage for teachers with a focus on instruction during IEP team meetings.</td>
<td>Organize the academic schedule so that teachers are not pulled during reading or mathematics instruction.</td>
</tr>
</tbody>
</table>

**Priority #1:** In order to significantly reform the effective delivery of differentiated instruction of mathematics/algebra, all students in grades three through five were provided with three additional 30-minute weekly sessions of mathematics during an Acceleration, Re-teaching, and Extension (A.R.E.) intervention period. Targeted grade-level mathematics skills were pre-assessed, taught, and post-assessed to further enhance the implementation of the Baltimore County Public Schools mathematics curriculum. Students not demonstrating acquisition of targeted skills, following post-testing, received additional re-teaching of the skills during the engagement portion of the 5-E mathematics lesson plan.

**Successes**

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided quarterly professional development meetings during faculty meetings to review grade-level student performance data in reading and mathematics and to make instructional recommendations.</td>
<td>Inconsistency of teacher implementation of instructional strategies based upon data analysis.</td>
<td>LLI-Use of the Classroom-Focused Improvement Process (CFIP) to guide data discussions and professional development. This follow up would include informal observations by the administration to ensure teachers’ response to data findings. FA-Use a systemic approach for faculty meeting planning.</td>
</tr>
</tbody>
</table>
2. Collaborated with the Offices of Reading/Language Arts and Mathematics Pre-K-12 to develop year-long support plans to provide special educators, primarily in grades three through five, with ongoing job-embedded professional development opportunities.

Limited transfer of knowledge between professional development attendance and classroom implementation.

**LL**-Use of regular data analysis needed to occur during grade-level meetings in order to gain teachers' confidence that recommended instructional adjustments would make a difference.

**FA**-Presence of the administration at all curriculum-related professional development is essential.

**Priority #2**: In order to significantly reform the utilization of data to monitor student learning in mathematics/algebra, resource teachers from the curriculum and instruction offices collaborated with teachers during grade-level team meetings to effectively identify lesson objectives; plan meaningful, engaging lessons; and conduct post-lesson debriefing meetings to review student performance data following lesson implementation. Additionally, resource teachers provided model lessons, in a lesson study format, with subsequent debriefing to discuss instructional strategies and future implementation of instructional recommendations.

<table>
<thead>
<tr>
<th><strong>Successes</strong></th>
<th><strong>Challenges</strong></th>
<th><strong>Lessons Learned &amp; Future Adjustments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided teachers with professional development opportunities utilizing resource teachers from the curriculum and instruction offices in conjunction with school-based resource teachers and administrators regarding accessing and using student assessment data within the online AssessTrax database, locating data to provide responsive teaching.</td>
<td>1. Inconsistency of the appropriate intervention lessons based on student data. A lack of confidence by some teachers in analyzing data and teaching interventions outside their content area.</td>
<td>1. <strong>LL</strong>- Use of regular data analysis needed to occur during grade-level meetings in order to gain teachers' confidence that recommended instructional adjustments would make a difference. <strong>FA</strong>- Administrative monitoring of curricular recommendations. <strong>FA</strong>- Match teachers' areas of expertise with student needs.</td>
</tr>
<tr>
<td>2. During mathematics grade level team meetings, student A.R.E. pre and post-instruction data was reviewed and instructional recommendations were provided to classroom teachers by the mathematics resource teacher or assistant principal.</td>
<td>2. Inconsistency with the teaching of intervention lessons.</td>
<td>2. <strong>LL</strong>- Students' performance results need to be continually monitored through ongoing data analysis <strong>FA</strong>- Differentiate professional development based upon identified teacher needs.</td>
</tr>
</tbody>
</table>

**Priority #3**: In order to significantly reform the utilization of data to monitor student learning in reading/English, the staff at White Oak implemented the Baltimore County Public Schools core reading curriculum for all students in grades three through five. White Oak also implemented the supplemental reading intervention program, *Language*!, to eligible students in grades four and five. Additionally, the *Wilson Reading System* was provided to all students in grades three and four who were demonstrating significant skills deficits in phonemic and phonological awareness in conjunction to deficits with encoding and decoding.

<table>
<thead>
<tr>
<th><strong>Successes</strong></th>
<th><strong>Challenges</strong></th>
<th><strong>Lessons Learned &amp; Future Adjustments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers in grades three through five co-taught identified reading text selections in order to create opportunities for heterogeneous reading instruction to optimize student engagement and instructional rigor.</td>
<td>1. Inconsistency with the effectiveness of teaching intervention lessons.</td>
<td>1. <strong>LL</strong>- Interventions should be based on students' instructional needs. <strong>FA</strong>- Differentiate professional development based upon identified teacher needs.</td>
</tr>
</tbody>
</table>
### 3. Stakeholder Engagement

#### 1. Stakeholder Meetings and Other Communication

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum (i.e., Q &amp; A sessions, feedback forms, SIP meetings, information sharing, surveys, PTA, TCNA meetings, School Improvement Team meetings, etc.)</th>
<th>Number of people involved</th>
</tr>
</thead>
</table>
| Parents      | 8/22/11, 9/9/11, 9/11/11, 11/13/11, 11/15/11, 12/16/11, 12/18/11, 7/15/11, 8/12/11, 7/26/11, 8/23/11, 10/10/11, 11/14/11, 9/12/11, 10/31/11, 11/16/11, 12/19/11 | • Connect-ED Messages  
• Title One Transfer Option Letter  
• Title One Transfer Option Meetings  
• PTA Meetings  
• Back to School Night  
• Fall Festival Meeting  
• American Education Week Meeting/Survey  
• Winter Concert/Information Meeting | 76-89 |
| Community Partners | 8/15/11, 8/16/11, 9/9/11, 1/13/12, 9/19/11, 10/17/11, 11/7/11, 11/11/11, 12/2/11, 12/20/11, 1/17/12 | • School Improvement Team Meetings  
• Community Nights  
• Meetings with Villa Maria Community Outreach Staff  
• Meetings with Villa Maria School Staff | 5-6 |
| School Staff | 11/24/09, 12/7/09, 12/14/09, 2/19/10, 8/22/11, 9/12/11, 10/3/11, 11/14/11, Sept-Dec 2011 | • Requirements for schools in Corrective Action  
• TCNA: Setting the Stage  
• TCNA  
• MSDE visit  
• Faculty Meetings  
• Individual Staff Goals Conferences | 5-6 |

2. 2012 School Improvement Team Attestation: See Appendix A

### 4. SCHOOL ACADEMIC PROFILE

<table>
<thead>
<tr>
<th>Topic</th>
<th>2011-2012</th>
<th>2013 &amp; 2014</th>
</tr>
</thead>
</table>
| 1. Name of core reading/English program | **Practice/s:**  
• Provided emphasis on implementing core instructional program.  
• Implemented Houghton Mifflin except for students in the Language! program (a reading acceleration program).  
Grade Level(s): K, 1, 2, 3, 4, 5  
# of Students Served: 81 | **Practice/s:** Continue current practices with the following adjustments:  
• Provide schoolwide intervention and formative assessments.  
• Intensify monitoring to ensure implementation.  
Grade Level(s): K, 1, 2, 3, 4, 5  
Estimated # of Students to be Served: 81 |
| 2. Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading/English interventions. | **Practice/s:**  
• Implemented Language! For students scoring basic on the MSA (6 students-Grade 4).  
• Differentiated instruction to improve deficit skills.  
• Provided daily intervention period to improve deficit skills.  
Grade Level(s): 3, 4, 5  
# of Students Served: 61 | **Practice/s:** Continue current practices with the following adjustments:  
• Provide schoolwide intervention and formative assessments.  
• Intensify monitoring to ensure implementation.  
Grade Level(s): 3, 4, 5  
Estimated # of Students to be Served: 61 |
| 3. Name of core mathematics/Algebra program | Practice/s:  
- Provided emphasis on implementing core instructional program.  
- Implemented mathematics curriculum for students in all grade levels.  
- Used investigations and mathematical practices.  
Grade Level/s: K, 1, 2, 3, 4, 5  
# of Students Served: 81 | Practice/s: Continue current practices with the following adjustments:  
- Provide schoolwide intervention and formative assessments.  
- Intensify monitoring to ensure implementation.  
Grade Level/s: K, 1, 2, 3, 4, 5  
Estimated # of Students to be Served: 81 |
|---|---|---|
| 4. Name of supplemental math Interventions provided to students not making AYP. Identify the number of students participating in supplemental math/Algebra interventions. | Practice/s:  
- Differentiated instruction to improve deficit skills.  
- Provided daily intervention period to improve deficit skills.  
- Provided computer-based class using Fasst math and First in Math.  
Grade Level/s: 3, 4, 5  
# of Students Served: 61 | Practice/s: Continue current practices with the following adjustments:  
- Provide schoolwide intervention and formative assessments.  
- Intensify monitoring to ensure implementation.  
Grade Level/s: 3, 4, 5  
Estimated # of Students to be Served: 61 |
| 5. Content focus of the extended day program, targeted population, and the number of students served | Practice/s:  
- Focused on mathematics.  
- Invited all tested students to participate.  
Grade Level/s: 3, 4, 5  
# of Students Served: 61 | Practice/s: Continue current practices with the following adjustments:  
- Provide extended-day program for targeted students using Fasst Math and First in Math.  
- Intensify monitoring to ensure implementation.  
- Invite all students to participate.  
Grade Level/s: K, 1, 2, 3, 4, 5  
Estimated # of Students to be Served: 61 |
| 6. Content focus of summer program, targeted populations, and the number of students served | Practice/s:  
- No summer program was implemented.  
# of Students Served: 0 | Justification for no change:  
- All students participate in extended-school year programs as designated by their Individualized Education Program (IEP). |
| 7. Description of instructional day (schedule) highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | Practice/s:  
- Provided intervention period daily for mathematics and reading.  
- Provided common planning time for classroom teachers.  
- Provided weekly professional development built into calendar.  
- Conducted MSA simulations in January.  
Grade Level/s: K, 1, 2, 3, 4, 5, FALS/CALS  
# of Students Served: 91 | Practice/s: Continue current practices with the following adjustments:  
- Target and differentiate PD with an emphasis on responsive instruction.  
- Intensify monitoring to ensure implementation.  
- Introduce mathematics, reading, and STEM resource teachers in order to reduce numbers for content area teaching.  
- Set academic schedule for all classroom teachers to ensure intense content area instruction.  
Grade Level/s: K, 1, 2, 3, 4, 5, FALS/CALS  
Estimated # of Students to be Served: 91 |
| 8. Describe the school’s instructional enrichment programs for gifted and talented students. Identify the number of students | Practice/s:  
- Provided primary talent development instruction for primary learners.  
- Provided professional | Practice/s: Continue current practices with the following adjustments:  
- Offer instructional services as designated by the students’ Individualized Education Programs (IEP). |
5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Participants</th>
<th>Forum</th>
<th>Culture Enhancing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2012</td>
<td>Principal*, leadership team including representatives from parents/guardians, student, and community</td>
<td>Stakeholder Retreat</td>
<td>• Establish, build consensus, and commit to the beliefs, vision, and mission of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify action teams selected by teachers based on interest.</td>
</tr>
<tr>
<td>July 2012</td>
<td>Principal*, assistant principal, and all new teachers</td>
<td>New Teacher Retreat</td>
<td>• Establish, build consensus, and commit to the beliefs, vision, and mission of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement.</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal with assistance from PD staff*, all staff will be invited</td>
<td>Teacher Opening Day</td>
<td>• Establish, build consensus, and commit to the beliefs, vision, and mission of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Set standards for schoolwide expectations and monitoring of teacher and student achievement.</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal*, leadership team, community members</td>
<td>Stakeholder Retreat</td>
<td>• Schedule a community meeting for support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communicate standards for schoolwide expectations and student achievement.</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal*, all staff, parents/guardians, and students</td>
<td>School-wide Orientation</td>
<td>• Communicate standards for schoolwide expectations and student achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Introduce teachers and open dialogue with new parents/guardians.</td>
</tr>
<tr>
<td>September 2012</td>
<td>Principal*, all staff, all grade level parents/guardians and students</td>
<td>Back to School Night</td>
<td>• Communicate standards for schoolwide expectations and student achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Introduce teachers/dialogue with parents/guardians.</td>
</tr>
<tr>
<td>October 2012</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Retreat</td>
<td>• Schedule a community meeting for parent/guardian input.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluate progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflect and collaborate on adjustments to address reforms and exit improvement.</td>
</tr>
<tr>
<td>December 2012</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Retreat</td>
<td>• Schedule a community meeting for parent/guardian input.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluate progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflect and collaborate on adjustments to address reforms and exit improvement.</td>
</tr>
<tr>
<td>February 2013</td>
<td>Principal*, leadership team, staff, students, and parents/guardians</td>
<td>Student Information</td>
<td>• Student review of previous MSA scores and areas needed for improvement; information shared with parents/guardians.</td>
</tr>
<tr>
<td>March 2013</td>
<td>Principal*, all staff, all students</td>
<td>Schoolwide Prep Rally</td>
<td>• Celebrate student achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Motivate and raise the bar for higher achievement on the MSA.</td>
</tr>
<tr>
<td>May 2013</td>
<td>Principal*, leadership team, staff, and community members</td>
<td>Stakeholder Survey</td>
<td>• Seek input as to implementation and necessary adjustments for the 2013-2014 school year to address reforms and exit improvement.</td>
</tr>
<tr>
<td>June 2013</td>
<td>Principal*, leadership team, and stakeholders</td>
<td>Stakeholder Retreat</td>
<td>• Collaborate and review AG plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reflect and evaluate 2012-2013.</td>
</tr>
</tbody>
</table>
6. ALTERNATIVE GOVERNANCE & REFORMS

1. Alternative Governance Option

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

2. Areas and student groups in which the school did not make AYP in 2011.

<table>
<thead>
<tr>
<th>All</th>
<th>Am. Indian Alaska Native</th>
<th>Asian</th>
<th>Black/ African American</th>
<th>Hispanic/ Latino of any race</th>
<th>Native Hawaiian - Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>x</td>
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<tr>
<td>Mathematics</td>
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<td>x</td>
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<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

3. Reforms and supporting action steps.

Reforms Most Impactful to Student Achievement during the 2013 and 2014 school years

1. In order to significantly reform mathematics/algebra for the following subgroups; All students, Black or African American, White, FARMS, and Special Education, the school will:
   a) Reevaluate, realign, and monitor a master schedule that provides common planning periods, reduce class sizes by using a mathematics resource teacher, and incorporate an intervention period aligned to the students’ identified academic needs. On a (HOW OFTEN), weekly basis, the (WHO) leadership team (principal, assistant principal, and mathematics resource teacher) will collect and review (INSTRUMENT) agendas and meeting notes from common planning meetings to document the frequency, content (use of intervention period data), and active participation in the collaborative planning process. Once a quarter, this data will be cross-referenced with (INSTRUMENT) the evaluative process (informal and formal observations) to determine if the master schedule responds to the instructional needs of the school.
   b) Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted professional development series for mathematics achievement, focusing on effective data utilization to guide daily instructional practices and interventions. The (WHO) leadership team (principal, assistant principal, and mathematics resource teacher) in collaboration with the Offices of Professional Development and Mathematics will use (INSTRUMENTS) the evaluative process (informal and formal observations) data and short-cycle and benchmark assessment data. The professional development series will be reviewed (HOW OFTEN) biweekly; and the professional development series will evolve through the cross reference and triangulation of (1) teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluation data.
   c) Develop and implement a monitoring tool for mathematics that continually assess the curriculum and BCPD curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) quarterly. The analysis and next steps, as appropriate, will occur with the (WHO) leadership team (principal, assistant principal, and mathematics resource teacher) and classroom teachers.

2. In order to significantly reform reading/English for the following subgroups; White; the school will:
   a) Reevaluate, realign, and monitor a master schedule that provides common planning periods and incorporate an intervention period aligned to the students’ identified academic needs. On a (HOW OFTEN) weekly basis, the (WHO) leadership team (principal, assistant principal, and reading resource teacher) will collect and review (INSTRUMENT) agendas and meeting notes from common planning meetings to document the frequency, content (use of intervention period data), and active participation in the collaborative planning. Once per quarter, this data will be cross-referenced with (INSTRUMENT) the evaluative process (informal and formal observations) to determine if the master schedule responds to the instructional needs of the school.
   b) Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted professional development series for focusing on effective data utilization to guide daily instructional practices and
interventions. The (WHO) leadership team (principal, assistant principal, and reading resource teacher) in collaboration with the Offices of Professional Development and Language Arts will use (INSTRUMENTS) the evaluative process (informal and formal observations) data and short-cycle and benchmark assessment data. The professional development series will be reviewed (HOW OFTEN) biweekly; and the professional development series will evolve through the cross reference and triangulation of (1) teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluation data.

c) Develop and implement a monitoring tool that continually assesses cohort growth. Through the analysis (INSTRUMENT) of student work, ongoing assessments (short-cycle and benchmarks), and MSA, the monitoring tool will assess students’ progress toward achieving the State Curriculum and BCPS curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) quarterly. The analysis and next steps, as appropriate, will occur with the (WHO) leadership team (principal, assistant principal, and reading resource teacher) and classroom teachers.

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

   a) Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment and teacher-based classroom management strategies. (WHO) The leadership team (principal, assistant principal, mathematics resource teacher, reading resource teacher, and behavior interventionist) in collaboration with teachers will be part of the governance process through their engagement in action teams. Teachers’ input will provide the foundation for a positive school culture, a cohesive organization, and an effective leadership team. A summer 2012 committee will be formed to finalize the support structure and create the documentation method/monitoring tool to be used during the course of the school year. The action teams will meet monthly. The (INSTRUMENT) monitoring tool will assess consistent classroom management policies, schoolwide enforcement of policies, and discipline interventions. Utilization of the monitoring tool will be reviewed and analyzed (HOW OFTEN) monthly using discipline data from STARS and PBIS.

4. Depending of which alternative governance option was selected, answer the following option specific questions.

OPTION ONE – Replace Staff

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

1. Describe the process used to replace all or most of the school staff.

How will the school/LEA...

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

All staff will be content certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of White Oak School. The staff members selected will be steadfast in their dedication to help students achieve academically and develop socially; demonstrate high expectations for their performance and their students’ achievement; have the ability to participate as collaborative team members; exhibit leadership potential; bring added value to the classroom and the school community; and make a long-term commitment to White Oak School.

b. Retain, hire, and/or replace staff with these needed qualifications;

All school staff members (including administrative team members) have been required to complete a new Declaration of Intent Form due to the AG option selected. Teachers and administrators who elect to transfer and teachers and administrators identified as relevant to the school’s inability to make adequate yearly progress will be transferred. The Department of Human Resources’ staff and the assistant superintendent under the direction of the
superintendent and the current principal will review the value of the administrative team and other school leaders toward the identification of school staff to bring about positive school changes and improved student performance. Under the guidance of the Department of Human Resources' staff and the assistant superintendent of elementary schools, the current administrative team will interview all staff members who indicate an interest in remaining at the school and all other teacher candidates. The administrative team will work with the staff from the Office of Personnel to identify openings, interview prospective teachers, and select candidates based upon the “best fit” for White Oak School’s students and programs. The superintendent will have final approval of the re-staffing plan. This model has been effective in re-staffing other BCPS schools during the restructuring planning year.

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

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

e. **Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2012 and 2013 school years**?
The following timeline will enable the school to be re-staffed prior to the opening of the 2012-2013 school year:

- **January 20, 2012** – Human Resources and the assistant superintendent of elementary schools will discuss the staff restructuring plan for White Oak School with certificated staff and support staff. Online Declaration of Intent (DOI) instructions provided to certificated staff; support staff will be provided with intent forms.
- **February 1, 2012** – Meeting with the assistant superintendent for elementary schools to review content of the Restructuring Plan for White Oak School
- **February 14, 2012** – DOI must be entered online for certificated staff and submitted by form for support personnel by the end of the school day.
- **February 15, 2012 – April 1, 2012** – The current administrative team will review observations, evaluations, student performance data, and other related data of current staff who expressed a desire to return to White Oak School. The administrative team will make a written recommendation to the named principal regarding the selection of current staff members for the 2012-2013 school year. Interviews will be conducted as necessary. The named principal will make the final decision in selecting all staff for the 2012-2013.
- **March 1, 2012** – All classroom teaching positions and support staff positions will be posted.
- **April 10, 2012 – April 16, 2012** - Interviews will be conducted and the selection of new teachers and support staff will be made.
- **April 10, 2012 (Ongoing)** – Interviews and selection of all classroom teachers and support staff to fill vacancies due to transfers, resignations, and approved leave will be conducted.
- **April 16, 2012 (Ongoing)** – DOI Amendments Online must be entered by certificated staff and from all staff not selected to remain at the restructured school.
### 7. Potential Challenges to Implementation of Reforms

| Reform 1: | 1. Providing a sufficiently large pool of qualified and effective teachers. | 1. **How & When:** Replace staff with a highly qualified pool of teachers 2/1/12-7/1/12. |
| Reorder mathematics/algebra for the following subgroups: All students, Black or African American, White, FARMS, and Special Education. the school will: | 2. Providing high quality PD to promote rigorous instruction and effective program implementation utilizing data analysis. | 2. **How & When:** Monitor PD to ensure that teachers implement the strategies identified with fidelity 2/1/12-10/1/12. |
| a) Reevaluate, realign, and monitor a master schedule... | 3. Creating a monitoring tool that will assist in the gathering of cohort mathematics data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction. | 3. **How & When:** Design, evaluate, and reevaluate a monitoring tool and schedule in order to address cohort growth using data collection and analysis plan 7/1/12-7/1/13. |
| b) Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series... | | 3. Assistant Principal and Director of Mathematics |
| c) Develop and implement a monitoring tool for mathematics that continually assesses cohort growth... | | |

| Reform 2: | 1. Providing a sufficiently large pool of qualified and effective candidates. | 1. **How & When:** Replace staff with a highly qualified pool of teachers 2/1/12-7/1/12. |
| In order to significantly reform reading/English for the following subgroups: White; the school will: | | 1. Assistant Principal |
| a) Reevaluate, realign, and monitor a master schedule... | | |
| b) Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series... | | |
| c) Develop and implement a monitoring tool that continually... | | |

LEA Baltimore County Public Schools, **White Oak School 0923**

April 4, 2012
<table>
<thead>
<tr>
<th>Reform 3:</th>
<th>1. Maintaining the momentum after the start of the school year.</th>
<th>2. Changing the perception of the remaining staff and building a high level of consistency based on communication.</th>
<th>3. Isolating staff based on action teams selection.</th>
<th>3. Assistant Principal</th>
</tr>
</thead>
</table>
| In order to significantly reform school culture for the following subgroups; All students, Black or African American, White, FARMS, and Special Education, the school will:  
  • Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment and teacher-based management strategies..... | 1. **How & When:** Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/1/12-10/1/12. | 2. **How & When:** Replace staff with a highly qualified pool of teachers 2/1/12-7/1/12. | 3. **How & When:** Initiate PD designed to meet individual teacher needs and reduce teacher isolation; provide weekly and monthly in school as well as out of school PD. Monitor PD to ensure that teachers implemented the strategies identified with fidelity. 7/1/12-7/1/13. | 1. Assistant Principal |
| 3. Creating a monitoring tool that will assist in the gathering of cohort reading data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction. | 3. **How & When:** Design, evaluate, and reevaluate a monitoring tool and schedule in order to address cohort growth using data collection and analysis plan 7/1/12-7/1/13. | | | 3. Assistant Principal and Director of Language Arts |
8. LEA’s TWO-YEAR COMMITMENT TO SUPPORT THE IMPLEMENTATION OF ALTERNATIVE GOVERNANCE OPTIONS AND REFORMS

1. 2012 LEA Alternative Governance Board Attestation: See Appendix B.

2. Confirm the LEA’s two-year commitment to the following school improvement standards:
   A. Fully staffing the schools (core teachers, administrators, student service personnel and support staff) by the first day of teacher pre-service orientation:
      \[\text{X} \quad \text{yes} \quad \text{no}\]

   B. Giving principals full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:
      \[
      \begin{array}{ccc}
      \text{Staffing patterns/issues} & \text{X} & \text{yes} & \text{no} \\
      \text{Class schedules} & \text{X} & \text{yes} & \text{no} \\
      \text{Selecting consultants} & \text{X} & \text{yes} & \text{no} \\
      \text{School-based budget decisions} & \text{X} & \text{yes} & \text{no} \\
      \text{Professional development attendance} & \text{X} & \text{yes} & \text{no} \\
      \end{array}
      \]

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

   **PART A: Student Achievement**

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

   The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, department chairs, and team leaders. At this level building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership team will continuously monitor progress for all students. Goal conferences (December 2012/January 2013) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

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

   **PART B: The Implementation of the Alternative Governance Option and Reforms**

   The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The Department of Human Resources’ staff will

   LEA Baltimore County Public Schools, White Oak School 0923

provide assistance with all phases of the re-staffing of the school. System divisions/departments/offices represented on the LEA AG Oversight Committee including Research, Accountability, and Assessment, Curriculum and Instruction, and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs and data analysis and will assist with monitoring progress.

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

4. RESOURCES

<table>
<thead>
<tr>
<th>LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT</th>
<th>TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION</th>
</tr>
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<tbody>
<tr>
<td><strong>White Oak School 0923</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Category</strong></td>
<td><strong>Description</strong></td>
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<tr>
<td>Personnel (salaries &amp; fixed charges)</td>
<td>Teachers (2.0 FTE)</td>
</tr>
<tr>
<td></td>
<td>Para-Educators (1.0 FTE)</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Leadership Retreat</td>
</tr>
<tr>
<td></td>
<td>New Teacher Retreat</td>
</tr>
<tr>
<td>Material and Equipment</td>
<td>Math Resources (including software)</td>
</tr>
<tr>
<td></td>
<td>Reading Resources (including software)</td>
</tr>
<tr>
<td></td>
<td>PBIS Student Incentives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

9. STATE BOARD OF EDUCATION SUMMARY

Identify the NCLB Alternative Governance Option selected: 1

1. Identify the areas and subgroups in which the school did not make AYP in 2011.

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Am. Indian</th>
<th>Alaska Native</th>
<th>Asian</th>
<th>Black African American</th>
<th>Hispanic/Latino of any race</th>
<th>Native Hawaiian-Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Not Applicable

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

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

During the 2009-2010 school year, the Corrective Action included restructuring the internal organizational structure of the school to include a mathematics resource teacher, providing job-embedded professional development, and decreasing the amount of time teachers were out of the classroom for IEP team meetings. Through the implementation of the Corrective Action, the following was learned: (1) the master schedule needs to be refined to incorporate an intervention period aligned to students’ academic needs and (2) structured ongoing data dialogues are necessary to ensure students’ performance results are continually monitored. As importantly, the implementation of the significant reforms revealed: (1) insufficient monitoring of programs inhibited informed decision making and appropriate refinement of instructional efforts to improve student achievement and (2) a lack of confidence in analyzing data and teaching interventions as demonstrated by some teachers.

As evidenced by the system’s proven track record of effectively transforming schools, a comprehensive monitoring plan that includes school-based and district-level staff will facilitate an enhanced monitoring. Providing focused professional development to assist staff in implementing the monitoring process will increase the effectiveness of the plan. To specifically address the identified challenges, (1) the master schedule will be refined to incorporate an intervention period aligned to students’ academic needs, (2) an ongoing differentiated and targeted professional development series focused on effective data utilization, to include collaborative planning to analyze student work, building common assessments, and team building in support of reforms will be developed, implemented, and monitored, (3) a monitoring tool to assess students’ progress toward mastering the State Curriculum and BCPS Curriculum standards, indicators, and objectives will also be developed, implemented and monitored, and (4) a structured, systematic framework for data dialogues will be implemented and monitored.

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

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

4. STAKEHOLDER INVOLVEMENT

Beginning July 2011, staff, parents/guardians, and community members participated in faculty meetings, school improvement team meetings, PTA meetings, and other activities such as Back to School Night to engage in school improvement and AYP-related discussions and data presentations to ensure that everyone involved had a common understanding of the school’s improvement status and implementation of the selected corrective actions.

On Monday, August 22, 2011, an initial faculty meeting was conducted to discuss the four options for AG. This was communicated to parents/guardians on Back to School Night, September 12, 2011. The purpose of the meetings was to collaborate and to elicit stakeholders’ input. Parent/guardian, community and staff involvement and support for the adoption of the AG and selected reforms was extensive, timely, and engaging. In the Fall/Winter of 2011/2012, the parents/guardians and community stakeholders were actively involved in the AG process through participation in events such as Title I Parent Meetings, Back to School Night, PTA meetings, surveys, and restructuring planning meetings.

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

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

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

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

6. LEA RESTRUCTURING OVERSIGHT

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

7. LEA COMMITMENT

The LEA has made this school a priority and is providing additional personnel resources to support the restructuring effort. The LEA has committed to providing supplementary funds, which include resources above the regular formula for the operating budget. Furthermore, the LEA has provided three additional full-time employees (FTE), including two teachers and one paraeducator. The Department of Human Resources’ staff will provide assistance with all phases of the re-staffing of the school. System offices/departments/divisions represented on the LEA AG Oversight Committee including Research, Accountability, Assessment, Curriculum and Instruction, and Student Support Services, will continue to be available to provide the principal with support for effective implementation of programs, data analysis, and progress monitoring.
2012 School Improvement Team Attestation

By signing this sheet, the School Improvement Team (SIT) is confirming the following:
1. All faculty and staff have been engaged in the alternative governance (AG) process.
2. Faculty and staff understand the purpose and expectations for the upcoming changes.
3. Existing faculty and staff agree to support the implementation of the AG.
4. Newly hired staff will agree to support the implementation of the school’s AG.
5. Parents and community stakeholders have had meaningful input.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Grade and/or Subject (Please print or type.)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes, Nancy</td>
<td>Resource Teacher</td>
<td>Nancy Barnes</td>
<td>2/29/12</td>
</tr>
<tr>
<td>Beck, Betty Lou</td>
<td>Community Representative</td>
<td>Betty Lou Beck</td>
<td>2/29/12</td>
</tr>
<tr>
<td>Gallison, Donna</td>
<td>Resource Teacher</td>
<td>Donna Gallion</td>
<td>2/29/12</td>
</tr>
<tr>
<td>Heisler, Agnes</td>
<td>PTA/Parent/Guardian</td>
<td>Agnes Heisler</td>
<td>2/29/12</td>
</tr>
<tr>
<td>Hodgson, Kara</td>
<td>Title One Resource Teacher</td>
<td>Kara Hodgson</td>
<td>2/29/12</td>
</tr>
<tr>
<td>Lavery, M. Lynn</td>
<td>Assistant Principal</td>
<td>Lavery</td>
<td>2/29/12</td>
</tr>
<tr>
<td>Whisted, Melissa</td>
<td>Principal</td>
<td>Melissa</td>
<td>2/29/12</td>
</tr>
</tbody>
</table>
## 2012 LEA Alternative Governance Board Attestation

### LEA Alternative Governance Board Membership

*Copy this page as needed.*

*By signing this Attestation, AGB members accept Board responsibilities as stated on page 18 of the 2012 AG Guidelines.*

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Print Title &amp; Expertise</th>
<th>Responsibilities related to the implementation of Alternative Governance and Reforms across the LEA.</th>
<th>Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Burke</td>
<td>Exec. Dir., Prof. Dev.</td>
<td>Provide technical assistance related to professional development to the committee and schools.</td>
<td>William Burke 3/13/12</td>
</tr>
<tr>
<td>Barbara Burnopp</td>
<td>Chief Financial Officer</td>
<td>Provide technical assistance related to finance to the committee and schools.</td>
<td>Barbara Burnopp 3/13/12</td>
</tr>
<tr>
<td>Grace Chesney</td>
<td>Exec. Dir., Research, Account., and Assess.</td>
<td>Provide technical assistance related to research and assessment/testing to the committee and schools.</td>
<td>Elghint Saye 3/12/12</td>
</tr>
<tr>
<td>Mandi Dietrich</td>
<td>Dir. Spec. Proj.; AG Committee Facilitator</td>
<td>Accountability, compliance requirements oversight and monitoring.</td>
<td>Mandi Dietrich 3/12/12</td>
</tr>
<tr>
<td>Sonja Karwacki</td>
<td>Exec. Dir. of Liberal Arts</td>
<td>Provide technical assistance related to world languages, Title I, social studies, and language arts to the committee and schools.</td>
<td>Sonja Karwacki 3/12/12</td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Exec. Director of Special Programs</td>
<td>Provide technical assistance related to special education, gifted and talented, and counseling.</td>
<td>Kathleen McMahon 3/13/12</td>
</tr>
<tr>
<td>Kalisha Miller</td>
<td>Dir. of Spec. Ed.</td>
<td>Provide technical assistance related to special education to the committee and schools.</td>
<td>Kalisha Miller 3/13/12</td>
</tr>
<tr>
<td>Dr. Edward Newsome</td>
<td>Assistant Superintendent, Middle Schools</td>
<td>Provide direction to and monitor schools access resources; ensure that schools meet compliance requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy according to established standards.</td>
<td>Dr. Edward Newsome 3/13/12</td>
</tr>
<tr>
<td>Dr. Don Peccia</td>
<td>Asst. Supt. Human Resources</td>
<td>Provide technical assistance related to human resources to the committee and schools.</td>
<td>Dr. Don Peccia 3/13/12</td>
</tr>
<tr>
<td>Dr. Roger Plunkett</td>
<td>Assoc. Supt., C&amp;I</td>
<td>Provide technical assistance related to curriculum and instruction.</td>
<td>Dr. Roger Plunkett 3/13/12</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dr. John Quinn</td>
<td>Exec. Dir. of STEM</td>
<td>Provide technical assistance related to STEM to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Dale Rauenzahn</td>
<td>Exec. Dir. Student Support Services</td>
<td>Provide technical assistance related to student support services to the committee and schools.</td>
<td></td>
</tr>
<tr>
<td>Verletta White</td>
<td>Assistant Superintendent, Elementary Schools</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools</td>
<td></td>
</tr>
</tbody>
</table>
2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number:  Windsor Mill Middle School ~ 0256

School Address:  8300 Windsor Mill Road · Baltimore, Maryland 21244

2011-2012 School Principal:  Ms. Deborah S. Phelps

- Principal’s Phone:  410-887-0618
- Principal's Email:  dphelps@bcps.org
- Principal’s Signature:  

LEA Contact Information

Local Educational Agency (LEA):  Baltimore County Public Schools  #03

LEA Contact Person Name and Title:  Mrs. Mandi Dietrich ~ Director Special Projects
LEA Alternative Governance Committee Facilitator/Coordinator

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

Local Board of Education Approval

Local Board Approval Date:

Superintendent’s Printed Name:

Superintendent’s Signature:  

Date:  

Baltimore County Public Schools 03, Windsor Mill Middle School # 0256       Date Submitted: April 4, 2012
MSDE – 2012 Alternative Governance for School Improvement Proposal – Page 1
### No Child Left Behind Corrective Action #2

**NAME**: Institute and fully implement a new curriculum supported by professional development, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the delivery of instruction via curriculum fidelity, in school (extended) instructional strategies (ARE, Skill of the Week, Word of the Week-WOW, ACHIEVE 3000 and Pull-In/Push-In Sessions) and collaborative planning for both mathematics and reading/language arts</td>
<td>Due to the inexperience/level of teachers/leadership team continuous professional development is necessary Daily operations of the school house hinder the effective monitoring of the implementation of the curriculum.</td>
<td>LL: Consistent and effective implementation of the curriculum needs additional time, professional development and ongoing monitoring. FA: Increase of the attendance/participation in professional development necessary for understanding and implementation of the curriculum. • Continuous monitoring needed • Additional PD (professional development) necessary for leadership team in curriculum content and clinical observation/supervision</td>
</tr>
<tr>
<td>After-school tutorial program implemented for both mathematics (N=42) and reading (N=19)</td>
<td>Due to multiple after school activities (coach class, extracurricular activities) student didn’t select to attend Despite providing transportation for students and stipends for teachers attendance/participation was inconsistent Dissemination of information</td>
<td>LL: When provided a choice students selected after-school discovery programs over after-school academic programs. After-school tutorial programs need to be supported by initiatives built into the school day to support the students who are unable to attend. FA: Continuous encouragement of student attendance through various communications. • Continuous reinforcement to parent(s)/guardian(s) as to the importance of student participation • Survey best time for all participants • Monitor to ensure after-school program notification is released in a timely manner</td>
</tr>
<tr>
<td>High quality, scientifically based, differentiated and targeted Professional Development offered at a variety times and by a variety of resources for teacher participation.</td>
<td>Need for consistent staff attendance/participation Implementing, monitoring and evaluating the new learning obtaining during the PD sessions</td>
<td>LL: Teacher implementation of the professional development needed continuous enhancement and monitoring. Offering a variety of PD opportunities inclusive of a stipend were not successful. FA: Provide training to the leadership team to collaboratively develop and identify “look-fors” in examining and monitoring the implementation of new learning.</td>
</tr>
</tbody>
</table>

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### Significant Reforms Efforts and Supporting Action Steps 2010-2011 School Year

**Priority #1**: In order to significantly reform reading instruction for African American, FARMS and special education students, Windsor Mill Middle School will ensure all teachers differentiate instruction aligned to the State Standards by:
- Developing, implementing and monitoring a master schedule that enhances student achievement and differentiation of instruction by providing time for interdisciplinary team meetings, incorporating a co-teaching model and implementation of a new extended-time intervention aligned to the students’ identified academic needs, especially students receiving special education services.
- Implementing, monitoring and evaluating on-going, differentiated and targeted PD for reading achievement focusing on effective differentiated delivery of curriculum, aligned to the State Standards.
<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous enhancement of the master schedule to reduce class size and</td>
<td>Teacher absenteeism lessened the amount of common planning time</td>
<td>LL: Enhancement of the master schedule successful due to Co-teaching model, Teach for America Model,</td>
</tr>
<tr>
<td>incorporate the co-teaching model</td>
<td>Monitor the co-teaching/co-planning model</td>
<td>obtainment of high school teacher(s) overflow and adhere to collaborative planning team/department</td>
</tr>
<tr>
<td></td>
<td>Inexperienced leaders and continuous turnover of leadership (Administration</td>
<td>agenda format. Monthly grade-level meeting built into the master schedule elements the needs for</td>
</tr>
<tr>
<td></td>
<td>and Departmental)</td>
<td>coverage for monthly grade level meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA: Continuous refinement of the master schedule to meet the needs of current staffing and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enrollment. Aggressive monitoring and implementation of the BCPS Attendance Policy</td>
</tr>
<tr>
<td>Professional Development to help to increase collaboration, implementation</td>
<td>Inconsistent and cohesive staff participation due to a variety of reasons/</td>
<td>LL: Offering of professional development meetings at various after school or during</td>
</tr>
<tr>
<td>of lesson studies, differentiation of instruction and co-teaching</td>
<td>causes</td>
<td>teacher planning times proves not to be successful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA: Offer professional development during grade level interdisciplinary and/or departmental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meetings. Continuous monitoring/support of teacher efforts to analyze data, collaborate, plan and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adhere to agendas set for meetings</td>
</tr>
<tr>
<td>Collaborative grade level interdisciplinary team meetings and (trans)</td>
<td>Need for teacher focus and purpose of collaborative planning (need to</td>
<td>LL: Need to closely monitor and support grade level interdisciplinary team leaders and</td>
</tr>
<tr>
<td>disciplinary (departmental) common planning meetings to focus on data</td>
<td>analyze student data and review student work samples)</td>
<td>disciplinary (departmental). FA: Offer professional development analyzing data and providing data</td>
</tr>
<tr>
<td>driven instruction/best practices and data analysis</td>
<td></td>
<td>driven instruction during grade level interdisciplinary/departmental meetings.</td>
</tr>
</tbody>
</table>

**Priority # 2:** In order to significantly reform mathematics instruction for African Americans, FARMS and special education students, Windsor Mill Middle School will ensure all teachers differentiate instruction aligned to the State Standards by:

- Developing, implementing and monitoring a master schedule that enhances student achievement and differentiation of instruction by providing time for interdisciplinary team meetings, incorporating a co-teaching model and implementation a new extended-time intervention aligned to the students’ identified academic needs, especially student receiving special education services.
- Implementing, monitoring and evaluating on-going, differentiae and targeted PR for mathematics achievement focusing on effective differentiated delivery of curriculum, aligned to the State Standards.
- Scheduling and providing coverage for monthly grade-level meetings.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Lessons Learned &amp; Future Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous enhancement of the master schedule to reduce class size and</td>
<td>Teacher absenteeism which lessens the amount of common planning time</td>
<td>LL: : Enhancement of the master schedule successful due to Co-teaching model, Teach for America</td>
</tr>
<tr>
<td>incorporate the co-teaching model</td>
<td>Monitor the co-teaching/co-planning model with fidelity</td>
<td>Model, obtainment of high school teacher(s) overflow and adhere to collaborative planning team/</td>
</tr>
<tr>
<td></td>
<td>Consistent leadership</td>
<td>department agenda format. Monthly grade-level meeting built into the master schedule elements the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needs for coverage for monthly grade level meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA: Continuous refinement of master schedule</td>
</tr>
</tbody>
</table>
aligned with staffing and enrollment.  
Aggressive monitoring and implementation of the BCPS Attendance Policy  
Continuous refinement aligned with staffing and enrollment

Professional Development to help to increase collaboration, implementation of lesson studies, differentiation of instruction and co-teaching

Need consistent staff participation due to a variety of reasons/causes

LI: Offering of professional development meetings at various after school or during teacher planning MOD times proves not to be successful.  
FA: Offer professional development during grade level interdisciplinary and/or departmental meetings.  
Continuous monitoring/support of teacher efforts to analyze data, collaborate, plan and adhere to agendas set for meetings.

Collaborative grade level interdisciplinary team and team leader interdisciplinary meetings as well as disciplinary (departmental) common planning meetings

Need for teacher focus and purpose of having collaborative planning (Need of analyzing student data and reviewing student work samples)  
Lack of teacher knowledge as to how to interpret data thus difficult to provide rigorous instruction/interventions

LI: Need to closely monitor and support grade level interdisciplinary team leaders and disciplinary (departmental).  
FA: Offer professional development analyzing data and providing data driven instruction during grade level interdisciplinary/departmental.

---

3. STAKEHOLDER SUPPORT

1. Stakeholder engagement

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Dates</th>
<th>Forum</th>
<th>Number of People Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardians and Students</td>
<td>11/13/10</td>
<td>Get Charged! Energy to Burn ~ Energy to Learn (Welcome Back to School Newsletter Students) School Readiness</td>
<td>N=633</td>
</tr>
<tr>
<td></td>
<td>11/26/10</td>
<td>Sneak-A-Peek Night (Open House) – 6th Grade Families/Families New to School/Returning Students Attend if desired – post card</td>
<td>N=129</td>
</tr>
<tr>
<td></td>
<td>9/13/10</td>
<td>Grade Level Back-to-School Night – School Expectations/Data Analysis /Increased Student Achievement (Agenda/PowerPoint Presentation/Sign-in Sheets for each grade)</td>
<td>N=33 6th</td>
</tr>
<tr>
<td></td>
<td>10/1/10</td>
<td>Parents/Guardians Notification Letter-notification of the school improvement process, MSA data and strategies to increase student achievement</td>
<td>N=633</td>
</tr>
<tr>
<td></td>
<td>11/24/10</td>
<td>WMMS WolfPack PAW PRIDE Principal’s Message (Invitation to State of the School Address to be held on Monday, December 6, 2010)</td>
<td>N=633</td>
</tr>
<tr>
<td></td>
<td>12/6/10</td>
<td>State of the School Address – Agenda, PowerPoint Presentation “Telling the Story” and Sign in Sheet</td>
<td>N=93</td>
</tr>
<tr>
<td></td>
<td>3/3/11</td>
<td>MSA Academic Pep Rally – Celebrating Student Achievement (PowerPoint Presentation and Circulation Attendance Activity by Grade and Date)</td>
<td>N=610</td>
</tr>
<tr>
<td></td>
<td>4/29/11</td>
<td>WMMS 6th Grade Orientation (Invitation and PowerPoint Presentation)</td>
<td>N=560</td>
</tr>
<tr>
<td></td>
<td>5/18/11</td>
<td>Get Charged! Energy to Burn ~ Energy to Learn (Welcome Back to School Newsletter Students) School Readiness</td>
<td>N=80</td>
</tr>
<tr>
<td></td>
<td>8/8/11</td>
<td>Sneak-A-Peek Night (Open House) – 6th Grade Families/Families New to School/Returning Students Attend if desired – post card and sign in sheets 6th Grade (N=78), 7th Grade (N=21) &amp; 8th Grade (N=10)</td>
<td>N=527</td>
</tr>
<tr>
<td></td>
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<td>8/25/11</td>
<td>WMMS ~ The Windsor Star – Principal’s Edition</td>
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<td>Parents/Guardians Notification Letter-Notification of the school improvement process, MSA data and strategies to increase student achievement</td>
<td>N=529</td>
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<td>6th Grade Back-to-School Night – School Expectations/Data</td>
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<td>9/13/11</td>
<td>Analysis/Increased Student Achievement (Agenda/Sign in Sheets PowerPoint Presentation)</td>
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<td>7th &amp; 8th Grade Back-to-School Nights – School Expectations/Data</td>
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<td>WMMS ~ The Windsor Star – 8th Grade Edition</td>
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<td>American Education Week – (Invitation, AEW Flier, AEW Parent</td>
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<td>Observation Form, Huntington Learning Center Flier and Sign in Sheets</td>
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<td>Transforming Minds: Starting in the Middle Algebra 1 (Letter to student families, List of invited students, Permission slips, Student Survey with Results) 2 sessions</td>
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<td>Letters (Sent 12/5/11)/Chart 6th, 7th &amp; 8th Grade Families–1st Challenge Night</td>
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<td>1/10/12</td>
<td>STAR Student Surveys – Student Focus Group</td>
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<td>1/10/12</td>
<td>8th Grade Town Hall Mtg (Student Forum) PowerPoint Presentation with Agenda Items and copies of attendance sheet</td>
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<td>7th Grade Town Hall Mtg (Student Forum) PowerPoint Presentation with Agenda Items and copies of attendance sheet</td>
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<td>ConnectED Notification–invitation to attend Open Forum Session AG Plan</td>
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<td>1/18/12</td>
<td>and Restructuring/BCPS Automatic Call System–School Improvement Process</td>
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<tr>
<td>1/19/12</td>
<td>Open Forum &amp; Dialogue (Invitation, Agenda, Sign-in Sheets and Family Satisfaction Survey) – Sent via student bookbag</td>
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**Community Partners**

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<tr>
<td>7/21/10</td>
<td>Letter from Principal for 2010-2011 WMMS Advisory Board Mtg</td>
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<tr>
<td>9/23/10</td>
<td>WMMS Advisory Board Mtg – Agenda</td>
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<tr>
<td>12/1/10</td>
<td>WMMS State of OUR School Address on December 6, 2010 – (Invitation Flier)</td>
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<td>12/9/10</td>
<td>WMMS Advisory Board Mtg – Agenda</td>
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<td>2/10/11</td>
<td>Letter from Principal-Attend Honor Roll Breakfast</td>
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<td>2/17/11</td>
<td>WMMS Advisory Board Mtg – Sign-in Sheet</td>
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<td>4/28/11</td>
<td>WMMS Advisory Board Mtg – Agenda and Sign-In Sheet</td>
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<td>9/21/11</td>
<td>Letter from Principal for 2011-2012 WMMS Advisory Board Mtg</td>
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<td>WMMS Advisory Board Mtg – Agenda and Sign-in Sheet</td>
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<td>11/16/11</td>
<td>WMMS Advisory Board Mtg – Agenda and Sign-in Sheet</td>
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**School Staff**

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<td>8/18/10</td>
<td>WMMS an Exclusion Day ~ New Teacher Orientation Agenda and Sign in Sheet</td>
<td>N=25</td>
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<td>Articulation with 3 Feeder Elementary Schools (Memo/Dialogue Questions)</td>
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<td>WMMS an Exclusion Day ~ New Teacher Orientation Agenda and Sign in Sheet</td>
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<td>8/22/11</td>
<td>WMMS Staff Mtg – 1st Week Back – Agenda</td>
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<td>8/23/11</td>
<td>WMMS Staff Mtg – 1st Week Back – Agenda and Data Analyze Historical Perspective</td>
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<td>Mini Leadership Retreat – Agenda and Sign-in Sheet</td>
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<td>WMMS Staff Mtg – 1st Week Back – Agenda</td>
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<td>8/8/11</td>
<td>Letter from Dr. Edward Newsome, Assistant Superintendent of Middle</td>
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<td>School – Instructional Program Review (IPR)</td>
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<td>WMMS Personal PD Plan – Sample Format and Sign-in Sheets</td>
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<td>9/6/11</td>
<td>WMMS Leadership Team Mtg – Agenda with Participants</td>
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<td>WMMS Leadership Team Mtg – Sign-in Sheet – Preparing for the SIT Mtg</td>
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<td>School Improvement Team Sign-in Sheet – Review of the School</td>
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<td>Improvement Plan – use school improvement plan</td>
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<td>WMMS Leadership Team – Agenda with Participants (Sign-in Sheet)</td>
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<td>WMMS Staff/PD Mtg – Agenda and Sign-in Sheet</td>
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<td>WMMS Staff/PD Mtg/Work Session – Agenda and Sign-in Sheet</td>
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<td>WMMS Leadership Mtg – Agenda</td>
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<td>WMMS Leadership Mtg – Agenda</td>
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<td>10/25/11</td>
<td>WMMS Leadership Mtg – Agenda with Participants (Sign-in Sheet)</td>
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<td>WMMS Office of Middle School Visitation Assistant Superintendent</td>
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<td>School Visitations – Agenda/Sign-in Sheet/Results of Instruction</td>
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<td>WMMS Leadership Mtg - Sign-in Sheet</td>
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<td>11/7/11</td>
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<td>WMMS Staff/PD Mtg - Agenda and Sign-in Sheet</td>
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<td>PD Mtg UMBC with WMMS Sign-in sheet</td>
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<td>WMMS Staff/PD Mtg - Agenda and Sign-in Sheet</td>
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<td>11/15/11</td>
<td>WMMS Leadership/PD - Agenda and Sign-in Sheet</td>
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<td>WMMS Instructional Leadership Mtg (ILT) Agenda</td>
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<td>WMMS Leadership/PD - Agenda and Sign-in Sheet</td>
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<td>11/28/11</td>
<td>WMMS Administrative/Special Education Mtg - Agenda and Sign-in Sheet</td>
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<td>WMMS Staff/PD/School Improvement (RAT) Mtg - Agenda &amp; Sign-in Sheet</td>
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<td>WMMS Leadership/PD - Agenda and Sign-in Sheet</td>
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<td>11/29/11</td>
<td>WMMS Administrative/Special Education Mtg - Agenda and Sign-in Sheet</td>
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<td>12/5/12</td>
<td>WMMS Staff/PD Mtg - Agenda and Sign-in Sheet</td>
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<td>Mtg with Dr. Raymond Banks, Personnel Officer - Discuss new teachers</td>
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<td>in the building, services provided by the Office of Personnel and</td>
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<td>the restructuring process dialogue occurred (Email and OUTLOOK</td>
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<td>WMMS Leadership/PD - Agenda</td>
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<td>WMMS Staff/PD Mtg/Work Session – Agenda, Sign-in Sheet and Results</td>
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<td>WMMS Open Forum/AG Planning and Restructuring Work Sessions -</td>
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<td>12/19/12</td>
<td>WMMS Leadership/PD Mtg – Agenda and Sign-in Sheet – Review of</td>
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<td>12/20/11</td>
<td>WMMS Open Forum/AG Planning and Restructuring Work Sessions -</td>
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<td>WMMS Leadership/PD - Agenda and Sign-up Sheet</td>
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<td>1/3/12</td>
<td>WMMS Leadership/PD Mtg - Agenda and Sign-in Sheet</td>
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<td>1/11/12</td>
<td>WMMS Open Forum/AG Planning and Restructuring Work Sessions -</td>
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<td>1/17/12</td>
<td>WMMS Open Forum/AG Planning and Restructuring Work Sessions -</td>
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<td>1/17/12</td>
<td>WMMS Mtg – Principal with Non-Certified Staff – Agenda and Sign-in</td>
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<td>Sheet – Continuous School Improvement/Restructuring &amp; AG</td>
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<td>WMMS Mtg – Principal with Food Service Manager/Workers – Agenda and</td>
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<td>Sign-in Sheet – Continuous School Improvement/Restructuring &amp; AG</td>
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<td>1/23/12</td>
<td>BCPS PD Day/Staff Mtg - Agenda and Sign-in Sheet – Continuous School</td>
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2. 2012 School Improvement Team Attestation—See Attachment A

4. SCHOOL ACADEMIC PROFILE

1. School Academic Profile

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<tr>
<th>Topic</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<tbody>
<tr>
<td>1. Name of core reading/English program</td>
<td>Practice/s: General Education/Special Education Sopris West Language! for students scoring basic on the MSA ~ 6th Grade (N=32), 7th Grade (N=21) and 8th Grade (N=49) Language Arts curriculum for students in all grades ~ 6th Grade (N=163), 7th Grade (N=178) and 8th Grade (N=197) Scotts Foresman Reading Program except for students in Language! ~ 6th Grade (N=32) • Standard Reading Program for students reading below grade level ~ 7th Grade (N=46) and 8th Grade (N=49) Special Education Wilson Reading ~ 6th Grade (N=1) Grade Level/s and #of Students Served: 6th (N=163), 7th (N=178) &amp; 8th (N=197) TOTAL (N=538) Data as of January 13, 2012</td>
<td>Practice/s: Continue with the following adjustments: • Implementation of core reading/English programs will continue (<em>) • Enhance the integration of horizontal alignment to facilitate inter-grade collaboration (co-planning) • Enhance, reinforce and monitor the co-teaching model schoolwide to promote differentiated and rigorous instruction • Enhance school-wide intervention and formative assessments • Uniform data collection and analysis to drive decision making and instructional modifications • Small and flexible group instruction • Develop action plans through analysis of data to identify individual learning needs in the area of reading • Enhance articulation meetings with feeder pattern Grade Level/s and #of Students Served: 6th (N=163), 7th (N=178) &amp; 8th (N=197) TOTAL (N=538) Justification for no change: (</em>) Identified bulleted items are systemic.</td>
</tr>
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<td>2. Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading/English interventions.</td>
<td>Practice/s: General/Special Education Sopris West Language! for students scoring basic on the MSA or who tested into the program ~ 6th Grade (N=32), 7th Grade (N=21) and 8th Grade (N=49) S.T.A.R.S (Students/Teacher/Administrators Are Reading Socially) Book Club (N=15) Schoolwide Book Month – January 6th Grade (N=163), 7th Grade (N=178) and 8th Grade (N=197) TOTAL (N=538) Strive for 25 2 MSA Simulations Achievement Matters administered to introduce students to MSA framework and testing environment (11/9/11 and 1/4/12) SOAPStone reading intervention to improve</td>
<td>Practice/s: Continue with the following adjustments: • Implementation of Sopris West Language! assigning students with Inner range Scores (IRS) of 1-4 on the MSA to this daily reading intervention will continue • Enhance the integration of horizontal alignment to facilitate inter-grade collaboration (co-planning) • Enhance, reinforce and monitor the co-teaching model schoolwide to promote differentiated and rigorous instruction • Enhance school-wide intervention and formative assessments • Uniform data collection and analysis to drive decision making and instructional modifications</td>
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### School Academic Profile

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<tr>
<th>Topic</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<tr>
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<td>modifications</td>
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<td></td>
<td>deficit skills</td>
<td>- Small and flexible group instruction Grade Levels and # of Students Served: 6th (N=163), 7th (N=178) &amp; 8th (N=197) TOTAL (N=538) Justification for no change: (*) Identified bulleted items are systemic.</td>
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<tr>
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<td>Recursive instruction to improve deficit skills</td>
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<tr>
<td>Grade Level/s and # of Students Served: 6th (N=163), 7th (N=178) &amp; 8th (N=197) TOTAL (N=538) Data as of January 13, 2012</td>
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</tr>
<tr>
<td>3. Name of core mathematics/Algebra program</td>
<td>Practice/s: General/Special Education - 6th, 7th and 8th Mathematics 6th Grade - (N=80) Gifted Talented 6th Grade - (N=23) Algebraic Foundations 6th Grade - (N=57) Pre-Algebra 7th Grade - (N=100) Algebra 1 GT 7th Grade - (N=26) Algebraic Thinking 1 7th Grade - (N=48) Algebra 1 8th Grade - (N=95) Algebra 2 8th Grade - (N=29) Algebraic Thinking 2 8th Grade (N=73) Special Education Piloted KEM (Key Elements to Mathematic Success) - 7th Grade - (N=4) Grade Level/s and # of Students Served: 6th Grade (N=163), 7th Grade (N=178) &amp; 8th Grade (N=197) TOTAL (N=538) Data as of January 13, 2012</td>
<td>Practice/s: Continue with the following adjustments: - Implementation of core mathematics/Algebra programs will continue. * - Enhance the integration of horizontal alignment to facilitate inter-grade collaboration (co-planning) - Enhance, reinforce and monitor the co-teaching model schoolwide to promote differentiated and rigorous instruction - Enhance schoolwide intervention and formative assessments - Uniform data collection and analysis to drive decision making and instructional modifications - Small and flexible group instruction - Develop action plans through analysis of data to identify individual learning needs in the area of mathematics/Algebra program - Enhance articulation meeting with feeder pattern Grade Level/s and # of Students Served: 6th (N=163), 7th (N=178) &amp; 8th (N=197) TOTAL (N=538) Justification for no change: (*) Identified bulleted items are systemic.</td>
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<td>4. Name of supplemental math interventions provided to students not making AYP. Identify the number of students participating in supplemental math/Algebra interventions.</td>
<td>Practice/s: - SOLVE intervention daily to improve deficit skills - Recursive instruction to improve deficit skills - Daily intervention to improve deficit skills - Skill of the Week - WOW (Words of the Week) to strengthen vocabulary in tested content areas - Academic Energizers: student enrichment over the holidays/vacation breaks - 2 MSA Simulations ACHIEVEMENT MATTERS administered to introduce students to MSA framework and testing environment (10/10/11 and 12/7/11) - Pull-in groups providing small group instruction and reinforcement of deficit skills/concepts</td>
<td>Practice/s: Continue with the following adjustments: - Implementation of Algebraic Thinking/Algebraic Foundation *assigning students with Inner range Scores (IRS) of 1-4 on the MSA to this daily mathematics intervention will continue - Horizontally aligned MSA structure problems for all named interventions - Uniform data collection and analysis to drive decision making and instructional modifications - Small and flexible group instruction</td>
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Baltimore County Public Schools 03, Windsor Mill Middle School # 0256
MSDE – 2012 Alternative Governance for School Improvement Proposal – Page 8

Date Submitted: April 4, 2012
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<th>Topic</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<td>5. Content focus of the extended day program, targeted population, and the number of students served</td>
<td>Practice/s:</td>
<td>Practice/s: Continue with the following adjustments:</td>
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<td>Extended Day Program – Mathematics Focus</td>
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<td>• Transforming Minds: Starting in the Middle Algebra 1- Algebra II, 7th grade students invited and N = 92 8th grade students invited to both sessions)</td>
<td>• Precedent over after-school extracurricular activities</td>
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<td>Session 1–7th Grade (N = 19) and 8th Grade (N = 16) TOTAL (N = 45)**</td>
<td>• Implementation of an incentive program to increase participation for all stakeholders</td>
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<td>Session 2–7th Grade (N = 12) and 8th Grade (N = 16) TOTAL (N = 28)**</td>
<td>• Adjust timeframe of extended day program aligned with the survey results</td>
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<td>• Energy to Learn–Energy to Burn MSA Tutorial for students who had inner range scores of 4 or 5 on the 2011 MSA Math or declining trends on county formative assessment. Invitations sent to: 6th Grade (N = 27), 7th Grade (N = 48) and 8th Grade (N = 76) TOTAL (N = 151)**</td>
<td>• Uniform data collection and analysis to drive decision making and instructional modifications</td>
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<tr>
<td></td>
<td>Extended Day Program – Reading Focus</td>
<td>Grade Level/s and # of Students Served: (**Indication levels and # of)</td>
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<td></td>
<td>• Energy to Learn–Energy to Burn MSA Tutorial for students who had inner range scores of 4 or 5 on the 2011 MSA Math or declining trends on county formative assessment. Invitations sent to: 6th Grade (N = 35), 7th Grade (N = 51) and 8th Grade (N = 69) TOTAL (N = 155)**</td>
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<tr>
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<td>• WORK &amp; ACHIEVE (Male participation) 6th Grade (N = 1), 7th Grade (N = 0) and 8th Grade (N = 21) TOTAL (N = 23)**</td>
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<td>• DREAM &amp; FLOURISH (Female participation) 6th Grade (N = 11), 7th Grade (N = 14) and 8th Grade (N = 13) TOTAL (N = 38)**</td>
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<td>Grade Level/s and # of Students Served: (**Indication levels and # of)</td>
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<tr>
<td>6. Content focus of summer program, target populations, and the number of students served.</td>
<td>Practice/s:</td>
<td>Practice/s: Continue with the following adjustments:</td>
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<td>• Summer learning packets have been distributed and available in both tests areas</td>
<td>• Implement a summer “bridge” program for 6th grade students orienting them to middle school, focusing on both reading and mathematics</td>
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<td></td>
<td>• Partnership formed Huntington Learning Center providing our families special discounts for a variety of programs</td>
<td>• Implement a summer program for 7th and 8th grade students focusing on both reading and mathematics (Scores (IRS) of 4 and 5 on the MSA and students receiving special education services)</td>
</tr>
<tr>
<td></td>
<td>Grade Level/s and # of Students Served: No data available due to lack of program implementation/funding</td>
<td>• Student Ambassador Leadership Program Grade Level/s and # of Students Served: 6th, 7th and 8th grades with students served contingent upon 2012 MSA scores</td>
</tr>
<tr>
<td>Topic</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7. Description of instructional day (schedule) highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | Practice/s: Instructional Day  
Ten (10) 47 minute modules daily for core academic courses and special area classes  
Core Academic/Tested Content Areas  
Reading, Language Arts, Mathematics, Science and Social Studies  
Special Education - Inclusion/Self-contained model, Behavior and Learning Support (BLS), Academic Learning Support (ALS) and Functional Academic Learning Support (FALS)  
Planning Time  
47 minutes daily teacher planning  
47 minutes weekly common planning time  
47 minutes weekly co-planning time  
47 minutes weekly during day and 1 hour biweekly after school content planning time  
47 minutes weekly during day and 1 hour monthly after school grade level interdisciplinary team planning time  
Reduced teaching responsibilities for department chairs (DC) for targeted tested areas to facilitate co-planning and implement co-teaching  
Professional Development  
1 hour weekly during staff meetings PD conducted by administrators, teacher leaders, mentors, and/or systemic resources  
47 minutes for one day during each month mentor provides faculty sessions during the day  
Extended Day  
1 hour weekly after school for coach classes on Tuesdays through Thursdays  
2 hours once a week for grade 8 algebra students - Transforming Minds: Starting in the Middle  
2 hours 2x’s per week after school for all grades - Energy to Learn-Energy to Burn Tutorial using Study Island  
2 hours weekly after school for male students 8th grade - Work and Achieve  
2 hours weekly after school for female students all grades Dream and Flourish  
Grade Level/s: 6th, 7th & 8th  
# of Students Served: (N=538) | Practice/s: Continue with the following adjustments:  
Instruction  
Instructional support staff will guide teacher through data analysis of quarterly benchmarks, formative assessment and student work samples on an ongoing basis  
Planning  
Tested content areas and special education department chair move from 10 month to 12 month status  
Enhance the co-teaching model for tested area teachers continuing the reduced DC teacher responsibilities and increase/promote differentiation of instruction  
Professional Development  
Professional Development will provide teachers with tools and methods to increase instructional dialogue during grade level interdisciplinary team meetings  
Professional development on data driven instructional strategies will also be provided through collaborative sessions, peer observation and demonstration lesson.  
Implement CFIP Process for data analysis and assessing student work samples  
http://mdk12.org/process/cfip/index.html  
Encourage ongoing professional development for administrative team/leadership team offered systemically  
Targeted and differentiated PD with an emphasis on culturally responsive instruction  
Extended Day  
Use extended-day and summer programs to strengthen students’ skills  
Grade Level/s: 6th, 7th & 8th  
# of Students Served: Projected enrollment for 2012-2013 school year. |

8. Describe the school’s instructional enrichment programs for gifted and talented students. Identify the number of students served.  
Practice/s: Instructional Enrichment Programs - GT  
- GT Level courses are implemented for 6th, 7th and 8th grades  
- GT students based on placement from previous school | Practice/s: Continue with the following adjustments:  
- Continue offering all GT courses*  
- Continue to monitor students’ readiness for GT participation through GT committee review process |
### School Academic Profile

<table>
<thead>
<tr>
<th>Topic</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GT Committee reviews students' readiness for participation in the GT program via set criteria</td>
<td></td>
<td>• Increase the GT enrollment via enhancement of the format of feeder elementary school articulation</td>
</tr>
<tr>
<td>• Students are informed of university opportunities offered during the summer for GT student participation (Johns Hopkins Center for Talented Youth Program and Early College Awareness at CCBC Catonsville)</td>
<td></td>
<td>• Provide year round and/or summer enrichment opportunities</td>
</tr>
<tr>
<td>Grade Level(s) and Estimated # of Students Served: 6th (N=23), 7th (N=22) &amp; 8th (N=55) TOTAL (N=100)</td>
<td></td>
<td>• Provide PD focused on GT instructional strategies, encouraging the implementation into all contents, enhancing differentiated and rigorous instruction for students</td>
</tr>
<tr>
<td></td>
<td>Grade Level(s) and Estimated # of Students Served: Increase GT students by at least 20%; Justification for no change: (*)</td>
<td></td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Participants Identify the Lead Person with *</th>
<th>Forum</th>
<th>Culture Enhancing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>Principal* with assistance of Instructional Leadership Team/6th Grade Interdisciplinary Team and School Counselors</td>
<td>6th Grade Orientation</td>
<td>• Shared vision and outcomes for students</td>
</tr>
<tr>
<td>July 2012</td>
<td>Principal* and Instructional Leadership Team</td>
<td>Leadership Retreat</td>
<td>• Introduce curricular content and learning opportunities that help students to construct meaning and to take responsibility for their own learning</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal* with assistance of Administrative/ Instructional Leadership Team/ Teacher/Mentor</td>
<td>New Teacher Orientation (New to teaching/ BCPS WMMS)</td>
<td>• Establish, build consensus and commit to the beliefs, vision/mission of school</td>
</tr>
<tr>
<td>August 2012</td>
<td>Principal* with assistance from BCPS Curriculum and Instruction Officers, Administrative Team and Instructional Leadership</td>
<td>Opening Day Staff</td>
<td>• Build an infrastructure for strengthening professional relationships and increasing shared responsibility among the leadership team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Supportive structures and policies to implement the vision and facilitate change</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Review student achievement data</td>
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<tr>
<td></td>
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<td></td>
<td>• Set standards for schoolwide expectations and monitoring of achievement</td>
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<tr>
<td></td>
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<td></td>
<td>• Establish a richer technical shared language that can transmit professional knowledge quicker.</td>
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<td></td>
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<td></td>
<td>• Establish procedures for continual assessment and evaluation of school successes and failures</td>
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<td></td>
<td>• Plan Professional Development for implementation</td>
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<td></td>
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<td></td>
<td>• Receive standards for schoolwide expectations and how student achievement/student behavior and management will be monitored</td>
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<td></td>
<td></td>
<td></td>
<td>• Discuss supportive structures and policies to implement the vision and facilitate change</td>
</tr>
</tbody>
</table>

Baltimore County Public Schools 03, Windsor Mill Middle School # 0256
<table>
<thead>
<tr>
<th>Team</th>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal* with assistance of Administrative Team and Grade Level Interdisciplinary Teams</td>
<td>Sneak-a-Peek Night</td>
<td>August 2012</td>
<td>Discuss the common language and consistency for classroom cultures and school discipline - Discuss meaningful ways to work together and increase collegiality</td>
</tr>
<tr>
<td>Principal* with assistance of 6th Grade Administrator and 6th Grade Interdisciplinary Team Leader and Teachers</td>
<td>Back-to-School Night 6th</td>
<td>September 2012</td>
<td>Communicate shared vision and outcomes for students - high expectations, academic focus and character education “The Windsor Mill Way”</td>
</tr>
<tr>
<td>Principal* with assistance of 7th &amp; 8th Grade Administrative Team and Grade Level Interdisciplinary Team Leaders and Teachers</td>
<td>Back-to-School Night 7th/8th</td>
<td>September 2012</td>
<td>Shared vision and outcomes for students - Introduce curricular content and learning opportunities that help students to construct meaning and to take responsibility for their own learning</td>
</tr>
<tr>
<td>Principal* with assistance of entire school and clerical</td>
<td>Advisory Board</td>
<td>Quarterly</td>
<td>Shared vision Ensuring academic success for all students - A safe, orderly, aesthetically pleasing teaching and learning environment - Offerings for community workshops/seminars/programs - Opportunities for student job shadowing - Business partnerships to support the academic program - Effective communication and marketing strategies and tools</td>
</tr>
<tr>
<td>Principal* with assistance of Administrative Team and entire staff</td>
<td>Parent/Teacher/Student Conference Nights</td>
<td>Quarterly</td>
<td>Collaborate student achievement - Motivate and raise the bar for increased student achievement - Review curricular content: expectations and learning opportunities that help students to construct meaning and to take responsibility for their own learning - Implement Student Led Conferences</td>
</tr>
<tr>
<td>Principal* with assistance of Administrative Team/Interdisciplinary Team Leaders and School Counselors and Clerical</td>
<td>Challenge Nights (Total 3)</td>
<td>Quarterly</td>
<td>Collaborate student achievement, attendance and behavior - Motivate and raise the bar for increased student achievement - Review curricular content and learning opportunities that help students to construct meaning and to take responsibility for their own learning</td>
</tr>
<tr>
<td>Principal* with assistance of Administrative Team/Interdisciplinary Team Leaders</td>
<td>Grade Level Recognition S</td>
<td>Quarterly</td>
<td>Celebrate student achievement and school attendance</td>
</tr>
<tr>
<td>Principal* with assistance of Administrative Team/School Counselors and Feeder ES</td>
<td>Articulation Mtgs</td>
<td>Semester</td>
<td>Dialogue students academic performance, student behavior, initiatives and resources for students</td>
</tr>
<tr>
<td>Principal* with assistance of Administrative Team/Instructional Leadership Team</td>
<td>MSA Academic Pep Rally</td>
<td>February 2013</td>
<td>Celebrate academics/attendance - Motivate and encourage high achievement on MSA</td>
</tr>
</tbody>
</table>
6. ALTERNATIVE GOVERNANCE & REFORMS

1. Alternative Governance option

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

2. Content area/s and subgroup/s in which the school did not make AYP in 2011

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Am. Indian Alaska Native</th>
<th>Asian</th>
<th>Black/ African American</th>
<th>Hispanic/ Latino of any race</th>
<th>Native Hawaiian - Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>☑</td>
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<tr>
<td>Math</td>
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</tbody>
</table>

3. Reforms and action steps

<table>
<thead>
<tr>
<th>Reforms Most Impactful to Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In order to significantly reform reading instruction for African American, FARMS and special education students, the school will conduct ongoing professional development on differentiated instruction for all teachers that is aligned to the State Standards by: Develop, implement, monitor and evaluate ongoing, professional development on differentiated instruction in language arts/reading focusing on effective instruction and data utilization to guide daily instructional practices and interventions. (WHO) The instruction leadership team, with support from central offices. (INSTRUMENT) The evaluative process will utilize short cycle and benchmark assessment data. (HOW OFTEN) Professional development will be evaluated monthly and adjusted through the identification of teacher needs and student assessment data.</td>
</tr>
<tr>
<td>2. In order to significantly reform mathematics instruction for African American, FARMS and special education students, the school will conduct ongoing professional development on differentiated instruction for all teachers that is aligned to the State Standards by: Develop, implement, monitor and evaluate ongoing, professional development on differentiated instruction in language arts/reading focusing on effective instruction and data utilization to guide daily instructional practices and interventions. (WHO) The instruction leadership team, with support from central offices. (INSTRUMENT) The evaluative process will utilize short cycle and benchmark assessment data. (HOW OFTEN) Professional development will be evaluated monthly and adjusted through the identification of teacher needs and student assessment data.</td>
</tr>
<tr>
<td>3. In order to significantly reform instruction for African American, FARMS and special education students, the school will adjust the master schedule to provide common planning/co-teaching to focus on data analysis: Develop and implement a master schedule that provides common planning MODS, incorporation of the alternative co-teaching model with the general and special educator and extended time addressing students’ identified academic needs. (HOW OFTEN) On a monthly basis, (WHO) the leadership team will collect and review (INSTRUMENT) agendas and meeting notes from common planning meetings to document the frequency, content, and active participation in the collaborative planning (HOW OFTEN). Once per quarter, these data will be cross referenced with (INSTRUMENT) evaluative process, assessment and other data to determine if the master schedule is appropriate for the instrumental needs of the students.</td>
</tr>
</tbody>
</table>

**OPTION ONE – Replace Staff**

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

1. Describe the process used to replace all or most of the staff by answering the following questions.

a. How will the school/LEA... Identify the academic qualifications needed in new staff members in order to support the school’s ability to make AYP;
All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of WMMS. The staff members selected will be dedicated to helping improve students’ achievement academically and dedicated to helping students develop socially and emotionally. Selected staff members will demonstrate high expectations for their own performance and their students’ achievement. They will have the ability to participate as collaborative team members, exhibit leadership potential, bring added value to the classroom and the school community, and make a long-term commitment to WMMS.

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

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

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

e. Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2012 and 2013 school years. The following timeline will enable the school to be re-staffed prior to the opening of the 2012-2013 school year: January 30, 2012 - HR and the assistant superintendent for middle schools will discuss the staff restructuring plan for Windsor Mill Middle School with certificated staff and support staff. Online Declaration of Intent (DOI) instructions will be provided to certificated staff; support staff will be provided with intent forms. February 14, 2012 - DOI must be entered online for certificated staff and submitted by form for support personnel by the end of the school day. February 15, 2012 – March 30, 2012 – The current administrative team and department chairs will review observations, evaluations, student performance data, and other related data of current staff who wish to stay at the
restructuring school. The administrative team will make a written recommendation to the principal regarding the selection of current staff members for the 2012-2013 school year. Interviews will be conducted as necessary. The principal will make the final decision in selecting all staff for the 2012-2013. **March 2, 2012** - Department chairs and all content teaching positions and support staff positions will be posted. **April 10, 2012 – April 13, 2012** - Interviews will be conducted and the selection of new department chairs will be made. **April 10, 2012 (Ongoing)** - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leave will be conducted. **April 13, 2012 (Ongoing)** - DOI Amendments Online must be entered by certificated staff and from all staff and department chairs not selected to remain at restructured school.
<table>
<thead>
<tr>
<th><strong>Reform 1:</strong> In order to significantly reform reading instruction for African Americans, FARMS, and special education students, the school will conduct ongoing professional development on differentiated instruction for all teachers that is aligned to the State Standards.</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Providing high quality professional development on differentiated instruction and data driven.</td>
<td><strong>1. How &amp; When:</strong> Develop and implement a professional development plan based on teacher needs and students’ identified deficit knowledge and skill areas to ensure that professional development is effective. 7/1/12 – 7/1/13</td>
<td><strong>1. Assistant Principals, Language Arts and Special Education Department Chairs with assistance of Office of Language Arts and Special Education</strong></td>
</tr>
<tr>
<td><strong>2.</strong> Having qualified teachers for providing and teaching rigorous lessons.</td>
<td><strong>1. How &amp; When:</strong> Replace staff with a qualified pool of teachers and create a master schedule to ensure time for collaboration and planning. 7/1/12 – 8/30/12</td>
<td><strong>2. Assistant Principals and Department Chairs</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reform 2:</strong> In order to significantly reform mathematics instruction for African American, FARMS and special education students, the school will conduct ongoing professional development on differentiated instruction for all teachers that is aligned to the State Standards by:</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Providing high quality lessons for extended time and building a master schedule with time built in for professional development</td>
<td><strong>1. How &amp; When:</strong> Provide department chairs with time to support and monitor teachers in the construction of differentiated lesson plans in response to disaggregated data. 7/1/12 – 7/1/1</td>
<td><strong>1. Assistant Principals, Mathematics and Special Education Department Chairs with assistance of Office of Mathematics and Special Education</strong></td>
</tr>
<tr>
<td><strong>2.</strong> Having qualified teachers for providing and teaching rigorous lessons.</td>
<td><strong>2. How &amp; When:</strong> Replace staff with a qualified pool of teachers and create a master schedule to ensure time for collaboration and planning. 7/1/12 – 8/30/13</td>
<td><strong>2. Assistant Principals and Department Chairs</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reform 3:</strong> In order to significantly reform instruction for African American, FARMS and special education students, the school will adjust the master schedule to provide common planning/co-teaching to focus on data analysis</th>
<th>Overall challenges/barriers to implementing this Reform and its supporting action steps</th>
<th>PLANS FOR RESOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Building a master schedule with time for common planning and co-teaching for content areas and professional development</td>
<td><strong>1. How &amp; When:</strong> Create a master schedule to ensure time for content meetings and professional development. 7/1/12 – 7/1/13</td>
<td><strong>1. Assistant Principals and Department Chairs</strong></td>
</tr>
<tr>
<td><strong>2.</strong> Monitor/support teacher efforts to collaborate, plan, and adhere to agendas.</td>
<td><strong>2. How &amp; When:</strong> Monitor and support teachers’ efforts on a weekly basis and after formative assessments. 7/1/12 – 7/1/1</td>
<td><strong>2. Assistant Principals Department Chairs</strong></td>
</tr>
</tbody>
</table>
8. LEA’s TWO-YEAR COMMITMENT TO SUPPORT
THE IMPLEMENTATION OF ALTERNATIVE GOVERNANCE
OPTIONS AND REFORMS

1. 2012 LEA Alternative Governance Board Attestation (See Attachment B).
2. Confirm the LEA’s two-year commitment to the following school improvement standards:
   A. Fully staffing the schools (core teachers, administrators, student service personnel and support
      staff) by the first day of teacher pre-service orientation:
      ✓ yes   ___ no

   B. Giving principals full authority to make timely changes in the following areas as he or she deems
      necessary to make adequate yearly progress:
      Staffing patterns/issues  ✓ yes   ___ no
      Class schedules           ✓ yes   ___ no
      Selecting consultants     ✓ yes   ___ no
      School-based budget decisions ✓ yes   ___ no
      Professional development attendance ✓ yes   ___ no

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

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

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

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

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

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

4. **RESOURCES:**

| School Name & Number: Windsor Mill Middle School 0256 |
| --- | --- | --- | --- | --- |
| **Category** | **Description** | **FY13 Amount & Source of Funds** | **Check if amount exceeds the LEA’s regular formulas allocated to schools in restructuring** | **FY14 Amount & Source of Funds** | **Check if amount exceeds the LEA’s regular formulas allocated to schools in restructuring** |
| Personnel (salaries & fixed charges) | Teachers (2.5 FTE) | $188,874.40 | Yes (✓) No ( ) | $194,540.63 | Yes (✓) No ( ) |
| Professional Development | PD Series Leadership Retreat New Teacher Stakeholders Retreat Parent/Guardian Forums | $5,000.00 | Yes (✓) No ( ) | $5,000.00 | Yes (✓) No ( ) |
| | | $2,000.00 | No ( ) | $2,000.00 | No ( ) |
| | | $500.00 | No ( ) | $500.00 | No ( ) |
| | | $500.00 | No ( ) | $500.00 | No ( ) |
| | | $400.00 | No ( ) | $400.00 | No ( ) |
| Material and Equipment | Mathematics Resources Language Arts Resources Special Education Resources Technology Update | $4,900.00 | Yes (✓) No ( ) | $4,900.00 | Yes (✓) No ( ) |
| | | $4,592.00 | No ( ) | $4,592.00 | No ( ) |
| | | $3,900.00 | No ( ) | $3,900.00 | No ( ) |
| | | $15,900.00 | No ( ) | $15,900.00 | No ( ) |
| Contracted Services | Extended-Year Program Transportation Material of Instruction | $14,000.00 | Yes (✓) No ( ) | $14,000.00 | Yes (✓) No ( ) |
| | | $5,000.00 | No ( ) | $5,000.00 | No ( ) |
| | | $2,000.00 | No ( ) | $2,000.00 | No ( ) |
| Other | PBIS (incentives) | $1,500.80 | Yes (✓) No ( ) | $1,500.80 | Yes (✓) No ( ) |
| Total | | $249,067.20 | | $254,733.43 | |
STATE BOARD OF EDUCATION SUMMARY

2012 Alternative Governance for School Improvement

1. Content areas and subgroups in which the school did not make AYP in 2011.

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Am. Indian Alaska Native</th>
<th>Asian</th>
<th>Black African American</th>
<th>Hispanic/ Latino of any race</th>
<th>Native Hawaiian - Other Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>FARMS</th>
<th>Sp. Ed.</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

Through the implementation of the Corrective Action several lessons have been learned to improve student achievement. The first lesson learned is that opportunities for teacher professional development needed to be closely monitored and further support provided to ensure implementation during daily instruction. While teachers were given exposure to various topics, effective lessons were not consistently developed due to lack of specific strategic focus. Another lesson learned was that teachers were not ensuring that the skills that they were teaching with fidelity thus aligned with BCPS curriculum. This problem will be addressed through the co-planning and co-teaching models encouraging teachers to work closely with colleagues, school leadership, department chairs, and curriculum office personnel.

Teachers need to be taught how to analyze formative and summative assessment data in order to drive instruction. The first steps towards this initiative have been put into place through regular data analysis meetings with department chairs and the content administrators, under the leadership of the principal. This initiative will be expanded to provide a more structured support system to assist teachers in data analysis for their students. To provide further support, staff will receive ongoing professional development supported by BCPS offices as well as the implementation of CFIP Process for data analysis and assessing student work samples in order to adjust instruction and to increase student achievement. Through the continuous refinement of a master schedule that is focused on horizontal and vertical alignment of grade levels, effective utilization of inclusion teachers for an optimal co-teaching model, a continuous commitment to the delivery of rigorous daily instructional program (fidelity to the content) that is monitored through appropriate data-informed lessons, calendar planning, and utilization of the evaluative process. Finally, it is necessary to hire highly qualified teachers with a commitment to hard work with dedication and the necessary change to increase student performance.

4. STAKEHOLDER INVOLVEMENT

During the fall of the 2011-2012 school year key stakeholders; including staff, parent(s)/guardian(s), students and school advisory board comprised of community/business partners participated in various types of meetings to engage in the conversation of continuous school improvement and the restructuring/Alternative Governance process. Through student achievement related discussions/publications, current and historical data analysis/presentations key stakeholders an understanding of the school’s improvement status and implementation of the selected corrective actions. The purpose of the meetings were informative as well as collaborative; providing a common understanding, sharing data and eliciting input, keeping all stakeholders up to date. Throughout the school year stakeholders were actively involved in events such as 6th Grade Orientation, Sneak a Peek, Back-to-School, Parent/Teacher/Student Conference Nights, Challenge Night, Advisory Board Meetings and open forum and dialogue sessions including grade level town hall meeting with our students.

Through participation in various meeting and forms of communications, the school’s faculty, staff, parents/guardians, students and community/business partners have been informed about continuous school improvement restructuring process, with everyone being invited to participate. Additional opportunities for input and feedback have been provided via meetings, surveys and a suggestion box.
The school will continue to take the lead in establishing, monitoring and building upon stakeholder involvement in order to improve the achievement of our students.

**LEA SECTION:**

5. **LEA MONITORING OF STUDENT ACHIEVEMENT**

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

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

6. **LEA RESTRUCTURING OVERSIGHT**

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

7. **LEA COMMITMENT**

   The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The LEA has committed to providing supplementary funds, which include resources above the regular formula for the operating budget. Furthermore, the LEA has provided 2.5 additional full-time employees. The Department of Human Resources’ staff will provide assistance with all phases of the restaffing of the school. System offices/departments/divisions represented on the LEA, AG Oversight Committee, including Research, Accountability; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs, data analysis and progress monitoring.
### 2012 School Improvement Team Attestation

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Grade and/or Subject</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Phelps</td>
<td>Principal</td>
<td></td>
<td>1-23-12</td>
</tr>
<tr>
<td>Frank Dunlap, III</td>
<td>Assistant Principal ~ 6th Grade</td>
<td>Frank B. Dunlap</td>
<td>1-23-12</td>
</tr>
<tr>
<td>Shelley Harris</td>
<td>Assistant Principal ~ 7th Grade</td>
<td>Shelley Harris</td>
<td>1-23-12</td>
</tr>
<tr>
<td>JoAnn Rich</td>
<td>Assistant Principal ~ 8th Grade</td>
<td>JoAnn Rich</td>
<td>1-23-12</td>
</tr>
<tr>
<td>Nicole Bridges</td>
<td>Mathematics, DC/Teacher</td>
<td>Nicole Bridges</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Joshua Parker</td>
<td>RELA/WL. DC/Teacher</td>
<td></td>
<td>1-31-12</td>
</tr>
<tr>
<td>Ella Reid</td>
<td>Science, DC/Teacher</td>
<td>Ella Reid</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Gerald Oehler</td>
<td>Social Studies, DC/Teacher</td>
<td></td>
<td>11/3/11</td>
</tr>
<tr>
<td>Denise Nelson</td>
<td>Special Education, DC/Teacher</td>
<td>Denise W. Nelson</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Kerri Carey</td>
<td>School Counselor, DC</td>
<td>Kerri A. Carey</td>
<td>1-23-12</td>
</tr>
<tr>
<td>Rodney Maybin</td>
<td>School Resource Officer</td>
<td>Rodney Maybin</td>
<td>1-23/12</td>
</tr>
<tr>
<td>Sara Baffour</td>
<td>Teacher/Technology Liaison</td>
<td>Sara M. Baffour</td>
<td>1-23/12</td>
</tr>
<tr>
<td>Marybeth Benesch</td>
<td>Special Area Teacher, Music</td>
<td></td>
<td>1-23/12</td>
</tr>
<tr>
<td>Tatanisha Love</td>
<td>Media Specialist/Teacher</td>
<td></td>
<td>1-23/12</td>
</tr>
<tr>
<td>Matthew Lovett</td>
<td>Teacher Special Area, Chinese</td>
<td></td>
<td>1-23/12</td>
</tr>
<tr>
<td>Rivkah Drebin</td>
<td>Speech/Language Pathologist</td>
<td></td>
<td>1-23/12</td>
</tr>
<tr>
<td>Sonja Hill</td>
<td>Teacher/Mentor</td>
<td></td>
<td>1-23/12</td>
</tr>
<tr>
<td>Kevin Davenport</td>
<td>Parent/Guardian</td>
<td></td>
<td>1-25/12</td>
</tr>
<tr>
<td>Destine’ Carroll</td>
<td>Student ~ 6th Grade</td>
<td>Destine’ Carroll</td>
<td>1-24/12</td>
</tr>
<tr>
<td>Jessica Roney</td>
<td>Student ~ 7th Grade</td>
<td>Jessica Roney</td>
<td>1-25/12</td>
</tr>
<tr>
<td>Alexandria Davenport</td>
<td>Student ~ 8th Grade</td>
<td>Alexandria Davenport</td>
<td>1-24-12</td>
</tr>
<tr>
<td>Johnetta Smith</td>
<td>UMBC PD Site Coordinator</td>
<td>Johnetta C. Smith</td>
<td>1-23-12</td>
</tr>
<tr>
<td>Print Name</td>
<td>Print Title &amp; Expertise</td>
<td>Responsibilities related to the implementation of Alternative Governances and Reforms across the LEA.</td>
<td>Signature and Date</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>William Burke</td>
<td>Exec. Dir., Prof. Dev.</td>
<td>Provide technical assistance related to professional development to the committee and schools.</td>
<td>3/13/12</td>
</tr>
<tr>
<td>Barbara Burnopp</td>
<td>Chief Financial Officer</td>
<td>Provide technical assistance related to finance to the committee and schools.</td>
<td>3/13/12</td>
</tr>
<tr>
<td>Grace Chesney</td>
<td>Exec. Dir., Research, Account., and Assess.</td>
<td>Provide technical assistance related to research and assessment/testing to the committee and schools.</td>
<td>3/11/12</td>
</tr>
<tr>
<td>Mandi Dietrich</td>
<td>Dir. Spec. Proj.; AG Committee Facilitator</td>
<td>Accountability, compliance requirements oversight and monitoring.</td>
<td>3/12/12</td>
</tr>
<tr>
<td>Sonja Karwacki</td>
<td>Exec. Dir. of Liberal Arts</td>
<td>Provide technical assistance related to world languages, Title I, social studies, and language arts to the committee and schools.</td>
<td>3/12/12</td>
</tr>
<tr>
<td>Kathleen McMahon</td>
<td>Exec. Director of Special Programs</td>
<td>Provide technical assistance related to special education, gifted and talented, and counseling.</td>
<td>2/12/12</td>
</tr>
<tr>
<td>Kalisha Miller</td>
<td>Dir. of Spec. Ed.</td>
<td>Provide technical assistance related to special education to the committee and schools.</td>
<td>3/12/12</td>
</tr>
<tr>
<td>Dr. Edward Newsome</td>
<td>Assistant Superintendent, Middle Schools</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy according to established standards.</td>
<td>2/12/12</td>
</tr>
<tr>
<td>Dr. Don Peccia</td>
<td>Asst. Supt. Human Resources</td>
<td>Provide technical assistance related to human resources to the committee and schools.</td>
<td>3/12/12</td>
</tr>
<tr>
<td>Dr. Roger Plunkett</td>
<td>Assoc. Supt., C&amp;I</td>
<td>Provide technical assistance related to curriculum and instruction.</td>
<td>3/13/12</td>
</tr>
<tr>
<td>Dr. John Quinn</td>
<td>Exec. Dir. of STEM</td>
<td>Provide technical assistance related to STEM to the committee and schools.</td>
<td>3/13/12</td>
</tr>
<tr>
<td>Dale Rauenzahn</td>
<td>Exec. Dir. Student Support Services</td>
<td>Provide technical assistance related to student support services to the committee and schools.</td>
<td>Dale R. Rauenzahn 3/15/12</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Verletta White</td>
<td>Assistant Superintendent, Elementary Schools</td>
<td>Provide direction to and monitor schools; access resources; ensure that schools meet compliance requirements; assist schools</td>
<td>Patricio L. Lauria</td>
</tr>
</tbody>
</table>

1. All assistant superintendents of schools are included in the meetings.
2. All committee members will, as appropriate:
   - Provide input, guidance, and monitoring related to all aspects of the restructuring process.
   - Access services/resources to implement the LEA's restructuring process and support school-based alternative governance teams as needed.
   - Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during restructuring planning/implementation in order to assist schools to meet compliance requirements and develop effective plans and/or AG proposals aligned with the Blueprint for Progress and the schools' identified areas for improvement.
   - Monitor restructuring planning/implementation processes and school progress.
   - Communicate the progress of restructuring planning and implementation processes to stakeholder groups and staff.
   - Elicit input from community partners, teachers' union, and other stakeholder groups.
Baltimore County Public Schools

Date: March 20, 2012

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Report on the Proposed Deletion of Board of Education Policy 2343, Staffing Guidelines

Originator: Renee A. Foose, Deputy Superintendent

Resource Person(s): Donald Peccia, Assistant Superintendent, Human Resources

Recommendation

That the Board of Education reviews the proposed deletion of Policy 2343. This is the first reading.

* * * * *

Attachment I: Policy Analysis
Attachment II: Policy 2343
Statement of Issues or Questions Addressed
Board of Education Policy 2343 has not been reviewed since its adoption in 1981. Policy 2343 provides for funding of staff positions in the school system’s annual budget request. Staff is recommending that the policy be deleted, because Policy 8120 provides for the preparation of the annual budget for the operating needs of the school system and staffing is included in the operating budget. As such, Policy 2343 is not necessary and should be deleted.

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

Relationship to Other Board of Education Policies
1. Board of Education Policy 3111, Budget: Planning and Preparation
2. Board of Education Policy 8120, Purpose, Role, and Responsibility of the Board of Education

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
None

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
The Board of Education is committed to a level of staffing to provide a continually improving quality of education for all students. The annual budget request will reflect current and proposed staffing guidelines.

Also see Master Agreement with the Teachers Association of Baltimore County, Maryland, Inc.
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 3532, OBTAINING RESTITUTION FOR VANDALISM, RENAMED RESTITUTION FOR VANDALISM

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 3532. This is the first reading.

* * * * *

Attachment I: Policy Analysis
Attachment II: Policy 3532
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 3532
OBTAINING RESTITUTION FOR VANDALISM
RENAMED AS: “RESTITUTION FOR VANDALISM”

Statement of Issues or Questions Addressed
In accordance with Board of Education Policy and Superintendent’s Rule 8130, Policy 3532 is scheduled for review in school year 2011-2012. Policy 3532 provides that the school system will prosecute and seek restitution for acts of vandalism to school property. Staff is recommending that the policy be revised to: (1) rename the policy to “Restitution for Vandalism”; (2) include a policy statement that sets the Board’s intent to prosecute and obtain restitution for the vandalism of school property; (3) include an implementation section; (4) conform to the Policy Review Committee’s policy editing conventions.

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

Relationship to Other Board of Education Policies
1. Board of Education Policy 3150, Board Insurance Program
2. Board of Education Policy 5550, Behavior

Legal Requirements
1. Annotated Code of Maryland, Education Article §7-305, Suspension and expulsion.

Similar Policies Adopted by Other Local School Systems
1. Baltimore City Board of School Commissioners, Policy NSF, Restitution
2. Somerset County Board of Education, Policy 400-31, Vandalism/Theft to School Property

Draft of Proposed Policy
Attached

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

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
NON-INSTRUCTIONAL SERVICES: PHYSICAL PLANT SERVICES

[Obtaining] Restitution for Vandalism

I. POLICY STATEMENT

A. The BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) HAS A DUTY TO PROVIDE FOR THE CARE, CONTROL AND MANAGEMENT OF SCHOOL PROPERTY. THE BOARD WILL INITIATE THE PROSECUTION OF, AND SEEK RESTITUTION FROM, ANY INDIVIDUAL(S) WHO VANDALIZES, DAMAGES, DESTROYS, OR SUBSTANTIALLY DECREASES THE VALUE OF SCHOOL SYSTEM PROPERTY.

B. A BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) STUDENT WHO COMMITS AN ACT OF VANDALISM WILL BE DISCIPLINED IN ACCORDANCE WITH THE STUDENT BEHAVIOR CODE; THE STUDENT AND/OR HIS/HER PARENT OR LEGAL GUARDIAN WILL BE REQUIRED TO MAKE RESTITUTION TO THE SCHOOL SYSTEM.

II. IMPLEMENTATION

A. THE BOARD DIRECTS THE SUPERINTENDENT TO IMPLEMENT THIS POLICY.

LEGAL REFERENCES: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §7-305, SUSPENSION AND EXPULSION

RELATED POLICIES: BOARD OF EDUCATION POLICY 3150, BOARD INSURANCE PROGRAM
BOARD OF EDUCATION POLICY 5550, BEHAVIOR
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 3640, SALES AND DISPOSAL OF BOOKS AND EQUIPMENT RENAMED DISPOSAL OF SURPLUS OR EXCESS PROPERTY

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSON(S): Kara Calder, Executive Director, Planning and Support Operations
Charles Raulie, Manager, Distribution and Print Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 3640. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 3640
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 3640
SALE AND DISPOSAL OF BOOKS AND EQUIPMENT
RENAMED AS “DISPOSAL OF SURPLUS OR EXCESS PROPERTY”

Statement of Issues or Questions Addressed
In accordance with Board of Education Policy and Superintendent’s Rule 8130, Policy 3640 is scheduled for review in school year 2011-2012. Policy 3640 addresses the disposal of goods and materials when they become obsolete or impractical. Staff is recommending that the policy be revised to: (1) rename the policy to better reflect its intent; (2) include a policy statement reflecting the Board’s goal of sound financial stewardship; (3) include standards for determining which items meet the criteria for disposal; (4) clarify that surplus property remains the property of the school system and that any attempt to remove such property will lead to disciplinary action; (5) include an implementation section authorizing the Superintendent to dispose of surplus property.

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

Relationship to Other Board of Education Policies
1. Board of Education Policy 3620, Inventories
2. Board of Education Policy 4100, Employee Responsibilities and Conduct
3. Board of Education Policy 8410, Fraud Reporting

Legal Requirements
None

Similar Policies Adopted by Other Local School Systems
1. Board of Education of Harford County, Policy 20-0022-000, Disposal of Personal Property.
2. Board of Education of Carroll County, Policy DNN, School Property Disposition.
3. Board of Education of Montgomery County, Policy DNA, Disposition of Board of Education Property.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
None.

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
NON-INSTRUCTIONAL SERVICES: FEES, GIFTS AND Property Disposition

DISPOSAL OF SURPLUS OR EXCESS PROPERTY [Sale and Disposal of Books and Equipment]

I. POLICY STATEMENT

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) WILL MAKE EVERY EFFORT TO USE PROPERTY EFFICIENTLY AND COST-EFFECTIVELY UNTIL THE PROPERTY BECOMES UNSERVICEABLE, UNREPAIRABLE, OUTDATED, OR UNSAFE. THIS POLICY DOES NOT APPLY TO REAL PROPERTY.

II. STANDARDS

A. WHEN PROPERTY OF THE BOARD IS DETERMINED TO BE OF NO USE TO BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) DUE TO ITS OBSOLESCEENCE OR CONDITION, OR IS DISCONTINUED AT ITS CURRENT LOCATION, THE PROPERTY WILL BE DISPOSED OF IN ACCORDANCE WITH ESTABLISHED PROCEDURES.

B. PROPERTY DEEMED SURPLUS MUST MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:
   1. IT HAS BEEN CONDEMNED OR IS UNSAFE.
   2. IT IS DAMAGED OR WORN BEYOND REPAIR THAT IS ECONOMICALLY FEASIBLE.
   3. IT IS CONSIDERED OUTDATED OR OBSOLETE.
   4. IT MUST BE REMOVED FROM SERVICE IN ACCORDANCE WITH STATE REGULATIONS.

C. TEXTBOOKS AND OTHER MATERIALS OF INSTRUCTION ARE CONSIDERED BOARD PROPERTY AND WILL BE GOVERNED BY THIS POLICY.

D. THE DISPOSAL OF LEASED OR LICENSED ITEMS WILL BE EXEMPT FROM THIS POLICY AND WILL COMPLY WITH THE SPECIFIC TERMS OF THE LEASE OR LICENSE AGREEMENT.

E. PROCEEDS REALIZED FROM ANY MEANS OF DISPOSAL ARE TO BE DEPOSITED IN AN ACCOUNT DESIGNATED BY THE DEPARTMENT OF FISCAL SERVICES.
III. RETENTION

A. ALL PROPERTY DECLARED SURPLUS OR EXCESS UNDER THIS POLICY, INCLUDING SALVAGE AND SCRAP PROPERTY, REMAINS THE PROPERTY OF BCPS. THE REMOVAL OF THESE ITEMS FOR PERSONAL USE IS STRICTLY PROHIBITED AND MAY RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION.

IV. IMPLEMENTATION

A. THE BOARD DIRECTS THE SUPERINTENDENT TO IMPLEMENT THIS POLICY.

[No books or equipment shall be disposed of until permission has been received from the Superintendent or superintendent’s designee.

Records of disposals shall be maintained in the Distribution Services Office, the Accounting Office, and the school or the central office that funded the original purchase].

RELATED POLICIES: BOARD OF EDUCATION POLICY 3620, INVENTORIES
BOARD OF EDUCATION POLICY 4100, EMPLOYEE RESPONSIBILITIES AND CONDUCT
BOARD OF EDUCATION POLICY 8410, FRAUD REPORTING
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5410, SCHOOL COUNSELING SERVICES

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 5410. This is the first reading.

* * * * *

Attachment I: Policy Analysis
Attachment II: Policy 5410
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 5410
SCHOOL COUNSELING SERVICES

Statement of Issues or Questions Addressed
In accordance with Board of Education Policy and Superintendent’s Rule 8130, Policy 5410 is scheduled for review in school year 2011-2012. Policy 5410 establishes the school counseling program as part of the total program of instruction for all students. Staff is recommending that the policy be edited to: (1) provide a philosophy statement; (2) include a position section that sets forth the program goals; (3) include an implementation section; (4) conform with the Policy Review Committee’s editing conventions.

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

Relationship to Other Board of Education Policies
1. Board of Education Policy 5470, Wellness

Legal Requirements
1. COMAR 13A.05.05.02, School Counseling Program

Similar Policies Adopted by Other Local School Systems
1. Harford County Board of Education, Policy 04-0011-000, Guidance Programs
2. Montgomery County Board of Education, Policy IJA, School Counseling Programs and Services

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
STUDENTS: Services to Students

School Counseling Services

I. PHILOSOPHY

A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IS COMMITTED TO ENSURING THAT ALL STUDENTS HAVE ACCESS TO HIGH QUALITY SCHOOL COUNSELING PROGRAMS AS PART OF THE TOTAL INSTRUCTIONAL PROGRAM. THE BOARD BELIEVES THAT A COMPREHENSIVE, DEVELOPMENTALLY APPROPRIATE, SCHOOL COUNSELING PROGRAM PROVIDED BY QUALIFIED SCHOOL COUNSELORS IS ESSENTIAL TO ACHIEVING THE BOARD’S MISSION OF PROVIDING A QUALITY EDUCATION THAT DEVELOPS THE CONTENT KNOWLEDGE, SKILLS, AND ATTITUDES THAT ENABLE ALL STUDENTS TO REACH THEIR MAXIMUM POTENTIAL AS RESPONSIBLE, LIFE-LONG LEARNERS AND PRODUCTIVE CITIZENS.

II. SCOPE

A. THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM IS AN ESSENTIAL PART OF THE BOARD’S EDUCATIONAL PROGRAM TO PROMOTE AND ENHANCE STUDENT ACHIEVEMENT THROUGH ACADEMIC, CAREER, AND PERSONAL/SOCIAL DEVELOPMENT. THE SCHOOL COUNSELORS SUPPORT AND ENCOURAGE STUDENT ACQUISITION OF THE SKILLS, KNOWLEDGE, AND ATTITUDES TO BE COLLEGE, CAREER, AND LIFE-READY.

B. THE SCHOOL COUNSELING PROGRAM IS BASED ON THE AMERICAN SCHOOL COUNSELOR ASSOCIATION’S NATIONAL MODEL AND STATE STANDARDS, WHICH INCLUDE PREVENTION, INTERVENTION, AND CRISIS RESPONSE SERVICES.

C. THE SCHOOL COUNSELING PROGRAM WILL BE IMPLEMENTED IN GRADES K – 12 AND INCLUDE THE FOLLOWING:

1. DIRECT SERVICES TO STUDENTS, INCLUDING INDIVIDUAL STUDENT ACADEMIC ADVISING AND CAREER PLANNING, INDIVIDUAL COUNSELING, SMALL GROUP COUNSELING, AND CLASSROOM GUIDANCE.
2. INDIRECT SERVICES THAT ADVOCATE FOR STUDENTS, INCLUDING COLLABORATION WITH PARENTS, STAFF, AND OUTSIDE AGENCIES TO REMOVE BARRIERS TO STUDENT SUCCESS.

III. IMPLEMENTATION

A. THE BOARD DIRECTS THE SUPERINTENDENT TO IMPLEMENT THIS POLICY.

[The School Counseling Program shall be an integral part of the total program of instruction for all students.

School counselors deliver a comprehensive program of counseling services to all students based upon the goals of school success, mastering decision-making and career development skills, and demonstrating intrapersonal and interpersonal competencies. The delivery of this comprehensive counseling program is outlined in the School Counseling Essential Curriculum and Non-Negotiables.

In addition, school counselors at the secondary level support the Blueprint for Progress in areas related to college readiness and preparation including PSAT/SAT, college readiness, parallel enrollment at colleges, AP potential and AP programs. These services are provided through a combination of direct counseling interventions (individual and group counseling, classroom guidance), consultation services to staff and parents, and the coordination of related initiatives to foster academic success.

Alignment with the Baltimore County Public Schools’ Blueprint for Progress is reflected in the goals for improved achievement for all students and the maintenance of a safe and orderly learning environment. The school counseling program assists with the need for the development of content, knowledge, skills, and attitudes that will enable students to reach their maximum potential as responsible, productive citizens, and life-long learners.]

LEGAL REFERENCE: COMAR 13A.05.05.02, SCHOOL COUNSELING PROGRAM

RELATED POLICY: BOARD OF EDUCATION POLICY 5470, WELLNESS

Policy Adopted: 11/21/68
Revised: 07/12/84
Revised: 02/20/07
REVISED: ________
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 8110, COMPOSITION OF BOARD OF EDUCATION OF BALTIMORE COUNTY

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

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

RECOMMENDATION

That the Board of Education reviews the proposed deletion of Policy 8110. This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 8110
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 8110
COMPOSITION OF BOARD OF EDUCATION OF BALTIMORE COUNTY

Statement of Issues or Questions Addressed
In accordance with Policy and Rule 8130, Policy 8110 is scheduled for review in school year 2011-2012. Policy 8110 outlines the composition of the Board of Education. Policy 8110 is simply a restatement of Maryland law. As such, the policy is being recommended for deletion.

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

Relationship to Other Board of Education Policies
1. None

Legal Requirements
1. Annotated Code of Maryland, Education Article §3-108, Appointment, Term, and Removal from County Board
2. Annotated Code of Maryland, Education Article §3-109, Baltimore County Board

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy BAA, Board Membership
2. Prince George’s County Board of Education, Policy 9110, Organization

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
INTERNAL BOARD POLICIES: Organization

Composition of Board of Education of Baltimore County

Members of the Board of Education of Baltimore County shall be appointed pursuant to state law.

Legal Reference:
Annotated Code of Maryland, Education Article, §3-108 and §3-109

Policy

Board of Education of Baltimore County

Adopted: 4/13/72
Revised: 5/26/77
Revised: 8/19/82
Revised: 9/9/97
Revised: 3/27/07]
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8120, PURPOSE, ROLE, AND RESPONSIBILITIES OF THE BOARD OF EDUCATION

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

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 8120. This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 8120
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 8120
PURPOSE, ROLE AND RESPONSIBILITIES OF THE BOARD OF EDUCATION

Statement of Issues or Questions Addressed
In accordance with Policy and Rule 8130, Policy 8120 is scheduled for review in school year 2011-2012. Policy 8120 outlines the statutory duties of the Board of Education. Policy 8120 has been revised to: (1) include a policy statement; (2) include funding for staffing as part of the Board’s budgetary authority; (3) conform with the Policy Review Committee’s editing conventions.

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

Relationship to Other Board of Education Policies
1. None

Legal Requirements
1. Annotated Code of Maryland, Education Article §4-101, Control and Promotion of Education
2. Annotated Code of Maryland, Education Article §4-108, Duties in General

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Board of Education, Policy BAB, Board Powers and Duties
2. Frederick County Board of Education, Policy 106, General Powers and Duties
3. Harford County Board of Education, Policy 22-001-000, Legal Authority and Status of the Harford County Board of Education
4. Howard County Board of Education, Policy 2000, School Board Governance

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
INTERNAL BOARD POLICIES: Organization

Purpose, Role and Responsibilities of the Board of Education

I. POLICY STATEMENT [PURPOSE]

A. The Board of Education of Baltimore County (BOARD) IS A SEPARATE LEGAL ENTITY CREATED UNDER THE LAWS OF THE STATE OF MARYLAND. THE BOARD HAS FULL AUTHORITY AND JURISDICTION OVER ALL EDUCATIONAL MATTERS AFFECTING BALTIMORE COUNTY AND SHALL PROMOTE THE INTERESTS OF THE SCHOOLS UNDER ITS JURISDICTION.

B. THE BOARD MAY SUE AND BE SUED AND EXERCISE ALL POWERS AND PRIVILEGES GRANTED TO OR VESTED IN IT BY LAW.

II. PURPOSE

A. THE BOARD is empowered, directed, and required to maintain a reasonably uniform system of public schools designed to provide quality education and equal educational opportunity for all CHILDREN IN BALTIMORE COUNTY. [youth and shall be in control of all educational matters affecting Baltimore County. It promotes the interests of the public schools of Baltimore County. The following are the basic responsibilities of the Board: ]

B. SOME OF THE BOARD’S DUTIES AND OBLIGATIONS INCLUDE THE DUTY AND OBLIGATION TO:

1. Reflect the aspirations and desires of the citizens for an adequate educational program. [:]

2. Comply with federal and state laws and regulations. [:]

3. Select the Superintendent [of Schools]. [:]

4. Appoint the personnel needed for developing and carrying out the educational program as recommended by the Superintendent.

5. EXERCISE ITS LAWFUL BUDGETARY AUTHORITY TO PROPOSE ADEQUATE FUNDING FOR CURRENT AND PROPOSED STAFFING GUIDELINES.
6. [5.] Review the evaluation of the educational program as determined by the Superintendent and act upon recommendations contained therein. [;]

7. [6.] Prepare and support an annual budget for the operating and capital needs of the school system. [;]

II. MISSION [Responsibilities]

A. [The Board of Education shall concern itself primarily with questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent of Schools and the staff, who shall be held responsible for the effective administration and supervision of the entire school system.] The Board, as the governing body of the school system, fulfills its mission by adopting policies concerning:

1. The educational program, to determine the effectiveness with which the schools are achieving the educational purposes of the school system.

2. The appointment of a staff, and its professional development, to assist students in reaching appropriate goals.

3. The dissemination of information relating to the schools, necessary for creating a well-informed public.

4. The planning, expansion, improvement, financing, construction, and maintenance of the physical plant of the school system.

5. The standards needed for the efficient operation and improvement of the school system.

6. The establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business.

7. The budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business.
Legal References: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-101, Control and Promotion of Education Annotated Code of Maryland, Education Article §4-108, Duties in General

Policy Board of Education of Baltimore
County
Adopted: 04/13/72
Revised: 05/08/07
REVISED: _________
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8131, FORMULATION OF POLICIES: ADMINISTRATION IN POLICY ABSENCE

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

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

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 8131. This is the first reading.

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Attachment I – Policy Analysis
Attachment II – Policy 8131
POLICY ANALYSIS FOR
BOARD OF EDUCATION POLICY 8131
FORMULATION OF POLICIES: ADMINISTRATION IN POLICY ABSENCE
RENAmed AS, “ADMINISTRATION IN POLICY ABSENCE”

Statement of Issues or Questions Addressed
In accordance with Policy and Rule 8130, Policy 8131 is scheduled for review in school year 2011-2012. Policy 8131 grants to the Superintendent the authority to act in the absence of any applicable Board policy. Policy 8131 has been revised to: (1) rename the policy; (2) include a policy statement; (3) conform with the Policy Review Committee’s editing conventions.

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

Relationship to Other Board of Education Policies
1. None

Legal Requirements
1. Annotated Code of Maryland, Education Article §4-205, Powers and Duties of County Superintendent

Similar Policies Adopted by Other Local School Systems
1. Harford County Board of Education, Policy 22-015-000, Administration in the Absence of Policy

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Timeline
First reading – March 20, 2012
Public comment – April 17, 2012
Third reading/vote – May 8, 2012
INTERNAL BOARD POLICIES: Organization

[Formulation of Policies:] Administration in Policy Absence

I. POLICY STATEMENT

A. ONLY ACTIONS OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IN FORMAL SESSION SHALL CONSTITUTE AN ACT OF THE BOARD.

B. In cases IN WHICH IMMEDIATE action must be taken within the school system where the Board has provided no GUIDANCE for administrative action, the Superintendent shall have the power to act. The Superintendent’s decision, however, shall be subject to review by action of the Board at its NEXT regularly SCHEDULED PUBLIC meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

C. NOTHING CONTAINED HEREIN SHALL LIMIT THE AUTHORITY OF THE SUPERINTENDENT WHERE STATE LAW GRANTS OR PERMITS SUCH AUTHORITY.

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

Policy Board of Education of Baltimore County
Adopted: 09/18/68
Readopted: 05/22/07
REVISED: __________
Baltimore County Public Schools

Date: March 20, 2012

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Report on School Facilities

Originator: Renee A. Foose, Deputy Superintendent

Resource Person(s): Michael G. Sines, Executive Director, Department of Physical Facilities

Recommendation

To apprise the Board of Education of the status of school facilities.

* * * * *

Attachment I – Executive Summary
Attachment II – PowerPoint
Baltimore County Public Schools

Department of Physical Facilities

Report on School Facilities

Executive Summary

An effective and efficient facilities management program has been established by the department during the past several years. An overview of the school system’s demands including the department’s accomplishments, evolution of capital programs, and future demands for facilities is presented in the report.

The presentation includes a history of the crisis in school facilities within the school system and the status of stabilizing the condition of an aging building inventory. There is an explanation of the importance of maintaining the critical infrastructure of the school buildings. The department’s objectives to that end are highlighted by the accomplishments in the past twelve years.

While BCPS has a successful Capital program in place, the future challenges to the school system are many. Preventing a return to the former crisis in facilities, that was addressed partially in the past decade, is paramount. A recent clamor to provide air conditioning in all of the remaining aged school buildings only emphasizes one of the critical needs of the Capital program.

An analysis of the introduction of air conditioning into aged school buildings is presented with a review of alternative systems that may be acceptable for adequate service for a safe environment conducive to learning. The department’s strategy to achieve all of the Capital improvements to include air conditioning is described and given the long term perspective based upon the history of the former crisis and preventing its return.
Department of Physical Facilities
Organization and Responsibility

Organization

- Office of Engineering and Construction
- Office of Operations
- Office of Maintenance and Grounds
Responsibility

Facilities Management for...

- 164 schools, 10 centers, and 2 programs housing 105,315* students
- Administrative buildings
- Maintenance buildings
- Grounds buildings
- Warehouses
- Transportation buildings

*BCPS September 30, 2012 Enrollments, Projections and Capacities Report
The Interagency Committee *Guidelines for Maintenance of Public School Facilities in Maryland* published in 2008, showed an *Average Life Cycle Expectancy for Equipment and Building Components* of between 10 and 40 years for most of the critical infrastructure.

- Increasing maintenance costs in aging school infrastructure
- Growing enrollments
- Indoor Air Quality concerns
Crisis \krī-səs\ (noun) an unstable or crucial time or state of affairs in which a decisive change is impending especially one with the distinct possibility of a highly undesirable outcome

Stability \stə-bi-lə-tē\ (noun) resistance to physical disintegration
Department of Physical Facilities

History of School Closings

Deer Park Elementary
Baltimore Sun
March 28, 1996

Hallways Empty

Fullerton Elementary Troubled By
Mold, Health Concerns
Baltimore Sun
October 27, 1996

Asbestos Contamination Closes
Baltimore County School
Baltimore Sun
October 2, 2001

Concerns About Asbestos Lead To Closing Of School

Baltimore Sun
March 28, 2002
Aging School Inventory
Perks Reutter - Executive Summary

The Perks Reutter Report* prepared in 1997 identified infrastructure needs, based on three priorities:

- Immediate Needs 1 - 4 Years
- Short Term Needs 5 - 9 Years
- Long Term Needs Over 10 Years

*Perks Reutter School Facilities Assessment Report March 1997
Aging School Inventory
Perks Reutter - School System Overview

- School buildings conditions were addressed by BCPS during the late 1990’s with local funding to prepare a study and plan for renovating the many aging and dilapidated school buildings in the school system.
- The Perks Reutter Study (1997) assessed all of the schools at each level, elementary, middle and high against 100 criteria for renovations.
- The Perks Reutter Study recommended that at a minimum, the immediate needs (1-4 years) be addressed to maintain schools in the short term and avert closing schools due to continuing infrastructure system failures.

System Upgrade Plan
- Elementary schools critical systems
- Middle schools renovation, while continuing elementary upgrades
- High schools renovation, while continuing elementary upgrades
“In September 2006, at the direction of Superintendent Dr. Joe A. Hairston, Baltimore County Public Schools (BCPS) contracted PDK-CMSi to conduct a curriculum management audit. The level of scrutiny and accountability that public schools face today is unprecedented. Dr. Hairston chose to undertake this initiative to objectively examine and continue to advance the quality of education delivered to all students.”

One of the primary recommendations from the audit stated that BCPS should, “Immediately act to eliminate substandard educational environments by eliminating safety hazards and instructional barriers, by establishing a responsive and effective system of maintenance executed on the basis of need, and take steps to eliminate the detrimental backlog of uncompleted maintenance operations and needs.”
Department of Physical Facilities

Building Components/Systems

Piping
Restrooms
Ventilation
Heating
Doors
Windows
Floors
Walls
Ceilings
Air Conditioning
Power
Roofs
Lighting
Fire Alarm
Sprinkler
Chair Lifts
Elevators
Technology
ADA
Security
Site Improvements
Department of Physical Facilities

Building Components/Systems

- Piping
- Air Conditioning
- Power
- Roofs
- Lighting
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- Sprinkler
- Chair Lifts
- Elevators
- Technology
- ADA
- Security
- Site Improvements

Walls

Ceilings

Heating

Ventilation

Restrooms

Doors

Windows

Floors
Department of Physical Facilities

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- Site Improvements

[Image of a bathroom in a school]
Department of Physical Facilities

Building Components/Systems

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THE BALTIMORE COUNTY PUBLIC SCHOOLS
Department of Physical Facilities

Building Components/Systems

Piping  Air Conditioning  Power

Restrooms  Roofs

Ventilation  Lighting

Heating  Fire Alarm

Doors  Sprinkler

Windows  Chair Lifts

Floors  Elevators

Walls  Technology

Ceilings  ADA

Site Improvements  Security
Department of Physical Facilities

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THE BALTIMORE COUNTY PUBLIC SCHOOLS
Department of Physical Facilities

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Site Improvements
**Critical Building Systems** are those which will, should they fail, result in long term school building closure.

<table>
<thead>
<tr>
<th>Structural Systems</th>
<th>Electrical Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roofing System</td>
<td>HVAC</td>
</tr>
<tr>
<td>Window System</td>
<td>Piping/Plumbing</td>
</tr>
<tr>
<td>Fire Safety System</td>
<td>Accessibility</td>
</tr>
</tbody>
</table>
Building Systems
- Accessibility
- Mechanical systems including air conditioning
- Electrical
- Windows
- Doors
- Interior and exterior lighting and controls
- Sprinklers
- Plumbing piping and fixtures
- Mill and overlay paved areas
- Curb, gutters, storm drainage and walk replacement
- Emergency generator
- Elevator

Educational Enhancements
- Renovate science classrooms and laboratories
- Renovate art classroom
- Renovate career & technology education classrooms and laboratories
- Additional computer classrooms
- Auditorium addition

Project Footprint
- 202,215 square feet
Department of Physical Facilities

Departmental Objectives

- Provide safe and secure learning environments
- Support sustainable school buildings with a preventive maintenance program
- Accommodate enrollment growth and population shifts
- Renovate and improve condition of aging schools and critical building infrastructure
- Provide school buildings that enhance the delivery of a 21st century curriculum
Accomplishments

- **Integrated Building Automation Services (BAS)**
  - To provide remote monitoring capabilities of the building heating and/or cooling systems
  - To provide remote troubleshooting of reported maintenance concerns

- **Integrated Security Systems**
  - Closed Circuit Television (CCTV)
  - Motion sensitive devices
  - Interior alerts, alarm systems
  - Fire systems, card access systems
Department of Physical Facilities
Offices of Maintenance and Grounds
and Operations

Accomplishments

- July 2006 - Implementation of a Computerized Maintenance Management System (CMMS) including integration and training for school staff
  - FY07- 79% completion rate
  - FY11- 93% completion rate
  - Additionally, the CMMS provides the following:
    - Prioritization capabilities
    - Real-time reports of ongoing work activity, and
    - Historical tracking of all work orders that are sortable by
      - Equipment
      - Date
      - Person responding, etc.
Indoor Air Quality (IAQ) Tools for Schools

- U.S. EPA* - Great Start Award – 2006
- U.S. EPA - Leadership Award – 2007
- U.S. EPA - Excellence Award – 2007
- American Lung Assoc. - Distinguished Service Award for Clean Air - 2008
- U.S. EPA - Model of Sustained Excellence – 2010
- U.S. EPA - National Mentorship Award – 2010

* United States Environmental Protection Agency
Department of Physical Facilities
Office of Engineering and Construction

Capital Program
- New schools
- Additions
- Renovations
- Limited renovations
- Systemic projects
Accomplishments

New Schools

- New Town Elementary School – 2001
- New Town High School – 2003
- Woodholme Elementary School – 2005
- Windsor Mill Middle School – 2006
- Vincent Farm Elementary School – 2008
- West Towson Elementary School – 2009
- George Washington Carver Center for Arts and Technology – 2012
- Dundalk and Sollers Point Technical High Schools - 2013
Accomplishments

Additions

- Catonsville High School – 2001
- Johnnycake Elementary School – 2001
- Stoneleigh Elementary School – 2002
- Woodlawn High School – 2002
- Kenwood High School – 2007
- Catonsville Middle School – 2009
- Cedarmere Elementary School – 2009
- Catonsville High School – 2010
- Dogwood Elementary School – 2010
- Hillcrest Elementary School – 2011
- Hampton Elementary School – 2013
- Stoneleigh Elementary School – 2013
Department of Physical Facilities
Office of Engineering and Construction

Accomplishments
Renovations and Limited Renovations
- Twenty-six middle schools 2003 – 2010
- Twelve high school science room renovations 2001 – 2004
- Chesapeake High School
  - Information Technology Lab – 2002
  - Virtual Learning Environment – 2010
- Kenwood High School
  - Career Technology Labs – 2007
- Catonsville High School – 2010
- Parkville High School – 2012
- Milford Mill Academy – 2013
Accomplishments
Closures Avoided due to Proactive Investment

- **Structural Systems**
  - Woodlawn Middle School - 2008
  - Pine Grove Middle School - 2008
  - Victory Villa Elementary School - 2010

- **Heating Ventilation and Air Conditioning (HVAC) Systems**
  - Sandalwood Elementary School - 2006
  - Chesapeake High School - 2009
  - Loch Raven High School - 2009
  - Randallstown High School - 2010
Accomplishments

Immediate Professional Response to Natural Disasters

- **Earthquake (August 23, 2011)**
  - All school buildings were assessed immediately by school based personnel
  - 52 school buildings investigated by professional staff within 24 hours
    - 11 required consultant and contractor attention
    - 41 were addressed by in-house maintenance staff
- **Hurricane Irene (August 26, 2011)**
  - 77 school buildings and sites were impacted
  - All school issues were addressed by in-house staff
Department of Physical Facilities

Facility Improvements 1998 - 2012

All Schools

- Single Systemics or Ineligible: 70%
- New School: 9%
- Renovation: 9%
- Limited Renovation: 7%
- Multi-Systemic: 5%

$1.4 Billion investment in Critical Building Infrastructure since 1998
Future Challenges:

New school construction
- Lutherville Area Elementary
- Northwest Corridor Study

Renovations/limited renovations
- 18 high schools
- 8 middle schools
- 94 elementary schools

Site Improvements
- Grading
- Stormwater management
- Sidewalks
- Parking lots - paving and expansions
- Tracks
- Tennis courts
Future Challenges:

- Building Systems Installation and Upgrades
  - Critical Building Infrastructure
    - Mechanical Systems
      - Chillers
      - Boilers
      - Air handling units
      - Unit ventilators
    - Electrical Systems
      - Electrical panels
      - Switch gear
      - Lighting
    - Air Conditioning
      - 15.5 million total square feet
      - 9.3 million square feet - 98 schools air conditioned
      - 6.2 million square feet - 66 schools not air conditioned
  - Structural Systems
    - Roofs
    - Windows
    - Walls
    - Ceilings
  - Technology Systems
    - Controls
    - Plumbing

- Critical Building Infrastructure
  - 15.5 million total square feet
  - 9.3 million square feet - 98 schools air conditioned
  - 6.2 million square feet - 66 schools not air conditioned
History of School Building HVAC

- Prior to 1960 – Heating and natural ventilation
- 1960’s – Begin utilizing mechanical ventilation
- 1970’s – Energy conservation began
  - Tightening building envelope
  - Closing outside air intakes
  - Reduction in ventilation
- 1980’s – Concerns about indoor air quality
  - Ventilation recommendations adopted into building codes
- 1995 – BCPS adopted program to air condition all new schools and additions
- 2006 – BCPS adopted program to include air conditioning to all major renovation project proposals
Environmental Concerns

- Inadequate ventilation
- Human generated contaminants
  - Carbon dioxide
  - Viruses
  - Bacteria
  - Dander
  - Bioeffluents/body odor
- Environment generated contaminants
  - Chemical off-gassing of building materials/contents
  - Mold
  - Building activities
    - Building system operations
    - Cleaning chemicals
    - Science lab
Environmental Concerns

- Moisture/humidity control
- Bacteria
- Mold
Environmental Concerns

Effects of Inadequate Environment on Occupants

- Increase of illnesses
- Increase of asthma attacks
- Increase of allergy symptoms

Results

- Increase of health suite visits
- Increase of absences
- Decrease in classroom time
- Decrease in academic performance
Air Conditioning Alternatives

- Direct Expansion (DX) Units
  - Small DX units
  - Large DX air handlers
- Central System - Hydronic
  - Chilled water
  - Geothermal

Selection of Appropriate Alternative
Department of Physical Facilities
Air Conditioning Alternatives

Selection of Appropriate Air Conditioning Option

- Small Expansion (DX) Units (including window units)
  - Low occupancy offices
  - IT closets/server rooms
Department of Physical Facilities

Air Conditioning Alternatives

Selection of Appropriate Air Conditioning Option

- Large DX Air Handlers
  - Administrative suites
  - Libraries
  - Health suites
Selection of Appropriate Air Conditioning Option

- Chilled Water
- Entire school building
Selection of Appropriate Air Conditioning Option

- Geothermal
- Entire school building
### Classroom - Air Conditioning Options

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Small DX</th>
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<tr>
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* Automatic Temperature Control
## Department of Physical Facilities

### Air Conditioning Alternatives

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<td>Low/Medium</td>
<td>Medium/High</td>
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<td><strong>Life Cycle Costs</strong></td>
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# Air Conditioning Alternatives

## Classroom

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| **Control with Building ATC**

* Automatic Temperature Control

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<td><strong>Appropriate Application</strong></td>
<td>Low Occupancy Rooms</td>
<td>Sections of Buildings</td>
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</table>
New schools, additions, major renovations include air conditioning.

Air conditioning will be installed in all schools as the supporting infrastructure is installed through systemic renovations, limited renovations or renovations per State standards.

Air conditioning will be installed in school buildings where the essential infrastructure (electrical, piping, unit ventilators, etc.) can support the introduction of air conditioning.

All Schools

- New School 9%
- Renovation 9%
- Limited Renovation 7%
- Multi-Systemic 5%
- Single Systemics or Ineligible 70%
$1.4 billion has been invested in school facilities 1998-2012 to address critical infrastructure, population shifts and enrollment growth.

Nearly 30% of the existing BCPS school facilities have been renovated.

70% of the existing BCPS school facilities have exceeded the 40-year life cycle without the benefit of a major renovation.

94 elementary, 8 middle schools, 18 high schools remain vulnerable to critical building infrastructural failure.

An estimated $1.7 billion must be invested to address remaining critical infrastructure deficiencies and satisfy current code requirements. This figure would include climate control in all schools; however, it does not represent population growth and site issues.

A significant shift in the prioritization of the capital program objectives and project identification process will likely result in catastrophic consequences.
Department of Physical Facilities

Are We Destined to Repeat History?

Piping  Air Conditioning  Power
Restrooms  Roofs
Ventilation  Lighting
Heating  Fire Alarm
Doors  Sprinkler
Windows  Chair Lifts
Floors  Elevators
Walls  Technology
Ceilings  ADA

Site Improvements  Security

THE BALTIMORE COUNTY PUBLIC SCHOOLS
Department of Physical Facilities

Are We Destined to Repeat History?

Piping  Air Conditioning  Power
Restrooms  Roofs
Ventilation  Lighting
Heating  Fire Alarm
Doors  Sprinkler
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Ceilings  ADA  Security
Site Improvements
Department of Physical Facilities

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Department of Physical Facilities

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The Baltimore County Public Schools
Department of Physical Facilities

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Image: Outdoor basketball court with cracks on the surface.
DATE: March 20, 2012

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON SUSPENSIONS AND POLICY 5550, BEHAVIOR

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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

INFORMATION

That the Board of Education receives an update on suspensions and detailed review of Policy 5550, Behavior.

* * * * *

Attachment I – PowerPoint
Attachment II – Proposed Policy 5550
Suspensions for Baltimore County Public Schools – five years 2007–2012
Highlights – Suspensions

- Data Review
- MSDE State Board Recommendations
- BCPS Alignment of Programs
Suspension Data
Student Count vs. Incident Count

- Suspension data are collected in two ways:
  - Students suspended – the number of students that had one or more suspensions. (Slide 3)
  - Suspension incidents – total number of incidents of suspension, students may be repeated in the count if suspended more than one time. (Slide 4)
Student Suspension Data School Levels

*Through January of 2012
Incident Suspension Data
School Level

* Through January of 2012
MSDE Recommendations

- Remove the impression of zero tolerance.
- Change the definitions of:
  - Short-term suspension, 1–3 days
  - Long-term suspension, 4–10 days
  - Extended suspension, 11 or more days
  - Expulsion, Firearm Federal Offense only
- Require “educational services” for long-term suspensions.
- Reduce the number of days students are removed from classroom instruction.
Understanding Suspensions in BCPS

- Only principals may suspend students.
- Most suspensions are less than ten days.
- All expulsions start as suspensions to the superintendent’s desigee. (Slide 8)
- Expulsion is the label that denotes the seriousness of the offense.
- All expelled students are assigned to alternative programs.
Through January of 2012

Incident Suspensions → Expulsions


Suspensions  Expulsions

* Through January of 2012
## Schools with Highest Suspension Incidents/Students for 2010–2011

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
<th>Jr./Senior</th>
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<td><strong>Incidents</strong></td>
<td>Shady Spring Riverview Winfield Owings Mills Deep Creek</td>
<td>Golden Ring Old Court Deer Park Lansdowne Dundalk</td>
<td>Kenwood Parkville Randallstown Woodlawn Patapsco</td>
<td>Rosedale Crossroads Bridge</td>
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<tr>
<td><strong>Students</strong></td>
<td>Shady Spring Riverview Imagine Discovery Winfield Owings Mills</td>
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<td>Woodlawn Kenwood Parkville Randallstown Patapsco</td>
<td>Rosedale Crossroads Bridge</td>
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## 2010–2011 Highest Offenses In Rank Order

<table>
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<tr>
<th>Offenses</th>
<th>Incident Counts</th>
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<tbody>
<tr>
<td>Incidents</td>
<td>6,344 to 428</td>
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<tr>
<td>Disruptive Behavior</td>
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<tr>
<td>Fighting</td>
<td></td>
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<td>Refusing to Follow School Rules</td>
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<td>Failure to Report to the Office</td>
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<tr>
<td>Physical Attack on a Student</td>
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<tr>
<td>Threat(s) on Individual(s)</td>
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<tr>
<td>Using Foul or Abusive Language</td>
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<td>Refusing to Serve Detention</td>
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<tr>
<td>Possession/Use of Portable Communications Devices</td>
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<tr>
<td>Active in or Inciting a Disruption</td>
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</tbody>
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# Professional Development

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Instructional Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer trainings for new administrators and administrators with over five years experience&lt;br&gt; Behavior/Discipline&lt;br&gt; Due Process&lt;br&gt; Special Education&lt;br&gt; SRO Training&lt;br&gt; Video Surveillance Training</td>
<td>Behavior Management&lt;br&gt; New Teacher Orientation&lt;br&gt; Crisis Prevention Institute&lt;br&gt; Implementing Behavior Intervention Plans, 504 Plans&lt;br&gt; Special Education Interventions&lt;br&gt; Restorative Practices</td>
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<tr>
<td>Safe Schools Conference</td>
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<tr>
<td>Specific program trainings&lt;br&gt; Bullying&lt;br&gt; Searches&lt;br&gt; Intervening in Fights&lt;br&gt; Special Education Processes</td>
<td>Second–Step Program&lt;br&gt; Bullying Program&lt;br&gt; Violence Reduction Program&lt;br&gt; Why Try Program&lt;br&gt; Cultural Awareness</td>
</tr>
<tr>
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<tr>
<td>Positive Behavior Intervention Systems</td>
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</tbody>
</table>
Disproportionality

- African American students are suspended at a higher rate than other students, with males at the highest rate.
- Special education students are also suspended at a higher rate than other students.
- BCPS has not been cited by MSDE for suspensions, but is in corrective action for special education students who were suspended for over ten days.
Comparison to LEAs

- Baltimore County is one of the largest LEAs with one of the longest standing disciplinary codes (1977).
- To compare LEAs, a report is issued each year by MSDE – *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools 2010-2011*.
- The reports may be downloaded and printed from the MSDE Web site under *Students* and the *Year* you desire at the following URL.

http://www.msde.maryland.gov/MSDE/divisions/planningresultstest/prim_pubs.htm
Goal 4 – All students will be educated in school environments that are safe and conducive to learning

“Our foundation has been, and will continue to be, our Blueprint for Progress.”

Dr. Joe A. Hairston, Superintendent
Closing

- **Policy 5550 is under review and reflects both MSDE and BCPS’s considerations for finding the proper balance of academic success and appropriate discipline.**
- **The Student Handbook is under review and will be revised to match the revisions of Policy and new Rule 5550 and the existing policies in the 5000 series on student behavior for the 2012–2013 school year.**
Attached is the general fund Comparison of FY2011 and FY2012 Revenues, Expenditures, and Encumbrances – Budget and Actual for the periods ended January 31, 2011 and 2012.

These data are presented using Maryland State Department of Education (MSDE) categories. Amounts included reflect actual revenues, expenditures, and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2011 and FY2012 general fund revenue budget. Figure 2 provides an overview of the FY2012 general fund expenditure budget. Figure 3 compares the percent of the budget obligated as of January 31, 2011 and 2012. Figure 4 is a comparative statement of budget-to-actual revenues, expenditures, and encumbrances.
Year-to-Date Comparison

- **Baltimore County** – The FY2012 county appropriation increased $5.3 million, a 0.7% increase over the FY2011 budget. Increased enrollment resulted in additional funding for FY2012 even though the county appropriation, excluding one-time expenditures, is the minimum funding required under the state maintenance of effort (MOE) requirements. County funds are drawn based on cash flow requirements. The year-to-date county revenue recognized is $322.6 million, 48.3% of the budget, as compared to $337 million, 50.8% of the budget for FY2011. The decrease in county funds received at January 31, 2012, over that of 2011 was based upon timing of cash requirements for payroll.

- **State of Maryland** – The FY2012 state appropriation increased approximately $26 million, 5.1% over the FY2011 budget. The increase in the budgeted revenue is a result of an overall increase over the prior year in aid to education and was made possible due to Federal Education Jobs Fund Bill revenue used by the state in FY2011 to make resources available for FY2012. The majority of state funds are received bi-monthly in equal installments. As of January 2012, three of the state payments had been received.

- **Federal** – The FY2012 federal budgeted revenue is significantly reduced because of the ending of most of the funding previously received under the American Recovery and Reinvestment Act. The school system will receive its share of federal stimulus funds under the Education Jobs Fund Bill, approximately $3.8 million, all of which will be used to support employee health care costs. These funds are to be received on a reimbursement basis and are not expected to continue in FY2013.

- **Other Revenues** – The other revenue budget is comprised of re-appropriations of funds from the prior year’s fund balance, out-of-county living arrangement payments from other local education agencies, which are estimated to be $2.8 million and are generally collected at year
end, tuitions, and sundry revenues. The budgeted revenue decreased significantly over the prior year because of a $6.9 million decrease in the re-appropriated fund balance to approximately $9.1 million from the $16 million utilized in the prior year. The year-to-date revenue consists of tuition and other revenues.

![FY2012 Expenditure Budget by Category](image)

Figure 2 (Detail included in Figure 4)

**Total Expenditures and Encumbrances** – Year-to-date expenditures and encumbrances through January 2012 are $704.9 million, 57.5% obligated, compared to $684.4 million, 56.5% obligated, for the same period in FY2011. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., administration, midlevel administration, operation of plant, maintenance of plant, and capital outlay) average 56.5% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., instructional salaries, special education, student personnel, health services, and transportation) average 51.5% of the budget, which is in line with the percentage of the school year that has elapsed.
The salary budget had a net increase of approximately $1.7 million, which included $15.1 million to provide salary step increases and other salary adjustments. Additionally, $3.1 million and $2.6 million, respectively, were added to the salary budget to provide for additional teachers because of increased enrollment and to provide other positions for special education. The budget increases were offset by a reduction of $15.8 million through decreased school staffing allocations, by a $3.2 million transfer of the costs of special education additional assistants to the Third Party Billing program, and decreases in summer school, extended year, and extra duty programs.

The nonsalary expenditures are budgeted for an overall net increase of $14.1 million, or 3.2% over the prior year. The changes in these expenditures are in a number of categories throughout the budget. The nonsalary budget for administration was increased by $2.1 million, primarily because of an increase in one-time expenditures for contracted services and equipment relating to expanding the functionality of student data systems for the Office of Student Data and for network support services. The nonsalary budget for transportation was increased by $1.2 million, a 5.1% increase, because of an expected increase for school bus replacements and diesel fuel costs. An increase of $16.9 million is budgeted for fixed charges, a 6.8% increase, because of an increase in health benefit costs and to provide for increased state and county pension costs and increased workers compensation expenses. These budget increases were somewhat offset by a decrease of $714,000 in the budget for midlevel administration, primarily because of an overall reduction in school and office expenditures; a $3.1 million decrease in textbook and personal computer replacement costs; and a $1.9 million decrease in the budget for operation of plant, primarily related to an expected decrease in the cost of utilities.

Figure 3
• **Administration and Midlevel Administration** – The budget for non-salary administration expenditures increased $2.1 million, or 21%, over the amount budgeted last year primarily because of an increase in one-time consulting expenditures and equipment purchases related to student data system upgrades in the Office of Student Data and in network support services. Midlevel administration nonsalary expenditures are budgeted for a decrease of $714,000, or 8.3% from the prior year’s budget. This decrease results primarily from a 5% decrease in the school and office budgets for the year. The decrease of approximately $615,000 in year-to-date expenditures in administration over the expenditures of the prior year is the result of the timing of the encumbrances for FY2012, as compared with encumbrances recorded for the same period in FY2011.

• **Instructional Salaries** – The budget for instructional salaries had a net decrease of $9.0 million in FY2012. From the operating budget, 194 teaching position vacancies were frozen and offsetting adjustments were made to classroom staffing allocations for the vacancies that were not filled. Notwithstanding the class size adjustments, it was necessary to hire 77 additional teachers to accommodate enrollment growth. The budget was also increased for salary step increases for teachers.

• **Instructional Textbooks and Supplies** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The FY2012 budget for this category was decreased by 13.1%, or approximately $3.2 million. This budgetary decrease is the result of a reduction in the central budget for textbooks and computer replacements as well as a 5% reduction to classroom budgets. Significant textbook purchases were made in prior years, and no additional funds were provided for this year. The remaining budget will be spent during the school year to purchase additional consumable classroom supplies, textbooks, and other media.

• **Other Instructional Costs** – This category is comprised of commitments for contracted services, staff development, equipment, and other costs used to support the instructional programs. To date, $5.6 million, 69.7% of the FY2012 budgeted funds, have been committed. In the prior year, $5.6 million, 70.6%, had been committed. It is expected that the remaining funds will be utilized by year end.

• **Special Education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2012 salary budget increased by $7.3 million, 6.9% over the prior year, which included funding for salary step increases and funding of $2.6 million for 47.8 additional positions. Additionally, 194 instructional assistant positions were transferred to the operating budget. These positions had previously been funded by grant revenues from the federal stimulus program which were included in the special revenue budget. Of the FY2012 special education nonsalary budget of $41.5 million, $34.8 million (84%) is for placement of children in nonpublic schools. The nonpublic placement budget decreased approximately $2 million from the FY2011 budgeted amount. This decrease was offset by a $2.1 million increase in contractual related services in order to provide additional therapeutic services to special education students throughout the school system. To date, all of the funds for nonpublic placement have been committed,
compared with $31.4 million committed in January 2011. This change is due to the early encumbrance of projected services.

• **Student Personnel and Health Services** – Year-to-date FY2012 expenditures for student personnel and health services are currently in line with the budget.

• **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation nonsalary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other nonsalary expenditures. The nonsalary budget increased by approximately $1.2 million, which is primarily attributable to an expected increase in school bus replacements and diesel fuel costs. As of January 2012, $23.5 million, 94.1% of the nonsalary budget, has been committed compared to $21.5 million, 90.6%, expended through January 2011. The increase of approximately $2 million in nonsalary expenditures over the prior year is attributable to the increase in encumbrances for diesel fuel and for additional bus purchases to replace units that the system is required to take out of service based upon state regulations.

• **Operation of Plant** – This category contains salary costs for personnel for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The nonsalary expenditure budget for this category has decreased $1.9 million, a 4% decrease over the prior year. This decrease is primarily attributable to an anticipated decrease in the cost of utilities. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $27 million. Other expenditures in this category include the cost of building rent, $5.4 million; supplies and materials, $2.4 million; trash removal, $1.3 million; and other related expenditures. As of January 2012, 91.7% of the nonsalary budget has been committed, compared to 92.1% committed at January 2011. The decrease in expenditures over the prior year results primarily from certain anticipated costs, e.g., heating oil, and related type expenditures have not been fully encumbered as of January 2012; whereas, anticipated costs for these items were fully encumbered in the prior year.

• **Maintenance of Plant and Capital Outlay** – The maintenance category consists of activities related to the service and upkeep of building systems. The nonsalary expenditure budget for this category decreased 2.8% over the prior year. Year-to-date nonsalary expenditures and encumbrances are $13.6 million, 86% of the budgeted amount, as compared with $14 million, or 86.5%, in the prior fiscal year. Capital Outlay nonsalary expenditures are over the amount budgeted at January 2012. The increase in expenditures over those budgeted is the result of contractual services required because of earthquake damage at a number of schools. It is expected that these costs will be covered by insurance proceeds.

• **Fixed Charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 71% and 22% of the fixed charges budget, respectively. The FY2012 budget includes an increase of $16.9 million, resulting from a
significant increase in health insurance costs, increased state and county pension costs, and increased workers’ compensation expenses.
## Comparison of FY 2011 and FY 2012 Revenues, Expenditures, and Encumbrances

### General Fund

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>FY 2011</th>
<th>FY 2012</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>$1,210,897,859</td>
<td>$1,226,742,597</td>
</tr>
<tr>
<td>Non-Salary</td>
<td>431,934,522</td>
<td>446,037,934</td>
</tr>
<tr>
<td>Salary</td>
<td>778,963,337</td>
<td>780,704,663</td>
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<td>Capital Outlay salary</td>
<td>2,793,518</td>
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<td>8,219,068</td>
<td>8,388,579</td>
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<td>Special Education salary</td>
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<td>113,758,611</td>
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<td>Instruction Textbooks non-salary</td>
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<td>24,979,624</td>
</tr>
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<td>Instructional Salaries salary</td>
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### Expenditures and Encumbrances:

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## Total Revenues and Encumbrances

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## Comparison of FY 2011 and FY 2012 Revenues, Expenditures, and Encumbrances

**For the Periods Ended January, 2011 and 2012**

Baltimore County Public Schools

PERSONNEL: Compensation, Benefits, and Retirement

Salary Regulations – Professional

1. Definitions

   a. Qualifying Month – A person must be in pay status twelve (12) duty days in a month in order to receive experience credit for salary purposes for that month.

   b. Year of Experience Credit – For salary purposes, a year of experience credit is defined as ten (10) qualifying months; no more than ten (10) months’ credit shall be granted for any one (1) fiscal year.

      Exception: For school systems operating on a quarterly or nine (9) month basis, one (1) year of experience is equivalent to three (3) quarters or nine (9) months, respectively, of full-time teaching experience. In such cases, no more than three (3) quarters of nine (9) months’ credit shall be granted for any one (1) fiscal year.

      Each qualifying month is equivalent to one-tenth (0.1) of a year in granting credit for partial years of experience.

   c. Total Experience Credit – The total experience credit of an employee is the sum of the number of full years of credit granted and the number of partial years of credit granted.

   d. Critical Shortage Area – Includes those areas named annually by the Maryland State Department of Education (Division of Certification) in its teacher staffing report, together with local hiring experience, in which projected employment vacancies substantially exceed qualified applicants. The Superintendent of Schools, no later than December 15 of each year, shall identify which areas of critical shortage exist for the purposes of this rule.

2. Maximum Experience Credit Allowed for Salary Placement

   An employee may be granted up to a maximum of thirteen years’ credit for prior experience and be placed on Step 14. Exceptions may be made, upon the recommendation of the Superintendent of Schools, in appointing personnel when longer periods of experience are desirable.
3. Credit for Critical Shortage Area Positions

No later than December 15 of each year, the Department of Personnel shall determine which positions are to be designated as areas of critical shortage. The Superintendent of Schools may grant experience credit, up to a maximum of eighteen years’ credit for salary step placement, for starting salaries in the designated areas of critical shortage. All Title I schools shall be included in the category of critical shortage for the purpose of determining teacher experience credit.

4. Stipend for National Board of Professional Teaching Standards Certification

A classroom teacher who achieves NBPTS certification shall receive an annual stipend in the amount of two thousand dollars ($2,000) for any year in which such certification is held.

10. Method of Determining Prior Experience Credit

a. Teaching Experience Credit – An employee will be granted one (1) year of credit for each year of approved full-time teaching experience.

Partial years of credit will be granted for approved part-time teaching on a prorated basis.

Credit will be granted for college teaching; full-time college teaching is normally nine (9) semester hours or more per semester, or the equivalent.

No credit will be granted for instructional assistant experience.

No credit will be granted for summer school teaching experience.

b. Work Experience Credit – An employee may be granted up to one (1) year of credit for each year of approved related work experience.

c. Military and Other Service Experience Credit – A maximum of two (2) years’ credit, rounded to the nearest whole year, will be allowed for any combination of Peace Corps, Vista, or active military duty except in cases of active duty training for military reservists or National Guardsmen.
d. Substitute Teaching Experience Credit – A long-term substitute shall be granted experience credit for salary purposes for all qualifying months worked. (See Board of Education Policy and Superintendent’s Rule 4500, Substitute Teachers for the definition of a long-term substitute.)

No credit will be granted for daily substitute teaching.

e. Academic or Sabbatical Leave Granted by Previous Employer – One (1) year of teaching credit may be granted for sabbatical leave or academic leave if this same credit has been granted to the teacher in a previous school system.

11. Sabbatical Leave Clarification

a. A twelve-month employee normally is granted a sabbatical leave as of July 1 through June 30. Vacation time will be held in abeyance until the following year. In the meantime, starting July 1, he/she would be paid at the rate of 50% or 60% of his/her salary depending upon which option has been exercised, and it will be received over a twelve (12) month period.

b. In the event a twelve-month employee is granted permission to begin his/her sabbatical leave after July 1 and before September 1, the salary will be prorated on a twelve (12) month basis.

12. Degree and Program Salary Increment Policy

a. Employees who have satisfied coursework requirements for the Advanced Professional Certificate (APC) will be paid on the Master’s degree/APC salary scale. A salary increment due upon the receipt of a degree or the completion of a program will be effective at the beginning of the first full pay period following the submission to the Department of Personnel confirmation of the completion of all requirements for the degree or program, providing the appropriate area personnel coordinator has received confirmation of such completion within three (3) months of said completion. Should the time lapse between completion and receipt of confirmation exceed three (3) months, the salary increment due shall be paid retroactively for three (3) months only. However, allowance will be made in the event a college fails in its responsibility to issue grades promptly.
Requirements will be deemed met on the day of the last scheduled examination of the college, or the last day of an inservice course, with the following exception: Should a course or program be designated incomplete, then requirements will be deemed met on the day the incomplete is replaced by a satisfactory grade.

b. Programs of Study Beyond the Master’s Degree or Advanced Professional Certificate Credits for all Teachers

Teachers who have an earned Master’s degree or APC credits, who wish to pursue programs of additional study are required to earn 30 semester hours in each of the M+30 and M+60 programs. In each program, at least 12 college credits (undergraduate and graduate) must be completed and the remaining 18 may be any combination of college, Maryland State Department of Education (MSDE), Continuing Unit (CEU) Equivalent, or Board of Education of Baltimore (BEBCO) credits. Credit must be completed subsequent to the completion of the Master’s degree or APC credit. Teachers who were required to earn credits in excess of thirty (30) semester hours to meet the other requirements of the M+30 program may not carry the hours in excess of thirty (30) to the M+60 program.

c. Juris Doctorate

Teachers who have an earned juris doctorate degree (60 credit program) will be paid on the M+30 scale. Teachers who have an earned juris doctorate degree (90 credit program) will be paid on the M+60 scale. A salary increment due upon the receipt of a degree or the completion of a program will be effective at the beginning of the first full pay period following the submission to the Department of Human Resources confirmation of the completion of all requirements for the degree or program, providing the appropriate personnel officer has received confirmation of such completion within three months of said completion. Should the time lapse between completion and receipt of confirmation exceed three months, the salary increment due shall be paid retroactively for three months only; however, allowance will be made in the event a college fails in its responsibility to issue grades promptly. Requirements will be deemed met on the day of the last scheduled examination of the college, or the last day of an inservice course, with the following exception: should a course or program be designated incomplete, then requirements will be deemed met on the day the incomplete is replaced by a satisfactory grade.
d. Available BEBCO Credits

Ten-month employees who forfeit salary can receive up to six (6) inservice credits in the combination of the M+30 and M+60 programs for participation in summer workshops.

- 1 week (30) hours = 2 BEBCO inservice credits
- 2 weeks (60) hours = 4 BEBCO inservice credits
- 3 weeks (90) hours = 6 BEBCO inservice credits

A maximum of six (6) credits may be applied to each of the M+30 and M+60 programs for travel may be earned pending approval of the itinerary and relevant educational objective by the appropriate administrator.

e. Salary Credit for Cooperating Teachers

Board of Education of Baltimore County (BEBCO) credits for internship experiences (student teacher or observation student) will count towards salary advancement for those teachers who hold a valid Standard Professional Certificate I (SPC-I) or a Standard Professional Certificate II (SPC-II). Due to Maryland State Department of Education (MSDE) regulations, they will not satisfy the Advanced Professional Certificate (APC) requirements. A maximum of six (6) credits may be used for internship experience in the APC salary lane.

13. Assignment Out-of-Field Salary Status

A professional certificated teacher who accepts a position out of his/her field of certification shall be paid the salary he/she would have received if assigned in his/her field, provided that, during each consecutive year after the first year of out-of-field assignment, the teacher shall earn at least six (6) semester hours per year toward the certification of the out-of-field assignment before continuing the assignment. Maryland’s testing requirements must be satisfied no later than the last semester in which course requirements are completed. Any teacher so assigned shall retain his/her regular contract and professional certificate. In the event the teacher fails to satisfy these requirements, the Superintendent has the prerogative of returning the teacher to his/her original type of assignment or freezing the teacher’s salary on step until the requirements have been satisfied.
9. Failure to Renew or Earn a Professional Certificate

A teacher who fails to renew his/her Standard Professional Certificate or Advance Professional Certificate or fails to meet the requirements for an Advanced Professional Certificate when required will be terminated.

10. Provisionally Certificated Teacher

Any teacher holding a provisional certificate will be paid on the appropriate schedule of the Baltimore County salary schedule for regularly employed certificated teachers. A teacher who fails to meet the renewal requirements for a provisional certificate or earn a professional certificate will be released. The Superintendent has the prerogative to retain the teacher and freeze the teacher’s salary on step.

11. Salary Step Frozen

Service completed while a salary step is frozen is not creditable experience for salary purposes and will not be used to compute salary placement. This applies to all steps of the salary scale, including longevity.

12. Salary for Teaching Inservice Courses

The salary for teaching an inservice course will be in accordance with the negotiated agreement. Principals, supervisors, and other certificated professional personnel who have similar or greater responsibilities will receive no salary for teaching an inservice course.

13. Summer School Salary for a Person Other Than a Baltimore County Teacher Not Currently Employed by the Board of Education of Baltimore County

If a person is employed to teach summer school, he/she will be placed on the appropriate Board of Education of Baltimore County Salary Schedule according to the policies in effect for the employment of new teachers.

14. Effective Dates for Salary Steps Advancement

Advances on the salary steps will be effective July 1 or February 1 of each year for ten-month employees. Advances on the salary steps will be effective July 1 or January 1 of each year for twelve-month employees. All advances will be made
commensurate with employees’ total experience credit in effect on the date of the
day immediately preceding each of the above designated advance dates.

15.  Salary Calculation for Teachers Moving from the Ten-Month Teachers’ Pay Scale
to the Administrative Pay School

When the appointment to the twelve-month position becomes effective July 1 or
later, but prior to the first duty day for teachers, the employee will be paid on the
administrative pay scale.

When the appointment to the twelve-month position becomes effective on or after
the first duty day for teachers and the appointment would result in a lower
biweekly salary, the employee will be paid his/her biweekly ten-month salary each
pay period through June 30. Effective July 1, the employee will be paid on the
twelve-month administrative pay scale.

If the employee works following the last duty day for teachers and prior to the
effective date of the appointment to the twelve-month position, the employee will
be compensated at the prescribed rate.

16.  Adult Education – Substitutes

Substitutes in Adult Education classes are paid the same hourly rate as regular
teachers in the Adult Education program.

Rule

Superintendent of Schools

Approved:  06/12/75
Revised:  10/27/77
Revised:  06/22/78
Revised:  07/01/80
Revised:  05/22/86
Revised:  12/22/88
Revised:  11/16/89
Revised:  03/25/93
Revised:  03/24/98
Revised:  12/21/99
Revised:  03/14/00
Revised:  03/29/01
Revised:  09/09/03
Edited:  07/01/11]
INSTRUCTION

Extra-Duty: Assignments - Appointments - Releases

I. Extra-duty assignments will be announced to the faculty when assignments are created or vacancies occur. Interested persons should apply to the principal for consideration. The principal will recommend the teachers to be assigned to the extra-duty assignments to the Area Superintendent. Usually, these recommendations will be included in the organization report for the ensuing year, which is submitted annually by March 1.

II. Final assignments cannot be determined until the budget has been approved on June 1. As soon thereafter as possible, a letter of appointment will be sent to each teacher selected for the extra-duty assignment. This letter of appointment will be effective for one year only and will state the specific extra-duty assignment, the remuneration, and/or released time. Area Superintendents will initiate all letters of assignment which involve remuneration.
INSTRUCTION: FIELD TRIPS

Cultural Exchange

I. ISSUE

A. BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) IS COMMITTED TO PROVIDING CULTURAL EXCHANGE PROGRAMS AS PART OF THE SCHOOL SYSTEM’S OVERALL ACADEMIC PROGRAM. EXCHANGES INVOLVE THE RECIPROCAL AGREEMENT WHERE BCPS STUDENTS ARE SENT TO A HOST INSTITUTION AND STUDENTS FROM THE HOST INSTITUTION ATTEND BCPS. THE CULTURAL EXCHANGE PROGRAM ENHANCES STUDENT ACHIEVEMENT BY PROVIDING OPPORTUNITIES FOR STUDENTS TO DEVELOP CULTURAL AWARENESS, EFFECTIVE COMMUNICATION SKILLS, AND A GLOBAL PERSPECTIVE.

II. PURPOSE

B. TO ESTABLISH GUIDELINES AND RESPONSIBILITIES FOR CULTURAL EXCHANGE PROGRAMS.

III. [1.] Definitions

A. CHAPERONING TEACHER - IS A TENURED TEACHER WHO HOLDS A CLASS 1 PROFESSIONAL CERTIFICATE FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION AND WHO ACCOMPANIES AND SUPERVISES STUDENTS ON AN APPROVED CULTURAL EXCHANGE OUTBOUND TRIP.

B. [A. “] Cultural Exchange Outbound ["] – A CULTURAL EXCHANGE [is a] trip SPONSORED BY BCPS WHERE BCPS [that Baltimore County Public Schools’ (BCPS)] students TRAVEL [take] outside of the United States, RESIDE [which includes students lodging] with a host family or in dormitories, and attend[ing] classes at a school with which BCPS has established reciprocity.

C. [B. “] Cultural Exchange Inbound ["] - A CULTURAL EXCHANGE PROGRAM WHERE [is a trip or portion of a trip that involves] foreign students from a school with which BCPS has established reciprocity VISIT
BCPS, RESIDE [lodging] with a Baltimore County host family, and attend[ing] classes at a Baltimore County Public School.

D. **OFFICE HEAD** – THE DIRECTOR OR COORDINATOR OF A CURRICULUM AND INSTRUCTION CONTENT OFFICE HOSTING A CULTURAL EXCHANGE PROGRAM.

E. **SELECTION COMMITTEE** – A GROUP CONSISTING OF THE PROGRAM COORDINATOR, SCHOOL ADMINISTRATORS, TEACHERS, PARENTS, AND STUDENTS THAT REVIEWS STUDENT APPLICATIONS, CONDUCTS INTERVIEWS, AND RECOMMENDS STUDENT PARTICIPANTS.

F. **SPONSORING SCHOOL** – THE BCPS SCHOOL HOSTING A CULTURAL EXCHANGE PROGRAM.

G. **PROGRAM COORDINATOR** – THE BCPS EMPLOYEE DESIGNATED WITH OVERSIGHT RESPONSIBILITY FOR THE CULTURAL EXCHANGE PROGRAM BY THE PRINCIPAL OF THE SPONSORING SCHOOL OR BY THE OFFICE HEAD.

[C. Responsible Adult Participants

1. “The Principal of the sponsoring school” is responsible for developing the reciprocal agreement between BCPS and the foreign school and providing primary oversight of the cultural exchange.

2. “The Chaperoning Teacher” is a certificated employee of the Board of Education of Baltimore County who accompanies and supervises students on the trip. The chaperoning teacher assists with planning and implementation of the cultural exchange. The chaperoning teacher ensures compliance with the policies of the Board of Education and the Superintendent’s rules during the outbound cultural exchange.]

IV. **GUIDELINES** [2. General Requirements for Cultural Exchange]

A. THE CULTURAL EXCHANGE PROGRAM SHALL ALIGN WITH THE EDUCATIONAL GOALS OF THE SCHOOL SYSTEM AND ALIGN
WITH STUDENT ACHIEVEMENT GOALS OUTLINED IN THE
BLUEPRINT FOR PROGRESS.

B. PARTICIPATION IN A CULTURAL EXCHANGE PROGRAM IS
LIMITED TO BCPS STUDENTS IN GRADES 9-12.

C. [A.] Students shall not be denied access to cultural exchange opportunities
due to gender, race, color, disability, or economic status. Efforts shall
be made to find ways to maximize participation of interested and qualified
students in these opportunities.
1. Students with disabilities shall be provided equal opportunity for
participation in all planned educational, extra-curricular, and
recreational activities that take place during the cultural exchange.
As part of the planning and implementation process, students with
disabilities shall be given the opportunity to participate with students
without disabilities to the maximum extent appropriate to the needs
of any student with a disability. For this purpose, the student’s IEP
shall be PROVIDED [available] to staff coordinating and
participating in these cultural exchange opportunities.

[B. Board Policy 5550, Students: Conduct – Disruptive Behavior; and
Policy 5560, Students: Conduct – Suspension or Expulsion, as outlined in
the Student Handbook, Baltimore County Public Schools, and all other
Board policies, Superintendent’s rules, and school instructions remain in
effect at all times during the outbound cultural exchange.]

D [C.] The principal of the sponsoring school or PROGRAM
COORDINATOR shall monitor the scheduling and involvement of
participating and non-participating teachers and students to make certain
that neither instructional time nor school resources are unduly impacted by
the cultural exchange.

E. [D.] EMPLOYEES ARE PROHIBITED FROM PARTICIPATING IN
ANY ASPECT OF A CULTURAL EXCHANGE PROGRAM WHEN
SUCH PARTICIPATION VIOLATES THE BOARD’S ETHICS CODE.
[Each employee of the Board of Education shall review Board Policies
8363, Ethics Code: Conflict of Interest; and 8362, Ethics Code: Gifts,
before taking part in a cultural exchange, and shall disclose any conflicts of
interest to the ethics review panel of the Baltimore County Public Schools.]
[E. Four months prior to the cultural exchange, written permission for students to participate in the cultural exchange, specifying transportation arrangements shall be obtained from parents/guardians.

f. One month prior to the cultural exchange, pertinent health information for participating students shall be obtained from parents/guardians. If the cultural exchange is rescheduled, the school shall obtain written permission again.

g. The parent/guardian permission form shall state: “The Board of Education shall not be financially liable for losses due to changes or cancellation of the cultural exchange.”

IV. All aspects of the cultural exchange may only be approved by the Superintendent. The Superintendent reserves the right to cancel the cultural exchange or recall the group, if the circumstances suggest that foreign travel is unsafe or for any reason determined within the Superintendent’s sole discretion.]

V. PROPOSAL AND APPROVAL

A. PROPOSALS SHALL ALIGN THE OBJECTIVES OF THE CULTURAL EXCHANGE WITH THE INSTRUCTIONAL PROGRAM TO ENRICH OR EXTEND THE CURRICULUM.

B. PROPOSALS SHALL BE SUBMITTED BY A SCHOOL PRINCIPAL OR OFFICE HEAD AND INCLUDE THE FOLLOWING:
1. THE CULTURAL EXCHANGE PROPOSAL FORM (RULE 6801, FORM E).
2. THE CULTURAL EXCHANGE RECIPROCAL AGREEMENT (RULE 6801, FORM A).
   (a) THE RECIPROCAL EXCHANGE AGREEMENT SHALL INCLUDE PROVISION FOR STUDENT HOUSING, SELECTION OF HOST FAMILIES, PLANNED ACTIVITIES BEYOND THE SCHOOL DAY, BEHAVIORAL EXPECTATIONS, AND NECESSARY HEALTH INSURANCE AND VACCINATIONS.

C. ALL PROPOSALS SHALL BE SUBMITTED NO LATER THAN SIX MONTHS PRIOR TO THE SCHEDULED DEPARTURE DATE.
D. THE PROPOSAL SHALL BE FORWARDED TO THE ASSISTANT SUPERINTENDENT SERVING THE SCHOOL ZONE WHO WILL REVIEW THE PROPOSAL. BASED ON THE ASSISTANT SUPERINTENDENT’S REVIEW, THE PROPOSAL WILL EITHER BE APPROVED OR REJECTED.


F. THE SUPERINTENDENT HAS THE SOLE AUTHORITY TO APPROVE/DENY A CULTURAL EXCHANGE PROGRAM UNDER THIS RULE.

VI. STUDENT APPLICATION AND SELECTION

A. BCPS STUDENTS WISHING TO PARTICIPATE IN AN EXCHANGE PROGRAM MUST SUBMIT AN APPLICATION AND BE APPROVED BY BOTH THE PRINCIPAL OF THE STUDENT’S HOME SCHOOL AND THE SELECTION COMMITTEE. (RULE 6801, FORM N)

B. STUDENTS WILL BE SELECTED ON THE BASIS OF THE FOLLOWING CRITERIA: DEMONSTRATED AND CONTINUED STRONG ACADEMIC PERFORMANCE (NO FINAL GRADE BELOW A “C”); TEACHER RECOMMENDATIONS; INTEREST AND APTITUDE FOR LEARNING THE LANGUAGE AND CULTURE OF THE HOST COUNTRY; SUCCESSFUL COMPLETION OF THE APPLICATION AND INTERVIEW PROCESS.

C. STUDENTS SELECTED FOR PARTICIPATION AS A STUDENT AMBASSADOR SHALL ATTEND ALL ORIENTATION SESSIONS AND SIGN A STUDENT AMBASSADOR CONTRACT.

VII. CULTURAL EXCHANGE OUTBOUND - RESPONSIBILITIES

A. EXECUTIVE DIRECTOR, SPECIAL PROGRAMS, OR HIS/HER DESIGNEE SHALL:
   1. REVIEW AND APPROVE ALL PROCEDURES AND FORMS GOVERNING THE CULTURAL EXCHANGE PROGRAM.
2. MONITOR THE STATE DEPARTMENT’S CURRENT TRAVEL WARNINGS. IF THE U.S. DEPARTMENT OF STATE ADVISES AGAINST TRAVEL TO A COUNTRY INVOLVED IN THE CULTURAL EXCHANGE THE EXECUTIVE DIRECTOR SHALL IMMEDIATELY NOTIFY THE SUPERINTENDENT.

3. UPON CONCLUSION OF THE PROGRAM, AND IN CONSULTATION WITH THE PRINCIPAL OF THE SPONSORING SCHOOL OFFICE HEAD, REVIEW AND EVALUATE THE VALUE OF THE CULTURAL EXCHANGE IN TERMS OF:
   a. ITS CONTRIBUTION TO THE EDUCATION OF THE PARTICIPATING STUDENTS;
   b. THE CRITERIA INCLUDED IN THE CULTURAL EXCHANGE EVALUATION FORM.

4. SUBMIT THE COMPLETED CULTURAL EXCHANGE EVALUATION FORM TO THE SUPERINTENDENT 60 DAYS AFTER THE CONCLUSION OF THE CULTURAL EXCHANGE.

B. PRINCIPAL OR OFFICE HEAD
   THE PRINCIPAL OF THE SPONSORING SCHOOL OR OFFICE HEAD SHALL:
   1. DEVELOP AN AGREEMENT WITH THE FOREIGN SPONSOR.
   2. ENSURE COMPLIANCE WITH THE CULTURAL EXCHANGE PLANNING TIMELINE (RULE 6801, FORM B).
   3. IDENTIFY CHAPERONING TEACHERS TO ACCOMPANY AND SUPERVISE STUDENTS ON THE CULTURAL EXCHANGE.
   4. OBTAIN THE FINAL APPROVAL FROM THE SUPERINTENDENT WITHIN ONE WEEK OF THE DATE OF DEPARTURE.

C. PROGRAM COORDINATOR
   THE PROGRAM COORDINATOR WILL OVERSEE ALL PHASES OF THE EXCHANGE. COORDINATION WILL INCLUDE:
   1. ORGANIZING THE COMMITTEE FOR THE SELECTION OF STUDENTS AND TEACHER CHAPERONES.
   2. DEVELOPING A PLAN FOR APPROPRIATE FUNDRAISING ACTIVITIES.
   3. ACTING AS THE LIAISON WITH THE RECIPROCATING FOREIGN INSTITUTION AND ACTING AS THE BCPS CONTACT PERSON FOR THE EXCHANGE.
4. PROVIDING APPLICATION FORMS AND REGISTRATION MATERIALS TO INTERESTED STUDENTS.

5. IDENTIFYING CHAPERONING TEACHERS TO ACCOMPANY AND SUPERVISE STUDENTS ON THE CULTURAL EXCHANGE AND NOTIFYING TEACHERS OF THEIR ACADEMIC AND EMPLOYMENT RESPONSIBILITIES.

6. COORDINATING TRAVEL, TRIP CANCELLATION INSURANCE, HEALTH/ACCIDENT INSURANCE, AND LODGING.

7. PREPARING, DISTRIBUTING, AND COLLECTING ALL PERTINENT INFORMATION, INCLUDING PARENT PERMISSION, HEALTH HISTORY, AND AUTHORIZATION TO CARRY AND SELF-ADMINISTER MEDICATION FORMS.

8. COORDINATING AND PRESENTING ALL ORIENTATION MEETINGS WITH STAFF, PARENTS, AND STUDENTS.

9. DEVELOPING AN EMERGENCY ACTION PLAN IN THE EVENT A STUDENT BECOMES INJURED OR FALLS ILL DURING THE EXCHANGE.

10. ENSURING COMPLETION OF STUDENT CULMINATING PROJECTS AND REQUISITE EVALUATIONS.

11. MAINTAINING ALL REQUISITE FORMS UNTIL THE CONCLUSION OF THE PROGRAM AND IN ACCORDANCE WITH BCPS RECORDS RETENTION SCHEDULE.

12. SCHEDULING, AT A MINIMUM, FOUR (4) MANDATORY PRE-TRAVEL ORIENTATION SESSIONS TO INFORM STUDENTS, CHAPERONING TEACHERS, AND PARENTS/GUARDIANS ABOUT THE CULTURAL EXCHANGE AND THEIR RESPONSIBILITIES.
   a. ORIENTATION SESSIONS SHALL BE MANDATORY FOR THE STUDENT PARTICIPANT AND HIS/HER PARENTS/GUARDIANS.
   b. THE MANDATORY ORIENTATION SESSIONS WILL INCLUDE THE FOLLOWING:
      1. STUDENT BEHAVIOR EXPECTATIONS.
      2. THOSE EXPENSES, NOT INCLUDED IN THE COSTS, SUCH AS REQUIRED INOCULATIONS, PASSPORT/VISA EXPENSES, AND PERSONAL EXPENSES.
      3. PARENT FINANCIAL RESPONSIBILITY IN THE EVENT A STUDENT IS REMOVED FROM
PARTICIPATION IN THE PROGRAM FOR ANY REASON.

d. INTRODUCE THE KEY COMPONENTS OF THE CULMINATING PROJECT BASED ON THE CULTURAL EXCHANGE STUDENT PROJECT PROPOSAL FORM. (RULE 6801, FORM C)
e. REVIEW OPERATIONAL AND ACADEMIC EXPECTATIONS BEFORE AND DURING THE CULTURAL EXCHANGE BY REFERENCING THE CULTURAL EXCHANGE EVALUATION FORM (RULE 6801, FORM D).

D. CHAPERONING TEACHER
CHAPERONING TEACHERS SHALL ACCOMPANY THE STUDENTS ON THE EXCHANGE PROGRAM AND SHALL BE RESPONSIBLE FOR:

1. COMPLETING THE CULTURAL EXCHANGE CHAPERONE AGREEMENT (RULE 6801, FORM F).
2. ATTENDING ALL REQUISITE ORIENTATION SESSIONS.
3. DEVISING A PLAN, APPROVED BY THE PRINCIPAL OF THE SPONSORING SCHOOL OR PROGRAM COORDINATOR, FOR MAINTAINING DAILY AND EMERGENCY COMMUNICATIONS WITH PARTICIPATING STUDENTS DURING THE CULTURAL EXCHANGE.
4. NOTIFYING THE SCHOOL NURSE OF THE CULTURAL EXCHANGE IN SUFFICIENT TIME TO REVIEW THE LIST OF PARTICIPANTS IN TERMS OF STUDENT HEALTH INFORMATION, AND TO DEVELOP A PLAN FOR ADMINISTRATION OF MEDICATIONS OR MEDICAL TREATMENT.
5. MAINTAINING AN ADDITIONAL COPY OF THE CULTURAL EXCHANGE PARENT/GUARDIAN PERMISSION FORM, WITH EMERGENCY CONTACT INFORMATION, AND THE
STUDENT HEALTH HISTORY FORM for each participant for the duration of the cultural exchange.

E. PARENT/GUARDIAN
The parent/guardian of the student participant shall be responsible for:
1. Attending all orientation sessions.
2. Completing the following forms:
   a. Cultural exchange parent/guardian permission form (Rule 6801, Form G).
   b. Cultural exchange student health history form (Rule 6801, Form H).
   c. If applicable, cultural exchange authorization carry and self administer medication/medical emergency form (Rule 6801, Form I).
3. The cost of travel to and from the host country, requisite inoculations, passport/visa expenses, medical/travel insurance (mandatory), and any personal costs associated with the trip.
4. All financial costs associated with returning the student participant to the United States for disciplinary or other reasons.

F. STUDENT PARTICIPANT
The student participant shall:
1. Adhere to the BCPS student code of conduct at all times while participating in the cultural exchange program. (See, Board of Education policy 5550, behavior)
   a. Violations of the student code of conduct may result in immediate dismissal from the program.
   b. In the event a student is dismissed from the program or is sent home for any reason prior to the conclusion of the program, the student’s parents/guardians shall assume all financial responsibilities for returning the student to the United States.
2. DEVELOP A CULMINATING PROJECT, APPROVED BY THE PRINCIPAL, IN WHICH THE STUDENT IDENTIFIES A THEME RELATED TO THE CULTURE AND DOCUMENTS, IN JOURNAL FORM, THE STEPS USED TO COMPLETE THE PROJECT. (RULE 6801, FORM C)


a. THE EVALUATION OF THE STUDENT CREATIVE PRESENTATIONS SHALL BE COMPLETED BY THE PRINCIPAL OR PROGRAM COORDINATOR AND BE BASED ON THE BALTIMORE COUNTY PUBLIC SCHOOLS’ PERFORMANCE TASK RUBRICS, UTILIZING THE RUBRICS PROVIDED APPROPRIATE TO THE PRESENTATION.

[4. Cultural Exchange Outbound

A. Cultural exchange must be based on educational goals and shall be approved by the Superintendent. The cultural exchange shall be aligned with student achievement goals as outlined in the Blueprint for Progress. An essential component shall be extensive documentation by the participating students of the relevance of the cultural exchange to the curriculum and instructional program. Each participating student shall develop a culminating project, approved by the principal, in which the student identifies a theme related to the culture, plans a creative presentation of the information utilizing technology, and documents, in journal form, the steps used to complete the project. Upon conclusion of the cultural exchange, the student shall make a formal culminating presentation, as well as a written summary, which includes the purpose of the project and summarizes the knowledge gained as a result of the experience. Options for creative presentations of student learning shall be developed and submitted by the principal of the sponsoring school as part of the approval process. These options may include, but not be limited to, oral reports, oral reports with visuals, scrapbooks, slide shows or photo essays, multimedia presentations, and development of a Web page. The principal of the sponsoring school participating in a reciprocal cultural exchange shall:

1. Develop an agreement with the foreign sponsor, utilizing the cultural exchange agreement form to govern the exchange which includes
student housing, selection of host families, planned activities beyond the school day, behavioral expectations, and necessary health insurance and vaccinations.

2. Make provision for travel insurance and trip cancellation insurance in the event that students are unable to participate in the cultural exchange.

3. Identify chaperoning teachers to accompany and supervise students on the cultural exchange.

4. Utilizing the Cultural Exchange Planning Timeline Form, schedule four (4) pre-travel orientation sessions to inform students, chaperoning teachers, and parents/guardians about the cultural exchange. At least one of the orientation sessions shall be mandatory for students who plan to participate and their parents/guardians. At the mandatory orientation session, the following information, at a minimum, shall be disseminated: (A) Student behavior expectations, (Including Board Policy 5550, STUDENTS: Conduct - Disruptive Behavior and Policy 5560, STUDENTS: Conduct – Suspension and Expulsion); (B) Those expenses, not included in the costs, such as required inoculations, passport/visa expenses, and personal expenses. The chaperoning teacher shall review item (A) with the understanding that in the event that a student is sent home for disciplinary reasons or at the request of a parent/guardian, parents/guardians shall assume all financial responsibilities for returning the student to the United States.

5. Review, as part of the pre-travel orientation sessions, the academic and employment responsibilities of the chaperoning teachers and the students in terms of the cultural exchange’s contributions to the education of the participating students. Introduce the key components of the culminating project based on the Cultural Exchange Student Project Proposal Form. Review operational and academic expectations before and during the cultural exchange by referencing the Cultural Exchange Evaluation Form.

6. Develop a plan that aligns the objectives for the cultural exchange to the instructional program. The sponsoring principal shall complete and submit the Cultural Exchange Proposal Form at least
six months prior to the proposed date of departure. Once the Cultural Exchange Proposal Form has been approved, additional forms shall be completed as follows:

A. By the chaperoning teacher:

1. Cultural Exchange Planning Timeline Form
2. Cultural Exchange Chaperone Agreement Form

B. By the parent/guardian:

1. Cultural Exchange Parent/Guardian Permission Form
2. Cultural Exchange Student Health History
3. If applicable, Cultural Exchange Authorization to Administer Medications/Treatments Form

Copies of all completed forms shall be retained in school files until the conclusion of the cultural exchange, and then in accordance with the applicable records retention schedule.

7. The Executive Director of Special Programs, PreK–12, or designee, shall review and approve all procedures and forms governing the cultural exchange. The Executive Director of Special Programs, PreK–12, or designee shall monitor the U.S. Department of State’s current travel warnings. If the U.S. Department of State advises against travel to a country involved in the cultural exchange, the Superintendent reserves the right to cancel the cultural exchange or recall the group.

8. The chaperoning teacher shall devise a plan, approved by the principal of the sponsoring school, for maintaining daily and emergency communications with participating students during the cultural exchange.

9. Within one week of the date of departure or principal of the sponsoring school shall obtain the final approval from the Superintendent.

10. The chaperoning teacher shall notify the school nurse of the cultural exchange in sufficient time to review the list of participants in terms
of student health information, and to develop a plan for administration of medications or medical treatment.

11. The chaperoning teacher shall maintain an additional copy of the Cultural Exchange Parent/Guardian Permission Form, with emergency contact information, and the Cultural Exchange Student Health History Form for each participant for the duration of the cultural exchange. The original of these documents shall be maintained at the school.

12. Upon conclusion of the cultural exchange, the Executive Director of Special Programs, PreK–12, or designee, in consultation with the principal of the sponsoring school, shall review and evaluate the value of the cultural exchange in terms of its contribution to the education of the participating students. The evaluation of the entire cultural exchange shall be based on the criteria included in the Cultural Exchange Evaluation Form. The evaluation of the student creative presentations shall be based on the Baltimore County Public Schools’ performance task rubrics, utilizing the rubrics provided appropriate to the presentation. The completed Cultural Exchange Evaluation Form shall be submitted to the Superintendent 60 days after the conclusion of the cultural exchange.

VIII.  [5.] Cultural Exchange Inbound - RESPONSIBILITIES

A. THE PRINCIPAL OF THE SPONSORING SCHOOL OR PROGRAM COORDINATOR SHALL BE RESPONSIBLE FOR THE FOLLOWING WHEN THE SCHOOL PARTICIPATES [Cultural exchange is based on educational goals and shall be approved by the Superintendent. Schools participating] in a reciprocal cultural exchange FOR [shall address the following with regards to] students coming to the States, staying with host families, and attending A BCPS SCHOOL [Baltimore County Public Schools. [B. The principal of the sponsoring school shall be responsible for: Final]:

1. IDENTIFYING AND SELECTING [Selection of] host families FOR THE FOREIGN STUDENTS AND, IF APPLICABLE, THE TEACHER CHAPERONES ACCOMPANYING THE STUDENTS.
2. IDENTIFYING ALTERNATE HOST FAMILIES IN THE EVENT THE HOST FAMILY CANNOT FULFIL ITS COMMITMENT.
   a. HOST FAMILIES WILL BE SELECTED IN ACCORDANCE WITH PROCEDURES ESTABLISHED
BY THE OFFICE OF WORLD LANGUAGES. [As part of the process of selecting a host family, the principal of the school or designee shall conduct a home visit interview utilizing the Cultural Exchange Host Family Interview Form.]

b. Families wishing to host foreign students must complete the Cultural Exchange Host Family Application Form and be able to host the student for the entire exchange.  
c. When appropriate, host families shall also be provided for chaperones accompanying the foreign students.  
d. Alternate host families shall be identified in case a host family cannot fulfill its commitment.

3. [C.] ENSURING parents/guardians of students coming to BCPS HAVE [Baltimore County Public Schools shall] provide documentation of the necessary vaccinations and home contact information for the host family [and the principal of the sponsoring school].

4. [D. The principal of the sponsoring school shall communicate] COMMUNICATING to the principal of the reciprocal school the costs of mandatory health insurance which allows inbound students to be treated in the United States for the duration of the cultural exchange.

5. [E. The principal of the sponsoring school, in collaboration with the principal of the reciprocal school of inbound students, ] COLLABORATING WITH THE PRINCIPAL OF THE RECIPROCAL SCHOOL TO CREATE [shall provide] a schedule of activities FOR THE INBOUND STUDENTS prior to the beginning of the cultural exchange.

a. [Included in] The schedule of activities shall INCLUDE [be] the anticipated costs to the inbound students, number of participants, beginning and ending times of the activities, and other arrangements, such as transportation.

6. [F. The principal of the sponsoring school shall make] MAKING provisions for foreign students to participate in the regular school day activities and extra-curricular activities of the Baltimore County School that they are visiting.

IX. CANCELLATION

A. THE SUPERINTENDENT RESERVES THE RIGHT TO CANCEL THE CULTURAL EXCHANGE OR RECALL THE GROUP, IF THE CIRCUMSTANCES SUGGEST THAT FOREIGN TRAVEL IS UNSAFE
OR FOR ANY REASON DETERMINED WITHIN THE SUPERINTENDENT’S SOLE DISCRETION.

B. NEITHER THE BOARD OF EDUCATION, THE SUPERINTENDENT OR THE SCHOOL SYSTEM SHALL BE FINANCIALLY RESPONSIBLE FOR LOSSES DUE TO CHANGES OR CANCELLATION OF THE CULTURAL EXCHANGE

Rule 6801

Superintendent of Schools

Approved: 01/09/2007

REVISED: __________
CULTURAL EXCHANGE RECIPROCAL AGREEMENT

Today’s students must possess the knowledge and skills necessary to compete and interact with individuals anywhere in the world. We are committed to providing a Cultural Exchange Program that will enable our students to: value, understand, and respect cultural similarities and differences; acquire greater understanding of the knowledge and skills necessary to be successful; acquire effective communication skills that will enable them to successfully interact with people from other cultures.

Each year, students will have an opportunity to participate in a cultural exchange program between our schools. To ensure that the experience is positive and meaningful, students who participate will:

- Act with maturity, serving as positive role models and ambassadors for our school, state/province, and country.
- Adhere to all student policies and procedures of our respective schools and school systems.
- Reside with host families who will provide a safe and secure environment and experiences that will extend students’ knowledge of the country’s history, traditions, and culture.
- Secure health insurance and all needed vaccinations ensuring their health and safety during their stay in our respective countries.

We look forward to welcoming your students and staff to our school and community.

Baltimore County Public Schools <ENTER NAME OF RECIPIROCATING SCHOOL>

Signature of Principal [of Baltimore County Public School] OR C & I DIRECTOR

________________________

Date

Signature of Principal [of Reciprocating School]

________________________

Date

Signature of Superintendent [of Schools]

________________________

Date

Signature of Additional Authorizing Official

________________________

Date

Last Revised: 2.28.12
CULTURAL EXCHANGE PROGRAM - PLANNING TIMELINE

The sponsoring principal or C&I OFFICE HEAD and chaperoning teacher shall complete the items listed on the timeline, according to their respective responsibilities. Immediately prior to departure, provide a completed copy to the Executive Director, Special Programs[PreK–12].

[Name of] Home School/C&I OFFICE: _________________________

Dates of Cultural Exchange: FROM ___________ TO ___________

Sponsoring Principal/[Or] C&I OFFICE HEAD: _________________________

Name of Foreign Host School _________________________ Country _________________________

Address of Host School ____________________________________________________________

Chaperoning Teacher(s) ________________________________ Alternate ___________________

☐ Timeline Completed _____________________________________________________

Signature - Executive Director of Special Programs[PreK–12]

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
<th>At least six months prior to trip:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Schedule a pre-planning conference with the Office of the Executive Director, Department of Special Programs[PreK–12].</td>
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<td>2. In consultation with the Executive Director of Special Programs,[PreK–12,] obtain necessary signatures on the Cultural Exchange Agreement form.</td>
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<td>3. In consultation with the Executive Director of Special Programs,[PreK–12,] identify dates of the cultural exchange.</td>
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<td>4. Determine that reasonable appropriate accommodations that are handicap accessible are available.</td>
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<td>5. Complete the Cultural Exchange Proposal form and collect the Cultural Exchange Chaperone Agreement form.</td>
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<td>7. If approval is granted, forward the Cultural Exchange Proposal form to the Executive Director of Special Programs[,] PreK–12].</td>
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<td>8. Conduct an initial information meeting.</td>
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<td>9. Develop a plan for appropriate fundraising activities, reviewing county fundraising procedures.</td>
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<td>10. Obtain student commitment to the cultural exchange.</td>
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<td>11. Arrange transportation.</td>
</tr>
</tbody>
</table>

Five months prior to the trip:

1. Compile a packet of materials that includes cultural exchange
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
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</tbody>
</table>

information regarding detailed financial information, payment deadlines, travel and trip cancellation and refund policies, passport, visa, vaccination requirements, transportation for the Cultural Exchange Agreement.

2. Conduct pre-travel student/parent orientation meetings to address the following:
   - Student Behavior Expectations, (including Board Policy 5550, Students: Conduct-Disruptive Behavior and Policy 5560, Students: Conduct- Suspension and Expulsion)
   - Provisions for return of students to the United States
   - Cultural exchange cancellation policy, availability of travel insurance, and the refund schedule
   - Expenses, not included in the costs, such as required inoculations, passport/visa expenses, and personal expenses
   - Options for student culminating projects.

### Four months prior to the trip:

1. Determine if the necessary travel documents have been obtained and, in the case of passports, duplicate the first page (to accompany the chaperoning teacher on the trip) as an emergency precaution.

2. Conduct a travel orientation meeting to discuss luggage limitations, clothing and electrical appliance requirements, packing guidelines, and housing.

3. Collect the Cultural Exchange Parent/Guardian Permission form and money. Follow site-based deposit procedures for all funds as indicated in Rule 3125.

4. Finalize housing arrangements. If applicable, obtain a list of host families.

5. Consult the Executive Director of Special Programs, [PreK–12] for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.

6. Conduct meeting with students and chaperoning teachers to review academic expectations based on the Cultural Exchange Student Project Proposal Form and the Cultural Exchange Evaluation Form.

### Three months prior to the trip:

1. Monitor student progress on academic expectations.

2. Send student project proposals to appropriate curriculum office(s) for validation.

### One month prior to the trip:

1. Confer with school nurse on students’ health histories, authorization for medications or medical treatments, and plan for administration. Collect the Cultural Exchange Student Health History form and Cultural Exchange Authorization to Administer Medications/Treatments form.

2. Develop a “telephone tree” for notifying parents/guardians of a safe arrival as well as a contingency plan for emergency communication.
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
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<td>One week prior to the trip:</td>
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<td>One to three days prior to trip:</td>
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<td>Day of trip:</td>
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<td>_____________</td>
<td>_____</td>
</tr>
<tr>
<td>Date Completed</td>
<td>Initial</td>
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</tbody>
</table>
CULTURAL EXCHANGE PROGRAM - STUDENT PROJECT PROPOSAL

I. Background
Through information provided in the cultural exchange orientation sessions, students will be assuming academic responsibility for involvement in the cultural exchange program. The goals of cultural exchange will help students:

- Value, understand, and respect cultural differences and similarities through an in-depth experience in another culture.
- Examine global connections and the interactions of varied cultures; including issues and consequences that cross cultures.
- Acquire and demonstrate effective communication skills to successfully interact with people of other cultures.

II. Project
One of the major responsibilities of participating students in the cultural exchange program will be to design a culminating project which will be completed during the exchange. The key components of the project are:

- Identification of an area of emphasis and a theme for investigation.
- Development of a creative and informative presentation summarizing the results of the investigation.
- Participation in weekly meetings with the chaperoning teacher during the exchange in which progress for completion of the project will be discussed.
- Documentation of the process for project completion through maintaining a journal while participating in the cultural exchange.
- Presentation of the culminating project, including a summary of what students learned to audience(s) upon completion of the cultural exchange.

III. Proposal Format (Directions)
In order to begin the process of defining the culminating project, the participating students will need to complete the attached form prior to meeting with the chaperoning teachers. There will be several opportunities to meet and revise the project prior to and during the actual cultural exchange.
1. Select one of the following as an area of emphasis that will focus learning while participating in the cultural exchange. Explain why you are interested in investigating this specific area:

   Political  
   Social  
   Economic  
   Aesthetics (Art, Music, Theater, etc.)  
   Cultural  
   Other  

2. Identify a theme for your area. For example:

<table>
<thead>
<tr>
<th>Area</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>The contrast of urban vs rural life</td>
</tr>
</tbody>
</table>

3. Review the attached curriculum links regarding the Social Studies, [Foreign] WORLD LanguageS, ENGLISH/LANGUAGE ARTS [and English] programs. In the space provided, identify the goals, standards, and/or indicators that your culminating project is aligned to and will address.

4. Identify a creative method by which you will present your information. Some possible methods include:

   - Oral Reports
   - Oral Reports with Research
   - Scrapbooks
   - Slide Shows/Photo Essays
   - Multimedia
   - Web page
   - Other

   Explain why you have selected this presentation method as an effective means of communication.

5. Based on the purpose of your culminating project, identify some potential audience(s) for your presentation. Explain why you have identified each audience.
Curriculum Links

[Voluntary] State Curriculum [Foreign] WORLD LanguageS

Standard 2.1: Demonstrate a knowledge and understanding of another people’s way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Standard 2.2: Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Standard 3.1: Reinforce and further knowledge of other disciplines through a language other than English.

Standard 3.2: Acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Standard 4.1: Demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Core Learning Goal Social Studies: Government: Peoples of the Nation and World

Goal 2: Peoples of the Nation and World: The students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

Indicator 2.2.1: The student will analyze advantages and disadvantages of various types of governments throughout the world.

Goal 3: Geography: The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

Goal 4: Economics: The student will demonstrate an understanding of the historical development and current status of economic principles,
institutions, and processes needed to be effective citizens, consumers, and workers.

Indicator 4.1.1: The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.

Core Learning Goal English: Composing in a Variety of Modes

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 2.2.1: The student will use a variety of prewriting strategies to generate and develop ideas.

Indicator 2.2.2: The student will select and organize ideas for specific audiences and purposes.

Indicator 2.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Indicator 2.2.5: The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.

Indicator 2.3.3: The student will use systematic process for recording and documenting information.
CULTURAL EXCHANGE PROGRAM EVALUATION

This report should be prepared by the chaperoning teachers and reviewed by the principal of the sponsoring school/OFFICE HEAD after the conclusion of the cultural exchange.

School:  
Chaperoning Teachers:  
Principal of Sponsoring School:  
Reciprocal School:  
Destination:  
Dates of Exchange:  From  to  

I. Please comment on these operational aspects of the cultural exchange:

A. Describe the strengths and weaknesses of the planning process in relation to ease of using the planning timeline.

B. Were there any accidents or unusual incidents?  YES  NO  If YES, give details.

C. Was there any unacceptable or disruptive behavior which misrepresented the standards of the Baltimore County Public Schools?  YES  NO  If YES, give details.
D. What kinds of planned activities beyond the school day did the students experience?

E. If applicable, were students placed appropriately with host families?

___ YES  ___NO  If NO, give details.

II. Submit a report to the school nurse, returning the first aid kit and any other medical equipment, and verifying medications or treatment administered.

III. Please comment on these educational aspects of the cultural exchange:

A. Based on your experiences as chaperoning teachers, how would you evaluate the value of the cultural exchange to the education of the participating students?

B. What recommendations would you make for future cultural exchanges?

IV. Attach the following documentation regarding student accountability:

A. Documentation of the creative presentations including the appropriate scoring rubrics as indicated in Rule 6801, Performance Task Rubrics.

B. Student responses to the following:

1. How do you think this experience in cultural exchange will enable you to successfully interact with people of different cultures, and also enable you to value, understand, and respect cultural similarities and differences?

2. How did you integrate into the culture and meet members of the community? (For example, clubs, sports, etc.)

3. Describe the cultural differences and challenges you encountered and how you addressed them.

4. Describe any cultural awareness tips for future students. Describe the type of student for whom this program is best suited.

2 Revised 2/28/2012
What suggestions would you have for future students participating in a cultural exchange?

5. How accurate were your expectations for cultural exchange both academic and personal? Be specific.

6. How has your participation in this program affected your career plans or interests?

7. Choose either a social studies Core Learning Goal or [Voluntary] State Curriculum standards for [foreign] WORLD languages and describe how your culminating project addressed learning for that goal or standard. Give specific details from the cultural exchange to support your response.

__________________________________________ _________________
Chaperoning Teacher Signature Date

__________________________________________ _________________
Chaperoning Teacher Signature Date

__________________________________________ _________________
Sponsoring Principal/OFFICE HEAD Signature Date

A copy of this completed form, along with the attachments, to be submitted by the EXECUTIVE DIRECTOR, SPECIAL PROGRAMS [principal] to the Superintendent.
This form should be used as a rubric by the sponsoring principal/OFFICE HEAD and chaperoning teachers to evaluate readiness for the cultural exchange. For those categories related to the students, indicate the number of students in each score point in the blank provided.

### CULTURAL EXCHANGE EVALUATION: BEFORE THE EXCHANGE

<table>
<thead>
<tr>
<th>Score</th>
<th>Logistics/ Pre-Travel</th>
<th>Student Readiness for Cultural Exchange</th>
<th>Theme of Culminating Project</th>
<th>Validation of Theme of Culminating Project Alignment with Curriculum</th>
<th>Creative Presentation</th>
<th>Validation of Creative Presentation alignment with Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The timeline and all pre-travel forms were completed according to the prescribed schedule.</td>
<td>Student attended four pre-travel/orientation sessions, and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline.</td>
<td>Student developed a theme related to appropriate multiple VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . An extensive rationale was provided.</td>
<td>The theme and standards/core learning goals are totally validated by Offices of World Languages and Social Studies.</td>
<td>Student provided appropriate presentation format, extensive rationale, and demonstrated understanding of technology involved.</td>
<td>The creative presentation is totally validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a Variety of Modes.</td>
</tr>
<tr>
<td>3</td>
<td>The timeline and most pre-travel forms were completed according to the prescribed schedule</td>
<td>Student attended three pre-travel/orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline.</td>
<td>Student developed a theme related to several VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . Adequate rationale was provided.</td>
<td>The theme and standards/core learning goals are somewhat validated by Offices of World Languages and Social Studies.</td>
<td>Student provided appropriate presentation format, appropriate rationale, and some understanding of technology involved.</td>
<td>The creative presentation is mostly validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Revisions are necessary.</td>
</tr>
<tr>
<td>2</td>
<td>The timeline and some pre-travel forms were completed according to the prescribed schedule</td>
<td>Student attended two pre-travel/orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline.</td>
<td>Student developed a theme related to a single VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . Limited rationale was provided.</td>
<td>The theme and standards/core learning goals are validated by either the Office of World Languages or the Office of Social Studies. Revision is required.</td>
<td>Student provided appropriate presentation format, weak rationale, and limited understanding of technology involved.</td>
<td>The creative presentation is somewhat validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Revisions are necessary.</td>
</tr>
<tr>
<td>1</td>
<td>The timeline and few pre-travel forms were completed according to the prescribed schedule</td>
<td>Student attended one or more pre-travel/orientation sessions but did not secure all vaccinations, visas, passports, in accordance with time frame stated in the timeline cultural exchange.</td>
<td>Student developed a theme not relating to appropriate VSC standards for [Foreign] WORLD LanguageS and Social Studies CLG/[V]SC . No rationale was provided.</td>
<td>The theme and standards/core learning goals are not validated by either the Office of World Languages or Social Studies and both offices require revision.</td>
<td>Student provided appropriate presentation format, no rationale, and no understanding of technology involved.</td>
<td>The creative presentation is not validated by the Office of Language Arts in accordance with Core Learning Goal 2, composing in a variety of modes. Another mode of presentation is required.</td>
</tr>
<tr>
<td>0</td>
<td>Neither the timeline nor the pre-travel forms were completed according to the prescribed schedule.</td>
<td>Student did not attend any pre-travel/orientation sessions.</td>
<td>Student developed no theme or rationale.</td>
<td>No submission was made to the Office of Social Studies or the Office of World Languages.</td>
<td>Student did not select an appropriate presentational format.</td>
<td>No submission was made to the Office of Language Arts.</td>
</tr>
</tbody>
</table>

[V]SC – [Voluntary] State Curriculum  
CLG – Core Learning Goals
This form should be used as a rubric by the chaperoning teachers. For those categories related to the students, indicate the number of students in each score point in the blank provided.

### CULTURAL EXCHANGE EVALUATION: AFTER THE EXCHANGE

<table>
<thead>
<tr>
<th>Score</th>
<th>Journal Documentation of Weekly Meetings with Cultural Exchange Advisor During the Exchange</th>
<th>Student Participation in Classes and Field Trips During the Exchange</th>
<th>Documentation of Daily Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student met weekly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended all classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with all students was maintained throughout the entire cultural exchange.</td>
</tr>
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<tr>
<td>3</td>
<td>Student met fairly regularly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended most classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with most students was maintained throughout the entire cultural exchange.</td>
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</tr>
<tr>
<td>2</td>
<td>Student met occasionally with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended some classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with some students was maintained throughout the entire cultural exchange.</td>
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</tr>
<tr>
<td>1</td>
<td>Student met rarely with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended few classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with few students was maintained throughout the entire cultural exchange.</td>
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</tr>
<tr>
<td>0</td>
<td>Student neither met with the cultural exchange advisor nor made revision to the culminating project.</td>
<td>Student attended no classes or activities as outlined in the cultural exchange proposal.</td>
<td>Communication was not maintained as planned.</td>
</tr>
</tbody>
</table>
This form should be used as a rubric by the chaperoning teachers and sponsoring principal/OFFICE HEAD OR PROGRAM COORDINATOR to evaluate the reciprocal exchange. For those categories related to students, please indicate the number of students in each score point in the blank provided.

<table>
<thead>
<tr>
<th>Score</th>
<th>Assessment of Cultural Exchange/Teacher</th>
<th>Assessment of Culminating Project</th>
<th>Student Reaction to the Cultural Exchange Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Extensive comments were made regarding the educational value as well as recommendations for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was accepted without revision. The student presented the project as designed to multiple audiences.</td>
<td>Student would recommend cultural exchange with enthusiasm.</td>
</tr>
<tr>
<td>3</td>
<td>The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as recommendations for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was accepted with minor revision. The student presented the project as designed to multiple audiences.</td>
<td>Student would recommend cultural exchange with few modifications.</td>
</tr>
<tr>
<td>2</td>
<td>The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Few comments were made regarding the educational value as well as recommendations for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was accepted with major revision. The student presented the project as designed to a limited audience.</td>
<td>Student would recommend cultural exchange with some modifications.</td>
</tr>
<tr>
<td>1</td>
<td>The final evaluation form was partially completed and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as comments for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was not accepted. Total revision was required. The project was not presented to any audience.</td>
<td>Student would recommend cultural exchange with multiple modifications.</td>
</tr>
<tr>
<td>0</td>
<td>No final evaluation form was submitted.</td>
<td>No project was submitted or presented.</td>
<td>Student would not recommend participation in cultural exchange.</td>
</tr>
</tbody>
</table>
CULTURAL EXCHANGE PROGRAM – PROPOSAL
[Rule 6801]
(This form is to be submitted six months prior to scheduled departure).

To: _______________________________               Date Submitted: ______________
    Executive Director Special Programs[, PreK-12]

From: ____________________________________
    Sponsoring Principal/ OFFICE HEAD

[Home] School/C&I OFFICE: ___________________________

Student Group Traveling: ______________

Destination (Country): ______________

Inclusive Dates: ______________

Name of Host Foreign School: ________________________________________________

Address of School: _______________________________________________________

Foreign Contact Person: _____________________________________________________

Phone Number:___________________________ E-mail address: ________________

Purpose of Cultural Exchange:_______________________________________________

Alignment with the Blueprint for Progress:_____________________________________

Signed: _______________________________        Date: _________________________
    [Area] Assistant Superintendent, HIGH SCHOOLS

Signed: __________________________________   Date: _________________________
    Executive Director, Special Programs[, PreK–12]

Signed: _______________________________        Date: _________________________
    Superintendent
Approval is ___ is not___ granted for the trip as described.

Summary
1. No. of school days missed _____ 5. No. of chaperones ___M ___F
2. No. of nights’ lodging _____ 6. No. of students ___M ___F
3. Mode of transportation _____ 7. Cost per student $_________
4. Cost of transportation _____ 8. Total cost $_________

Fund Raising Activities:
Describe any fund raising activities which will be planned to underwrite cultural exchange expenses and attach to this form.

Student Participation:
What provisions have been made to assure that no eligible student will be excluded from the cultural exchange because of inability to pay an assigned portion of the costs?

Chaperones: No. of Teachers _____
No. of Administrators _____
No. of Other Central Office staff _____
Total: _____

Dates and Topics for Pre-Travel Orientation Sessions:

Class Coverage: Needed _____ Not Needed _____
What provision has been made for hiring of long-term substitutes, if applicable?

Supervision:

For the country to be visited, check the following:

_____Conditions*

_____Medical requirements

_____Passport and Visa requirements

*Consult the Cultural Exchange Planning Timeline for additional provisions which must be made for the supervision, health, and safety of students. Upon approval of the cultural exchange, the sponsoring principal/OFFICE HEAD must periodically consult the Executive Director, Special Programs, [PreK-12] for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.
Provision for Travel Insurance and Trip Cancellation Insurance: _____

Educational Value: Please describe the anticipated educational value and options for the culminating project, and tentative schedule of activities.

Outline the anticipated educational value and contribution to students as it relates to the curriculum. Emphasize the contribution to the education of the students that could not be achieved by other means.

Include a description of the options for the culminating project.

List a tentative schedule of activities:

Additional Information or Comments:
CULTURAL EXCHANGE CHAPERONE AGREEMENT
RULE 6801

I am willing to be a chaperone for the ________________________________

cultural exchange to ______________________________ from ________ to ________.

(Destination) (Date) (Date)

I will be responsible for all aspects of supervising participating students.

Name ___________________________________________________________

Address _________________________________________________________

Phone __________________ Cell Phone __________________ Email: _____________________

_________________________ ______________________
Signature Date

Please return to the principal and retain a copy for your records. ]
CULTURAL EXCHANGE PROGRAM
TEACHER CHAPERONE AGREEMENT

Directions:

Teacher Chaperone: 1) Use one form per cultural exchange program trip.
2) Complete the form, sign the acknowledgement on page 2, and return the original to program coordinator.
3) Maintain a copy for your records.

Program Coordinator: 1) Maintain the original in the school file and provide a copy to the Executive Director, Special Programs.

<table>
<thead>
<tr>
<th>Name (As it will appear on passport)</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) of Trip:</td>
<td>Destination:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>Cell Phone:</td>
</tr>
<tr>
<td>Current School:</td>
<td></td>
</tr>
<tr>
<td>Position/Title:</td>
<td></td>
</tr>
</tbody>
</table>

CHAPERONE GUIDELINES AND RESPONSIBILITIES:

Teacher chaperones will be responsible for providing supervision, enforcing program rules, resolving any problems that might arise, and ensuring that the group maintains a high standard of behavior as representatives of Baltimore County Public Schools. Teacher chaperones will:

1. Participate in planning and orientation meetings for the Cultural Exchange Program.
2. Supervise up to ten BCPS student ambassadors from departure to return to Baltimore County.
3. Provide opportunities in the foreign country for cultural and language enrichment.
4. Maintain daily communication with students, parents, and program coordinator.
5. Ensure that students adhere to the Student Code of Conduct.
6. Maintain copies of student health information and emergency contact information; prepare and submit an emergency plan.
7. Maintain daily communication with students while abroad and provide opportunities for students to complete their culminating projects.
8. Maintain communication with the program coordinator as directed and when concerns and problems arise.
9. Assist students with language programs; culture shock; home sickness; problems with host families or program participants, and any other problems that may arise.
10. Complete and submit to the Program Coordinator the Cultural Exchange Evaluation within 30 days of return.
11. Participate in the selection and interview process of future program candidates.
12. Abide by all Board of Education policies, Superintendent’s rules, and cultural exchange procedures during my participation in the program.
EXPENSES:

1. The teacher chaperone will receive his/her regular salary for all scheduled duty days, and will be compensated in accordance with applicable negotiated master agreements, Board of Education policies, Superintendent’s rules, and applicable school system procedures.
2. Baltimore County Public Schools will pay the teacher chaperone’s airfare, required visas, and medical insurance.
3. The teacher will be responsible for all personal expenses.

ACKNOWLEDGMENT

I certify that I am in good physical and mental health and that I have no medical or physical conditions which would impede my participation in this cultural exchange program.

I certify that I have read and that I understand the above Agreement and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

______________________________    ____________
Teacher Chaperone Signature                                      Date

The teacher chaperone must complete the information below:

Print First and Last Name: _________________________       ______________________________________

Emergency Contact’s Name:  _______________________________________________________________

Relationship to Teacher:  ___________________________________________________________________

Emergency Contact’s Telephone #s:  __________________________________________________________
Dear Parent/Guardian:

The ________________________________ at _________________________________ has planned
(Organization/Student Group)    (School)
___ a cultural exchange to ________________________________on _________________________.
(Destination)                          (Inclusive Dates)

The purpose of the trip is to ___________________________________________________________
__________________________________________________________________________________.
(Blueprint alignment)

Transportation will be provided by _____________________________with a departure date/time of
(Name of Airline)
____________________ and return date/time of ____________________.  The cost to the student is
(date and approximate time)            (date and approximate time)
_______________.  A schedule of fees and detailed information is attached.
(amount)

Yours truly,

Superintendent’s Designee Approval ________________  Chaperoning Teacher

_________________________    has my permission to participate in   the cultural exchange to
(Student)
___________________________ from _______________________ to ________________________
(Destination)                            (Departure date/time)                         (Return date/time)

under the supervision of _________________________________.
(Chaperoning Teacher)

I have fully read this permission slip.  I have explained to my child that while participating in the
above-described field trip, my child must adhere to the Baltimore County Board of Education’s Code
of Conduct, Board Policies, and Superintendent’s Rules.  I fully understand and have explained to my
child that failure to follow this Code of Conduct, the Policies and/or Rules may result in disciplinary
action.

_________________________    __________________________ _____________________________
(Date)    (Signature of Parent/Guardian)                   (Signature of Student)

In case of an emergency while on the trip please contact me at ______________________.  If there is
medical information pertinent to my child’s participation, I will contact the school nurse in order to
evaluate, revise, and update information that may already be on file.

THE BOARD OF EDUCATION SHALL NOT BE FINANCIALLY LIABLE FOR LOSSES DUE TO
CHANGES OR CANCELLATION OF THE CULTURAL EXCHANGE.]
# CULTURAL EXCHANGE PROGRAM
## PARENT/GUARDIAN PERMISSION FORM

### Directions:

**BCPS Staff:**
1) Use one form per cultural exchange program trip.
2) Complete the school portion of form.
3) Duplicate one form per student.
4) Send a copy home for parent and student signatures.
5) During the trip, the signed, original form must be carried by the lead chaperoning teacher and a photocopy must be retained on file in the school/office and with the Executive Director, Special Programs.

**Student:**
1) Complete the “Student Agreement” on page 1.

**Parent / legal guardian:**
1) Complete the “Authorization and Acknowledgement of Risks” and “Medical Authorization” on page 2.
2) Complete the “Authorization to Carry and Self-Administer Medication,” Rule 6801, Form I, if applicable.

### TO BE COMPLETED BY THE SCHOOL/OFFICE

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) of Trip:</td>
<td>Destination:</td>
</tr>
<tr>
<td>Purpose/Description (Blueprint alignment):</td>
<td></td>
</tr>
<tr>
<td>Name/Address of Host School:</td>
<td></td>
</tr>
<tr>
<td>Fees:</td>
<td>The Estimated Cost to the Student: $________</td>
</tr>
<tr>
<td>A schedule of fees and detailed information is attached.</td>
<td></td>
</tr>
<tr>
<td>Students will leave from: __________________________ at __________________. (city/airport) (time)</td>
<td></td>
</tr>
<tr>
<td>Students will return to: __________________________ at about __________________. (city/airport) (time)</td>
<td></td>
</tr>
<tr>
<td>Chaperoning Teacher(s): __________________________</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT AGREEMENT

While participating in this cultural exchange program, I understand that I will be representing Baltimore County Public Schools, my family, state, and country and will do so in a positive manner. I will fully comply with the responsibilities outlined in the Student Ambassador Contract. I further understand that participation in the program is dependent upon adherence to the BCPS Code of Conduct, Board policies, Superintendent’s rules, and procedures established for the Cultural Exchange Program.

_________________________ Date
Student Signature
AUTHORIZATION AND ACKNOWLEDGMENT OF RISKS

I understand that my child’s participation in this cultural exchange program is voluntary and may expose my child to some risk(s). I have read and understand the description of cultural exchange program and authorize my child to participate in the program.

I assume full responsibility for any risk of personal or property damages arising out of or related to my child’s participation in this trip, including any acts of negligence or otherwise that are committed by my child, from the moment that my student is under BCPS supervision and throughout the duration of the program. I further agree to indemnify and to hold harmless BCPS and any of the individuals and other organizations associated with BCPS in this cultural exchange program, including but not limited to any other service including transportation, from any claim or liability arising out of my/my child’s participation in this cultural exchange program.

I understand that BCPS is not responsible for my child’s supervision during such periods of time when my child may be absent from a BCPS supervised activity.

I state that I have/my child has read and agree(s) to abide by the terms and conditions set forth in the BCPS Code of Conduct, and to abide by all decisions made by teachers, staff, and those in authority. I agree that BCPS has the right to enforce these rules, standards, and instructions. I agree that my child’s participation in this cultural exchange program may at any time be terminated by BCPS in the light of my child’s failure to follow these regulations, or for any reason which BCPS may deem to be in the best interest of BCPS, and that my child may be sent home at my own expense.

My child assumes full responsibility for the obtaining and safekeeping of all necessary documents required for participation in this cultural exchange program, including, but not limited to a valid passport, visas, and photographic identification.

MEDICAL AUTHORIZATION

I certify that my child is in good physical and mental health and my child has no special medical or physical conditions which would impede participation in this cultural exchange program.

I agree to disclose to BCPS any medications and/or prescriptions which my child shall or should take at any time during the duration of the cultural exchange program and complete the “Authorization to Carry and Self-Administer Medication” Form.

In the event of serious illness or injury to my child, I expressly consent by my signature to the administration of emergency medical care, if in the opinion of attending medical personnel, such action is advisable. Further, when necessary, I authorize the chaperones to act on behalf of my child while participating in the above described program.

I certify that I am the parent and legal guardian of the applicant, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

I give permission for: (student) __________________________________ to participate in all aspects of this program.

Parent/Guardian Signature                                      Date

The parent/legal guardian must complete the information below:

Print First and Last Name:  ___________________________________________________________________________________
Address: ___________________________________________________________________________________________________
Telephone: (Cell) ____________________ (Home)____________________ (Work) ____________________
Emergency Contact’s Name:  _______________________________________________________________
Relationship to Student:  _________________________________________________________________
Emergency Contact’s Telephone #s: _____________________________________________________
CULTURAL EXCHANGE STUDENT HEALTH HISTORY

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Birth date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Home Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Legal Guardian Name</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Legal Guardian Name</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Person to be called in case of emergency if parent/guardian(s) cannot be reached:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physician</th>
<th>Telephone</th>
</tr>
</thead>
</table>

List any health problem(s):

List any allergies (bee sting, medications, food etc.):

List any medications, including prescribed medications for allergies:

List any accessibility and/or health concerns that you have regarding this trip:

Any prescribed and/or over-the-counter medications MUST have a physician’s order.
Complete the attached authorization to administer medication or treatment and return to school nurse OR PROGRAM COORDINATOR.

I hereby consent to disclosure of the above information to the chaperoning teachers supervising my child on this cultural exchange.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parent/Guardian Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1 Revised 2.28.12
CULTURAL EXCHANGE NOTIFICATION TO SCHOOL NURSE

SPONSORING SCHOOL OR C&I OFFICE: ________________________________

PRINCIPAL OR C&I DIRECTOR: ________________________________

Chaperoning Teacher(s): ________________________________

Dates of Cultural Exchange: From ____________ To ____________

Grades/levels of students participating in the cultural exchange: ____________

List of student participants (attached):
CULTURAL EXCHANGE PROGRAM
AUTHORIZATION TO CARRY AND SELF-ADMINISTER MEDICATION

Student’s Name __________________________ Address: _____________________________
Sex: (Please Circle) Female/Male City/State/Zip: _____________________________
Birth Date: _____/_____/______ Phone No: ___________________________

This student will be participating in a Baltimore County Public Schools (BCPS) Cultural Exchange Program to ___________________________ (country) from ___/___/___ to ___/___/____. For this student to carry and self-administer medication while participating in this program, this form must be fully completed by the prescribing physician/provider, an authorizing parent/guardian, and the student participant. Medications must be provided in the original container labeled with the student’s name, dose/strength and specific administration directions.

Physician’s Authorization:
The above named student has my authorization to carry and self-administer the following prescription and non-prescription medications:

<table>
<thead>
<tr>
<th>Medications/Treatments</th>
<th>Dosage/Frequency of Administration</th>
<th>Circumstances/symptoms for administrations</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

I confirm that this student has been instructed on the proper use of this medication and is able to self-administer this medication on his/her own without school personnel supervision. The student understands the expected response to the medication and what side effects and adverse responses should be reported to an adult. I have provided a written treatment plan for use by this student during the cultural exchange program for managing asthma, anaphylaxis episodes, or for a chronic health condition.

____________________________ ___________________________ ___________________
Signature of Physician Physician’s Phone Number Date
For Completion by Parent or Guardian:

As the parent/guardian of the above-named student, I confirm that this student has been instructed by his/her health care provider on the proper use of this/these medication(s). He/she has demonstrated to me that he/she understands the proper use of these medication(s). He/she is physically, mentally, and behaviorally capable to assume this responsibility. He/she has my permission to self-medicate as listed above, if needed. If he/she has used an auto-injectable epinephrine, he/she understands the need to alert an adult that emergency medical personnel need to be called. If he/she has used his/her asthma inhaler as prescribed and does not have relief from an asthma attack, he/she understands the need to alert an adult.

Authorization is hereby granted to release this information to appropriate school personnel and BCPS teacher chaperones who will be accompanying students on the above-referenced program.

Parent/Guardian Signature: __________________________ Date: ______________

Student Statement: I understand that I am allowed to carry and self-administer ONLY the medication(s) listed above. I agree to use the medication as instructed by my physician, only for the conditions the doctor has written and not to share with other people. I understand that if I misuse or share the medication with others, I will be held accountable for my actions and that I will face disciplinary action.

Student Signature: __________________________ Date: ______________
FOR CULTURAL EXCHANGE ONLY – MUST BE NOTARIZED

IN CASE OF MEDICAL EMERGENCY, in the event that I cannot be contacted, I hereby give permission to the chaperoning teacher, or responsible host family adult, to authorize any necessary medical treatment, hospitalize, secure treatment for, and to order injections, anesthesia, or surgery for my child named above.

I agree to be financially responsible for any costs incurred.

PARENT/GUARDIAN SIGNATURE:

PARENT/GUARDIAN SIGNATURE:

STATE OF MARYLAND, COUNTY OF BALTIMORE, To Wit:

I HEREBY CERTIFY that, on this ________ day of __________________, 20__, before me, the subscriber, a Notary Public of the State and County aforesaid, personally appeared __________________________, known to me (or satisfactorily proven) to be the individual(s) whose name(s) is/are subscribed to the within instrument and acknowledged that he/she/they executed the same for the purposes therein contained and in my presence signed and sealed the same.

AS WITNESS my hand and Notarial Seal.

____________________________________
Notary Public

My Commission Expires: __________________
## Performance Task Rubric

### Oral Report

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report shows evidence of effective research and understanding of concepts relevant to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts are accurately presented and reflect specific and purposeful information that is extended and expanded to fully answer main questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used to help explain the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of report conforms to the allotted time frame.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources are cited properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice quality is effective including appropriate rate, volume, articulation, and enthusiasm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language is effectively used including appropriate eye contact, posture, and body movement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker gives the audience time to think and take notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker responds well to questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker checks audience's understanding of concepts following the presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

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# Performance Task Rubric

**Oral Report with Visual(s)**

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report shows evidence of effective research and understanding of concepts relevant to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts are accurately presented and reflect specific and purposeful information that is extended and expanded to fully explain the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used to help explain the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals including pictures, diagrams, photographs, video clips, and other media are well chosen and used appropriately to support the presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals contain few if any spelling or mechanical mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals contain few if any grammatical mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of report conforms to the allotted time frame.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice quality is effective including appropriate rate, volume, articulation, and enthusiasm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language is effectively used including appropriate eye contact, posture, and body movement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker gives the audience time to think and take notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker responds well to questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker checks audience understanding of concepts following the presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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Adapted 2003, Baltimore County Public Schools
# Performance Task Rubric

## Scrapbook

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main theme is clear when one first looks at the scrapbook. The cover clearly identifies the theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate and accurate main ideas support the theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is continuity about the scrapbook; the theme is consistent throughout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The information in the scrapbook is accurate and shows that the student thoroughly understands the concepts. Propaganda purposes and explanations are clear and accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space, shapes, textures, and colors provide information themselves and add to the over-all effectiveness of the scrapbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures, photographs, drawings, diagrams, graphs, or other similar devices add to the over-all effectiveness of the scrapbooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The format of the scrapbook is appropriate to the task and to the audience for which it is intended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scrapbook accomplishes its purpose with its intended audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scrapbook is very neat and presentable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scrapbook is creative and interesting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of information are cited properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# Performance Task Rubric

## Slide Show or Photo Essay

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each picture in the set is well composed to clearly show what is intended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each picture is well focused and lighted appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sequence of pictures has a clear theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sequence is organized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a smooth flow of pictures through the set.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sequence has its intended effect on the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is clear that the author understands the core concepts related to this topic and has chosen pictures appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Titles and other statements contribute to the theme and purpose to the set of pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the photo essay, the pictures are mounted and displayed in an attractive and presentable manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**
# Performance Task Rubric

## Multimedia Presentation

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Research and Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia product shows evidence of effective research and understanding of concepts relevant to course curricula.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia product reflects accurate, specific, purposeful information that is extended and expanded to fully explain the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used to help explain the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals including pictures, diagrams, photographs, videos, flow charts, and other media are used appropriately to support/enhance the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content - Technical Design and Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of multimedia format is logical and effectively contributes to understanding of the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format is well designed (use of color, graphics, sound, moving images, titles, labels).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images and graphics are clear and sound is audible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia product is technically correct (operates with minimal flaws during presentation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of the multimedia product conforms to allotted time frame.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Presentation of Multimedia Production

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of the multimedia product is clearly evident to the audience.</td>
<td></td>
</tr>
<tr>
<td>Speaker demonstrates effective body language: eye contact, posture, and movement.</td>
<td></td>
</tr>
<tr>
<td>Speaker responds well to questions during and/or following the multimedia presentation.</td>
<td></td>
</tr>
<tr>
<td>Speaker checked audience's understanding of concepts by using an appropriate assessment instrument.</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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## Performance Task Rubric
### Web Page

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web page shows evidence of effective research and understanding of concepts relevant to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web page reflects accurate, specific, purposeful information that is extended and expanded to fully explain the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used effectively to help explain the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are few grammatical or spelling mistakes and the vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalization and punctuation are correct throughout the presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphics, sounds, animations, and transitions are used appropriately to support/enhance the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is categorized and presented in a meaningful order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links relate to the topic and graphics and/or multimedia enhance the content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page layout is attractive and enhances the content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of headings, bullets, tables, centering, and indents create a balanced and attractive format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigation aids are used to easily move about within the website.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphics enhance the design form and load properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of the PowerPoint product is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clearly evident to the audience.</td>
<td></td>
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</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>The presenter shows evidence of having rehearsed the presentation. The presentation flows smoothly with no technical problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenter responds well to questions during and/or following the web page presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenter checks audience's understanding of concepts following the presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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CULTURAL EXCHANGE HOST FAMILY INTERVIEW

To be completed by team members of the host family selection committee after the in-home visit. This form will not be shared with the host family, the foreign student, nor the student’s family. Each in-home visit should be conducted by at least two members of the committee.

_____________________________________________________________________________________________________________
Family’s name                                                              Address
__________________________________________________________________________________
Interview team names           Date of Interview

1. Based on your interview, [identify the attributes which you feel most accurately describe the family:] WHICH OF THE FOLLOWING ATTRIBUTES DO YOU FEEL MOST ACCURATELY DESCRIBE THE FAMILY?
CIRCLE ALL THAT APPLY AND WRITE IN ADDITIONAL ATTRIBUTES AS OBSERVED.

• CASUAL HOME
• SPORTS/OUTDOOR ACTIVITIES
• INTELLECTUAL PURSUITS
• MOTHER-DOMINANT HOME
• ACTIVE PARTICIPATION IN COMMUNITY ORGANIZATIONS.
• ACTIVITIES ARE ORGANIZED AND PLANNED
• HUMOR
• LOW-KEY, QUIET HOME
• NEATNESS
• PLANNED ORGANIZED HOME
• DECISION-MAKING BY PARENTS
• INDIVIDUAL PURSUITS
• FATHER-DOMINANT HOME
• OPENNESS WITH FEELINGS
• DECISION-MAKING BY FAMILY CONSENSUS
• SPONTANEOUS
• OTHER _______________

2. Please provide a general assessment of the home and family environment.

3. WILL THE STUDENT HAVE HIS OR HER OWN BED? PLEASE VIEW THE AREA THE FAMILY PLANS TO USE TO ACCOMMODATE THEIR VISITING STUDENT. IS IT APPROPRIATE?

4. Comment on any placement recommendations or restrictions.
5. Which family member initiated the idea of hosting? ____________ WHY?

6. How [did] WAS the DECISION [family] TO HOST AN EXCHANGE STUDENT FINALIZED? [become interested in hosting?] (PARENTAL DECISION, FAMILY CONSENSUS, ETC.)

7. Will any of the family members be away from the home during the [cultural exchange] HOSTED student’s time in the home (including student’s time of arrival)? _____yes _____no If yes, please explain who, dates away, and if this will affect hosting:]

8. Based on the assessment outlined above, does the interview team believe there is adequate commitment and resources in this family for a successful hosting experience? _____yes _____no If no, please comment:

____________________________________________________________________________________________

____________________________________________________________________________________________

Team Member’s name                                    Signature                                    Date]

____________________________________________________________________________________________

____________________________________________________________________________________________

Team Member’s name                                    Signature                                    Date]

____________________________________________________________________________________________

SCHOOL PRINCIPAL/  C&I DIRECTOR SIGNATURE: ____________________________ Date: ________________________________

RETURN THE COMPLETED FORM TO:  PROGRAM COORDINATOR

2       Revised 2.28.12
Cultural Exchange Host Family Application

Parent/Guardian’s Name: ___________________________ [Relationship]
Employer: _______________________________________

Home Address (including zip code): ____________________________________________
____________________________________________________________________________

Home Phone: ___________________ [Work] AMBASSADOR’S CELL: ________________
[Cell: ____________]
FATHER’S WORK: (____)____-______ FATHER’S CELL: (____)____-______
MOTHER’S WORK: (____)___-______ MOTHER’S CELL: (____)___-______

FATHER’S E-MAIL: ___________________ MOTHER’S E-MAIL: ___________________
[E-mail: _________________________________]

BEGIN WITH STUDENT AMBASSADOR, PARENT, THEN LIST ALL OTHERS LIVING IN THE HOME

<table>
<thead>
<tr>
<th>Name of [other] individuals in the home</th>
<th>Gender</th>
<th>Relationship</th>
<th>Living at home full-time? (Check one)</th>
<th>Birth date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>STUDENT AMBASSADOR</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>STUDENT AMBASSADOR</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td></td>
<td>Yes</td>
<td>No</td>
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<td>F</td>
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<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Information to be considered for student placement:

1. Do you have: Pets? __yes __no If yes, what kind? ____________________________

2. Cigarette Smokers? __yes __no What are your feelings about a participant who smokes?
   _____ no problem _____ okay if outside home _____ prefer not _____ strongly object

3. Religious affiliation or preference: ___________ How often attend services? ________

   Please comment about hosting a participant with a different or no RELIGIOUS affiliation.
____________________________________________________________________________
4. Is your family willing to host a _____ male  _____ female  _____ either

5. Will the participant share a bedroom? _____ Yes  _____ No  If yes, with whom?__________

6. Has your family ever hosted an exchange student? _____ Yes  _____ No

If yes, from which country __________________  Year ____________

**Additional Information:** For extended responses to this section, feel free to add additional pages to your application:

1. Why do you want to be a host family? Explain why would you make a good host family?

2. Please describe each family member as to personality, interests, and other pertinent information ETC.

3. Describe a typical day in your family.

4. What kinds of experiences would you like to provide that would enable your cultural exchange student to better understand the American culture?

5. What type of chores do you expect family members to help with around the house? How would you expect your cultural exchange student to contribute?

6. [Do you have] EXPLAIN ANY non-negotiable rules in your [household] HOME (such as curfew)?

7. If your OWN child plays a sport, how would you address afternoon time FOR YOUR HOST STUDENT?

8. Once families are selected, we will have an orientation meeting. What information would you like to [have] RECEIVE and what questions do you want to make sure that we address?
9. Since a cultural exchange is a commitment for the entire family, part of the application process is a home visit. We encourage all members of the household to be [at home during that time] PRESENT FOR THIS APPOINTMENT. Our purpose is to become personally acquainted with your family so we can better place a cultural exchange student in your home. Please indicate below the most convenient time for us to visit with you and your family.

Weekday: Morning _____ Afternoon _____ Evening _____
Weekend: Morning _____ Afternoon _____ Evening _____

10. In the event that an immediate placement of a cultural exchange student is not available for your family, would you consider being an alternate host family in case of unforeseen circumstances that might arise for other host families? (CIRCLE) Yes  No

- Please be advised that BCPS requires a criminal background check and fingerprinting for any household member over the age of eighteen.

- FAMILIES WILL INCUR COSTS FOR ROOM AND BOARD, ENTERTAINMENT, FAMILY TRAVEL, AND OTHER MISCELLANEOUS EXPENSES FOR THE CULTURAL EXCHANGE STUDENT.

Parent/Guardian Signature: __________________________ Date: ___________________

PLEASE RETURN TO CULTURAL EXCHANGE COORDINATOR AT YOUR SCHOOL
<table>
<thead>
<tr>
<th>FORMS NEEDED – CULTURAL EXCHANGE [Rule 6801]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CULTURAL EXCHANGE OUTBOUND</strong></td>
</tr>
<tr>
<td>✔ Cultural Exchange Agreement</td>
</tr>
<tr>
<td>✔ Cultural Exchange Planning Timeline</td>
</tr>
<tr>
<td>✔ Cultural Exchange Student Project Proposal</td>
</tr>
<tr>
<td>✔ Cultural Exchange Proposal</td>
</tr>
<tr>
<td>✔ Cultural Exchange Chaperone Agreement</td>
</tr>
<tr>
<td>✔ Cultural Exchange Authorization to Administer Medications/ Treatments</td>
</tr>
<tr>
<td>BCPS Performance Task Rubrics</td>
</tr>
<tr>
<td><strong>CULTURAL EXCHANGE INBOUND</strong></td>
</tr>
<tr>
<td>✔ Cultural Exchange Host Family Interview Form</td>
</tr>
<tr>
<td>✔ Cultural Exchange Host Family Application Form</td>
</tr>
</tbody>
</table>
CULTURAL EXCHANGE PROGRAM
STUDENT APPLICATION AND INFORMATION

STUDENT NAME: __________________ HIGH SCHOOL: ______________ DATE: ______________

PROGRAM DESCRIPTION: BALTIMORE COUNTY PUBLIC SCHOOL STUDENTS AND CHAPERONE TEACHERS WILL SPEND UP TO ___ WEEKS BEGINNING _____________(DATE) AT ______________ SCHOOL IN ______________(PLACE). THIS STAY IN CULTURAL EXCHANGE PROGRAM IS PART OF THE BALTIMORE COUNTY PUBLIC SCHOOLS’ CULTURAL EXCHANGE PROGRAM. DURING (DATES)_______________________, STUDENTS AND TEACHERS FROM __________________________ SCHOOL IN ______________________(COUNTRY), WILL STAY WITH BCPS’ FAMILIES.

WE ARE NOW RECRUITING HIGH SCHOOL STUDENTS FROM BALTIMORE COUNTY PUBLIC SCHOOLS. THE SELECTED STUDENTS WILL BE DRAWN FROM HIGH SCHOOLS OFFERING ____________(CURRICULAR CONTENT)____________. A MAXIMUM OF (NUMBER)____________ AMBASSADORS CAN BE SELECTED FOR THE PROGRAM.

THE EXPECTATION IS THAT EACH PARTICIPANT’S FAMILY WOULD ALSO BE A HOST HOME FOR ONE OF OUR GUESTS DURING ______________________(DATES). ONE OF THE EXCHANGE PROGRAM’S GOALS IS TO BUILD FRIENDSHIPS NOT JUST BETWEEN THE HIGH SCHOOLS BUT BETWEEN OUR COMMUNITIES. IF YOU ARE UNABLE TO HOST A STUDENT IN YOUR HOME, WE ASK YOU TO ASSIST US IN LOCATING A SUITABLE HOST FAMILY WITH WHOM YOU WILL CO-HOST.

DURING THE STAY IN _________________________, BCPS STUDENTS LIVE WITH HOST FAMILIES AND WITH STUDENTS ATTENDING ______________________SCHOOL. OUR AMERICAN STUDENTS WILL ATTEND CLASSES, EXPLORE ________________________AND NEARBY CITIES, AND TRAVEL TO VARIOUS HISTORICAL AND CULTURAL SITES SUCH AS: __________________________________________________________.

ELIGIBILITY: STUDENTS WILL BE SELECTED ON THE BASIS OF THE FOLLOWING CRITERIA: DEMONSTRATED AND CONTINUED STRONG ACADEMIC PERFORMANCE (NO FINAL GRADE BELOW A “C”); TEACHER RECOMMENDATIONS; INTEREST AND APTITUDE FOR LEARNING LANGUAGE, HISTORY, AND CULTURE; ABILITY TO SERVE AS AN AMBASSADOR FOR BALTIMORE COUNTY PUBLIC SCHOOLS, MARYLAND, AND THE UNITED STATES; SENSITIVITY TO OTHER PEOPLE AND CULTURES; MATURITY, SUPPORT FROM FAMILY; MENTAL, PHYSICAL AND EMOTIONAL HEALTH; AND SUCCESSFUL COMPLETION OF THE APPLICATION AND INTERVIEW PROCESS. UNLESS THERE ARE EXTREME EXTenuating CIRCUMSTANCES, EACH STUDENT IS EXPECTED TO HOST A STUDENT FROM____________________________. THIS CREATES A TRUE PARTNERSHIP AND ENRICHES THE EXPERIENCE FOR ALL PARTICIPANTS.

APPLICATION DEADLINE: APPLICATIONS ARE AVAILABLE FROM YOUR SCHOOL. APPLICATIONS MUST BE POST MARKED BY _______________OR GIVEN TO YOUR SCHOOL’S CULTURAL EXCHANGE COORDINATOR. IF YOU ARE NOT SURE WHO THAT IS, ASK YOUR PRINCIPAL.
QUESTIONS: THERE WILL BE AN INFORMATIONAL MEETING FOR STUDENTS AND THEIR PARENTS ON ____________________ FROM _______________ AT _____________________. PLEASE COME AND HAVE ALL YOUR QUESTIONS ANSWERED BEFORE APPLYING.

COSTS: WE ESTIMATE THAT THE STUDENT/FAMILY’S SHARE OF THE EXPENSES FOR THIS PROGRAM WILL BE APPROXIMATELY $_________. THE EXPENSES WOULD BE AS FOLLOWS:

- $_________ FOR ROUND-TRIP TRAVEL TO ___________
- $______ FOR PASSPORT
- $_________ FOR SPEND MONEY
- $_____ FOR INOCULATIONS
- $______ FOR VISA
- ENROLLMENT IN A CERTIFIED LANGUAGE PROGRAM, IF NOT ALREADY ENROLLED IN A BCPS’ COURSE
- FOOD AND LODGING WILL BE TAKEN CARE OF BY THE HOST FAMILY
- ADDITIONAL EXPENSES FOR HOSTING A STUDENT WILL VARY BASED ON THE NUMBER OF OUTINGS YOU PROVIDE. ADDITIONAL ORGANIZED TRIPS WILL BE PROVIDED BY THE CULTURAL EXCHANGE PROGRAM.

CULTURAL EXCHANGE PROGRAM
STUDENT APPLICATION

FULL NAME (AS IT APPEARS ON YOUR PASSPORT): _____________________________________
DATE: ________________

HOME ADDRESS: _____________________________________ HOME PHONE: ___________________________

SCHOOL: _____________________________GRADE: _____________ GUIDANCE COUNSELOR: ___________________________

GENDER: _____________________________ DATE OF BIRTH: ___________________________________

EMAIL ADDRESS: ________________________ COUNTRY OF CITIZENSHIP: ________________________

LANGUAGES: ALL STUDENTS GOING ON THE EXCHANGE WILL BE EXPECTED TO STUDY ________________ INTENSIVELY FOR AT LEAST SIX MONTHS PRIOR TO DEPARTURE. IF NOT CURRENTLY ENROLLED IN A BCPS’ LANGUAGE COURSE YOU MUST SIGN UP FOR A CERTIFIED LANGUAGE COURSE THROUGH A COMMUNITY COLLEGE OR SIMILAR CERTIFIED PROGRAM.

* YOU MAY USE ADDITIONAL PAGES TO COMPLETE THE ESSAYS BELOW.
QUESTIONS:
1. PLEASE DESCRIBE ANY EXPERIENCE YOU HAVE HAD WITH THE STUDY OF LANGUAGES, IN PARTICULAR AN EXPERIENCE YOU HAVE HAD WITH ____________. (INCLUDE YEARS STUDIED, NAMES OF SCHOOLS AND TEACHERS, EXPERIENCE AT HOME, WITH TRAVEL, ETC.) WHO IS/ARE YOUR CURRENT LANGUAGE TEACHER(S)?

2. IF YOU HAVE NOT ALREADY BEEN STUDYING ____________, WHAT IS YOUR INTEREST IN DOING SO? ARE YOU PLANNING TO CONTINUE YOUR STUDY OF ____________ IN THE FUTURE?

TRAVEL: PREVIOUS TRAVEL EXPERIENCE IS NOT A CRITERION FOR ELIGIBILITY. HOWEVER, BECAUSE DISTANCE, TIME, AND CULTURAL DIFFERENCES ARE ALL SIGNIFICANT FACTORS IN THIS EXCHANGE, WE WOULD LIKE ANY INSIGHT INTO ANY TIME SPENT AWAY FROM HOME.

QUESTIONS:
1. PLEASE DESCRIBE ANY TRAVEL YOU HAVE DONE WITH YOUR FAMILY IN AND OUT OF THE UNITED STATES (PLEASE INCLUDE LOCATION(S) VISITED AND DURATION OF STAY).

2. PLEASE DESCRIBE ANY TRAVEL YOU HAVE DONE WITHOUT YOUR FAMILY. (INCLUDE NAMES OF PROGRAMS AND LENGTHS OF TIME AWAY FROM HOME)

QUESTIONS: THE FOLLOWING QUESTIONS ARE INTENDED TO MAKE YOU REFLECT UPON THE EXPERIENCE FOR WHICH YOU ARE APPLYING. PLEASE READ ALL OF THE QUESTIONS BEFORE BEGINNING TO COMPOSE YOUR ANSWERS. PLEASE ANSWER ON A SEPARATE PIECE OF PAPER.

1. WHY DO YOU WANT TO PARTICIPATE IN THIS PROGRAM?

2. HOW DO YOU THINK A STAY IN ________________ REPRESENTS A PARTICULARLY DEMANDING CHALLENGE?
3. **WHY DO YOU FEEL THAT YOU ARE WELL QUALIFIED TO MEET THIS CHALLENGE?**

4. **IF YOUR FRIEND WERE SELECTED FOR THIS PROGRAM, WHAT ADVICE WOULD YOU GIVE HIM/HER?**

5. **IF ACCEPTED INTO THIS PROGRAM, YOU WILL BE EXPECTED TO INVESTIGATE SOME ASPECT OF ________ LIFE AND CULTURE. WHAT WOULD YOU CHOOSE TO RESEARCH AND WHY?**

**HOSTING:**

1. **CAN YOUR FAMILY HOST ONE OF OUR GUESTS FROM ________ DURING ________________?** Host families will form a tight network among each other to share ideas, responsibilities, and plan occasional gatherings. Each host family will plan its own outings with their guest and establish their own house rules.

   YES _______   NO _______

2. **IF YOU CANNOT HOST ONE OF OUR GUESTS, YOU WILL BE RESPONSIBLE FOR HELPING TO FIND A SUITABLE CO-HOST FAMILY. YOU WILL PARTNER WITH THIS FAMILY TO ENSURE THAT THE VISITING STUDENT HAS A POSITIVE EXPERIENCE IN THE UNITED STATES. PLEASE LIST THE NAME, ADDRESS, AND PHONE NUMBER OF ANY POTENTIAL HOST FAMILY YOU KNOW.**

**PERSONAL INFORMATION:**

**PERSONAL INTERESTS OR HOBBIES**

____________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**LIST TEACHERS NAMES DURING SCHOOL YEAR _____________ (INCLUDE SUBJECT/COURSE)**

____________________________________________________________________________________
____________________________________________________________________________________
YOUR TEACHERS AND GUIDANCE COUNSELOR WILL BE CONTACTED TO GIVE THEIR RECOMMENDATION FOR YOUR PARTICIPATION IN THE CULTURAL EXCHANGE PROGRAM. IF YOU WOULD LIKE US TO CONTACT A PREVIOUS TEACHER OR NON-ACADEMIC REFERENCE (E.G. EMPLOYER, ADULT WHO HAS WORKED WITH YOU) PLEASE WRITE HIS/HER NAME, E-MAIL, PHONE NUMBER, AND RELATIONSHIP TO YOU BELOW:

__________________________________________________________________________________________

PARENT/GUARDIAN NAME(S): ________________________________________________________________

ADDRESS: ______________________________________________________________________________

DAYTIME PHONE: _____________________________ EVENING PHONE: _____________________________

PARENT/GUARDIAN NAME(S): ________________________________________________________________

ADDRESS: ______________________________________________________________________________

DAYTIME PHONE: _____________________________ EVENING PHONE: _____________________________

________________

TRAVEL DOCUMENT PREPARATION

FULL NAME AS IT APPEARS ON PASSPORT: ____________________________________________________

BIRTH PLACE: _____________________________
STUDENT PRESENT COUNTRY OF CITIZENSHIP:______________________________________________

DO YOU CURRENTLY HAVE A VALID PASSPORT? YES ______  NO ______

IF “YES,” WHEN DOES YOUR PASSPORT EXPIRE? ________________ (MONTH) _________ (DAY)
______________ (YEAR)

DO YOU HAVE AN EXPIRED PASSPORT? YES ________  NO _______

NAME OF ALTERNATIVE EMERGENCY CONTACT IN THE U.S.____________________________________

ADDRESS______________________________________________________________________________

DAYTIME PHONE__________________________RELATIONSHIP TO APPLICANT__________________

SIGNATURE OF APPLICANT: _____________________________________DATE: ___________________

SIGNATURE OF PARENT/GUARDIAN______________________________DATE: ___________________

SIGNATURE OF PARENT/GUARDIAN______________________________DATE: ___________________