MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, August 7, 2012
4:45 P.M.-Closed Session, 7:00 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for August 7, 2012

IV. MINUTES

Consideration of the Open and Closed Minutes of July 10, 2012; and the Board of Education Retreat of July 14, 2012

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. PUBLIC COMMENT

A. Public comment on the following Board of Education policies (second reading):

- Proposed Changes to Policy 8312 – INTERNAL BOARD POLICIES: Operations-Public Meetings
- Proposed Deletion of Policy 8313 – INTERNAL BOARD POLICIES: Operations-Meeting: Notice
- Proposed Changes to Policy 8320 – INTERNAL BOARD POLICIES: Operations-Final Action by the Board

VIII. GENERAL PUBLIC COMMENT

IX. SUPERINTENDENT’S REPORT

X. PRESIDENT’S REPORT

XI. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM JULY 10, 2012

Exhibit A
XII. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Human Resources)
   1. Transfers
   2. Retirements
   3. Resignations
   4. Leaves of Absence
   5. Deaths
   6. Area Education Advisory Council Coordinator Appointment

B. Consideration of Administrative Appointments

C. Consideration of the Proposed Negotiation Teams for 2012-2013
   (Mr. Duque)
   (exhibit to follow)

D. Consideration of Actions Taken in Closed Session
   (Andrew Nussbaum, Esq.)

E. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)
   1. Contract Measures for Academic Progress (MAP) for Primary Grades
   2. Contract Modification: Scheduler’s Trainer - Contractual
   3. Contract Extension: Cohort – Associate of Arts Degree in Business Administration
   4. Autism Student Education Program Consultative Services to Designated Classroom at Campfield Early Learning Center
   5. Autism Student Education Program Consultative Services Partnership Classrooms at White Oak School
   6. Instrumental Music Instruments – Supply, Rental, Repair, and Service
   7. Transportation Services for Textbooks
   8. Web Hosting and Grade Book Application
   9. Roof Design and Construction Administration Services – Franklin High School
   10. Roof Design and Construction Administration Services – Grange Elementary School
   11. Roof Design and Construction Administration Services – Hawthorne Elementary School
II. NEW BUSINESS (cont)

12. New Stadium Bleachers – Owings Mills High School
13. Roof Design and Construction Administration Services – Woodlawn High School

F. Consideration of consent for the following Curricula for 2012-2013: (Ms. Johnson)

- Honors Economics and Public Issues
- Gifted and Talented 6 Mathematics
- Calculus
- Pre-College Science
- Project Innovation
- Magnet Computer Science 1 and 2
- Administration of Justice I and II
- Homeland Security Science
- Homeland Security Science Research Methods and Applications

G. Consideration of consent for the following Curricula Pilots for 2012-2013: (Ms. Johnson)

- Liberal Arts – Language Arts, Social Studies, and World Languages
- Special Programs – Music and Visual Arts
- Science, Technology, Engineering, and Mathematics (STEM) – Computer Science Magnet Program, Science, Mathematics, Career and Technology Education (CTE), and Library Information Services (LIS)

XIII. REPORTS


B. Update on Imagine Discovery Charter School (Ms. McMahon/Ms. Lawton)
XIV. ANNOUNCEMENTS

Next Board Meeting  Tuesday, August 21, 2012
6:30 PM          Greenwood
The Board of Education of Baltimore County met in closed session at 5:37 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael H. Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, Dr. S. Dallas Dance, Superintendent of Schools, and staff members were present.

Mr. Schmidt reminded Board members of community functions and Board of Education events scheduled in July and August.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1) and (a)(7), and upon motion of Mr. Janssen, seconded by Mr. Uhlfelder, the Board commenced its closed session at 5:39 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:39 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael H. Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, Dr. S. Dallas Dance, Superintendent of Schools, and the following staff members were present: Ms. Michele O. Prumo, Chief of Staff; Dr. Alpheus Arrington, Director, Human Resources; 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.

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

Dr. Arrington exited the room at 6:31 p.m.

Ms. Patricia Lawton, Assistant Superintendent of Elementary Schools, Zone 3, and Ms. Kathleen McMahon, Executive Director of Special Programs, PreK-12, entered the room at 6:31 p.m.

Mr. Nussbaum provided legal advice to Board members regarding the charter school contract.

Mr. Collins exited the room at 6:40 p.m. Mr. Collins re-entered the room at 6:43 p.m.
CLOSED SESSION MINUTES (cont)

Ms. Howie provided legal advice to Board members on an appeal regarding the Mays Chapel project.

On motion of Mr. Janssen, seconded by Mr. Uhlfelder, the Board adjourned its closed session at 6:52 p.m. All staff exited the room.

ADMINISTRATIVE FUNCTION SESSION

At 6:53 p.m. the Board discussed the election of officers.

On motion of Mr. Parker, seconded by Ms. Roddy, the Board adjourned its administration session at 6:57 p.m. for a brief dinner.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:22 p.m. at Greenwood. President Lawrence E. Schmidt, Esquire, and the following Board members were present: Mr. Michael H. Bowler, Cornelia Bright Gordon, Esquire, Mr. James E. Coleman, Mr. Michael J. Collins, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Mr. H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, Dr. S. Dallas Dance, 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 Mr. Clifford Collins, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Hearing no additions or corrections to the Open and Closed Minutes of May 22, 2012; and the Open and Closed Minutes of June 12, 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.
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, welcomed Dr. Dance to his first Board meeting and his tenure as Superintendent. She reported on the teacher and principal evaluation pilots noting that the evaluation committee’s time commitment has been substantial.

Ms. Jacki Brewster, newly elected President of the PTA Council of Baltimore County, gave her background information to Board members. As an actively engaged parent, she hopes that all schools encourage parents to be partners in their child’s education.

Mr. John Desmone, Executive Director of the Council of Administrative and Supervisory Employees (CASE), stated that legislation was approved that would divide CASE into two units effective July 1, 2013. He stated that CASE master agreements and pay scales could be affected.

Mr. David Basler, a representative of the American Federation of State, County, and Municipal Employees (AFSCME), stated that budgetary diligence is needed in the coming years.
ADVISORY AND STAKEHOLDER COMMENTS (cont)

Ms. Jasmine Shriver, Coordinator of the Area Education Advisory Councils, acknowledged each council chairperson for his/her hard work and dedication.

Mr. Clifford Collins, Chair of the Northwest Area Education Advisory Council, stated that he would continue to serve as chair and would schedule meetings throughout the upcoming school year, which include: PBIS, legislation forum, and update on the Common Core Standards, and the pre-budget hearings.

Ms. Beverly Coleman, Chair of the Southwest Area Education Advisory Council, stated that the council is looking forward to a productive and informative year with parents and community members. She noted that topics to be discussed this coming school year will be: Common Core Standards, pre-budget hearings, standardized testing, and legislative meet and greet.

Mr. Schmidt welcomed Councilman David Marks. Councilman Marks stated that he is looking forward to a cooperative relationship between the Board, County Executive, and County Council. Mr. Marks asked the Board to reconsider the sibling preference provided in Superintendent’s Rule 6400, Magnet Programs.

GENERAL PUBLIC COMMENT

Mr. Michael Middleton stated that first grade parents would be affected by the revisions to Superintendent’s Rule 6400, Magnet Programs, in 2015-2016. He asked that the rule be placed on a future Board agenda so that parents could express their views.

Ms. Jill Griffin expressed concern over the changes to Superintendent’s Rule 6400 and the long term effects on the community. She does not understand why families in some neighborhoods are given priority placement while families in other neighborhoods are not.

Ms. Michele Calderon asked the Board to reconsider the changes to Superintendent’s Rule 6400. She also asked that the Board reconsider the “walker” status instead of using county resources to bus students to other schools.

Mr. Timothy Griffin stated that the magnet program should be expanded and not restricted. He asked the Board to reinstate the previous Superintendent’s Rule 6400 and allow kindergarten sibling and kindergarten priority placement.

Ms. Lily Rowe asked the Board to repeal the “walker” and sibling priority placement changes in Superintendent’s Rule 6400.
GENERAL PUBLIC COMMENT (cont)

Mr. Brian Trentler informed board members about other school systems in the nation that offer sibling priority placement. He asked the Board to reconsider Superintendent’s Rule 6400 regarding sibling priority placement.

Mr. Pat Crain, regional director for Imagine Schools, Inc., reviewed what he claimed to be “omissions,” and “discrepancies,” in the Imagine Discovery Charter School report to be presented to the Board later this evening.

Mr. Scott French asked the Board to reconsider the sibling priority placement and “walker” changes in Superintendent’s Rule 6400.

Ms. Jackie Turner stated that Imagine Discovery Charter School turned her child into an honor roll student. She hopes that the Board would not make a decision based upon tonight’s report.

Mr. Matthew Martino stated that the sibling priority placement change in Superintendent’s Rule 6400 would affect his family.

SUPERINTENDENT’S REPORT

Dr. Dance reported that the school system’s Maryland School Assessment (MSA) results were released today and that overall student performance continues to be strong. He noted that Rodgers Forge Elementary School achieved 100% in every subgroup.

Dr. Dance stated that the school system is no longer required to allow students to transfer out of Title I schools. Those students already part of the Title I program will continue to complete their careers in that school. Transportation for Title I students will continue for the 2012-2013 school year.

Dr. Dance noted that the superintendent’s transition team and entry plan updates are available on the Web site.

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:
PRESIDENT’S REPORT (cont)

Welcoming Dr. Dance – Mr. Schmidt officially welcomed Dr. Dance to Baltimore County Public Schools.

Issue: Financial Disclosure Form – There have been some questions relative to Policy 8364, Financial Disclosure Statements. The Board will receive a full report from the Policy Review Committee this evening.

Principals’ Academy – The Board had an opportunity to meet principals and hear the issues.

Mays Chapel Project – The Building and Contracts Committee received a report earlier this evening, and the community will be kept abreast of the schedule and project.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Dance recognized the administrative appointments from the June 12, 2012, Board meeting.

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SARAH K. CHAME MARTINEZ</td>
<td>Teacher/Spanish</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2012)</td>
<td>Woodlawn High School</td>
<td>Catonsville Middle School</td>
</tr>
<tr>
<td>SAMUEL A. WYNKOOP</td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2012)</td>
<td>Sparrows Point High School</td>
<td>Sparrows Point High School</td>
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ELECTION OF OFFICERS FOR SCHOOL YEAR 2012-2013

Dr. Dance presided during the election of the president of the Board of Education of Baltimore County. Dr. Dance asked for nominations for the office of president. Mr. Janssen nominated Mr. Schmidt. There being no further nominations, Dr. Dance closed the nominations for the office of president. The motion to select Mr. Schmidt was passed (favor-9; opposed-1; abstained-1). Mr. Coleman opposed the nomination. Ms. Johnson abstained from voting.
ELECTION OF OFFICERS FOR SCHOOL YEAR 2012-2013 (cont)

Mr. Schmidt assumed the chair and requested nominations for the office of vice president of the Board of Education. Mr. Parker nominated Ms. Roddy. There being no further nominations, Mr. Schmidt closed the nominations for the office of vice president. The motion to elect Ms. Roddy as vice president of the Board of Education was passed (favor-8; abstained-3). Mr. Coleman, Mr. Janssen, and Ms. Johnson abstained from voting.

OLD BUSINESS

Board of Education Policies

The Board Policy Committee, represented by Mr. Coleman, recommended approval of eleven policies. This is the third reading.

The Board approved the proposed changes to Policy 3160 (favor-9; opposed-2). Ms. Bright Gordon and Mr. Janssen opposed this item.

- Proposed Changes to Policy 3160 – NON-INSTRUCTIONAL SERVICES: Risk Management-School-Sponsored Activities

The Board approved the following proposed policies (favor-11):

- Proposed Deletion of Policy 4302 – PERSONNEL: Professional Staff-Tenure and Non-Tenure
- Proposed Changes to Policy 6800 – INSTRUCTION: Field Trips and Foreign Travel
- Proposed Changes to Policy 8210 – INTERNAL BOARD POLICIES: Organization-Board Officers-Election and Terms of Office
- Proposed Changes to Policy 8222 – INTERNAL BOARD POLICIES: Organization-Secretary-Treasurer
- Proposed Changes to Policy 8230 – INTERNAL BOARD POLICIES: Organization-Orientation of New Board Members
- Proposed Changes to Policy 8250 – INTERNAL BOARD POLICIES: Organization-Board Member Attendance
- Proposed Changes to Policy 8260 – INTERNAL BOARD POLICIES: Organization-Authority of Individual Board Members
- Proposed Changes to Policy 8270 – INTERNAL BOARD POLICIES: Organization-Board Committees
- Proposed Changes to Policy 8280 – INTERNAL BOARD POLICIES: Organization-Memberships
PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Parker, the Board approved exhibit L, Transfers (Copy of the exhibit is attached to the formal minutes).

On motion of Mr. Janssen, seconded by Mr. Uhlfelder, the Board approved exhibit M, Retirements (Copy of the exhibit is attached to the formal minutes).

On motion of Mr. Janssen, seconded by Ms. Roddy, the Board approved exhibit N, Resignations (Copy of the exhibit is attached to the formal minutes).

On motion of Mr. Janssen, seconded by Mr. Coleman, the Board approved exhibit O, Leaves of Absence (Copy of the exhibit is attached to the formal minutes).

On motion of Mr. Janssen, seconded by Mr. Uhlfelder, the Board approved exhibit P, Deaths (Copy of the exhibit is attached to the formal minutes).

On motion of Mr. Janssen, seconded by Mr. Parker, the Board approved exhibit Q, Administrative Appointments (Copy of the exhibit is attached to the formal minutes).

PROPOSED BCPS ORGANIZATION FOR 2012-2013

Mr. Janssen moved to approve the proposed Baltimore County Public Schools’ (BCPS) organization. The motion of seconded by Ms. Roddy.

The Board approved the proposed Baltimore County Public Schools’ organization, as presented in exhibit R (favor-11).

PLAYGROUND EQUIPMENT AT WESTCHESTER ELEMENTARY SCHOOL

Ms. Verletta White, Assistant Superintendent of Elementary Schools, Zone 3, stated that the playground equipment at Westchester Elementary School is being purchased with donations from parents, friends, and families of the Catonsville community. All donations were given freely to the Playground Improvement Fund. Westchester Elementary School opened in 1998, and had a designated playground. In 2003, Baltimore County Department of Recreation and Parks worked with BCPS facilities to install six play items. In 2011, only one of those items remains standing.

On motion of Mr. Bowler, seconded by Mr. Uhlfelder, the Board approved the playground equipment at Westchester Elementary School as presented in exhibit S (favor-11).
FLAGPOLE AT TOWSON HIGH SCHOOL’S ATHLETIC FIELD

Dr. Edward Newsome, Jr., Assistant Superintendent of High Schools, stated that the flagpole at Towson High School’s athletic field is being erected with monies privately funded through the Towson Sports Boosters Club, Inc. The evaluation of the flagpole will be based on it meeting all applicable electrical and structural codes associated with the installation process.

On motion of Mr. Parker, seconded by Mr. Coleman, the Board approved the installation of the flagpole at Towson High School’s athletic field as presented in exhibit T (favor-11).

PROMETHEAN BOARDS AT RODGERS FORGE ELEMENTARY SCHOOL

Ms. White stated that the PTA has raised funds through its annual fundraising event, Tech Trek, to purchase and install 20 Promethean boards with attached projectors and two ActivPanels at Rodgers Forge Elementary School. The promethean boards will be mounted over existing chalk boards in the classrooms.

On motion of Mr. Uhlfelder, seconded by Mr. Coleman, the Board approved the purchase and installation of promethean boards at Rodgers Forge Elementary School as presented in exhibit U (favor-11).

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Parker, recommended approval of items 1-8 (exhibit V).

The Board approved these recommendations.

1.  JNI-730-11 Contract Modification and Extension: Preliminary Scholastic Achievement Test – National Merit Scholarship Qualifying Test (PSAT/NMSQT)
2.  JMI-624-12 Adhesive Whiteboard Material, Multimedia Boards, and Associated Installation Services
3.  JMI-602-13 Microcomputer Hardware, Personal Computers, Laptops, Servers, and Related Peripherals
4.  MWE-840-13 Technology Systems Integration
5.  RGA-101-13 Virtual Learning Support
6.  PCR-253-12 Vehicle Auction Services
7.  JMI-605-13 Verizon Services – Dundalk and Sollers Point High Schools
8.  MWE-813-12 Request for Approval: Energy Performance Contracting
BUILDING AND CONTRACT AWARDS (cont)

Mr. Janssen stated that following the Mays Chapel presentation provided to the Building and Contracts Committee earlier, several individuals spoke to him about the bus and car loop and entrance into the school. Mr. Janssen recommended that a traffic engineer review and provide a recommendation to the Board for placement of the entrance into the new school. Mr. Michael Sines, Executive Director of Physical Facilities, stated that the access point comes up multiple times and that the school system will conduct a thorough analysis of the placement of the entrance.

Mr. Bowler expressed concern over the bus loop and buses having ample space to back up. Mr. Sines stated that the presentation is a schematic design only. When buses enter the school there will be a loop where the buses would turn and be placed at an angle so that buses would not have to back up.

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 8312 – INTERNAL BOARD POLICIES: Operations-Public Meetings
   - Proposed Deletion of 8313 – INTERNAL BOARD POLICIES: Operations-Meeting: Notice
   - Proposed Changes to Policy 8320 – INTERNAL BOARD POLICIES: Operations-Final Action by the Board

B. **Report on the Review of Board of Education Policy 8364** – Mr. Coleman reported that the Policy Review Committee members discussed this matter in May and again in June of 2012, at the request of the Board President, to determine whether the financial disclosure requirements for employees should differ from those for Board members. The committee members have again recommended that no changes be made to Policy 8364 concerning financial disclosure for employees. After additional discussion of this issue, the Committee’s recommendation has not changed.
Mr. Janssen asked how the committee arrived at which employees were to complete the financial disclosure form. Mr. Coleman responded that the committee discussed the issue in length and was informed that principals handle an operating budget and make purchasing decisions.

Mr. Schmidt asked whether the committee had reviewed financial disclosure forms from other school systems. Mr. Uhlfelder responded that he does not believe that the committee needs to review other school systems’ disclosure forms. Mr. Uhlfelder stated that principals have been required to complete the financial disclosure forms for years. The question is whether the new form is intrusive. Mr. Uhlfelder believes that the new form is not intrusive. Mr. Parker and Mr. Moniodis concurred with Mr. Uhlfelder.

Ms. Bright Gordon exited the room at 9:07 p.m.

Mr. Schmidt stated that the biggest objection he heard from principals was the issue around real estate disclosure. Mr. Uhlfelder suggested that the form be examined line by line when the policy is scheduled to come to the committee for any future review.

Ms. Bright Gordon re-entered the room at 9:09 p.m.

Mr. Collins stated that the requirement was reasonable, given that principals are public employees.

Ms. Johnson exited the room at 9:11 p.m.

C. Fiscal Year 2014 Operating and Capital Budget Schedules – Ms. Barbara Burnopp, Chief Financial Officer, outlined the FY 2014 operating and capital budget schedules for the upcoming school year. Ms. Burnopp noted that the books with the FY2013 Adopted Operating Budget would be provided to Board members prior to the next Board meeting.

Ms. Johnson re-entered the room at 9:13 p.m.

D. Update on Imagine Discovery Charter School – Ms. Patricia Lawton, Assistant Superintendent of Elementary Schools, Zone 2, and Ms. Kathleen McMahon, Executive Director of Special Programs, PreK-12, reported on the achievement of students attending Imagine Discovery Charter School (IDCS). The achievement data included in the report is from the 2010-2011 school year. The report included:
WORK SESSION REPORTS (cont)

- History of IDCS
- Percentage of students receiving free and reduced-price meals (FARMs) and special education services
- Curriculum and Assessments – Core Knowledge is the curriculum and the Stanford Achievement Test (SAT) series, Tenth Edition, is used to assess student progress.
- MSA results in reading and math.
- SAT 10 reading and math comparisons.

Ms. Bright Gordon and Mr. Bowler exited the room at 9:15 p.m.

Mr. Bowler re-entered the room at 9:17 p.m.

Mr. Collins asked how IDCS students’ scores compare to students’ scores in the surrounding area. Ms. McMahon responded that Appendices B and C of the report provide the information about the neighborhood schools.

Ms. Lawton addressed performance on the MSA as compared to other Baltimore County public schools:

- Elementary reading – 80.60% IDCS while system wide 90.30% are proficient or advanced
- Middle reading – 75.30% IDCS while system wide 83.20% are proficient or advanced
- Elementary math – 68.1% IDCS while system wide 88.70% are proficient or advanced
- Middle math – 42.50% IDCS while 72.70% are proficient or advanced

Mr. Schmidt asked whether the underachievement of IDCS students in math is the result of a different math program. Ms. Lawton responded that IDCS does not employ the same curriculum as other Baltimore County public schools; however, IDCS curriculum does align with the Maryland State curriculum.

Mr. Coleman asked whether professional development was also offered to IDCS staff, with Ms. Lawton responding affirmatively. Mr. Coleman asked whether supervisors could visit IDCS and observe classes and offer assistance. Ms. Lawton responded that it would be difficult because the curriculum is different. Mr. Coleman asked whether this information in the report provided to IDCS staff. Dr. Dance responded that this information will be shared with IDCS staff and that a follow-up report with recommendations would come to the Board in August.
WORK SESSION REPORTS (cont)

Mr. Bowler asked which math program is being used at IDCS and how is it being taught.

Mr. Janssen asked whether IDCS had violated any special education requirements. Ms. Lawton responded that the Office of Special Education has been working with IDCS to resolve any compliance issues.

Mr. Coleman stated that he had visited IDCS and observed several classrooms and believes that the classroom instruction needed improvement.

Ms. Johnson asked whether gifted and talented students were identified at IDCS. Ms. Lawton responded that IDCS has opted not to identify gifted and talented students. Ms. Johnson asked whether staff at IDCS believes in identifying gifted and talented students. Ms. McMahon responded that no data was entered into STARS for gifted and talented students at IDCS.

Ms. Johnson requested additional information on IDCS percentage of suspensions in a future report.

Ms. Roddy stated that it would be helpful to the Board to include previous data to understand trends.

Mr. Uhlfelder asked whether staff was addressing the enrollment increase. The charter agreement states that enrollment would not exceed 660; however, the projected enrollment is 704. Ms. McMahon responded that IDCS would like to increase the enrollment to 704.

Mr. Schmidt asked the Superintendent and staff to provide the Board with a more comprehensive look at IDCS. The report should include in-depth information on special education and how Core Knowledge relates to Common Core Standards.

INFORMATION

The Board received the following as information:

A. Revised Superintendent’s Rule 1110.1 (renumbered to 1120) – COMMUNITY RELATIONS: Communication with the Public -Copyright

B. Revised Superintendent’s Rule 1600 – COMMUNITY RELATIONS: Public Charter Schools
INFORMATION (cont)

C. Revised Superintendent’s Rule 3160 – NON-INSTRUCTIONAL SERVICES: Risk Management-School-Sponsored Activities

D. Revised Superintendent’s Rule 4101 – PERSONNEL: Conduct–Drug-Free Workplace

E. Revised Superintendent’s Rule 4302 – PERSONNEL: Professional Staff-Awarding and Maintaining Tenure

F. Revised Superintendent’s Rule 4303 – PERSONNEL: Professional Staff-Termination of Unsatisfactory Tenured Teachers

G. Deletion of Superintendent’s Rule 6202, Form E – INSTRUCTION: Copyright Permission Request

H. Revised Superintendent’s Rule 6800 – INSTRUCTION: Field Trips and Foreign Travel


J. Board of Education Policies Scheduled for Review in School Year 2012-2013

K. Policy Editing Conventions

L. Appeals and Hearings Handbook

M. Southeast Area Education Advisory Council Minutes of May 14, 2012

N. Northeast Area Education Advisory Council Minutes of June 13, 2012

ANNOUNCEMENTS

Mr. Schmidt made the following announcements:

• The Board of Education of Baltimore County will be meeting to conduct a retreat on Saturday, July 14, 2012, beginning at approximately 8:00 a.m., at Cockeysville Middle School. During this retreat, the Board will discuss the Superintendent’s specific leadership targets and explore opportunities to strengthen the Board’s governing capacity.

• The Board of Education will hold its next meeting on Tuesday, August 7, 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 7:00 p.m. The public is welcome to all open sessions.
ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 9:54 p.m.

Respectfully submitted,

S. Dallas Dance, Ph.D.
Secretary-Treasurer

/bls
The Board of Education of Baltimore County, Maryland, met in open session for a retreat on Saturday, July 14, 2012, at 8:06 a.m. at Cockeysville Middle School. President Lawrence E. Schmidt, Esquire and the following Board members were present: Cornelia Bright Gordon, Esquire, Mr. Rodger C. Janssen, George J. Moniodis, H. Edward Parker, Ms. Valerie A. Roddy, and Mr. David Uhlfelder. In addition, Dr. S. Dallas Dance, Superintendent of Schools; Mr. Kevin Hobbs, Deputy Superintendent; Ms. Michele Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Margaret-Ann F. Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; Ms. Brenda Stiffler, Administrative Assistant to the Board; and representatives of community were present.

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

Mr. Doug Eadie, founder and president of Doug Eadie and Company, explained how the Board could build a higher-impact governing body, develop a strong board-superintendent partnership, and create a strategic management direction.

Board member, Mr. Michael J. Collins, entered the room at 8:11 a.m.

At 8:31 a.m., Board members and staff were divided into three breakout groups. The groups discussed the top five issues for each area. The groups then reported on their discussions as follows:

A. Superintendent’s CEO Leadership Targets: Internal Educational Leadership and Management

Framework for Teaching and Learning
- School/office capacity
- Talent Management: Leadership
- Continuous Improvement: Review of program and processes
- Internal communications
- Grow our own leaders
- Use of student performance data
- Talent Management: recruit, retain, and hold accountable
- Review process transparency
Internal Issues
• School capacity
• Curriculum outputs
• Review existing programs
• Evaluate/assess top staff
• Student outcomes
• Office sites
• Charter schools
• Instructional philosophy and delivery
• Instructional technology

Board of Education Assistance
• Deliberate succession planning

Challenges
• Institutional culture
• Unknown federal and state mandates (unfunded)
• Smaller cadre of experienced leadership

B. Superintendent’s CEO Leadership Targets: External Relations

Media
• Fairness
• Responsiveness

Business Community
• Increase the number of community partners
• High-quality schools

Employee Groups/Unions
• Cooperation

Higher Educational Partners
• Highly-qualified teachers
• Equipped students

Government (all levels)
• Money
• Accountability

Superintendent’s Steps
• Communicate, communicate, communicate
• Extensive public appearances
• Clear and concise messages
• Involve staff and Board in messaging (preparedness)
• Build strong relationships
• Accountability
• Transparency
• Open door policy

C. Building a Rock-Solid Board-Superintendent Partnership

Communication
• Formal or informal
• Local or systemwide
• Public communication
• Friday Letter
• Productive partnership
• Reports – Specific or General

Summary
• Trust
• Communication
• Respect

At 11:54 a.m., the Board adjourned for a brief lunch recess.

At 12:24 p.m., the Board reconvened the retreat with a PowerPoint presentation from Mr. Eadie. The presentation included topics involving:

➢ High-Impact Governing
➢ Strategic Governing Teams
➢ Updating the Board’s Governing Work and Processes
➢ Well-Designed Governing Committees
  o Planning and Development
  o Performance/Oversight Monitoring
  o External/Stakeholder Relations

Mr. Parker exited the room at 1:37 p.m.

Dr. Dance noted that the current Board work would not change; however, the structure would. Mr. Schmidt stated that a majority of the Board’s functions may be restructured. The Board would have to streamline what goes into each committee.
Following the presentation, the Board convened in the three breakout groups. The groups reported and discussed the top five issues for each area, and reported as follows:

D. Strengthening Board Planning Work

Values
- Equality for all students
- Continuous improvement
- Maintaining quality
- Treating each other with respect
- Pursuit of excellence
- Strong work ethic
- Doing what is in the best interest of all students
- Safe environment
- Address problems head on
- Ethical behavior

Strengthen Involvement
- Pre-budget operation issues
- Work sessions must be meaningful
- Increase Board input on agenda
- Define front-end critical operating issues
- Cost implications of policy changes
- Board members needs to ask in-depth questions

Input on Budget
- Use of work sessions
- Set priorities
- Staff should solicit Board members’ comments
- Pre-budget guidance on critical issues

E. Strengthening Board Performance Monitoring and External Relations

Educational Performance
- Teacher/principal/central office
- Ongoing two-way feedback
- Continuous Improvement
- Support and provide resources to staff
- Programmatic evaluation

Board Performance Reports
- Overall performance reports are thorough
- Include all data to show trends/patterns
- Hear from teachers, administrators, executive staff
Board Reports on Financial Performance
- Continue doing what we have been doing
- School level funding information
- How are funds allocated
- How are funds actually spent

Additional Information
- Possible third party survey of the public and elected officials (perception would be helpful for new superintendent)
- 360 degree evaluation feedback

Baltimore County Public School (BCPS) seen by public as:
- Accountable

Board of Education wants to be seen as:
- Focused and effective team
- Responsive to issues and concerns
- Accountable for student achievement
- Answering to the community in timely fashion

Steps to Promote BCPS Image
- “At-A-Glance” tri-fold
- Visibility
- Simply listen
- Align schools in area with Board member
- Grass roots advocacy program

F. Strengthening Board Self-Management

Composition
- Non-educators
- Legal
- Business
- Financial
- Racial/gender ethnic-diversity
- Geographically diverse
- Parent representation
- Diverse maturity
Expectations
- Attendance at Board/committee meetings
- Active engagement
- Adherence to norms
- Attend high priority events
- Professional conduct
- Prepared - homework

Interaction Guidelines
- Police ourselves
- Hold ourselves accountable to norms

Steps to Creating “Teams”
- Establish clear communication mechanisms
- Establish “right” norms
- Periodic self assessment
- Ownership
- Individual/group recognition
- Capitalize on positive

Board/Staff Interaction
- Mutual respect
- Access to Board members
- Chain of command
- Parent concern (Ombudsman)
- Respect confidentiality

Mr. Collins exited the room at 3:12 p.m.

Based upon the discussion of each group, Mr. Eadie will provide a final report to the Board and Superintendent for review.

The retreat ended at 4:00 p.m.

Respectfully submitted,

___________________
S. Dallas Dance
Secretary-Treasurer
/bls
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<thead>
<tr>
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<th>FROM</th>
<th>TO</th>
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<td><strong>CARISA J. BOWMAN</strong></td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
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<td>(Effective August 8, 2012)</td>
<td>Battle Monument School</td>
<td>Stoneleigh Elementary School</td>
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<td><strong>KENNETH T. DICKSON</strong></td>
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## BALTIMORE COUNTY PUBLIC SCHOOLS
### TOWSON, MARYLAND 21204

**August 7, 2012**

### RETIREMENTS

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BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

August 7, 2012

RETIREMENTS

Addendum

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<tr>
<th>NAME</th>
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<td>Donald Peccia</td>
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## RESIGNATIONS

### ELEMENTARY – 24

**Baltimore Highlands Elementary School**  
Amanda L. Kingeter, 06/30/12, 3.0 yrs.  
Grade 4

Meghan Pergolis, 06/30/12, 3.0 yrs.  
Special Education – Inclusion

Shoni N. Wolfson, 06/30/12, 9.0 yrs.  
Grade 4

**Berkshire Elementary School**  
Amanda J. Frisch, 06/30/12, 2.0 yrs.  
Music - Instrumental

**Dundalk Elementary School**  
Kathleen M. Shaw, 06/30/12, 11.0 yrs.  
Grade 2

Lindsay M. Sullivan, 06/30/12, 8.0 yrs.  
Grade 1

**Edgemere Elementary School**  
Sara S. Rowan, 06/30/12, 6.0 yrs.  
Grade 5

**Featherbed Lane Elementary School**  
Alicia R. London, 06/30/12, 5.0 yrs.  
Grade 1

Kelly A. Pendergast, 06/30/12, 5.0 yrs.  
Grade 4

**Fort Garrison Elementary School**  
Katie E. Wright-Sabbatino, 06/30/12, 6.0 yrs., 8.0 mos.  
Grade 2

**Glyndor Elementary School**  
Amber R. Harris, 06/30/12, 2.0 yrs.  
Grade 5

**Halethorpe Elementary School**  
Katherine M. McCarthy, 06/30/12, 6.0 yrs.  
Speech Language Pathologist

### Halstead Academy

Kim E. Tritch, 06/30/12, 8.0 yrs.  
Resource Teacher

### Hawthorne Elementary School

Jessica E. Myers, 06/30/12, 5.0 yrs.  
Grade 3

### Imagine Discover Elementary Charter School

Kasey N. Kennedy, 06/30/12, 3.0 yrs.  
Grade 3

### Johnnycake Elementary School

Katherine V. Hoefert, 06/30/12, 10.0 yrs.  
Grade 5

### Mars Estates Elementary School

Lisa M. Geary, 06/30/12, 8.0 yrs.  
Speech Language Pathologist

### Norwood Elementary School

Ashley K. Rose, 06/30/12, 6.0 yrs.  
Grade 3

### Owings Mills Elementary School

Christine M. Baum, 06/30/12, 19.0 yrs.  
Grade 2

### Sandy Plains Elementary School

Jennifer N. Pfeiffer, 06/30/12, 8.0 yrs.  
Grade 3

### Winfield Elementary School

Kimberly E. Farnham, 06/30/12, 1.0 yr., 1.0 mo.  
Special Education – Self-Contained

Kathryn E. Pilarski, 06/30/12, 4.0 yrs.  
Grade 1
**SECONDARY – 28**

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<td>Morgan</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Woodlawn High School</td>
<td>Jacqueline B. Means</td>
<td>06/30/12</td>
<td>5.0 yrs</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CENTRAL OFFICE – 3

Eastern Family Resource Center
Emily A. Miller, 06/30/12, 2.0 yrs.
Speech Language Pathologist

Relay Elementary School
Anne M. Mehall, 08/24/12, 15.0 yrs., 8.0 mos.
Assistant Principal

Special Education
Dr. Shaunta Lindsey, 07/30/12, 2.0 yrs., 9.0 mos.
Coordinator

Stoneleigh Elementary School
Lindsey W. Caccavale, 07/23/12, 3.0 yrs.
Assistant Principal

Title I Office
Dr. Kendra V. Johnson, 07/09/12, 14.0 yrs.
Coordinator

ADMINISTRATORS – 4

Deer Park Middle Magnet School
Thelma N. Tucker-Smith, 07/21/12, 6.0 yrs.
Assistant Principal

Hawthorne Elementary School
Susan S. Vohrer, 08/02/12, 19.0 yrs.
Assistant Principal

SEPARATION FROM LEAVE – 3

Dianna L. DiGregorio, granted Child Rearing Leave, 07/07/10-07/17/12, resigning 06/30/12, 8.0 yrs.

Julie M. Hess, granted Child Rearing Leave, 09/11/11-09/18/12, resigning 06/30/12, 7.0 yrs.

Janine C. Ryan, granted Unusual and Imperative Leave, 07/01/11-06/30/12, resigning 06/30/12, 15.0 yrs.
Baltimore County Public Schools
Towson, Maryland 21204

August 7, 2012

Resignations

Addendum

Distribution and Print Services
Phyllis T. Reese, 08/1/12, 2.8 yrs.
Distribution and Print Services Specialist
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

August 7, 2012

LEAVES

KRISTIN Y. CORNEAU – (Elementary) – Powhatan Elementary School
Effective July 1, 2012 through June 30, 2013

MARIA F. CRAWFORD – (Elementary) – Seventh District Elementary School/Prettyboy Elementary School
Effective June 30, 2012 through June 30, 2013

JORDON D. EANET – (Elementary) – Deer Park Elementary School
Effective August 20, 2012 through June 30, 2013

HEATHER R. HANNA-LEVERETT – (Special Education) – Patapsco High School
Effective August 1, 2012 through August 1, 2013

MICHELLE L. HARRIS – (Special Education) – Lansdowne High School
Effective July 23, 2012 through July 23, 2014

LINDSAY Y. MCDERMOTT – (Elementary) – Baltimore Highlands Elementary School
Effective September 10, 2012 through September 10, 2014

ALLISON C. SHALOM – (Elementary) – Campfield Early Childhood Learning Center
Effective July 4, 2012 through July 4, 2013

SARAH K. SHELTON – (Elementary) – Sussex Elementary School
Effective August 26, 2012 through August 26, 2013

MARC J. SOMMERVILLE – (Paraeducator) – Franklin High School
Effective July 1, 2012 through June 30, 2013

SARA STOKVIS-BAFFOUR – (Mathematics) – Deep Creek Middle School
Effective August 9, 2012 through August 9, 2014

STEPHANIE A. VALENTINE – (English) – Dundalk Middle School
Effective January 14, 2013 through April 29, 2013

ALANA R. VICKERY – (Speech Language Pathologist) – Chatsworth School
Effective August 19, 2012 through August 19, 2013

KACIE N. WATTS – (Elementary) – Chatsworth School
Effective October 2, 2012 through October 2, 2014

JACQUELINE M. WHITELEY – (Elementary) – Logan Elementary School
Effective August 20, 2012 through June 30, 2013
August 7, 2012

DECEASED

The Board gratefully acknowledges the service of the employee listed below:

Kathleen J. Cubbage
Programmer
Technology/Information Systems Management
June 7, 2012
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

SUBJECT: CONSIDERATION OF THE AREA EDUCATION ADVISORY COUNCIL (AEAC) COORDINATOR

PRESENTERS: Lawrence E. Schmidt, Esq., Board President

RESOURCE PERSONS:

RECOMMENDATION

That the Board of Education approves the reappointment of Jasmine Shriver as the Area Education Advisory Council (AEAC) Coordinator for two years beginning August 2012.

In accordance with Board of Education Policy 1230, the AEAC Coordinator shall be eligible for two reappointments. Ms. Shriver was appointed by the Board as AEAC Coordinator in August 2008 and reappointed in August 2010.

*****
# BALTIMORE COUNTY PUBLIC SCHOOLS
## TOWSON, MD
### RECOMMENDED APPOINTMENTS

**August 7, 2012**

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELIZABETH M. AITKEN</strong></td>
<td>Director of Curriculum, Assessment, Program Review and Development, Baltimore City Community College</td>
<td>Executive Director, Liberal Arts</td>
</tr>
<tr>
<td>(Effective August 8, 2012)</td>
<td></td>
<td>(Replacing Sonja Karwacki, transferred to Assistant Principal, Charlesmont Elementary School)</td>
</tr>
<tr>
<td><strong>CHRISTIAN ANDERSON</strong></td>
<td>Assistant Principal, Montgomery County Public Schools, Sligo Middle School</td>
<td>Coordinator, Department of Liberal Arts, AVID/College Board</td>
</tr>
<tr>
<td>(Effective August 8, 2012)</td>
<td></td>
<td>(Replacing Jessie Douglas, retired)</td>
</tr>
<tr>
<td><strong>AMY L. DANILLER</strong></td>
<td>Teacher/Mentor, Halstead Academy</td>
<td>Assistant Principal, Middleborough Elementary School</td>
</tr>
<tr>
<td>(Effective August 8, 2012)</td>
<td></td>
<td>(Replacing Katherine Miller, transferred to Assistant Principal, Hawthorne Elementary School)</td>
</tr>
<tr>
<td><strong>GLORIA DEFONTES</strong></td>
<td>Administrative Assistant II, Department of Physical Facilities</td>
<td>Assistant Administrator, Operations</td>
</tr>
<tr>
<td>(Effective August 8, 2012)</td>
<td></td>
<td>(New Position)</td>
</tr>
<tr>
<td><strong>D. MYCHAEL DICKERSON</strong></td>
<td>Executive Director of Policy, Communications and Outreach, Henrico County Public Schools</td>
<td>Chief Communications Officer</td>
</tr>
<tr>
<td>(Effective August 8, 2012)</td>
<td></td>
<td>(Replacing Phyllis Reese)</td>
</tr>
<tr>
<td><strong>KATHLEEN FOLEY</strong></td>
<td>Instructor, Johns Hopkins University</td>
<td>Supervisor, Department of Liberal Arts</td>
</tr>
<tr>
<td>(Effective August 8, 2012)</td>
<td></td>
<td>(Redirected position)</td>
</tr>
</tbody>
</table>
Recommended Appointments

KYLE L. MARTIN  
Teacher/Special Education  
Stemmers Run Middle School  
Assistant Principal  
Battle Monument School  
(Effective August 8, 2012)  
(Carisa Bowman, transferring to Assistant Principal, Stoneleigh Elementary School)

GEORGE D. MILLER  
Teacher/Crisis Interventionist  
Edmondson Heights Elementary School  
Assistant Principal  
Middle River Middle School  
(Effective August 8, 2012)  
(Replacing Kevin D. Roberts, transferring to Assistant Principal, Deer Park Middle Magnet School)

ALISON R. PARDALIS  
Social Worker  
Crossroads Center  
Pupil Personnel Worker  
Office of Pupil Personnel Services  
(Effective August 8, 2012)  
(Replacing Anna Messmer, retiring)

DEBRA A. PUESCHEL  
Teacher/Classroom  
Hernwood Elementary School  
Assistant Principal  
Relay Elementary School  
(Effective August 8, 2012)  
(Replacing Anne Mehall, resigning)

CECILIA R. SILVA  
Teacher/Resource  
Office of Gifted and Talented  
Assistant Principal  
Sandy Plains Elementary School  
(Effective August 8, 2012)  
(Replacing Karan Bevers, retired)
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED BALTIMORE COUNTY PUBLIC SCHOOLS NEGOTIATING TEAMS FOR 2012-2013

ORIGINATOR: Kevin A. Hobbs, Deputy Superintendent

RESOURCE PERSON(S): Alpheus Arrington, Director of Personnel
George Duque, Manager, Staff Relations

RECOMMENDATION

That the Board of Education of Baltimore County review and approve the proposed negotiating teams for the 2012-2013 year.

*****

Attachment: 2012-2013 BCPS Negotiating Teams
Board of Education of Baltimore County
Proposed Negotiating Teams for 2012-2013

AFSCME
- George Duque, Manager, Staff Relations*
- Patrick Fannon, Controller
- James Mitcherling, Director, Office of Transportation
- John Ander, Manager, Maintenance
- Penny Hobbs, Personnel Analyst

Consultants:
Chief Human Resources Officer
Jim Aldon, Manager, Employee Benefits
Ann Geisinger, Human Resources Officer

ESPBC
- George Duque, Manager, Staff Relations*
- Leah Metzger, Director, Office of Accounting and Payroll
- Tiffany Livingstone, Principal, Featherbed Elementary School
- Bridget Bushman, Personnel Analyst II

Consultants:
Chief Human Resources Officer
Maria Burgess, Leave Specialist
Nancy Briganti, Principal, Maiden Choice School
Ann Geisinger, Human Resources Officer

CASE
- George Duque, Manager, Staff Relations*
- Barbara Burnopp, Chief Financial Officer
- Dale Rauenzahn, Executive Director, Student Support Services
- Verletta White, Assistant Superintendent, Elementary Schools, Zone 3

Consultants:
Chief Human Resources Officer
Alpheus Arrington, Director, Personnel
Frances Allen, Manager, Personnel Services
Jim Aldon, Manager, Employee Benefits

TABCO
- George Duque, Manager, Staff Relations*
- Jane Barranger, Principal, Towson High School
- Melissa DiDonato, Principal, Padonia International Elementary School
- Deborah Magness, Principal, Cockeysville Middle School
- George Sarris, Director, Budget and Reporting

Consultants:
Chief Human Resources Officer
Alpheus Arrington, Director, Personnel
Jim Aldon, Employee Benefits
Ann Geisinger, Human Resources Officer

* Lead negotiator and Board Spokesman
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

ORIGINATOR: Barbara Burnopp, Chief Financial Officer

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts  
Board Exhibit – August 7, 2012

1. **Contract Modification:** Measures for Academic Progress (MAP) for Primary Grades (Adams 12 Five Start School, Adams County, CO)

   **Contract #:** RGA-131-12

   **Term:** 4 mos.  
   **Extension:** N/A  
   **Contract Ending Date:** 6/30/2013

   **Estimated contract authority:** $116,200  
   **Estimated modification amount:** $239,150  
   **New estimated total contract authority:** $355,350

**Board meeting date:** August 7, 2012

**Description:**

On March 6, 2012, the Board approved a contract for a 15,000-student pilot with onsite professional development workshops, administrator and district office training, and technical support across all levels of the system. This pilot was successfully completed last spring. BCPS would now like to expand this pilot assessment program to an additional 39 schools across all levels.

In response to the school system’s need for additional student achievement data K-11, BCPS will work with a Web-based assessment called MAP. This assessment program will be used to provide critical information on students that are new to BCPS as well as provide data on current students to ensure they are meeting the benchmarks to be college and career ready. Teachers will be able to respond to learning deficits in a timely and strategic way based on student results. The assessments are aligned to the Maryland state core curriculum standards. Reports on student achievement will be available at the system, school, and teacher levels. The MAP assessment data may be used to inform on the articulation of students from grade to grade and school to school. Parents may also receive achievement reports. Because the assessment also measures growth, it may be used as one of multiple measures in the new teacher evaluation.

The assessment will be given three times a year. The assessment is computer based and takes approximately 50 minutes. The schools were identified through feeder patterns to take advantage of the availability of data from elementary to middle school and middle school to high school.

Section §5–112 of the Education Article of the Annotated Code of Maryland subparagraph (a) (3) states that, “…except as provided in subsection (e) of this section, a county board’s participation in contracts for goods or commodities that are awarded by other public agencies or by intergovernmental purchasing organizations if the lead agency for the contract follows public bidding procedures.” Further, the Education Article § 4-123 Cooperative administration of programs (a) (1) states a “county board may enter into an agreement for the cooperative or joint administration of programs with one or more: (i) County boards; (ii) Other educational
institutions or agencies; and (iii) Boards of county commissioners or county councils.” In § 13-110 of the State Finance and Procurement Article, “Subject to § 12-107 of this article, whenever a primary procurement unit procurement officer determines that it is in the best interest of the State to sponsor or participate in an intergovernmental cooperative purchasing agreement, with the approval of the unit head and subject to any other approval required by law, the primary procurement unit may become a party to or participate under the agreement.”

**Recommendation:**

Award of contract modification is recommended to:

Northwest Evaluation Association  Portland, OR

**Responsible school or office:** Office of the Deputy Superintendent

**Contact person:** Kevin Hobbs

**Funding source:** Race to the Top grant and operating budget
2. **Contract Modification:** Scheduler’s Trainer – Contractual  
   **Contract #:** JNI–719–09  
   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** 6/30/14  
   **Estimated contract authority:** $ N/A  
   **Board meeting date:** August 7, 2012  

**Description:**

On June 15, 2010, the Board approved an extension to this contract through June 30, 2014. A modification is now required to approve the new replacement scheduler trainer after the retirement of the original scheduler trainer. The consultant will continue to provide training to new principals and schedulers; additional duties include, but are not limited to, assisting schools with new schedulers and providing on-going professional development and technical support to schools on an as-needed basis.

**Recommendation:**

Award of contract modification is recommended to:

- **Caroline Lapan** Baltimore, MD
  
**Responsible school or office:** Department of Professional Development

**Contact person:** William S. Burke

**Funding source:** Operating budget
3. **Contract Extension:** Cohort – Associate of Arts Degree in Business Administration  
   **Contract #:** RGA-943-12  
   **Term:** 5 years  
   **Extension:** 1 year  
   **Contract Ending Date:** 12/31/18  
   **Estimated contract authority:** $ N/A  
   **Board meeting date:** August 7, 2012  

**Description:**  
On July 11, 2011, the Board approved this contract. The contract needs to be extended to December 31, 2018, because of a delayed start date. Enrollment in this cohort is open to support services personnel with a maximum of 35 participants.  
There is a need to provide training that supports succession planning efforts by ensuring a well-educated and contemporary workforce by developing workplace communication and analytical skills to enhance cognitive abilities.

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

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

**Responsible school or office:** Department of Professional Development  
**Contact person:** William S. Burke  
**Funding source:** Operating budget
4. **Contract:** Autism Student Education Program Consultative Services to Designated Classroom at Campfield Early Learning Center

**Contract #:** RGA-102-13

**Term:** 1 year  **Extension:** N/A  **Contract Ending Date:** 7/1/13

**Estimated contract authority:** $70,000

- **Board meeting date:** August 7, 2012
- **Bid issued:** N/A
- **Pre-bid meeting date:** N/A
- **Due date:** N/A
- **No. of vendors issued to:** N/A
- **No. of bids received:** N/A
- **No. of no-bids received:** N/A

**Description:**

This contract consists of the provision of autism student education program consultative services to a single designated classroom at Campfield Early Learning Center. Consultation is to support the classroom staff in providing direct intervention to students and their families. Consultants will communicate with paraprofessionals, teachers, administrators, related services personnel, and special education office staff members regarding student programming. BCPS will designate an internal coach who will participate in half of all consultative sessions. Trellis Services, Inc., shall provide documentation of each case summary and advise staff on best-practice strategies. In addition, Trellis Services, Inc., will provide 60 hours of consultation for BCPS staff upon formal client referral for students with autism. At the end of the school year, the classroom will become a model classroom for serving students with autism for BCPS. The teacher, paraprofessional, administrators, and related services personnel at Campfield Early Learning Center will become trainers for other classrooms throughout the system in future years.

**Recommendation:**

Award of contract is recommended to:

Trellis Services, Inc.  
Hunt Valley, MD

**Responsible school or office:** Department of Special Programs

**Contact person:** Kathleen McMahon

**Funding source:** Operating budget/grant funds
5. **Contract:** Autism Student Education Program Consultative Services Partnership
   Classrooms at White Oak School

   **Contract #:** RGA-103-13

   **Term:** 1 year  **Extension:** N/A  **Contract Ending Date:** 7/1/13

   **Estimated contract authority:** $490,000

   **Board meeting date:** August 7, 2012
   **Bid issued:** N/A
   **Pre-bid meeting date:** N/A
   **Due date:** N/A
   **No. of vendors issued to:** N/A
   **No. of bids received:** N/A
   **No. of no-bids received:** N/A

   **Description:**

   This contract consists of education for students with autism. Students with autism require very specific interventions to meet with success in an academic setting. Currently, most of these individuals with more severe needs require a nonpublic school placement due to their significant issues with cognition, communication, social skills, and behavioral intervention. As our enrollment continues to increase for students who are on the autism spectrum, we must find creative, out-of-the-box ways to keep our students enrolled in our public schools.

   On November 8, 2011, the Board approved RGA-112-12 for Nonpublic Special Education Facilities of which the Trellis School was one of the award vendors. The contract now being brought forward relates to the continuation of specific special education services that apply only to the PreK-5 students at White Oak School.

   Type II educational programming (as identified by COMAR 13A.09.10.19) is a partnership where instruction shall be provided by a nonpublic school and the public school, either on the grounds of the nonpublic school or on the grounds of the public school, with the primary goal of integrating students into the public school instructional program to the greatest extent appropriate.

   The partnership classrooms will be located at White Oak School and will provide an educational program for elementary-age students with autism, in the least restrictive environment, who require a self-contained classroom setting. Students will have access to the BCPS curriculum and the expertise of the Trellis Program's applied behavior analysis and verbal behavior training. Trellis Services, Inc., will provide classroom staffing, related service providers, and administrative support for the program. There will be a primary classroom, which will serve preschool through Grade 2, and a secondary classroom, which will serve Grades 3 through 5. The physical facilities include a classroom space for natural environment teaching, one-on-one instruction, and small group instruction. Sensory motor equipment is also located within the classroom. The program also will utilize the cafeteria, library, playground, and gymnasium.
**Recommendation:**

Award of contract is recommended to:

Trellis Services, Inc.  
Hunt Valley, MD

**Responsible school or office:**  
Department of Special Programs

**Contact person:**  
Kathleen McMahon

**Funding source:**  
Operating budget/grant funds
6. **Contract:** Instrumental Music Instruments – Supply, Rental, Repair, and Service  
   **Contract #:** MWE-833-12

   **Term:** 3 years  
   **Extension:** 2 years  
   **Contract Ending Date:** 6/30/17  
   **Estimated contract authority:** $320,000

   **Board meeting date:** August 7, 2012  
   **Bid issued:** April 19, 2012  
   **Pre-bid meeting date:** April 30, 2012  
   **Due date:** May 10, 2012  
   **No. of vendors issued to:** 14  
   **No. of bids received:** 5  
   **No. of no-bids received:** 0

**Description:**

This contract consists of a price agreement for the rental and repair of musical instruments, as well as the purchase of various materials and supplies for the instrumental music program.

**Recommendation:**

Award of contract is recommended to:

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hess Music</td>
<td>Manchester, MD</td>
</tr>
<tr>
<td>Menchey Music Service, Inc.</td>
<td>Hanover, PA</td>
</tr>
<tr>
<td>Music and Arts</td>
<td>Frederick, MD</td>
</tr>
<tr>
<td>Stu’s Music Shop, Inc.</td>
<td>Westminster, MD</td>
</tr>
<tr>
<td>Washington Music Sales Center, Inc.</td>
<td>Wheaton, MD</td>
</tr>
</tbody>
</table>

**Responsible school or office:** Department of Special Programs

**Contact person:** Kathleen M. McMahon

**Funding source:** Operating budget
7. **Contract:** Transportation Services for Textbooks  
**Contract #:** RGA-103-13 (The Minnesota Service Cooperatives)

**Term:** 3 years  
**Extension:** N/A  
**Contract Ending Date:** 8/31/15  
**Estimated contract authority:** $500,000

**Board meeting date:** August 7, 2012

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

**Description:**

This contract consists of limited transportation services for the purpose of picking up and delivering textbooks for BCPS. The books will be picked up from the vendor and delivered to the BCPS Distribution Services’ warehouse before the beginning of each school year. Distribution Services will deliver to the individual campuses prior to the beginning of classes. Contracting for these services in this manner has saved BCPS over an estimated $900,000 since 2006.

Section §5–112 of the Education Article of the Annotated Code of Maryland subparagraph (a) (3) states that, “…except as provided in subsection (e) of this section, a county board’s participation in contracts for goods or commodities that are awarded by other public agencies or by intergovernmental purchasing organizations if the lead agency for the contract follows public bidding procedures.” Further, under the Education Article §4-123 Cooperative administration of programs (a) (1) states a “county board may enter into an agreement for the cooperative or joint administration of programs with one or more: (i) County boards; (ii) Other educational institutions or agencies; and (iii) Boards of county commissioners or county councils.” In §13-110 of the State Finance and Procurement Article, “Subject to §12-107 of this article, whenever a primary procurement unit procurement officer determines that it is in the best interest of the State to sponsor or participate in an intergovernmental cooperative purchasing agreement, with the approval of the unit head and subject to any other approval required by law, the primary procurement unit may become a party to or participate under the agreement.”
Recommendation:

Award of contract is recommended to:

K&K Express LLC, dba K2 Logistics  Eagan, MN

Responsible school or office:  Department of Fiscal Services
Contact person:  Barbara Burnopp
Funding source:  Operating funds
8. Contract: Web Hosting and Grade Book Application
   Contract #: PCR-246-12

   Term: 5 years     Extension: 5 years     Contract Ending Date: 8/31/22
   Estimated contract authority: $1,000,000

   Board meeting date: August 7, 2012
   Bid issued: January 19, 2012
   Pre-bid meeting date: N/A
   Due date: February 16, 2012
   No. of vendors issued to: 19
   No. of bids received: 2
   No. of no-bids received: 0

Description:

This contract consists of providing Web hosting for each school, teacher, class, department, and/or group in the system. These Web pages can be used to securely post information such as news, calendar events, homework assignments, video, audio, and graphics. The service includes secured login for staff, students, and parents/guardians to access only the information that relates to them. It provides a uniform layout for all district Web pages and improves communication with parents and the community, as updates to the Web site can be done without knowing programming languages.

The grade book functionality allows teachers to post and grade homework assignments. Students and parents, in turn, will be able to access information that is relevant to them. Two-way data exchange will occur between BCPS’ student information system and the grade book to minimize duplicate data entry of basic student information and grades.

Because 55 schools currently use another Web hosting platform and grade book, the implementation of this district-wide solution will be a phased approach. Schools that are currently under individual contracts will be converted over to SharpSchool by the end of the 2012-2013 school year.

Recommendation:

Award of contract is recommended to:

   Sharp School               Williamsville, NY

   Responsible school or office: Department of Technology

   Contact person: Camille B. Jones
Funding source: Operating budget

9. **Contract**: Roof Design and Construction Administration Services – Franklin High School
   **Contract #**: JNI-724-13

   **Term**: N/A  **Extension**: N/A  **Contract Ending Date**: N/A

   **Estimated annual award value**: $36,502
   **Estimated contingency amount**: $N/A
   **Estimated total award value**: $36,502

   **Board meeting date**: August 7, 2012

   **Description**:

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

   The roof for this school is in need of replacement, and approval will allow enough time for the architect’s design to be approved by the state in order for construction to start in the spring of 2013.

   **Recommendation**:

   Award of contract is recommended to:

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

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

   **Contact person**: Michael G. Sines

   **Funding source**: Capital budget
10. Contract: Roof Design and Construction Administration Services – Grange Elementary School
   Contract #: PCR-266-13

   Term: N/A   Extension: N/A   Contract Ending Date: N/A
   Estimated annual award value: $ 24,276
   Estimated contingency amount: $ N/A
   Estimated total award value: $ 24,276

   Board meeting date: August 7, 2012

Description:

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

The roof for this school is in need of replacement, and approval will allow enough time for the architect’s design to be approved by the state in order for construction to start in the summer of 2013.

Recommendation:

Award of contract is recommended to:

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

   Responsible school or office: Department of Physical Facilities
   Contact person: Michael G. Sines
   Funding source: Capital budget
11. **Contract:** Roof Design and Construction Administration Services – Hawthorne Elementary School  
**Contract #:** PCR-265-13

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
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</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$21,988</td>
<td>Estimated contingency amount:</td>
<td>$N/A</td>
<td>Estimated total award value:</td>
<td>$21,988</td>
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</tbody>
</table>

**Board meeting date:** August 7, 2012

**Description:**

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

The roof for this school is in need of replacement, and approval will allow enough time for the architect’s design to be approved by the state in order for construction to start in the spring of 2013.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**Contract #:** PCR-255-12

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$ 1,228,547</td>
<td>Estimated contingency amount:</td>
<td>$ 71,453</td>
<td>Estimated total award value:</td>
<td>$ 1,300,000</td>
</tr>
</tbody>
</table>

- **Board meeting date:** August 7, 2012
- **Bid issued:** May 17, 2012
- **Pre-bid meeting date:** May 29, 2012
- **Due date:** June 14, 2012
- **No. of vendors issued to:** 4
- **No. of bids received:** 1
- **No. of no-bids received:** 0

**Description:**

This project consists of the construction of new bleachers at the school stadium, a new press box, concrete access walk with retaining walls, railings between concession stand and new bleachers, and handicap parking spaces painting on the existing paved area.

**Recommendation:**

Award of contract is recommended to:

- Huntington and Hopkins, Inc. Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Quality Zone Academy Bond (QZAB)
Contract: New Stadium Bleachers – Owings Mills High School
Contract #: PCR-255-12

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huntington and Hopkins, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART A - Lump Sum Item</th>
<th>$748,568</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART B - Unit Price Lump Sum</td>
<td>$59,400</td>
</tr>
<tr>
<td>TOTAL BASE BID (PART A + PART B)</td>
<td>$807,968</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate No. 1 ADD: Proposed Stadium Bleachers Extensions on both sides of the Base Bid Stadium Bleachers.</th>
<th>$133,700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate No. 3 ADD: Installation of concrete walkway with valley gutter and retaining walls between proposed stadium bleachers and concession stand.</td>
<td>$277,379</td>
</tr>
<tr>
<td>Alternate No. 5 ADD: Painting of handicap parking spaces and wood bollards installation on existing paved area at the back of school building.</td>
<td>$9,500</td>
</tr>
</tbody>
</table>

Total $1,228,547
13. **Contract:** Roof Design and Construction Administration Services – Woodlawn High School  
**Contract #:** PCR-267-13

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A  
**Estimated annual award value:** $33,802  
**Estimated contingency amount:** $N/A  
**Estimated total award value:** $33,802

**Board meeting date:** August 7, 2012

**Description:**

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

The roof for this school is in need of replacement, and approval will allow enough time for the architect’s design to be approved by the state in order for construction to start in the summer of 2013.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

SUBJECT: CONSIDERATION OF THE CURRICULA PILOTS FROM 2011-2012 FOR SYSTEMWIDE IMPLEMENTATION IN 2012-2013

ORIGINATOR: Kevin A. Hobbs, Deputy Superintendent

RESOURCE PERSON(S): Roger Plunkett, Assistant Superintendent, Curriculum and Instruction
Kathleen McMahon, Executive Director, Special Programs
Dr. John Quinn, Executive Director, STEM

RECOMMENDATION

That the Board of Education approves full implementation of the following piloted curricula for school year 2012–2013 as presented to the Board’s Curriculum Committee:

Honors Economics and Public Issues
Gifted and Talented 6 Mathematics
Calculus
Pre-College Science
Project Innovation
Magnet Computer Science 1 and 2
Administration of Justice I
Administration of Justice II
Homeland Security Science
Homeland Security Science Research Methods & Applications

* * * * *
Attachment I: 2012-2013 Curricula Pilots from 2011-2012 for Systemwide Implementation (Chart)
Attachment II: Curriculum Pilot Evaluation, *Honors Economics and Public Issues*
Attachment III: Curriculum Pilot Evaluation, *Gifted and Talented 6 Mathematics*
Attachment IV: Curriculum Pilot Evaluation, *Calculus*
Attachment V: Curriculum Pilot Evaluation, *Pre-College Science*
Attachment VI: Curriculum Pilot Evaluation, *Project Innovation*
Attachment VII: Curriculum Pilot Evaluation, *Magnet Computer Science 1 and 2*
Attachment VIII: Curriculum Pilot Evaluation, *Administration of Justice I*
Attachment IX: Curriculum Pilot Evaluation, *Administration of Justice II*
### Curricula Pilots from 2011-12 for Systemwide Implementation

<table>
<thead>
<tr>
<th>Content Office</th>
<th>Curriculum Project Name</th>
<th>Classification: Minor Revision Major Revision New</th>
<th>Rationale: Why Pilot is Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td>Chinese 4</td>
<td>New</td>
<td>Continuation of sequence of Chinese language and culture. Using the AP exam as point from which to backward map, activities have been written to align with national standards. Piloted during the 2011-2012 school year with full implementation planned for 2012-2013. Professional development activities were planned and delivered for all BCPS Chinese teachers monthly during the school year.</td>
</tr>
<tr>
<td>World Languages</td>
<td>Latin 1, 2, 3</td>
<td>Major Revision</td>
<td>Revised: Activities have been revised and aligned with the national standards for world languages teaching and the current practice of teaching Latin as a living language. Piloted during the 2011-2012 school year with full implementation planned for 2012-2013. Monthly professional development sessions were provided to all Latin teachers to prepare them to implement the new curricula.</td>
</tr>
<tr>
<td>RELA</td>
<td>PreK-12</td>
<td>Minor Revision</td>
<td>As part of raising teacher awareness of the CCSS and to expose them to argumentative writing, created activities/essays for argument that could be implemented with the existing curriculum.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>High School Economics and Public Issues Honors</td>
<td>Major Revision</td>
<td>Course rewritten to include financial literacy unit that ensures that all BCPS students meet high school financial literacy requirements outlined in COMAR</td>
</tr>
<tr>
<td><strong>SPECIAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>High School Music for Life</td>
<td>Minor Revision</td>
<td>Curriculum activities were revised to update dated curriculum (©1999); to modify lesson delivery and implementation strategies; to infuse technology and 21st Century skills; and to reflect connection to local, state and national music education standards.</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>High School The Visual Arts Photography Program</td>
<td>Minor Revision</td>
<td>Revision - include digital photography studio experiences, update format and framework</td>
</tr>
<tr>
<td><strong>STEM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>GT 6 Mathematics</td>
<td>Major Revision</td>
<td>Changes to objectives and KSI's in AIM and activities in anticipation of systemwide implementation of GT6 Mathematics in 2012-2013. Piloted for two years due to additional revisions needed to draft curriculum.</td>
</tr>
<tr>
<td>Content Office</td>
<td>Curriculum Project Name</td>
<td>Classification: Minor Revision Major Revision New</td>
<td>Rationale: Why Pilot is Needed</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Math</td>
<td>Calculus</td>
<td>Major Revision</td>
<td>Changes to objectives and activities to align to common core and in anticipation of systemwide implementation. Curriculum revisions to the Calculus curriculum guide were made during a summer 2011 curriculum workshop. The purpose of revising the Calculus curriculum was to produce one curriculum guide, differentiated for Honors, AP Calculus 1/2 AB, and AP Calculus 3 BC. This revised draft guide provides alignment to the new topics from College Board and also aligns course offerings the University of Maryland Calculus sequence.</td>
</tr>
<tr>
<td>Math</td>
<td>Kindergarten Mathematics</td>
<td>Minor Revision.</td>
<td>This curriculum has been revised to align to the Maryland Common Core State Curriculum. One minor change was made to align to the Maryland CCSC.</td>
</tr>
<tr>
<td>Math</td>
<td>Alternative Education</td>
<td>Minor Revision</td>
<td>Reformatted the lessons in the existing curriculum to be delivered in 60 to 64 2-hour sessions (which is the timeframe available in the Evening High School program).</td>
</tr>
<tr>
<td>Science</td>
<td>Pre College Science</td>
<td>New</td>
<td>This science curriculum is designed to help students prepare to enter CCBC ready take credit bearing coursework</td>
</tr>
<tr>
<td>Technology</td>
<td>Project Innovation</td>
<td>New</td>
<td>Curriculum that is designed to help students interested in STEM take a creative idea from design to patent. In course one students help create APPs that educate. In course two they work on their own ideas</td>
</tr>
<tr>
<td>CTE</td>
<td>GT Engineering Technology</td>
<td>Minor Revision</td>
<td>Update of activities.</td>
</tr>
<tr>
<td>CTE</td>
<td>Computer Science Magnet Program</td>
<td>New</td>
<td>Magnet Course. Course Approval forms have been submitted.</td>
</tr>
<tr>
<td>CTE</td>
<td>Adm. of Justice I</td>
<td>New</td>
<td>CTE Course</td>
</tr>
<tr>
<td>CTE</td>
<td>Adm of Justice II</td>
<td>New</td>
<td>CTE Course</td>
</tr>
<tr>
<td>CTE</td>
<td>Homeland Security Science</td>
<td>New</td>
<td>CTE Course</td>
</tr>
<tr>
<td>Content Office</td>
<td>Curriculum Project Name</td>
<td>Classification: Minor Revision Major Revision New</td>
<td>Rationale: Why Pilot is Needed</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>CTE</td>
<td>Homeland Security Science Research Methods Application</td>
<td>New</td>
<td>CTE Course</td>
</tr>
<tr>
<td>CTE</td>
<td>MS Mass Communications</td>
<td>Minor Revision</td>
<td>To prepare students to enter a CTE or magnet program in Interactive Media Production or Broadcast Communication in high school</td>
</tr>
<tr>
<td>CTE</td>
<td>Child and Adolescent Development</td>
<td>Minor Revision</td>
<td>Update of activities.</td>
</tr>
<tr>
<td>CTE</td>
<td>MS Agri-Science Curriculum</td>
<td>Minor Revision</td>
<td>Update of activities. Prepare students for HS Agri-Science program</td>
</tr>
</tbody>
</table>
### Participating Schools

- Dulaney High School, Towson High School, Hereford High School, Perry Hall High School
- Dulaney High School, Towson High School, Hereford High School, Dumbarton Middle School, Ridgely Middle School, Eastern Tech High School, Sparrows Point High School,

Gave to all schools. Used feedback from department chairs and through input received by resource teachers to make adjustments.

- Kenwood, Loch Raven, Parkville, Patapsco, Pikesville, Western, Woodlawn

- Dundalk HS, Patapsco HS, Randallstown HS, New Town HS, Parkville HS, Woodlawn HS

- Parkville High, Catonsville High, Owings Mills High, Perry Hall High, Loch Raven High

- Loch Raven Academy, Pikesville MS, Parkville MS, Stemmers Run MS, Dundalk MS, Sparrows Point MS, Perry Hall MS (2 teachers) General Stricker MS (2 teachers) Arbutus MS (2 teachers)
### Participating Schools

<table>
<thead>
<tr>
<th>Owings Mills High School, Franklin High School, Kenwood High School, Parkville High School, and Catonsville High School</th>
</tr>
</thead>
</table>

Kindergarten teachers at all elementary schools piloted the one change during 2011-2012. This revised guide reflects the addition of this change.

| Dundalk Evening High School |
| Woodlawn Evening High School |

| Catonsville High School, Patapsco High School |

| Chesapeake High School |

| Catonsville High; Loch Raven High; Towson High |

| Parkville High |

| Dundalk HS |

| Dundalk HS |

Dundalk HS
### Participating Schools

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundalk HS</td>
</tr>
<tr>
<td>Deer Park Middle; Parkville Middle</td>
</tr>
<tr>
<td>Dundalk HS; Eastern Technical HS</td>
</tr>
<tr>
<td>Hereford Middle</td>
</tr>
</tbody>
</table>
Guide Name: *Honors Economics and Public Issues*

**Executive Summary:**
During the 2006-2007 school year, all social studies curriculum guides were reviewed by auditors from Phi Delta Kappa (PDK). Curriculum personnel from the Offices of Elementary Social Studies and Secondary Social Studies reviewed the PDK audit findings carefully to determine the areas for each curriculum guide that needed to be strengthened or supplemented. These findings guided curricular revisions so that all components identified as receiving a score less than maximum were addressed. The revision of *Economics and Public Issues* was accepted by the Board of Education, with the charge to develop a companion guide designed for honors level students.

*Economics and Public Issues* is a ½ credit course and meets the ½ credit graduation requirement for economics. Upon completion of *Honors Economics and Public Issues*, students will have acquired and processed knowledge regarding personal financial decision making, market operations, economic roles assumed by government, and the global economy. They will have also mastered the high school requirements of the *Maryland Personal Financial Literacy Standards*.

The revised *Honors Economics and Public Issues* includes opportunities for students to reflect upon and take responsibility for their learning, apply higher-level thinking skills to evaluate and propose solutions to real-world problems, employ college preparatory strategies, address recurring themes that provide a framework for studying economics, and apply meta-cognitive skills. Instructors are provided with teaching suggestions that address a variety of learning preferences and offer alternatives for purposes of differentiation. In addition to requiring students to use resources and generate products that are more challenging than those which support the standard program, Honors Economics and Public Issues requires students to complete an additional unit addressing international economics.

The following schools and teachers piloted the revised guide during the spring semester, 2010-11 school year:

- Kenwood High, Michael Hopkins  
- Loch Raven High, Joan McMahon  
- Parkville High, Katherine Case  
- Patapsco High, Andrew Minisky  
- Pikesville High, Michael Barberesi  
- Western School of Technology, Jonathan Richmond  
- Woodlawn High, Adam Sutton

Each teacher and the principals of their schools agreed to participate in the pilot of the revised curriculum, and Ms. Barbara Walker, assistant superintendent of high schools, approved the selection of the pilot schools.

The Office of Secondary Social Studies is seeking approval for the implementation of the *Honors Economics and Public Issues* guide to ensure a more thorough differentiation of the social studies program for all students in Baltimore County Public Schools.
Research Questions:
1. To what extent did the pilot curriculum support The Maryland State Curriculum for Personal Financial Literacy Education?
2. How did the pilot curriculum impact the approach to content instruction?
3. What was the impact of the pilot curriculum on student achievement?

Research Question 1
To what extent did the pilot curriculum support The Maryland State Curriculum for Personal Financial Literacy Education?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will complete the</td>
<td>Teachers will describe successes and</td>
<td>Teacher Feedback</td>
</tr>
<tr>
<td>Personal Finance Unit.</td>
<td>challenges of meeting indicators and</td>
<td>Teacher Focus Group</td>
</tr>
<tr>
<td></td>
<td>objectives.</td>
<td></td>
</tr>
</tbody>
</table>

Findings:
- Teachers reported that students readily identified the relevance of the content and skills within the course. Consequently, students were engaged and interested.
- Teachers reported that students were highly responsive to scenarios that required decision-making skills, opportunities to compare products and services, opportunities to calculate the costs of borrowing, and role playing such as determining credit worthiness. Students found the examples of contracts they are likely to see in the near future as especially useful.
- Teachers reported that some links did not connect properly.
- Overall, teachers reported that the content was relevant and supportive of the financial literacy standards. They did report some connection problems with several Internet sites. Teachers agreed that the number of activities could be reduced without losing any effectiveness of the program. They also agreed that some activities would clearly distinguish an honors level class from a standard level class.
- Teachers suggested that the study of international trade should be used to distinguish the honors and standard levels. Honors students would address more challenging issues and concepts of international trade through a full unit of study. Standard students would analyze basic issues of trade within the study of government influence and control of the economy.

Research Question 2
How did the pilot curriculum impact the approach to content instruction?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement</td>
<td>Teachers will evaluate</td>
<td>Teacher Feedback</td>
</tr>
<tr>
<td>teaching suggestions and</td>
<td>effectiveness of teaching</td>
<td>Teacher Focus Group</td>
</tr>
<tr>
<td>assessments as written in the</td>
<td>suggestions and assessments.</td>
<td></td>
</tr>
<tr>
<td>pilot guide.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Findings:
- Teachers reported that the activities required students to apply thinking skills to authentic, real-world problems.
- Teachers reported that the text and most supplementary readings appropriately support coursework.
Teachers reported that students consistently applied higher-level thinking skills and sought enrichment through student-generated questions.

Overall, teachers reported that the teaching suggestions supported effective implementation. Teachers did identify minor issues regarding sequencing of activities and suggested elimination of some activities.

**Research Question 3**

What was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will satisfy the requirements of course indicators and objectives.</td>
<td>Students will demonstrate success on assessments.</td>
<td>Teacher Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Focus Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Examination Data</td>
</tr>
</tbody>
</table>

Findings

1. Teachers reported that the assessments were aligned to the course objectives.
2. Teachers reported that there were ample opportunities within the guide to administer formative and summative assessments.
3. Teachers reported that there were a variety of assessments, but several teachers questioned the frequent use of essays.

Final Exam Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Items</th>
<th>% age of students responding correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fundamental economic concepts</td>
<td>16, 20</td>
<td>78%</td>
</tr>
<tr>
<td>2 &amp; 3. Earning potential and financial decisions</td>
<td>6, 11</td>
<td>88%</td>
</tr>
<tr>
<td>4 &amp; 5. Money management</td>
<td>17, 18, 19, 27</td>
<td>57%</td>
</tr>
<tr>
<td>6 &amp; 7. Credit</td>
<td>2, 3, 25, 30, CR1</td>
<td>71%</td>
</tr>
<tr>
<td>8. Economic systems</td>
<td>10, 15</td>
<td>61%</td>
</tr>
<tr>
<td>9 &amp; 10. Market forces</td>
<td>1, 5, 7, 21, 26, 28, 29</td>
<td>63%</td>
</tr>
<tr>
<td>11. Economic growth</td>
<td>4, 22, CR2</td>
<td>70%</td>
</tr>
<tr>
<td>12. Fiscal and monetary policy</td>
<td>8, 9</td>
<td>41%</td>
</tr>
<tr>
<td>13. Substance abuse</td>
<td>23, 24</td>
<td>51%</td>
</tr>
<tr>
<td>14. Trade</td>
<td>12, 13, 14, CR3</td>
<td>60%</td>
</tr>
</tbody>
</table>

Final exam data demonstrates that students more successfully acquired and processed knowledge related to personal financial literacy as demonstrated by scores for indicators 1, 2, and 3. The next highest sets of scores appear in topics that demonstrate real-world applications of economic concepts such as credit and economic growth. Students were relatively successful with abstractions such as economic systems, market forces, and trade, probably due to the ability to relate those abstractions to economic behaviors. Students struggled with fiscal and monetary policies which require complex understandings of marginal analysis and the dynamics of supply and demand.
Next Steps:

The revision of the curriculum guide for the standard level of *Economics and Public Issues* will be guided by:

- Peer review of pilot teacher comments on the Pilot Evaluation Form and corresponding modifications within the curriculum guide.
- Reduction of activities to support completion of the entire program of study.
- Eliminating or providing substitutes for Internet sites that did not correct properly.
- Embedding concepts related to trade within the unit, “Managing the Economy”.
- Modifying instruction related to fiscal and monetary policy.

Revisions to the guide were completed by teams of pilot teachers and curriculum writers in June 2011.
Curriculum Pilot Evaluation

Guide Name: Gifted Talented 6 Mathematics

Executive Summary:
The middle school Gifted and Talented Grade 6 (GT6) Mathematics curriculum was last revised in 1999 and is the precursor course for Algebra 1 in Grade 7. Since the development of this guide, there have been changes to the expectations for students preparing for Algebra 1. These changes were not reflected in the current guides. The purpose of revising the GT6 Mathematics curriculum was to not only update this curriculum but also provide alignment to the new Maryland Common Core State Curriculum (CCSS).

Textbooks were piloted during 2009-2010 and the draft curriculum was developed and piloted with the one textbook selected from that pilot to support instruction in GT6 Mathematics. That textbook was approved by the Board of Education and purchased for all schools. Curriculum revisions to the GT6 Mathematics curriculum guides were made during a summer 2010 curriculum workshop and piloted throughout 2010-2011 at nine middle schools (Pikesville (1 teacher), Parkville (1 teacher), Stemmers Run (1 teacher), Dundalk (1 teacher), Sparrows Point (1 teacher), Perry Hall (2 teachers), Gen. John Stricker (2 teachers), Arbutus (1 teacher), and Loch Raven Academy (1 teacher). Based on feedback from the pilot teachers and analysis by the Office of Mathematics, it was determined after the 2010-2011 pilot that the draft curriculum needed additional revisions. The curriculum guide was revised during the summer 2011 and piloted systemwide during 2011-2012. The pilot teachers from the ten original pilot schools met throughout both years either through face-to-face or Webinar opportunities for training on curriculum materials, to examine and analyze student performance data, and to provide anecdotal data relative to content, delivery of instruction, organization, assessment, and the alignment with CCSS. Professional development was also provided to pilot teachers and all GT6 Mathematics teachers by the Office of Mathematics.

Based on feedback, final curriculum revisions were made during the spring of 2012. All GT6 Mathematics teachers were offered opportunities throughout the year to attend two trainings on the revised curriculum. In addition, teachers have been offered the opportunity to attend a 16-hour workshop for training on the revised curriculum during July 2012. Additional professional development will be provided for all teachers throughout the school year. With approval, the GT6 Mathematics Curriculum Guide will be implemented systemwide during 2012-2013. The Office of Mathematics secondary staff will monitor daily instruction and continue to collect anecdotal feedback.
Research Questions:
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot teachers will implement the draft written curriculum in daily mathematics instruction. ({\text{RQ1}})</td>
<td>Pilot teachers will self-report on their use of written curriculum When observed in their classrooms, pilot teachers will include use of instructional strategies from the written curriculum</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback, Classroom observations</td>
</tr>
<tr>
<td>Effective professional development on the written curriculum and on new instructional strategies will be provided for pilot teachers. ({\text{RQ1}})</td>
<td>Pilot teachers will indicate that the professional development assisted them in implementing the curriculum and new instructional strategies</td>
<td>Surveys of teachers: Professional Development</td>
</tr>
<tr>
<td>Curriculum materials will provide pilot teachers with support necessary to implement the written curriculum. ({\text{RQ1}})</td>
<td>Pilot teachers will indicate that the curriculum materials assisted them in implementing the written curriculum</td>
<td>Surveys of teachers: Curriculum Evaluation</td>
</tr>
<tr>
<td>Curriculum materials and professional development will be revised as needed. ({\text{RQ1}})</td>
<td>Pilot teachers will report all issues/concerns throughout the pilot process</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback, Professional Development</td>
</tr>
<tr>
<td>The pilot curriculum is beneficial to student engagement, teaching and learning. ({\text{RQ2}})</td>
<td>Pilot teachers indicate that the draft curriculum actively engaged students and provided opportunities for deeper understanding of content.</td>
<td>Surveys of teachers: Curriculum Evaluation</td>
</tr>
<tr>
<td>Student achievement will improve as a result of the implementation of the written curriculum. ({\text{RQ3}})</td>
<td>Student achievement will improve from previous year. Student achievement will improve when compared to national/international norms.</td>
<td>Benchmark Assessments Publisher Unit Assessments Student artifacts</td>
</tr>
</tbody>
</table>
Findings:

- The pilot curriculum was provided to ten pilot teachers at nine middle schools to implement in their schools for the 2010-2011 and 2011-2012 school years.
- Observations from classroom visits provided information that pilot teachers were using instructional strategies from the draft written curriculum.
- All ten of the pilot teachers returned the curriculum evaluation requested near the end of the pilot during both years. Data collected from this electronic survey show that the majority of the pilot teachers agreed or strongly agreed that the written curriculum supported the implementation of the GT6 Mathematics program as they piloted the curriculum guide.
- Curriculum revisions were made utilizing the feedback provided by the pilot teachers. Comments from the pilot teachers were helpful in identifying revisions for the guide and in the design of the week-long professional development summer session.
- The following provides a summary of the results of the pilot surveys as they relate to the individual research questions.

1. What are/were the expectations for implementation of the pilot curriculum?

   Please add any specific comments you might have about the TEACHER'S MATERIALS of this curriculum guide.
   
   - Lots of great materials. Again, next year, I will be more prepared to utilize more of the materials.
   - Very accessible.
   - There are plenty of resources including assessment tools, scoring rubrics, and online components.
   - The curriculum guide clearly makes the use of the textbook and the ancillary materials transparent.
   - They are fine.
   - One of the best aspects of this new book and guide.

   Please add any specific comments you might have about the COMPONENT'S ORGANIZATION of this curriculum guide.
   
   - They are great.
   - The bullets read much like a lesson plan.
   - The curriculum guide is organized well within each chapter and the overview provides a snapshot of what will be covered and what will be needed to teach the chapter.
   - The organization definitely helped.
   - Well laid-out.

2. How does/did the pilot curriculum impact the approach to content instruction?

   Please add any specific comments you might have about the INSTRUCTIONAL DESIGN of this curriculum guide.
   
   - This year, there didn't seem to be enough time to thoroughly teach some of the concepts; however, we had to implement Skill of the Week this year and ARE which took time away from teaching this curriculum. Hopefully, that will change in the future and we will have enough time to teach everything in the time allotted.
• The lessons are built around students coming to class with a base of knowledge from prereading. Then the lesson builds on that base to deepen the understanding.

• Looking back on the year, I feel there are lessons that have too many suggestions within the Core Instructional Strategies. That is why I chose "disagree" for question 14. More time would be needed in the school year in order to fully teach all of the bullets/suggestions and finish the curriculum. As it is currently written, I see the ability for teachers to teach, at best, up through Chapter 10. Perhaps my perceptions will change after teaching the material for a second year.

• The design is clear and includes all necessary components to teach a meaningful and engaging lesson every day.

• Layout of lessons is easy to use

• I was definitely behind this year. I think, however, knowing what to expect that next year I will be able to move quicker and hopefully closer to the allotted time frame.

3. What is/was the impact of the pilot curriculum on student achievement?
   Please add any specific comments you might have about the <b>ASSESSMENT</b> component of this curriculum guide.

• Each lesson includes assessment questions that are aligned to the Chapter test.

• The assessments often don't give the students enough room to show their work.

• There are still some kinks to work out with pacing. Units appear to take longer than the allotted amount of days in the guide and the recommended pacing in the book.

• Teachers should be advised to use unit assessments found in the materials rather than making their own.

• There is plenty of room for diverse assessments including different forms for every chapter as well as the opportunity to include ATM review and additional examples as informal assessments on a daily basis.

• Assessment involved high degrees application

• I utilized the different assessment components of the guide. The daily assessments were very helpful and supported the objectives as well as what is assessed on the tests.

   Please add any specific comments you might have about the <b>EQUITY</b> of this curriculum guide.

• I did not notice any equity issues.

• No problems with equity.

• There are no differentiation strategies for students who are misplaced in the program

• No problems.

General Comments
   Please add any specific comments you might have about any other aspect of this curriculum guide.

• Love it!

• It is going to be a wonderful upgrade from the old Transitions book and curriculum guide!

• Nice guide.
This is a much more thorough guide than previous. The lessons in the guide are laid out in detail, so a teacher who's brand new at teaching GT can pick up on HOW to teach GT almost immediately. The thinking that's involved with a GT class is at a new and welcomed high.
Curriculum Pilot Evaluation

Guide Name: Calculus Curriculum (Honors Calculus, Calculus 1/2 AB (AP), Calculus 3 BC (AP))

Executive Summary
The guide for Calculus 1/2 AB (AP) and Honors Calculus was last revised in 2000. The guide for Calculus 3 BC (AP) was written in 1988. Since the development of both guides, there have been changes to the College Board expectations for AP Calculus. These changes were not reflected in the current guides. The purpose of revising the Calculus curriculum was to produce one curriculum guide, differentiated for Honors, AP Calculus 1/2 AB, and AP Calculus 3 BC. This revised guide provides alignment to the new topics from College Board and also aligns course offerings to the University of Maryland Calculus sequence (BCPS Calculus ½ AB (AP) equates to UM Calculus 1 and BCPS Calculus 3 BC (AP) equates to UM Calculus 2.)

Textbooks were piloted during 2010-2011 and the draft curriculum was developed and piloted with the one textbook selected from that pilot to support instruction in all Calculus courses. That textbook was approved by the Board of Education and purchased for all schools. Curriculum revisions to the Calculus curriculum guides were made during a summer 2011 curriculum workshop and piloted throughout 2011-2012 at five high schools (Owings Mills High School, Franklin High School, Kenwood High School, Parkville High School, and Catonsville High School.) Pilot teachers met throughout the year either through face-to-face or webinar opportunities for training on curriculum materials, to examine and analyze student performance data, and to provide anecdotal data relative to content, delivery of instruction, organization, assessment, and the alignment with College Board standards. Professional development was also provided to pilot teachers by the Office of Mathematics.

Based on feedback, final curriculum revisions were made during the spring 2012. All calculus teachers were offered the opportunity to attend a five-day workshop for training on the revised curriculum in July 2012. Additional professional development will be provided for all teachers throughout the school year. With approval for this guide, the Calculus Curriculum Guide will be implemented systemwide during 2012-2013. The Office of Mathematics secondary staff will monitor daily instruction and continue to collect anecdotal feedback.
Results of Curriculum Pilot Evaluation

**Research Questions:**
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot teachers will implement the draft written curriculum in daily mathematics instruction. {RQ1}</td>
<td>Pilot teachers will self-report on their use of written curriculum. When observed in their classrooms, pilot teachers will include use of instructional strategies from the written curriculum.</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback, Classroom observations.</td>
</tr>
<tr>
<td>Effective professional development on the written curriculum and on new instructional strategies will be provided for pilot teachers. {RQ1}</td>
<td>Pilot teachers will indicate that the professional development assisted them in implementing the curriculum and new instructional strategies.</td>
<td>Surveys of teachers: Professional Development.</td>
</tr>
<tr>
<td>Curriculum materials will provide pilot teachers with support necessary to implement the written curriculum. {RQ1}</td>
<td>Pilot teachers will indicate that the curriculum materials assisted them in implementing the written curriculum.</td>
<td>Surveys of teachers: Curriculum Evaluation.</td>
</tr>
<tr>
<td>Curriculum materials and professional development will be revised as needed. {RQ1}</td>
<td>Pilot teachers will report all issues/concerns throughout the pilot process.</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback, Professional Development.</td>
</tr>
<tr>
<td>The pilot curriculum is beneficial to student engagement, teaching and learning. {RQ2}</td>
<td>Pilot teachers indicate that the draft curriculum actively engaged students and provided opportunities for deeper understanding of content.</td>
<td>Surveys of teachers: Curriculum Evaluation. Action Research Project.</td>
</tr>
<tr>
<td>Student achievement will improve as a result of the implementation of the written curriculum. {RQ3}</td>
<td>Student achievement will improve from previous year. Student achievement will improve when compared to national/international norms.</td>
<td>Final Exam Assessments - AP Calculus: AB, BC Exam. Student artifacts.</td>
</tr>
</tbody>
</table>
Findings:
• The pilot curriculum was provided to five pilot teachers to implement in their schools for the 2011-2012 school year. These included two Honors Calculus teachers, one AP BC Calculus teachers, one teacher who taught both AP AB Calculus and AP BC Calculus, and one teacher of both Honors Calculus and AP AB Calculus.
• Observations from classroom visits provided information that pilot teachers were using instructional strategies from the draft written curriculum.
• All of the pilot teachers returned the curriculum evaluation near the end of the pilot. Data collected from this electronic survey show that the majority of the pilot teachers agreed or strongly agreed that the written curriculum supported the implementation of the calculus program as they piloted the curriculum guide. The Aggregated Survey Results are provided in a separate attachment (Attachment 2).
• Curriculum revisions were made utilizing the feedback provided by the pilot teachers. Comments from the pilot teachers were helpful in identifying revisions for the guide and in the design of the week long professional development summer session.
• The following provides a summary of the results of the survey as they relate to the individual research questions.

1. What are/were the expectations for implementation of the pilot curriculum?
Please add any specific comments you might have about the TEACHER'S MATERIALS of this curriculum guide.
• I found all of the teacher's materials helpful throughout the course.
• Fairly well written and organized but inconsistent from section to section in the amount of details/suggestions provided.
• My only complaint is that all schools have different resources, so a lot of the resources I used were not included in the curriculum guide.
• Would like all the worksheets in one folder. Could not access some of the applets.

Please add any specific comments you might have about the COMPONENT'S ORGANIZATION of this curriculum guide.
• Very strong.
• As a third-year calculus teacher, I didn't rely on these sections too much, but I think for new calculus teachers, these would be essential for successful implementation.
• Well done.
• Format was very much like other BCPS curriculum guide so it was easy to use.

2. How does/did the pilot curriculum impact the approach to content instruction?
Please add any specific comments you might have about the CONTENT of this curriculum guide.
• The content was appropriate for my honors class and allowed me to extend topics for the students. We were able to use many of the examples in the book and the links provided in the curriculum to make the content relevant to the student's lives.
• I really liked the worksheet pages that were included for computing derivatives, i.e. the chain rule practice page for students.
• Covers all of the Ab and BC content.
Please add any specific comments you might have about the ALIGNMENT WITH STANDARDS of this curriculum guide.

- There is a strong alignment. Plenty of modeling, variety of tools used, problem solving needs perseverance.
- Curriculum easily connected with AP standards as well as the scope and sequence of Univ of Md Calculus courses.
- The content aligned nicely with what the students were expected to do on the AP Calculus BC test. The students returned from the test feeling quite prepared.

Please add any specific comments you might have about the INSTRUCTIONAL DESIGN of this curriculum guide.

- It is easy to follow.
- Again, I can't comment on the timing, but I think the Core Instructional Strategies gave good suggestions and the students did enjoy some of the supplemental activities. The Foerster book was especially helpful in doing explorations.
- Timeline provided.
- Differentiation strategies provided.
- Resource/worksheets provided links to websites provided teacher resource binder from textbook publisher provided.
- All helped with planning lessons.
- More direction towards the resources available through the course page on collegeboard.com would be useful. There are some extremely great resources on that sight, and they are promoted by the College Board.

3. What is/was the impact of the pilot curriculum on student achievement?

Please add any specific comments you might have about the ASSESSMENT component of this curriculum guide.

- No tests were included in the guide, so I had to make all formal assessments myself. Not a huge deal since I've taught this course previously, but for new teachers, I think it'd be nice to have tests or at least assessment questions available in the guide. Since I teach everyday for 80 minutes all year, I can't comment on the timing of each unit. I teach much slower than most calc courses.
- Assessment for AP levels is clearly defined by College Board. I did have some trouble creating assessments for the honors level that were the appropriate length and breadth.
- The book chosen had a test bank. We have access to the question bank of Acess. All of College Board materials are available to us to use for assessment.
- I felt the assessment items listed in the guide were often too straight forward. Also, just listing the previous AP reference number made it an extra task to go look the question up.

Please add any specific comments you might have about the EQUITY of this curriculum guide.

- Calculus tends to be equitable.
- It is definitely geared for Honors/AP level students since that is who will take the course. Not sure how "diverse" that is, but it's what makes sense.
Note that AP results were not available at this time and students taking the AP exams do not take the BCPS final exams.

**General comments**

Please add any specific comments you might have about any other aspect of this curriculum guide.

- It worked well for my students and I don't have any real suggestions for improvement.
- A really good guide! In Unit D there is confusion between relative and absolute extrema. There are some typos; pg 20 (limit), C-3 partial derivative; C-15 uses integral?
- I could not complete area between two curves nor Volumes of Solids in the given time. But overall the time for course and review was fine.
- Some really nice materials!
- I could not find some of the applets but didn't note which ones!
- I think we should add something about the online text for teachers so they know all of the resources available there for themselves and their students.
- Well done product overall. It should "clean up" nicely through editing and be a very useful tool for teachers at all levels of experience.
- I feel this guide adequately supports any student who is able to make it to Calculus BC.
Curriculum Pilot Evaluation Template

Pilot Name: Pre-College Science

Executive Summary
The Pre-College Science curriculum was developed to prepare students for college-level science classes. The curriculum was developed in collaboration with the science faculty at CCBC. It was specifically designed for the student who has not previously considered college in his/her science course selections and who may not be eligible for AP-level science classes. These students traditionally have gaps in learning, exposure to, or understanding of scientific concepts. The Pre-College Science curriculum is designed to teach and review concepts of science as well as to develop skills and attitudes that students will need to be successful in college.

The curriculum for Pre-College Science is not a typical science curriculum, but rather a much broader and deeper study of the sciences and the history behind them. It is unique because of its historical approach, variety of curriculum resources, and utilization of primary source readings. The goal of the curriculum is not just to prepare the students to pass a course but also to prepare them for college-level science work. It offers a challenging, inquiry-based approach to learning in which students examine the development of the thinking and experimentation that have led to significant scientific discoveries in the fields of biology, chemistry, and physics. The student is presented with situations and challenges that require the application of factual material and subsequent experimentation to broaden their understanding, examine related contemporary issues, and solve real-world problems.

The curriculum provides students with a wide variety of engaging activities that include open and closed laboratory investigations, library research, report and expository writing, and participation in discussions, seminars, and debates. And, because of the topics it addresses and their implications for self-discovery, the curriculum also enables students to explore interests and aptitudes that may lead them to careers in the STEM fields.

Because of its breadth and unique approach to learning, there is no one textbook available to serve as support for the Pre-College Science curriculum. As a result, through collaboration with the BCPS’ Office of Library Information Services, teachers and curriculum writers developed a course-specific electronic textbook (e-Textbook) to address the unique topics and information required for the course. The Pre-College Science e-Textbook is housed in the Creation Station area of Safari Montage at http://10.4.1.240/?p=eebfe2b4-4f3c-11e0-8279-002219bf32de. The e-Text was created from rich, authoritative, timely, digital content from encyclopedias, journals, magazines, and a variety of other resources to which Baltimore County already subscribes. It has all of the components of a typical printed text, including numbered pages, table of contents, pictures, graphics, captions, special features or articles, etc. It is also searchable. The e-Text is interactive with numerous animations, simulations, and audio and video links and has the potential for embedded discussions. The teacher and students can annotate the text, add comments, ask questions, and reflect on the meaning of new learning. The e-Text can be downloaded to a desktop computer, laptop, PDA, cell phone, or any other personal computing device; or, if students wish to have a printed copy, they need only to click on the print button to print it and read it like any other standard textbook.
The Pre-College Science curriculum and e-textbook were piloted during the 2010-2011 school year. Based on the feedback we received from the first pilot, the curriculum was again revised during the summer of 2011. The course and e-textbook were then piloted again during the 2011-2012 school year in three high schools – Patapsco, Catonsville, and Chesapeake High Schools.

Successful completion of this course with a final grade of B, a score of 70% or higher on the final exam, and a score of 80% or higher on a CCBC-prescribed Chemistry Placement Exam permits students to skip an introductory chemistry course (CHEM 107/108) at CCBC and enroll directly in Chemistry 121/122.

**Research Questions:**
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

**Research Question 1: What are/were the expectations for implementation of the pilot curriculum?**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot schools will implement the curriculum as prescribed and in the topical sequence indicated by the guide.</td>
<td>Pilot teachers will attend pilot meetings to provide feedback on their implementation of the curriculum in their classrooms.</td>
<td>Teacher reporting Office of Science observations</td>
</tr>
</tbody>
</table>

**Findings:**
- The pilot curriculum was provided to three pilot teachers for implementation during the 2010-2011 and 2011-2012 academic years.
- One of the teachers started the 2011-2012 school year on paternity leave, so a substitute teacher implemented the curriculum until his return.
- Two of the schools in the pilot operated on a 4-period semester schedule. In these schools, the curriculum was implemented during the spring semester of the 2010-2011 school year. The Pre-College Science course was offered during both the fall and spring semesters during the 2011-2012 school year.
- One of the schools implemented the pilot curriculum for the entire school year in an A/B 4-period format.
- All pilot teachers attended meetings during the school year. All pilot teachers reported using the pilot curriculum with some modification and differentiation as appropriate for students and teaching styles.
  - Observations at the pilot schools by the Office of Science staff confirmed the implementation of pilot curriculum materials as designed.
  - The pilot teachers reported that they enjoyed piloting the new curriculum. A first-year teacher who taught the course reported having difficulty with the content which she attributed to a lack of experience.
Research Question 2: How does/did the pilot curriculum impact the approach to content instruction?

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<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>Teachers will report that the pilot curriculum and e-textbook were beneficial to student engagement, teaching, and learning.</td>
<td>Teachers will report use of the e-textbook by students in the course.</td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>Teachers will report that the pilot curriculum incorporated appropriate instructional resources and was beneficial to preparing students for college-level science courses.</td>
<td>Teachers will report that lessons in the guide are appropriate in preparing the students for college-level science courses.</td>
<td>Office of Science observations</td>
</tr>
</tbody>
</table>

Findings:

- All three pilot teachers submitted the Curriculum Evaluation Form at the end of the pilot.
- All pilot teachers used the e-textbook.
- All the pilot teachers reported that the content was both rigorous and appropriate, and was relevant to success in college-level science courses.
  - Some pilot teachers reported a need for alternative formats for the e-textbook so that the students could interact with it more successfully on the electronic devices that were available at the schools.
- Most of the pilot teachers reported that instructional materials actively engaged the students and provided sufficient experiences and opportunities for students to develop a deep understanding of the content.
  - Some specifically mentioned connections between labs, level of student engagement, and college-level success.

Notable quotes from pilot teacher feedback:

- “Student feedback regarding the course has been positive.”
- “[The course is] helpful to those students going on to CCBC.”
- “I felt that this curriculum provided students with an understanding of how science has progressed over time and given them an appreciation for the challenges faced by early scientists.”
Research Question 3: What is/was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Student scores on the Chemistry Placement test and final exam and final grades in the course will demonstrate a readiness for college-level science work.</td>
<td>Student scores on the Chemistry Placement Test will exceed 80%.</td>
<td>CCBC-approved Chemistry Placement Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCPS Final Exam for Pre-College Science</td>
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<tr>
<td></td>
<td></td>
<td>Final grade in the Pre-College Science Course</td>
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</tbody>
</table>

Findings:

The Chemistry Placement Exam consists of 25 questions. It is very rigorous and assesses a broad range of complex chemistry concepts and facts and requires students to solve problems identified specifically by the chemistry faculty at CCBC as essential in order for students to bypass Chemistry 107/108 and go directly into Chemistry 121/122. Thirty students in the 2011-2012 pilot of the course took the Chemistry Placement Exam. None of the students participating in the pilot scored at or above 80% on this placement exam (i.e., answered at least 20 out of 25 items correctly); however, one student did answer 19 out of 25 items correctly.
The students performed well in the Pre-College Science course as indicated by their final grades (83% of students finished with a grade of C or better). A comparison from COGNOS of final grade in Pre-College Science to final grade in a Grade 11 science course, for the same students shows that 45% of the students actually improved from the previous year -- in fact, 78% performed better than or demonstrated equal performance to the previous year. Since the students in the Pre-College Science course are not typical of those generally enrolled in a college-preparatory track, it is significant that such a large percentage of students finished with a final grade of C or higher and/or improved their final science grade from Grades 11 and 12. This improvement may be indicative of engagement by the students in the rigorous content as well as adjusting or augmenting their work habits to be better aligned with college-level expectations.
The pie graph above shows that the pilot students did not perform well on the final exam. The exam is rigorous and comprehensive, covering concepts from biology, chemistry, and physics. Students are also asked to perform calculations and solve problems as well as remember a lot of information. Seniors at the end of the school year tend to downplay the importance of the final exam in the midst of the other graduation activities taking place. It is important to note that all pilot students earning an A in the course also passed the final exam. Revisions to the final exam will be made based on item-level analysis of student responses.

**Next Steps:**

- Adjustments to the curriculum and sequence of topics have been made based on teacher feedback from the 2011-2012 pilot. It is anticipated that these revisions will increase student success in the course.
- An adjustment to the timing of the Chemistry Placement Exam has also been suggested, moving it from an end-of-course assessment to an end-of-chemistry assessment. In this regard, the Chemistry Placement Exam will be administered at the end of the first semester after instruction on the chemistry concepts of the course has been completed. This will enable students to take the exam when the information is fresh in their minds.
- Adjustments to the final exam have also been made based on feedback from the pilot teachers and analysis of the assessment items. It is anticipated that these revisions will increase student performance on the final exam.
- Professional development opportunities for Pre-College Science teachers will be provided throughout the 2012-2013 school year.
- An attempt will be made to track students at CCBC who took the Pre-College Science course and follow up with CCBC science faculty to assess the impact of this course on student performance in college-level science course work.
- The Office of Science is seeking final approval of the Pre-College Science Curriculum in anticipation of countywide implementation in 2012-2013.
Curriculum Pilot Evaluation

Pilot Name: Project Innovation

Executive Summary

Project Innovation was originally written in summer 2009 for implementation at Chesapeake High School. The Project Innovation Curriculum was developed in order to provide students with the ultimate STEM experience by combining concepts in biology, chemistry, physics, technology, math, and engineering into truly interdisciplinary course. In October 2011, the Board of Education approved the change from a science elective (delivered in two 0.5-credit parts) to an advanced technology education elective. Through curriculum revision and refinement based on teacher, student, and administrator feedback, the curriculum now presents a stronger emphasis on engineering and marketing than on science, making it more appropriate as an advanced technology education elective than as a science elective.

The draft curriculum guide was piloted at Chesapeake High School with anticipation for systemwide implementation in 2013-2014.

Proposed Pilot Schools
Chesapeake High School

Pilot Timeline
- July, 2011 – Initial Professional Development for Pilot Teachers (ISO 5.12)
- August, 2011-June, 2012 - Pilot includes two co-teachers delivering curriculum to six students enrolled in course. Student-produced artifacts were compiled (ISO 5.12)
- December, 2011-June, 2012 – Analysis of results of pilot to determine modifications needed or readiness for system-wide implementation (ISO 5.13)

Research Questions:
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
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<th>Measures Used</th>
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<tbody>
<tr>
<td>Pilot schools will implement instruction as prescribed in the pilot curriculum.</td>
<td>Amount of time devoted to instruction is consistent with implementation schedule: A/B schedule 90 minutes per class period.</td>
<td>Teacher reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal/administrator reporting</td>
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<tr>
<td></td>
<td></td>
<td>Classroom observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-produced artifacts</td>
</tr>
</tbody>
</table>

Curriculum Pilot Evaluation Template
Office of Research
Department of Research, Accountability, and Assessment
March 2011
Completed July 5, 2012 by the Office of Career and Technology Education
Summary of Results of Evaluation:

Project Innovation Quarterly and Final Grades
2011-12 School Year

Six students were enrolled and all reached various stages in their project design and implementation. One student’s work and motivation dropped off drastically as the year progressed while the others completed what they set out to do.

The students found the APP design work to be very engaging and useful for teaching the design process. Reflecting on the 2011-12 school year, one of the two teachers stated, “I really enjoyed teaching this and learned as much as the students.”

Final Course Grades:
Student One: D
Student Two: B
Student Three: C
Student Four: C
Student Five: B
Student Six: C
Projections for 2012-13

Lessons learned from pilot in 2011-12 should help in 2012-13. Current enrollment for the 2012-13 school year has fifteen (15) students are enrolled in the Project Innovation course at Chesapeake High School.
Curriculum Pilot Evaluation

Pilot Name: Magnet Computer Science 1 and Magnet Computer Science 2

Executive Summary

The Magnet Computer Science 1 and 2 courses were developed so that the non-CTE computer science magnet program at Parkville High School could deliver computer programming coursework without scheduling students for the existing CTE computer courses—doing so would affect the CTE data reported to the Maryland State Department of Education (MSDE). These courses combined existing curriculum from the CTE computer courses as well as minor revisions as necessary.

The goal of the Magnet Computer Science 1 course is to bring every student up to speed with computer basics in a way that will challenge even the most proficient student. Upon this basic foundation the course builds more advanced concepts that cover a wide range of computer topics. By the end of the course, students will be skilled in a number of computer topics and be prepared for many different computer courses.

The Magnet Computer Science 2 course is designed to engage all students by connecting to a variety of student interests. Students will learn through active projects, working cooperatively with others, and conducting self and peer assessments. Clear expectation and feedback will be provided and students will be held accountable and rewarded for their effort and the products they produce. A variety of assessments will be used to accurately reflect student learning.

The draft curriculum guides will be piloted in Parkville High School. There is no anticipation for systemwide implementation as these courses are unique to this particular school. All other sites are encouraged to offer the CTE program of study.

Proposed Pilot School
Parkville High School (this is the only school that offers this magnet program)

Pilot Timeline
• August, 2011 – Initial Professional Development for Pilot Teacher (ISO 5.12)
• August, 2011-June, 2012 - Pilot includes trainings, ongoing professional development, and regular curriculum feedback meetings (ISO 5.12)
• December, 2011-July, 2012 – Analysis of results of pilot to determine modifications needed or readiness for system-wide implementation (ISO 5.13)
Research Questions:
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

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<tr>
<th>Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pilot teacher will implement the draft written curriculum in daily instruction. {RQ1}</td>
<td>Pilot teacher will self-report on their use of written curriculum. When observed in their classrooms, pilot teacher will include use of instructional strategies from the written curriculum.</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback, Classroom observations</td>
</tr>
<tr>
<td>Effective professional development on the written curriculum and on new instructional strategies will be provided for pilot teacher. {RQ2}</td>
<td>Pilot teacher will indicate that the professional development assisted them in implementing the curriculum and new instructional strategies.</td>
<td>Surveys of teachers: Professional Development</td>
</tr>
<tr>
<td>Curriculum materials will provide pilot teacher with support necessary to implement the written curriculum. {RQ1}</td>
<td>Pilot teacher will indicate that the curriculum materials assisted them in implementing the written curriculum.</td>
<td>Surveys of teachers: Curriculum Evaluation</td>
</tr>
<tr>
<td>Curriculum materials and professional development will be revised as needed. {RQ1}</td>
<td>Pilot teacher will report all issues/concerns throughout the pilot process.</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback, Professional Development</td>
</tr>
<tr>
<td>The pilot curriculum is beneficial to student engagement, teaching and learning. {RQ2}</td>
<td>Pilot teacher indicates that the draft curriculum actively engaged students and provided opportunities for deeper understanding of content.</td>
<td>Surveys of teachers: Curriculum Evaluation, Action Research Project</td>
</tr>
<tr>
<td>Student achievement will improve as a result of the implementation of the written curriculum. {RQ3}</td>
<td>Student achievement and engagement will improve from previous year.</td>
<td>Unit test assessments, Computer generated projects, Student artifacts</td>
</tr>
</tbody>
</table>

Summary of Results of Evaluation:
2011 – 2012 School Year
Magnet Computer Science 1:
  ● Enrollment—51 Students
  ● Grades:
    o A = 26
    o B = 15
    o C = 8
    o D = 0
    o E = 2

Magnet Computer Science 2:
  ● Enrollment—35 Students
  ● Grades:
    o A = 5
    o B = 8
    o C = 12
    o D = 8
    o E = 2

Future Enrollment--366 students applied through the Magnet Office process. 283 students sat for the entrance assessment, 107 students qualified for entry into the program for the 2012-2013 school year.

Teacher feedback throughout the pilot was constructive and complimentary about the curriculum.

Anticipate better student results in Computer Science 2 in 2012-13, now that the teacher has been through the course one time.
Curriculum Pilot Evaluation

Pilot Name: Administration of Justice 1 (Homeland Security and Emergency Preparedness Program)

Executive Summary
The Homeland Security and Emergency Preparedness program of study was opened at Dundalk High School, the only school designated for this program, during the 2009-2010 school year. The program has three pathways: (1) the Criminal Justice/Law Enforcement Pathway, (2) the Homeland Security Sciences Pathway, and (3) the Information/Communications Technology Pathway. The Administration of Justice 1 curriculum guide was developed in July 2010 for implementation of the Criminal Justice/Law Enforcement Pathway in school year 2010-2011. There are two curriculum guides to support the Criminal Justice/Law Enforcement pathway, Administration of Justice 1 and Administration of Justice 2. Both courses are taught by one teacher.

The Administration of Justice 1 guide was piloted in the Homeland Security and Emergency Preparedness program during the 2010-2011 school year. Revisions were made by the teacher during the school year and in June 2011. There are no current plans to expand this program to other schools.

Program enrollment has grown from 14 students in the first course, Foundations of Homeland Security, in 2009-2010 to 69 students in the homeland security program for 2011-12. In 2011-2012, 14 of these students were seniors taking the capstone experience course. The projected total program enrollment for 2012-13 is 124 students, based on current students and level of interest indicated by course registrations for the 2012-13 school year.

Proposed Pilot Schools
Dundalk High School is the only school authorized to offer the Homeland Security and Emergency Preparedness pathway.

Pilot Timeline
- August 2010 – Initial Professional Development for Pilot Teacher (ISO 5.12)
- August, 2010-June, 2011 – Administration of Justice 1. The pilot included trainings, ongoing professional development, and regular curriculum feedback meetings (ISO 5.12)
- December, 2010-July, 2011 – Analysis of results of pilot to determine modifications needed or readiness for system-wide implementation (ISO 5.13)
**Research Questions:**
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot teacher will implement the draft written curriculum in daily classes for the Administration of Justice 1 course. {RQ1}</td>
<td>Pilot teacher will self-report on her use of written curriculum</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback</td>
</tr>
<tr>
<td></td>
<td>When observed in her classroom, pilot teacher will include use of instructional strategies from the written curriculum</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>Effective professional development on the written curriculum and on new instructional strategies will be provided for pilot teacher. {RQ1}</td>
<td>Pilot teacher will indicate that the professional development assisted her in implementing the curriculum and new instructional strategies.</td>
<td>Surveys of teacher: Professional Development</td>
</tr>
<tr>
<td>Curricula materials will provide the pilot teacher with support necessary to implement the written curriculum. {RQ1}</td>
<td>The pilot teacher will indicate that the curriculum materials assisted her in implementing the written curriculum.</td>
<td>Surveys of teacher: Curriculum Evaluation</td>
</tr>
<tr>
<td>Curricula materials and professional development will be revised as needed. {RQ1}</td>
<td>Pilot teacher will report all issues/concerns throughout the pilot process.</td>
<td>Surveys of teacher: Curriculum Evaluation, Unit Feedback, Professional Development</td>
</tr>
<tr>
<td>The pilot curriculum is beneficial to student engagement, teaching and learning. {RQ2}</td>
<td>Pilot teacher indicates that the draft curriculum actively engaged students and provided opportunities for deeper understanding of content.</td>
<td>Surveys of teacher: Curriculum Evaluation</td>
</tr>
<tr>
<td>Student achievement will demonstrate that homeland security students have mastered the content of the course as a result of the implementation of the written curriculum. {RQ3}</td>
<td>Student achievement on assessments and other course measures.</td>
<td>Final Exam Assessments: Administration of Justice 1 Student artifacts</td>
</tr>
</tbody>
</table>
Summary of Results of Evaluation:

Homeland Security and Emergency Preparedness
- Total program enrollment in 2010-2011: 91 students (70 male, 21 female)
- This includes 37 students in the Foundations of Homeland Security and Emergency Preparedness class, and 14 students in the Internship/Capstone Experience

Administration of Justice 1 (1 credit)
- Enrollment – 14 students
- Grades:
  - A = 3
  - B = 5
  - C = 3
  - D = 3
  - E = 0

Implication of the pilot:
The program is growing, which tends to indicate that students are being attracted to the program. While the female enrollment increased from 11 in 2010 to 21 in 2011, there are many more males than females enrolled in the program. There is a need to develop recruitment and instructional strategies to encourage more females to enroll. Baltimore County is one of a 6-member school system in the Central Maryland Homeland Security Educational Alliance (CMHSEA). This consortium has found the male/female enrollment to be similar across the school systems. The consortium is developing a plan of action to address this concern.
Curriculum Pilot Evaluation

Pilot Name: Administration of Justice 2 (Homeland Security and Emergency Preparedness Program)

Executive Summary
The Homeland Security and Emergency Preparedness program of study was opened at Dundalk High School, the only school designated for this program, during the 2009-2010 school year. The program has three pathways: (1) the Criminal Justice/Law Enforcement Pathway, (2) the Homeland Security Sciences Pathway, and (3) the Information/Communications Technology Pathway. The Administration of Justice 2 curriculum guide was developed in July 2010 for implementation of the Criminal Justice/Law Enforcement Pathway in school year 2010-2011. There are two curriculum guides to support the Criminal Justice/Law Enforcement pathway, Administration of Justice 1 and Administration of Justice 2. Both courses are taught by one teacher.

The Administration of Justice 2 guide was piloted in the Homeland Security and Emergency Preparedness program during the 2010-2011 school year. Revisions were made by the teacher during the school year and in June 2011. There are no current plans to expand this program to other schools.

Program enrollment has grown from 14 students in the first course, Foundations of Homeland Security, in 2009-2010 to 69 students in the homeland security program for 2011-12. In 2011-2012, 14 of these students were seniors taking the capstone experience course. The projected total program enrollment for 2012-13 is 124 students, based on current students and level of interest indicated by course registrations for the 2012-13 school year.

Proposed Pilot Schools
Dundalk High School is the only school authorized to offer the Homeland Security and Emergency Preparedness pathway.

Pilot Timeline
- August 2010 – Initial Professional Development for Pilot Teacher (ISO 5.12)
- August, 2010-June, 2011 – Administration of Justice 2. The pilot included trainings, ongoing professional development, and regular curriculum feedback meetings (ISO 5.12)
- December, 2010-July, 2011 – Analysis of results of pilot to determine modifications needed or readiness for system-wide implementation (ISO 5.13)
**Research Questions:**
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria</th>
<th>Measures Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot teacher will implement the draft written curriculum in daily classes for the Administration of Justice 2 course. {RQ1}</td>
<td>Pilot teacher will self-report on her use of written curriculum When observed in her classroom, pilot teacher will include use of instructional strategies from the written curriculum</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback Classroom observations</td>
</tr>
<tr>
<td>Effective professional development on the written curriculum and on new instructional strategies will be provided for pilot teacher. {RQ1}</td>
<td>Pilot teacher will indicate that the professional development assisted her in implementing the curriculum and new instructional strategies.</td>
<td>Surveys of teacher: Professional Development</td>
</tr>
<tr>
<td>Curriculum materials will provide the pilot teacher with support necessary to implement the written curriculum. {RQ1}</td>
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</tr>
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<td>Curriculum materials and professional development will be revised as needed. {RQ1}</td>
<td>Pilot teacher will report all issues/concerns throughout the pilot process.</td>
<td>Surveys of teacher: Curriculum Evaluation, Unit Feedback, Professional Development</td>
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<td>The pilot curriculum is beneficial to student engagement, teaching and learning. {RQ2}</td>
<td>Pilot teacher indicates that the draft curriculum actively engaged students and provided opportunities for deeper understanding of content.</td>
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<td>Student achievement will demonstrate that homeland security students have mastered the content of the course as a result of the implementation of the written curriculum. {RQ3}</td>
<td>Student achievement on assessments and other course measures.</td>
<td>Final Exam Assessments: Administration of Justice 2 Student artifacts</td>
</tr>
</tbody>
</table>
Summary of Results of Evaluation:

Homeland Security and Emergency Preparedness
- Total program enrollment in 2010-2011: 91 students (70 male, 21 female)
- This includes 37 students in the Foundations of Homeland Security and Emergency Preparedness class, and 14 students in the Internship/Capstone Experience

Administration of Justice 2 (1 credit)
- Enrollment – 12
  A = 2
  B = 3
  C = 4
  D = 1
  E = 2

Implication of the pilot:
The program is growing, which tends to indicate that students are being attracted to the program. While the female enrollment increased from 11 in 2010 to 21 in 2011, there are many more males than females enrolled in the program. There is a need to develop recruitment and instructional strategies to encourage more females to enroll. Baltimore County is one of a 6-member school system in the Central Maryland Homeland Security Educational Alliance (CMHSEA). This consortium has found the male/female enrollment to be similar across the school systems. The consortium is developing a plan of action to address this concern.
Curriculum Pilot Evaluation


Executive Summary
The Homeland Security and Emergency Preparedness program of study was opened at Dundalk High School, the only school designated for this program, during the 2009-2010 school year. The program has three pathways: (1) the Criminal Justice/Law Enforcement Pathway, (2) the Homeland Security Sciences Pathway, and (3) the Information/Communications Technology Pathway. The Homeland Security Science curriculum guide was developed in July 2010 for implementation of the Homeland Security Sciences Pathway in school year 2010-2011. There are two curriculum guides to support this pathway, Homeland Security Science and Homeland Security Science Research Methods and Applications. Both courses are taught by one teacher.

The Homeland Security Science guide was piloted in the Homeland Security and Emergency Preparedness program during the 2010-2011 school year. Revisions were made by the teacher during the school year and in June 2011. There are no current plans to expand this program to other schools.

Program enrollment has grown from 14 students in the first course, Foundations of Homeland Security, in 2009-2010 to 69 students in the homeland security program for 2011-12. In 2011-2012, 14 of these students were seniors taking the capstone experience course. The projected total program enrollment for 2012-13 is 124 students, based on current students and level of interest indicated by course registrations for the 2012-13 school year.

Proposed Pilot Schools
Dundalk High School is the only school authorized to offer the Homeland Security and Emergency Preparedness program.

Pilot Timeline
- August 2010 – Initial Professional Development for Pilot Teacher (ISO 5.12)
- August, 2010-June, 2011 – Homeland Security Science. The pilot included trainings, ongoing professional development, and regular curriculum feedback meetings (ISO 5.12)
- December, 2010-July, 2011 – Analysis of results of pilot to determine modifications needed or readiness for system-wide implementation (ISO 5.13)
## Research Questions:

1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
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<td>Pilot teacher will implement the draft written curriculum in daily classes for the Homeland Security Science course. {RQ1}</td>
<td>Pilot teacher will self-report on her use of written curriculum. When observed in her classroom, pilot teacher will include use of instructional strategies from the written curriculum.</td>
<td>Surveys of teachers: Curriculum Evaluation, Unit Feedback Classroom observations</td>
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<td>Student achievement on assessments and other course measures.</td>
<td>Final Exam Assessments: Homeland Security Science Student artifacts</td>
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Summary of Results of Evaluation:

**Homeland Security and Emergency Preparedness**
- Total program enrollment in 2010-2011: 91 students (70 male, 21 female)
- This includes 37 students in the Foundations of Homeland Security and Emergency Preparedness class, and 14 students in the Internship/Capstone Experience

**Homeland Security Science I (1 credit)**
- Enrollment 7
  - A = 2
  - B = 4
  - C = 1
  - D = 0
  - E = 0

**Implication of the pilot:**
The program is growing, which tends to indicate that students are being attracted to the program. While the female enrollment increased from 11 in 2010 to 21 in 2011, there are many more males than females enrolled in the program. There is a need to develop recruitment and instructional strategies to encourage more females to enroll. Baltimore County is one of a 6-member school system in the Central Maryland Homeland Security Educational Alliance (CMHSEA). This consortium has found the male/female enrollment to be similar across the school systems. The consortium is developing a plan of action to address this concern.
Curriculum Pilot Evaluation


Executive Summary
The Homeland Security and Emergency Preparedness program of study was opened at Dundalk High School, the only school designated for this program, during the 2009-2010 school year. The program has three pathways: (1) the Criminal Justice/Law Enforcement Pathway, (2) the Homeland Security Sciences Pathway, and (3) the Information/Communications Technology Pathway. The Homeland Security Science Research Methods & Applications curriculum guide was developed in July 2010 for implementation of the Homeland Security Sciences Pathway in school year 2010-2011. There are two curriculum guides to support this pathway, Homeland Security Science and Homeland Security Science Research Methods and Applications. Both courses are taught by one teacher.

The Homeland Security Science Research Methods & Applications guide was piloted in the Homeland Security and Emergency Preparedness program during the 2010-2011 school year. Revisions were made by the teacher during the school year and in June 2011. There are no current plans to expand this program to other schools.

Program enrollment has grown from 14 students in the first course, Foundations of Homeland Security, in 2009-2010 to 69 students in the homeland security program for 2011-12. In 2011-2012, 14 of these students were seniors taking the capstone experience course. The projected total program enrollment for 2012-13 is 124 students, based on current students and level of interest indicated by course registrations for the 2012-13 school year.

Proposed Pilot Schools
Dundalk High School is the only school authorized to offer the Homeland Security and Emergency Preparedness program.

Pilot Timeline
- August 2010 – Initial Professional Development for Pilot Teacher (ISO 5.12)
- August, 2010-June, 2011 – Homeland Security Science Research Methods & Applications. The pilot included trainings, ongoing professional development, and regular curriculum feedback meetings (ISO 5.12)
- December, 2010-July, 2011 – Analysis of results of pilot to determine modifications needed or readiness for system-wide implementation (ISO 5.13). The guide was modified based on the pilot results.
Research Questions:
1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

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<tbody>
<tr>
<td>Pilot teacher will implement the draft written curriculum in daily classes for the Homeland Security Science Research Methods &amp; Applications course. {RQ1}</td>
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<td>Student achievement will demonstrate that homeland security students have mastered the content of the course as a result of the implementation of the written curriculum. {RQ3}</td>
<td>Student achievement on assessments and other course measures.</td>
<td>Final Exam Assessments: Homeland Security Science Research Methods &amp; Applications, Student artifacts</td>
</tr>
</tbody>
</table>
Summary of Results of Evaluation:

Program Title: Homeland Security and Emergency Preparedness
- Total program enrollment in 2010-2011: 91 students (70 male, 21 female)
- This includes 37 students in the Foundations of Homeland Security and Emergency Preparedness class, and 14 students in the Internship/Capstone Experience Homeland Security Science Research Methods and Applications (1 credit)
  - Enrollment 7
    A = 5
    B = 0
    C = 2
    D = 0

Implication of the pilot:
The program is growing, which tends to indicate that students are being attracted to the program. While the female enrollment increased from 11 in 2010 to 21 in 2011, there are many more males than females enrolled in the program. There is a need to develop recruitment and instructional strategies to encourage more females to enroll. Baltimore County is one of a 6-member school system in the Central Maryland Homeland Security Educational Alliance (CMHSEA). This consortium has found the male/female enrollment to be similar across the school systems. The consortium is developing a plan of action to address this concern.
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CURRICULA PILOTS FOR 2012-2013

ORIGINATOR: Kevin A. Hobbs, Deputy Superintendent

RESOURCE PERSON(S): Roger Plunkett, Assistant Superintendent, Curriculum and Instruction
Kathleen McMahon, Executive Director, Special Programs
Dr. John Quinn, Executive Director, STEM

RECOMMENDATION

That the Board of Education approves the implementation of proposed curricula pilots for school year 2012–2013 as presented to the Board’s Curriculum Committee.

* * * * *

Attachment I: Proposed Curricula Pilots for 2012-2013 (chart)
### Proposed Curricula Pilots for 2012-2013

<table>
<thead>
<tr>
<th>Content Office</th>
<th>Pilot Project Name</th>
<th>Classification</th>
<th>Minor Revision</th>
<th>Major Revision</th>
<th>Rationale: (Why this curriculum is being piloted)</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBERAL ARTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grade 6</td>
<td>Major Revision</td>
<td>Revision of Existing Curriculum to draft sample units that align to the common core state standards with a focus on informational text and the writing process.</td>
<td>Classroom Visits, Teacher Focus Groups, Examine student products, Evaluation Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grade 10</td>
<td>Major Revision</td>
<td>Revision of Existing Curriculum to create transitional resources that align to the common core state standards with a focus on informational text and the writing process.</td>
<td>Classroom Visits, Teacher Focus Groups, Examine student products, Evaluation Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grade 11</td>
<td>Major Revision</td>
<td>Revision of Existing Curriculum to create transitional resources that align to the common core state standards with a focus on informational text and the writing process.</td>
<td>Classroom Visits, Teacher Focus Groups, Examine student products, Evaluation Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Pre-K - 12. Development of The Reading Place and The Writing Place</td>
<td>Minor Revision</td>
<td>A team of educators will further develop the online resource to support the teaching of reading and writing.</td>
<td>Classroom Visits, Teacher Focus Groups, Examine student products, Evaluation Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Pre-K-5</td>
<td>Minor Revision</td>
<td>Developing transition documents to prepare teachers for the CCSS and to promote transdisciplinary instruction at the elementary level.</td>
<td>Feedback from Teachers and Principals, Classroom Visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies GT World Cultures 7</td>
<td>Major Revision</td>
<td>This revision is needed to provide a direct and contemporary alignment with the Maryland State Curriculum. The guide currently in use was written in 2000.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies GT World History</td>
<td>Major Revision</td>
<td>This revision is needed to provide a contemporary world history program for gifted students that utilizes digital source materials and recent scholarship. The guide currently in use was written in 1988.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Advanced Placement Economics</td>
<td>Major Revision</td>
<td>This revision is needed to provide a direct and contemporary alignment with the advanced placement course description. The guide currently in use was written in 2002</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Advanced Placement Psychology</td>
<td>Major Revision</td>
<td>This revision is needed to provide a direct and contemporary alignment with the advanced placement course description. The guide currently in use was written in 1999.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Office</td>
<td>Pilot Project Name</td>
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</tr>
<tr>
<td>World Languages</td>
<td>Chinese 5 (Approved by Curriculum Committee)</td>
<td>New</td>
<td>Minor Revision</td>
<td>Major Revision</td>
<td>This revision is needed to provide a direct and contemporary alignment with the advanced placement course description. The guide currently in use was written in 1999.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
</tr>
<tr>
<td><strong>SPECIAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>World Music Grade 7</td>
<td>Major Revision</td>
<td>Major Revision</td>
<td>Revision - update indicators and objectives, add new activities, update format and framework. Will continue pilot 2012-13.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>The High School Visual Arts Comprehensive Program</td>
<td>Major Revision</td>
<td>Major Revision</td>
<td>Revision - update alignment with State Curriculum, add improved activities, update format and framework. Will continue pilot 2012-13.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>A Visual Arts Program for Students in the Middle School Years, Grades 6 - 8</td>
<td>Major Revision</td>
<td>Major Revision</td>
<td>Revision - update alignment with State Curriculum, add improved activities, update format and framework</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>High School Magnet Visual Arts Figure Sculpture</td>
<td>New</td>
<td>Minor Revision</td>
<td>Major Revision</td>
<td>New - focus on developing depth and breadth, mastery with media while working with the sculptural figure.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>High School Magnet Visual Arts Multimedia Production</td>
<td>Major Revision</td>
<td>Major Revision</td>
<td>Revision - written as a draft in 2006. Update and add objectives, activities, update format and framework.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>The Magnet Visual Arts Televideo: Broadcast and Film</td>
<td>Major Revision</td>
<td>Major Revision</td>
<td>Revision - written as a draft in 2006. Now a sequence of three courses. Update and add objectives, activities, update format and framework.</td>
<td>Teacher and Principal Feedback, Classroom Visits, Student Performance Measures</td>
<td></td>
</tr>
<tr>
<td><strong>STEM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CTE and Magnet Office</td>
<td>Computer Science Magnet Program</td>
<td>Major Revision</td>
<td>Major Revision</td>
<td>Magnet Course that needs to be updated.</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
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</tr>
<tr>
<td>CTE</td>
<td>Adm. of Justice I</td>
<td>New</td>
<td>Minor Revision</td>
<td>Major Revision</td>
<td>New. CTE Course part of new program at Dundalk High School</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
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<tr>
<td>CTE</td>
<td>Adm of Justice II</td>
<td>New</td>
<td>Minor Revision</td>
<td>Major Revision</td>
<td>New. CTE Course part of new program at Dundalk High School</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
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<tr>
<td>CTE</td>
<td>Homeland Security Science</td>
<td>New</td>
<td>Minor Revision</td>
<td>Major Revision</td>
<td>New. CTE Course part of new program at Dundalk High School</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
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</table>
## Proposed Curricula Pilots for 2012-2013

<table>
<thead>
<tr>
<th>Content Office</th>
<th>Pilot Project Name</th>
<th>Classification</th>
<th>Minor Revision</th>
<th>Major Revision</th>
<th>Rationale: (Why this curriculum is being piloted)</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE</td>
<td>CyberSecurity</td>
<td>New</td>
<td></td>
<td></td>
<td>CTE requests an additional year of piloting this course. Will be implemented at Woodlawn HS 2012-2013 and then expanded to other high schools with Cisco.</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
</tr>
<tr>
<td>CTE</td>
<td>Homeland Security Science Research Methods Application</td>
<td>New</td>
<td></td>
<td></td>
<td>New. CTE Course part of new program at Dundalk High School</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
</tr>
<tr>
<td>CTE</td>
<td>Child and Adolescent Development</td>
<td>Minor Revision</td>
<td></td>
<td></td>
<td>Update of activities.</td>
<td>Classroom visits, Feedback from teachers, Student performance measures</td>
</tr>
<tr>
<td>CTE</td>
<td>MS Mass Communications</td>
<td>Minor Revision</td>
<td></td>
<td></td>
<td>To prepare students to enter a CTE or magnet program in Interactive Media Production or Broadcast Communication in high school</td>
<td>Classroom visits, Feedback from teachers, Student performance measures</td>
</tr>
<tr>
<td>CTE</td>
<td>MS Agri-Science Curriculum</td>
<td>Minor Revision</td>
<td></td>
<td></td>
<td>Update activities to prepare students for HS Agri-Science program at Hereford High School</td>
<td>Classroom visits, Feedback from teacher, Student performance measures</td>
</tr>
<tr>
<td>Science</td>
<td>Alternative Education Environmental Science Project</td>
<td>Minor Revision</td>
<td></td>
<td></td>
<td>The lessons to be reworked to be delivered in 60 to 64 two-hour sessions (which is the timeframe available in the Evening High School program).</td>
<td>Feedback gathered from Evening School teachers, Student performance measures</td>
</tr>
<tr>
<td>Science</td>
<td>Alternative Education Earth/Space Science Project</td>
<td>Minor Revision</td>
<td></td>
<td></td>
<td>The lessons will be reworked to be delivered in 60 to 64 two-hour sessions (which is the timeframe available in the Evening High School program).</td>
<td>Feedback gathered from Evening School teachers, Student performance measures</td>
</tr>
<tr>
<td>Science</td>
<td>Concepts of Physical Science (COPS) Curriculum Revision</td>
<td>Major Revision</td>
<td></td>
<td></td>
<td>Revision of existing COPS curriculum to infuse a new unit on Human Biology.</td>
<td>Classroom visits, Feedback from teachers and principals, Student performance measures</td>
</tr>
<tr>
<td>Science</td>
<td>Middle School Reteaching Guide</td>
<td>Minor Revision</td>
<td></td>
<td></td>
<td>Development of re-teaching guide to comprehensively review for Grade 6 to 8 Science</td>
<td>Classroom visits, Feedback from teachers and principals, Student performance measures</td>
</tr>
</tbody>
</table>
# Proposed Curricula Pilots for 2012-2013

<table>
<thead>
<tr>
<th>Content Office</th>
<th>Pilot Project Name</th>
<th>Classification</th>
<th>Minor Revision</th>
<th>Major Revision</th>
<th>Rationale: (Why this curriculum is being piloted)</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Elementary Benchmark Assessment Revision</td>
<td>Minor Revision</td>
<td>Revision of existing benchmark assessments for Grades 4 and 5. The thinking is that the revised benchmarks would be used by all elementary schools.</td>
<td>Feedback will be gathered from teachers at Pilot Schools. DRAA will provide feedback regarding the reliability and validity of assessments. Adjustments to assessment items will be made based on that feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Engineering is Elementary</td>
<td>Minor Revision</td>
<td>Engineering storyline and activities accompany the Grade 1 science curriculum. Using MSDE grant money, EiE materials will be purchased for each elementary school.</td>
<td>Feedback will be gathered from teachers at Pilot Schools and adjustments made to activities if warranted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Elementary Science e-Text</td>
<td>Minor Revision</td>
<td>Development of e-text resources to accompany the Grade 2 science curriculum. The thinking is that the e-text resources would be used by all elementary schools.</td>
<td>Feedback will be gathered from teachers at Pilot Schools and adjustments made to activities if warranted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Grade 1</td>
<td>Major Revision</td>
<td>CCSS aligned curriculum will be distributed to all schools. Specific schools will be chosen to evaluate effectiveness of the materials and activities that have been developed.</td>
<td>Classroom visits, Feedback from teachers and principals, Student performance measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Grades 2 to Algebra 2</td>
<td>Minor Revision</td>
<td>Transition Resources to be used in Grades 2 through Algebra 2 to help teachers introduce the mathematical practices from the CCSS to the instruction in their current curricula.</td>
<td>Classroom visits, Feedback from teachers and principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIS</td>
<td>High School Independent Research</td>
<td>New</td>
<td>High school research course that permits students to pursue a topic of interest and work with mentors in the field as they develop a project/product related to their area of interest. Continuation of pilot from 2011-12</td>
<td>Feedback from teachers and principals, Student performance measures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Proposed Curricula Pilots for 2012-2013

<table>
<thead>
<tr>
<th>Participating Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>System-wide implementation with data collection and feedback from identified schools. Schools TBD.</td>
</tr>
<tr>
<td>System-wide implementation with data collection and feedback from identified schools. Schools TBD.</td>
</tr>
<tr>
<td>System-wide implementation with data collection and feedback from identified schools. Schools TBD.</td>
</tr>
<tr>
<td>System-wide implementation with data collection and feedback from schools in each area of the county. Schools TBD.</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
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<tr>
<td>TBD</td>
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</tbody>
</table>
# Proposed Curricula Pilots for 2012-2013

## Participating Schools

<table>
<thead>
<tr>
<th>Participating Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dulaney High School, Towson High School, Perry Hall High School</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>Towson High, Parkville High, Sparrows Point High, New Town High</td>
</tr>
<tr>
<td>Orems Elementary, Middlesex Elementary, Cromwell Valley Elementary, Glenmar Elementary</td>
</tr>
<tr>
<td>Cockeysville Middle, Lansdowne Middle, Perry Hall Middle, Holabird Middle</td>
</tr>
<tr>
<td>Carver Center for Arts and Technology</td>
</tr>
<tr>
<td>Lansdowne High, Patapsco High and CFA</td>
</tr>
<tr>
<td>Lansdowne High, Patapsco High and CFA</td>
</tr>
<tr>
<td>Parkville High</td>
</tr>
<tr>
<td>Dundalk HS</td>
</tr>
<tr>
<td>Dundalk HS</td>
</tr>
<tr>
<td>Dundalk HS</td>
</tr>
</tbody>
</table>
### Proposed Curricula Pilots for 2012-2013

#### Participating Schools

<table>
<thead>
<tr>
<th>Sollers Point HS</th>
<th>Woodlawn HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundalk HS</td>
<td></td>
</tr>
<tr>
<td>Dundalk HS; Eastern Technical HS</td>
<td></td>
</tr>
<tr>
<td>Deer Park Middle; Parkville Middle</td>
<td></td>
</tr>
<tr>
<td>Hereford Middle</td>
<td></td>
</tr>
<tr>
<td>Overlea Evening High School</td>
<td></td>
</tr>
<tr>
<td>Pikesville Evening High School</td>
<td></td>
</tr>
<tr>
<td>Dundalk Evening High School</td>
<td></td>
</tr>
<tr>
<td>Woodlawn Evening High School</td>
<td></td>
</tr>
<tr>
<td>Overlea Evening High School</td>
<td></td>
</tr>
<tr>
<td>Pikesville Evening High School</td>
<td></td>
</tr>
<tr>
<td>Dundalk Evening High School</td>
<td></td>
</tr>
<tr>
<td>Woodlawn Evening High School</td>
<td></td>
</tr>
<tr>
<td>Parkville Dulaney Randallstown Milford Mill Patapsco</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Participating Schools</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Woodholme</td>
<td></td>
</tr>
<tr>
<td>Bear Creek</td>
<td></td>
</tr>
<tr>
<td>Prettyboy</td>
<td></td>
</tr>
<tr>
<td>Featherbed Lane</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Dundalk, Eastern Tech, Parkville, Perry Hall, Randallstown, Towson</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Curricula Pilots for 2012-2013
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

SUBJECT: REPORT ON THE PROPOSED FY 2014 STATE CAPITAL BUDGET REQUEST

ORIGINATOR: S. Dallas Dance, Ph.D., Superintendent

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer
Kevin Grabill, Fiscal Analyst, Budget and Reporting

RECOMMENDATION

That the Board of Education reviews the superintendent’s proposed FY 2014 state capital budget recommendations in preparation for the work session on Tuesday, August 21, 2012, and for Board action on Tuesday, September 4, 2012. The state-requested projects require county matching funds be verified before final state approval.

_________________________________________________________

Attachment I - Proposed FY 2014 State Capital Budget Request by Priority Order
Attachment II – Capital Planning Priorities and Recommended Timelines FY 2014 – FY 2018
<table>
<thead>
<tr>
<th>Priority Order</th>
<th>School</th>
<th>Project</th>
<th>Type of Approval Requested</th>
<th>Previous State Funding</th>
<th>State Funding Request (FY 2014)</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lutherville Area Elementary</td>
<td>New School</td>
<td>Funding</td>
<td>$1,500,000</td>
<td>$8,196,000</td>
<td>$8,196,000</td>
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<tr>
<td>2</td>
<td>Hereford High</td>
<td>Renovation &amp; Addition</td>
<td>Funding</td>
<td>$1,339,930</td>
<td>$15,474,070</td>
<td>$23,670,070</td>
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<tr>
<td>3</td>
<td>Timonium Elementary</td>
<td>Air Conditioning</td>
<td>Funding</td>
<td>$0</td>
<td>$935,000</td>
<td>$24,605,070</td>
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<tr>
<td>4</td>
<td>Catonsville Elementary</td>
<td>Renovation</td>
<td>Planning</td>
<td>$0</td>
<td>$0</td>
<td>$24,605,070</td>
</tr>
<tr>
<td>5</td>
<td>Catonsville Elementary</td>
<td>Renovation</td>
<td>Funding</td>
<td>$0</td>
<td>$5,342,000</td>
<td>$29,947,070</td>
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<tr>
<td>6</td>
<td>Pikesville High</td>
<td>Renovation</td>
<td>Planning</td>
<td>$0</td>
<td>$0</td>
<td>$29,947,070</td>
</tr>
<tr>
<td>7</td>
<td>Pikesville High</td>
<td>Renovation</td>
<td>Funding</td>
<td>$0</td>
<td>$15,429,000</td>
<td>$45,376,070</td>
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<tr>
<td>8</td>
<td>Chapel Hill Elementary</td>
<td>Roof Replacement</td>
<td>Funding</td>
<td>$0</td>
<td>$970,000</td>
<td>$46,346,070</td>
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<tr>
<td>9</td>
<td>Fort Garrison Elementary</td>
<td>Air Conditioning</td>
<td>Funding</td>
<td>$0</td>
<td>$2,100,000</td>
<td>$48,446,070</td>
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<tr>
<td>10</td>
<td>Oversea High</td>
<td>Renovation</td>
<td>Planning</td>
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<td>$0</td>
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<tr>
<td>11</td>
<td>Middleborough Elementary</td>
<td>Air Conditioning</td>
<td>Funding</td>
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<td>$49,246,070</td>
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<tr>
<td>12</td>
<td>Middleborough Elementary</td>
<td>Roof Replacement</td>
<td>Funding</td>
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<td>$655,000</td>
<td>$49,901,070</td>
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<tr>
<td>13</td>
<td>Franklin Elementary</td>
<td>Air Conditioning</td>
<td>Funding</td>
<td>$0</td>
<td>$975,000</td>
<td>$50,876,070</td>
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<tr>
<td>14</td>
<td>Owings Mills Elementary</td>
<td>Boiler Replacement</td>
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<td>Sussex Elementary</td>
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<tr>
<td>16</td>
<td>Catonsville Alternative</td>
<td>Windows/Ext. Door Replacement</td>
<td>Funding</td>
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<td>$307,000</td>
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<td>17</td>
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<tr>
<td>18</td>
<td>Woodmoor Elementary</td>
<td>Air Conditioning</td>
<td>Funding</td>
<td>$0</td>
<td>$2,665,000</td>
<td>$57,226,070</td>
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<tr>
<td>19</td>
<td>Middlesex Elementary</td>
<td>Air Conditioning</td>
<td>Funding</td>
<td>$0</td>
<td>$975,000</td>
<td>$58,201,070</td>
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<tr>
<td>20</td>
<td>Sparks ES</td>
<td>Addition</td>
<td>Planning</td>
<td>$0</td>
<td>$0</td>
<td>$58,201,070</td>
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<tr>
<td>21</td>
<td>Sparks ES</td>
<td>Addition</td>
<td>Funding</td>
<td>$0</td>
<td>$1,211,000</td>
<td>$59,412,070</td>
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<td>22</td>
<td>Glenmar Elementary</td>
<td>Roof Replacement</td>
<td>Funding</td>
<td>$0</td>
<td>$790,000</td>
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<td>23</td>
<td>Warren Elementary</td>
<td>Windows/Ext. Door Replacement</td>
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<tr>
<td>24</td>
<td>Riverview Elementary</td>
<td>Roof Replacement</td>
<td>Funding</td>
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<td>$652,000</td>
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<td>25</td>
<td>Scotts Branch Elementary</td>
<td>Roof Replacement</td>
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<tr>
<td>26</td>
<td>Cromwell Valley Magnet</td>
<td>Roof Replacement</td>
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<td>$780,000</td>
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<td>27</td>
<td>Dumbarton Middle</td>
<td>Renovation</td>
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<td>$0</td>
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<tr>
<td>28</td>
<td>NW Corridor ES</td>
<td>New School</td>
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<td>$0</td>
<td>$0</td>
<td>$62,579,070</td>
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<tr>
<td>29</td>
<td>NW Corridor ES</td>
<td>New School</td>
<td>Funding</td>
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<td>30</td>
<td>Westowne Elementary</td>
<td>Renovation</td>
<td>Planning</td>
<td>$0</td>
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<td>$72,275,070</td>
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</table>

$2,839,930
$72,275,070
<table>
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<tr>
<th>PLANNING REGION</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
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</thead>
<tbody>
<tr>
<td>SOUTHWEST</td>
<td>700 Seats* NW Area ES (New Town/Woodholme ES Cluster)</td>
<td></td>
<td></td>
<td></td>
<td>TBD Seats Hillcrest/Westchester ES Cluster</td>
</tr>
<tr>
<td>NORTHEAST</td>
<td>750 Seats Shady Spring ES Cluster</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTHEAST</td>
<td>200 seats Sparks ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTHEAST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project Phase Notes:**

- **Planning:**
  - All Regions: Explore BCPS site bank property acquisitions.
  - Summit Park/Milbrook ES Clusters: Milbrook ES, Summit Park ES, Wellwood International School, Bedford ES, Campfield Early Childhood Learning and Development Center
  - West Towson ES Cluster: West Towson ES, Rodgers Forge ES, Riderwood ES

*Prepared by the Baltimore County Public Schools*  
*Office of Strategic Planning, July 2012*
DATE: August 7, 2012

TO: BOARD OF EDUCATION

FROM: S. Dallas Dance, Ph.D., Superintendent

SUBJECT: UPDATE ON IMAGINE DISCOVERY PUBLIC CHARTER SCHOOL

ORIGINATORS: Kevin A. Hobbs, Deputy Superintendent

RESOURCE PERSON(S): Patricia Lawton, Assistant Superintendent, Elementary Zone 2
Kathleen McMahon, Executive Director, Special Programs

INFORMATION

That the Board of Education would receive an update on Imagine Discovery Public Charter School, as requested. The presentation includes trend data and answers to specific Board members’ questions.

* * * * *
IMAGINE DISCOVERY PUBLIC CHARTER SCHOOL (IDPCS) UPDATE
EXECUTIVE SUMMARY

Background
The information included in the Imagine Discovery Update presentation is in response to comments and questions posed by Board members during the Imagine Discovery Public Charter School report presentation at the July 10, 2012, Board of Education meeting.

Information
The information contained in this presentation has been shared with Imagine Discovery Public Charter School’s administration. The Imagine Discovery Public Charter School’s principal provided information to answer some of the questions. The updated presentation addresses Board of Education members’ comments and questions about:

- Imagine Discovery Public Charter School’s MSA trend data in reading and mathematics.
- Comparative MSA performance for BCPS, the southwest area, and IDPCS.
- Comparative FARMS data.
- Comparative special education participation data.
- Trend data for the Stanford Achievement Test-10.
- CORE Knowledge alignment to the Common Core.
- Gifted and Talented student identification.
- Comparative suspension data.
- Parent satisfaction.

Imagine Discovery Public Charter School’s principal was provided the opportunity to submit written comments to respond to the content of this update.

Next Steps
Dr. Dance will recommend to the Board of Education that the Charter Agreement for Imagine Discovery Public Charter School be extended for two years (2012–2013 and 2013–2014) with certain stipulations including:

- Updating of the Charter Agreement to address joint issues including working relationships, curriculum, professional development, monitoring of performance, and conditions for contract renewal or revocation.
- Conducting a joint January 2013 internal evaluation to review first semester student achievement data, and providing an opportunity for Imagine Discovery to make needed adjustments for the second semester.
- Conducting an independent full evaluation at the end of the 2012–2013 school year to detail five years of academic performance and to clarify the state of student achievement for the most recent (2011–2012 and 2012–2013) two school years.
BCPS and Imagine Discovery Public Charter School will have an opportunity to review the independent evaluation. Dr. Dance will make a recommendation to the Board of Education no later than November 2013 whether the school should receive a two-year or four-year extension of its charter, or whether the charter should be revoked for the 2014–2015 school year. This timeline provides ample notification for all parties.
Comparative Elementary School Reading MSA Performance

- Imagine Discovery has MSA data for 2009 (Grades 3 and 4 only) and 2010–2012 (Grades 3 and 4 only)
Imagine Discovery has MSA data for 2009 (Grades 3 and 4 only) and 2010–2012 (Grades 3, 4, and 5). SW includes: Arbutus, Baltimore Highlands, Catonsville, Chadwick, Dogwood, Edmondson Heights, Halethorpe, Hebbville, Hillcrest, Johnnycake, Lansdowne, Powhatan, Relay, Riverview, Westchester, Westowne, Winfield, Woodbridge, and Woodmoor.
Imagine Discovery has MSA data for 2011 (Grade 6 only) and 2012 (Grades 6 and 7)

SW includes: Arbutus, Catonsville, Lansdowne, Southwest Academy, Windsor Mill, and Woodlawn
Comparative Middle School Mathematics MSA Performance

- Imagine Discovery has MSA data for 2011 (Grade 6 only) and 2012 (Grades 6 and 7)
- SW includes: Arbutus, Catonsville, Lansdowne, Southwest Academy, Windsor Mill, and Woodlawn

![Chart showing comparative performance between 2011 (Grade 6 only) and 2012 (Grade 6 & 7)]

<table>
<thead>
<tr>
<th></th>
<th>2011 (6th Only)</th>
<th>2012 (6th &amp; 7th)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCPS</td>
<td>79.8%</td>
<td>77.6%</td>
</tr>
<tr>
<td>SW</td>
<td>75.4%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Imagine Discovery</td>
<td>42.5%</td>
<td>38.6%</td>
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</table>
Comparative Elementary FARMS Data

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>BCPS</td>
<td>42.7%</td>
<td>43.4%</td>
<td>45.1%</td>
<td>45.3%</td>
</tr>
<tr>
<td>SW</td>
<td>53.5%</td>
<td>54.0%</td>
<td>55.3%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Imagine Discovery</td>
<td>45.8%</td>
<td>44.7%</td>
<td>47.3%</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

Baltimore County Public Schools – DRAA/DW
Comparative Elementary School Special Education Data

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCPS</td>
<td>12.1%</td>
<td>12.9%</td>
<td>11.5%</td>
<td>11.5%</td>
</tr>
<tr>
<td>SW</td>
<td>12.4%</td>
<td>12.9%</td>
<td>12.2%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Imagine Discovery</td>
<td>3.9%</td>
<td>4.5%</td>
<td>5.9%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

Baltimore County Public Schools – DRAA/DW
Comparative Middle School Special Education Data

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCPS</td>
<td>13.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>SW</td>
<td>13.7%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Imagine Discovery</td>
<td>8.0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>
Stanford Achievement Test-10 for Imagine Discovery Public Charter School, 2010-2012

SAT10 Reading Cohort Trend Data

Mean National Score

Reading Normal Curve Equivalent (NCE)

2010 Grade 5 to 2012 Grade 7
2010 Grade 4 to 2012 Grade 6
2010 Grade 3 to 2012 Grade 5
2010 Grade 2 to 2012 Grade 4
2010 Grade 1 to 2012 Grade 3

Cohort of Students

- 2010 Test
- 2011 Test
- 2012 Test
Stanford Achievement Test-10 for Imagine Discovery Public Charter School, 2010-2012

SAT10 Math Cohort Trend Data

Mean National Score

Math Normal Curve Equivalent (NCE)

2010 Grade 5 to 2012 Grade 7
2010 Grade 4 to 2012 Grade 6
2010 Grade 3 to 2012 Grade 5
2010 Grade 2 to 2012 Grade 4
2010 Grade 1 to 2012 Grade 3

Cohort of Students

2010 Test
2011 Test
2012 Test
Imagine Discovery Public Charter School

CORE Knowledge

- Curriculum has been aligned to the Common Core State Standards (CCSS).
- CCSS professional development has occurred through BCPS and the Maryland Charter School Network.
- Additional professional development will be provided during the 2012–2013 school year.
Imagine Discovery Public Charter School

Gifted and Talented

- Imagine Discovery Public Charter School is not currently identifying students for Gifted and Talented services.
- Imagine Discovery Public Charter School will begin the identification process in the 2012–2013 school year.
Comparative Suspension Data

<table>
<thead>
<tr>
<th></th>
<th>2009 (Grades K - 4)</th>
<th>2010 (Grades K - 5)</th>
<th>2011 (Grades K - 6)</th>
<th>2012 (Grades K - 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCPS</td>
<td>3.9%</td>
<td>4.2%</td>
<td>5.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>SW</td>
<td>5.1%</td>
<td>5.4%</td>
<td>6.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Imagine Discovery</td>
<td>4.9%</td>
<td>8.9%</td>
<td>8.2%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
Imagine Discovery Public Charter School

Family Survey

- Currently available for Imagine Discovery, Inc.
- Data are largely favorable.
- Imagine Discovery Public Charter School will conduct a BCPS parent survey in the 2012–2013 school year.
Imagine Discovery Public Charter School

Next Steps

Recommend to the Board that Imagine Discovery’s Charter Agreement be extended for two years (2012–2013 and 2013–2014) under the following conditions:

- Imagine Discovery and BCPS collaborate to update the current Charter Agreement addressing issues important to both parties and conditions for contract renewal or revocation.
Imagine Discovery Public Charter School

Next Steps

- Conduct a joint evaluation in January 2013 to monitor achievement data and allow Imagine to make needed adjustments for the second semester.

- Conduct an independent evaluation at the conclusion of 2012–2013 school year, to detail the five-year academic trend and make particular note of student achievement during school years 2011–2012 and 2012–2013.
Imagine Discovery Public Charter School

**Next Steps**

- Review the independent evaluation.

- Make a recommendation to the Board no later than November 2013 whether Imagine Discovery should receive a two-year or four-year extension of its charter, or whether the charter should be revoked for the 2014–2015 school year.