

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 14, 2003

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: *Blueprint for Progress*

ORIGINATORS: Christine Johns, Deputy Superintendent of Curriculum and Instruction
Merle Audette, Chief of Staff

RESOURCE STAFF: Work Group of Thirty-Six Members; Executive Directors of Schools;
Executive Directors of Curriculum and Instruction and Business Services;
Sub Committees; and Doug Neilson, Sharon Norman, Carol Knepley, and Editors

RECOMMENDATION

That the revised *Blueprint for Progress* be adopted as the framework in the system for developing the Master Plan for increasing student achievement.

The *Blueprint for Progress* that was endorsed by the Board of Education in the school year 2000 – 2001 has been revised to reflect the *No Child Left Behind Act 2001*, *Bridge to Excellence in Education Act* (Thornton) and the Visionary Panel for Better Schools: *Achievement Matters Most*.

A Work Group of thirty-six members was formed to review the present *Blueprint for Progress*. The group's charge was to suggest revisions that would capture the requirements of the new legislation and the system direction provided by the Board of Education and Superintendent. In addition, fifteen members of the Coalition of Advisory Councils provided input into the revised document, and many other staff members provided input in sub-committees that were formed by the Work Group members.

The review process has provided time for staff and public input. The recommendation is for the Board of Education to adopt the revised *Blueprint for Progress* at this meeting.

Appendix I—Focused on Quality; Committed to Excellence
Blueprint for Progress

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**Focused on Quality;
Committed to Excellence**

Blueprint for Progress

**REALIZING THE
VISION**



Adopted by the Board of Education
on _____

BALTIMORE COUNTY PUBLIC SCHOOLS

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Acknowledgement

The following parents and individuals are recognized for their substantial contributions to the ***Blueprint for Progress***:

Carl Alexander, Ella White Campbell, JoLynn Chadwick, Clifford Collins, Boyd Crouse, Mary Pat Kahle, Maggie Kennedy, Kelli Nelson, Meg O'Hare, Lisa Orens, Joe Pallozzi, Jasmine Shriver, Lynn Sklar, Jan Thomas, and George White.

Baltimore County Public Schools

6901 Charles Street
Towson, Maryland 21204

410-887-4554
www.bcps.org

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Introduction

The Baltimore County Public Schools are dedicated to providing a quality, comprehensive educational program designed to address the needs of a diverse student population. Building on current successes, the system's ***Blueprint for Progress*** outlines the vision, mission, belief statements, performance goals, performance indicators, and key strategies.

The ***Blueprint for Progress***, a framework for improving student achievement, provides clear direction for everyone involved in education in Baltimore County. The ***Blueprint for Progress*** is built on a foundation of clear standards, quality instruction, and individual accountability. Implementing this blueprint is essential if we are to meet state and national standards and accomplish the goals of increased student achievement and continuous school improvement. Our children are our future. We must teach them well. They deserve the best.



Vision

Baltimore County Public Schools' graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.

Mission

The Baltimore County Public Schools' mission is to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens.



Goals

To improve achievement for all students

To maintain a safe and orderly learning environment in every school

To use resources effectively and efficiently

Belief Statements

- We believe that all students will learn and achieve.
- We believe that improved student achievement requires families and communities to be partners in the educational process.
- We believe that increased student achievement requires families to be responsible and accountable for their children's education and communities to be partners in the educational process.
- We believe that all schools will demonstrate adequate yearly progress.
- We believe in respecting the dignity and worth of every individual.
- We believe that a quality education requires:
 - An effective, qualified teacher in every classroom
 - An effective, qualified principal focused on instruction in every school
 - A challenging systemic curriculum
 - A results-oriented, data-driven focus based on continuous growth
 - An assessment program focused on the measurement of student growth
 - Shared accountability among teachers, principals, and central office personnel
 - Early intervention for young children.
- We believe that every employee must model ethical behavior, exhibit a strong work ethic, and perform at high levels.
- We believe that all Baltimore County Public Schools' departments and offices must demonstrate continuous improvement.

Performance Goal 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

Performance Indicators for Goal 1

- 1.1 All diploma-bound students in grades 3 — 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards. (State standard)
- 1.2 All diploma-bound students will participate in the PSAT. (BCPS standard)
- 1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)
- 1.4 All students who earn a certificate of attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)
- 1.5 Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program (IMAP). (State standard)
- 1.6 All prekindergarten students in eligible schools will have access to a PreKindergarten Program by the 2007 – 2008 school year. (State standard)
- 1.7 All elementary schools will have a full-day kindergarten by the 2007 – 2008 school year. (State standard)
- 1.8 Students in grades 2 – 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard)
- 1.9 All students will pass the Maryland Functional Math, Reading, and Writing Tests prior to the end of grade 8. (BCPS standard)
- 1.10 Each middle school will meet or exceed the State average student

- 1.11 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)
- 1.12 All students will acquire one fine arts credit by passing a course that is driven by the Content Standards. (State standard)
- 1.13 All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)
- 1.14 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)
- 1.15 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)
- 1.16 All International Baccalaureate (IB) schools will have 100% participation rate for the IB diploma-bound students. (BCPS standard)
- 1.17 All IB schools will have at least a 75% pass rate on IB examinations. (BCPS standard)



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- 1.18 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)
- 1.19 All high schools will meet or exceed the national average for combined verbal and mathematics scores on the SAT or the ACT. (BCPS standard)
- 1.20 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enables students to enroll in college level courses at two-year colleges. (BCPS standard)
- 1.21 All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)
- 1.22 All schools will achieve an attendance rate of at least 94%. (State standard)

Key Strategies for Goal 1

- a) Develop a plan for phasing in PreKindergarten Programs for eligible students.
- b) Develop a plan for phasing in full-day kindergarten in all elementary schools.
- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.
- d) Provide an array of courses aligned with the Content Standards for students to meet their fine arts credit requirement.
- e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.

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- h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- l) Encourage reading by establishing a minimum goal of 25 books, from the recommended list, that will be read by/to each student during the academic school year.
- m) Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.
- n) Use standardized testing results to encourage all students to enroll in challenging course work.
- o) Monitor the relationship between the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- p) Work with the Community College of Baltimore County to study present participation rates and national standards for the high school administration of the Accuplacer and to identify standards for countywide participation.
- q) Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
- r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.

- r) Enlist parents, guardians, and community members in reading efforts at the schools and at home.
- s) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- t) Provide staff access to technology essential to collecting, analyzing, and reporting student achievement data.
- u) Continue to develop the “Data Warehouse” for the purposes of disaggregating student achievement data, tracking teacher certification and professional development, and reporting on teacher participation in professional development opportunities.
- v) Support teachers in the implementation of reading techniques through professional development opportunities.
- w) Provide ongoing support to new and veteran teachers through professional development opportunities, e.g., Beginning Teacher Induction, Mentoring, and Academic Achievement.
- x) Provide professional development to teachers, paraprofessionals, and principals in content areas.



Performance Goal 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Indicators for Goal 2

- 2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS standard)
- 2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the Maryland School Assessment in reading/language arts, mathematics, and science. (BCPS standard)

Key Strategies for Goal 2

- a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.
- b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.
- c) Facilitate access to appropriate educational and community resources for immigrant families.
- d) Facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.
- f) Provide parent orientations on how to access services from the school system.

Note: Performance Goals 1 and 2, in accordance with *No Child Left Behind Act 2001*, further address the academic needs of English Language Learners.

Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicators for Goal 3

- 3.1 All teachers and paraprofessionals will meet the requirements for “highly qualified,” as defined by the *No Child Left Behind* and the *Bridge to Excellence in Public Schools Education Act*. (BCPS standard)
- 3.2 All teachers and paraprofessionals will participate in “high quality” differentiated professional development, as defined by *No Child Left Behind*. (State standard)
- 3.3 All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics. (BCPS standard)
- 3.4 All new teachers in Title I schools will meet the standard of “highly qualified” when hired. (State standard)
- 3.5 All parents/guardians will be advised of the qualifications of their child’s teacher at the beginning of each school year or upon request if there are changes to a teacher’s qualifications during the school year. (BCPS standard)



Key Strategies for Goal 3

- a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
- c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with “highly qualified” teachers. Identify where the school system currently stands with respect to this goal and develop specific measures of acceptable progress and timelines.
- d) Continue to monitor and communicate with parents Baltimore County Public Schools’ progress toward having all students taught by “highly qualified” teachers and paraprofessionals.
- e) Partner with local universities to design and implement a professional development model for middle school math teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.
- f) Provide a variety of “high quality” professional development opportunities that focus on teachers’ and paraprofessionals’ assessed needs to ensure that they meet “highly qualified” status by 2005-2006.
- g) Continue a systematic process for the selection of “highly qualified” teachers.
- h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.
- i) Provide comprehensive information and professional development to support identified paraprofessionals in meeting academic and Maryland ParaPro Test requirements.
- j) Provide comprehensive information, access to hardware and software, and professional development opportunities to assist identified teachers in meeting the Elementary Secondary Education Act (ESEA) requirements to be “highly qualified.”
- k) Provide staff development opportunities that focus on principals’ assessed needs and system priorities.

Performance Goal 4

All students will be educated in school environments that are safe and conducive to learning.

Performance Indicators for Goal 4

- 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)
- 4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)
- 4.3 Staff, students, parents, and community members will be provided opportunities to express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)

Key Strategies for Goal 4

- a) Provide attractive, clean, caring, and secure learning environments.
- b) Implement an active character ethics education .
- c) Utilize the Student Support Services Team to address the needs of students.
- d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
- e) Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.
- f) Provide a continuum of services through alternative education programs.
- g) Continue the fingerprinting and criminal background checks for all employees.
- h) Continue the annual Safe Schools Conference.

- i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental awareness of their responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct.
- j) Communicate to all students and parents the behavioral expectations identified in the *Student Handbook* and school code of conduct.
- k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.



Performance Goal 5

All students will graduate from high school.

Performance Indicators for Goal 5

- 5.1 All high schools will meet the graduation rate established by the State. (State standard)
- 5.2 All high schools will have annual dropout rates of less than 3%. (State standard)
- 5.3 All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland career and technology education career completer requirements or both. (State standard)

Key Strategies for Goal 5

- a) Educate all students with disabilities in accordance with the objectives defined in the student's Individualized Education Program (IEP) so that they learn the body of knowledge presented in the regular education environment to the maximum extent possible.
- b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.
- c) Increase participation in Gifted and Talented programs in all schools.
- d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all eighth grade students.
- e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.
- f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.



Performance Goal 6

Engage parents/guardians, business, and community members in the educational process.

Performance Indicators for Goal 6

- 6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)
- 6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard)
- 6.3 Increase the number of parents/guardians participating in Back-To-School Night and student events annually by 10% per school. (BCPS standard)

Key Strategies for Goal 6

- a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- b) Educate all new teachers in how to conduct parent-teacher conferences.
- c) Provide guidelines and strategies for student-parent-teacher conferences.
- d) Provide media and planning services to schools to promote Back-To-School Night and American Education Week.
- e) Expand recognition opportunities for students, parents, community, and business partners.
- f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.
- g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.
- h) Encourage business partnerships that support and complement the educational program.

Performance Goal 7

Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

Performance Indicators for Goal 7

7.1 All schools will develop a results review report that is aligned to the system's annual results report. (BCPS standard)

Key Strategies for Goal 7

- a) Train school leadership to help parents, teachers, and students serve as advocates for educational issues.
- b) Utilize key stakeholders to assist in training parents/guardians about educational issues.
- c) Provide information and support to principals in the alignment of the ***Blueprint for Progress*** with the SIP, the allocation of positions, and the allocation of other resources.
- d) Encourage parents and community members to participate on the School Improvement Team.
- e) Encourage teachers to be leaders in the school and community.
- f) Provide professional development opportunities to school administrators, teachers, and other staff on the roles of parents, staff, and community members in the school improvement process.
- g) Publish an annual educational performance report designed to increase community-wide awareness and advocacy.
- h) Assist schools' PTAs, School Improvement Teams, Faculty Councils, and Student Councils in the process of developing leadership skills to improve involvement and decision-making.
- i) Provide school leadership training in group processes that encourage teachers, staff, parents/guardians, and community members to improve involvement in decision-making.
- j) Present the results report, which includes the alignment of the results in the SIP, financial information, and student achievement to the parents/guardians and community members of all schools.

Performance Goal 8

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicators for Goal 8

- 8.1 Each office in the Division of Business Services will establish benchmarks and indicators aligned with Performance Goal 8. (BCPS standard)
- 8.2 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)
- 8.3 All schools and offices will have high-capacity computers at the ratio of:
 - One computer per five students by 2005;
 - One computer per school-based teacher, administrator, and clerical by 2006; and
 - One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard)

Key Strategies for Goal 8

- a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
- b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.
- c) Allocate positions to schools in an equitable and adequate manner.
- d) Allocate non-salary and grant funds to schools in an equitable manner based on rational formulas and approved qualifications.
- e) Develop systemwide 5-, 10-, and 15-year comprehensive maintenance plans based on the condition of the individual facility's profile and establish short-, mid-, and long-range solutions.

- f) Establish benchmarks for on-board time and on-time service for students eligible for transportation services.
- g) Establish benchmarks for food service operations and copy, print, and distribution services.
- h) All students will acquire and apply information through the use of educational media, including technology and media centers.



Glossary of Terms

Accuplacer is a college readiness examination that is offered to students to determine their ability to take college level courses in Baltimore County Public Schools. Accuplacer is a test used as part of the Baltimore County Public Schools College Readiness Program. The test is administered by assessors at the Community College of Baltimore County.

The results are communicated to the schools by CCBC. Students are identified in three different groups: “College ready,” “On track,” and “See counselor.” Counselors work with students to identify programs that may be beneficial to students desiring a parallel enrollment at a community college, and/or a higher-level course selection in high school.

Adequate Yearly Progress (AYP) is the growth in student achievement from year to year as measured by the Maryland School Assessment program (MSA). AYP will be determined, not only for schools and school systems, but for disaggregated data sets, e.g., gender, race/ethnicity, free/reduced meals, special education. As of December 2002, the Adequate Yearly Progress standards have not yet been established.

Advanced Placement Program (AP) represents a cooperative effort between secondary schools and colleges and universities. It is a program of introductory college-level courses for students who are willing and able to apply themselves to college-level studies during their high school years. Students who successfully complete AP courses and exams may be exempted from introductory courses by many colleges and universities.

Engaging Work is teacher-developed activities and learning experiences that encourage and motivate students to persist at the tasks needed for learning.

High School Assessments (HSA) are State-mandated tests in Algebra I, biology, geometry, English 9, and government are administered to measure student achievement in each of these subjects. The State will establish a passing standard, in the near future, which will become a graduation requirement for all students receiving a Maryland high school diploma.

Highly Qualified Teacher

A “highly qualified” teacher:

- is eligible for a Maryland State Department of Education professional teaching certificate, and
- has demonstrated, through rigorous testing or appropriate coursework, mastery of the teaching content to which the teacher has been assigned.

Highly Qualified Paraprofessional

A “highly qualified” paraprofessional:

- has completed two or more years of study at an institution of higher education; or
- has obtained an associate’s or higher degree; or
- has a high school diploma or equivalent and meets a rigorous standard of quality, demonstrating through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, and mathematics or the instruction in

High Quality Professional Development Opportunities

Professional development opportunities are of high quality if they are sustained, intensive, content based, and classroom focused in order to have a positive and lasting impact on daily instruction, on the teacher's overall performance in the classroom, and on student achievement.

Independence Mastery Assessment Program (IMAP) is a portfolio assessment comprised of three sections. Section One describes the student and the student's school program. Section Two includes artifacts which demonstrate student achievement and progress in six areas:

- Functional Academics
- Communication/Decision Making/Interpersonal Skills
- Community
- Career/Vocation
- Recreation/Leisure
- Personal Management

Section Three contains input from the student's parent or guardian.

Students with disabilities who are learning alternate outcomes to the Maryland Content Standards and are participating in a Fundamental Life Skills curriculum that will lead to a Maryland High School Certificate will participate in the IMAP.

International Baccalaureate (IB) is a rigorous course of study at the high school level that can result in the receipt of college credit and an IB designation on the diploma.

Maryland State Assessment (MSA) is a federally-mandated assessment program in grades 3 through 8, and grade 10 which will assess student achievement as basic, proficient, or advanced in the areas of reading and mathematics. The test results will be used to determine whether schools and school systems are meeting federal/state requirements for student achievement.



Work Group Members

Christine Johns, Deputy Superintendent, Co-Chair
Merle Audette, Chief of Staff, Co-Chair
Mark Beytin, President, TABCO
Charlene Bonham, Manager, Career and Technology
Ron Boone, Executive Director, Federal and State Programs
Barbara Brinker, Representative, PSNA
Cornell Brown, Administrator, Physical Facilities
LaWanda Burwell, Supervisor, Professional Development
Gloria Collins, Vice President, BACE
John Desmone, Principal, Timonium Elementary School
Dave Evans, Supervisor, Position Control
Thomas Evans, Principal, Catonsville Middle School
Ed Fangman, Principal, Sollers Point/Southeastern Technical
Michael Franklin, Parent, President, PTA Baltimore County
Rita Fromm, Executive Director of Planning and Support Operations
Ann Glazer, Executive Director of Schools, Southeast Area
Brian Gonzalez, Principal, Perry Hall High School
Mike Goodhues, Director, Office of Budget and Reporting
Gwen Grant, Executive Director of Secondary Programs
Marcel Hall, Principal, Randallstown Elementary School
Russ Jones, Personnel Officer, Human Resources
Denise Keller, Vice President, AFSME
Bob Kemmery, Executive Director of Student Support Services
Maggie Kennedy, Parent, Coordinator, Advisory Councils
Bill Lawrence, Executive Director of Schools, Northeast Area
Doug Neilson, Chief Communications Officer, Communications
Laura Nossel, Parent, Past President, PTA Council
Penny Parker, Assistant Principal, Overlea High School
Judson Porter, Manager, Department of Technology
Michele Prumo, Coordinator, Health Services
Sarah Jeanne Sayles, Teacher, Loch Raven High School
Linda Schoenbrodt, Coordinator, Elementary Mathematics
Ghassan Shah, Planning Administrator, Strategic Planning
Jasmine Shriver, Parent, Chair, Special Education Committee, PTA Council
Susan Spinnato, Coordinator, World Languages
Paula Simon, President, CASE
John Smeallie, Director of Personnel, Human Resources
Carla Zamarelli-Clifford, Supervisor, Assessment, Research, and Testing

Editors: Carol Knepley, Doug Neilson, and Sharon Norman