

TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, September 22, 2009
5:45 P.M.-Closed Session, 6:30 P.M.-Open Session
Educational Support Services Building

- I. PLEDGE OF ALLEGIANCE
- II. SILENT MEDITATION IN REMEMBRANCE
- III. AGENDA
Consideration of the agenda for September 22, 2009
- IV. MINUTES
Consideration of the Report on the Board of Education Retreat of August 22, 2009 Exhibit A
- V. NEW BUSINESS
 - A. Consideration of consent to the following personnel matters:
 1. Transfers Exhibit B
- VI. WORK SESSION REPORTS
 - A. Report on the following Board of Education Policies (first reading): (Ms. O'Hare)
 - Proposed Changes to Policy 1280 – BOUNDARY CHANGES: Statement of Intent Exhibit C
 - Proposed Deletion of Policy 1301 – COMMUNITY RELATIONS: Use of School Facilities-Child Care Exhibit D
 - Proposed Changes to Policy 1320 – COMMUNITY RELATIONS: Use of School Facilities-Contests Exhibit E
 - Proposed Deletion of Policy 4263 – PERSONNEL: Compensation Plan-Reimbursement of Transportation Exhibit F
 - B. Report on Board of Education's Three-Reading Process (Mr. Parker)
Exhibit G
 - C. Update on the Articulated Instruction Module (AIM) (Dr. Dezmon)
Exhibit H

VII. INFORMATION

- A. Report on School Opening Exhibit I
- B. Deletion of Superintendent's Rule 3132.1 – NON-
INSTRUCTIONAL SERVICES: Fiscal Services-School Activity
Funds Exhibit J
- C. Deletion of Superintendent's Rule 4007 – PERSONNEL:
General Exhibit K
- D. Revised Superintendent's Rule 6702 – INSTRUCTION:
Extracurricular Activities – Intramural, Informal, and
Interscholastic Athletics Exhibit L

VIII. ANNOUNCEMENTS

Next Board Meeting Tuesday, October 6, 2009
7:00 PM Greenwood

TENTATIVE MINUTES**REPORT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY
RETREAT**

Saturday, August 22, 2009

The Board of Education of Baltimore County, Maryland, met in open session for a retreat on Saturday, August 22, 2009, at 9:05 a.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esq., and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools; J. Robert Haines, Esq., Deputy Superintendent; Ms. Rita Fromm, Chief of Staff; Margaret-Ann Howie, Esq., General Counsel; Andrew W. Nussbaum, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board; and representatives of community were present.

Ms. Murphy reviewed the Board Norms, which were established in September 2003 and updated in September 2008. Ms. Murphy stated that the Board reviews the Norms on an annual basis. Ms. Murphy noted that the Board Norms would be voted upon at the September 8, 2009 Board meeting.

Ms. Murphy distributed the publication, *Keywords of School Boards*.

RISING STUDENT PERFORMANCE

Through a PowerPoint™ presentation, Dr. Hairston provided an overview of social and economic changes and issues facing the county's population. The presentation covered:

- Demographics
 - Past, Present, and Future Enrollments
 - Diversity of Population
 - Increase of English Language Learners (ELL)
 - Increased Free and Reduced Meals (FARMS) Students
 - Homeless Students
- Social and Economic Trends
- Changing Labor Force
 - Healthcare and Biotechnology Engineering
- Educational Accountability

- Student Performance
 - Maryland State Assessments (MSA) in Reading and Math
 - Advanced Placement (AP) Participation
 - SAT Participation
 - High School Assessments (HSA) Graduation Requirements

Ms. Roddy asked why the middle schools MSA reading and math scores had decreased. Dr. Hairston responded that the school system evolved from a junior high school program to a middle school program, and BCPS now has high stakes accountability and needs to implement improvements at the middle school level. Curriculum and rigor at the middle school level are being addressed and the appropriate adjustments made.

Mr. Uhlfelder asked whether BCPS has received the AP results from the Maryland State Department of Education (MSDE). Dr. Hairston responded that the information is embargoed for another week. Mr. Hines stated that it is important for the Board to watch closely the trends.

Ms. Johnson emphasized that students need to have a voice in the school. The school system needs to find ways in which to receive feedback from students on which changes they would like to see implemented.

SUPERINTENDENT'S PRIORITIES FOR 2009-2010

Dr. Hairston briefly reviewed his priorities for the 2009-2010 school year, which were presented at the Principals' Academy in June. Those priorities included:

- Student Achievement
 - Infuse more rigor in standard courses
 - Increase the number of Maryland Scholars
 - Implement Articulated Instruction Module (AIM)
- Organization Management
 - Long-term plan for technology and information systems
 - Effective and efficient use of all resources
 - Secure additional sites for land bank
- Human Resources Management
 - Staffing, Recruitment, and Retention
 - Leadership Development
- Communications and Community Relations
 - Enhance local and national level public relations
 - Upgrade Web site
 - Increase outreach to elected officials

- Organizational culture
 - Lead by Example
 - Implement performance management initiative (ISO-9000)

RESOURCE ALLOCATIONS

Dr. Hairston reviewed with Board members the allocation of positions and resources to schools for the 2008-2009 school year.

Ms. Roddy asked about the methodology allocation. Dr. Hairston responded that staffing is based on enrollment, grants, and special programs at that particular school. He noted that most schools have a zero-based budget.

Mr. Uhlfelder asked whether the full-time equivalent (FTE) includes all personnel at the school. Dr. Hairston responded the FTE is teachers only and does not represent all resources allocated to the schools.

Ms. Johnson asked whether principals receive training on management their resources. J. Robert Haines, Esquire, Deputy Superintendent responded that principals and assistant principals attend training and are informed of any changes to their budget. The area assistant superintendents ensure that each school's allocation plan is approved.

Mr. Schmidt asked whether there is data to show that the various pupil amounts spent at Carney Elementary School are spent well. Dr. Hairston responded that allocation of resources is based on the needs of the students.

BOARD GOALS FOR 2009-2010

The Board discussed its goals for the upcoming year. Ms. Murphy reviewed the Board's focus areas for the 2009-2010 school year.

The following changes were recommended by Board members:

- Mission Statement
 - Needs to be broader by adding "global expectations"
- Focus Area
 - Reference the "Phi-Delta Kappa (PDK)" audit as opposed to "recent" audit

- Student Achievement
 - Incorporate 21st century learning environment.
 - Address preparing students after high school.
 - Address the “gap in student performance between elementary school students and middle school students.”
 - Incorporate “technology” instruction
- Staffing
 - Place emphasis on differentiation.
- Facilities
 - Need to be broader by “exploring alternatives for additional school sites” as opposed to naming specific areas.
 - Incorporate “green” design into future construction and renovation projects.
- Safe Schools
 - Combine with “Facilities” goal.
- Communications and Marketing
 - Need to be broader by using strategies to spread the “good news about BCPS at the local, state, and national levels.”

At 11:25 a.m., the Board took a brief recess.

LEGISLATIVE PRIORITIES

At 11:34 a.m., the Board reconvened in open session.

Edward J. Novak, Esquire, Associate General Counsel, reported to the Board on pending and potential legislative issues. Mr. Novak stated that one of the biggest priorities is that school systems not receive any additional unfunded mandates and no action that would diminish the superintendent or Board’s authority. Other state legislation that could occur are: shifting of the costs of teachers pensions to local governments, and “green” products or buildings.

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and upon motion of Mr. Janssen, seconded by Mr. Parker, the Board commenced its closed session at 11:46 a.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 11:46 a.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esq., and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Ms. Rita Fromm, Chief of Staff; Margaret-Ann Howie, Esquire, General Counsel; Ed Novak; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Dr. Hairston reviewed with Board members personnel matters that may be considered at the next Board meeting.

Mr. Nussbaum provided legal advice to the Board regarding school calendar.

At 12:14 p.m., the Board went into administrative function.

ADMINISTRATIVE FUNCTION MEETING

At 12:14 p.m. m the Board went into administrative function. President JoAnn C. Murphy and the following Board members were present: Mr. James E. Coleman, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esq., and Mr. David Uhlfelder. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Ms. Rita Fromm, Chief of Staff; Margaret-Ann Howie, Esquire, General Counsel; Andrew W. Nussbaum, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Ms. Murphy and staff reviewed the following items with Board members:

- Maryland Association of Boards of Education (MABE) fiscal year 2011 budget.
- Board committees for 2009-2010.
- Board agenda matrix for 2009-2010.
- Upcoming conferences.
- Roles and Responsibilities of Board Attorney and Office of Law.
- Board Protocols/Conventions.

The administrative function meeting ended at 12:50 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

/bls

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

SEPTEMBER 22, 2009

RECOMMENDED TRANSFERS

NAME

FROM

TO

STACEY R. JOHNSON
(Effective September 23, 2009)

Assistant Principal
Woodlawn Middle School

Assistant Principal
Windsor Mill Middle School

(Redirected Position)

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 22, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON THE PROPOSED CHANGES TO POLICY 1280 –
BOUNDARY CHANGE**

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

**RESOURCE
PERSON(S):** Michele Prumo, Executive Director, Planning and Support Operations

RECOMMENDATION

That the Board of Education considers the proposed changes to Policy 1280.
This is the first reading.

Attachment I – Policy Analysis
Attachment II – Policy 1280

**Policy Analysis for
Board of Education Policy 1280
Boundary Changes**

Statement of Issues Addressed By the Proposed Policy

Board of Education Policy 1280 defines the process of addressing boundary changes to ensure the maintenance of quality schools. The proposed revision to Board of Education Policy 1280 separates the policy intent from the implementation procedures.

Cost Analysis and Fiscal Impact on School System

The fiscal impact of the boundary change process is approximately \$5,130. No additional fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies

Board of Education Policy 5110, *Students: Enrollment and Attendance-Admission.*

Board of Education Policy 5140, *Students: Enrollment and Attendance-School Attendance Areas.*

Legal Requirements

Annotated Code of Maryland, Education Article §3-101 and §3-102.

COMAR, Chapter 13A.

Similar Policies Adopted by Other School Systems

1. Prince Georges County Public Schools, Administrative Procedure No. 8391, *Boundary Changes.*
2. Harford County, Policy Number 20-0041-000, *Adjustment of School Attendance Boundary Lines.*
3. Montgomery County, FAA-RA, *Long Range Educational Facilities Planning.*

Draft of Proposed Policy

Attached

Other Alternative Considered By Staff

None

Timeline:

First reading – September 22, 2009

Public comment – October 6, 2009

Third reading/vote – November 3, 2009

BOUNDARY CHANGES

I. STATEMENT OF INTENT

- A. THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THE IMPORTANCE OF COMMUNITY INVOLVEMENT IN THE ESTABLISHMENT OF SCHOOL ATTENDANCE AREAS.

THE SUPERINTENDENT WILL DEVELOP PROCEDURES FOR SCHOOL AND COMMUNITY INVOLVEMENT IN THE DEVELOPMENT OF RECOMMENDATIONS FOR ALL BOUNDARY CHANGES.

[The Board of Education recognizes its obligation to provide a uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children. With the advice of the Superintendent, the Board of Education will establish geographical attendance areas for each school. The Board recognizes the importance of community involvement in the educational process.

In order to garner community input at the beginning of the boundary change process, the Board of Education is establishing this framework that provides an opportunity for a school/community-based recommendation to be presented to the Superintendent for specific boundary changes. The following school boundary practices have been established to provide school boundaries that are in the best interest of students.

PROCEDURE

1. During October, the Office of Strategic Planning will analyze the September 30th enrollment data from the schools. At an Executive Leadership Team (Superintendent, Deputy Superintendents, Executive Directors of Schools, and the Chief of Staff) meeting in October, the Office of Strategic Planning will identify those schools that exceed state capacity based on their full-time equivalent enrollment, as well as situations where enrollments are exceptionally low. Based on this analysis, the Executive Leadership Team will identify the schools for which boundary changes will be considered.
2. After the presentation to the Executive Leadership Team, the Executive Director of Schools responsible for any school(s) considered for boundary changes will appoint a Boundary Study Committee composed of parents, teachers, administrators, and other representatives from the schools and communities

- involved. The Boundary Study Committee will review information prepared by the Office of Strategic Planning, gather input from the community, and develop several boundary change options.
3. The Executive Director of Schools will host a community forum in which the boundary change options developed by the Boundary Study Committee will be presented to all members of the community who wish to attend. The public will be informed at least ten (10) calendar days prior to the community forum by school newsletters and community newspapers of the time, date, and location of this community forum. The Boundary Study Committee will work with the individuals and groups at the community forum to receive input and assistance concerning the several boundary change options.
 4. Following the community forum, all information and suggestions will be organized and processed by the Office of Strategic Planning for review by the Boundary Study Committee. The Boundary Study Committee will then provide the Executive Director of Schools with the best boundary change option, which the Executive Director of Schools will review, approve, modify, alter, and/or reject.
 5. The approved/altered boundary change option will be submitted to the Board of Education as the Superintendent's recommendation. The Superintendent's recommendation will be presented to the Board of Education at least ten (10) calendar days prior to the Board's public hearing on the boundary change. Copies of the Superintendent's recommendation will be sent to each school affected by the boundary change and, upon request, to interested parties. The Board of Education will also receive copies of the proposals considered by the Boundary Study Committee, including any rationales for rejection of a proposal by the Boundary Study Committee.
 6. A public hearing on the Superintendent's recommendation will be held by the Board of Education at least ten (10) calendar days prior to final action by the Board on this item.
 7. The above steps may be condensed in case of emergency.
 8. When boundary changes are necessary because of construction of a new school, steps 2 through 6 outlined above may be initiated by the Executive Director of Schools with the approval of the Superintendent anytime following funding approval by the State and/or County for the project.

THE FRAMEWORK FOR THE BOUNDARY STUDY COMMITTEE

The following framework for the Boundary Study Committee, including the organization and duties and the suggestions for possible areas to be considered, are advisory.

ORGANIZATION AND DUTIES OF THE BOUNDARY STUDY COMMITTEE

The Boundary Study Committee is to develop several boundary change options to be presented to the appropriate Executive Director of Schools for presentation at the community forum. Following the community forum, the Boundary Study Committee will review all information gathered at the community forum. The Boundary Study Committee shall make a recommendation to the Executive Director of Schools of what it considers to be the best boundary change option.

I. Boundary Study Committee

A. Boundary Study Committee Co-Chairpersons

1. Selected by the Superintendent
2. Duties
 - a. Chair Boundary Study Committee meetings
 - b. Organize dissemination of information to the affected community
 - c. Co-chair the community forum
 - d. Present the Boundary Study Committee recommendation to the Executive Director of Schools
 - e. Assist the Executive Director of Schools with the presentation of the best boundary change option to the Executive Leadership Team

B. Recorder

1. Elected by Boundary Study Committee members at the second meeting
2. Duties
 - a. Attends all committee meetings
 - b. Takes minutes of committee discussions and actions. (Secretarial assistance and mailing of minutes will be provided by the Office of Strategic Planning.

C. Committee Members

1. Committee members will endeavor to work with the Executive Director of Schools and the Office of Strategic Planning to:
 - a. Receive and review information on the housing developments and neighborhoods included in the study area using maps and data provided by staff
 - b. Serve as representatives of the affected schools and interested individuals from the affected neighborhoods
 - c. Seek input from the interested individuals from the affected neighborhood to identify concerns and preferences
 - d. Provide input to the Boundary Study Committee as a representative of the affected neighborhood, not as an individual
 - e. Provide, where necessary, information from the Boundary Study Committee to interested individuals in the affected neighborhoods
 - f. Identify the various boundary options
 1. Determine which neighborhoods and/or areas should be in the core boundary area to attend each affected school (i.e., the areas which will definitely be included in the attendance area for each affected school).
 2. Determine which neighborhoods and/or areas are considered optional and can be assigned to one or more different schools in the various boundary options.
 - g. Plan, attend, and assist with the facilitation of the community forum
 1. Assist in the preparation and/or dissemination of publicity concerning the community forum
 2. Work with staff to develop handouts which summarize the advantages or disadvantages of each of the boundary options
 3. Help the Boundary Study Committee develop answers to frequently asked questions about the process and the various boundary options.
 4. Serve as small-group facilitators to answer questions and gather information for the Boundary Study Committee.
 - h. Make recommendation to the Executive Director of Schools of the best boundary change option.

II. Executive Director of Schools

- A. Advise the Executive Leadership Team concerning schools which may require boundary adjustments
- B. Schedule meetings with principals, in concert with the Office of Strategic Planning, to provide orientation to the boundary study process
- C. Appoint Boundary Study Committee members
- D. Schedule, attend, and facilitate Boundary Study Committee meetings
- E. Direct the research of the Office of Strategic Planning staff
- F. Coordinate communication throughout the boundary change process
- G. Host the community forum
- H. Present the Boundary Study Committee's best boundary change option to the Executive Leadership Team

III. School Principals

- A. Identify and contact parents and teachers to serve on the Boundary Study Committee and recommend those individuals to the Executive Director of Schools
 1. Seek the advice of the PTA Executive Board to identify parent(s) representatives to be appointed to the Boundary Study Committee
 - a. Parent representatives should have the time to devote to the Boundary Study Committee.
 - b. Parent representatives should represent potentially affected areas and/or neighborhoods.
 2. Seek the advice of the school's Faculty Council to identify teacher representative(s) to be appointed to the Boundary Study Committee.
 3. Explain to potential parent and teacher representatives the Boundary Study Committee member duties, organization, and time commitment, and obtain that individual's commitment to actively serve on the Boundary Study Committee before final selection.
- B. Attend, or provide a representative to, the Boundary Study Committee meetings and serve as a technical advisor
- C. Assist the Boundary Study Committee in communication efforts
 1. When requested by the Boundary Study Committee, use the school newsletter or other forms of parent communication to assist in the dissemination of information.
 2. Make appropriate presentations to various school-based groups and/or at PTA meetings of information that would be of assistance to the Boundary Study Committee.
 3. Be knowledgeable of all Boundary Study Committee activities in order to respond to parent inquiries.

- D. Remain impartial in assisting the Boundary Study Committee with the determination of options

IV. Office of Strategic Planning

- A. Meet with affected principals to provide orientation to the Boundary Study Committee process
 - 1. Review boundary study parameters (extent of relief being sought for each school involved.)
 - 2. Review location of potentially affected neighborhoods
- B. Work with Executive Director of Schools in planning first Boundary Study Committee meeting
- C. When requested by the Boundary Study Committee, provide geographic and statistical data as well as other technical assistance
- D. Organize and process information and report results of the Boundary Study Committee and the community forum
- E. Review Boundary Study Committee recommendation
- F. Organize information and data to be presented to the Executive Leadership Team

V. Baltimore County Public Schools Budget, Physical Facilities, Transportation, and Other Offices

- A. Provide data, input, and feedback to all proposals throughout the process
- B. Consider the implications of boundary changes when developing budgets, physical facilities, transportation networks, and other services

**SUGGESTIONS FOR POSSIBLE CONSIDERATION BY THE BOUNDARY
STUDY COMMITTEE**

The Baltimore County Public Schools' Belief Statement asserts "improved achievement requires families and communities to be partners in the education process." In order to encourage community support in the educational process, the boundary change process has been revised to garner community input at the initial stages of the boundary setting discussions. The Boundary Study Committee provides a framework to obtain and to refine community input for recommending new school boundaries to the Executive Director of Schools.

In order to prepare for its recommendation to the Executive Director of Schools, the Boundary Study Committee may consider any, all, several, or none of the following topics. These topics are provided only for Committee discussion and to provide a framework to develop the various boundary options. The topics are not intended to represent an exhaustive list of all the topics that could be considered when reviewing boundary changes.

The topics provided below are not meant to be a complete list. It is recognized that some topics of consideration may be mutually exclusive and/or contradictory. The listing of these topics is to provide a numerical reference system, but does not indicate a hierarchy, order of priority, or any implied priority or desirability. The best option recommended by the Boundary Study Committee to the Executive Director of Schools need not satisfy all of the topics listed below.

The final plan adopted by the Board of Education may include any or none of these topics of consideration.

1. Establish and adjust school boundaries throughout the county in a manner which ensures efficient use of available space.
 - A. Identify schools which are overcrowded or under-enrolled by comparing the State Capacity of each facility with its full-time equivalent enrollment
 - B. Apply the guideline of 90% (Whenever a school's FTE enrollment reaches 90% of its state capacity, the school is overcrowded." Conversely, by MSDE practice, a school with an FTE enrollment that is 65% or less of its state capacity is considered underutilized.)
 - C. Avoid overcrowding facilities
 - D. Minimize costs

2. Reassign school attendance areas only when other reasonable and educationally sound choices are not immediately available.
 - A. Explore ways of using existing space more efficiently
 - B. Consider annexing certain grades or programs to nearby facilities with spare capacity
 - C. Where possible, use relocatable classrooms to relieve overcrowding due to short-term enrollment increases

3. Maintain a commitment to long-range planning decisions.
 - A. Where feasible, maintain the community school concept.
 - B. Attempt to ensure that students attend the schools closest to their homes.
Sample options:
 - i. Whenever possible, attempt to keep communities together.
 - ii. In order to serve students at the closest possible school, consider employing a domino effect when locations of available school facilities and student clusters are not contiguous.
 - iii. When establishing boundary lines, attempt to follow natural boundaries, such as railroads, creeks, major highways, election districts, existing school boundaries, and locations of feeder schools.
 - C. Where possible, eliminate existing satellite zones (areas districted to a school that are outside of its community boundary). Sample options:
 - i. Attempt to employ satellite zoning only for special purposes and for a pre-determined time period. (Any satellite zoning plan should designate the contiguous school which will be expected to serve students in the satellite area as soon as circumstances permit.
 - ii. As new subdivisions are approved and overcrowd a school, consider assigning the children from the newly developing neighborhoods to other attendance areas with available space rather than disrupt students from existing neighborhoods. (Realize, however, that this tends to create undesirable satellite areas which are usually served by facilities that are a greater distance away than schools serving established residences.)

4. Relate proposed boundary adjustments to customary student assignment patterns for progression through school.
 - A. Whenever possible, develop boundary change proposals which ensure that feeder school patterns from elementary to middle to high school keep developments, neighborhoods, and communities together

- B. Where feasible, develop boundary change proposals which ensure that elementary school boundaries do not overlap middle school boundaries, and middle school boundaries do not overlap high school boundaries
 - C. Reassign elementary school students no more than once every 5 years and secondary school students no more than once every 3 years
 - D. Phase in high school redistricting, when possible, beginning with grade 9 students
 - E. Develop options which reflect the diversity of the population within the entire cluster of schools under consideration
 - F. Reject options which foster racial or socioeconomic isolation
5. Examine the effects of boundary adjustments on the instructional programs of all schools involved.
- A. Examine the effect of boundary adjustments on the instructional programs of both the sending and receiving schools
 - B. Adjust enrollment projections by school to assist in staffing, scheduling, and distribution of supplies and materials when boundary changes are implemented
6. Develop boundary adjustment proposals that allow students to be transported in the most efficient and feasible manner.
- A. Maximize the number of students who can walk to school
 - B. Minimize travel time and maximize safety for students who must be transported
 - C. Avoid bussing students past a school which has the same grade levels
 - D. Avoid duplicate bus runs on the same streets for schools with the same grade levels
 - E. Transport toward town centers rather than toward countryside to minimize special trips to school for parents and guardians
7. Come to a consensus on proposed options by prioritizing the needs unique to the situation under study.
- A. Develop proposals which meet the above criteria to the greatest extent possible
 - B. Recognize that there is not a single scenario which will please everybody
 - C. Keep in mind that decisions approved and implemented by the Board of Education become precedents that may influence decisions made in similar situations for years to come.]

Policy
Adopted: 10/23/01
Revised: 08/10/04
REVISED: _____

Board of Education of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: September 22, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **PROPOSED DELETION OF BOARD OF EDUCATION POLICY
1301 – COMMUNITY RELATIONS: USE OF SCHOOL FACILITIES**

ORIGINATOR: J. Robert Haines, Deputy Superintendent

**RESOURCE
PERSON(S):** Michael Sines, Executive Director, Physical Facilities

RECOMMENDATION

That the Board of Education considers the deletion of Policy 1301. This is the first reading of this policy.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 1301

**Policy Analysis for
Board of Education Policy 1301
Community Relations**

Statement of Issues Addressed or Questions Addressed

Board of Education Policy 1301 is being recommended for deletion because relevant information is included in Policy 1300, Use of School Facilities.

Cost Analysis and Fiscal Impact on School System

No fiscal impact is anticipated by the deletion of this policy.

Relationship to Other Board of Education Policies

None

Legal Requirement

None

Similar Policies Adopted by Other School Systems

Several school systems were reviewed (Montgomery, Harford, Prince George's, Carroll, Cecil, Garrett County Public Schools, and Baltimore City Public Schools). Montgomery County is the only LEA with a separate policy for child care.

Montgomery County Public Schools, Policy KGC, *Child Care*

Draft of Proposed Policy

Attached

Other Alternatives Considered by Staff

None

Timeline:

First reading – September 22, 2009

Public comment – October 6, 2009

Third reading/vote – November 3, 2009

COMMUNITY RELATIONS: Use of School Facilities

Child Care

The primary mission of the Baltimore County Public Schools is to plan, organize, and implement the highest quality instructional and co-curricular programs for our students.

The critical need of working parents and guardians to feel assured that their school-aged children have a safe child care environment also is recognized.

Education and child care can co-exist where appropriate in-school facilities are available and child care does not interfere with the implementation of instructional and co-curricular programs.

The Baltimore County Public Schools are committed to working cooperatively with child care providers in support of quality child care.

School-aged child care shall function in Baltimore County Public Schools for children attending kindergarten and higher grades. Licensed, insured, non-profit, i.e., IRS-501(c)(3), designated child care providers may lease space in an existing facility on an annual basis. The Principal and Area Assistant Superintendent, in conjunction with the Executive Assistant, Division of Physical Facilities, will decide child care issues in a particular school, e.g., feasibility, room usage, displacement, etc.

Only school-aged children enrolled in the specific elementary school housing the child care program may be accepted by the provider. (Exceptions are middle schools, high schools, and schools of technology which meet the necessary criteria.) Children living within the boundary of the school housing child care will receive first priority. Second priority is given to children enrolled in the school by special permission.

The annual lease agreement prepared by the Executive Assistant, Division of Physical Facilities, will clarify related concerns including costs, responsibilities, licensing, areas of use, and insurance. The school principal has primary control of the administrative aspects of housing a child care program.

Providers also will pay for costs related to additional energy and licensing when applicable. Licensing inspection requirements are the responsibility of the provider. During holidays and inclement weather days, child care providers may continue to operate in schools when a school custodian is available and on duty at no additional cost to the Baltimore County Public Schools. Rooms used for child care will receive the same basic custodial services as

the remainder of the building. All maintenance-related activities shall receive prior approval from the Executive Assistant, Division of Physical Facilities, and be arranged, completed, and/or supervised by the Division of Physical Facilities. Billing and the collection of charges will be handled through the Executive Assistant, Division of Physical Facilities, and the Department of Accounting, Division of Business and Finance.

Policy
Adopted: 12/5/91]

Board of Education of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 22, 2009
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **REPORT ON THE PROPOSED CHANGES TO POLICY 1320 –
COMMUNITY RELATIONS: CONTESTS**

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

**RESOURCE
PERSON(S):**

RECOMMENDATION

That the Board of Education considers the proposed changes to Policy 1320.
This is the first reading.

Attachment I – Policy Analysis
Attachment II – Policy 1320

**Policy Analysis for
Board of Education Policy 1320
Contests**

Statement of Issues Addressed by the Proposed Policy Revision

Policy 1320 has been revised to update language to current standards and to reaffirm that the Superintendent establishes guidelines for schools.

Cost Analysis

There are no new costs associated with the proposed revisions.

Relationship to Other Board of Education Policies

None

Legal Requirement

None.

Similar Policies Adopted by Other School Systems

Howard County Public Schools Policy 10030, Participation in Contests
Montgomery County Public Schools CNB-RA

Draft of Proposed Policy

Attached

Other Alternatives Considered by Staff

The revisions to Policy 1320 represent staff input.

Timeline:

First reading – September 22, 2009

Public comment – October 6, 2009

Third reading/vote – November 3, 2009

COMMUNITY RELATIONS: [Use of School Facilities] CONTEST SPONSORSHIPS

Contests

[Requests for students to participate in any contest shall be submitted to the Deputy Superintendent for approval. Such requests should be submitted prior to July first of each year. If permission is granted for schools to participate in a contest, notification shall be forwarded to school principals prior to the opening of schools. This will enable school administrators to select from the approved list and plan an appropriate number of activities for each school year.]

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) SUPPORTS STUDENTS' AND SCHOOLS' PARTICIPATION IN CONTESTS SPONSORED BY EXTERNAL PARTIES WHEN SUCH CONTESTS HAVE AN EDUCATIONAL BENEFIT OR FURTHER STUDENTS' CIVIC, SOCIAL, AND/OR CHARACTER DEVELOPMENT.

The [Deputy] Superintendent [in cooperation with the Division of Instruction] shall [develop] ESTABLISH [guidelines] RULES for [establishing] SCHOOL AND STUDENT PARTICIPATION IN [the eligibility of a contest for school participation] SUCH CONTESTS SPONSORED BY EXTERNAL PARTIES.

Policy
Adopted: 2/26/81
REVISED: _____

Board of Education of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 22, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON PROPOSED DELETION OF POLICY 4263 –
PERSONNEL: REIMBURSEMENT FOR TRANSPORTATION**

ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent

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

RECOMMENDATION

That the Board of Education considered the proposed deletion of Policy 4263. This is the first reading.

* * * * *

Attachment I –Policy Analysis 4263
Attachment II – Policy 4263

**Policy Analysis for
Board of Education Policy 4263
Reimbursement for Transportation**

Statement of Issues or Questions Addressed

Board of Education Policy 4263 contains outdated language. Additionally, current procedures regarding reimbursement for transportation are addressed in Policy 3126, *Expense Reimbursements*. Therefore, it is recommended for deletion.

Cost Analysis and Fiscal Impact on School System

No fiscal impact is anticipated by the deletion of this policy.

Relationship to Other Board of Education Policies

Board of Education Policy 3126, *Expense Reimbursements*

Legal Requirements

None

Similar Policies Adopted by Other Local School Systems

1. Harford County Policy 20-0029-000, *Staff Vehicles*

Draft of Proposed Policy

Attached

Other Alternatives Considered by Staff

No other alternatives were considered.

Timeline:

First reading – September 22, 2009

Public comment – October 6, 2009

Third reading/vote – November 3, 2009

PERSONNEL: Classified

Compensation Plan: Reimbursement for Transportation

The authorized use of an employee's personal automobile for transportation to accomplish his/her assigned duties shall be reimbursed. The use of a personal automobile may be authorized for: attendance at a meeting called by an appropriate administrator; travel from one work location to another at the direction of the appropriate administrator.

No reimbursement of less than five dollars (\$5.00) will be paid to an employee during any period of six (6) months or less.

When computing mileage, the employee's normal round-trip commuting distance to his/her regularly assigned work location shall be subtracted from the total mileage incurred.

Policy
Adopted: 6/22/72
Revised: 12/11/75]

Board of Education of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 22, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON THREE READING PROCESS**

ORIGINATOR: H. Edward Parker, Vice President
Board of Education Policy Review Committee

**RESOURCE
PERSON(S):**

INFORMATION

Attached for your review please find the results of research completed by staff on the implementation of the three-reader process regarding Superintendent's Rule 7330, *Capital Projects that Are Funded by Private Donations*. A copy of the Superintendent's Rule is also enclosed for your reference.

The Superintendent's Rule requires that capital projects being funded by private donations be reviewed by the Department of Physical Facilities, the Executive Director for Planning and Support Operations, the Chief Financial Officer and the Law Office prior to Board approval.

It has been the Board's practice to permit public comment on its policies following their presentation and before the Board's vote. As is evident from the attached research, this process, called the "three reader" process, has been suspended for all Rule 7330 projects presented to the Board for consideration over the past two years.

The Policy Review Committee has discussed the attached research, and believes that the application of the three reader process to such projects merits discussion by the full Board.

Attachments

**Naming of School Facilities
Rule 7330**

School	Presented to Board
Stadium Project at Franklin High School	March 27, 2007
Secondary Academic Intervention Model Facility	June 12, 2007
Multi-Sport Scoreboard at Hereford High School	August 14, 2007
Concession Stand for Sparrows Point High School	September 18, 2007
Scoreboard at Lansdowne High School	May 20, 2008
Library Project at Fort Garrison Elementary School	July 8, 2008
Scoreboard at Catonsville High School	August 12, 2008
Grandstand Seating Project at Milford Mill Academy	December 16, 2008
Grandstand Seating Project at Randallstown High School	December 16, 2008
Marquee Sign at Franklin High School	December 16, 2008
New Basketball System at Prettyboy Elementary School	December 16, 2008
Naming of the New Towson Elementary School	February 24, 2009
Naming of Parkville High School's Football Field	July 14, 2009
Proposed Privately Funded Capital Project – Signage for Red House Run Elementary School	July 14, 2009
Announcer Sign for Hebbville Elementary School	August 25, 2009
Announcer Sign for Middleborough Elementary School	August 25, 2009
Naming Perry Hall High School's Track	August 25, 2009

NEW CONSTRUCTION: Financing

Capital Projects that Are Funded By Private Donations

In accordance with Board of Education Policy 7330, requests by individuals, private organizations, parents, community groups, or businesses to provide funding for a capital project must comply with the following standards in order to be presented to the Board of Education of Baltimore County (Board) for approval. This rule details the respective roles of the principal, the Department of Physical Facilities, Department of Fiscal Services, Department of Planning and Support Operations, Law Office, and the prospective donor.

I. Proposals

Proposals to provide private donations for capital projects must be initially presented to the principal of the school by a donor(s). The principal is responsible for providing to any prospective donor or interested parties a copy of this rule and its accompanying policy.

The principal is responsible for assuring that proposals to provide private donations for a capital project must include the following components:

- A. Name of the private donor, group of donors, or organization.
- B. For in-kind donations, insurance carried by the donor or group of donors.
- C. Amount and manner of donation, and evaluation of provisions to account for future maintenance of equipment needs, if any.
- D. Disclosure of any and all business affiliations that the donor or group of donors has with the school and school system.
- E. Assurances that the individual or organization proposing this project shall not involve any schools, offices, or students in any fund-raising activities involving funding for this capital project.
- F. Capital project being recommended, with accompanying rationale and background information on the project and related site requirements.
- G. Ability of the project to meet engineering standards and sufficiency by ensuring funds are included for licensed professionals to design, review, and manage work through completion.
- H. Request for naming rights, if any (see Board Policy 7530 on naming of a capital project or area of school).

- I. Indemnification of the Board and the Superintendent.
- J. The impact on enrollment at the school.
- K. The impact on students and the community.
- L. Proposals shall include an acknowledgement that the donor is responsible for any project cost overruns.

II. Projects

- A. Examples of projects that may be considered, but not limited to, under this rule include:
 - 1. Projects related to athletics, such as bleachers, stadium lights, or press boxes.
 - 2. Supplemental architectural, landscaping, or aesthetic enhancements.
 - 3. Recreational improvements, such as playgrounds and fields.
 - 4. Curriculum based projects, such as auditoriums and school signs.
- B. The Department of Physical Facilities' staff shall review applicable proposed projects presented under this rule. The review shall include the following:
 - 1. The impact on the maintenance budget for preventative maintenance.
 - 2. Compliance with applicable building codes.
 - 3. Compliance with safety, security, school operations, and regulatory policies and standards.
 - 4. Consistency of compliance with expected standards followed for other Baltimore County Public Schools' (BCPS) projects of similar scope.
 - 5. The impact of the project on the implementation of county-supported programs.
 - 6. The eligibility of the project for funding from the State or County.
 - 7. The impact on students and the community.
 - 8. The impact on student enrollment capacity at the school.

9. Ability of the project to meet engineering standards and sufficiency.
10. The impact on the school site.

RULE 7330

11. The Department of Physical Facilities will provide the principal and/or the donor's engineer with the appropriate requirements and procedures to implement construction projects funded by private donations or in-kind services, provide guidance, and help monitor the project.
- C. The Executive Director of Physical Facilities may reject any project failing to meet standards set forth in Section II B.
 - D. The Executive Director of Planning and Support Operations will review the proposal for impact on student enrollment and risk management. The Executive Director of Planning and Support Operations may reject any project because of a reduction in student enrollment capacity or risk management issues.
 - E. The Chief Financial Officer will confer with the Law Office on the adequacy of proposed funding. The Chief Financial Officer may reject any project because of inadequate funding.
 - F. The principal will present all agreements and legal documents to the Law Office for evaluation and review for legal sufficiency. All presentations should identify the scope of work, funding mechanism, contract(s), and assurance for indemnification of the Board and the Superintendent.
 - G. Once the proposal has been approved by the Executive Director of Physical Facilities, Executive Director of Planning and Support Operations, Chief Financial Officer, and the Law Office, the appropriate Area Assistant Superintendent shall present the project to the Superintendent and the Board for approval. A signed approval sheet must accompany the proposal.
 - H. The Executive Director of Physical Facilities retains the authority, but is not obligated, to manage any BCPS privately funded capital project.
 - I. Parties making the proposal will be given notification of a rejected proposal, with explanation if changes are requested. Rejected proposals may be resubmitted if they are modified to comply with the policies of BCPS.

III. Final Approval

- A. All recommendations to accept privately funded capital projects shall be forwarded to the Board for final approval.

Related Policies: Board of Education Policy 8362, Gifts to the Board of Education, Schools, and Offices within the School System
Board of Education Policy 8363, Conflict of Interest
Board of Education Policy 7530, Naming of a Capital Project or Area of a School

Rule
Approved: 3/08/05
Revised: 4/24/07
Revised: 7/8/08

Superintendent of Schools

BALTIMORE COUNTY PUBLIC SCHOOLS

PRIVATELY FUNDED CAPITAL PROJECT APPROVAL SHEET

SCHOOL
DONOR
NAME _____
E-MAIL _____
TELEPHONE _____
BRIEF PROJECT DESCRIPTION (ATTACH COMPLETE PROPOSAL WITH NECESSARY PROJECT INFORMATION AS INDICATED IN BCPS POLICY AND RULE 7330)

PROJECT APPROVAL

(SIGNATURES REQUIRED IN THE FOLLOWING ORDER)

SCHOOL ADMINISTRATOR	_____	DATE _____
AREA ASSISTANT SUPERINTENDENT	_____	DATE _____
DEPARTMENT OF PHYSICAL FACILITIES:		
OFFICE OF ENGINEERING AND CONSTRUCTION	_____	DATE _____
OFFICE OF MAINTENANCE AND GROUNDS	_____	DATE _____
OFFICE OF OPERATIONS	_____	DATE _____
DEPARTMENT OF PLANNING AND SUPPORT OPERATIONS	_____	DATE _____
OFFICE OF RISK MANAGEMENT	_____	DATE _____
CHIEF FINANCIAL OFFICER	_____	DATE _____
LAW OFFICE	_____	DATE _____
BCPS BOARD OF EDUCATION	_____	DATE _____

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 22, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **UPDATE ON THE ARTICULATED INSTRUCTION MODULE (AIM)**

ORIGINATOR: Barbara Dezmon, Assistant Superintendent, Equity and Assurance

**RESOURCE
PERSON(S):** Rebecca Schene, Webmaster

INFORMATION

That the Board of Education receives an update on AIM.

Executive Summary

The computerized version of the Articulated Instruction Module was officially introduced to the Board of Education during 2007. The Module, which is often referred to by the acronym AIM, provides a means of aligning the written, taught, and tested curriculums. Along that line, the Module was selected by Dr. Hairston as the primary response to the curriculum audit conducted by Phi Delta Kappa. On the curriculum side, AIM provides means for developing, synopsizing, and aligning curriculum. This is clearly shown on the BCPS public Web site, which enables parents through AIM to view and download key objectives for Grades PreK through 12 from BCPS curriculums. In addition to providing summaries of the curriculum, AIM permits teachers to access entire curriculum guides or specific parts thereof to use as they plan and deliver instruction. As a final component, AIM contains a progress reporting feature that is available for use by teachers, administrators, students, and parents. This feature is intended to assist the above stakeholders by allowing teachers to document their assessment of what skills students have or have not mastered. Overall, AIM provides clear, concrete, performance-based objectives as well as models for activities and assessments that can be used to obtain those objectives to aid educators and students throughout the school system.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 22, 2009
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **REPORT ON SCHOOL OPENING**
ORIGINATOR: Rita Fromm, Chief of Staff
**RESOURCE
PERSON(S):**

RECOMMENDATION

That the Board of Education reviews the annual Report on School Opening.

* * * * *

**Baltimore County Public Schools
School Opening Report
2009-2010**

On August 31, 2009, 105 elementary schools, 27 middle schools, and 24 high schools welcomed back 102,070 Baltimore County Public School students to a brand new school year. Staff members from Curriculum and Instruction, Business Services, and the Area Offices were in schools on opening day and throughout the first week of school. Reports from those visits confirmed that schools were open on time, buildings were clean, instructional materials were in place and teaching and learning were evident.

Enrollment

The recorded opening day enrollment of 102,070 students was 98% of our projected enrollment of 104,155 – a difference of 2,085 students. On an area-by-area basis, actual enrollment varied from 96.4% of projection to 98.5% of projection. By the end of the first week of school, enrollment stood at 99.4% of projection or 103,525 students. Actual enrollments vary over the course of the school year and the official enrollment count is recorded as of September 30 of each school year.

Schools and Centers

The school year opened with a new and unique learning opportunity for students at Chesapeake High School. A first-of-its-kind Virtual Learning Environment (VLE) was designed to enhance the STEM program at Chesapeake, now in its third year of implementation. The VLE is an outgrowth of the Superintendent's ongoing partnership with executives from businesses and higher education. It provides teachers in all core content areas with an instructional tool to enhance student engagement and learning.

New leadership was in place in 15 schools around the county: 5 schools in the southwest area, 4 schools in the northwest area, 1 school in the central, 3 schools in the northeast area, and 2 schools in the southeast area.

Principals have scheduled Back-to-School nights and the dates for those events are posted on the system's web site.

Staffing

By opening day, the Department of Human Resources had hired 685 teachers and for the second year in a row, schools were fully staffed in the core subject areas of math, science, English, and social studies. A total of 2.0 FTEs remain vacant in the following schools:

Dundalk High School-Navy JROTC
Overlea High School- Marine Corps JROTC

Vacancies in support service positions, including bus drivers, food service workers, paraeducators, maintenance and operations staff, clerical staff, and supervisory and technical positions, totaled 94 on opening day, 20 fewer than on opening day last year.

Instructional Readiness: Division of Curriculum and Instruction

In conjunction with staffing and hiring efforts, instructional readiness was realized through intensive curricular activity.

In Language Arts, new curriculum which incorporates the nature and history of language, grammar, usage, and mechanics is in place in kindergarten through Grade 12. Additionally, at the elementary level, *100 Book Challenge* has been expanded; a supplemental reading program has been introduced in select schools. At the secondary level, the grade 8 curriculum guide has been updated to incorporate SpringBoard, and Grade 9 curriculum has been revised to incorporate literary criticism and the Accelerated English guide has been updated. Finally, diagnostic compositions have been added to all secondary English language arts curricula.

In addition to the Virtual Learning Environment at Chesapeake, the Department of Science, Technology, Engineering, and Math (STEM) is providing Grade 9 STEM courses at 22 sites around the county. In mathematics, new support materials for Grade 9 Algebra and Algebra and Data Analysis courses have been provided to teachers.

Curricular enhancements extend to the other core content areas as well. The Office of Social Studies infused language arts instruction into fourth and fifth grade social studies and writing instruction infused into American Government.

Staff updated World Cultures 6, wrote curriculum to support AP World History, and introduced a re-teaching manual for American Government. The Office of Social Studies was successful in its application for a grant to support inquiry-based history labs for implementation at all levels.

The Office of World Languages added a Chinese course in four high schools, including Towson, Patapsco, Randallstown, and Eastern Technical.

The Superintendent's message that "all means all" is reflected in the continuing integration of special education and general education. Differentiated curriculum is available to all students. Professional development has focused on co-teaching models for secondary schools and has also been provided for curriculum writers on Universal Design for Learning.

Title I services are offered in 44 elementary schools this year. The Department of Human Resources hired 154 teachers for these schools and all are expected to be highly qualified when the Praxis scores and out-of-state certificates are received. Each of the 39 paraeducators newly hired for positions in Title I schools are highly-qualified.

The Gifted and Talented program in schoolwide Title I schools is again being supported through the assignment of 18.5 FTE resource teaching positions. Site-based professional development is provided by 38 instructional coaches.

The Title I transfer option was offered this year at Halstead Academy and Riverview Elementary Schools. A total of 40 students had requested transfers at the close of the first option window.

Twenty-two high schools and eight middle schools are participating in the AVID program for the 2009-10 school year. Schools new for this year include Deep Creek, Golden Ring, Holabird, and Old Court Middle Schools.

The Department of Student Support Services has processed 1,855 non-resident applications, 4024 new shared domicile applications, and 238 special transfer requests. A total of 4,374 of those applications have been approved, 226 have been denied, and 101 are pending.

Professional development was provided to 720 teachers as part of the three-day New Teacher Induction Program. All teachers and Curriculum and Instruction personnel participated in the countywide Professional Development Day on August 26, 2009. All principals were provided with training to support the implementation of the Articulated Instruction Module (AIM).

Division of Curriculum and Instruction staff who visited schools during opening week reported that teachers were ready for their students with instructional materials in place.

School Readiness: Division of Business Services

In addition to coordinating the efforts behind the creation of the VLE at Chesapeake High School, the Department of Technology supported the installation of Advanced Path at Dundalk High School and upgraded all Safari Montage streaming video servers. Increased data storage is now available to 24 schools through the re-configuration of servers and secondary schools received 3247 new computers to replace aging Pentium III units. The Department of Technology continued the installation of fiber optic networks and increased the number of school and office sites with this improved functionality to 144. These networks provide an increase in bandwidth along with greater network stability and reliability. A new module for maintaining high school transcripts is now available and all student ID numbers have been converted to eliminate the use of social security numbers.

The work of the Department of Physical Facilities contributed greatly to the successful opening. All 172 Baltimore County schools, centers, and programs opened on time, clean, and ready to receive teachers and students.

The Office of Maintenance and Grounds completed 2,342 work orders and 289 maintenance upgrades were addressed including electrical repairs, fire alarm testing, stage refinishing, boiler repairs, interior and exterior door replacement, storm drain repairs, lavatory stall replacements, carpet and floor tile replacement, plumbing repairs, abatement projects, and stage curtain replacements.

The Office of Maintenance and Grounds completed 3,190 work orders including signage, line marking, graffiti removal, safety related concrete repairs, turf and fence repair, tree removal, playground inspection and equipment repairs, and athletic field repairs.

The Office of Construction and Engineering completed 8 middle school renovation projects; 4 schools received new windows; 12 schools received parking upgrades and modifications; new roofs were completed at 5 schools; 7 schools received security cameras and access systems; 4 schools received playground security cameras. Construction of a new elementary school is

underway as is the construction of a building to replace one high school. Another high school is undergoing limited renovation. Construction projects also include new roofs at 4 schools and new windows at 15 schools.

In the southwest area, this work is reflected at:

- Hillcrest and Dogwood Elementary, and Catonsville Middle (additions)
- Catonsville High (major renovation)
- Hebbville, Chadwick, Hillcrest, and Winfield Elementary (windows)
- Arbutus, Baltimore Highlands, Chadwick, Hebbville, and Powhatan Elementary (parking lot repaving)

In the northwest area, this work is reflected at:

- Old Court and Sudbrook Magnet Middle (major renovations)
- Deer Park, Bedford, and Winand Elementary (window replacement)
- Owings Mills High (track replacement)
- Franklin Elementary, Chatsworth, and Campfield Early Childhood Center (parking lot repaving)

In the central area, this work is reflected at:

- West Towson (new construction)
- George Washington Carver (replacement)
- Loch Raven Technical Academy (parking lot improvements)
- Loch Raven Technical Academy (new roof)
- Prettyboy Elementary (septic system replacement)
- Pinewood, Cromwell Valley, Hampton, Padonia, Riderwood Elementary and Dumbarton Middle (window replacement)

In the northeast area, this work is reflected at:

- Perry Hall Middle (new roof)
- Chapel Hill, McCormick, and Red House Run Elementary (window replacement)
- Perry Hall High and Golden Ring Middle (elevator replacement)
- Pine Grove Middle (exterior brick replacement)
- Rosedale Bus Facility (new construction)

In the southeast area, this work is reflected at:

- Chesapeake High (construction of VLE)
- Charlesmont, Dundalk, and Eastwood Elementary (parking lot repaving)
- Deep Creek, Middleborough, Oliver Beach, and Eastwood Elementary (window replacement)
- Battle Grove and Colgate Elementary (new roof)
- Sandalwood Elementary (HVAC renovation)

Support services were also in place for all students. The Office of Transportation safely delivered approximately 63,000 students using 845 bus routes. The Office of Food and Nutrition Services prepared nearly 40,000 meals on opening day and the number of meals served continues to

increase each day. Vacancies still exist in both of these operations; however, services on the first day and during the first week were provided without unusual or unforeseen disruption.

Providing students with the opportunity to receive a quality education is a joint and collaborative effort. The smooth start to the 2009-2010 school year may be attributed to the enthusiasm and energy evident among students and staff and the continuing support of our parents and stakeholders.



SCHOOL OPENING REPORT AND HIGHLIGHTS

2009 – 2010



SYSTEM ENROLLMENT AS OF AUGUST 31, 2009

Description	Projected	Actual	Difference	Percent
Elementary	49,122	48,043	-1,079	97.8%
Middle	22,254	21,898	-356	98.4%
High	31,780	31,211	-569	98.2%
Special	432	383	-49	88.7%
Alt	567	535	-32	94.4%
TOTAL	104,155	102,070	-2,085.00	98.0%



AREA ENROLLMENT AS OF AUGUST 31, 2009

Description	Projected	Actual	Difference	Percent
Southwest	19,704	19,371	-333	98.3%
Northwest	22,107	21,564	-543	97.5%
Central	21,412	21,086	-326	98.5%
Northeast	24,061	23,651	-410	98.3%
Southeast	16,782	16,182	-600	96.4%
TOTAL	104,066	101,854	-2,212.00	97.9%



PERSONNEL

Hired as of August 28, 2009:

- 685 teachers to fill 650.5 FTE teaching positions.
- 198 support services positions that include Supervisory and Technical positions, instructional assistants, clerical positions, bus drivers, cafeteria workers, and physical facilities positions.



PERSONNEL VACANCIES

As of August 28, 2009

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

Vacancies:

School-based: JROTC (2)

Support Services: paraeducators, clerical positions, bus drivers, cafeteria workers, physical facilities positions, Supervisory and Technical positions (94)



TITLE I

- 44 elementary schools are receiving Title I services
 - 38 Schoolwide programs and 6 Targeted Assistance programs.
- The Title I Transfer Option is in place at Halstead Academy and Riverview Elementary this year.
- As of August 18, 2009, 40 students are accessing the option. (The second option window closes September 22, 2009.)



TITLE I

As of August 25, 2009

- 154 teachers have been hired for Title I schools.
- All are projected to be highly qualified when out-of-state teaching certificates or Praxis scores are received.
- 39 Paraprofessionals have been hired for Title I schools; all are highly qualified.



TITLE I

- 18.5 FTE resource teachers support enhanced implementation of the Gifted and Talented educational program in all schoolwide Title I elementary schools.
- 38 Instructional Coaches (ICs) provide site-based professional development for teachers in Title I schools.



TITLE I

- Forty-four (44) Title I schoolwide schools will implement the *Take Home Libraries* supplemental reading program.
- Thirty-eight (38) Title I schools will implement an Extended-Day/Extended-Year acceleration program.



INSTRUCTIONAL READINESS

Integration of Special Education and General Education

Increasing rigor and equal access to curriculum through:

- Expansion of co-teaching models with improved integrity.
- Professional development opportunities to address co-teaching for all secondary schools.
- Promethean Boards in all Non-Title 1 elementary schools.
- Academic Behavior Support teams in 19 selected middle schools .
- Professional opportunities for curriculum writers on Universal Design for Learning.
- Differentiated curriculum for *all* students.



INSTRUCTIONAL READINESS

Language Arts

- New BCPS Linguistics Curriculum incorporating the nature and history of language, grammar, usage, and mechanics in place in kindergarten through Grade 12.
- Motivational Reading Project in identified schools.



INSTRUCTIONAL READINESS

Language Arts (cont'd)

Elementary:

- Expansion of *100 Book Challenge* in eight additional elementary schools.
- Implementation of *Take Home Libraries*, supplemental reading program, in identified elementary schools.



INSTRUCTIONAL READINESS

Language Arts (continued):

Middle School:

- Revised Grade 8 curriculum guide incorporating SpringBoard.



INSTRUCTIONAL READINESS

Language Arts (continued):

High School:

- Revised unit in Grade 9 English curriculum
“Constancy and Change” incorporating Literary Criticism.
- Revised “Accelerated English” curriculum guide.



INSTRUCTIONAL READINESS

Language Arts (cont'd)

Middle and High:

- Diagnostic compositions tied to the first unit of Grades 6-12 have been added to all secondary English language arts curricula.

Professional Development:

- Professional development has been provided for all teachers teaching these newly revised English language arts programs.



INSTRUCTIONAL READINESS

Social Studies

- Revised fourth and fifth grade curricula to explicitly infuse language arts instruction.
- Introduced a re-teaching manual to all American Government teachers to support student success on HSA.
- Revised curriculum for World Cultures 6.



INSTRUCTIONAL READINESS

Social Studies (cont'd)

- Writing instruction infused within American Government curriculum.
- Curriculum developed to support AP World History.
- *Teaching American History* grant award received to develop inquiry-based History Labs for elementary, middle, and high school implementation.



INSTRUCTIONAL READINESS

Mathematics

High School

- *The Key Elements to Algebra Success (KEAS)*. Support materials for Grade 9 Algebra 1 and Algebra and Data Analysis teachers and students.
- Professional development provided for all teachers using new mathematics instructional materials.



INSTRUCTIONAL READINESS

Science, Technology, Engineering, and Mathematics (STEM)

- Virtual Learning Classroom opened at Chesapeake High.
- The Chesapeake High STEM Program is in the third year of implementation.
- Grade 9 STEM Courses, Concepts of Physical Science as Applied to Biology, Algebra I, and Introduction to Engineering and Technology Concepts, are being offered at 22 sites.



INSTRUCTIONAL READINESS

AVID

- Twenty-two high schools and eight middle schools are participating in the AVID program for the 2009-10 school year.
- Schools new for this year include:
 - Deep Creek MS Golden Ring MS
 - Holabird MS Old Court MS



INSTRUCTIONAL READINESS

World Languages

- Chinese added to 4 schools: Towson, Randallstown, Patapsco, Eastern Tech High Schools
- ESOL-Math offered in select ESOL Centers to address the needs of English Language Learners with interrupted education.
- Six additional ESOL teachers hired for the 2009-2010 school year.



INSTRUCTIONAL READINESS

Professional Development

- A three-day New Teacher Orientation Program was held for 720 teachers new to the system.
- Orientation workshops included topics related to curriculum, instruction, and classroom management.



INSTRUCTIONAL READINESS

Professional Development (cont'd)

- All teachers and Curriculum and Instruction personnel participated in countywide Professional Development Study Day activities that focused on instructional delivery of a rigorous curriculum.
- All principals and selected Curriculum and Instruction staff participated in AIM training; additional training for administrators and teachers is scheduled throughout September.



INSTRUCTIONAL READINESS

Technology

- Opened the Virtual Learning Environment at Chesapeake High School, a first-of-its kind classroom and instructional arena.
- Installed 3,247 new computers in secondary schools to replace aging Pentium III computers.
- Converted all student ID numbers to eliminate the use of social security numbers.



INSTRUCTIONAL READINESS

Technology (cont'd)

- Increased the number of sites using fiber optic circuits from 64 to 144. This bandwidth is seven times greater than the previous service used for connection to the data center in Timonium.
- Designed a more efficient method of accessing the IP security cameras at schools using less bandwidth.



INSTRUCTIONAL READINESS

Technology (cont'd)

- Upgraded all Safari Montage streaming video servers.
- Increased data storage at 24 schools through server reconfigurations.
- Supported the installation of the new Advanced Path at Dundalk High School.



INSTRUCTIONAL READINESS

Technology (cont'd)

- Introduced a new module for maintaining high school transcripts (course histories) in STARS (Student Tracking and Registration System).
- Provided technical support for the implementation of the new elementary report card which had been piloted in twenty schools.



INSTRUCTIONAL READINESS

Technology (cont'd)

- Established procedures for more efficient notification of school network outages to include the area offices, principals, and Department of Technology support groups for each school.
- Established an online testing workgroup for real-time support and notification.



RESIDENCY REPORT

As of August 28, 2009

Non-Resident Applications					
	APPLICATIONS	APPROVED	DENIED	PENDING	OTHER
Hardship	150	142	4	4	
Kinship	391	378	4	9	
Agency Placed	646	642	1	3	
Other	668	608	30	30	
Total	1,855	1,770	39	46	
New Shared Domicile Applications					
Total	4,024	2,548	20	41	1415
Special Transfer Appeals					
Total	238	56	167	14	1



NEW LEADERSHIP

Southwest Area

- Bridge Center
- Catonsville Center for Alternative Studies
- Halethorpe Elementary School
- Hebbville Elementary School
- Woodbridge Elementary School



NEW LEADERSHIP

Northwest Area

- Fort Garrison Elementary
- Glyndon Elementary
- Wellwood Elementary
- Pikesville High



NEW LEADERSHIP

Central Area

- Halstead Academy



NEW LEADERSHIP

Northeast Area

- Harford Hills Elementary
- Joppa View Elementary (Acting Principal)
- Pine Grove Elementary



NEW LEADERSHIP

Southeast Area

- Logan Elementary
- Patapsco High School and Center for the Arts



LEADERSHIP

All principals, new and veteran, are focused on improving student achievement for all students and promoting a climate that is inviting and welcoming to students, teachers, parents, and community.



BACK-TO-SCHOOL NIGHTS

- Back-To-School Nights have been scheduled at all schools. Dates for these events are posted on the system's Web site and have been published in all weekly community newspapers.
- Student expectations for learning are also available on the BCPS' Web site via the Articulated Instruction Module (AIM).



FACILITIES

- All schools and centers were cleaned, ready to receive teachers and students, and opened on time.
- 17 existing relocatable units, for a total of 18 classrooms, were moved and installed.
- 52 capital construction projects are in progress.



FACILITIES

(con't)

- 2,342 maintenance work orders completed during the summer which included 289 maintenance upgrade items.
- 3,190 grounds work orders completed.
- 52 emergencies occurred during normal working hours that required action/response.
- 31 after-hours emergencies occurred that required action/response.



FACILITIES

(con't)

Completed:

- 8 middle school renovation projects
- 4 schools received new windows
- 12 schools received parking modifications
- 5 schools received a new roof
- 7 schools received access systems/card readers
- 4 schools received playground security cameras



FACILITIES

(con't)

Ongoing:

- 1 elementary school is under construction
- 1 replacement high school is under construction
- 1 high school is undergoing a limited renovation
- 4 schools are receiving new roofs
- 15 schools are receiving new windows



FACILITIES – SW

- Additions at Dogwood and Hillcrest elementary schools and Catonsville Middle are under way.
- Major renovation project is underway at Catonsville High.
- Windows are being replaced at Chadwick, Hebbville, Hillcrest, and Winfield elementary schools.
- Parking lot paving at Arbutus, Baltimore Highlands, Chadwick, Hebbville, and Powhatan elementary schools.



FACILITIES –NW

- Major renovations were completed at Old Court Middle and Sudbrook Magnet Middle.
- Window replacement at Deer Park, Bedford, and Winand elementary schools.
- Track replacement at Owings Mills High School.
- Parking lot paving at Campfield Early Childhood Center, Chatsworth, and Franklin elementary schools.



FACILITIES - CN

- West Towson Elementary is under construction.
- George Washington Carver Center for Arts and Technology replacement is under construction.
- Parking lot improvements at Loch Raven Technical Academy.
- Septic system replacement at Prettyboy Elementary.
- Roof replacement at Loch Raven Technical Academy.
- Window replacements at Pinewood, Cromwell Valley, Hampton, Padonia, and Riderwood elementary schools and Dumbarton Middle.



FACILITIES – NE

- Roof replacement at Perry Hall Middle
- Window replacement at Chapel Hill, McCormick, and Red House Run elementary schools
- Elevator renovations at Golden Ring Middle and Perry Hall High
- Pine Grove Middle exterior brick replacement
- Rosedale Bus Facility is under construction



FACILITIES – SE

- Construction of the Virtual Classroom at Chesapeake High.
- Parking lot paving at Charlesmont and Dundalk elementary schools, and Eastwood Center Elementary Magnet.
- New window installation at Deep Creek, Middleborough, and Oliver Beach elementary schools and Eastwood Center Elementary Magnet.
- Roof replacement at Battle Grove and Colgate elementary schools.
- Major HVAC renovation at Sandalwood Elementary.



TRANSPORTATION AND FOOD AND NUTRITION SERVICES

- Student Transportation and Food and Nutrition Services operated without unforeseen disruptions or unusual problems.
- 845 bus routes carried an estimated rider-ship of 63,000 students.
- All routes operated as planned on opening day despite 10 driver vacancies.
- Approximately 39,231 meals were prepared and served at all schools as expected.



SCHOOL VISITS

Curriculum and Instruction personnel visited schools the first day that classes convened and reported that teachers were prepared to deliver instruction to their students.



THANK YOU

- To all employees in the schools and central offices
- To all the parents and students, and
- To everyone involved in providing the best opportunity for our students to receive a quality education.

NON-INSTRUCTIONAL SERVICES: Fiscal Services

Auditing: Internal Audit, All Funds

School Activity Funds

The Internal Cash Audit conducted by technically trained personnel is an important part of an effective program of internal management and control. The purpose of an internal audit is to determine that cash accounting practices in schools are consistent with Board of Education policies. Any inconsistencies which are found, and the corrective steps required, are presented to the principal on a special report form for his/her action. It is anticipated that the reports will be accepted by the principals as an objective effort to provide constructive assistance in safeguarding and accurately accounting for school funds. Reports to the principal must hold all details of the examination in strict confidence, and information may be released only when authorized and directed by the Office of the Superintendent of Schools. Internal audit examinations of school cash records shall be made in compliance with generally accepted standards of cash auditing, field work, and special reporting, as approved by the membership of the American Institute of Certified Public Accountants.

Audit standards are outlined in the *Manual for Receipts and Disbursements Accounting of School Funds*.

Rule
Approved: 9/18/68]

Superintendent of Schools

PERSONNEL: General

Evacuation of a school or office building for emergency situations, such as bomb threats, fire, and gas leaks, must be in compliance with existing procedures in the *Emergency Procedures and Safety Manual*.

Employee training will be handled in compliance with the training schedule found in the *Emergency Procedures and Safety Manual*.

The Office of Employee Benefits and Risk Management will be responsible for an annual review and update of the *Emergency Procedures and Safety Manual* with a committee consisting of union groups, administrators, teachers, school nurses, and personnel from Facilities, Transportation, Staff Development, and Security.

NON-INSTRUCTIONAL SERVICES – RISK MANAGEMENT

- I. ALL SCHOOLS AND OFFICE BUILDINGS SHALL FOLLOW THE *CRITICAL RESPONSE AND SCHOOL EMERGENCY SAFETY MANAGEMENT GUIDE*. THE EMERGENCY MANAGEMENT STEERING COMMITTEE WILL BE RESPONSIBLE FOR REVIEWING AND UPDATING THE *CRITICAL RESPONSE AND SCHOOL EMERGENCY SAFETY MANAGEMENT GUIDE*.

Rule
Approved: 6/16/98]

Superintendent of Schools

INSTRUCTION: EXTRACURRICULAR ACTIVITIES

[Intramural Athletics

The principal of this school shall be responsible for the program of intramural sports.

The principal of the school shall see that the intramural sports program is properly organized and supervised, including the supervision of both participants and spectators.

Care shall be taken that such events are conducted primarily for the benefit of participants.]

I. INTRAMURAL, INFORMAL, AND INTERSCHOLASTIC ATHLETICS

A. THE PRINCIPAL IN COLLABORATION WITH THE SCHOOL'S PHYSICAL EDUCATION DEPARTMENT OR DESIGNEE SHALL BE RESPONSIBLE FOR ESTABLISHING A PROGRAM OF INTRAMURAL AND/OR INFORMAL ATHLETICS.

1. UNDER THE DIRECTION OF THE PRINCIPAL, THE INTRAMURAL SPONSOR WILL PLAN, IMPLEMENT, AND FACILITATE A BEFORE- OR AFTER-SCHOOL VOLUNTARY PROGRAM THAT OFFERS A VARIETY OF ACTIVITIES AND TOURNAMENTS TO ENCOURAGE ACTIVE PARTICIPATION OF ALL STUDENTS REGARDLESS OF THEIR PHYSICAL ABILITIES.

2. THE PRINCIPAL/DESIGNEE IS RESPONSIBLE FOR THE ORGANIZATION AND SUPERVISION OF BOTH PARTICIPANTS AND SPECTATORS.

B. THE PRINCIPAL AND/OR DESIGNEE IS RESPONSIBLE FOR THE ADMINISTRATION, ORGANIZATION, AND SUPERVISION OF THE SCHOOL'S INTERSCHOLASTIC ATHLETICS PROGRAM AS OUTLINED IN THE BALTIMORE COUNTY PUBLIC SCHOOLS' *REGULATIONS AND PROCEDURES FOR INTERSCHOLASTIC ATHLETICS*.

C. THE OFFICE OF ATHLETICS ADMINISTERS THE INTERSCHOLASTIC ATHLETIC PROGRAM BASED ON THE RULES AND REGULATIONS OF THE MARYLAND PUBLIC SECONDARY SCHOOL ATHLETIC ASSOCIATION AND THE BALTIMORE COUNTY PUBLIC SCHOOLS ATHLETIC ASSOCIATION.

LEGAL REFERENCE: *ANNOTATED CODE OF MARYLAND*, COMAR, 13A.06.03

RELATED POLICIES OR RULES: POLICY 6702 – *INTRAMURAL, INFORMAL, AND INTERSCHOLASTIC ATHLETICS*
POLICY AND RULE 5300, *ACTIVITIES*

Rule
Approved: 11/21/68
REVISED: _____

Superintendent of Schools