MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, January 9, 2007
5:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for January 9, 2007

IV. MINUTES

Consideration of the Open and Closed Session Minutes of December 5, 2006

Exhibit A

V. ADVISORY AND STAKEHOLDER GROUPS

VI. SUPERINTENDENT’S REPORT

• Recognition of Teacher of the Year – Michelle Dressel

• Annexation Initiatives

VII. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS, ADVISORY COUNCIL APPOINTMENTS, AND ETHIC REVIEW PANEL APPOINTMENT FROM DECEMBER 19, 2006

(Dr. Peccia)

VIII. OLD BUSINESS

A. Consideration of Proposed Changes to Policy 3200 (third reading)

(Ms. Burnopp)

Exhibit B

B. Consideration of Proposed Changes to Policy 3610 (third reading)

(Ms. Burnopp)

Exhibit C

C. Consideration of Proposed Changes to Policy 7460 (third reading)

(Ms. Burnopp)

Exhibit D

D. Consideration of the Proposed FY2008-2013 State and County Capital Budget Request

(Ms. Burnopp)

Exhibit E

IX. REPORTS

A. Superintendent’s Proposed Operating Budget, Fiscal Year 2008 (exhibit to follow)

(Dr. Hairston)

Exhibit F
IX. REPORTS (cont)

B. Report on Cultural Exchange Program (Ms. Bailey/Mr. Patzkowsky)

C. Report on Proposed Changes to Policy 5410 – STUDENTS: Service to Students – Guidance Services (first reading) (Mr. Rauenzahn) Exhibit G

D. Report on Proposed Changes to Policy 8315 – INTERNAL BOARD POLICIES: Operations – Meetings: Participation By The Public (first reading) (Mr. Arnold) Exhibit H

X. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Dr. Peccia) Exhibit I
   1. Retirements
   2. Resignations
   3. Leaves of Absence
   4. Deaths
   5. Advisory Council Appointment

B. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines) Exhibit N
   1. Automobile Purchase
   2. Internet Service Provider
   3. Library Supplies
   4. Provision, Installation, and Repair of Stage Curtain Systems
   5. Contract Modification: Renovations at Arbutus Middle School
   6. Windows and Blinds for Lansdowne Elementary School
   7. 03A Contract, 05A Steel, 15A Underground Mechanical, and 16A Underground Electrical Construction Packages for Vincent Farm Elementary School

XI. INFORMATION

A. New Superintendent’s Rule 6105 – Cultural Exchange Program Exhibit O

B. New Superintendent’s Rule 3610 – Tuition Fees Exhibit P

C. Deletion of Superintendent’s Rule 3611 – Tuition Fees: Non-Residents Exhibit Q

D. Deletion of Superintendent’s Rule 3612 – Tuition Fees: Alternative Programs Exhibit R
XI. INFORMATION (cont)

   Exhibit S

   Exhibit T

XII. ANNOUNCEMENTS

A. Public Comment

Next Board Meeting  Tuesday, January 23, 2007
7:30 PM  Greenwood
The Board of Education of Baltimore County, Maryland, met in open session at 4:03 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #07-01. The matter was heard in closed session.

In addition to the above listed Board members, the following persons were present: the appellant; J. Robert Haines, Esquire, Deputy Superintendent; Ms. Rita Fromm, Chief of Staff; Margaret-Ann F. Howie, Esquire, Legal Counsel to the Superintendent; Anjanette L. Dixon, Esq., Staff Attorney; P. Tyson Bennett, Esquire, Legal Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

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

The hearing was concluded at 4:50 p.m.

Board members deliberated on the case.

The Board reconvened in open session at 5:20 p.m. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Mr. Peter Bacon. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Arnold reminded Board members of community functions and Board of Education events scheduled in December and January.

Mr. Pallozzi moved that the student member be permitted to participate in closed session collective bargaining discussions. The motion was seconded by Ms. Harris and unanimously approved by the Board.

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), (a)(8), and (a)(9) and upon motion of Mr. Janssen, seconded by Mr. Parker, the Board commenced its closed session at 5:22 p.m.
CLOSSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:22 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Mr. Peter Bacon. In addition, J. Robert Haines, Esq., Deputy Superintendent and the following staff members were present: Ms. Rita Fromm, Chief of Staff; Margaret-Ann Howie, Esq., Legal Counsel to the Superintendent; Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations; Dr. Alpheus Arrington, Director, Personnel Staffing; P. Tyson Bennett, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

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

Mr. Daniel Capozzi, Staff Relations Manager, entered the room at 5:26 p.m.

Mr. Daniel Capozzi, Staff Relations Manager, updated Board members on negotiations with collective bargaining units.

Mr. Capozzi exited the room at 5:43 p.m. Mr. Richard Cassell, Physical Facilities Administrator-Engineering/Construction, and Mr. Dennis Elkins, Physical Facilities Administrator-Grounds, entered the room at 5:43 p.m.

Mr. Bennett and Ms. Howie advised Board members on potential litigation involving Board-owned property.

At 6:13 p.m., Mr. Janssen moved the Board adjourn for a brief dinner recess. The motion was seconded by Ms. Harris and unanimously approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:32 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Mr. Peter Bacon. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Jordan Llewellyn, a Chesapeake High School student, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.
Mr. Arnold informed the audience of the sessions in which Board members had participated earlier in the afternoon.

After selecting completed sign-up cards, Mr. Arnold announced the names of persons who would be speaking during the public comment portion of the meeting. If fewer than ten sign-up cards were received, all who sign up were permitted to speak.

ADVISORY AND STAKEHOLDER COMMENTS

Mr. Darryl Hunter, a representative of the Advisory Committee for Alternative Programs, introduced Jordan Llewellyn and Chelsea Cammon, two students who attend Kenwood High School’s evening program. Jordan and Chelsea shared with Board members their positive experiences with the evening program.

Mr. Boyd Crouse, Coordinator of the Area Educational Advisory Councils, remarked that all students would benefit from a “united effort.”

Ms. Jan Thomas, Chair of the Central Area Educational Advisory Council, introduced Ms. Angelic Newsport from the Hereford Middle School area, who expressed concern that the after-school daycare program was to be discontinued because of major renovations at the school.

Ms. Abby Beytin, Chair of the Northwest Area Education Advisory Council, announced that the Council’s next meeting on February 20, 2007 would involve a discussion of achievement gaps.

Ms. Maggie Kennedy, Chair of the Baltimore County Education Coalition, thanked the Board for dinner earlier that evening. Ms. Kennedy acknowledged the Coalition’s participation in the curriculum audit and is looking forward to reviewing its forthcoming recommendations.

Ms. Susan Katz, President of the PTA Council of Baltimore County, shared the PTA Council’s view of the curriculum management audit.

Ms. Jan Thomas, Chair of the Special Education Citizens’ Advisory Committee, discussed the MSDE exit data on special education. She stated the downward trend is disturbing and needs to be addressed.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, noted that curriculum is not developed, piloted, implemented, reviewed, and evaluated on its effectiveness.

SUPERINTENDENT’S REPORT

Dr. Hairston reported on the two-day seminar to continue to enhance the countywide STEM (Science, Technology, Engineering, and Mathematics) partnership between the school system and University of Maryland Baltimore County (UMBC). Dr. Hairston stated that evaluators of the program were impressed with the level of progress BCPS has made.
Dr. Hairston also announced that Hereford Middle School was selected to receive the 2007 Maryland Blue Ribbon School of Excellence award.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, recognized the administrative appointments made at the November 21, 2006 Board meeting:

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<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
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<tr>
<td>MANDI L. KIRSH</td>
<td>Coordinator</td>
<td>Director, Special Projects</td>
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<td>(Effective November 22, 2006)</td>
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RECOGNITION OF ADVISORY COUNCIL APPOINTMENTS

Dr. Donald Peccia recognized the Education Advisory Council appointments made at the November 21, 2006 Board meeting:

- Ms. Sharon Elliott New Member – Central Area
- Miss Tensia Montoya New Student Member – Southeast Area

OLD BUSINESS

Mr. Pallozzi motioned to approve the proposed changes to Policy 3310, NON-INSTRUCTIONAL SERVICES: Food Services. Ms. Murphy seconded the motion.

Mr. Hayden suggested that the second paragraph of the policy be amended to “The objective of the Baltimore County food program shall include encouraging students to select and consume nutritionally balanced meals.”

On a motion of Mr. Pallozzi, seconded by Ms. Murphy, the Board approved to accept this amended change to Policy 3310.

REPORTS

The Board received the following reports:

A. Proposed Changes to Policy 3200 - Ms. Barbara Burnopp, Chief Financial Officer, stated the proposed changes removes outmoded legal references. This is the first reading of the policy.
REPORTS (cont)

Due to the nature of the change, Mr. Hayden recommended that the Board adopt the proposed changes that evening. After discussion with Board members, Mr. Arnold stated the Board will continue its standard three-reading process.

B. **Proposed Changes to Policy 3610** - Ms. Barbara Burnopp, Chief Financial Officer, stated the proposed changes eliminate the amount of fees, because specific fees and rates will be placed in Rule 3610. This is the first reading of the policy.

Dr. Hayman asked what the formula is to quantify the cost. Ms. Burnopp responded that only the county’s portion of the funding is calculated and passed on to the student.

C. **Proposed Changes to Policy 7460** - Ms. Barbara Burnopp, Chief Financial Officer, stated that the proposed changes correct a legal reference and remove an unnecessary footnote. This is the first reading of the policy.

D. **Report on Woodlawn Middle School** – Dr. Manuel Rodriguez, Assistant Superintendent for the Southwest Area, introduced Mr. Brian Scriven, principal, who provided a status report on the Alternative Governance Plan at WMS. Mr. Scriven reviewed staffing, school-wide professional development activities, action teams, and short-cycle assessment results.

Ms. O’Hare and Dr. Hayman applauded the principal and staff for the successes to date.

Dr. Hayman expressed concern over the thirteen county schools currently on the state’s list and that the school system needs to be proactive to ensure these schools are removed from the list. Dr. Hayman also stated he hopes that the assessment format used at Woodlawn Middle is being used in other schools.

Dr. Hairston stated that the school system is beginning to pilot the assessment instrument used at Woodlawn Middle School. He noted that there would be a funding issue and that the Board would see this in the upcoming budget.

Ms. Johnson asked about participation. Mr. Scriven responded that when the short-cycle assessments are completed, letters are sent to parents informing them of student progress.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits F, G, H, I, and J (Copies of the exhibits are attached to the formal minutes.).
BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 3-7 (Exhibit K). Ms. Johnson separated item 1 for further discussion, and Ms. Shillman deferred item 2 for a later date.

The Board approved these recommendations.

3. JMI-609-07 Repair Parts for Grounds Equipment
4. JMI-608-07 Signs, Traffic, Pre-fabricated
5. JNI-773-07 Stationery and Office Supplies
6. RGA-196-06 On-Call Construction Management Services – General John Stricker Middle School
7. MWE-843-07 Construction Packages Testing (Contract 1A) and Site Work (Contract Package 2A) – Vincent Farm Elementary School

ITEM 1

Ms. Johnson and Ms. Shillman requested clarification on the replacement of lavatory stalls (e.g., timeline, schools affected, etc.).

Dr. Hayman stated that students need to be informed that upgrading lavatories is a part of education, and it is their responsibility to maintain lavatories.

On a motion from Ms. Murphy, seconded by Dr. Hayman, the Board approved item 1.

1. RHA-348-03 Contract Modification: Lavatory Privacy Partition Repair and Installation Services

MEMORANDUM OF UNDERSTANDING AMENDMENT

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the amended Memorandum of Understanding between 100 Black Men of Maryland, Inc. and Baltimore County Public Schools, which permits the Vendor to be reimbursed for expenses incurred from July 1, 2006 until August 21, 2006, as presented in Exhibit K.

INFORMATION

The Board received the following as information:


B. Revised Superintendent’s Rule 3310 – NON-INSTRUCTIONAL SERVICES: Food Services
ANNOUNCEMENTS

Mr. Arnold made the following announcements:

- The Board of Education of Baltimore County will host a dinner meeting with the County Executive and County Council on Tuesday, December 12, 2006, at approximately 6:00 p.m. The dinner will be held in the Administration Building, on the Greenwood Campus, 6901 Charles Street, Towson, MD 21204.

- The Southwest Area Education Advisory Council will hold its next meeting on Wednesday, December 13, 2006, at Hillcrest Elementary School beginning at 7:30 p.m.

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, December 19, 2006, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions. The Board will host the Teachers Association of Baltimore County for dinner on December 19, 2006 from 6:00 until 7:30 p.m.

Mr. Arnold reminded speakers to refrain from discussing any matters that might come before the Board in the form of an appeal, as well as any personnel matters.

Mr. Arnold also asked speakers to observe the light system, which lets the speaker know when time is up. He asked speakers to conclude their remarks when they see the red light.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 3320

Dr. Bash Pharoan asked the Board to consider serving meat items other than pork and adding more fruits and vegetables to the menu.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 3330

No one from the public signed up to speak on Policy 3330.
GENERAL PUBLIC COMMENT

Ms. Gwen Mister asked the Board to continue the after-care program at Hereford Middle School during the renovations.

Ms. Dorietha Ballard rendered her time to Ms. Adreine Mewborn. Ms. Mewborn expressed concerns about Randallstown High School, including HSA/MSA results, unfilled teacher positions, and enforcement of school policies.

Mr. Muhammad Jameel asked the Board to declare the two Muslim holidays as “secular” holidays and add them to the school calendar.

Dr. Bash Pharoan stated BCPS is teaching misconceptions about Islam and asked the errors be corrected. Dr. Pharoan also stated that granting the two Jewish holidays was wrong.

ADJOURNMENT

At 9:08 p.m., Mr. Janssen moved to adjourn the open session. The motion was seconded by Mr. Pallozzi and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

bls
DATE: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: POLICY 3200 – NON-INSTRUCTIONAL SERVICES: PURCHASING – PURCHASES FROM MINORITY AND SMALL BUSINESS ENTERPRISES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approve revisions to Policy 3200 – NON-INSTRUCTIONAL SERVICES: Purchasing – Purchases from Minority and Small Business Enterprises. This is the third reading of this policy.

* * * * *

- Attachment I – Policy Analysis 3200
- Attachment II – Policy 3200
Statement of Issues Addressed By the Proposed Policy

The legal reference is revised to remove a footnote that is no longer necessary.

Cost Analysis and Fiscal Impact on School System

No cost impact.

Relationship to Other Board of Education Policies

Policy 7460 should be updated concurrently.

Legal Requirement

5-112 Bids
14-302, State Finance and Procurement Article

Similar Policies Adopted by Other School Systems

Policy content was updated in June 2005.

Draft of Proposed Policy and Rule (see attached)

Other Alternatives Considered by Staff

N/A
Purchases from Minority and Small Business Enterprises

The Board of Education of Baltimore County believes that the economic development of the county is vital to ensuring the stability and growth of this region. Additionally, the Board believes that diversity in economic development supports the county’s tax base while contributing to the overall strength of our community.

Therefore, the Board directs the Superintendent to implement procedures to facilitate the increase of minority and small business enterprise (as defined in the State Finance and Procurement Article §14-201 and 14-301) participation in all Board of Education contracts with an attempt to achieve a goal of fourteen percent (14%) of the total value of these contracts.

Accordingly, these procedures shall facilitate the increase of minority business participation in all Board of education state-funded construction projects and shall attempt to achieve the goals in accordance with the State Finance and Procurement Article §14-302. All action shall be in compliance with the State Interagency on Public School Construction guidelines adopted by the Board of Education.

These procedures shall also facilitate the increase in minority and small business enterprise participation in all Board of Education County and Special revenue funded contracts and shall attempt to achieve a goal of fourteen (14%) minority and small business participation of the total dollar value of these contracts.

The Board further directs the Superintendent to report on the participation of minority and small business enterprises annually.

[All procedures shall be implemented in accordance with state law and current Board of Education policy and rule, in particular: §14-302(a) of the State Finance and procurement Article of the Annotated code of Maryland; §5-112 of the Education Article of the Annotated Code of Maryland, and Board of Education policy 3210.]

Legal References:

Annotated Code of Maryland
Education Article, §5-112
State Finance and Procurement Article, §14-302[*]
COMAR 21.11.03.04

RELATED POLICIES: BOARD OF EDUCATION POLICY 7460, NEW CONSTRUCTION
[* Statute will be abrogated on July 1, 2006.]
DATE: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: POLICY 3610 – NON-INSTRUCTIONAL SERVICES: FEES, GIFTS, PROPERTY DISPOSITION – TUITION FEES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approve revisions to Policy 3610 – NON-INSTRUCTIONAL SERVICES: Fees, Gifts, Property Disposition – Tuition Fees. This is the third reading of this policy.

* * * * *

- Attachment I – Policy Analysis 3610
- Attachment II – Policy 3610
Statement of Issues Addressed By the Revised Policy

The policy has been revised because staff believes that it is problematic to specify rates in policies or rules. As revised, rates will be published on appropriate websites and in handouts. Therefore, Rule 3610 is proposed for creation, and Rules 3611 and 3612 are proposed for deletion.

Additionally, the application of the rates has changed. Summer school is no longer offered to non-resident elementary or middle school students, so this rate is no longer needed. For Evening/Saturday high school, a half-time rate is currently used but is now included in the rule.

Cost Analysis and Fiscal Impact on School System

No impact.

Relationship to Other Board Policies

None

Legal Requirement

None

Similar Policies Adopted by Other School Systems

Policies for Howard, Harford, Montgomery, and Anne Arundel County Public Schools were reviewed and none of them included the actual rate in policy.

Draft of Proposed Policy (see attached)

Other Alternatives Considered by Staff

If the policy is not updated, the rules will continue to be updated annually.
NON-INSTRUCTIONAL SERVICES: Fees, Gifts and Property Disposition

Tuition Fees

Tuition fees for non-resident students, for [the adult] evening HIGH school (RESIDENT AND NON-RESIDENT), and for summer school (RESIDENT) shall be established by the [Board of Education on the recommendation of the] Superintendent [of Schools].

[Tuition fees for non-residents shall be based on the county’s portion of the cost of educating a student.]

[Tuition fees may be prorated for part-time students who attend regular school on a schedule of half-time or less or who are enrolled in a summer school class meeting less than five days a week.]
DATE: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: POLICY 7460 – NEW CONSTRUCTION: CONSTRUCTING – PURCHASES FROM MINORITY BUSINESSES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approve revisions to Policy 7460 – NEW CONSTRUCTION: Constructing – Purchases from Minority Businesses. This is the third reading of this policy.

* * * * *

- Attachment I – Policy Analysis 7460
- Attachment II – Policy 7460
Statement of Issues Addressed By the Proposed Policy

The legal reference has been updated to correct a legal reference and remove a footnote that is no longer necessary. Unnecessary language was also removed.

Cost Analysis and Fiscal Impact on School System
No cost impact.

Relationship to Other Board of Education Policies

Policy 3200 should be updated concurrently.

Legal Requirement

§5-112 Bids, Education Article
§14-302, State Finance and Procurement Article

Similar Policies Adopted by Other School Systems
All Maryland LEA’s must comply with state requirements for MBE participation on state-funded construction projects. Policy content was updated in 2001.

Draft of Proposed Policy and Rule (see attached)

Other Alternatives Considered by Staff
N/A
NEW CONSTRUCTION: Constructing

Purchases from Minority Businesses

The Board of Education of Baltimore County supports the economic and minority business development goals of the State of Maryland. Additionally, the Board believes that diversity in economic development supports the county’s tax base while contributing to the overall strength of our community.

Therefore, the Board directs the Superintendent to implement procedures to facilitate the increase of minority business participation in all Board of Education/State-funded contracts [administered through designated staff, i.e., the Office of Purchasing, and the Department of Facilities, and Construction,] AND to require that State-funded school construction and/or renovation projects be contracted with an attempt to achieve the current State of Maryland’s minority business procurement participation goal on each of the said contracts. The award of these contracts shall be in accordance with the law’s competitive bidding procedures.

The Board directs the Superintendent to report annually on the progress toward increased participation of minority enterprises in State-funded contracts.

[All procedures shall be implemented in accordance with State law and current Board of Education policy and procedure, in particular: Section §14-302(a) of the State Finance and Procurement Article of the Annotated Code of Maryland; Section §5-110 of the Education Article of the Annotated Code of Maryland, and Board of Education policy 3210.]

[Related Policy: Policy 3200]

Legal References: Annotated Code of Maryland
Education Article, §5-11[0]2
State Finance and Procurement Article, §14-302[*]
COMAR 21.11.03.04

RELATED POLICIES: BOARD OF EDUCATION POLICY 3200, PURCHASES FROM MINORITY AND SMALL BUSINESS ENTERPRISES; 3210, PURCHASING SERVICES, PURCHASING GUIDES

[* Statute will be abrogated on July 1, 2006.]
Baltimore County Public Schools

Date: January 9, 2007

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Adoption of FY 2008 State and County Capital Budget Request

Originator: J. Robert Haines, Deputy Superintendent

Resource Person(s): Barbara Burnopp, Chief Financial Officer
                 Kevin Grabill, Fiscal Analyst, Budget & Reporting

Recommendation

That the Board of Education adopt the Superintendent’s FY 2008 County Capital Budget Request.

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Attachment I– Proposed FY 2008 State and County Capital Budget Request
## Baltimore County Public Schools

**Proposed FY 2008 State and County Capital Budget Request**

*January 9, 2007*

<table>
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<tr>
<th>Miscellaneous Projects</th>
<th>Initial FY 08 State Request</th>
<th>Revised FY 08 State Request</th>
<th>Revised Proposed for FY08 As of (12/5/06)</th>
<th>Initial FY 08 County Request</th>
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## Major Maintenance

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<th>Initial FY 08 County Request</th>
<th>Revised FY 08 County Request</th>
<th>Revised Total Request</th>
<th>County Adopted in FY 07 For FY 08</th>
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# Baltimore County Public Schools

**Proposed FY 2008 State and County Capital Budget Request**

**January 9, 2007**

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<tr>
<th>Major Maintenance</th>
<th>Initial FY 08 State Request</th>
<th>Revised FY 08 State Request</th>
<th>State Proposed for FY 08 As of (12/5/06)</th>
<th>Initial FY 08 County Request</th>
<th>Revised FY 08 County Request</th>
<th>Revised Total Request</th>
<th>County Adopted in FY 07 For FY 08</th>
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<td>Pine Grove ES - Repaint Exterior/Grout</td>
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**Subtotal:** $6,313,000 | $3,956,000 | $0 | $14,764,000 | $16,441,000 | $20,397,000 | $34,675,000
## Baltimore County Public Schools
### Proposed FY 2008 State and County Capital Budget Request
#### January 9, 2007

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<th>Alterations/Code Updates/Restoration</th>
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<th>Revised FY 08 State Request</th>
<th>State Proposed for FY 08 As of (12/5/06)</th>
<th>Initial FY 08 County Request</th>
<th>Revised FY 08 County Request</th>
<th>Revised Total Request</th>
<th>County Adopted in FY 07 for FY 08</th>
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## Proposed FY 2008 State and County Capital Budget Request

**January 9, 2007**

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<th>Revised FY 08 County Request</th>
<th>Revised Total Request</th>
<th>County Adopted in FY 07 for FY 08</th>
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# Baltimore County Public Schools

## Proposed FY 2008 State and County Capital Budget Request

### January 9, 2007

<table>
<thead>
<tr>
<th>Site Improvements</th>
<th>Initial FY 08 State Request</th>
<th>Revised FY 08 State Request</th>
<th>State Proposed for FY 08 As of (12/5/06)</th>
<th>Initial FY 08 County Request</th>
<th>Revised FY 08 County Request</th>
<th>Revised Total Request</th>
<th>County Adopted in FY 07 for FY 08</th>
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### Proposed FY 2008 State and County Capital Budget Request

**January 9, 2007**

#### Roof Replacements

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<tr>
<th>School</th>
<th>Initial FY 08 State Request</th>
<th>Revised FY 08 State Request</th>
<th>State Proposed for FY 08 As of (12/5/06)</th>
<th>Initial FY 08 County Request</th>
<th>Revised FY 08 County Request</th>
<th>Revised Total Request</th>
<th>County Adopted in FY 07 for FY 08</th>
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**Subtotal:**

|                         | $7,258,000                  | $7,258,000                  | $3,229,000                             | $6,958,000                    | $6,958,000                    | $14,216,000              |
|-------------------------|-----------------------------|-----------------------------|------------------------------------------|-------------------------------|------------------------------|-----------------------|----------------------------------|

#### Fuel Tank Replacements

<table>
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<tr>
<th>Replacements</th>
<th>Initial FY 08 State Request</th>
<th>Revised FY 08 State Request</th>
<th>State Proposed for FY 08 As of (12/5/06)</th>
<th>Initial FY 08 County Request</th>
<th>Revised FY 08 County Request</th>
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**Subtotal:**

|                         | $0                          | $0                          | $0                                      | $300,000                      | $300,000                      | $300,000               | $300,000               |}

**Totals:**

|                         | $95,020,000                 | $94,530,000                 | $27,917,000                             | $148,180,000                  | $155,589,000                  | $250,119,000            | $115,543,000           |
DATE: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED FY 2008 OPERATING BUDGET

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer
George Sarris, Director, Office of Budget and Reporting

RECOMMENDATION

That the Superintendent’s Proposed FY 2008 Operating Budget be introduced to the Baltimore County Board of Education.

*************************************************

The Superintendent will introduce his proposed FY 2008 operating budget, which was developed based on the Master Plan and the Blueprint for Progress, to the Board of Education. Additional information will be available at the meeting. A public hearing on the operating budget is scheduled for January 24, 2007 (snow date January 25, 2007) at 7:00 p.m. at the Ridge Ruxton School. A work session of the Board is scheduled for January 30, 2007 (snow date January 31, 2007). Adoption of the FY2008 operating budget request is scheduled for February 13, 2007.
SUPERINTENDENT’S RECOMMENDED FY2008 OPERATING BUDGET

Presentation
Board of Education
January 9, 2007
Dr. Joe A. Hairston
BCPS Goals

- To improve achievement for all students
- To maintain a safe and orderly learning environment in every school
- To use resources effectively and efficiently
Blueprint for Progress

- The *Blueprint for Progress* is the foundation of all that we do and provides the framework for the Master Plan.

- The Master Plan provides the framework for preparation of the FY08 operating budget.
Bridge to Excellence
Master Plan Requirements

- Provide publicly funded prekindergarten programs to all economically disadvantaged children
- Provide full-day kindergarten for all students
- Ensure teacher quality
- Provide high quality professional development
- Ensure that achievement strategies address subgroups and that all students are demonstrating growth toward meeting performance expectations
Performance Goal 1

- By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in English/reading/writing, mathematics, science, and social studies.
Goal 1 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 1

1.1 All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

- Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.

Proposed Result

- 61.8 FTE positions to replace Title I funds at middle schools with general funds – $3,059,500 (redirect)
  - 10.0 Reading teachers
  - 34.6 School-based teachers
  - 12.0 Paraeducators
  - 1.5 Guidance
  - 1.0 Health
  - 1.3 Pupil personnel workers
  - 1.4 Psychologists
  - Continuing support of Windsor Mill Middle School ($400,000)
Goal 1 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 1

1.1 All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

1.10 All students will pass the Algebra/Data Analysis Maryland High School Assessment by the end of grade 9.

Proposed Result

- Textbooks – $5,000,000 (one-time)
- Year 2 middle school Algebraic Thinking Project – $37,600 (one-time)
- Black Saga competition – $13,600
- 30 mathematics TI-84 graphing calculators for each high school – $99,000 (one-time)
- Science Weekly – $109,000
## Goal 1 – Budget Recommendations (Cont.)

### Indicators/Strategies – Goal 1

1.1 All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

- Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, special education, gifted and talented, and honor students.

### Proposed Result

- Mobile laptop units for each high school – $596,700 (one-time)
- 1.0 FTE STEM team leader – $89,900
- 2.0 FTE technology teachers – Chesapeake cluster schools – $85,700
- 4.0 FTE technology teachers – $242,800 (redirect)
Goal 1 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 1

1.1 All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

- Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.

Proposed Result

- Cultural exchange program with China – $15,000
- Additional pilot classroom sound enhancement system – $50,000 (one-time)
- Soccer shin guards – $30,700 (one-time)
Goal 1 – Budget Recommendations

### Indicators/Strategies – Goal 1

1.1 All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

- Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, special education, gifted and talented, and honor students.

### Proposed Result

- Support for Magnet Program at Lansdowne MS and HS – $231,700
- Purchase upgraded licenses for Inspiration software – $87,500 (one-time)
- Reading resources for 7th and 8th grade language arts – $200,000 (one-time)
- Access to video/multimedia content via IP and school LAN – $159,500 and $60,000 (one-time)
- On-line access to Public Access Catalog (OPAC) – $140,400
Goal 1 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 1

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.

- Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, special education, gifted and talented, and honor students.

Proposed Result

Special Education

- Increase hourly salary of personal assistants by 10% – $483,200
- Conversion of various positions from 10-month to 12-month – $36,300
- 4.0 FTE core content teachers – $171,500
- Contracted services – replacement of passthrough – $700,000
- Non-public placement – $862,600
- Kurzweil – $495,400 (one-time)
### Special Education
- 3.0 FTE positions for behavior and learning support programs (4 schools) – $128,600
- 0.2 FTE position for new cluster elementary Asperger’s Program in the NW and materials – $14,100
- Pay for related services licensure – $43,800
- 2.0 FTE positions for Infants and Toddlers – $64,100
- 13.5 FTE positions for Third Party Billing – replacement of lost grant funds – $314,600 (redirect)

### Indicators/Strategies – Goal 1
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.

- Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, special education, gifted and talented, and honor students.
1.6 All eligible pre-kindergarten students will have access to a prekindergarten program by the 2007 – 2008 school year.

- Continue to phase-in pre-kindergarten programs for eligible students.

14.0 FTE positions and parent helpers, and materials for students eligible for prekindergarten – $711,100 (replace Title I funds)
1.7 All elementary schools will have a full-day kindergarten by the 2007-2008 school year.

- Continue to phase in full-day kindergarten for all students.

Proposed Result

- Complete implementation of half-day kindergarten to full-day at final 9 elementary schools – $1,678,600 (redirect) and $467,000 (one-time)
  - Rodgers Forge, Fifth District, Prettyboy, Fort Garrison, Timonium, Riderwood, Sparks, Jacksonville, and Carroll Manor
  - 13.7 FTE teachers
  - 2.0 FTE resource teachers
  - 18.3 FTE inclusion teachers
  - 2.6 FTE special area teachers
  - 3 relocatables
  - Supplies, materials, and furniture
### Indicators/Strategies – Goal 1

1.14 All high schools will have at least 70% of their students who take Advanced Placement (AP) examinations achieve passing scores.

- Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, special education, gifted and talented, and honor students.

### Proposed Result

- 4.4 FTE teachers and support to expand AVID program – $188,700
- 2.6 FTE Advanced placement expansion teachers and materials – $197,500 (redirect)
- Hourly employees for Evening and Saturday High Schools – $241,600
1.19 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enable students to enroll in college level courses at two-year colleges.

- Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.

- **assessTrax** - $972,000

- Scanners to support benchmark and short cycle testing – $217,000 (one-time)
Performance Goal 2

- By 2012, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.
Goal 2 – Budget Recommendations

Indicators/Strategies – 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 fourth school year.

- Provide ESOL services for all English Language Learners not meeting English proficiency levels.

Proposed Result

- 4.0 FTE highly qualified ESOL teachers and materials – $171,500
- World Languages contractual nurse – $20,000
- Translation services – $40,000
Performance Goal 3

- By 2005 – 2006, all students will be taught by highly qualified teachers.
Goal 3 – Budget Recommendations

Indicators/Strategies – Goal 3

3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

- Continue a systematic process for the selection of highly qualified teachers.

Proposed Result

- All BCPS compensation scales restructured to attract and recruit high quality employees – $27,700,000
- Step increases – $10,900,000
- Selected parity upgrades – $1,367,000
Goal 3 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 3

3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

- Continue a systematic process for the selection of highly qualified teachers.

Proposed Result

- Health benefits increases of 8.6% – $13,200,000
- OPEB benefit increases – $31,600,000
- Benefit reductions to fund OPEB – ($15,800,000)
- Increase in reimbursement for college credits taken by employees – $2,431,600
Goal 3 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 3

3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

- Continue a systematic process for the selection of highly qualified teachers.

Proposed Result

- Personnel advertising and foreign recruitment – $40,000
- 1.0 FTE administrative secretary in Personnel and office budget – $55,500
- 1.0 FTE Office of Certification – $29,000
Performance Goal 4

- All students will be educated in school environments that are safe and conducive to learning.
Goal 4 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 4

4.1 All schools and school communities will maintain safe, orderly, nurturing environments.

- Provide a continuum of services through alternative education programs.

The following budget recommendations are proposed:

- 85.0 FTE positions for Secondary Academic Intervention Model (SAIM) – $4,326,600
  - 3.0 Principal, Facilitator, & AP
  - 5.0 Learning communication leaders
  - 20.0 Teachers
  - 8.0 Itinerant teachers
  - 25.0 Paraeducators
  - 11.0 Student support services positions
  - 13.0 Clericals/custodians/bus drivers and attendants
  - Rent/supplies/phone/other

Focused on Quality; Committed to Excellence
January 9, 2007
Goal 4 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 4

4.1 All schools and school communities will maintain safe, orderly, nurturing environments.

- Provide a continuum of services through alternative education programs.

Proposed Result

- 5.0 FTE positions for Advance Path in school program - $1,187,600
  - 5.0 FTE teachers
  - Contract
  - 1 quad relocatable
Goal 4 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 4

4.1 All schools and school communities will maintain safe, orderly, nurturing environments.

- Provide attractive, clean, caring, and secure learning environments.

Proposed Result

- 2.0 FTE positions (effective January 1, 2008) for Vincent Farm Elementary School – $65,600:
  - Principal
  - Secretary – front office
  - Start-up – $748,300 (school-based)

- Utility cost increases – $2,598,000

- Provide for annual Safe Schools Conference – replacement of lost grant funds – $20,500

- Private bus contract rate increases – $1,987,000
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<tr>
<th>Indicators/Strategies – Goal 4</th>
<th>Proposed Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 All schools and school communities will maintain safe, orderly, nurturing environments.</td>
<td>• Building automations systems, preventive maintenance – $95,000</td>
</tr>
<tr>
<td></td>
<td>• Replace old relocatable classrooms – $208,000</td>
</tr>
<tr>
<td></td>
<td>• Repair damaged relocatable classrooms – $150,000</td>
</tr>
<tr>
<td></td>
<td>• Inspect and repair interior bleacher systems – $67,900</td>
</tr>
<tr>
<td></td>
<td>• School painting program – $118,000</td>
</tr>
<tr>
<td></td>
<td>• 5.0 FTE building service workers – $125,000</td>
</tr>
<tr>
<td>• Provide attractive, clean, caring, and secure learning environments.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 4 – Budget Recommendations (Cont.)

**Indicators/Strategies – Goal 4**

4.1 All schools and school communities will maintain safe, orderly, nurturing environments.

- Provide attractive, clean, caring, and secure learning environments.

**Proposed Result**

- Security camera maintenance – $96,000
- Mold remediation and preventions – $150,000
- Underground storage tank repairs – $60,000
- Fire alarms for relocatables – $170,000 (one-time)
- Preventive maintenance boilers – $791,300
## Goal 4 – Budget Recommendations (Cont.)

<table>
<thead>
<tr>
<th>Indicators/Strategies – Goal 4</th>
<th>Proposed Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 All schools and school communities will maintain safe, orderly, nurturing environments.</td>
<td></td>
</tr>
<tr>
<td>- Provide attractive, clean, caring, and secure learning environments.</td>
<td>- Preventive maintenance of folding walls every three years – $85,000</td>
</tr>
<tr>
<td></td>
<td>- Broken window asbestos repair – $100,000</td>
</tr>
<tr>
<td></td>
<td>- 1.0 FTE Internal Auditor – $55,600</td>
</tr>
<tr>
<td></td>
<td>- 1.0 FTE Investigator – $61,300</td>
</tr>
</tbody>
</table>
Goal 4 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 4

4.1 All schools and school communities will maintain safe, orderly, nurturing environments.

- Utilize the Student Support Services Team to address the needs of students.
- 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.

Proposed Result

- 1.0 FTE legal position and office budget – $80,400
- On-going maintenance and training costs for automatic external defibrillators that were installed in FY07 – $73,700
- Conversion of transcripts from microfilm to an electronic file - $60,000 (one-time)
- Mandated state training and tracking – Risk Management – $42,000
Performance Goal 5

- All students will graduate from high school.
Goal 5 – Budget Recommendations

Indicators/Strategies – Goal 5

5.1 All high schools will meet the graduation rate established by the State.
   - Educate all students with disabilities in accordance with the objectives defined in the students’ Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.

Proposed Result

- 2.0 FTE teachers – Home and Hospital Center – $96,000
- Hourly employees for Home and Hospital Center – $62,000
Indicators/Strategies – Goal 5

5.2 All high schools will have annual dropout rates of less than 3%.

- Provide support and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.

Proposed Result

- Convert 14 high school records clerks to 12-month positions – $67,600
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.

- Future Educators Association – $23,800
Performance Goal 6

- Engage parents/guardians, business, and community members in the educational process.
Goal 6 – Budget Recommendations

Indicators/Strategies – Goal 6

6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

Proposed Result

- Classroom to Community Express BCPS newsletter and calendar improvements – $68,000
Performance Goal 7

- Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.
Goal 7 – Budget Recommendations

Indicators/Strategies – Goal 7

7.1 All schools will develop a results review report that is aligned with the system’s annual results report.

- Publish an annual educational performance report designed to increase community-wide awareness and advocacy.

Proposed Result

- Research, Accountability, and Assessment – Evaluate effectiveness of programs and initiatives
  - 1.0 FTE Accountability Director – $81,600
  - 2.0 FTE Coordinators – $188,000
Performance Goal 8

- All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.
Goal 8 – Budget Recommendations (Cont.)

Indicators/Strategies – Goal 8

8.6 Ninety percent of buses will arrive each day within the established opening/closing window.

8.7 All students will have total ride times of less than three hours per day.

- Develop, modify, and monitor business operations to ensure efficient and effective use of resources.

Proposed Result

- New bus lots – $20,000 (one-time)
- 9.0 FTE drivers and 9.0 FTE attendants and lease costs for Special Education programs – $366,300
- 2.0 FTE automotive technicians – $26,000 (effective January 1, 2008)
Goal 8 – Budget Recommendations (Cont.)

**Indicators/Strategies – Goal 8**

8.14 The number of Equal Employment Opportunity (EEO) complaints will be reduced.

8.18 Reduce the number of schools in which full time equivalent enrollment of students exceeds seating capacity (state-rated capacity plus available relocatable seats.)

**Proposed Result**

- Contracted services to write ADA-compliant position descriptions – $55,000 (one-time)
- Focused Elementary and Middle School Utilization Study – Southeast – $65,000 (one-time)
## Goal 8 – Budget Recommendations (Cont.)

### Indicators/Strategies – Goal 8

### Proposed Result

- 4.0 FTE for student and scheduling system support – $250,000
- Disaster recovery site – $800,000 (one-time)
- Replacement of computer hardware – Board Room $120,000 (one-time)
- Update electronic closets at schools – $5,600,000 (one-time)
- Replacement of computers to meet platform standardization – $1,161,400 (one-time)

8.19 The Wide Area Network, Enterprise Systems, and telephone system will operate effectively 98% of the time.

- Develop, modify, and monitor business operations to ensure efficient and effective use of resources.
## Summary of Redirected Funding

<table>
<thead>
<tr>
<th>Enrollment Decreases</th>
<th>($4,634,700)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Day K</td>
<td>(853,600)</td>
</tr>
<tr>
<td><strong>Title I Middle School Funding</strong></td>
<td>3,059,500</td>
</tr>
<tr>
<td>All Day Kindergarten - 18.3 FTEs and</td>
<td>1,678,600</td>
</tr>
<tr>
<td>Supplies, Materials &amp; Furniture</td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits for Positions</td>
<td>314,600</td>
</tr>
<tr>
<td>Funded by Third Party Billing</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Placement Expansion</strong></td>
<td>197,500</td>
</tr>
<tr>
<td>**4.0 Instruction Technology Resource</td>
<td>242,800</td>
</tr>
<tr>
<td>Teachers - Replace Lost Grant Funds</td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost (Savings)</strong></td>
<td>$4,700</td>
</tr>
</tbody>
</table>
# Redirected Title I Funds Proposal

<table>
<thead>
<tr>
<th>Redirected Title I Funds</th>
<th>($2,037,800)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for New Elementary Math Series</td>
<td>195,300</td>
</tr>
<tr>
<td>New Teacher Academy</td>
<td>60,000</td>
</tr>
<tr>
<td>Research Specialist for the Evaluation of Title I Funded Programs</td>
<td>105,700</td>
</tr>
<tr>
<td>STEM-Resource teachers</td>
<td>958,200</td>
</tr>
<tr>
<td>New Teacher and Grade Change Academy and Training (Pre-K to 5)</td>
<td>273,100</td>
</tr>
<tr>
<td>Assessment and Intervention Model (AIM) and DI BELS</td>
<td>8,000</td>
</tr>
<tr>
<td>GO! Elementary Technology Program</td>
<td>437,500</td>
</tr>
<tr>
<td><strong>Total Cost (Savings)</strong></td>
<td><strong>(0)</strong></td>
</tr>
</tbody>
</table>
## Redirected Title II Funds Proposal

<table>
<thead>
<tr>
<th>Redirected Title II Funds</th>
<th>($910,700)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Training in Reading and Math for Para Educators</td>
<td>205,100</td>
</tr>
<tr>
<td>Training for Grade 8 and new grade 6 and 7 for Algebraic Thinking</td>
<td>75,000</td>
</tr>
<tr>
<td>Cohort - Science, Math, Reading, and Special Educ. Leading to HQ Status</td>
<td>155,100</td>
</tr>
<tr>
<td>Graduate certificate program in School Leadership in Technology Integration</td>
<td>62,500</td>
</tr>
<tr>
<td>Inclusive Practices-Spec Education</td>
<td>102,600</td>
</tr>
<tr>
<td>Technology Training for Chesapeake High Stem Academy Cluster Schools</td>
<td>92,700</td>
</tr>
<tr>
<td>Summer Academies for Language Arts</td>
<td>217,800</td>
</tr>
<tr>
<td><strong>Total Cost (Savings)</strong></td>
<td><strong>(0)</strong></td>
</tr>
</tbody>
</table>
# Summary of Recommendations

<table>
<thead>
<tr>
<th>Performance Goal</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Goal 1</td>
<td>$18,296,300</td>
</tr>
<tr>
<td>Performance Goal 2</td>
<td>231,500</td>
</tr>
<tr>
<td>Performance Goal 3</td>
<td>71,523,100</td>
</tr>
<tr>
<td>Performance Goal 4</td>
<td>12,838,900</td>
</tr>
<tr>
<td>Performance Goal 5</td>
<td>249,400</td>
</tr>
<tr>
<td>Performance Goal 6</td>
<td>68,000</td>
</tr>
<tr>
<td>Performance Goal 7</td>
<td>269,600</td>
</tr>
<tr>
<td>Performance Goal 8</td>
<td>8,398,700</td>
</tr>
<tr>
<td>Built-ins/ Redirects/ Other</td>
<td>2,419,600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$114,295,100</strong></td>
</tr>
</tbody>
</table>
# One-time Requests

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaster Recovery Site</td>
<td>$800,000</td>
</tr>
<tr>
<td>Textbook Purchases</td>
<td>5,000,000</td>
</tr>
<tr>
<td>Mobile Laptop Labs for High Schools</td>
<td>596,700</td>
</tr>
<tr>
<td>Replacement Computer Hardware-Board Room</td>
<td>120,000</td>
</tr>
<tr>
<td>Upgrade Electronic Closets at Schools</td>
<td>5,600,000</td>
</tr>
<tr>
<td>Materials for Reading Resources for 7th and 8th Grades</td>
<td>200,000</td>
</tr>
<tr>
<td>Replacement of Computers to meet Platform Standardization</td>
<td>1,161,400</td>
</tr>
</tbody>
</table>
### One-time Requests (Cont.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanners to Support Benchmark Testing</td>
<td>$217,000</td>
</tr>
<tr>
<td>Fire Alarms for 17 Relocatables without them</td>
<td>170,000</td>
</tr>
<tr>
<td>Focused Elementary and Middle School Utilization Study - Southeast</td>
<td>65,000</td>
</tr>
<tr>
<td>Purchase Upgrades for Inspiration software licenses for schools</td>
<td>87,500</td>
</tr>
<tr>
<td>Classroom Sound System</td>
<td>50,000</td>
</tr>
<tr>
<td>Soccer Shin Guards</td>
<td>30,700</td>
</tr>
</tbody>
</table>
### One-time Requests (Cont.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Bus Lots</td>
<td>$20,000</td>
</tr>
<tr>
<td>Student Transcripts Microfilming</td>
<td>60,000</td>
</tr>
<tr>
<td>ADA Job Descriptions</td>
<td>55,000</td>
</tr>
<tr>
<td>OPAC Online Public Access - Library</td>
<td>60,000</td>
</tr>
<tr>
<td>Full-Day K Relocatables</td>
<td>467,000</td>
</tr>
<tr>
<td>Materials to expand Algebraic Thinking Program to the 8th Grade</td>
<td>37,600</td>
</tr>
<tr>
<td>Graphing Calculators for Algebra I</td>
<td>99,000</td>
</tr>
<tr>
<td>Kurzweil 3000</td>
<td>495,400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$15,392,300</strong></td>
</tr>
</tbody>
</table>
## Maintenance of Effort

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>MOE Amount</th>
<th>County Funding of MOE *</th>
<th>Amount Above MOE *</th>
<th>% Above MOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>$429,773,428</td>
<td>$436,977,416</td>
<td>$7,203,988</td>
<td>1.7%</td>
</tr>
<tr>
<td>2000</td>
<td>442,769,950</td>
<td>459,187,424</td>
<td>16,417,474</td>
<td>3.7%</td>
</tr>
<tr>
<td>2001</td>
<td>461,914,141</td>
<td>498,576,934</td>
<td>36,662,793</td>
<td>7.9%</td>
</tr>
<tr>
<td>2002</td>
<td>501,272,835</td>
<td>534,529,052</td>
<td>33,256,217</td>
<td>6.6%</td>
</tr>
<tr>
<td>2003</td>
<td>536,427,807</td>
<td>547,711,788</td>
<td>11,283,981</td>
<td>2.1%</td>
</tr>
<tr>
<td>2004</td>
<td>555,761,919</td>
<td>560,272,491</td>
<td>4,510,572</td>
<td>0.8%</td>
</tr>
<tr>
<td>2005</td>
<td>565,205,034</td>
<td>570,494,248</td>
<td>5,289,214</td>
<td>0.9%</td>
</tr>
<tr>
<td>2006</td>
<td>566,984,118</td>
<td>585,426,077</td>
<td>18,441,959</td>
<td>3.3%</td>
</tr>
<tr>
<td>2007</td>
<td>585,260,390</td>
<td>600,315,484</td>
<td>15,055,094</td>
<td>2.6%</td>
</tr>
<tr>
<td>2008 Proposed</td>
<td>594,693,553</td>
<td>633,621,036</td>
<td>38,927,483</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

Average above the MOE increases received = 3.6%

*Excluding MSDE approved non-recurring costs.*
Comparison of State and County General Fund Revenues

- FY99 Actual: County 67.4%, State 31.1%
- FY00 Actual: County 67.4%, State 31.1%
- FY01 Actual: County 55.7%, State 43.4%
- FY02 Actual: County 47.3%, State 38.7%
- FY03 Actual: County 40.0%, State 34.5%
- FY04 Actual: County 33.8%, State 32.9%
- FY05 Actual: County 29.2%, State 30.5%
- FY06 Actual: County 26.0%, State 31.7%
- FY07 Adjusted: County 25.5%, State 30.9%
- FY08 Proposed: County 23.3%, State 32.7%

- Other revenues remain consistent across years.
# General Fund - $1,165,982,733

## Proposed FY08 Operating Budget

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>FY07 Adj Budget</th>
<th>FY08 Proposed</th>
<th>+/-</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
<td>$606,237,744</td>
<td>$648,969,375</td>
<td>$42,731,631</td>
<td>7.0%</td>
</tr>
<tr>
<td>State</td>
<td>$438,286,990</td>
<td>$506,453,358</td>
<td>$68,166,368</td>
<td>15.6%</td>
</tr>
<tr>
<td>Other</td>
<td>$11,566,741</td>
<td>$10,560,000</td>
<td>($1,006,741)</td>
<td>-8.7%</td>
</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td><strong>$1,056,091,475</strong></td>
<td><strong>$1,165,982,733</strong></td>
<td><strong>$109,891,258</strong></td>
<td><strong>10.4%</strong></td>
</tr>
</tbody>
</table>
Proposed FY08 Revenue Sources

All Funds

- Federal: $89,608,154 (5.7%)
- State: $611,984,163 (39.0%)
- Other: $35,572,582 (2.3%)
- Baltimore County: $831,555,642 (53.0%)

Total: $1,568,720,541
Proposed FY08 Expenditures
All Funds

General Fund
$1,165,982,733
74.3%

Enterprise Fund
$40,928,469
2.6%

Special Revenue
$84,737,072
5.4%

Capital Projects Fund
$250,119,000
15.9%

Debt Service Fund
$26,953,267
1.7%

$1,568,720,541

Focused on Quality; Committed to Excellence
January 9, 2007
Date: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5410 STUDENTS: SERVICES TO STUDENTS

ORIGINATOR: Hays B. Lantz, Assistant Superintendent, STEM

RESOURCE PERSON(S) Dale R. Rauenzahn, Executive Director, student Support Services Lynne Muller, Coordinator, School Counseling

RECOMMENDATION

Board of Education Policy 5410 is being revised to update the policy with the alignment of National Standards for schools counseling, MSDE regulations, and the *Blueprint for Progress*. Alignment of Policy 5410 with National Standards serves to continue the Baltimore County Public Schools national stature as a leader in education. Clarity in policy will also serve to define roles and responsibilities of school counselors as they relate to school counseling programs in Baltimore County public schools. This is the first reading of Policy 5410.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 5410
Statement of Issues Addressed By the Proposed Policy

Currently, Policy and Rule 5410 reflect outdated terminology and focus for school counseling programs in the Baltimore County Public Schools. With the advent of the American School Counseling Association’s (ASCA) publication, the *National Standards for School Counseling Programs* in 1997, three domains now define the parameters for school counseling programs. These three domains: academic development, career development, and personal and social development align with the goals for school counseling programs described in The Code of Maryland Regulations (COMAR) 13A.05.05.02. COMAR regulations mandate a planned, systematic program of counseling, consultation, and coordination for all students, grades PreK-12 designed to address three goal areas: personal and academic growth, educational and career decision-making, and social/emotional growth and interpersonal relations.

The proposed policy clearly defines these three goals and describes the vehicles by which these goals will be met. The revised *Essential School Counseling Program Manual* (2006) and the non-negotiables contained within serve as guideposts for school counseling programs so that all students in Baltimore County Public Schools receive the same level of service.

Additionally, the proposed policy reflects the alignment of counseling goals, indicators, and strategies with the *Blueprint for Progress*. The addition of the role statement regarding secondary counselors related to college readiness and College Board programs are essential for student achievement and the realization of every student’s maximum potential.

Therefore, the recommendation is that Baltimore County Public Schools revise Policy 5410 to be consistent with *ASCA National Standards*, *COMAR*, and the goals and indicators in the *Blueprint for Progress*.

Cost Analysis and Fiscal Impact on School System
There is no new fiscal impact on the system as a result of the proposed policy and rule.

Relationship to Other Board of Education Policies

Legal Requirement
The legal references included in this policy:
Code of Maryland Regulations (“COMAR”) 13A.05.05.02

Similar Polices Adopted by Other School Systems
Since this proposed policy reflects an update to former policy which is in alignment with State of Maryland regulations and National Standards for school counselors, it reflects policy which has been adopted by other school systems in Maryland and across the Nation.
Draft of Proposed Policy and Rule (see attached)

Other Alternative Considered By Staff
Since this policy serves to update, but not change the previous policy, no alternatives to the proposed policy were considered.
STUDENTS: Services to Students

[Guidance Services] SCHOOL COUNSELING SERVICES

The [guidance program] SCHOOL COUNSELING PROGRAM shall be an integral part of the total program of instruction FOR ALL STUDENTS.

[Guidance services provide a K-12 program designed to assist students to be recognized as individuals and to meet their needs through appropriate school experiences. The guidance functions support the goals of education by helping students to know and understand themselves; to develop their potential and to use it in desirable ways; to become increasingly self-directed; and to accept responsibilities as maturing and creative members of a democratic society.]

SCHOOL COUNSELORS DELIVER A COMPREHENSIVE PROGRAM OF COUNSELING SERVICES TO ALL STUDENTS BASED UPON THE GOALS OF SCHOOL SUCCESS, MASTERING DECISION-MAKING AND CAREER DEVELOPMENT SKILLS, AND DEMONSTRATING INTRAPERSONAL AND INTERPERSONAL COMPETENCIES. THE DELIVERY OF THIS COMPREHENSIVE COUNSELING PROGRAM IS OUTLINED IN THE SCHOOL COUNSELING ESSENTIAL CURRICULUM AND NON-NEGOTIABLES.

IN ADDITION, SCHOOL COUNSELORS AT THE SECONDARY LEVEL SUPPORT THE BLUEPRINT FOR PROGRESS IN AREAS RELATED TO COLLEGE READINESS AND PREPARATION INCLUDING PSAT/SAT, COLLEGE READINESS, PARALLEL ENROLLMENT AT COLLEGES, AP POTENTIAL AND AP PROGRAMS. THESE SERVICES ARE PROVIDED THROUGH A COMBINATION OF DIRECT COUNSELING INTERVENTIONS (INDIVIDUAL AND GROUP COUNSELING, CLASSROOM GUIDANCE), CONSULTATION SERVICES TO STAFF AND PARENTS, AND THE COORDINATION OF RELATED INITIATIVES TO FOSTER ACADEMIC SUCCESS.

ALIGNMENT WITH THE BALTIMORE COUNTY PUBLIC SCHOOLS’ BLUEPRINT FOR PROGRESS IS REFLECTED IN THE GOALS FOR IMPROVED ACHIEVEMENT FOR ALL STUDENTS AND THE MAINTENANCE OF A SAFE AND ORDERLY LEARNING ENVIRONMENT. THE SCHOOL COUNSELING PROGRAM ASSISTS WITH THE NEED FOR THE DEVELOPMENT OF CONTENT, KNOWLEDGE, SKILLS, AND ATTITUDES THAT WILL ENABLE STUDENTS TO
REACH THEIR MAXIMUM POTENTIAL AS RESPONSIBLE, PRODUCTIVE CITIZENS, AND LIFE-LONG LEARNERS.
Baltimore County Public Schools

Date: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8315 INTERNAL BOARD POLICIES: OPERATIONS

ORIGINATOR:

RESOURCE PERSON(S):

RECOMMENDATION

Board of Education Policy 8315 is being revised to reflect the Board’s commitment to public participation at each of its meetings. This is the first reading of Policy 8315.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 8315
 BOARD OF EDUCATION OF BALTIMORE COUNTY
Policy Analysis for Proposed Changes to Policy 8315
Meetings: Participation by the Public

Statement of Issues or Questions Addressed
Board of Education Policy 8315 contains an outmoded practice of public participation in Board of Education meetings.

As currently written, the policy does not reflect the Board’s commitment to public participation at each of its meetings, nor does it include the Board’s current practice of inviting public comment on its Board policies.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 8315.

Other School System Policies Reviewed
1. Allegany County Policy BDDH, Public Participation at Board Meetings
2. Anne Arundel County Policy 202.02, Public Participation at Board Meetings
3. Baltimore City Policy Article I, Meetings
4. Calvert County Policy 1110, Board of Education Meetings
5. Caroline county Policy XII.120.40, Sounding Board Session
6. Carroll County Policy BEDH Citizen Participation at Board Meetings
7. Cecil County Policy BDD Procedures for the Board of Education Meetings
8. Charles County Policies P-1131, P-1133, and Rules R-1131 Communication with the Public: Board of Education Meetings, Public Forums, Public Hearings and Public Participation: Public Forum
9. Dorchester County Policies 180.5 Public Attendance; 180.6 Public Comment; 180.7 Public Presentations
10. Frederick County Policy 102, Meetings
11. Garrett County Policy 103JJR, Board Meeting Procedures
12. Harford County Policy 22-0008-0 Public Participation at Board Open Meetings or Public Hearings
13. Howard County Policy, Meeting Participation
14. Kent County Policy Section B, Code BED, Public Participation in Open Meetings of the Board
15. Montgomery County Board of Education website, Public Participation
16. Prince George’s County Policy 8345, Public Participation and Board of Education Member Participation at Board of Education Meetings
17. St. Mary’s County Policy BEDH Public Participation at Board Meetings
18. Somerset County Policy 100-12 Public Participation, and Policy 100-10, Request for Audience Discussion or Presentation of Proposal(s) to the Board of Education
19. Talbot County Policy BDDH, Public Participation at Board Meetings
20. Washington County Policy BDDH Public Participation
21. Wicomico County, Board of Education Meetings
22. Worcester County, Citizens Addressing the Board
Legal Requirements
No legal requirements exist requiring public participation at local Board of Education meetings.

Time line for Adoption
January 9, 2007 – First Reading and Presentation to the Board
January 23, 2007 – Second Reading
February 13, 2007 – Adoption by the Board of Education
INTERNAL BOARD POLICIES: Operations

Meetings:   Participation by the Public

Citizens of the county have the expressed right and are encouraged to attend ALL PUBLIC meetings of the Board and to observe the deliberation of its members. The following PROCEDURES [rules] are adopted to preserve the orderly transaction of business of the Board and to provide proper opportunities for legitimate and objective discussion and analysis of [the] EDUCATIONAL issues WITHIN THE BOARD’S JURISDICTION [presented]:

1. Any citizen who wishes to [make a presentation to the Board should submit a written request to the Superintendent of Schools stating his name, address, and the topic about which he desires to be heard. If the topic is to be listed for discussion at a scheduled meeting, the request should be received ten (10) days in advance of the meeting so that the Superintendent will have ample time to consult with the president of the board regarding the request and tentatively schedule an appearance on the agenda.] ADDRESS THE BOARD AT ONE OF ITS PUBLIC MEETINGS MUST COMPLETE THE REQUISITE SIGN-IN FORM PRIOR TO THE OPENING OF EACH MEETING, AND PROVIDE THE TOPIC HE/SHE WISHES TO DISCUSS.

[2. At the time of the meeting, the presiding officer will determine in accordance with the proceedings of the meeting and the nature of the request whether it is in the interest of the Board to hear the presentation or postpone it to a subsequent meeting or to a formal hearing. The president may limit the time for the presentation, and if there are other requests to address the Board on the same topic, the presiding officer may recognize alternately representatives of supporting and opposing viewpoints to speak in behalf of those individuals sharing like views.]

2. IT IS THE PRACTICE OF THE BOARD TO INVITE THE PUBLIC TO ADDRESS THE BOARD OF EDUCATION AT EACH OF ITS REGULARLY SCHEDULED PUBLIC MEETINGS.

Policy
Adopted: 4/13/72
Revised:
ALL CAPS indicate new material.
Brackets [ ] indicate deleted material.
**BALTIMORE COUNTY PUBLIC SCHOOLS**  
**TOWSON, MARYLAND 21204**

**January 9, 2007**

**RETIEMENTS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Goins</td>
<td>Special Assistant</td>
<td>Pulaski/Contract Maint.</td>
<td>20.0</td>
<td>07-01-07</td>
</tr>
<tr>
<td>Dorothy Schisler</td>
<td>Assistant Principal</td>
<td>Campfield Ecll. Ctr.</td>
<td>20.4</td>
<td>12-1-06</td>
</tr>
<tr>
<td>James Smerowki</td>
<td>Admin. Leave</td>
<td>Pulaski/Dist. Ctr.</td>
<td>21.5</td>
<td>01-01-07</td>
</tr>
<tr>
<td>Arthur Stritch</td>
<td>Supervisor</td>
<td>Pulaski/Science/Library</td>
<td>33.5</td>
<td>02-01-07</td>
</tr>
</tbody>
</table>

As of 12/18/06
Baltimore County Public Schools
Towson, Maryland 21204

January 9, 2007

**Resignation**

**Elementary – 2**

<table>
<thead>
<tr>
<th>School</th>
<th>Employee</th>
<th>Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnnycake Elementary School</td>
<td>Sharifa W. Myles</td>
<td>12/22/06</td>
<td>1.4 yrs.</td>
</tr>
<tr>
<td>Winfield Elementary School</td>
<td>Jennifer L. Taylor</td>
<td>12/07/06</td>
<td>2.5 mos.</td>
</tr>
</tbody>
</table>

**Secondary – 3**

<table>
<thead>
<tr>
<th>School</th>
<th>Employee</th>
<th>Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holabird Middle School</td>
<td>Denise A. Beck</td>
<td>01/03/07</td>
<td>3.2 yrs.</td>
</tr>
<tr>
<td>Lansdowne Middle School</td>
<td>Carol A. Mausteller</td>
<td>11/21/06</td>
<td>2 days</td>
</tr>
<tr>
<td>Pine Grove Middle School</td>
<td>Erin O. Murphy</td>
<td>12/22/06</td>
<td>3.4 yrs.</td>
</tr>
</tbody>
</table>
LEAVES

PERSONAL ILLNESS LEAVES

RODNEY CROMER – (Building Service Worker) Formerly Woodlawn High School*
Effective November 1, 2006, through June 30, 2007

CINDY ALIADA HUOVINEN – (Cafeteria Worker) Bear Creek Elementary School*
Effective December 1, 2006, through June 30, 2007

UNUSUAL OR IMPERATIVE LEAVE

AMANDA PUSATERI – (Kindergarten) Perry Hall Elementary School
Effective October 16, 2006, through June 30, 2007

*Non-member Maryland State Retirement System & Pension System
Exhibit L

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND  21204

January 9, 2007

DECEASED

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

JAMES A. BROOKS
Grounds Worker III, Operations
Catonsville Grounds/Maintenance Facility
November 18, 2006

ELLEN F. NEHMSMANN
Elementary Classroom
Chapel Hill Elementary School
December 9, 2006
Baltimore County Public Schools

Date: January 9, 2007

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Area Education Advisory Council Appointment - Central Area

Originator: Dr. Kim X. Whitehead, Assistant Superintendent, Central Area

Resource Person(s):

Recommendation

That Ms. Amy S. Mason be appointed as a member to the Central Area Educational Advisory Council

*******************************************************************************
DATE: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

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

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts
Board Exhibit – January 9, 2007

The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

1. Contract: Automobile Purchase
   Contract #: PCR-257-07

   Term: 10 months   Extension: N/A   Contract Ending Date: 7/30/07
   Estimated award value: $25,212
   Estimated total award value: $25,212

   Bid issued: August 3, 2006
   Pre-bid meeting date: August 16, 2006
   Due date: August 21, 2006
   No. of vendors issued to: 5
   No. of no-bids received: 0
   No. of bids received: 1

Description:

This contract consists of the purchase of a 2007 Ford Crown Victoria four-door sedan. The vehicle is intended to replace the current vehicle being used by the Superintendent of Baltimore County Public Schools.

Recommendation:

Award of contract is recommended to:

   Towson Ford Sales, Inc. Towson, MD

Responsible school or office: Office of Transportation

Contact person: Linda Fitchett

Funding source: Operating budget
2. **Contract**: Internet Service Provider  
   **Contract #**: PCR-260-07

<table>
<thead>
<tr>
<th>Term: 3 years</th>
<th>Extension: 2 years</th>
<th>Contract Ending Date: 1/15/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated award value:</td>
<td>$120,000</td>
<td>Estimated total award value: $600,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bid issued:</th>
<th>November 2, 2006</th>
<th>Pre-bid meeting date:</th>
<th>November 16, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date:</td>
<td>December 5, 2006</td>
<td>No. of vendors issued to:</td>
<td>25</td>
</tr>
<tr>
<td>No. of no-bids received:</td>
<td>0</td>
<td>No. of bids received:</td>
<td>4</td>
</tr>
</tbody>
</table>

Cavalier Telephone Mid-Atlantic, LLC  
Comcast Business Communications, LLC  
Quest Communications Corp.  
Verizon Network Integration Corp.

**Herndon, VA**  
**Moorestown, PA**  
**Denver, CO**  
**Frazier, PA**

**Description:**

This contract consists of providing internet service to BCPS schools and offices.

**Recommendation:**

Award of contract is recommended to:

Comcast Business Communications, LLC  
Moorestown, NJ

**Responsible school or office:** Office of Technology

**Contact person:** Judson Porter

**Funding source:** Operating budget
3. **Contract**: Library Supplies  
   **Contract #**: MBU-526-07

   **Term**: 2 years  
   **Extension**: 2 years  
   **Contract Ending Date**: 12/30/10

   **Estimated annual award value**: $40,000  
   **Estimated total award value**: $160,000

   **Bid issued**: November 9, 2006  
   **Pre-bid meeting date**: N/A  
   **Due date**: November 29, 2006  
   **No. of vendors issued to**: 11  
   **No. of no-bids received**: 1  
   **No. of bids received**: 6

   - Brodart  
   - DEMCO, Inc.  
   - General Building Corporation  
   - Highsmith, Inc.  
   - Standard Stationery Supply Company  
   - The Library Store Inc.

   - McElhattan, PA  
   - Madison, WI  
   - Northbrook, IL  
   - Fort Atkinson, WI  
   - Wheeling, IL  
   - Tremont, IL

**Description:**

This contract consists of providing library supplies to include, but not be limited to: magazine covers, spine labels, catalog card tabs, catalog cards, self-adhesive book pockets, book tape, book repair tape, cut corner file cases, and media bags. Award is based on consistently favorable percentage-off catalog prices.

**Recommendation:**

Award of contract is recommended to:

   - Brodart  
   - DEMCO, Inc.  
   - Highsmith, Inc.  
   - McElhattan, PA  
   - Madison, WI  
   - Fort Atkinson, WI

**Responsible school or office:** Office of Library Services

**Contact person:** Arthur Stritch

**Funding source:** Operating budget
4. **Contract:** Provision, Installation, and Repair of Stage Curtain Systems  
**Contract #:** MBU-535-07

**Term:** 6 months  
**Extension:** NA  
**Contract Ending Date:** 6/30/07  
**Estimated total award value:** $172,000

**Bid issued:** November 16, 2006  
**Pre-bid meeting date:** November 27, 2006  
**Due date:** December 7, 2006  
**No. of vendors issued to:** 12  
**No. of no-bids received:** 0  
**No. of bids received:** 1

Fisher Theatrical, LLC  
Hanover, MD

**Description:**

This contract consists of supplying new, and refurbishing existing, stage curtain systems in approximately 20 schools. Work will include the removal of curtains, rigging, and support, as needed.

**Recommendation:**

Award of contract is recommended to:

Fisher Theatrical, LLC  
Hanover, MD

**Responsible school or office:** Office of Maintenance

**Contact person:** Dennis N. Elkins

**Funding source:** Operating budget
5. **Contract Modification:** Renovations – Arbutus Middle School  
**Contract #:** JMI-602-06

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$10,753,000</td>
<td>Estimated modification amount</td>
<td>518,793</td>
<td>Estimated total award value:</td>
<td>$11,271,793</td>
</tr>
<tr>
<td>Bid issued:</td>
<td>July 21, 2005</td>
<td>Pre-bid meeting date:</td>
<td>August 4, 2005</td>
<td>Due date:</td>
<td>September 15, 2005</td>
</tr>
<tr>
<td>No. of vendors issued to:</td>
<td>18</td>
<td>No. of bids received:</td>
<td>2</td>
<td>No. of no-bids received:</td>
<td>0</td>
</tr>
</tbody>
</table>

**Description:**

On December 20, 2005, the Board approved a contract award for the renovation of Arbutus Middle School. The contract modification will include restroom renovations to seven men and seven women restrooms, plus upgrades to restrooms in the health suite and administrative office.

**Recommendation:**

Award of contract modification is recommended to:

- **Phillips Way, Inc.** Finksburg, MD

**Responsible school or office:** Office of Engineering and Construction

**Contact person:** Richard H. Cassell, PE

**Funding source:** Capital budget
6. **Contract:** Windows and Blinds – Lansdowne Elementary School  
   **Contract #:** JNI-766-07

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

   **Estimated annual award value:** $1,039,070  
   **Estimated modification amount:** 51,954  
   **Estimated total award value:** $1,091,024  

   **Bid issued:** October 26, 2006  
   **Pre-bid meeting date:** November 9, 2006  
   **Due date:** December 5, 2006  
   **No. of vendors issued to:** 7  
   **No. of bids received:** 2  
   **No. of no-bids received:** 0

   **Description:**
   This project consists of the removal and proper disposal of existing windows, and the installation of new windows and blinds. Selected interior door windows will be included in this project.

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

   **E. Pikounis Construction Co., Inc.** Baltimore, MD

   **Responsible school or office:** Office of Engineering and Construction

   **Contact person:** Richard H. Cassell, PE

   **Funding source:** Capital budget

   **Bidders’ Names**
<table>
<thead>
<tr>
<th>E. Pikounis Construction Co., Inc.</th>
<th>Chilmar Corporation, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$969,821</td>
</tr>
<tr>
<td>Alternate #1 Add: Egress Door Replacement</td>
<td>48,550</td>
</tr>
<tr>
<td>Alternate #2 Add: Kitchen and Receiving Area Door Replacement</td>
<td>20,699</td>
</tr>
<tr>
<td>Total</td>
<td>$1,039,070</td>
</tr>
</tbody>
</table>
7. **Contract:** 3A Concrete, 5A Steel, 15A Underground Mechanical, and 16A Underground Electrical Construction Packages – Vincent Farm Elementary School

**Contract #:** MWE-844-07

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

**Estimated annual award value:**

**Estimated modification amount**

**Estimated total award value:**

**Bid issued:** November 30, 2006

**Pre-bid meeting date:** December 6, 2006

**Due date:** December 21, 2006

**No. of vendors issued to:** 17

**No. of bids received:** 12

**No. of no-bids received:** 1

**Description:**

In order to meet a school opening date of August 2008, it has been necessary to fast-track the design and construction schedules. Therefore, the construction is being advertised/bid as certain packages are ready. Approval of contract awards is requested for the following construction packages:

<table>
<thead>
<tr>
<th>Package #</th>
<th>Bid Package</th>
<th>Contractor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-A</td>
<td>Concrete</td>
<td>Dance Brothers, Inc.</td>
<td>$894,300</td>
</tr>
<tr>
<td>5-A</td>
<td>Steel Framing</td>
<td>Crystal Steel Fabricators, Inc.</td>
<td>$1,568,000</td>
</tr>
<tr>
<td>15-A</td>
<td>Underground Mechanical</td>
<td>Chasney &amp; Co., Inc.</td>
<td>$172,500</td>
</tr>
<tr>
<td>16-A</td>
<td>Underground Electrical</td>
<td>Action Electrical Contractors, Inc.</td>
<td>$173,700</td>
</tr>
</tbody>
</table>

**Recommendation:**

Award of contract is recommended to:

- Dance Brothers, Inc. Baltimore, MD
- Crystal Steel Fabricators, Inc. Delmar, DE
- Chasney & Co., Inc. Baltimore, MD
- Action Electrical Contractors, Inc. Churchville, MD

**Responsible school or office:** Office of Engineering and Construction

**Contact person:** Richard H. Cassell, PE

**Funding source:** Capital budget
**Contract:** 3A Concrete, 5A Steel, 15A Underground Mechanical, and 16A Underground Electrical Construction Packages – Vincent Farm Elementary School

**Contract #:** MWE-844-07

<table>
<thead>
<tr>
<th><strong>Contract</strong></th>
<th><strong>Bidders’ Names</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3A Concrete</strong></td>
<td><strong>Base Bid</strong></td>
</tr>
<tr>
<td>Dance Brothers</td>
<td>$878,000</td>
</tr>
<tr>
<td>Precision Concrete</td>
<td>$1,026,001</td>
</tr>
<tr>
<td>DGS</td>
<td>$1,243,000</td>
</tr>
<tr>
<td>SODY Concrete</td>
<td>$1,285,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contract</strong></th>
<th><strong>Bidders’ Names</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5A Steel</strong></td>
<td><strong>Base Bid / Total</strong></td>
</tr>
<tr>
<td>Crystal Steel Fabricators, Inc.</td>
<td>$1,568,000</td>
</tr>
<tr>
<td>SA Halac</td>
<td>$1,967,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contract</strong></th>
<th><strong>Bidders’ Names</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15A Underground Mechanical</strong></td>
<td><strong>Base Bid / Total</strong></td>
</tr>
<tr>
<td>Chasney &amp; Co., Inc.</td>
<td>$172,500</td>
</tr>
<tr>
<td>GH Nitzel</td>
<td>$217,432</td>
</tr>
<tr>
<td>Towson Mechanical, Inc.</td>
<td>$225,000</td>
</tr>
<tr>
<td>Denver-Elek</td>
<td>$284,770</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contract</strong></th>
<th><strong>Bidders’ Names</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16A Underground Electrical</strong></td>
<td><strong>Base Bid</strong></td>
</tr>
<tr>
<td>Action Electrical Contractors, Inc.</td>
<td>$167,200</td>
</tr>
<tr>
<td>PD Valle Electric</td>
<td>$189,780</td>
</tr>
</tbody>
</table>
INSTRUCTION

CULTURAL EXCHANGE

1. DEFINITIONS

A. “CULTURAL EXCHANGE OUTBOUND” IS A TRIP THAT BALTIMORE COUNTY PUBLIC SCHOOLS’ (BCPS) STUDENTS TAKE OUTSIDE OF THE UNITED STATES WHICH INCLUDES STUDENTS LODGING WITH A HOST FAMILY OR IN DORMITORIES AND ATTENDING CLASSES AT A SCHOOL WITH WHICH BCPS HAS ESTABLISHED RECIPROCITY.

B. “CULTURAL EXCHANGE INBOUND” IS A TRIP OR PORTION OF A TRIP THAT INVOLVES FOREIGN STUDENTS FROM A SCHOOL WITH WHICH BCPS HAS ESTABLISHED RECIPROCITY, LODGING WITH A BALTIMORE COUNTY HOST FAMILY, AND ATTENDING CLASSES AT A BALTIMORE COUNTY PUBLIC SCHOOL.

C. RESPONSIBLE ADULT PARTICIPANTS


2. GENERAL REQUIREMENTS FOR CULTURAL EXCHANGE
A. STUDENTS SHALL NOT BE DENIED ACCESS TO CULTURAL EXCHANGE OPPORTUNITIES BECAUSE OF GENDER, RACE, COLOR, DISABILITY OR ECONOMIC STATUS. EFFORTS SHALL BE MADE TO FIND WAYS TO MAXIMIZE PARTICIPATION OF INTERESTED AND QUALIFIED STUDENTS IN THESE OPPORTUNITIES. STUDENTS WITH DISABILITIES SHALL BE PROVIDED EQUAL OPPORTUNITY FOR PARTICIPATION IN ALL PLANNED EDUCATIONAL, EXTRA-CURRICULAR, AND RECREATIONAL ACTIVITIES THAT TAKE PLACE DURING THE CULTURAL EXCHANGE. AS PART OF THE PLANNING AND IMPLEMENTATION PROCESS, STUDENTS WITH DISABILITIES SHALL BE GIVEN THE OPPORTUNITY TO PARTICIPATE WITH STUDENTS WITHOUT DISABILITIES TO THE MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF ANY STUDENT WITH A DISABILITY. FOR THIS PURPOSE, THE STUDENT’S IEP SHALL BE AVAILABLE TO STAFF COORDINATING AND PARTICIPATING IN THESE CULTURAL EXCHANGE OPPORTUNITIES.

B. BOARD POLICY 5550, STUDENTS: CONDUCT – DISRUPTIVE BEHAVIOR; AND POLICY 5560, STUDENTS: CONDUCT – SUSPENSION OR EXPULSION, AS OUTLINED IN THE STUDENT HANDBOOK, BALTIMORE COUNTY PUBLIC SCHOOLS, AND ALL OTHER BOARD POLICIES, SUPERINTENDENT’S RULES, AND SCHOOL INSTRUCTIONS REMAIN IN EFFECT AT ALL TIMES DURING THE OUTBOUND CULTURAL EXCHANGE.

C. THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL MONITOR THE SCHEDULING AND INVOLVEMENT OF PARTICIPATING AND NON-PARTICIPATING TEACHERS AND STUDENTS TO MAKE CERTAIN THAT NEITHER INSTRUCTIONAL TIME NOR SCHOOL RESOURCES ARE UNDULY IMPACTED BY THE CULTURAL EXCHANGE.

D. EACH EMPLOYEE OF THE BOARD OF EDUCATION SHALL REVIEW BOARD POLICIES 8363, ETHICS CODE: CONFLICT OF INTEREST, AND 8362, ETHICS CODE: GIFTS, BEFORE TAKING PART IN A CULTURAL EXCHANGE, AND SHALL DISCLOSE ANY CONFLICTS OF INTEREST TO THE ETHICS REVIEW PANEL OF THE BALTIMORE COUNTY PUBLIC SCHOOLS.

E. FOUR MONTHS PRIOR TO THE CULTURAL EXCHANGE, WRITTEN PERMISSION FOR STUDENTS TO PARTICIPATE IN THE
CULTURAL EXCHANGE, SPECIFYING TRANSPORTATION ARRANGEMENTS SHALL BE OBTAINED FROM PARENTS/GUARDIANS.

F. ONE MONTH PRIOR TO THE CULTURAL EXCHANGE, PERTINENT HEALTH INFORMATION FOR PARTICIPATING STUDENTS SHALL BE OBTAINED FROM PARENTS/GUARDIANS. IF THE CULTURAL EXCHANGE IS RESCHEDULED, THE SCHOOL SHALL OBTAIN WRITTEN PERMISSION AGAIN.

G. THE PARENT/GUARDIAN PERMISSION FORM SHALL STATE: “THE BOARD OF EDUCATION SHALL NOT BE FINANCIALLY LIABLE FOR LOSSES DUE TO CHANGES OR CANCELLATION OF THE CULTURAL EXCHANGE.”

3. ALL ASPECTS OF THE CULTURAL EXCHANGE MAY ONLY BE APPROVED BY THE SUPERINTENDENT. THE SUPERINTENDENT RESERVES THE RIGHT TO CANCEL THE CULTURAL EXCHANGE OR RECALL THE GROUP, IF THE CIRCUMSTANCES SUGGEST THAT FOREIGN TRAVEL IS UNSAFE OR FOR ANY REASON DETERMINED WITHIN THE SUPERINTENDENT’S SOLE DISCRETION.

4. CULTURAL EXCHANGE OUTBOUND

GAINED AS A RESULT OF THE EXPERIENCE. OPTIONS FOR CREATIVE PRESENTATIONS OF STUDENT LEARNING SHALL BE DEVELOPED AND SUBMITTED BY THE PRINCIPAL OF THE SPONSORING SCHOOL AS PART OF THE APPROVAL PROCESS. THESE OPTIONS MAY INCLUDE, BUT NOT BE LIMITED TO, ORAL REPORTS, ORAL REPORTS WITH VISUALS, SCRAPBOOKS, SLIDE SHOWS OR PHOTO ESSAYS, MULTIMEDIA PRESENTATIONS, AND DEVELOPMENT OF A WEBPAGE. THE PRINCIPAL OF THE SPONSORING SCHOOL PARTICIPATING IN A RECIPROCAL CULTURAL EXCHANGE SHALL:

1. DEVELOP AN AGREEMENT WITH THE FOREIGN SPONSOR, UTILIZING THE CULTURAL EXCHANGE AGREEMENT FORM TO GOVERN THE EXCHANGE WHICH INCLUDES STUDENT HOUSING, SELECTION OF HOST FAMILIES, PLANNED ACTIVITIES BEYOND THE SCHOOL DAY, BEHAVIORAL EXPECTATIONS, AND NECESSARY HEALTH INSURANCE AND VACCINATIONS.

2. MAKE PROVISION FOR TRAVEL INSURANCE AND TRIP CANCELLATION INSURANCE IN THE EVENT THAT STUDENTS ARE UNABLE TO PARTICIPATE IN THE CULTURAL EXCHANGE.

3. IDENTIFY CHAPERONING TEACHERS TO ACCOMPANY AND SUPERVISE STUDENTS ON THE CULTURAL EXCHANGE.

4. UTILIZING THE CULTURAL EXCHANGE PLANNING TIMELINE FORM, SCHEDULE FOUR (4) PRE-TRAVEL ORIENTATION SESSIONS TO INFORM STUDENTS, CHAPERONING TEACHERS, AND PARENTS/GUARDIANS ABOUT THE CULTURAL EXCHANGE. AT LEAST ONE OF THE ORIENTATION SESSIONS SHALL BE MANDATORY FOR STUDENTS WHO PLAN TO PARTICIPATE AND THEIR PARENTS/GUARDIANS. AT THE MANDATORY ORIENTATION SESSION, THE FOLLOWING INFORMATION, AT A MINIMUM, SHALL BE DISSEMINATED: (A) STUDENT BEHAVIOR EXPECTATIONS, (INCLUDING BOARD POLICY 5550, STUDENTS: CONDUCT - DISRUPTIVE BEHAVIOR AND POLICY 5560, STUDENTS: CONDUCT – SUSPENSION AND EXPULSION; (B) THOSE EXPENSES, NOT INCLUDED IN THE
COSTS, SUCH AS REQUIRED INOCULATIONS, PASSPORT/VisA EXPENSES, AND PERSONAL EXPENSES. THE CHAPERONING TEACHER SHALL REVIEW ITEM (A) WITH THE UNDERSTANDING THAT IN THE EVENT THAT A STUDENT IS SENT HOME FOR DISCIPLINARY REASONS OR AT THE REQUEST OF A PARENT/GUARDIAN, PARENTS/GUARDIANS SHALL ASSUME ALL FINANCIAL RESPONSIBILITIES FOR RETURNING THE STUDENT TO THE UNITED STATES.


6. DEVELOP A PLAN THAT ALIGNS THE OBJECTIVES FOR THE CULTURAL EXCHANGE TO THE INSTRUCTIONAL PROGRAM. THE SPONSORING PRINCIPAL SHALL COMPLETE AND SUBMIT THE CULTURAL EXCHANGE PROPOSAL FORM AT LEAST SIX MONTHS PRIOR TO THE PROPOSED DATE OF DEPARTURE. ONCE THE CULTURAL EXCHANGE PROPOSAL FORM HAS BEEN APPROVED, ADDITIONAL FORMS SHALL BE COMPLETED AS FOLLOWS:

A. BY THE CHAPERONING TEACHER:

1. CULTURAL EXCHANGE PLANNING TIMELINE FORM
2. CULTURAL EXCHANGE CHAPERONE AGREEMENT FORM.

B. BY THE PARENT/GUARDIAN:
1. CULTURAL EXCHANGE PARENT/GUARDIAN PERMISSION FORM
2. CULTURAL EXCHANGE STUDENT HEALTH HISTORY FORM
3. IF APPLICABLE, CULTURAL EXCHANGE AUTHORIZATION TO ADMINISTER MEDICATIONS/TREATMENTS FORM.

COPIES OF ALL COMPLETED FORMS SHALL BE RETAINED IN SCHOOL FILES UNTIL THE CONCLUSION OF THE CULTURAL EXCHANGE, AND THEN IN ACCORDANCE WITH THE APPLICABLE RECORDS RETENTION SCHEDULE.


8. THE CHAPERONING TEACHER SHALL DEVISE A PLAN, APPROVED BY THE PRINCIPAL OF THE SPONSORING SCHOOL, FOR MAINTAINING DAILY AND EMERGENCY COMMUNICATIONS WITH PARTICIPATING STUDENTS DURING THE CULTURAL EXCHANGE.


5. **CULTURAL EXCHANGE INBOUND**

   A. **CULTURAL EXCHANGE IS BASED ON EDUCATIONAL GOALS AND SHALL BE APPROVED BY THE SUPERINTENDENT. SCHOOLS PARTICIPATING IN A RECIPROCAL CULTURAL EXCHANGE SHALL ADDRESS THE FOLLOWING WITH REGARD TO STUDENTS COMING TO THE UNITED STATES, STAYING WITH HOST FAMILIES, AND ATTENDING BALTIMORE COUNTY PUBLIC SCHOOLS.**

HOST FAMILY INTERVIEW FORM. FAMILIES WISHING TO HOST FOREIGN STUDENTS MUST COMPLETE THE CULTURAL EXCHANGE HOST FAMILY APPLICATION FORM AND BE ABLE TO HOST THE STUDENT FOR THE ENTIRE EXCHANGE. WHEN APPROPRIATE, HOST FAMILIES SHALL ALSO BE PROVIDED FOR CHAPERONES ACCOMPANYING THE FOREIGN STUDENTS. ALTERNATE HOST FAMILIES SHALL BE IDENTIFIED IN CASE A HOST FAMILY CANNOT FULFILL ITS COMMITMENT.

C. PARENTS/GUARDIANS OF STUDENTS COMING TO BALTIMORE COUNTY PUBLIC SCHOOLS SHALL PROVIDE DOCUMENTATION OF THE NECESSARY VACCINATIONS AND HOME CONTACT INFORMATION FOR THE HOST FAMILY AND THE PRINCIPAL OF THE SPONSORING SCHOOL.

D. THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL COMMUNICATE TO THE PRINCIPAL OF THE RECIPROCAL SCHOOL THE COSTS OF MANDATORY HEALTH INSURANCE WHICH ALLOWS INBOUND STUDENTS TO BE TREATED IN THE UNITED STATES FOR THE DURATION OF THE CULTURAL EXCHANGE.


F. THE PRINCIPAL OF THE SPONSORING SCHOOL SHALL MAKE PROVISIONS FOR FOREIGN STUDENTS TO PARTICIPATE IN THE REGULAR SCHOOL DAY ACTIVITIES AND EXTRA-CURRICULAR ACTIVITIES OF THE BALTIMORE COUNTY SCHOOL THAT THEY ARE VISITING.
CULTURAL EXCHANGE AGREEMENT
Rule 6105

Today’s students must possess the knowledge and skills necessary to compete and interact with individuals anywhere in the world. We are committed to providing a Cultural Exchange Program that will enable our students to: value, understand, and respect cultural similarities and differences; acquire greater understanding of the knowledge and skills necessary to be successful; acquire effective communication skills that will enable them to successfully interact with people from other cultures.

Each year, students will have an opportunity to participate in a cultural exchange program between our schools. To ensure that the experience is positive and meaningful, students who participate will:

• Act with maturity, serving as positive role models and ambassadors for our school, state/province, and country.

• Adhere to all student policies and procedures of our respective schools and school systems.

• Reside with host families who will provide a safe and secure environment and experiences that will extend students’ knowledge of the country’s history, traditions, and culture.

• Secure health insurance and all needed vaccinations ensuring their health and safety during their stay in our respective countries.

We look forward to welcoming your students and staff to our school and community.

_____________________________________  ___________________________________
Signature of Principal of Baltimore County Signture of Principal of Reciprocating  
Public School  School

____________________  ______________________
Date  Date

___________________________________  ___________________________________
Signature of Superintendent of Schools  Signature of Additional Authorizing Official

____________________  ______________________
Date  Date
CULTURAL EXCHANGE PLANNING TIMELINE
Rule 6105

The sponsoring principal and chaperoning teacher shall complete the items listed on the timeline, according to their respective responsibilities. Immediately prior to departure, provide a completed copy to the Executive Director, Special Programs, PreK-12.

Name of Home School _________________________ Dates of Cultural Exchange ___________
Sponsoring BCPS Principal _____________________________________________________
Name of Foreign Host School ___________________________ Country ________________________
Address of Host School_________________________________________________________________________
Chaperoning Teacher(s) ____________________________________________ Alternate__________________

☐ Timeline Completed _____________________________________________________

Signature - Executive Director of Special Programs, PreK-12

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
<th>At least six months prior to trip:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>_____</td>
<td>1. Schedule a pre-planning conference with the Office of the Executive Director, Department of Special Programs, PreK-12.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>2. In consultation with the Executive Director of Special Programs, PreK-12, obtain necessary signatures on the Cultural Exchange Agreement form.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>3. In consultation with the Executive Director of Special Programs, PreK-12, identify dates of the cultural exchange.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>4. Determine that reasonable appropriate accommodations that are handicap accessible are available.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>5. Complete the Cultural Exchange Proposal form and collect the Cultural Exchange Chaperone Agreement form.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>6. Obtain Superintendent’s signature or Designee on the Cultural Exchange Proposal form.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>7. If approval is granted, forward the Cultural Exchange Proposal form to the Executive Director of Special Programs, PreK-12.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>8. Conduct an initial information meeting.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>9. Develop a plan for appropriate fundraising activities, reviewing county fundraising procedures.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>10. Obtain student commitment to the cultural exchange.</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td>11. Arrange transportation.</td>
</tr>
</tbody>
</table>

Five months prior to the trip:

<p>| ___________   | _____  | 1. Compile a packet of materials that includes cultural exchange information regarding detailed financial information, payment deadlines, travel and trip cancellation and refund policies, passport, visa, vaccination requirements, transportation for the Cultural Exchange Agreement. |</p>
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
</tr>
</tbody>
</table>

2. Conduct pre-travel student/parent orientation meetings to address the following:
   - Student Behavior Expectations, (including Board Policy 5550, Students: Conduct-Disruptive Behavior and Policy 5560, Students: Conduct- Suspension and Expulsion)
   - Provisions for return of students to the United States
   - Cultural exchange cancellation policy, availability of travel insurance, and the refund schedule
   - Expenses, not included in the costs, such as required inoculations, passport/visa expenses, and personal expenses
   - Options for student culminating projects.

---

**Four months prior to the trip:**

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
</tr>
</tbody>
</table>

1. Determine if the necessary travel documents have been obtained and, in the case of passports, duplicate the first page (to accompany the chaperoning teacher on the trip) as an emergency precaution.

2. Conduct a travel orientation meeting to discuss luggage limitations, clothing and electrical appliance requirements, packing guidelines, and housing.

3. Collect the Cultural Exchange Parent/Guardian Permission form and money. Follow site-based deposit procedures for all funds as indicated in Rule 3125.

4. Finalize housing arrangements. If applicable, obtain a list of host families.

5. Consult the Executive Director of Special Programs, PreK-12 for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.

6. Conduct meeting with students and chaperoning teachers to review academic expectations based on the Cultural Exchange Student Project Proposal Form and the Cultural Exchange Evaluation Form.

---

**Three months prior to the trip:**

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
</tr>
</tbody>
</table>

1. Monitor student progress on academic expectations.

2. Send student project proposals to appropriate curriculum office(s) for validation

---

**One month prior to the trip:**

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>______</td>
</tr>
</tbody>
</table>

1. Confer with school nurse on students’ health histories, authorization for medications or medical treatments, and plan for administration. Collect the Cultural Exchange Student Health History form and Cultural Exchange Authorization to Administer Medications/Treatments form.

2. Develop a “telephone tree” for notifying parents/guardians of a safe arrival as well as a contingency plan for emergency communication with participants and their families.

3. Consult the Executive Director of Special Programs, PreK-12 for the most recent U.S. Department of State’s Travel Warnings regarding foreign travel advisories.

4. Complete rubric chart, Cultural Exchange Evaluation: Before the
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exchange, to assess readiness.</td>
</tr>
</tbody>
</table>

### One week prior to the trip:

1. Obtain final approval from the Superintendent or Designee.
2. Notify teachers, activity coordinators, the school nurse, the cafeteria manager and others affected by the trip.
3. Prepare information regarding:
   - master list of those planning to participate
   - emergency telephone contacts, including back-up access to cellular phone
   - travel arrangements
4. Check transportation tickets and travel documents for accuracy.
5. Distribute to chaperoning teachers the master list of participants, including emergency contact and specific health information, as necessary, for each participant.
6. Compile the following to be retained at school:
   - original copies of permission and health forms
   - final arrangements including flight information
   - emergency contacts
   - housing information
   - parent/guardian contact numbers

### One to three days prior to trip:

1. Discuss with students behavior expectations, rules and policies, itinerary, appropriate attire, drop off and pick up information, and emergency procedures.
2. Confer with chaperoning teachers regarding trip specifics.
3. Consult the Executive Director of Special Programs, PreK-12 for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.

### Day of trip:

1. Review all necessary travel documents prior to airport check-in.
2. Review with parents/guardians the “telephone tree” and contingency plan for emergency communication.

Signature of Sponsoring Principal    Date Submitted
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Initial</th>
<th>Following cultural exchange:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Provide opportunities for students to present their culminating projects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Consult with the principal to complete the Cultural Exchange Evaluation form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Submit copy of the completed Cultural Exchange Evaluation form to the Superintendent within sixty (60) days.</td>
</tr>
</tbody>
</table>

Signature of Chaperoning Teacher

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

Signature of Sponsoring Principal

Date Submitted

Signature of Chaperoning Teacher

Date Submitted

Signature of Chaperoning Teacher

Date Submitted
CULTURAL EXCHANGE STUDENT PROJECT PROPOSAL

Background
Through information provided in the cultural exchange orientation sessions, students will be assuming academic responsibility for involvement in the cultural exchange program. The goals of cultural exchange will help students:

• Value, understand, and respect cultural differences and similarities through an in-depth experience in another culture.

• Examine global connections and the interactions of varied cultures; including issues and consequences that cross cultures.

• Acquire and demonstrate effective communication skills to successfully interact with people of other cultures.

Project
One of the major responsibilities of participating students in the cultural exchange program will be to design a culminating project which will be completed during the exchange. The key components of the project are:

• Identification of an area of emphasis and a theme for investigation.

• Development of a creative and informative presentation summarizing the results of the investigation.

• Participation in weekly meetings with the chaperoning teacher during the exchange in which progress for completion of the project will be discussed.

• Documentation of the process for project completion through maintaining a journal while participating in the cultural exchange.

• Presentation of the culminating project, including a summary of what students learned to audience(s) upon completion of the cultural exchange.

Proposal Format (Directions)
In order to begin the process of defining the culminating project, the participating students will need to complete the attached form prior to meeting with the chaperoning teachers. There will be several opportunities to meet and revise the project prior to and during the actual cultural exchange.
1. Select one of the following as an area of emphasis that will focus learning while participating in the cultural exchange. Explain why you are interested in investigating this specific area:

   Political
   Social
   Economic
   Aesthetics (Art, Music, Theater, etc.)
   Cultural
   Other

2. Identify a theme for your area. For example:

   Area          Theme
   Social        The contrast of urban vs rural life

3. Review the attached curriculum links regarding the Social Studies, Foreign Language and English programs. In the space provided, identify the goals, standards, and/or indicators that your culminating project is aligned to and will address.

4. Identify a creative method by which you will present your information. Some possible methods include:

   • Oral Reports
   • Oral Reports with Research
   • Scrapbooks
   • Slide Shows/Photo Essays
   • Multimedia
   • Webpage
   • Other

   Explain why you have selected this presentation method as an effective means of communication.

5. Based on the purpose of your culminating project, identify some potential audience(s) for your presentation. Explain why you have identified each audience.
Curriculum Links

Voluntary State Curriculum Foreign Language

Standard 2.1: Demonstrate a knowledge and understanding of another people’s way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Standard 2.2: Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Standard 3.1: Reinforce and further knowledge of other disciplines through a language other than English.

Standard 3.2: Acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Standard 4.1: Demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Core Learning Goal Social Studies: Government: Peoples of the Nation and World

Goal 2: Peoples of the Nation and World: The students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

Indicator 2.2.1: The student will analyze advantages and disadvantages of various types of governments throughout the world.

Goal 3: Geography: The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

Goal 4: Economics: The student will demonstrate an understanding of the historical development and current status of economic principles,
institutions, and processes needed to be effective citizens, consumers, and workers.

Indicator 4.1.1: The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.

Core Learning Goal English: Composing in a Variety of Modes

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 2.2.1: The student will use a variety of prewriting strategies to generate and develop ideas.

Indicator 2.2.2: The student will select and organize ideas for specific audiences and purposes.

Indicator 2.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Indicator 2.2.5: The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.

Indicator 2.3.3: The student will use systematic process for recording and documenting information.
CULTURAL EXCHANGE EVALUATION
Rule 6105

This report should be prepared by the chaperoning teachers and reviewed by the principal of the sponsoring school after the conclusion of the cultural exchange.

<table>
<thead>
<tr>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Chaperoning Teachers:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Principal of Sponsoring School:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Reciprocal School:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Destination:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dates of Exchange: From _______________ to _______________</td>
</tr>
</tbody>
</table>

I. Please comment on these operational aspects of the cultural exchange:

A. Describe the strengths and weaknesses of the planning process in relation to ease of using the planning timeline.

B. Were there any accidents or unusual incidents?  
   __YES  __NO  
   If YES, give details.

C. Was there any unacceptable or disruptive behavior which misrepresented the standards of the Baltimore County Public Schools?  
   __ YES  __NO  
   If YES, give details.
D. What kinds of planned activities beyond the school day did the students experience?

E. If applicable, were students placed appropriately with host families?

___ YES  ___NO     If NO, give details.

II. Submit a report to the school nurse, returning the first aid kit and any other medical equipment, and verifying medications or treatment administered.

III. Please comment on these educational aspects of the cultural exchange:

A. Based on your experiences as chaperoning teachers, how would you evaluate the value of the cultural exchange to the education of the participating students?

B. What recommendations would you make for future cultural exchanges?

IV. Attach the following documentation regarding student accountability:

A. Documentation of the creative presentations including the appropriate scoring rubrics as indicated in Rule 6105, Performance Task Rubrics.

B. Student responses to the following:

1. How do you think this experience in cultural exchange will enable you to successfully interact with people of different cultures, and also enable you to value, understand, and respect cultural similarities and differences?

2. How did you integrate into the culture and meet members of the community? (For example, clubs, sports, etc.)

3. Describe the cultural differences and challenges you encountered and how you addressed them.

4. Describe any cultural awareness tips for future students. Describe the type of student for whom this program is best suited. What suggestions would you have for future students participating in a cultural exchange?

5. How accurate were your expectations for cultural exchange both academic and personal? Be specific.
6. How has your participation in this program affected your career plans or interests?

7. Choose either a social studies Core Learning Goal or Voluntary State Curriculum standards for foreign language and describe how your culminating project addressed learning for that goal or standard. Give specific details from the cultural exchange to support your response.

_________________________________________  ______________________________________
Chaperoning Teacher Signature                  Date

_________________________________________  ______________________________________
Chaperoning Teacher Signature                  Date

_________________________________________  ______________________________________
Sponsoring Principal Signature                  Date

A copy of this completed form, along with the attachments, to be submitted by the principal to the Superintendent.
# CULTURAL EXCHANGE EVALUATION: BEFORE THE EXCHANGE

This form should be used as a rubric by the sponsoring principal and chaperoning teachers to evaluate readiness for the cultural exchange. For those categories related to the students, indicate the number of students in each score point in the blank provided.

<table>
<thead>
<tr>
<th>Score</th>
<th>Logistics/Pre-Travel</th>
<th>Student Readiness for Cultural Exchange</th>
<th>Theme of Culminating Project</th>
<th>Validation of Theme of Culminating Project Alignment with Curriculum</th>
<th>Creative Presentation</th>
<th>Validation of Creative Presentation alignment with Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The timeline and all pre-travel forms were completed according to the prescribed schedule.</td>
<td>Student attended four pre-travel/orientation sessions, and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline.</td>
<td>Student developed a theme related to appropriate multiple VSC standards for Foreign Language and Social Studies CLG/VSC. An extensive rationale was provided.</td>
<td>The theme and standards/core learning goals are totally validated by Offices of World Languages and Social Studies.</td>
<td>Student provided appropriate presentation format, extensive rationale, and demonstrated understanding of technology involved.</td>
<td>The creative presentation is totally validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a Variety of Modes.</td>
</tr>
<tr>
<td>3</td>
<td>The timeline and most pre-travel forms were completed according to the prescribed schedule</td>
<td>Student attended three pre-travel/orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline.</td>
<td>Student developed a theme related to several VSC standards for Foreign Language and Social Studies CLG/VSC. Adequate rationale was provided.</td>
<td>The theme and standards/core learning goals are somewhat validated by Offices of World Languages and Social Studies.</td>
<td>Student provided appropriate presentation format, appropriate rationale, and some understanding of technology involved.</td>
<td>The creative presentation is mostly validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a variety of modes. Revisions are necessary.</td>
</tr>
<tr>
<td>2</td>
<td>The timeline and some pre-travel forms were completed according to the prescribed schedule</td>
<td>Student attended two pre-travel/orientation sessions and secured all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange timeline.</td>
<td>Student developed a theme related to a single VSC standards for Foreign Language and Social Studies CLG/VSC. Limited rationale was provided.</td>
<td>The theme and standards/core learning goals are validated by either the Office of World Languages or the Office of Social Studies revision is required.</td>
<td>Student provided appropriate presentation format, weak rationale, and limited understanding of technology involved.</td>
<td>The creative presentation is somewhat validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a variety of modes. Revisions are necessary.</td>
</tr>
<tr>
<td>1</td>
<td>The timeline and few pre-travel forms were completed according to the prescribed schedule</td>
<td>Student attended one or more pre-travel/orientation sessions but did not secure all vaccinations, visas, passports, in accordance with time frame stated in the cultural exchange.</td>
<td>Student developed a theme not relating to appropriate VSC standards for Foreign Language and Social Studies CLG/VSC. No rationale was provided.</td>
<td>The theme and standards/core learning goals are not validated by either the Office of World Languages or Social Studies and both offices require revision.</td>
<td>Student provided appropriate presentation format, no rationale, and no understanding of technology involved.</td>
<td>The creative presentation is not validated by the Office of Language Arts in accordance with Core Learning Goal 2, Composing in a variety of modes. Another mode of presentation is required.</td>
</tr>
<tr>
<td>0</td>
<td>Neither the timeline nor the pre-travel/orientation sessions.</td>
<td>Student did not attend any pre-travel/orientation sessions.</td>
<td>Student developed no theme or rationale.</td>
<td>No submission was made to the Office of Social Studies or the Office of World Languages.</td>
<td>Student did not select a n appropriate presentational format.</td>
<td>No submission was made to the Office of Language Arts.</td>
</tr>
</tbody>
</table>

VSC – Voluntary State Curriculum  
CLG – Core Learning Goals
CULTURAL EXCHANGE EVALUATION: DURING THE EXCHANGE

This form should be used as a rubric by the chaperoning teachers. For those categories related to the students, indicate the number of students in each score point in the blank provided.

<table>
<thead>
<tr>
<th>Score</th>
<th>Journal Documentation of Weekly Meetings with Cultural Exchange Advisor During the Exchange</th>
<th>Student Participation in Classes and Field Trips During the Exchange</th>
<th>Documentation of Daily Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student met weekly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended all classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with all students was maintained throughout the entire cultural exchange.</td>
</tr>
<tr>
<td>3</td>
<td>Student met fairly regularly with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended most classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with most students was maintained throughout the entire cultural exchange.</td>
</tr>
<tr>
<td>2</td>
<td>Student met occasionally with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended some classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with some students was maintained throughout the entire cultural exchange.</td>
</tr>
<tr>
<td>1</td>
<td>Student met rarely with the cultural exchange advisor during the exchange to plan and design a culminating project, with necessary revisions and adjustments, which reflected his/her interests as well as overall theme. The student made some adjustments to the project after reflecting on experiences during the cultural exchange.</td>
<td>Student attended few classes and activities as outlined in the cultural exchange proposal.</td>
<td>Daily communication with few students was maintained throughout the entire cultural exchange.</td>
</tr>
<tr>
<td>0</td>
<td>Student neither met with the cultural exchange advisor nor made revision to the culminating project.</td>
<td>Student attended no classes or activities as outlined in the cultural exchange proposal.</td>
<td>Communication was not maintained as planned.</td>
</tr>
</tbody>
</table>
This form should be used as a rubric by the chaperoning teachers and sponsoring principal to evaluate the reciprocal exchange. For those categories related to students, please indicate the number of students in each score point in the blank provided.

<table>
<thead>
<tr>
<th>Score</th>
<th>Assessment of Cultural Exchange/Teacher</th>
<th>Assessment of Culminating Project</th>
<th>Student Reaction to the Cultural Exchange Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Extensive comments were made regarding the educational value as well as recommendations for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was accepted without revision. The student presented the project as designed to multiple audiences.</td>
<td>Student would recommend cultural exchange with enthusiasm.</td>
</tr>
<tr>
<td>3</td>
<td>The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as recommendations for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was accepted with minor revision. The student presented the project as designed to multiple audiences.</td>
<td>Student would recommend cultural exchange with few modifications.</td>
</tr>
<tr>
<td>2</td>
<td>The final evaluation form was completed in entirety and submitted for review by the principal in a timely manner. Few comments were made regarding the educational value as well as recommendations for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was accepted with major revision. The student presented the project as designed to a limited audience.</td>
<td>Student would recommend cultural exchange with some modifications.</td>
</tr>
<tr>
<td>1</td>
<td>The final evaluation form was partially completed and submitted for review by the principal in a timely manner. Some comments were made regarding the educational value as well as comments for future cultural exchanges.</td>
<td>Student submitted a draft of the culminating project which was not accepted. Total revision was required. The project was not presented to any audience.</td>
<td>Student would recommend cultural exchange with multiple modifications.</td>
</tr>
<tr>
<td>0</td>
<td>No final evaluation form was submitted.</td>
<td>No project was submitted or presented.</td>
<td>Student would not recommend participation in cultural exchange.</td>
</tr>
</tbody>
</table>
CULTURAL EXCHANGE – PROPOSAL
Rule 6105
(This form is to be submitted six months prior to scheduled departure).

To: _____________________________  Date Submitted: ____________
   Executive Director Special Programs,
   PreK-12

From: ___________________________  Home School: _________________
   Sponsoring Principal                    Student Group Traveling: ______________

   Destination (Country):________________
   Inclusive Dates:_____________________

   Name of Host Foreign School:_____________________________________________
   Address of School: ______________________________________________________
   Foreign Contact Person: _________________________________________________
   Phone Number:___________________________  Email address: ________________

   Purpose of Cultural Exchange:_______________________________________________

   Alignment with the Blueprint for Progress:

   Signed: ___________________________  Date: _________________________
   Area Assistant Superintendent

   Signed: ___________________________  Date: _________________________
   Executive Director Special Programs, PreK-12

   Signed: ___________________________  Date: _________________________
   Superintendent

   Approval is ___ is not___ granted for the trip as described.
Summary
1. No. of school days missed ______ 5. No. of chaperones ___M ___ F
2. No. of nights’ lodging ______ 6. No. of students ___ M ___ F
3. Mode of transportation ______ 7. Cost per student $________
4. Cost of transportation ______ 8. Total cost $________

Fund Raising Activities:
Describe any fund raising activities which will be planned to underwrite cultural exchange expenses and attach to this form.

Student Participation:
What provisions have been made to assure that no eligible student will be excluded from the cultural exchange because of inability to pay an assigned portion of the costs?

Chaperones:
No. of Teachers ______
No. of Administrators ______
No. of Other Central Office staff ______
Total: ______

Dates and Topics for Pre-Travel Orientation Sessions:

Class Coverage: Needed _____ Not Needed _____
What provision has been made for hiring of long-term substitutes, if applicable?

Supervision:
For the country to be visited, check the following:
_____Conditions*
_____Medical requirements
_____Passport and Visa requirements

*Consult the Cultural Exchange Planning Timeline for additional provisions which must be made for the supervision, health, and safety of students. Upon approval of the cultural exchange, the sponsoring principal must periodically consult the Executive Director, Special Programs, PreK-12 for the most recent U.S. Department of State’s Public Announcements regarding foreign travel advisories.

Provision for Travel Insurance and Trip Cancellation Insurance:
Educational Value: Please describe the anticipated educational value and options for the culminating project, and tentative schedule of activities.

Outline the anticipated educational value and contribution to students as it relates to the curriculum. Emphasize the contribution to the education of the students that could not be achieved by other means.

Include a description of the options for the culminating project.

List a tentative schedule of activities:

Additional Information or Comments:
CULTURAL EXCHANGE CHAPERONE AGREEMENT
Rule 6105

I am willing to be a chaperone for the____________________________________________
cultural exchange to __________________________from __________to___________.
               (Destination)               (Date)              (Date)

I will be responsible for all aspects of supervising participating students.

Name_________________________________________________________
Address _______________________________________________________
Phone __________________ Cell Phone ________________ Email:  _____________________

_______________________     ____________________
Signature        Date

Please return to the principal and retain a copy for your records.
CULTURAL EXCHANGE PARENT/GUARDIAN PERMISSION
Rule 6105

Dear Parent/Guardian:

The ________________________________ at __________________________ has planned
(Organization/Student Group) (School) ___ a cultural exchange to ________________________ on __________________.
(Destination) (Inclusive Dates)

The purpose of the trip is to __________________________________________________
_________________________________________________________________________
(Blueprint alignment)

Transportation will be provided by _____________________________ with a departure
(Name of Airline)
(date and approximate time)         (date and approximate time)

The cost to the student is __________. A schedule of fees and detailed information is attached.
(amount)

Yours truly,

Superintendent’s Designee Approval ________________  Chaperoning Teacher

(Detach and return lower portion to school)

_________________________ has my permission to participate in the cultural exchange
(Student)

to ______________________ from __________________ to ______________________
(Destination) (Departure date/time) (Return date/time)

under the supervision of __________________________ .
(Chaperoning Teacher)

I have fully read this permission slip. I have explained to my child that while participating in the
above-described field trip, my child must adhere to the Baltimore County Board of Education’s Code
of Conduct, Board Policies, and Superintendent’s Rules. I fully understand and have explained to my
child that failure to follow this Code of Conduct, the Policies and/or Rules may result in disciplinary
action.

_________________________ __________________________ ____________________
(Date)         (Signature of Parent/Guardian)                   (Signature of Student)

In case of an emergency while on the trip please contact me at ______________________.
If there is medical information pertinent to my child’s participation, I will contact the school nurse in
order to evaluate, revise, and update information that may already be on file.

THE BOARD OF EDUCATION SHALL NOT BE FINANCIALLY LIABLE FOR LOSSES DUE TO
CHANGES OR CANCELLATION OF THE CULTURAL EXCHANGE.
CULTURAL EXCHANGE STUDENT HEALTH HISTORY
Rule 6105

Student Name        Birth date

Address      Home Telephone

Parent/Legal Guardian Name          Home Phone         Work Phone          Cell Phone

Parent/Legal Guardian Name          Home Phone         Work Phone          Cell Phone

Person to be called in case of emergency if parent/guardian(s) cannot be reached:

Name                  Relationship                  Telephone

Physician                  Telephone

List any health problem(s):

List any allergies (bee sting, medications, food etc.):

List any medications, including prescribed medications for allergies:

List any accessibility and/or health concerns that you have regarding this trip:

Any prescribed and/or over-the-counter medications MUST have a physician’s order.
Complete the attached authorization to administer medication or treatment and return to school nurse.

I hereby consent to disclosure of the above information to the chaperoning teachers supervising my child on this cultural exchange.

Activity                  Parent/Guardian Signature          Date
CULTURAL EXCHANGE NOTIFICATION TO SCHOOL NURSE

Chaperoning Teacher: ________________________________

Dates of Cultural Exchange: From ________________ To ________________

Grades/levels of students participating in the cultural exchange: ________________

List of student participants (attached):
CULTURAL EXCHANGE AUTHORIZATION TO ADMINISTER 
MEDICATIONS/TREATMENTS 
Rule 6105

This side to be completed by Parent or Legal Guardian

Dear Parent/Legal Guardian:

If your health care provider decides that it is necessary for your child to receive medication during the cultural exchange, a health care provider’s order along with your permission must be provided to the school. All medications must be brought to school in the original, or a duplicate container that has been labeled by the pharmacist, with the current prescription on the container. Over-the-counter medicines must come in their original, factory-labeled container. A nurse will not be in attendance on this cultural exchange.

Please sign the bottom of this form, have your health care provider complete the second page of this form, if necessary. In addition, complete the Cultural Exchange Medical Emergency form and have it notarized. Return all three forms to the school nurse. These forms and ALL medications must be given to the school nurse by _________________(date). On the cultural exchange, designated school personnel will dispense all oral medications to students per doctor’s orders. If students are staying with a host family and the designated school personnel are not available, then the responsible adult(s) in the host family will dispense all oral medications to students per doctor’s advice. For medications administered other than orally, or for medical treatments, the school nurse will contact you and a plan will be developed to meet the health needs of your child prior to departure on the cultural exchange.

_________________________   ________________________
School       Principal

_________________________   ________________________
Phone       School Nurse

I hereby give my permission for the designated school personnel to administer medication during the cultural exchange to my child as delegated by the school nurse.

__________________________   _________________________
Cultural Exchange Destination    Date(s)

__________________________   _________________________
Name of Parent/Legal Guardian (Print)  Signature of Parent/Legal Guardian
HEALTH CARE PROVIDER’S ORDER FOR MEDICATION FOR FIELD TRIPS

Dear Health Care Provider:

Your patient will be participating in an approved cultural exchange to ______________ from ____________ to ______________. There will not be a nurse in attendance on this cultural exchange. Please indicate below any prescription and/or over-the-counter medications that your patient is currently taking and will need to continue to take while on this trip.

________________________________     _____________________
Student’s Name        Date of Birth

To be completed by the Physician

<table>
<thead>
<tr>
<th>Medications/Treatments</th>
<th>Dosage/Frequency of Administration</th>
<th>Circumstances/symptoms for administrations</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Signed by prescribing health care provider:__________________________
Date________________________

To be completed by designated school personnel

<table>
<thead>
<tr>
<th>Medication/Treatment</th>
<th>Date/Time</th>
<th>Date/Time</th>
<th>Date/Time</th>
<th>Signature of Designated School Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
CULTURAL EXCHANGE MEDICAL EMERGENCY FORM – Notary Required

FOR CULTURAL EXCHANGE ONLY – MUST BE NOTARIZED

IN CASE OF MEDICAL EMERGENCY, in the event that I cannot be contacted, I hereby give permission to the chaperoning teacher, or responsible host family adult, to authorize any necessary medical treatment, hospitalize, secure treatment for, and to order injections, anesthesia, or surgery for my child named above.

I agree to be financially responsible for any costs incurred.

STATE OF MARYLAND, COUNTY OF BALTIMORE, To Wit:

I HEREBY CERTIFY that, on this ________day of __________________, 20__, before me, the subscriber, a Notary Public of the State and County aforesaid, personally appeared __________________________, known to me (or satisfactorily proven) to be the individual(s) whose name(s) is/are subscribed to the within instrument and acknowledged that he/she/they executed the same for the purposes therein contained and in my presence signed and sealed the same.

AS WITNESS my hand and Notarial Seal.

Notary Public

My Commission Expires: ______________
### Performance Task Rubric

#### Oral Report

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self</td>
<td>Teacher</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report shows evidence of effective research and understanding of concepts relevant to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts are accurately presented and reflect specific and purposeful information that is extended and expanded to fully answer main questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used to help explain the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of report conforms to the allotted time frame.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources are cited properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice quality is effective including appropriate rate, volume, articulation, and enthusiasm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language is effectively used including appropriate eye contact, posture, and body movement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker gives the audience time to think and take notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker responds well to questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker checks audience’s understanding of concepts following the presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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## Performance Task Rubric

**Oral Report with Visual(s)**

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report shows evidence of effective research and understanding of concepts relevant to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts are accurately presented and reflect specific and purposeful information that is extended and expanded to fully explain the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used to help explain the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals including pictures, diagrams, photographs, video clips, and other media are well chosen and used appropriately to support the presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals contain few if any spelling or mechanical mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals contain few if any grammatical mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of report conforms to the allotted time frame.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice quality is effective including appropriate rate, volume, articulation, and enthusiasm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language is effectively used including appropriate eye contact, posture, and body movement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker gives the audience time to think and take notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker responds well to questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker checks audience understanding of concepts following the presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# Performance Task Rubric

## Scrapbook

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main theme is clear when one first looks at the scrapbook. The cover clearly identifies the theme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate and accurate main ideas support the theme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is continuity about the scrapbook; the theme is consistent throughout.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The information in the scrapbook is accurate and shows that the student thoroughly understands the concepts. Propaganda purposes and explanations are clear and accurate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space, shapes, textures, and colors provide information themselves and add to the over-all effectiveness of the scrapbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures, photographs, drawings, diagrams, graphs, or other similar devices add to the over-all effectiveness of the scrapbooks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The format of the scrapbook is appropriate to the task and to the audience for which it is intended.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scrapbook accomplishes its purpose with its intended audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scrapbook is very neat and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scrapbook is creative and interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of information are cited properly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# Performance Task Rubric

## Slide Show or Photo Essay

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Self</td>
</tr>
<tr>
<td>Each picture in the set is well composed to clearly show what is intended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each picture is well focused and lighted appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sequence of pictures has a clear theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sequence is organized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a smooth flow of pictures through the set.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sequence has its intended effect on the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is clear that the author understands the core concepts related to this topic and has chosen pictures appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Titles and other statements contribute to the theme and purpose to the set of pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the photo essay, the pictures are mounted and displayed in an attractive and presentable manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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## Performance Task Rubric

**Multimedia Presentation**

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Research and Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia product shows evidence of effective research and understanding of concepts relevant to course curricula.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia product reflects accurate, specific, purposeful information that is extended and expanded to fully explain the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting details are used to help explain the concepts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vocabulary is appropriate to both the content and the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals including pictures, diagrams, photographs, videos, flow charts, and other media are used appropriately to support/enhance the concepts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content - Technical Design and Organization</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Choice of multimedia format is logical and effectively contributes to understanding of the concepts.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format is well designed (use of color, graphics, sound, moving images, titles, labels).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images and graphics are clear and sound is audible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia product is technically correct (operates with minimal flaws during presentation).</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Length of the multimedia product conforms to allotted time frame.

### Presentation of Multimedia Production

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of the multimedia product is clearly evident to the audience.</td>
<td></td>
</tr>
<tr>
<td>Speaker demonstrates effective body language: eye contact, posture, and movement.</td>
<td></td>
</tr>
<tr>
<td>Speaker responds well to questions during and/or following the multimedia presentation.</td>
<td></td>
</tr>
<tr>
<td>Speaker checked audience’s understanding of concepts by using an appropriate assessment instrument.</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>

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# Performance Task Rubric

## Web Page

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web page shows evidence of effective research and understanding of concepts relevant to the task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web page reflects accurate, specific, purposeful information that is extended and expanded to fully explain the topic.</td>
<td></td>
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<tr>
<td>Supporting details are used effectively to help explain the concepts.</td>
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<tr>
<td>There are few grammatical or spelling mistakes and the vocabulary is appropriate to both the content and the audience.</td>
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<tr>
<td>Capitalization and punctuation are correct throughout the presentation.</td>
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<tr>
<td>Graphics, sounds, animations, and transitions are used appropriately to support/enhance the concepts.</td>
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<tr>
<td>Information is categorized and presented in a meaningful order.</td>
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<tr>
<td>Links relate to the topic and graphics and/or multimedia enhance the content.</td>
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<tr>
<td><strong>Format</strong></td>
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<tr>
<td>Page layout is attractive and enhances the content.</td>
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<tr>
<td>Use of headings, bullets, tables, centering, and indents create a balanced and attractive format.</td>
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<tr>
<td>Navigation aids are used to easily move about within the website.</td>
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<tr>
<td>Graphics enhance the design form and load properly.</td>
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<tr>
<td><strong>Presentation of the Web Page</strong></td>
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<tr>
<td>The purpose of the PowerPoint product is</td>
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</table>
clearly evident to the audience.

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The presenter shows evidence of having rehearsed the presentation. The presentation flows smoothly with no technical problems.

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The presenter responds well to questions during and/or following the web page presentation.

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The presenter checks audience’s understanding of concepts following the presentation.

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**Total:**

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CULTURAL EXCHANGE HOST FAMILY INTERVIEW
Rule 6105

To be completed by team members of the host family selection committee after the in-home visit. This form will not be shared with the host family, the foreign student, nor the student’s family. Each in-home visit should be conducted by at least two members of the committee.

Family’s name

Address

Interview team names

Date of Interview

1. Based on your interview, identify the attributes which you feel most accurately describe the family:

2. Please provide a general assessment of the home and family environment.

3. Comment on any placement recommendations or restrictions.

4. Which family member initiated the idea of hosting? How did the family become interested in hosting?

5. Will any of the family members be away from the home during the cultural exchange student’s time in the home (including student’s time of arrival)? _____yes _____no  If yes, please explain who, dates away, and if this will affect hosting:

6. Based on the assessment outlined above, does the interview team believe there is adequate commitment and resources in this family for a successful hosting experience? _____yes _____no  If no, please comment:

Team Member’s name

Signature

Date

Team Member’s name

Signature

Date
CULTURAL EXCHANGE HOST FAMILY APPLICATION
Rule 6105

Parent/Guardian’s Name:_________________________________ Relationship: __________

Employer: ______________________________________________________________________

Home Address (including zip code): _______________________________________________
______________________________________________________________________________

Home Phone:___________________ Work:_____________________ Cell: _________________

E-mail: _____________________________________

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<tr>
<th>Name of other individuals in the home</th>
<th>Gender</th>
<th>Relationship</th>
<th>Living at home full-time? (Check one)</th>
<th>Birth date</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
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</tbody>
</table>

Information to be considered for student placement:

1. Do you have: Pets? __yes __no If yes, what kind?_______________________________________

2. Cigarette Smokers? __yes __no What are your feelings about a participant who smokes?
   _____no problem _____ okay if outside home _____ prefer not _____strongly object

3. Religious affiliation or preference: ____________ How often do you attend services? ________
   Please comment about hosting a participant with a different or no affiliation.
   __________________________________________________________________________________

4. Is your family willing to host a _____ male _____ female _____ either

5. Will the participant share a bedroom? ____ Yes _____ No If yes, with whom?______________

6. Has your family ever hosted an exchange student? _____ Yes _____No
   If yes, from which country __________________ Year ____________

Additional Information: For extended responses to this section, feel free to add additional pages to your application:
(1) Why do you want to be a host family? Explain why you would make a good host family.

(2) Please describe each family member as to personality, interests, and other pertinent information.

(3) Describe a typical day in your family.

(4) What kinds of experiences would you like to provide that would enable your cultural exchange student to better understand the American culture?

(5) What type of chores do you expect family members to help with around the house? How would you expect your cultural exchange student to contribute?

(6) Do you have non-negotiable rules in your household (such as curfew)?
(7) If your child plays a sport, how would you address afternoon time?

(8) Once families are selected, we will have an orientation meeting. What information would you like to have and what questions do you want to make sure that we address?

(9) Since a cultural exchange is a commitment for the entire family, part of the application process is a home visit. We encourage all members of the household to be at home during that time. Our purpose is to become personally acquainted with your family so we can better place a cultural exchange student in your home. Please indicate below the most convenient time for us to visit with you and your family.

Weekday: Morning _____ Afternoon _____ Evening _____
Weekend: Morning _____ Afternoon _____ Evening _____

(10) In the event that an immediate placement of a cultural exchange student is not available for your family, would you consider being an alternate host family in case of unforeseen circumstances that might arise for other host families? Yes _______ No _______

*Please be advised that BCPS requires a criminal background check and fingerprinting for any household member over the age of eighteen.

Parent/Guardian Signature: ______________________________ Date: ______________________
<table>
<thead>
<tr>
<th>FORMS NEEDED – CULTURAL EXCHANGE</th>
</tr>
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<tbody>
<tr>
<td>Rule 6105</td>
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<tr>
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<tr>
<td><strong>CULTURAL EXCHANGE OUTBOUND</strong></td>
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<tr>
<td>✓ Cultural Exchange Agreement</td>
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<td>✓ Cultural Exchange Planning Timeline</td>
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<tr>
<td>✓ Cultural Exchange Student Project Proposal</td>
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<td>✓ Cultural Exchange Proposal</td>
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<td>✓ Cultural Exchange Chaperone Agreement</td>
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<tr>
<td>✓ Cultural Exchange Authorization to Administer Medications/Treatments</td>
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<tr>
<td>BCPS Performance Task Rubrics</td>
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<tr>
<td><strong>CULTURAL EXCHANGE INBOUND</strong></td>
</tr>
<tr>
<td>✓ Cultural Exchange Host Family Interview Form</td>
</tr>
<tr>
<td>✓ Cultural Exchange Host Family Application Form</td>
</tr>
</tbody>
</table>
NON-INSTRUCTIONAL SERVICES: Fees, Gifts and Property Disposition

Tuition Fees: Non-residents

The yearly tuition fees for non-resident students, calculated on the basis of the proportionate share of county costs, effective July 1, 2005, will be as follows:

- Half-day Kindergarten.................. $3,003
- Full-day Kindergarten .................. $6,007
- Elementary.................................... $6,007
- Secondary ..................................... $5,367
NON-INSTRUCTIONAL SERVICES: Fees, Gifts, and Property Disposition

Tuition Fees: Alternative Programs

1. The tuition fees for Evening High School shall be as follows:

   Resident $100 per credit
   Non-Residents $250 per credit

   No refunds are given after the student attends a second class meeting.

   Day school students who have been referred to an alternative program as a result of Board of Education of Superintendent’s Staff action will be admitted with no fees charged.

   Textbooks are loaned to each student. All books must be returned at the end of each course or upon withdrawal. Students are expected to provide their materials of instruction and transportation.

2. The tuition fees for Driver Education shall be as follows:

   Resident $230 per course
   Non-Residents $380 per course

   No refunds are given after the student attends a second class meeting.

3. The tuition fees for summer school shall be as follows:

   Resident

   High School $150.00 Review Course (per 1 credit)
   $275.00 Original Credit (per 1 credit)

   Middle School $175.00 Per Session
   $ 25.00 Per Remedial Reading or Math Course

   Elementary School $175.00 Per Session
   $ 25.00 Per Remedial Reading or Math Course
Non-Resident

<table>
<thead>
<tr>
<th>School Type</th>
<th>Fee Details</th>
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<tr>
<td>High School</td>
<td>$300.00 Review Course (per 1 credit)</td>
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<tr>
<td></td>
<td>$425.00 Original Credit (per 1 credit)</td>
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<tr>
<td>Middle School</td>
<td>$325.00 Per Session</td>
</tr>
<tr>
<td>Elementary School</td>
<td>$325.00 Per Session</td>
</tr>
</tbody>
</table>

No refunds are given after the student attends a fourth class meeting.

Rule

Approved: 2/22/79
Revised: 4/28/83
Revised: 1/26/84
Revised: 2/7/85
Revised: 12/10/94
Revised: 5/23/95
Revised: 9/7/99
Revised: 3/28/00]

Superintendent of Schools
DATE: January 9, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent


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

RESOURCE PERSON (S): Barbara S. Burnopp, Chief Financial Officer
Patrick M. Fannon, Controller

INFORMATION

Attached is the General Fund Comparison of FY2006 and FY2007 Revenues, Expenditures, and Encumbrances – Budget and Actual for the periods ended November 30, 2005 and 2006.

General Fund Comparison of FY2006 and FY2007 Revenues, Expenditures, and Encumbrances - Budget and Actual

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2006 and FY2007 General Fund Revenue Budget. Figure 2 provides an overview of the FY2007 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of November 30, 2005 and 2006. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.
Year-to-Date Comparison

- **Baltimore County** – The FY2007 county appropriation increased $14.6 million, 2.5% over the FY2006 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is $172.5 million, 28.5% of the budget, as compared to $183.3 million, 31% of the budget, for FY2006.

- **State of Maryland** – The FY2007 state appropriation increased $51.8 million, 13.4% over the FY2006 budget. The increase is the result of the fourth year of the Maryland Bridge to Excellence in Public Schools Act. The majority of state funds are received bi-monthly in equal installments. Three of the bi-monthly payments have been received, and actual revenues to date are in line with the budget.

- **Other revenues** – The other revenue budget is comprised of re-appropriations of funds from the prior year’s fund balance, out-of-county living arrangement payments from other local education agencies which are estimated to be $4 million and are generally collected at year-end, tuitions, and sundry revenues. The year-to-date revenue includes the re-appropriation of $4.1 million of the prior year’s fund balance, including $1.3 million which was approved by the county council in November to provide funding for the window replacement project at Lansdowne Elementary school; tuition, and other revenues of approximately $2.4 million.
**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through November, 2006, are $410 million, 38.9% obligated, compared to $369 million, 37.3% obligated, for the same period in FY2006. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 37.1% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month, school-based personnel (e.g., Instructional Salaries, Special Education, Pupil Personnel, Health Services, and Transportation) average 30.6% of budget, which is in line with the percentage of the school year that has elapsed. The increase in salary expense is attributable to salary restructuring for all employees and additional positions to expand full-time kindergarten and other programs. The non-salary expenditures are budgeted for an overall increase of $34.4 million, or 10%. These projected increases are in a number of categories throughout the budget, including $3.7 million in the instructional textbook category, primarily related to planned math textbook purchases and reading materials for students in grades 7 and 8; $1.3 million increase in fuel cost in transportation; $11.9 million for expected increases in utilities cost and contractual services in operation of plant; $3.8 million in additional expenditures in maintenance of plant for planned repairs and replacement of building systems in a number of schools; an increase in fixed charges of $19.1 million resulting from additional payroll related costs, which increase as salaries are increased and cost increases in health insurances; and funds budgeted in capital outlay for the purchase of additional portable classrooms and the window replacement project at Lansdowne Elementary school. The budgeted expenditures in administration were decreased primarily because of the reduction in costs related to the upgrade in the financial system, which occurred during FY2006.
• **Administration and mid-level administration** – Year-to-date FY2007 administrative non-salary expenditures and encumbrances have decreased $3 million over those expended during the same period in FY2006. This decrease results primarily from a decrease in budgeted contracted services related to the upgrade in the Board’s financial system, which was substantially completed in FY2006. Mid-level administration expenditures are in line with the budget and are comparable to the prior year.

• **Instructional salaries** – The budget for instructional salaries was increased by $14.7 million in FY2007 to include additional funding for salary restructuring and step increases. The budget increase also resulted from added instructional positions required to expand full-day kindergarten programs to 10 additional schools and for special education kindergarten at 10 additional schools.

• **Instructional textbooks and supplies** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was increased by 18.9% or approximately $3.7 million for the year. The increase in the budget includes $2.1 million county-wide expenditure for math textbooks and $2.2 million for reading materials for grades 7 and 8. To date, $14.4 million, 62% of the FY2007 budgeted textbook funds has been committed; the remaining budget will be spent throughout the year to purchase additional consumable classroom supplies, library books and other media.
Other instructional costs – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. To date $5 million, 44.2% of the FY2007 budgeted funds has been committed. In the prior year $6.5 million, 56.3% had been committed primarily because of $2 million of expenditures for new computer equipment that had been incurred at that time. Generally a majority of these expenditures are committed early in the school year to prepare for the opening of school.

Special education – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2007 salary budget includes increased funding for salary restructuring, step increases, and the cost of an additional 28 full-time employees to support expansion of kindergarten special education inclusion programs. $32.3 million (93.3%) of the FY2007 special education non-salary budget is for private placement of children in non-public schools. To date, 83.9% of the original budgeted funds for private placement, $26.9 million, have been committed, compared with 80% committed at November 2005.

Student personnel and health services – Year-to-date FY2007 expenditures and encumbrances are currently in line with the budget.

Transportation – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased $1.3 million, which can be attributed primarily to anticipated additional fuel cost and increased costs for parts and maintenance. As of November 2006, 94.3% of the non-salary budget has been committed, compared with 88.6% committed as of November 2005. Expenditures for salaries are in line with the budget and with prior year expenditures.

Operation of plant – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are included here. The non-salary expenditure budget for this category has increased $11.9 million, 34.4%. This increase is primarily attributable to additional cost of utilities of $6.3 million, resulting from the cost associated with the new Windsor Mill Middle school and also from overall projected price increases. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $31 million. Other expenditures in this category include the cost of building rent, $2.3 million, property insurance, $1.1 million, trash removal, $850,000, and related expenditures. As of November 2006, 92.9% of the non-salary budget has been committed, compared with 93.5% as of November 2005.
• **Maintenance of plant and capital outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The non-salary expenditure budget for this category increased $3.8 million or 32.9% over the prior year. These increases included $3.6 million for the planned repair and replacement of building systems at selected schools. The capital outlay category includes expenditures related to acquisition and construction of land, buildings and equipment. Capital outlay expenditures to date include approximately $600,000 for the acquisition of portable classrooms to provide facilities for the expansion of all day kindergarten programs. Additionally, a budget supplement of $1,292,000 was approved by the county council in November 2006 to provide funding for the completion of the window replacement project at Lansdowne Elementary school. Salary expenses for both categories are in line with the budget.

• **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 68% and 28% of the Fixed Charges budget, respectively. The FY2007 budget includes an increase of $11.8 million resulting from increases in premiums for health insurance. Year-to-date FY2007 expenditures and encumbrances are in line with the budget.
### Baltimore County Public Schools

**Comparison of FY 2006 and FY 2007 Revenues, Expenditures, and Encumbrances**

**Budget and Actual**

**For the Periods Ended November, 2005 and 2006**

**General Fund**

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<tr>
<th>Revenues:</th>
<th>FY2006</th>
<th>FY2007</th>
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<tr>
<td>Total</td>
<td>Remaining</td>
<td>Percentage</td>
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<tr>
<td>Adjusted</td>
<td>Budget as of 11/30/05</td>
<td>Earned or Obligated</td>
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<tr>
<td>Baltimore County</td>
<td>$591,656,029</td>
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<td>State of Maryland</td>
<td>$386,415,375</td>
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<td>Other</td>
<td>$11,816,983</td>
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<td>Total revenues</td>
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<td>$377,474,967</td>
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<tr>
<th>Expenditures and encumbrances:</th>
<th>FY2006</th>
<th>FY2007</th>
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<tr>
<td>Total</td>
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<td>Percentage</td>
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<tr>
<td>Adjusted</td>
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<td>Administration</td>
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<tr>
<td>Other instructional costs</td>
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<td>$989,888,387</td>
<td>$368,983,837</td>
</tr>
</tbody>
</table>


Figure 4
**DATE:** January 9, 2007

**TO:** BOARD OF EDUCATION

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** MSDE BIANNUAL FINANCIAL STATUS REPORT FOR PERIOD ENDING NOVEMBER 30, 2006

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

**RESOURCE**  Barbara Burnopp, Chief Financial Officer

**PERSON(S):** Patrick Fannon, Controller

**INFORMATION**

As a result of SB894, Baltimore County Public Schools is required to submit a biannual report of its financial status.

Attachments – MSDE Biannual Financial Status Report for Period Ending November 30, 2006
Biannual Reporting Requirements under Senate Bill 894
Superintendent’s Certification

Local School System: Board of Education of Baltimore County

__X__  Period Ending November 30, 2006  (report due to MSDE by December 31, 2006)

_____  Period Ending March 31, 2007  (report due to MSDE by April 30, 2007)

This report reflects the financial status of the system’s Current Expense Fund (General Fund).

Required elements:
- ✓ Revenues, by source (local, State, federal, other)
- ✓ Expenditures, by category (as defined in the Financial Reporting Manual)
  - o Current approved budget
  - o Year-to-date actual
  - o Encumbered or obligated expenditures
  - o Available balance
  - o Percent of budget spent or encumbered
- ✓ Explanations, as necessary, if there is a variance of more than ten percentage points in any category between percent of budget obligated or received to date and percent of fiscal year elapsed

(Each system may submit the attached template or a similar document that contains all of the required elements listed above.)

Check all that apply:

__X__  The attached schedule of year-to-date revenues and expenditures accurately reflects the financial position of the Board of Education of Baltimore County

__X__  Based on my knowledge of the system’s financial position, I do not anticipate any issues or problems associated with cash flow during this fiscal year.

__X__  Based on my knowledge of the system’s financial position, I do not anticipate any issues or problems associated with our ability to operate within our budgeted resources and avoid a deficit situation at the end of the fiscal year.

_____  Based on my knowledge of the system’s financial position, I do anticipate an issue or problem related to cash flow and/or deficit spending. I have attached a description of the possible problem(s) and a corrective action plan.

_____________________________________  _____________
Superintendent’s signature     Date

_____________________________________  _____________
Chair/President, Board of Education’s signature  Date

_____________________________________  _____________
Chief Financial Officer’s signature    Date

Please submit certification and report to MSDE Audit Office, 200 West Baltimore St., Baltimore, MD 21201
Local School System: Board of Education of Baltimore County  FISCAL YEAR 2007

TOTAL SUMMARY BY REVENUE SOURCE

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Approved Budget</th>
<th>Year-to-Date Revenues</th>
<th>Anticipated Revenues</th>
<th>Projected Total Revenues</th>
<th>Percent of Budget Received to Date</th>
<th>Variance From % of Year Elapsed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Appropriation</td>
<td>$ 606,237,744</td>
<td>$ 172,549,436</td>
<td>$ 433,688,308</td>
<td>$ 606,237,744</td>
<td>29%</td>
<td>-13%</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>7,411,900</td>
<td>2,405,645</td>
<td>5,005,355</td>
<td>7,411,900</td>
<td>32%</td>
<td>-10%</td>
</tr>
<tr>
<td>State Revenue</td>
<td>438,286,990</td>
<td>213,110,168</td>
<td>225,176,792</td>
<td>438,286,990</td>
<td>49%</td>
<td>7%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Resources/Transfers</td>
<td>4,155,741</td>
<td>4,155,741</td>
<td></td>
<td>4,155,741</td>
<td>100%</td>
<td>58%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$ 1,056,091,475</td>
<td>$ 392,221,020</td>
<td>$ 663,870,455</td>
<td>$ 1,056,091,475</td>
<td>37%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

201 Administration          | 29,101,110      | 10,409,570            | 2,918,859            | 15,772,681               | 46%                                 | 4%                              |
202 Mid-level Administration : |     |                       |                      |                          |                                     |                                 |
| Office of the Principal     | 57,251,658      | 22,437,483            | 261,167              | 34,553,008               | 40%                                 | -2%                             |
| Administration & Supervision| 11,975,442      | 3,926,362             | 94,379               | 7,954,701                | 34%                                 | -8%                             |
203 Instructional Salaries   | 408,507,122     | 122,492,802           |                      | 286,024,320              | 30%                                 | -12%                            |
| Textbooks & Instructional Supplies| 23,255,928 | 12,504,737            | 1,905,595            | 8,645,596                | 62%                                 | 20%                             |
205 Other Instructional Costs| 11,308,956      | 3,206,101             | 1,790,211            | 6,312,644                | 44%                                 | 2%                              |
206 Special Education        | 127,516,910     | 30,211,492            | 22,881,944           | 68,420,474               | 46%                                 | 4%                              |
207 Student Personnel Services | 5,341,116     | 2,216,178             | 3,585                | 3,121,353                | 42%                                 | 0%                              |
208 Health Services          | 10,962,649      | 3,446,344             |                      | 7,516,305                | 31%                                 | -9%                             |
209 Student Transportation   | 43,526,465      | 17,332,955            | 7,023,271            | 19,170,239               | 56%                                 | 14%                             |
210 Operation of Plant       | 82,251,378      | 23,941,111            | 32,565,474           | 26,144,793               | 66%                                 | 26%                             |
211 Maintenance of Plant     | 26,304,624      | 7,483,681             | 5,718,243            | 13,732,700               | 49%                                 | 7%                              |
212 Fixed Charges            | 213,502,467     | 65,637,673            | 1,454,219            | 146,410,575              | 31%                                 | -11%                            |
213 Food Service             |                |                       |                      |                          |                                     |                                 |
214 Community Services       |                |                       |                      |                          |                                     |                                 |
215 Capital Outlay           | 4,615,650       | 2,957,155             | 35,485               | 1,623,010                | 65%                                 | 23%                             |
Undistributed Federal Funds  |                |                       |                      |                          |                                     |                                 |
**TOTAL EXPENDITURES**       | $ 1,056,091,475 | $ 333,893,644         | $ 76,592,432          | $ 645,605,399             | 39%                                 | -3%                             |

* Explanations are required where there is a variance in excess of 10 percentage points between Percent of Budget Received To Date and the percent of the fiscal year elapsed.
** Explanations are required where there is a variance in excess of 10 percentage points between Percent of Budget Spent/Obligated and the percent of the fiscal year elapsed.
Biannual Reporting Requirements under Senate Bill 894

Local School System: Board of Education of Baltimore County

Period Ending November 30, 2006 (report due to MSDE by December 31, 2006)

Report on Variances of More Than 10%

As of November 30, 2006, 42% of the fiscal year has elapsed and 30% of the 10-month school year has elapsed. The attached report shows that 37% of revenues have been received and that 39% of the expenditures have been incurred as of November 30, 2006. The overall activity reported is in line with the percentage of the school year completed. There are a number of categories for which revenues received are not in line with the percent of the year completed; and where estimated expenditures for the year have been encumbered and once a year expenditures have been made. Therefore, these categories were higher or lower than the applicable percentage required. The following information is provided to explain these variances.

REVENUES

Local Appropriation:

The school board draws county funds based on actual year-to-date expenditures. As of November 30th, year-to-date actual expenditures were 39% of the total budget, and $173 million of the $606 million appropriated for the board had been received.

Other Local Revenue:

This category includes budgeted amounts for various tuition revenues, universal service fee rebates and sundry revenues. As of November 30th, most of the tuition revenues (i.e. summer school) have been received, as well as $1.8 million of service fee rebates and sundry revenues. We have not received the out of county living arrangement payments due from other local education agencies, which is budgeted at $4 million and is generally received at year end.

Other Resources:

This category represents the re-appropriation of prior year fund balance. The Board budgeted and received approval from the Baltimore County Council to utilize $4.1 million of the prior year’s fund balance, which was recorded as revenue by November 30th.
Biannual Reporting Requirements under Senate Bill 894

Local School System: Board of Education of Baltimore County

Period Ending November 30, 2006 (report due to MSDE by December 31, 2006)

OBLIGATIONS (EXPENDITURES AND ENCUMBRANCES)

203 Instructional Salaries:

As anticipated, Instructional Salaries are 30% expended as of November 30, 2006. This represents the salaries paid to direct teaching personnel. These salaries generally are paid beginning in late summer and continue on to the end of the school year. As the school year is only three months completed, the 30% of salaries recognized is consistent with the percent of the school year elapsed.

204 Textbooks and Instructional Supplies

A significant portion of the Textbooks and Instructional Supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. It was anticipated that our percentage spent in this category would be high at this point in the fiscal year.

208 Health Services:

As anticipated, Health Services are 31% expended/obligated as of November 30, 2006. This category represents the costs of providing health services in all schools. The salaries budget in this category represents 98% of the total budget for this area. Health services personnel are generally employed on a 10-month basis and the expenditures to date approximate the percent of the school year that has been completed.

209 Student Transportation

This category includes all costs associated with providing school transportation services for students between home, school and school activities. Much of the transportation non-salary budget of $16.6 million is obligated early in the fiscal year to reflect the anticipated annual expenditures for private bus contractors, fuel for vehicles and cost of bus maintenance.

210 Operation of Plant:

The Operation of Plant category includes all utilities costs, facility rent, and insurance premiums. Every year these are fully encumbered at the beginning of the year. Therefore, $27.4 million has been expended/encumbered for these costs as of November 30, 2006. The category is 68% expended/obligated. At the same time last year, 66% of the category was expended.

212 Fixed Charges:

This category includes employee benefits, payroll taxes and other fixed costs. A significant amount of these costs are related to expenditures for 10 month employees and therefore these costs are in line with the percentage of the school year that has been completed.
Biannual Reporting Requirements under Senate Bill 894

Local School System: Board of Education of Baltimore County

Period Ending November 30, 2006 (report due to MSDE by December 31, 2006)

215 Capital Outlay

The Capital Outlay category includes expenditures related to the acquisition of land, buildings and equipment. Capital expenditures to date included $600,000 for the purchase of portable classrooms to provide facilities for the expansion of all day kindergarten programs, and $1.3 million for the completion of the window replacement project at one of our elementary schools. Both of these expenditures have been obligated at November 30th and they account for 81% of the $2.3 million in non-salary expenditures in this category.