

TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, October 23, 2001
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 October 23, 2001

IV. MINUTES

Consideration of the open and closed session minutes of September 20, 2001, Exhibit A
and the Report of the Public Hearing and Work Session, October 1, 2001

V. SPECIAL ORDER OF BUSINESS – Presentation of Commissions to Dr. Warren Hayman, Ms. Maria R. Cirincione, and Mr. Thomas G. Grzymiski

VI. OLD BUSINESS

A. Consideration of proposed revisions to Policy 1280 – Boundary Change Practices Exhibit B

B. Consideration of partnership agreement with University of Maryland Baltimore County Exhibit C

VII. REPORTS

A. Report on Testing Procedures and Security (Ms. Flynn) Exhibit D

B. Report on Elementary Reading Series (Ms. McMahon) Exhibit E

C. Report on Title I Public School Choice Transfer (Mr. Boone) Exhibit F

D. Report on Results Review (Ms. Flynn) Exhibit G

VIII. NEW BUSINESS

- A. Consideration of consent to the following personnel matters: (Mr. Grimsley)
 - 1. Resignations Exhibit H
 - 2. Leaves of Absence Exhibit I
 - 3. Deceased Exhibit J
 - 4. Appointment Exhibit K

- B. Consideration of consent to the following contract awards: (Ms. Burnopp)
(Mr. Gay)
 - 1. Supplies Contract: Ceiling Tile Exhibit L
 - 2. Supplies Contract: Electrical Supplies
 - 3. Telephone Maintenance
 - 4. Travel Services (One-Year Extension)

- C. Consideration of consent to the following Building Committee recommendations: (Building Committee)
 - 1. Running Track Replacement – Catonsville High School Exhibit M
 - 2. Electrical Service Upgrade – Holabird Middle School Exhibit N
 - 3. Fee Acceptance – Consultant Design Services for Computer Lab – Chesapeake High School Exhibit O
 - 4. Change Order – Major Maintenance Renovation Project – Westowne Elementary School Exhibit P
 - 5. Change Order – Design Services for Major Maintenance Renovation Project – Sandalwood Elementary School Exhibit Q
 - 6. Rescission of Contract Award – Reroofing of Franklin Elementary School Exhibit R

- D. Consideration of Maryland State Department of Education Reimbursement of Reprinting of Test Booklets (Ms. Flynn) Exhibit S

- E. Consideration of Field Trips and Foreign Travel (Ms. Bailey) Exhibit T

IX. INFORMATION

Minutes of the Citizens Advisory Committee for Special Education
meeting, September 10, 2001

Exhibit U

X. ANNOUNCEMENTS

- A. Constituent Groups
- B. Proposed Revisions to Policy 1230 – Area Educational Advisory Councils
- C. General Comments

Next Board Meeting November 6, 2001
7:30 P.M. Greenwood

TENTATIVE MINUTES**BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND**

Thursday, September 20, 2001

The Board of Education of Baltimore County, Maryland, met in open session at 5:05 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Maria R. Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Dr. Hairston shared with the Board changes to several exhibits on tonight's agenda.

Mr. Hayden entered the room at 5:06 p.m.

Mr. Arnold reviewed the Board's goals and priorities for this school year. The list reflects the collective recommendations of Board members as requested at the August retreat. Board members were asked to send any comments on the goals and priorities to Ms. Zepp by Tuesday, September 25th. Ms. Ettinger asked Mr. Arnold to elaborate on the fourth item. Mr. Arnold explained that particular goal reflects the concern of Ms. Ross-Holmes with regard to obtaining sites for future schools. Mr. Sasiadek added that this list is intended to be overlapping and a continuation, refinement, and development of existing goals and priorities. Dr. Hairston cautioned against establishing unrealistic goals. Dr. Hayman felt more specificity was needed in the goal/priority for narrowing the achievement gap.

The Board decided to hold its public hearing on the proposed capital budget on Monday, October 1, at 7:00 p.m. at Greenwood. A work session on the proposed budget will take place immediately after the hearing. This will be announced at tonight's meeting.

Mr. Arnold announced dates of two future events and asked Board members to inform Ms. Zepp if they wished to attend either function. He also directed staff to prepare a resolution honoring the host of one of the functions.

In response to questions by Dr. Hayman and Ms. Ettinger, Dr. Hairston stated the University of Maryland Baltimore County (UMBC) partnership agreement would be placed on the agenda after legal issues raised by UMBC regarding its participation were resolved. He also stated periodic reports would be provided to the Board on Woodlawn Middle School.

On motion of Mr. Kennedy, seconded by Ms. Jung, the Board voted to permit the student Board member to attend the closed session as it relates to collective bargaining.

At 5:30 p.m., Mr. Walker moved the Board go into closed session to discuss specific personnel matters and to consult with counsel to obtain legal advice pursuant to the Annotated Code of Maryland, State Government Article §10-508(a)(1) and (a)(7), respectively. The motion was seconded by Mr. Kennedy and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley reviewed a proposed salary schedule for a particular group of employees.

Mr. Grimsley also reviewed the appointments on the evening's agenda.

Ms. Howie informed Board members of a request with regard to a settlement.

At 5:55, Mr. Walker moved to adjourn the closed session for a brief dinner recess. The motion was seconded by Mr. Sasiadek and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:30 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Maria R. Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools; staff members; and members of various civic, employee, and community organizations were present as was the media.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Mr. Thomas Raybon, President of the Baltimore County Student Councils, and a period of silent meditation for those who have served education in the Baltimore County Public Schools and for those who lost their lives in the recent terrorist attacks. Mr. Arnold noted that a 1991 graduate of Catonsville High School, Elizabeth Wainio, was one of the victims on the plane that crashed outside of Pittsburgh, Pennsylvania.

Mr. Hayden entered the room at 7:35 p.m.

MINUTES

Hearing no additions or corrections to the Report of the Work Session, July 31, 2001; the open and closed session minutes of August 14, 2001; and the Report of the Work Session, August 15, 2001, Mr. Arnold declared the minutes and reports approved as presented.

Mr. Arnold informed the audience of the various sessions in which Board members had participated earlier in the afternoon. He also stated he would try to conclude the meeting by 9:00 p.m. because of President Bush's speech.

SUPERINTENDENT'S REPORT

Dr. Hairston reflected on the events of September 11th and spoke of the support provided to the children by teachers, administrators, and support staff. He specifically recognized the efforts of the Department of Student Support Services in helping students cope with the tragedy. Dr. Hairston thanked parents for their confidence and faith in allowing the school system to work with them and bring the children through this difficult period. He also stated he had worked closely with the County Executive's office during this time.

Dr. Hairston noted that at the recent Baltimore County Student Councils' (BCSC) leadership conference, Dr. Rowland Savage substituted for one of the speakers who was detained at the last minute. Dr. Hairston stated he was impressed with BCSC's program and with the students who attended the conference.

REPORTS

The Board received the following reports:

- A. Report on Opening Day—Ms. Johns, Deputy Superintendent for Curriculum and Instruction, noted that staff's commitment to children has been evident during the opening days of school, particularly in terms of the work that has been done during the summer and behind the scenes. She noted that during the first week, Curriculum and Instruction staff and the Executive Directors of Schools visited schools to gauge the school climate, school cleanliness, the availability of materials, and general school readiness. Ms. Johns also noted there was extensive staff development prior to school. In addition, the academic intervention team visited the ten (10) identified schools.

Mr. Haines, Deputy Superintendent for Business Services, stated that during the past year, there were over 300 capital projects taking place. Of that number, approximately 160 were completed over the summer. Mr. Haines thanked the many teachers with whom he visited in August for their understanding, especially in schools where projects were not yet completed. While it was a "typical" start to school on some levels, i.e. transportation, and food service to children, Mr. Haines stated there was a great deal of hard work performed by his staff to achieve that result. On the employment front, Mr. Haines reported that as of September 20th, the school system had hired 936 teachers from nearly 6,000 applicants.

Ms. Johns noted that most of the concerns listed in the exhibit have been or are being addressed.

REPORTS (Cont.)

In response to Mr. Walker's question about the overcrowding at New Town Elementary School, Dr. Gehring indicated that relocatables would be placed at the school. Mr. Sasiadek noted that on the Saturday before school started, the school's parking lot was filled with staff cars. He noted the staff's exemplary effort to make sure New Town was ready for children, and he also noted the same type of activity in other schools throughout the county.

Dr. Gehring recognized the efforts of Ms. Strauss and Ms. Burke in preparing the school for students.

Several Board members expressed concern about the overcrowding at New Town and queried as to staff's assessment of why our projections were so far off. Ms. Johns responded that staff will report back to the Board after September 30th enrollment figures have been obtained. Dr. Hairston noted the fact New Town Elementary School is overcrowded shows public confidence in the school system. He stated that New Town was planned for high-density communities and builders marketed homes surrounding the school.

Dr. Hayman commended staff for their efforts in preparing the facilities for the opening of school, particularly Randallstown Elementary School. He expressed concern that school system staff were deployed to do the work contractors were being paid to complete. Dr. Hayman also expressed his concern about lack of equipment, e.g., computer tables, class shelving, and library materials. With respect to personnel, Dr. Hayman shared his concern about the number of non-tenured teachers employed in the Northwest and Southwest Areas. He asked that Board members receive a report identifying the number of non-tenured teachers in each school. Given the Baltimore County's student population, Dr. Hayman was dissatisfied with the number of minority teachers hired. He was also unhappy that the school system doesn't have a minority recruitment plan in place.

Mr. Hayden asked if redistricting was being considered as a solution for the New Town overcrowding. Dr. Gehring noted that few schools in the Northwest are under enrolled, and in the case of redistricting for New Town, many of the schools are already at capacity.

REPORTS (Cont.)

Mr. Teplitzky noted that students in the overcrowded New Town Elementary School will go on to already overcrowded middle schools in the Northwest Area. This is an issue that will need to be addressed. He noted that in high growth communities, you have to expect families with children to move into those areas. He stated the people to whom the Board had to go for funding were reluctant to approve construction money for a school where families were not yet moved or houses were not yet built.

Mr. Sasiadek commented the school system needs to move forward quickly in working with County officials in locating future school sites in all growth areas of the county. He suggested Dr. Hairston begin discussion with County authorities to address this issue.

Mr. Teplitzky inquired about the bus driver shortage. Ms. Fromm indicated that there are 16 vacancies in the Southwest Area and 4 vacancies in the Northwest Area. She also noted that there are 30 people in training who should be ready in the next 4-6 weeks. Ms. Fromm also noted the potential to recruit retired firefighters and police for bus driver positions. Mr. Teplitzky asked that the Board be kept updated with regard to this situation.

Dr. Hairston reviewed the three main purposes of the High School Assessment External Advisory Committee. He also reviewed the stakeholder groups that will be represented on the committee, which will be chaired by Ms. Flynn, Executive Director of Assessment and Student Data. Dr. Hairston noted the first committee meeting will be held in the next several weeks and periodic status reports will be provided to the Board.

- B. Report on Proposed Revisions to Policy 1230 – Area Educational Advisory Councils—Ms. Carol Saffran-Brinks, Legal Counsel to the Board, provided a brief background of the policy. She noted the proposed revisions fall into four categories:
1. Those that reflect the organizational changes in the school system since July 1;
 2. Those that more closely reflect the actual practices of the area educational advisory councils as they have evolved over time;
 3. Those that clarify the role and expected contribution to be made by the area educational advisory councils; and

REPORTS (Cont.)

4. Those of a technical nature.

Ms. Saffran-Brinks noted three opportunities for public comment, with a vote on the revisions scheduled for November 6th. Mr. Arnold reiterated that because of the various meetings of the advisory councils, the councils' coordinator requested additional time for public comment.

Dr. Hayman suggested the grounds for termination of one's membership be listed, and he questioned the Board using its discretion to terminate an individual's membership. Ms. Saffran-Brinks responded that the law presumes the Board's action is in accordance with the law. The idea behind this language was to not overly formalize the procedure for an advisory body.

Dr. Hayman also suggested that item 4 – Scope – be the first item in the policy because of its importance.

- C. Report on Proposed Fiscal Year 2003 Capital Budget – State Request – Projects were separated into the following categories: Roof Replacements, Major Maintenance Renovations, Science Room Renovations, Boilers, and Window Replacements. Ms. Burnopp noted that the County has already provided us with funding in the area of window replacements. The total request is approximately \$75,000,000. Mr. Arnold announced October 1, 7:00 p.m., as the date for the public hearing and work session on this proposal, which will be considered at the October 11th Board meeting.

Mr. Kennedy acknowledged the cooperation of County government in helping us with capital projects and stated there are still unmet needs within the school system. He expressed the hope that County officials will keep an open mind on this issue.

Mr. Walker noted there was no mention of enclosing open space areas in this recommendation. Dr. Krempel responded this issue must go before Executive Cabinet and stated it could be 2004, at the earliest, before the school system can move forward in this area.

Ms. Ettinger commended staff for providing the ages of the boilers and indicated it would be helpful to have this type of information for the other categories.

REPORTS (Cont.)

Dr. Hayman suggested the creation of a schedule to include dates of known hearings and work sessions so sufficient notice could be given to Board members and the public.

- D. Pre-Budget Meeting Schedule – Ms. Burnopp announced four dates for the pre-budget meetings conducted by the area advisory councils. When asked about a date for the Central Area’s meeting, Ms. Koehler responded that area’s pre-budget meeting was scheduled for October 17 at Dumbarton Middle School. After being reminded that another council was having its pre-budget meeting on that date, Ms. Koehler promised to go back to her council for another date.

SALARY SCHEDULE

Ms. Fromm described the proposed recommendations. She explained the following recommendations were an outcome of a salary and compensation study by an independent consultant.

1. The adoption of the salary structure as presented in Exhibit F-2,
2. The reinstatement of all system holidays for school-based cafeteria workers, and
3. The application of the salary scale to the 16 remaining cook positions in the system.

On motion of Mr. Walker, seconded by Dr. Hayman, the Board approved the salary scale and recommendations for the Office of Food and Nutrition Services.

PERSONNEL MATTERS

On motion of Mr. Teplitzky, seconded by Mr. Kennedy, the Board approved the personnel matters as presented on Exhibits G, H, I, J, K, L, and M. (Copies of the exhibits are attached to the formal minutes.)

Mr. Kennedy recognized the hard work and commitment of Mr. Joseph Pallozzi as Chair of the Southwest Area Educational Advisory Council.

CONTRACT AWARDS

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved items 1 and 2.

1. Corrugated Cartons (Boxes)

CONTRACT AWARDS (Cont.)

2. Paint (Exterior/Interior) – One-Year Extension

Ms. Burnopp introduced the new Director of Purchasing, Mr. Richard Gay. Mr. Gay comes to Baltimore County from Texas.

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-9 and 11-15. Item 10 was withdrawn by staff. The Board approved these recommendations.

1. Reroofing Project – Pine Grove Elementary School
2. Reroofing Project – Pleasant Plains Elementary School
3. Underground Storage Tank Replacement – Franklin and Middleborough Elementary Schools
4. Science Rooms Renovation – Woodlawn High School
5. Gas Service for Major Maintenance Renovation Projects – Various Elementary Schools
6. Fee Acceptance – Inspection Services for Reroofing Project – Pine Grove Elementary School
7. Fee Acceptance – Inspection Services for Reroofing Project – Pleasant Plains Elementary School
8. Fee Acceptance – Construction Administration Services for Science Rooms Renovation – Woodlawn High School
9. Change Order – Architectural and Engineering Design Services for Science Room Renovations – Eastern Technical High School
11. Change Order – Consultant Design Services for Major Maintenance Renovation Project – Sandalwood Elementary School
12. Change Order – Major Maintenance Renovation Project – Dundalk Elementary School
13. Change Order – Major Maintenance Renovation Project – Fifth District Elementary School

BUILDING COMMITTEE (Cont.)

14. Change Order – Major Maintenance Renovation Project – Owings Mills Elementary School
15. Increase Contingency Authorization for Major Maintenance Renovation Projects – Various Phase I Schools

REVISIONS TO POLICY 7460

Dr. Krempel and Ms. Jones, Minority Business Enterprise Officer, explained the proposed revisions modify the current language to comply with State law, which went into effect July 1, 2001, whereby the minority procurement participation goals of state-funded contracts were increased from 14% to 25%.

Ms. Ettinger commended the Facilities staff, and in particular, Ms. Jones, for efforts in this area. Mr. Kennedy also thanked Ms. Jones for her efforts.

On motion of Mr. Teplitzky, seconded by Mr. Hayden, the Board approved the revisions to Policy 7460 – Purchases From Minority Businesses.

ANNOUNCEMENTS

Mr. Arnold made the following announcements:

- The Board will conduct a hearing and work session on the proposed capital budget request on Monday, October 1, 2001, at 7:00 p.m. at Greenwood.
- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, September 25, 2001, at Greenwood. The meeting will begin with an open session at 5:00 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions.

PUBLIC COMMENT

Ms. Christina Blackman, a music teacher at Battle Monument School; Baltimore County's Teacher of the Year; and a finalist for Maryland Teacher of the Year, acknowledged the Board's efforts on behalf of the school system. She stated she is only one of many teachers who dedicate themselves to students. Ms. Blackman's desire is to encourage, support, and motivate new teachers. She asked the Board to put her to use in any way that promotes the positive things the Board is doing to achieve quality education for all students.

Mr. Thomas Raybon, President of the Baltimore County Student Councils (BCSC), thanked Ms. Norman for inviting him to participate in the Administrative and Supervisory

PUBLIC COMMENT (Cont.)

Meeting. He noted the recent successful leadership conference at Camp Airy and thanked Dr. Hairston and Mr. Kennedy for attending. Tom announced the next General Assembly meeting is scheduled for October 4.

Ms. JoLynn Chadwick, Chair of the Citizens Advisory Committee for Special Education, distributed a handout listing the calendar of events for the group. She complimented the school system on the new look of its web site. Ms. Chadwick highlighted the topic of the October 10th meeting, Distance Learning, noting that there is interest among the general public in the potential for Distance Learning.

Ms. Maggie Kennedy, Coordinator of Area Educational Advisory Councils, expressed her pleasure with the revisions to Policy 1230. She stated council members appreciate the extended timeframe for comment. Copies of the proposed revisions will be sent to all area council chairs. Ms. Kennedy commended the administrators and staff at Mars Estates Elementary and Dulaney High Schools on the safe, orderly, and systematic dismissal on September 11th.

Mr. Nick Aquino, a representative of the Minority Achievement Advisory Group, urged parents and educators to be better role models for children during this difficult period. He also urged everyone to bring comfort and stability to the children. Mr. Aquino stressed the importance of teaching our children that our differences will make America stronger.

Ms. Laura Nossel, President of the PTA Council of Baltimore County, suggested the school system's crisis management plan be improved. She noted in the recent terrorist attacks, as parents removed their children from schools and businesses closed, there were rumors and mixed messages about school closures. Ms. Nossel recommended consultation with experts in crisis management to get up-to-date strategies so there will be a uniform state of emergency plan. She stated that individual school plans need to be updated. Ms. Nossel also stated the timeliness of announcements regarding school closings is critical to parents. Finally, Ms. Nossel congratulated the Maryland State Department of Education for its web site report on "Talking to Children About Tragedy, A Guide for Parents and Teachers."

Mr. Mark Beytin, President of the Teachers' Association of Baltimore County, praised teachers for their professionalism and sense of commitment over the last week-and-a-half.

Mr. Arnold reminded audience members who signed the speaker list to refrain from discussing personnel or other matters that may come to the Board in the form of an appeal.

Mr. Rodger Janssen noted one school did not open on time due to construction and another school, Riverview Elementary School, experienced water problems. He wondered whether the people residing in the area around Riverview experienced the same water problem and, if so, were they notified. Noting the ramifications of the problems with drinking water in elementary schools, Mr. Janssen stated, hopefully, the staff would be able to address this

PUBLIC COMMENT (Cont.)

concern. Mr. Janssen took issue with Mr. Haines's earlier statement that there were no problems with the opening of schools. He cited Dr. Gehring's comment that there were two teachers in one classroom, alluding to the fact that there were two classes in one room. Mr. Janssen also stated he heard of other problems, typical to the opening of school, that were effectively dealt with by staff.

At 9:07, Mr. Walker moved to adjourn the open session. The motion was seconded by Mr. Hayden and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

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REPORT OF THE PUBLIC HEARING AND CAPITAL BUDGET WORK SESSION
OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Monday, October 1, 2001

President Donald L. Arnold called the hearing to order at 7:05 p.m. at Greenwood. In addition to Mr. Arnold, the following Board members were present: Ms. Phyllis E. Ettinger, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools; staff members; and members of various civic, employee, and community organizations were present as was the media.

The following speakers addressed the Board:

1. Lynne Cramer, a representative of the Ridgely Middle School PTSA – Asked the Board to consider the addition of an auditorium and an elevator for handicapped access when major renovation work is done in the near future. Ms. Cramer noted 824 students participated in performance-based music ensembles last year, which is 85% of the student population. She noted the difficulty in transporting nine bands and two orchestras, as well as musical instruments, to Loch Raven High School for performances. The drama program has no place to perform, store costumes or props, nor is there space to hold the Honor Roll induction ceremony or the school's farewell assembly. With regard to the addition of an elevator, Ms. Cramer noted that neither the ground floor nor the second floor are accessible to those in a wheelchair, and hallways are difficult to navigate for anyone on crutches. She urged the Board to authorize a feasibility study and cost estimate this year so the project could move forward next year.
2. Paula Jones, a Milford Mill Academy parent – Thanked the Board for Milford's new lockers this year. She noted the overcrowded conditions in the school's cafeteria. Ms. Jones stated the cafeteria exceeds state and county guidelines for capacity on any given lunch period—four in all. (The maximum capacity for the cafeteria is 255.) She asked Board members to visit the school's cafeteria to determine how an expansion or an addition could best accommodate students' dining needs.

Noting no additional speakers, Mr. Arnold asked for Board members' questions or comments regarding the proposed capital budget.

Mr. Hayden and Ms. Ettinger expressed concern over the cafeteria overcrowding at Milford and asked staff to respond. Staff will investigate and report back to the Board.

Ms. Ettinger also asked staff to review the possibilities for an auditorium for Ridgely Middle School. She shared her concern about ADA compliance with regard to

the need for an elevator at the school and expressed her hope that something was in the planning stages to address this concern.

Mr. Kennedy asked if there were other schools in the same situation as Ridgely with respect to the need for an elevator, to which Dr. Krempel responded there was not.

Dr. Hairston reminded Board members of a discussion with members of the Baltimore County Commission on Disabilities with regard to their concerns. He stated that planning must take place in terms of assessment of all our facilities.

With respect to auditoriums in middle schools, Ms. Ettinger suggested a need to look at this from a systemic perspective—to look at which schools do and do not have performing arts spaces. She liked the speaker’s comment regarding the impact on the feeder elementary schools and expressed hope staff would look at feeder clusters and options available.

Ms. Ettinger asked for reassurance that the recommended capital budget request was realistic and will address the system’s needs. Dr. Hairston noted that Facilities has been working closely with the state. He also stated it is important that a full assessment of our physical needs, relative to our capital program, be undertaken and those needs prioritized. Dr. Hairston informed Board members that in the next fiscal year, money will be tight, and most of our capital needs will be systemic in nature.

Noting that boiler replacements are listed in alphabetical order, rather than by age, Mr. Kennedy inquired if any of these schools were in worse shape than others. Dr. Krempel advised the boilers at Southwest Academy are a problem. He further explained parts cannot be found or manufactured for any of the aging boilers listed in the request.

Mr. Kennedy acknowledged the large amount of funding received from the state and county for capital projects.

Mr. Walker inquired about why construction dates were not listed for “window replacements.” Dr. Krempel replied that this work was typically done on a piecemeal basis over many years and trying to structure that information for purposes of this exhibit would have been confusing for Board members.

Ms. Ettinger noted the last three schools listed for window replacements are among the newest and questioned why they are scheduled for replacement. Dr. Krempel responded these items were taken from the Perks-Reuter assessment and analysis. He stated the work in question would be validated. Ms. Ettinger expressed concern about the quality of construction that would lead Board members to discuss window replacements with schools that are relatively young. She also questioned the age shown for Hereford Middle School’s roof and asked Dr. Krempel to double check the date.

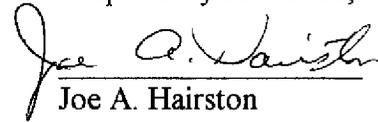
Report of the Hearing and Work Session – Page 3

Mr. Arnold asked if there was anyone in the audience who wished to address the Board on the capital budget that did not have an opportunity to do so earlier.

Ms. Carter, a Featherbed Elementary School parent, asked the Board to consider additional relocatables for Featherbed.

The hearing and work session were adjourned at 7:36 p.m.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Joe A. Hairston", written over a horizontal line.

Joe A. Hairston
Secretary-Treasurer

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Revised September 25, 2001,
Policy number assigned

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: October 23, 2001
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Adoption of Boundary Policy 1280
ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction
RESOURCE PERSON(S): Donna Flynn, Executive Director of Assessment

INFORMATION

Boundary Change Practices need to be amended to reflect the new organization. The proposed changes substitute the following terms:

- Department of Assessment and Student Data for Office of Research and Data Analysis
- Executive Leadership Team for Superintendent's Staff
- Executive Director of Schools for Area Superintendent

Because these are editorial changes only, Policy 8130, which addresses policy changes, does not require a full policy analysis.

Terms in brackets are to be deleted, and capitalized terms are to be added in the proposed revised document.

Following is the proposed timeline for the adoption of new procedures:

- September 25 – First review by the Board of Education
- October 11 - Opportunity for citizen comment
- October 23 - Proposed date of adoption

DF/jmg
Attachment(s)

**BOARD OF EDUCATION OF BALTIMORE COUNTY
BOUNDARY CHANGE POLICY**

STATEMENT OF INTENT

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

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

PROCEDURE

1. During October, the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA** will analyze the September 30 enrollment data from the schools. At [a Superintendent's Staff] **AN EXECUTIVE LEADERSHIP TEAM** meeting in October, the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA** will identify those schools which exceed state capacity based on their full-time equivalent enrollment as well as situations where enrollments are exceptionally low. Based on this analysis, the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM** will identify the schools for which boundary changes will be considered.
2. After the presentation to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM**, the [area Superintendent] **EXECUTIVE DIRECTORS FOR SCHOOLS** responsible for any school(s) considered for boundary changes will appoint a Boundary Study Committee composed of parents, teachers, administrators, and other representatives from the schools and communities involved. The Boundary Study Committee will review information prepared by the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA**, gather input from the community, and develop several boundary change options.
3. The [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will host a community forum in which the boundary change options developed by the Boundary Study Committee will be presented to all members of the community who wish to attend. The public will be informed at least ten calendar days prior to the community forum by school newsletters and community newspapers of the time, date, and location of this community forum. The Boundary Student Committee will work with the individuals and groups at the community forum to receive input and assistance

concerning the several boundary change options.

4. Following the community forum, all information and suggestions will be organized and processed by the [Office of Research and Data Analysis] **OFFICE OF ASSESSMENT AND STUDENT DATA** for review by the Boundary Study Committee. The Boundary Study Committee will then provide the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** with the best boundary change option, which the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will review, approve, modify, alter, and/or reject.
5. The approved/altered boundary change option will be submitted to the Board of Education as the Superintendent's recommendation. The Superintendent's recommendation will be presented to the Board of Education at least ten (10) calendar days prior to the Board's Public Hearing on the boundary change. Copies of the Superintendent's recommendation will be sent to each school affected by the boundary change and, upon request, to interested parties. The Board of Education will also receive copies of the proposals considered by the Boundary Study Committee, including any rationales for rejection of a proposal by the Boundary Study Committee.
6. A public hearing on the Superintendent's recommendation will be held by the Board of Education at least ten (10) calendar days prior to final action by the Board on this item.
7. The above steps may be condensed in case of emergency.

THE FRAMEWORK FOR THE BOUNDARY STUDY COMMITTEE

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

ORGANIZATION AND DUTIES OF THE BOUNDARY STUDY COMMITTEE

The Boundary Study Committee is to develop several boundary change options to be presented to the appropriate [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** for presentation at the community forum. Following the community forum, the Boundary Study Committee will review all information gathered at the community forum. The Boundary Study committee shall make a recommendation to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** of what it considers to be the best boundary change option.

- I. Boundary Study Committee
 - A. Boundary Study Committee Co-Chairpersons
 1. Selected by the Superintendent
 2. Duties
 - a. Chair Boundary Study Committee meetings
 - b. Organize dissemination of information to the affected community.
 - c. Co-chair the community forum
 - d. Present the Boundary Study Committee recommendation to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS**
 - e. Assist the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** with the presentation of the best boundary change option to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM**
 - B. Recorder
 - A. Elected by Boundary Study Committee members at the second meeting
 - B. Duties
 - a. Attends all committee meetings
 - b. Takes minutes of committee discussions and actions. (Secretarial assistance and mailing of minutes will be provided by [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA** staff.)
 - C. Committee Members
 - A. Committee members will endeavor to work with the [Area Superintendent and the Office of Research and Data Analysis] **EXECUTIVE DIRECTOR OF SCHOOLS AND THE DEPARTMENT OF ASSESSMENT AND STUDENT DATA** to:

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

- B. Schedule meetings with principals, in concert with the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA**, to provide orientation to the boundary study process.
 - C. Appoint Boundary Change Committee members.
 - D. Schedule, attend, and facilitate Boundary Study Committee meetings.
 - E. Direct the research of the [Research and Data Analysis] Department of Assessment and Student Data staff.
 - F. Coordinate communication throughout the boundary change process.
 - G. Host the community forum.
 - H. Present the Boundary Study Committee's best boundary change option to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM**.
- III. School Principals
- A. Identify and contact parents and teachers to serve on the Boundary Study Committee and recommend those individuals to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS**.
 - 1. Seek the advice of the PTA Executive Board to identify parent(s) representatives to be appointed to the Boundary Study Committee.
 - a. Parent representatives should have the time to devote to the Boundary Study Committee.
 - b. Parent representatives should represent potentially affected areas and/or neighborhoods.
 - 2. Seek the advice of the school's Faculty Council to identify teacher(s) representatives to be appointed to the Boundary Study Committee.
 - 3. Explain to potential parent and teacher representatives the Boundary Study Committee member duties, organization, and time commitment and obtain that individual's commitment to actively serve on the Boundary Study Committee before final selection.
 - B. Attend, or provide a representative to, the Boundary Study Committee meetings and serve as a technical advisor.
 - C. Assist the Boundary Study Committee in communication efforts.
 - 1. When requested by the Boundary Study Committee, use the school newsletter or other forms of parent communication to assist in the dissemination of information.
 - 2. Make appropriate presentations to various school-based groups and/or at PTA meetings of information that would be of assistance to the Boundary Study Committee.
 - 3. Be knowledgeable of all Boundary Study Committee activities in order to respond to parent inquiries.
 - D. Remain impartial in assisting the Boundary Study Committee with the determination of options.
- IV. [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA**

- A. Meet with affected principals to provide orientation to the Boundary Study Committee process.
 - 1. Review boundary study parameters (extent of relief being sought for each school involved).
 - 2. Review location of potentially affected neighborhoods.
 - B. Work with [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** in planning first Boundary Study Committee meeting.
 - C. When requested by the Boundary Study Committee, provide geographic and statistical data as well as other technical assistance.
 - D. Organize and process information and report results of the Boundary Study Committee and the community forum.
 - E. Review Boundary Study Committee recommendation.
 - F. Organize information and data to be presented to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM.**
- V. Baltimore County Public Schools Budget, Physical Facilities, Transportation, and other Offices
- A. Provide data, input, and feedback to all proposals throughout the process.
 - B. Consider the implications of boundary changes when developing budgets, physical facilities, transportation networks, and other services.

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

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

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

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

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

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

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

3. Maintain a commitment to long-range planning decisions.
 - A. Where feasible, maintain the community school concept.
 - B. Attempt to insure that students attend the schools closest to their homes.

Sample Options:

 - i. Whenever possible, attempt to keep communities together.
 - ii. In order to serve students at the closest possible school, consider employing a domino effect when locations of available school facilities and student clusters are not contiguous.
 - iii. When establishing boundary lines, attempt to follow natural boundaries, such as railroads, creeks, major highways, election districts, existing school boundaries, and locations of feeder schools.
 - C. Where possible, eliminate existing satellite zones (areas districted to a school that are outside of its community boundary).

Sample Options:

 - i. Attempt to employ satellite zoning only for special purposes and for a pre-determined time period. (Any satellite zoning plan should designate the contiguous school which will be expected to serve students in the satellite area as soon as circumstances permit.)

- ii. As new subdivisions are approved and overcrowd a school, consider assigning the children from the newly developing neighborhoods to other attendance areas with available space rather than disrupt students from existing neighborhoods. (Realize, however, that this tends to create undesirable satellite areas which are usually served by facilities that are a greater distance away than schools serving established residences.)
4. Relate proposed boundary adjustments to customary student assignment patterns for progression through school.
 - A. Whenever possible, develop boundary change proposals which insure that feeder school patterns from elementary to middle to high school keep developments, neighborhoods, and communities together.
 - B. Where feasible, develop boundary change proposals which insure that elementary school boundaries do not overlap middle school boundaries, and middle school boundaries do not overlap high school boundaries.
 - C. Reassign elementary school students no more than once every 5 years and secondary school students no more than once every 3 years.
 - D. Phase in high school redistricting when possible, beginning with grade 9 students.
 - E. Develop options which reflect the diversity of the population within the entire cluster of schools under consideration.
 - F. Reject options which foster racial or socioeconomic isolation.
 5. Examine the effects of boundary adjustments on the instructional programs of all schools involved.
 - A. Examine the effect of boundary adjustments on the instructional programs of both the sending and receiving schools.
 - B. Adjust enrollment projections by school to assist in staffing, scheduling, and distribution of supplies and materials when boundary changes are implemented.
 6. Develop boundary adjustment proposals that allow students to be transported in the most efficient and feasible manner.
 - A. Maximize the number of students who can walk to school.
 - B. Minimize travel time and maximize safety for students who must be transported.
 - C. Avoid bussing students past a school which has the same grade levels.
 - D. Avoid duplicate bus runs on the same streets for schools with the same grade levels.
 - E. Transport toward town centers rather than toward the countryside to minimize special trips to school for parents and guardians.
 7. Come to a consensus on proposed options by prioritizing the needs unique to the situation under study.

- A. Develop proposals which meet the above criteria to the greatest extent possible.
- B. Recognize that there is not a single scenario which will please everybody.
- C. Keep in mind that decisions approved and implemented by the Board of Education become precedents that may influence decisions made in similar situations for years to come.

7/10/86

Revised 9/7/93

Edited 11/7/94

REVISIONS PROPOSED 12/7/99

I. Memorandum of Understanding

Between

BOARD OF EDUCATION OF BALTIMORE COUNTY

and

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Project Year: August 15, 2001 to September 30, 2002

1. Purpose

This is an agreement between the Board of Education of Baltimore County on behalf of (hereinafter referred to "BCPS" and the University of Maryland, Baltimore County (hereinafter referred to as "UMBC"). The purpose of this agreement is to establish and define relationships and agreements between BCPS and UMBC regarding implementation of the *BCPS - UMBC Urban Teacher Education Partnership to Prepare Outstanding Responsive Teachers* in the school system.

This program is part of the School-University Partnerships to Prepare Outstanding Responsive Teachers (SUPPORT) Project, a statewide initiative begun by UMBC to improve student achievement by providing high-quality teachers to high-need schools. By providing financial and professional support to prospective and current teachers - in exchange for long-term commitment to teaching in partnership schools in BCPS, the program is able to provide prospective staff and improve teacher quality at high-need public elementary and middle schools in Baltimore County, thereby giving school reform initiatives a chance to be implemented and take effect.

Interns will be educated by UMBC and serve as interns in the BCPS. UMBC provides a post-baccalaureate program leading to a Masters Degree in Instructional Systems Development. Interns who successfully complete the degree program will receive a masters degree and upon submission of all state requirements for certification to UMBC, the Department of Education of UMBC will recommend the graduate to the state for teacher certification.

II. Term

The term of this agreement will commence on August 15, 2001 to September 30, 2002. This agreement may be extended annually with consent of the Superintendent and Board of Education of Baltimore County Public Schools and appropriate representatives as designated by the University of Maryland, Baltimore County. BCPS will notify UMBC of these requested extensions in writing no later than June 15 of each year. Each contract period shall begin August 1 and shall extend to September 30 of the following year.

2. Responsibilities of UMBC

UMBC will recruit students for the Post Baccalaureate Track of the Master of Arts in Instructional Systems Development (MAISD or Program) that leads to a Masters Degree.

UMBC will select students for the program and admit to the MAISD program.

UMBC will provide instruction and supervision to the students for 12 months.

UMBC will provide a stipend to each student during the 12 month MAISD program.

UMBC will grant a Masters degree in Instructional System Development to students who successfully complete the course work and other degree requirements.

UMBC will recommend certification to the state of Maryland upon receipt of materials that meet state required teacher certification requirements.

UMBC will make reasonable efforts to provide each student with a copy of BCPS commitment agreements as furnished by BCPS, to be signed by the students. Students will be responsible for returning the document to BCPS prior to registration at UMBC.

3. Responsibilities of BCPS

BCPS may inform potential candidates about the Post Baccalaureate track of the MAISD.

BCPS will provide full-time work for students as classroom assistants or interns under the supervision of a full-time certified BCPS teacher.

BCPS will consider for employment students who graduate from the MAISD program at UMBC and receive certification from the state of Maryland.

BCPS will furnish to UMBC all documents BCPS requires students to execute for entry into the program. BCPS will be responsible for ensuring all executed documents are obtained from students and for enforcement of provisions to which students have agreed.

4. Funding and Billing

BCPS commits a maximum of \$228,000.00 for the funding period August 1, 2001 to July 31, 2002 for expenses required by UMBC Urban Teacher Education (UTE) to recruit, prepare, support, and retain up to eight interns in BCPS-UMBC partnership schools. UMBC shall invoice BCPS for actual expenses incurred during each month.

UMBC will provide up to 8 students (individuals who have BS/BA degrees) to serve as interns in schools that qualify as low performing or underachieving in Baltimore County Public Schools. The funding will provide each candidate \$18,000 per year stipend and \$14,000 for tuition, fees,

health benefits and other costs. In addition, each supervising teacher will receive \$2,500 annually.

5. Intern Withdrawal Notification

If an intern terminates his or her graduate study in UTE, UMBC will promptly notify BCPS of the student's termination of study. Should an intern leave the program prior to completion of his or her graduate study, UMBC will cease all payment of stipend and benefits. Accordingly, charges to BCPS will also cease.

6. Integration and Amendments

This document constitutes the complete understanding of the parties and supercedes all prior and contemporaneous agreements. Any modifications to the agreement shall be by mutual written agreement of the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

BOARD OF EDUCATION OF BALTIMORE COUNTY

Joe A. Hairston
Superintendent of Schools
Baltimore County Public Schools

Donald Arnold
President
Board of Education of Baltimore County

APPROVED FOR LEGAL FORM AND SUFFICIENCY*
(Subject to Execution by a Duly Authorized Superintendent
and President of the Board of Education of Baltimore County)

OFFICE OF THE COUNTY ATTORNEY

***Approval of Legal Form and Sufficiency
Does not Convey Approval or Disapproval
Of the Substantive Nature of this Transaction.
Approval is Based Upon Typeset Document-
All Modifications Require Re-Approval.**

University of Maryland, Baltimore County

By: _____

Title: _____

Address: _____

Date: _____

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 23, 2001

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Testing Procedures in Baltimore County Public Schools

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Donna Flynn, Executive Director of Assessment

INFORMATION

This report summarizes standardized testing procedures in Baltimore County Public Schools. Three components of the process are addressed: training of personnel, school-based administration, and system responsibilities.

TESTING PROCEDURES IN BALTIMORE COUNTY PUBLIC SCHOOLS

Training

All schools appoint a school test coordinator, usually an assistant principal, who is responsible for local school test administration. The Department of Assessment and Student Data conducts required training for school test coordinators prior to the administration of each State-mandated assessment. Paul Mazza is the BCPS Local Accountability Coordinator, and he attends regular state meetings on procedures and requirements of the state testing program. He schedules and attends training of school test coordinators in the fall for training in the fall administration of the functional tests in math and reading and a separate fall training for the Maryland Writing Test. Winter training sessions are conducted for administration of CTBS. There is training in the spring for MSPAP, and separate spring training sessions for the spring administrations of functional tests in reading and in math. In addition, a separate fall training session is held for people who are newly appointed local school test coordinators to give them an overview of that role's requirements.

Training sessions emphasize test security, organizational procedures, rules for test accommodations for special needs students, receiving and returning test materials, roles and responsibilities of people involved in testing, dates and timelines associated with the particular testing event, identification of contact people to secure additional testing materials, and forms that must be used. In addition, time is provided for discussion among participants about successful practices as well as for questions.

Administration

At the building level, the test coordinator is responsible for the following:

- Scheduling testing dates and make-up dates on the school calendar
- Adjusting the school bell schedule as necessary
- Identifying test administrators and proctors
- Assigning students to specific testing groups
- Training all test administrators and proctors in rules and procedures for each test
- Ensuring that all students who need accommodations are properly identified
- Distributing, collecting, and returning all test materials according to directions given to test coordinators at their training sessions
- Reporting any violations of procedures or of security, including the loss, damage or misuse of test materials, to the Director of Standardized Testing.

Local School System Responsibilities

The responsibilities of the local school system are outlined by MSDE in a guide entitled *Maryland Accountability Coordinators Handbook*. It specifies the role of the Local Accountability Coordinator, who has been identified as the Director of Standardized Testing in BCPS. The Director of Standardized Testing reports to the Executive Director of Assessment and Student Data. Local school system responsibilities assigned to the Local Accountability Coordinator include the following:

- Attending state training sessions
- Ordering tests
- Conducting training sessions for school-based test coordinators
- Investigating administrative alerts related to alleged violations of procedures or security
- Serving as the contact point for sharing data from and sending data to MSDE.



BALTIMORE COUNTY PUBLIC SCHOOLS

Date: October 23, 2001

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Elementary Reading Series Implementation

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Kathleen McMahon, Executive Director of Elementary Programs
Jane Lichter, Supervisor of Elementary Language Arts

INFORMATION

On May 30, 2001, information was presented to the Baltimore County Public Schools' Board of Education regarding the purchase of Open Court *Phonics Kits* for grades 1 through 3 and Houghton Mifflin's *A Legacy of Literacy* for grades 1 through 5. Following the Superintendent's approval of the reading series, teachers' editions for both sets of materials arrived in schools prior to closing on June 15, 2001. This provided teachers and administrators with an opportunity to preview materials before the start of the 2001-2002 school year. Materials from both programs began arriving in schools during the summer months. In addition to the original purchase, the Departments of Elementary Programs and Federal and State Programs purchased Open Court *Phonics Kits* for use in kindergarten. Materials for self-contained special education classes were provided for students participating in diploma-bound programs.

The Open Court *Phonics Kits* now serve as the foundation for the BCPS Word Identification Program, providing direct, explicit, and systematic phonics lessons and materials for students and teachers in grades K-3. Houghton Mifflin's *A Legacy of Literacy* assists teachers in developing lessons that teach the comprehension skills and strategies outlined by the Maryland State Department of Education's Maryland Learning Outcomes and Indicators for Reading in grades 1-5.

Training opportunities on the use of the series have been provided for many groups:

- Administrative sessions included a presentation from the publishers, as well as a chance to ask specific questions regarding implementing the series in their school settings.
- Specific personnel from the Department of Elementary Programs have been assigned to manage the implementation of the reading series materials in the Priority One, Two, and Three schools within Baltimore County. All efforts to support schools are coordinated with the Academic Intervention Team.

- Non-tenured teachers from 13-targeted “Step Ahead” schools (BCPS created program using MSDE grant funds) received professional development on the newly purchased reading series in July. In addition to the publishers’ workshops, these teachers were paired with BCPS master teachers to create lessons using the newly purchased materials. The non-tenured teachers have also visited the master teachers since the beginning of the 2001-2002 school year to observe lessons using Open Court *Phonics Kits* and Houghton Mifflin’s *A Legacy of Literacy*, dialogue about these lessons, and plan other lessons together.
- On August 28 and 29, 2001, classroom teachers, reading specialists, mentors, ESOL teachers, special education teachers, and administrators attended system-wide professional development sessions on the newly approved series. Thirty-six sessions were held over a two-day period.
- The initial training sessions for teachers and administrators have been followed-up with visits to schools by the eight members of the Department of Elementary Programs, Language Arts Office. Every Baltimore County elementary school will have the opportunity to have an individual school visit. The purpose of the visits is to answer questions and dialogue with schools’ staffs regarding the implementation of the series in their classrooms. These visits began in September and are scheduled throughout the fall months.
- Collaborative planning will continue throughout the school year among the Department of Elementary Programs, Office of Special Education, and Office of Gifted Education to provide information to teachers about the appropriate use of the Open Court *Phonics Kits* and Houghton Mifflin’s *A Legacy of Literacy* materials as part of a quality language arts program for all BCPS students.
- Based on questions gathered from the individual school visits and TABCO, the Department of Elementary Programs, Office of Special Education, and Office of Gifted Education created a document entitled, “Frequently Asked Questions and Responses.” This 13-page report assists administrators and teachers in answering specific questions to facilitate implementing the newly purchased series in their school buildings.
- Reading specialists and mentors attended an all day meeting to discuss the key concepts in the “Frequently Asked Questions and Responses” document before returning to their schools to conduct a faculty meeting to share the information. The “Frequently Asked Questions and Responses” document was also presented to Executive Directors for Schools, their assistants, and elementary principals.
- According to contracts with both publishers, educational consultants are available to assist the Department of Elementary Programs and individual schools.
- A presentation on reading instruction will be shared with parents at the BCPS PTA Fall Workshop and Reception.

A year-long professional plan has been written and a sample of the future professional development sessions planned include:

- Sessions for teachers of self-contained special education programs will provide training on the reading series and strategies for modifying and adapting the materials to meet the strengths and needs of the students in their classrooms.
- Reading specialists will attend training sessions by Open Court that will focus on refining phonics lesson implementation.
- Principals will be invited to send a representative teacher at each grade level to lesson planning sessions on November 21, 2001. These planning sessions will assist teachers in planning lessons using Houghton Mifflin's *A Legacy of Literacy* to support MSDE Outcomes and Indicators for Reading.
- Grade level sessions, focusing on the use of Open Court *Phonics Kits* and Houghton Mifflin's *A Legacy of Literacy*, to assist in creating an effective instructional program have been planned for the fall months.
- School administrators will attend additional professional development sessions focusing on the individual teaching components of Houghton Mifflin's *A Legacy of Literacy* and how these components support MSDE Outcomes and Indicators for Reading.
- Personnel from the Department of Elementary Programs will present overviews of BCPS's reading program and the newly purchased reading series at Area Educational Advisory Council meetings.
- A training session for parents will be coordinated through the Area Educational Advisory Councils and offered in each geographic area. The evening session will focus on strategies parents can use at home to increase the reading skills of their children.

In addition to professional development sessions, the Department of Elementary Programs will:

- Produce a week of sample lesson plans at each grade level. These lessons will serve as models for how to use the reading series to support daily reading instruction.
- Produce a Home/School Connection document. This document will provide teachers with suggestions for how to use component parts of the series to encourage literacy development at home.
- Meet the additional needs of students, teachers, administrators, and parents as they arise.

Appendix I - Frequently Asked Questions and Responses - Houghton Mifflin Reading: *A Legacy of Literacy* and Open Court *Phonics Kit*

Appendix II - System-wide Plan for Professional Development - Language Arts

Baltimore County Public Schools
Department of Elementary Programs

Frequently Asked Questions and Responses
Houghton Mifflin Reading: *A Legacy of Literacy* and Open Court *Phonics Kit*
Table of Contents

Frequently Asked Questions	Page
1. What is the Baltimore County Public Schools (BCPS) Balanced Literacy Program?	3
2. How do teachers effectively use the Maryland Learning Outcomes and Indicators for Reading to plan for reading instruction? How does Houghton Mifflin, <i>A Legacy of Literacy</i> , support the teaching of the Maryland Learning Outcomes and Indicators for Reading?	3
3. How does the grade level <i>Backmapped MLO Document</i> support effective planning and instruction?	3
4. When will schools receive the Maryland-specific Houghton Mifflin teacher's editions?	3
5. What are the recommended time allotments for language arts instruction?	4
6. What are the options for grouping students in Houghton Mifflin, <i>A Legacy of Literacy</i> ?	4
7. Which grade level(s) of <i>A Legacy of Literacy</i> anthologies should be used in classrooms?	4
8. Do I have to teach every page in the Houghton Mifflin reading series?	7
9. Should the Houghton Mifflin 5-day planner be completed in a week?	7
10. How should teachers use the revised literature units for grades 4 and 5?	7
11. Are first, second, and third grade teachers required to teach the current literature units?	8
12. Houghton Mifflin, <i>A Legacy of Literacy</i> , contains a read aloud component at the beginning of each theme. How should the read aloud selection be used in a lesson?	8
13. Which Houghton Mifflin assessments should teachers use?	8
14. What reading materials should be used with students participating in GT Education?	8
15. Are the Open Court and Houghton Mifflin materials appropriate for students with disabilities who are in self-contained classrooms?	9
16. How do I determine which grade level instructional materials to use with students receiving special education services?	9
17. How can the Houghton Mifflin support materials help teachers meet the needs of students with disabilities?	10

18. How should writing be incorporated into the language arts block?	10
19. When teachers step out of the Houghton Mifflin reading series, how should they plan written language instruction?	10
20. How does the use of Open Court <i>Phonics Kits</i> support the BCPS Balanced Literacy Program?	10
21. An Open Court representative explained that the Oral Fluency Assessments were created for running records. Do teachers need to use all of the Oral Fluency Assessments?	11
22. Will the <i>Word Identification Sequence of Skills Checklists</i> be revised?	11
23. Many schools have been implementing the 4-Block Model of Instruction. How does the 4-Block Model work with the Houghton Mifflin Reading and Open Court Phonics programs?	11
24. How does Houghton Mifflin support the Fountas and Pinnell model of Guided Reading currently being implemented in many schools?	11
25. Should first graders be given spelling assessments?	11
26. What spelling lists should be used? Should the Gentry Spelling Test still be used?	11
27. Are we still using Zaner-Bloser Simplified for handwriting?	12
28. How should teachers implement the genre studies or focus studies in <i>A Legacy of Literacy</i> ?	12
29. When will teachers receive the Lexia Phonics CD?	12
30. How were materials initially ordered for each school?	12
31. Were teacher's editions for Houghton Mifflin purchased for anyone other than classroom teachers?	13
32. Why were only eight leveled books purchased for each set of anthology readers?	13
33. Does the Department of Elementary Programs have additional materials for distribution?	13
34. When and how should administrators contact the publishers of the new reading program?	13
35. How can administrators order additional materials not provided by the central textbook allotment?	13

Baltimore County Public Schools
Department of Elementary Programs

Frequently Asked Questions and Responses
Houghton Mifflin Reading: *A Legacy of Literacy* and Open Court *Phonics Kit*

1. What is the Baltimore County Public Schools (BCPS) Balanced Literacy Program?

The components of the BCPS Balanced Literacy Program are comprehension instruction; word identification/spelling instruction (primary) or word study/spelling instruction (intermediate); and written language instruction. Each of these components should be included daily during the language arts block.

For further clarification, view the two language arts videos delivered to every school and viewed by staffs in June and August.

2. How do teachers effectively use the Maryland Learning Outcomes and Indicators for Reading to plan for reading instruction? How does Houghton Mifflin, *A Legacy of Literacy*, support the teaching of the Maryland Learning Outcomes and Indicators for Reading?

The Maryland Learning Outcomes and Indicators for Reading are the comprehension targets for reading instruction. A Maryland Learning Outcome, an indicator, and a backmapped skill are identified daily for instruction. The lesson objective and formative assessment are derived from the MLO/Indicators or backmapped skill. Houghton Mifflin, *A Legacy of Literacy*, provides materials, activities, and resources for teaching, practicing, and applying the skills and strategies derived from the Maryland Learning Outcomes and Indicators.

3. How does the grade level *Backmapped MLO Document* support effective planning and instruction?

The *Backmapped MLO Document* is a resource guide. It contains a hierarchy of prerequisite skills needed in order to achieve the indicators delineated in the Maryland Learning Outcomes and Indicators for Reading. It is the teacher's responsibility to identify through assessment which prerequisite skills must be taught in order to address the strengths and needs of the students.

In addition to the prerequisite skills, the *Backmapped MLO Document* includes suggestions for teaching the indicators and backmapped skills using appropriate texts/selections. The "Instructional Activities" column provides generic examples for teaching, practicing, and applying the skills. The lesson plans in the *Backmapped MLO Document* include before reading, during reading, and after reading activities and strategies, and provide models for teaching the indicators.

4. When will schools receive the Maryland-specific Houghton Mifflin teacher's editions?

These teacher's editions have arrived in schools. They have been correlated to the *Maryland Content Standards Document*. BCPS is working with Houghton Mifflin to provide an additional correlation to the Maryland Learning Outcomes and Indicators for Reading. Information regarding when schools will receive the MLOs/Indicators correlation will be forthcoming.

5. What are the recommended time allotments for language arts instruction?

Students in **grades 1-3** should receive a minimum of **2½ hours of language arts instruction** that includes comprehension, word identification/spelling, and written language. Students in **grades 4 and 5** should receive a minimum of **2 hours of language arts instruction** that includes comprehension, word study/spelling, and written language.

6. What are the options for grouping students in Houghton Mifflin, *A Legacy of Literacy*?

Grouping remains a school-based decision. The Office of Elementary Language Arts recommends a maximum of two ability groups per classroom for language arts instruction.

7. Which grade level(s) of *A Legacy of Literacy* anthologies should be used in classrooms?

There are two options for determining which anthologies should be used in classrooms. A single option **does not** have to apply to an entire school or an entire grade level. Teachers should consult with their administrators to identify the appropriate option for their school, grade level, or individual classroom.

Option 1 - Flexible Groups

Option 1 is most appropriate when the difference in reading levels in the classroom is one year or less. During the language arts block, students work with the grade level Houghton Mifflin, *A Legacy of Literacy*, text that corresponds to their grade placement, e.g., fourth grade students use the grade 4 anthology. The skills in the anthology selection are reinforced and applied with selections from the anthology and/or the leveled books. Teachers using Option 1 may differentiate with the leveled books that are most appropriate for their students.

Teachers may use the following model when implementing Option 1:

Option I		
Language Arts Block		
Primary - Grades 1-3 (2½ Hours)	Intermediate - Grades 4 and 5 (2 Hours)	
<p>Comprehension Instruction</p> <p>75 minutes - Primary 60 minutes - Intermediate</p>	<p>This model provides for total group instruction followed by small group instruction.</p> <p>Total group instruction:</p> <ul style="list-style-type: none"> A teacher-directed lesson focused on an MLO/Indicator for Reading is taught to the entire class. The lesson concludes with an assessment that assists the teacher in creating small groups for further instruction. <p>Small group instructional options:</p> <ul style="list-style-type: none"> The teacher helps small groups of students apply the lesson skill(s) and/or strategy to the text. Students may work independently or with teacher support. The teacher guides students who need additional support before they independently read an alternate leveled book. The teacher uses different leveled books to teach specific skills and strategies to each group. The teacher groups students for reteaching and/or extension activities. 	
<p>Word Identification/Spelling or Word Study/Spelling Instruction</p> <p>45 minutes per day - Primary 75 minutes per week - Intermediate</p>	<p>The teacher provides direct instruction to the total group when appropriate, OR to one small group while the other small group is engaged in independent application, practice, and reinforcement activities. The groups then alternate.</p>	
	Group A	Group B
	<p>Teacher-directed instruction:</p> <p>approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate</p>	<p>Independent practice and reinforcement of word identification/spelling or word study/spelling skills, or continuation of independent application of skills from the comprehension lesson:</p> <p>approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate</p>
	<p>Independent practice and reinforcement of word identification/spelling or word study/spelling skills, or continuation of independent application of skills from the comprehension lesson:</p> <p>approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate</p>	<p>Teacher-directed instruction:</p> <p>approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate</p>
<p>Written Language Instruction</p> <p>30 minutes - Primary 45 minutes - Intermediate</p>	<p>The teacher uses a combination of whole group instruction, small group instruction, and individual conferences based on the lesson objective and the strengths and needs of the students.</p>	
<p>Please note: Sometimes the last component of the language arts block does not receive its full allotment of time. Therefore, teachers should regularly alternate the components so that the same component is not always last.</p>		

Option 2 - Multiple Grade Level Texts

During the language arts block, there are two distinct reading groups using anthologies based on the students' reading levels. Each reading group works with a different grade level or theme of Houghton Mifflin, *A Legacy of Literacy*, and/or leveled books. Students receive instruction in word identification/spelling or word study/spelling and comprehension in these separate groups.

Teachers may use the following model when implementing Option 2:

Option 2		
Language Arts Block		
Primary - Grades 1-3 (2½ Hours)		Intermediate - Grades 4 and 5 (2 Hours)
The teacher provides direct instruction to one group while the other group is engaged in independent application, practice, and reinforcement activities. The groups then alternate.		
	Group A	Group B
Comprehension Instruction 75 minutes - Primary 60 minutes - Intermediate	Teacher-directed instruction of an MLO/Indicator for Reading: 35 minutes - Primary 30 minutes - Intermediate	Independent practice and reinforcement of word identification/spelling or word study/spelling skills: 35 minutes - Primary 30 minutes - Intermediate
	Independent application from previous teacher-directed lesson (e.g., independent reading, completion of formative assessment): 35 minutes - Primary 30 minutes - Intermediate	Teacher-directed instruction of an MLO/Indicator for Reading: 35 minutes - Primary 30 minutes - Intermediate
Word Identification/Spelling or Word Study/Spelling Instruction 45 minutes - Primary 75 minutes per week - Intermediate	Teacher- directed instruction: approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate	Independent application from previous teacher-directed lesson (e.g., independent reading, completion of formative assessment): approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate
	Independent practice and reinforcement of word identification/spelling or word study/spelling skill: approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate	Teacher-directed instruction: approximately 20 minutes - Primary approximately 10 minutes four times per week - Intermediate
Written Language Instruction 30 minutes - Primary 45 minutes - Intermediate	The teacher uses a combination of total group instruction, small group instruction, and individual conferences based on the lesson objective and the strengths and needs of the students	
Please note:		
<ul style="list-style-type: none"> • With Option 2, either the anthology or the leveled books may be used for instruction. • Sometimes the last component of the language arts block does not receive its full allotment of time. Therefore, teachers should regularly alternate the components so that the same component is not always last. 		

8. Do I have to teach every page in the Houghton Mifflin reading series?

Houghton Mifflin, *A Legacy of Literacy*, supports the teaching of the Maryland Learning Outcomes and Indicators for Reading. Because *A Legacy of Literacy* is only one source for instructional materials, it is not necessary to teach every page in the series. Therefore, teachers will step out of the series in order to teach additional expository texts (e.g., health textbooks, social studies textbooks, *Images*, *Discovery World*, *Time for Kids*, and *Scholastic News*) and reading to perform a task texts (e.g., science investigations).

When teachers return to the Houghton Mifflin series, they may either resume teaching at the point at which they stopped or they may skip selections based on the students' rate of reading progress and their performance relative to the selections that support the teaching of the MLOs/Indicators. **Due to the readability of the anthology selections and the leveled books, teachers should not move out of sequence from theme to theme**, e.g., do not teach a selection in theme 4, then a selection in theme 6, and then a selection in theme 2. At times, teachers may deem it appropriate to skip anthology selections and use the leveled books for skill development and reinforcement based on the needs of the students and their mastery of the MLOs/Indicators.

A Legacy of Literacy contains numerous lessons and activities in each 5-day planner. **Teachers are not expected to use every lesson, activity, or resource cited.** Teachers should select the lessons, activities, and resources that match the strengths and needs of their students in order to attain the lesson objective based on the MLO/Indicator.

9. Should the Houghton Mifflin 5-day planner be completed in a week?

The 5-day planner is merely a guide for pacing. Pacing suggestions for each theme are located on the "Theme at a Glance" pages in the Houghton Mifflin series. Teachers should base their lessons on these suggestions, the MLOs/Indicators, and the strengths and needs of the students.

10. How should teachers use the revised literature units for grades 4 and 5?

The Department of Elementary Programs recommends that fourth and fifth grade teachers teach Houghton Mifflin, *A Legacy of Literacy*, in sequence as much as possible because the skills and strategies are developed sequentially. Some grade 4 revised literature units utilize Houghton Mifflin, *A Legacy of Literacy*, Level 4, selections, and all grade 5 revised literature units incorporate selections from Houghton Mifflin, *A Legacy of Literacy*, Level 5.

Students who are reading below grade level may have difficulty reading the selections in the grades 4 and 5 revised literature units. These units will be revised again in the future to meet the needs of below average readers. Consider the following options:

- Students who are unable to read the selections in the revised literature units should not receive instruction using these units. Instead, teachers should use the appropriate grade level Houghton Mifflin anthology to plan instruction that addresses the MLOs/Indicators covered in these units.
- Students who are unable to read the selections in the revised literature units may continue to use alternate below grade level materials already in schools.

11. Are first, second, and third grade teachers required to teach the current literature units?

The literature units for grades 1, 2, and 3 have not been revised and aligned with the Maryland Learning Outcome for Reading for Literary Experience. Therefore, teachers are not required to teach the literature units for grades 1, 2, and 3 during the 2001-2002 school year. However, teachers may elect to teach existing literature units, providing they create lessons that are aligned with MLO/Indicators for Reading for Literary Experience.

12. Houghton Mifflin, *A Legacy of Literacy*, contains a read aloud component at the beginning of each theme. How should the read aloud selection be used in a lesson?

The purpose of the read aloud component is to enable teachers to provide background information, extend language skills, model strategies, encourage meaningful discussions, and help students respond effectively to what they read.

MSPAP now includes activities in which the teacher reads aloud to the students who then complete activities related to the orally read selection. Teachers should read aloud to their students to help them acquire effective listening comprehension skills, and to prepare them to make meaning from selections that are read to them. Teachers may provide copies of the text so students may follow along while listening.

Teachers may choose whether or not to use a particular Houghton Mifflin read aloud component based on:

- the background knowledge it provides.
- how effectively it supports the attainment of the MLOs/Indicators.
- the modeling opportunities it provides for the teaching of reading strategies.

Teachers may use the Houghton Mifflin read aloud component at times other than the language arts block, e.g., arrival time, dismissal time, before lunch, or after lunch.

13. Which Houghton Mifflin assessments should teachers use?

BCPS has purchased the Houghton Mifflin *Integrated Theme Tests* that are similar to the MSPAP format, and the Houghton Mifflin *Integrated Skills Tests* that are similar to the CTBS format. Individual schools will determine the use of *Integrated Theme Tests* and *Integrated Skills Tests*. These assessment materials may be used for placement, for instruction, or as pretests and posttests. Additional Houghton Mifflin assessment materials may be reviewed by individual schools and purchased through a Houghton Mifflin representative.

14. What reading materials should be used with students participating in GT Education?

When working with students in GT Education Reading, consider the following:

- Continue to use the GT Education novels (Literary Favorites), GT Education units, and GT Education modules as in the past. Refer to the *GT Education Backmapping Document for Literary Experience* for alignment with the Maryland Learning Outcomes for Reading.
- Adjust the pacing of Houghton Mifflin, *A Legacy of Literacy*, and select appropriate above grade level components (Challenge Readers) for identified students in grades 1-5. One set of Grade 6 anthologies is available in each school.

- Use the grade level Houghton Mifflin anthologies when the selections support the GT Education curriculum or the grade level GT Education literature units.
- Provide opportunities for extension of students' vocabulary skills
- Use expository text, e.g., periodicals, *Images*, and content area textbooks, with students in GT Education programs to address the Maryland Learning Outcomes and Indicators for Reading for Information and Reading to Perform a Task.
- Students in GT Education Reading should be grouped following Option 2 outlined in the response to question 7.

The Department of Elementary Programs and the Office of Gifted Education continue to collaborate on instructional information and resources that will be useful to teachers in meeting the needs of students.

15. Are the Open Court and Houghton Mifflin materials appropriate for students with disabilities who are in self-contained classrooms?

Teachers should use the Open Court *Phonics Kits* and Houghton Mifflin, *A Legacy of Literacy*, with all diploma-bound special education students to support instruction in the MLOs/Indicators for Reading. Teachers should follow the IMAP Outcomes/Indicators and use the *IMAP Guide* as their primary resource for non diploma-bound students.

The Department of Elementary Programs and the Office of Special Education continue to collaborate on instructional information and resources that will be useful to teachers in meeting the needs of students.

16. How do I determine which grade level instructional materials to use with students receiving special education services?

Instructional decisions should be based on individual students' needs and IEP goals. It is recommended that teachers of self-contained classes for diploma-bound students refer to the suggestions for structuring the language arts block outlined in the response to question 7. In addition, the following suggestions should help teachers select materials at an appropriate grade level:

Primary Grades - Word Identification

All students begin on Open Court Level One *Phonics Kit*. It is important that teachers follow the Open Court sequence when introducing sound/symbol associations. They may use *Project Read*, *Wilson Reading System*, and other appropriate strategies to support this instructional sequence.

Primary Grades - Comprehension

Students in the primary grades who are reading below grade level should use the Houghton Mifflin anthology that is one grade level below their grade placement, and the leveled books that meet the needs of students reading as much as two years below a designated grade level. For example, a second grader would use the first grade anthology and its leveled books.

Intermediate Grades - Word Identification

Teachers should assess students' ability to decode and encode the phonetic elements in the Open Court program to determine which level is appropriate. Teachers may use the Open Court Decodable Books to assess students' reading fluency. Teachers may also use existing word identification inventories, and consult with reading specialists concerning other options.

Intermediate Grades - Comprehension

Students in the intermediate grades who are reading significantly below grade level should use the Houghton Mifflin anthology that are one to two grade levels below their grade placement, and the leveled books that meet the needs of students reading as much as two years below a designated grade level.

17. How can the Houghton Mifflin support materials help teachers meet the needs of students with disabilities?

The Houghton Mifflin *Extra Support Manual* will be especially helpful to teachers when planning instruction for students with disabilities. This resource contains suggestions for pre-teaching and re-teaching that support the lessons in the anthologies. Teachers may choose to use a Pre-Teach/Teach/Re-Teach format for instruction. There are additional re-teaching suggestions in the back of the Houghton Mifflin teacher's guide, as well as extra supports for inclusion students and English language learners throughout the guides.

18. How should writing be incorporated into the language arts block?

Writing will occur at two different times during the language arts block: during the written language component and during the comprehension component.

The **written language component** of the language arts block is unchanged. As in previous years, the scope of written language instruction should include the structure and mechanics of language, as well as limited and extended writing opportunities. Teachers should continue to refer to the BCPS *Writing Resource Guide, K-5* for assistance in teaching and assessing writing, and in planning the core compositions for their grade level(s). Teachers may continue to use materials already in schools that support the three purposes for writing. In addition, teachers may use *A Legacy of Literacy's* written language components that address the three purposes for writing.

During the **reading comprehension component** of the language arts block, students should provide written responses to stance prompts/questions and for other comprehension activities. On MSPAP, comprehension is assessed through students' written responses. Therefore, students should demonstrate their reading comprehension by completing the formative assessment for each reading lesson.

19. When teachers step out of the Houghton Mifflin reading series, how should they plan written language instruction?

Teachers should refer to the BCPS *Writing Resource Guide, K-5* to support their written language instruction. Teachers may use the corresponding Houghton Mifflin, *A Legacy of Literacy*, written language components if they skip a selection. Teachers may continue to use existing language resources.

20. How does the use of Open Court *Phonics Kits* support the BCPS Balanced Literacy Program?

The Open Court *Phonics Kits* serve as the foundation for the BCPS Word Identification Program. They provide the lessons and materials necessary to implement an effective word identification program. The sound/spelling cards will serve as the visual and auditory cues for all students. The use of Open Court *Phonics Kits* in grades K, 1, 2, and 3 will provide consistency for students across classes, grades, and schools.

21. An Open Court representative explained that the Oral Fluency Assessments were created for running records. Do teachers need to use all of the Oral Fluency Assessments?

The Oral Fluency Assessments were created by Open Court to provide teachers with texts matching the Open Court Decodable Books and with record sheets for use when administering running records. These assessments are intended to provide teachers with a resource that facilitates the implementation and accessibility of running records. The Department of Elementary Programs is not mandating the use of the Oral Fluency Assessments. These assessments are optional for use as running records in grades 1-3, and may be used with students identified by the teacher. The Oral Fluency Assessments may be used as formative assessments, for they provide an outstanding means of assessing the strengths and needs of individual readers.

22. Will the *Word Identification Sequence of Skills Checklists* be revised?

The Department of Elementary Programs is currently revising the *Word Identification Sequence of Skills Checklists*. Until the revision is completed, teachers should continue using the *Word Identification Sequence of Skills Checklists* to track students' progress, and should view the skills as being taught on a continuum. Teachers should staple the grades 1, 2, and 3 checklists together for each student. If a skill on the *Word Identification Sequence of Skills Checklist* is not applicable to a particular grade level due to the sequence of instruction or a difference in terminology in the Open Court phonics program, the teacher should record *NA* in the appropriate space on the checklist.

23. Many schools have been implementing the 4-Block Model of Instruction. How does the 4-Block Model work with the Houghton Mifflin Reading and Open Court Phonics programs?

The 4-Block Model of Instruction, i.e., phonics/spelling, shared reading and guided reading (comprehension instruction), and written language, works effectively with these reading programs. Teachers should use the Open Court phonics program in grades 1-3 for phonics instruction, and Houghton Mifflin, *A Legacy of Literacy*, for comprehension instruction (shared reading and guided reading) and written language instruction. It is important to remember that teachers using a shared reading model must also provide guided reading with leveled books, and instruction on students' reading levels.

24. How does Houghton Mifflin support the Fountas and Pinnell model of Guided Reading currently being implemented in many schools?

A Legacy of Literacy provides many leveled books for use with guided reading groups. These books (Theme Paperbacks, Reader's Library, and Little Readers) have been leveled using Fountas and Pinnell's leveling system. Lesson plans for these readers are included in the teacher's editions.

25. Should first graders be given spelling assessments?

The process of transferring phonics and sight words into written language is part of the instruction provided through Open Court's dictation activities which serve as spelling assessments.

26. What spelling lists should be used? Should the Gentry Spelling Test still be used?

In all grades, spelling instruction should parallel the phonics or structural analysis skills being taught during reading. In grades 1, 2 and 3, spelling instruction and lists should parallel the

phonics skills being taught in the Open Court *Phonics Kits* or the structural analysis skills being taught in Houghton Mifflin, *A Legacy of Literacy*. Teachers may formulate spelling lists by using the spelling suggestions in the Word Identification Correlation Charts (located in the back of the grade level *Backmapped MLO Document*), the words listed for Open Court's blending or dictation activities, or *A Legacy of Literacy's* spelling planner. Teachers may continue to use *Scholastic Spellers* if the word lists are matched to the Open Court sequence of instruction for phonics or the structural analysis skills being taught during reading. High frequency words (approximately 2-5 depending on the students' ability levels) that match the needs of the students should be added to each list.

In grades 4 and 5, spelling should parallel the word study skills being taught during reading. Students who have successfully transferred these skills into their daily writing should receive spelling lists that parallel the structural analysis skills being taught during the word study component of the language arts block. *A Legacy of Literacy's* 5-day lesson planner for spelling may be used for spelling instruction. Teachers may continue to use *Scholastic Spellers* if the word lists are matched to the phonics or structural analysis skills. High frequency words (approximately 2-5 depending on the students' ability levels) that match the needs of the students should be added to each list.

Teachers may use the Gentry Spelling Test, located in BCPS *Spelling Program Guide*, to establish a baseline.

27. Are we still using Zaner-Bloser Simplified for handwriting?

Teachers should continue to use Zaner-Bloser Simplified for handwriting instruction. There are two options for the placement of handwriting instruction:

- Teachers may teach handwriting during phonics instruction, and introduce letter formations while the letter sounds are being introduced.
- Teachers may teach handwriting during a separate block of time, and follow the sequence of strokes.

28. How should teachers implement the genre studies or focus studies in *A Legacy of Literacy*?

In grades 1-3, the genre studies or focus studies in the grade level *A Legacy of Literacy* anthologies are the only "units" that may be taught at anytime during the school year. In grades 4 and 5, some genre studies and focus studies in the grade level anthologies are utilized in the revised literature units and should be taught in conjunction with these units.

29. When will teachers receive the Lexia Phonics CD?

The Lexia Phonics CD has been backordered, and will arrive in the schools as soon as it is available.

30. How were reading materials initially ordered for each school?

The reading series was purchased for students in grades 1-5 through a one-time-only allotment requested by BCPS through the budget process. The amount of money for this textbook purchase was determined by aligning the budget to the number of students in the system. Materials were ordered based on the spring 2001 projected student enrollment. This order included teacher's

editions for classroom teachers, as well as a few additional administrative copies for use within each school.

Materials were distributed for use with students in grades 1-5 and in diploma-bound special education programs.

Open Court Kindergarten *Phonics Kits* were purchased through the Department of Elementary Programs and the Department of Federal and State Programs.

31. Were teacher's editions for Houghton Mifflin purchased for anyone other than classroom teachers?

Funding provided teacher's editions for every classroom teacher, and a few additional administrative copies for schools.

If additional copies of teacher's editions are needed, they will need to be purchased by schools.

32. Why were only eight leveled books purchased for each set of anthology readers?

The leveled books were designed and purchased as school-wide materials versus individual classroom materials. These materials should be placed in a central location for teacher access. If students are grouped by ability levels, entire grade levels should not need the leveled books at the same time. The leveled books should be used quickly with students and then promptly returned for other teachers to use.

33. Does the Department of Elementary Programs have additional materials for distribution?

The distribution of special education materials has been completed. These materials should be in schools. The remaining materials in the BCPS Distribution Center are **Houghton Mifflin student anthologies and practice books for grades 1-5**. Contact Jean McClary (jmccclary@bcps.org) if you need additional student anthologies and/or practice books.

34. When and how should administrators contact the publishers of the new reading program?

Administrators should contact the publisher about a mistake, e.g., missing copies of materials, as follows:

- Houghton Mifflin - Joan Andreassen at 1-800-733-2828 (press 6, extension 5825)
- Open Court - 1-888-772-4543

35. How can administrators order additional materials not provided by the central textbook allotment?

Administrators should contact the following sales representatives to order additional materials:

- Houghton Mifflin - Joe Nichols at 1-410-667-0160
- Old Court - Rita Gribbell at 410-994-0221

Systemwide Plan for Professional Development Language Arts

System Priorities: To improve student achievement in the core subjects with an emphasis on language arts, mathematics, social studies, and science. To increase the number of students performing at or above grade level.

System Key Strategies: Strategies 1, 2, 3, and 4

Systemic Professional Development Objective: To plan, coordinate, monitor, and evaluate professional development programs for teachers and administrators in all content areas to improve instructional practices.

Evaluation: An ongoing evaluation plan will include: 1) surveys to assess participants' needs and satisfaction with program; 2) questionnaires to assess participants' ability to transfer learning; and 3) data reports aligned with appropriate indicators of progress.

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	Revise and Align Literature Units – Grades 4-5	Alison Donlon	Summer Curr. Wksp. 2 wks	Strategies #1,2,3,4,6 Indicators #2,3,5	Curriculum Workshop Committee	Curriculum Workshops	6/5-20/01	Pine Grove Middle
Required	Staff Development to Present Revised Literature Units	Alison Donlon	8 sessions	Strategies #1,2,3,4,6 Indicators #2,3,5	Teachers Grades 4 & 5	BCPS	8/28-8/29/01	Schools in all five areas
Required	Completion of MLO Backmapped Document – <i>Reading for Literary Experience</i>	Alison Donlon	1 week	Strategies #1,2,3,4,6 Indicators #2,3,5	Curriculum Workshop Committee	Curriculum Workshops	6/18 – 6/22/01	Pine Grove Middle

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	Completion of MLO Backmapped Document – <i>Reading for Information</i>	Alison Donlon	2 weeks	Strategies #1,2,3,4,6 Indicators #2,3,4	Curriculum Workshop Committee	Curriculum Workshops	7/9-20/2001	Pine Grove Middle
Required	Completion of MLO Backmapped Document – <i>Reading to Perform a Task</i>	Alison Donlon	2 weeks	Strategies #1,2,3,4,6 Indicators #2,3,5	Curriculum Workshop Committee	Curriculum Workshops	7/9- 7/20/01	Pine Grove Middle
Required	Introduction of Reading Series for School-Based Administrators	Jane Lichter	3 sessions	Strategies #1,2,3,4,6 Indicators #2,3,5	Principals Asst. Principals	Included in purchase of new materials	7/25/01 8/13/01 9/17/01	Cockeysville Middle, Perry Hall Middle
Optional	<i>Step Ahead</i> Program Training for Priority Two Schools	Jane Lichter, Tony Anello	1 week	Strategies #1,2,3,4,6 Indicators #2,3,5	Adminis- trators and Untenured Teachers in Priority 2 Schools and REA Schools	MSDE Goals 2000 Grant, Reading Excellence Act Grant (REA)	8/6-9/01	Pine Grove Middle
Required	Countywide Staff Development of Backmapped Documents	Alison Donlon, Jane Lichter	2 days Staff Develop- ment Video	Strategies #1,2,3,4,6 Indicators #2,3,5	Teachers Grades 1-5	Elementary Programs	8/28, 8/29/01	In every elementary school

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	BCPS New Teacher Induction (Language Arts Focus)	Alison Donlon	2 days	Strategies #1,2,3,4,6 Indicators #2,3,5	New BCPS Teachers	Elementary Programs	8/14, 8/16/01	Pine Grove Middle & High
Required	Countywide Staff Development of the Newly Approved Reading Series (initial introduction)	Jane Lichter	36 sessions	Strategies #1,2,3,4,6 Indicators #2,3,5	Teachers Grades 1-5	Included in purchase of new materials	8/28-29/01	Schools in all five areas
Required	Intensive Staff Development of Reading Specialists and Elementary Mentors on the Newly Approved Reading Series	Alison Donlon	9 days	Strategies #1,2,3,4,6 Indicators #2,3,5	Reading Specialists, Mentors	Eisenhower Grant, Elementary Programs, Professional Development	10/4, 10/23, 11/5, 12/14/01 1/17, 2/5, 3/13, 4/15, 5/20/02	Perry Hall Middle, Cockeysville Middle, Towson Sheraton
Required	Training for Language Arts Resource Teachers	Alison Donlon, Jane Lichter, Rose McCauley, Tony Anello	10 days	Strategies #1,2,3,4,6 Indicators #2,3,5	Language Arts Resource Teachers	Elementary Programs	Weeks of 10/15, 11/12, 12/17, 1/7, 2/19, 3/21, 3/27, 4/8, 5/13	ESS

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	“Frequently Asked Questions and Responses” for Implementation of New Reading Series	Jane Lichter	September and October	Strategies #1,2,3,4,6 Indicators #2,3,5	All 106 elementary schools’ faculties	Elementary Programs	10/17/01 Principals’ Meeting 9/01 and 10/01 School Visits	At all 106 elementary schools
Required	Overview of Reading Series for Executive Directors and Assistants	Alison Donlon, Jane Lichter	Fall, 2001	Strategies #1,2,3,4,6 Indicators #2,3,5	Executive Directors and Assistants	Elementary Programs	10/16/01	Building C
Optional	Overview of Reading Series for PTA Advisory Council’s Fall Workshop	Alison Donlon	Fall, 2001	Strategies #1,2,3,4,7 Indicators #2,3,5,14	Parents	Elementary Programs	10/25/01	Cockeysville Middle School
Required	Language Arts Update for Principals and Asst. Principals	Alison Donlon, Jane Lichter	Fall & Spring	Strategies #1,2,3,4,6 Indicators #2,3,5	Principals and Assistant Principals	Elementary Programs	10/30/01 11/1/01 11/2/01 2/02	TBA
Required	Grade Level Planning for use of Reading Series - Classroom Reduction Teachers	Rose McCauley	Fall, 2001	Strategies #1,2,3,4,6 Indicators #2,3,5	Classroom Reduction Teachers	Elementary Programs	11/28/01	TBA

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	“CTBS: Strategies for Improving Student Achievement in Reading and Math”	Tony Annello	1 day	Strategies #1,2,3,4,6 Indicators #2,3,5	Priority 1, 2, 3 Schools’ Faculty and Elementary Programs’ Staff	Elementary Programs	11/20/01	Perry Hall Middle
Required	Planning Language Arts Instruction Using Houghton Mifflin and the MLOs	Alison Donlon, Jane Lichter	10 sessions	Strategies #1,2,3,4,6 Indicators #2,3,5	Teachers Grades 1-5	Elementary Programs	11/21/01	Sheppard Pratt
Required	Individual School-Based Staff Development of the Reading Series	Alison Donlon, Jane Lichter	Ongoing 2001/02	Strategies #1,2,3,4,6 Indicators #2,3,5	BCPS Elementary Teachers	Elementary Programs	2001/02	All BCPS elementary schools
Required	Priority focus on Level One, Two, and Three Elementary Schools	Alison Donlon	Ongoing 2001/02	Strategies #1,2,3,4,6 Indicators #2,3,5	Priority 1, 2, and 3 Teachers and Administrators	Elementary Programs	Weekly 2001/02	Priority 1, 2, 3 Schools
Required	Service to Priority Four Elementary Schools	Alison Donlon	Ongoing 2001/02	Strategies #1,2,3,4,6 Indicators #2,3,5	Priority 4 Teachers and Administrators	Elementary Programs	One visit to every school; individual and cluster service as available	Schools and cluster sites throughout the county

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Parent Meeting In Each Geographic Area Organized Through PTA Council	Alison Donlon, Jane Lichter	11/01- 3/02	Strategies #1,2,3,4,6,7 Indicators #2,3,5,14	BCPS Parents, Grand- parents, and family members	Elementary Programs	In the process of making final arrangements	Meeting sites in all five areas of BC
Required	Align Word Identification Checklist to MSDE Standards, CTBS, Scope and Sequence in Approved Reading Series	Alison Donlon, Jane Lichter	By 6/02	Strategies #1,2,3,4,6 Indicators #2,3,5	Language Arts Team	Elementary Programs	By 6/02	ESS
Required	Word Identification Checklist to PreK- 5 teachers	Alison Donlon, Jane Lichter	By 6/02	Strategies #1,2,3, Indicators #2,3,5	Teachers PreK – Grade 3	Elementary Programs	By 6/02	Sent for Summer Review
Required	MSDE Approved Language Arts Inservice Courses	Alison Donlon	Ongoing 2001/02	Strategies #1,2,3,4,6 Indicators #2,3,5	BCPS Teachers	Dept. of Professional Development	9/01 – 8/02	BCPS Sites
Required	Develop “Language Acquisition Course” following MSDE Guidelines	Alison Donlon	Spring, 2002	Strategies #1,2,3,4,6 Indicators #2,3,5	Language Arts Resource Teachers	Elementary Programs	Spring, '02	ESS

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	Training for Junior Great Books	Alison Donlon	TBA	Strategies #1,2,3,4,6 Indicators #2,3,5	BCPS Classroom Teachers	Included in the purchase of materials	TBA	TBA

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 23, 2001

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Title I Public School Transfer Options**

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE
PERSON(S): Ron Boone, Executive Director of Federal & State Programs

INFORMATION

Letters were mailed to families at Woodlawn Middle and Sussex Elementary during the week of 10/1 regarding Title I School Transfer Options community meetings. These meetings were held on Monday, October 8 (Sussex) and Wednesday, October 10 (Woodlawn) and were attended by school administrators and Department of Federal and State staff members. Six families attended the community meeting at Sussex Elementary School. Forty-nine parents signed in on October 10, 2001 at Woodlawn Middle School. Parents had initially received information on this initiative in letters mailed on September 10. Each school held discussions with parents at Back-to-School Night (Sussex – 9/11, Woodlawn- 9/25). Feedback from these meetings indicated low interest in the transfer options and very high interest in continued school improvement efforts at the two schools.

Applications, a list of eligible schools, a timeline for parents, and a lottery process have been prepared by Federal and State staff. The timeline will be distributed to parents at the community meeting along with a sample application (which will be overprinted “DRAFT” to avoid confusion with the actual applications). The draft application was shared and discussed with parents to facilitate their understanding and to minimize the need for follow-up calls or visits to the schools.

A list of eligible schools, based on September 30, 2001 enrollment reports, has been prepared. The formal applications and list of eligible schools were made available at Sussex Elementary School and Woodlawn Middle School on Monday morning, October 15. Parents will have until Friday, October 26 to apply, and the selection process will occur on Wednesday, October 31. Drafts of space availability profiles for these schools, including available grade levels and programs, are being developed for the October 31, 2001 selection process.

RB/clf

Appendix I – Letter to principals from Dr. Joe Hairston

Appendix II – Frequently asked questions and answers mailed to parents of Sussex Elementary and Woodlawn Middle on September 10, 2001 and distributed at community meetings.

Appendix III – Chart indicating ineligible/eligible schools, including reason(s) for ineligibility.

Appendix IV - September 10, 2001 parent letter from principal at Sussex Elementary

Appendix V – Materials distributed at Sussex Elementary School on October 8, 2001 community meeting, including:

- Draft of Application for Special Transfer, Sussex Elementary School
- Parent Information Timeline for Sussex Elementary School

Appendix VI – Application materials for Sussex Elementary School, including:

- Application for Special Transfer
- List of eligible schools

Appendix VII – September 10, 2001 Parent Letter from acting principal at Woodlawn Middle

Appendix VIII –Materials distributed at Woodlawn Middle School on October 10, 2001 community meeting, including:

- Draft of Application for Special Transfer, Woodlawn Middle School
- Parent Information Timeline for Woodlawn Middle School

Appendix IX-- Application materials for Woodlawn Middle School including:

- Application for Special Transfer
- List of eligible schools

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

To: Principals

From: Dr. Joe Hairston, Superintendent of Schools

Re: Title I School Transfer Options

Recent Title I law provides for families in Title I schools which have not met standards for two years, or which have been made reconstitution eligible, to apply for transfers to other schools in that district. Baltimore County Public Schools has two such identified schools, Woodlawn Middle and Sussex Elementary. Since the start of the school year, system officials and school staff have been informing families regarding their options under this law. Between October 15 and October 26, families who wish a transfer will apply to the school system, with transfer selections to be approved on Wednesday, October 31. Transfers will be effective on November 12, the first day of the second quarter.

It is very important to note several facts related to this process.

1. Baltimore County has many school improvement initiatives, such as our AIT, in place on a continual basis. Our programs impact many more schools than this initiative, which is directed at two schools.
2. Elementary schools with an SPI below 60, and middle schools with an SPI below 70 will not be eligible to receive transfers.
3. Overcrowded schools will not be eligible to receive transfers. BCPS defines an overcrowded school as one exceeding its building capacity or the enrollment at which it was staffed. Additionally, students will not be placed in individual grade levels or programs where the enrollment exceeds the staffing allotment.
4. Eligible schools will be so notified during the week of 10/15 by the Department of Federal and State Programs.
5. Consistent with other school system transfer policies and procedures, transportation will not be provided unless it can be accommodated within existing school bus routes.
6. High schools are not involved in this process.

The Baltimore County Public Schools will implement the Title I School Transfer Options in the same positive, high quality fashion that it does in all of its operations. Your professional approach and response to this initiative is, as always, appreciated. Questions from the media should be referred to Charles Herndon, Office of Communications. Principals or parents with questions should contact the Office of Title I and Grant Assistance at 410-887-3487.

Appendix II

NEW TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT QUESTIONS AND ANSWERS

1. What is “New Title I Accountability Provisions for School Improvement”?

The “New Title I Accountability Provisions for School Improvement” is a new federal law. The provisions are set forth in a Congressional appropriations bill, Public Law 106-554.

2. What does this law provide?

This law provides funds that local school systems are required to use for school improvement efforts in identified Title I schools. In Maryland, the schools are identified either because they are “reconstitution eligible” or because they have not made “adequate yearly progress” on the Maryland School Performance Assessment Program for two consecutive years.

3. What are the requirements of this law?

Under the “New Title I Accountability Provisions for School Improvement,” local school systems must provide students enrolled in these identified schools with the option to transfer to another public school that has not been identified as being in need of school improvement within the district, unless such transfers are prohibited by State law, local law, or local school board policy, or unless the school system lacks the capacity to offer the transfer option.

4. What does this mean for Baltimore County Public Schools?

In Baltimore County, there are two schools that have been identified under the new accountability provisions. They are Woodlawn Middle School and Sussex Elementary School. In addition to other measures that support school improvement, our system will need to offer transfer options to students assigned to these schools.

5. Will students have to transfer from these schools?

No. There are many valid reasons why families can decide with confidence that it is in their children’s best interest to remain at their currently assigned schools.

6. What school improvement support is being provided by the Baltimore County Public Schools?

Our system is actively addressing school improvement needs in Baltimore County. Strategies that will benefit many of our students include opportunities such as extended day and extended year learning programs, additional training for teachers, and reading class size reduction. Students at Sussex Elementary School and Woodlawn Middle School will benefit from the implementation of additional services designed to meet their local needs.

7. What is the system’s capacity to meet this requirement?

Currently, we anticipate that Baltimore County has schools that are likely to have some spaces available for additional students. However, the number of spaces available cannot be finalized until after the September 30, 2001, enrollment data has been collected and analyzed.

8. Will the Baltimore County Public Schools need to provide transportation to students requesting transfers?

If there is need for transportation, the school system does not currently have the capacity to provide it and would need to seek additional funds.

9. How will this impact other Baltimore County Public Schools?

Some schools could experience increased enrollment; however, the system will not subject receiving schools to overcrowding in the course of implementing this legal requirement. The procedures that are being recommended for implementing "New Title I Accountability Provisions for School Improvement" include definitions for overcrowding based on building capacity, school staffing ratios, and class size.

10. What procedures will provide equitable treatment to families seeking a transfer?

The staff is recommending a set of procedures that include the use of a computerized random lottery in cases where the number of requests exceeds the number of available openings at any given requested location. The use of this type of lottery is consistent with the system's practice in magnet school placements.

11. Will families need to reapply for transfers each year?

No. Children can continue attending that school until it is time to go to middle or high school. However, if families decide they want their children to return to their home schools, they may withdraw their children from the new school and re-enroll at the home school.

12. What is the recommended time frame for communicating and implementing the "New Title I Accountability Provisions for School Improvement"?

- At orientation and back-to-school meetings, families will be presented with information about the Baltimore County Public Schools' efforts on behalf of school improvement at Sussex Elementary School and Woodlawn Middle School.
- During the first week in October, a letter will be mailed to families containing information and timelines regarding transfer options and inviting them to community meetings at their schools. This information will also be presented on the Education Channel and the BCPS website.
- At these community meetings, families will receive information regarding school improvement at Sussex Elementary School and Woodlawn Middle School, as well as information on the procedures to follow in requesting transfers.
- Following the collection and analysis of the September 30, 2001, enrollment data, staff will determine which schools have spaces available to receive transfer students.
- A list of eligible schools will be distributed along with applications for transfer no later than October 15, 2001.
- Families will be asked to submit their applications to the Title I and Grant Assistance Office as early as October 15, 2001, and no later than October 26, 2001. Applications will be processed in order to conduct a centralized random lottery on October 31, 2001. Families will be informed of decisions by the end of the first marking period, no later than November 9, 2001.

13. How soon may students transfer?

In order to fulfill its obligations under the law to implement carefully the school transfer option and in order to measure accurately the capacity of particular schools to receive additional students, the school system will not offer the transfer option before the September 30, 2001, enrollment data has been reported, and will not actually place students in other schools before the end of the first quarter marking period of the 2001-2002 school year.

Baltimore County Public Schools
 Title I Public School Transfer Options
 Eligible/Ineligible Schools

ELEMENTARY SCHOOLS	INELIGIBLE/ELIGIBLE		INELIGIBLE	INELIGIBLE-CAPACITY		INELIGIBLE-STAFFING	
	X	X	Low SPI	Capacity / 9-30 Enrollment		Staffed at / 9-30 Enrollment	
Glyndon Elementary		X				(36 Seats Available)	
Grange Elementary		X				(23 Seats Available)	
Gunpowder Elementary	X					512	520
Halethorpe Elementary	X					407	417
Halstead Academy Elemen	X		X				
Hampton Elementary	X					342	352
Harford Hills Elementary	X					333	336
Hawthorne Elementary	X		X				
Hebbsville Elementary	X		X				
Hernwood Elementary	X		X				
Hillcrest Elementary	X					638	646
Jacksonville Elementary		X				(69 Seats Available)	
Johnnycake Elementary	X		X	593	614		
Joppa View Elementary	X					607	608
Kingsville Elementary		X				(9 Seats Available)	
Lansdowne Elementary	X			369	412	428	432
Logan Elementary	X		X				
Lutherville Lab Elementary		X				(24 Seats Available)	
Mars Estates Elementary	X		X				
Martin Blvd. Elementary		X				(4 Seats Available)	
McCormick Elementary	X			459	459		
Middleborough Elementary	X			312	315		
Middlesex Elementary	X		X				
Milbrook Elementary	X		X	345	395		
New Town Elementary	X			706	925	655	931
Norwood Elementary	X			539	581	588	601
Oakleigh Elementary	X					487	507
Oliver Beach Elementary		X				(6 Seats Available)	
Orems Elementary	X					333	337
Owings Mills Elementary		X				(33 Seats Available)	
Padonia Elementary	X					287	302
Perry Hall Elementary	X					521	549
Pine Grove Elementary		X				(8 Seats Available)	
Pinewood Elementary	X					483	484
Pleasant Plains Elementary		X				(4 Seats Available)	

Baltimore County Public Schools
Title I Public School Transfer Options
Eligible/Ineligible Schools

ELEMENTARY SCHOOLS	INELIGIBLE/ELIGIBLE		INELIGIBLE-CAPACITY		INELIGIBLE-STAFFING	
	X	X	Low SPI	Capacity / 9-30 Enrollment	Staffed at / 9-30 Enrollment	
Pot Spring Elementary	X				543	560
Powhatan Elementary	X		X	349 395		
Prettyboy Elementary	X			439 452	478	490
Randalistown Elementary	X		X			
Red House Run Elementary	X				478	483
Reisterstown Elementary		X			(46 Seats Available)	
Relay Elementary		X			(22 Seats Available)	
Riderwood Elementary	X				500	524
Riverview Elementary	X		X			
Rodgers Forge Elementary	X			461 467		
Sandalwood Elementary	X		X			
Sandy Plains Elementary	X				558	603
Scotts Branch Elementary	X		X	541 568		
Seneca Elementary	X				417	419
Seven Oaks Elementary		X			(2 seats Available)	
Seventh District Elementary		X			(15 Seats Available)	
Shady Spring Elementary	X			533 539	558	559
Sparks Elementary	X				458	478
Stoneleigh Elementary		X			(28 Seats Available)	
Summit Park Elementary		X			(23 Seats Available)	
Timber Grove Elementary	X				642	650
Timonium Elementary	X				400	413
Victory Villa Elementary		X			(11 Seats Available)	
Villa Cresta Elementary	X		X		575	582
Warren Elementary		X			(3 Seats Available)	
Weilwood International	X			491 529	500	529
Westchester Elementary	X				453	481
Westowne Elementary	X				443	453
Winand Elementary	X		X			
Winfield Elementary	X		X		604	604
Woodbridge Elementary		X			(12 Seats Available)	
Woodmoor Elementary	X		X			
MIDDLE SCHOOLS						
Arbutus Middle		X			(44 Seats Available)	
Catonsville Middle	X			615 631	568	631

Baltimore County Public Schools
 Title I Public School Transfer Options
 Eligible/Ineligible Schools

ELEMENTARY SCHOOLS	INELIGIBLE/ELIGIBLE		INELIGIBLE	INELIGIBLE-CAPACITY		INELIGIBLE-STAFFING	
	X	X	Low SPI	Capacity / 9-30 Enrollment		Staffed at / 9-30 Enrollment	
Cockeysville Middle		X				(22 Seats Available)	
Deep Creek Middle	X		X				
Deer Park Middle Magnet	X					1233	1309
Dumbarton Middle	X					829	829
Dundaik Middle	X		X			589	609
Franklin Middle	X			1423	1480	1475	1480
General John Stricker Middle		X				(23 Seats Available)	
Golden Ring Middle	X		X	901	910	894	910
Hereford Middle	X					978	990
Holabird Middle	X					759	805
Lansdowne Middle	X		X				
Loch Raven Academy		X				(65 Seats Available)	
Middle River Middle	X		X				
Old Court Middle	X		X				
Parkville Middle	X			1089	1158	1119	1158
Perry Hall Middle		X				(42 Seats Available)	
Pikesville Middle	X			1070	1102	1095	1102
Pine Grove Middle		X				(6 Seats Available)	
Ridgely Middle	X					1054	1075
Southwest Academy	X		X	1112	1283		
Sparrows Point Middle		X				(14 Seats Available)	
Stemmers Run Middle	X		X			954	966

Baltimore County Public Schools
 Title I Public School Transfer Options
 Eligible/Ineligible Schools

ELEMENTARY SCHOOLS	INELIGIBLE/ELIGIBLE		INELIGIBLE	INELIGIBLE-CAPACITY		INELIGIBLE-STAFFING	
	X	X	Low SPI	Capacity / 9-30 Enrollment (17 Seats Available)		Staffed at / 9-30 Enrollment	
Arbutus Elementary		X					
Baltimore Highlands Ele	X		X				
Battle Grove Elementary	X		X				
Bear Creek Elementary	X					302	323
Bedford Elementary		X				500	513
Berkshire Elementary	X		X			(1 Seat Available)	
Campfield Early Childhood	X					375	377
Carney Elementary	X			317	307	381	396
Carroll Manor Elementary	X					550	566
Catonsville Elementary	X					317	326
Cedarmere Elementary	X					397	406
Chadwick Elementary	X		X	461	512	491	530
Chapel Hill Elementary	X			421	493	507	509
Charlesmont Elementary		X				575	585
Chase Elementary	X					(32 Seats Available)	
Chatsworth Elementary	X					407	416
Chesapeake Terrace Elementary	X					402	416
Church Lane Elementary	X		X			250	263
Colgate Elementary	X		X			441	445
Deep Creek Elementary	X		X			302	319
Deer Park Elementary	X			411	490	482	490
Dogwood Elementary	X			481	495	497	509
Dundalk Elementary	X		X	506	589	562	607
Eastwood Center Elementary	X		X	604	627	650	661
Edgemere Elementary	X		X	177	192		
Edmondson Heights Elementary	X		X				
Elmwood Elementary	X		X				
Essex Elementary	X					534	548
Featherbed Lane Elem/Intermediate	X		X			442	445
Featherbed Lane Elem/Primary	X			743	797		
Fifth District Elementary	X			(Included in Above)		427	436
Fort Garrison Elementary	X					292	304
Franklin Elementary	X					456	457
Fullerton Elementary		X				491	507
Glenmar Elementary	X					(31 Seats Available)	
						342	375

Sussex Elementary School

515 South Woodward Drive, Baltimore, MD 21221

To: Sussex Elementary School Community
From: Judith Reber, Principal
Re: Title I Public School Transfer Options
Date: September 10, 2001

The purpose of this letter is to inform you of a new program involving Title I Public School Transfer Options available to families at Sussex Elementary School. As you may be aware, Sussex Elementary School has been participating in the federal Title I program. In Baltimore County, Title I provides additional services to schools with 50% or more students eligible to participate in the Free and Reduced Price Meals program. The purpose of Title I is to improve teaching and learning.

While our 2000 MSPAP results at Sussex showed some improvements, participation in Title I Public School Transfer Options is based on our performance from 1998 and 1999. Both of those years showed declines in our MSPAP test scores. As a result, students who are enrolled at Sussex Elementary School are eligible to apply for special transfer to certain other Baltimore County public schools.

The timeline for families that choose to apply for transfers to other eligible schools is:

- Monday, Oct. 15, 2001 -- Applications, a list of eligible schools, and transfer procedures will be available at Sussex.
- Monday, Oct. 15 through
Friday, Oct. 26, 2001 -- Applications for special transfers must be completed and submitted to the Title I Office at 6901 Charles St., Towson, Maryland 21204.
- Friday, Nov. 9, 2001 -- The Office of Title I and Grant Assistance will make every effort to issue a decision by this date.

To share more detailed information with you, the school will hold a public meeting to discuss the Title I Public School Transfer Options in early October. We will mail you an invitation to this meeting during the first week of October. We invite you to come and learn more about the opportunities available to Sussex families.

So that our staff may focus on your children during the school day, and so we can provide our most informed personnel to answer your questions, we ask that all inquiries be directed to (410) 887-0182 between the hours of 3:00 p.m. and 5:00 p.m. Monday through Friday. We understand that this may not always be possible for parents and that you may need to call at other times. As always, we will do our very best to offer you quality service whenever you call.

Appendix V

Sussex Elementary School Title I Public School Transfer Options Parent Information Timeline

DATE	PROCEDURE
Monday, 10/8	-- Community meeting held at Sussex Elementary School regarding the process for Title I Public School transfer Options.
Monday, 10/15	-- Applications and lists of elementary schools eligible to receive students from Sussex Elementary will be available for parents in the school office.
Friday, 10/26	-- Deadline for families to file application requests. Requests should be mailed or delivered to: Linda Cassell Office of Title I and Grant Assistance ESS Building Baltimore County Public Schools 6901 Charles Street Towson, MD 21204
Wednesday, 10/31	-- School system officials conduct a computerized random lottery at the Office of Title I and Grant Assistance.
Friday, 11/2 to Friday, 11/9	-- Families and schools are notified of lottery results.
Monday, 11/12	-- First day of the second grading period. Students granted transfers begin at newly assigned schools.

BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT
Application for Special Transfer
Sussex Elementary School
School Year 2001- 2002

INSTRUCTIONS: Read carefully the information provided in *Procedures for Special Permission Transfers as Required by the Title I Accountability Provisions for School Improvement* before completing this form. Parents/guardians should retain a photocopy of the completed application for their records. The parent/guardian of the eligible student is to complete Part I and submit the application **no later than October 26, 2001**, to:

Office of Title I and Grant Assistance
Attention Mrs. Linda Cassell, Coordinator
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

PART I: SCHOOL TRANSFER REQUEST

Name of Student: _____ Date of Birth: _____
School Currently Attending: _____ Current Grade: _____
Home School According to Residence: _____

Name of Parent/Guardian: ___ Dr. ___ Mr. ___ Mrs. ___ Ms. ___ Miss ___
Street Address: _____ City/State _____ ZIP _____
Telephone Number: (Home) _____ (Work) _____ (Other) _____
Email Address: (Home) _____ (Work) _____
Signature of Parent/Guardian: _____ Date: _____

PART II: TRANSFER REVIEW/DECISION (To be completed by Office of Title I and Grant Assistance)

___ Approved ___ Denied for reason(s) of:
 ___ Overcrowded Conditions
 ___ Request/Reason Inconsistent with Procedures
 ___ Application Late
 ___ Not Selected Through Random Lottery Process

Signature of Title I Office Representative: _____

APPEALS: Must be made in writing within 10 calendar days of the date of this decision to:

Mr. Ronald Boone, Executive Director
Department of State and Federal Programs
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT
Application for Special Transfer
Sussex Elementary School
School Year 2001- 2002

INSTRUCTIONS: Read carefully the information provided in *Procedures for Special Permission Transfers as Required by the Title I Accountability Provisions for School Improvement* before completing this form. Parents/guardians should retain a photocopy of the completed application for their records. The parent/guardian of the eligible student is to complete Part I and submit the application no later than **October 26, 2001**, to:

Office of Title I and Grant Assistance
 Attention Mrs. Linda Cassell, Coordinator
 Baltimore County Public Schools
 6901 Charles Street
 Towson, Maryland 21204

PART I: SCHOOL TRANSFER REQUEST

Name of Student: _____ Date of Birth: _____
 School Currently Attending: _____ Current Grade: _____
 Home School According to Residence: _____

Name of Parent/Guardian: ___ Dr. ___ Mr. ___ Mrs. ___ Ms. ___ Miss _____
 Street Address: _____ City/State _____ ZIP _____
 Telephone Number: (Home) _____ (Work) _____ (Other) _____
 Email Address: (Home) _____ (Work) _____
 Signature of Parent/Guardian: _____ Date: _____

PART II: TRANSFER REVIEW/DECISION (To be completed by Office of Title I and Grant Assistance)

___ Approved ___ Denied for reason(s) of:

___ Overcrowded Conditions
 ___ Request/Reason Inconsistent with Procedures
 ___ Application Late
 ___ Not Selected Through Random Lottery Process

Signature of Title I Office Representative: _____

APPEALS: Must be made in writing within 10 calendar days of the date of this decision to:

Mr. Ronald Boone, Executive Director
 Department of State and Federal Programs
 Baltimore County Public Schools
 6901 Charles Street
 Towson, Maryland 21204

BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT

Application for Special Transfer
Sussex Elementary School
School Year 2001- 2002

INSTRUCTIONS: Below is the approved list of elementary schools designated as eligible to accept *Title I Accountability Provisions for School Improvement* transfers from Sussex Elementary School. Transfer requests will be approved or denied in accordance with *Procedures for Special Permission Transfers as Required by Title I Accountability Provisions for School Improvement*. Please indicate any school that you would be willing to have your child attend in order of preference beginning with 1 as your first choice, 2 as your second choice, 3 as your third choice, etc. You may select as many schools as you wish. Your child will be considered for transfer only to schools indicated by you on the list below.

Please note that, although space is available at these schools, individual grade levels and programs may be over enrolled, making them ineligible for transfers.

School

Arbutus (SW)	_____	Pleasant Plains (C)	_____
Bedford (NW)	_____	Reisterstown (NW)	_____
Charlesmont (SW)	_____	Relay (SW)	_____
Fullerton (NE)	_____	Seven Oaks (NE)	_____
Glyndon (NW)	_____	Seventh District (C)	_____
Grange (SE)	_____	Stoneleigh (C)	_____
Jacksonville (C)	_____	Summit Park (NW)	_____
Kingsville (NE)	_____	Victory Villa (NE)	_____
Lutherville (C)	_____	Warren (C)	_____
Martin Boulevard (NE)	_____	Woodbridge (SW)	_____
Oliver Beach (SE)	_____		
Owings Mills (NW)	_____		
Pine Grove (NE)	_____		

SE – Southeast Area
 NW – Northwest Area

NE – Northeast Area
 SW – Southwest Area

C – Central Area

Woodlawn Middle School

3033 St. Lukes Lane, Baltimore, MD 21207

To: Woodlawn Middle School Community
From: Jerilyn C. Roberts, Acting Principal
Re: Title I Public School Transfer Options
Date: October 4, 2001

The purpose of this letter is to invite you to attend a meeting to discuss the Title I Public School Transfer Options on October 10, 2001. This meeting, which is being held in our school library, will begin at 6:30. We invite you to come and learn more about the opportunities available to Woodlawn Middle School families.

As you may be aware, Woodlawn Middle School has been participating in the federal Title I program. In Baltimore County, Title I provides additional services to schools with 50% or more students eligible to participate in the Free and Reduced Price Meals program. The purpose of Title I is to improve teaching and learning.

Because Woodlawn Middle School has been identified by the Maryland State Department of Education as eligible for local reconstitution, students who are enrolled at Woodlawn Middle School are eligible to apply for special transfers to certain other Baltimore County public schools.

The timeline for families that choose to apply for transfers to other eligible schools is:

- Monday, Oct. 15, 2001 -- Applications, a list of eligible schools, and transfer procedures available at Woodlawn Middle.
- Monday, Oct. 15 through
Friday, Oct. 26, 2001 -- Applications for special transfers must be completed and submitted to the Title I Office at 6901 Charles St., Towson, Maryland 21204.
- Friday, Nov. 9, 2001 -- The Office of Title I and Grant Assistance will make every effort to issue a decision by this date

So that our staff may focus on your children during the school day, and so we can provide our most informed personnel to answer your questions, we ask that all inquiries be directed to 410-887-1304. As always, we will do our very best to offer you quality service whenever you call.

**Woodlawn Middle School
Title I Public School Transfer Options
Parent Information Timeline**

DATE	PROCEDURE
Wednesday, 10/10	-- Community meeting at Woodlawn Middle School regarding the process for Title I Public School transfer Options.
Monday, 10/15	-- Applications and lists of middle schools eligible to receive students from Woodlawn Middle will be available for parents in the school office.
Friday, 10/26	-- Deadline for families to file application requests. Requests should be mailed or delivered to: Linda Cassell Office of Title I and Grant Assistance ESS Building Baltimore County Public Schools 6901 Charles Street Towson, MD 21204
Wednesday, 10/31	-- School system officials conduct computerized random lottery at the Office of Title I and Grant Assistance.
Friday, 11/2 to Friday, 11/9	-- Families and schools are notified of lottery results.
Monday, 11/12	-- First day of the second grading period. Students granted transfers begin at newly assigned schools.

BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT
Application for Special Transfer
Woodlawn Middle School
School Year 2001- 2002

INSTRUCTIONS: Read carefully the information provided in the *Procedures for Special Permission Transfers as Required by the Title I Accountability Provisions for School Improvement* before completing this form. Parents/guardians should retain a photocopy of the completed application for their records. The parent/guardian of the eligible student is to complete Part I and submit the application **no later than October 26, 2001**, to:

Office of Title I and Grant Assistance
Attention Mrs. Linda Cassell, Coordinator
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

PART I: SCHOOL TRANSFER REQUEST

Name of Student: _____ Date of Birth: _____
School Currently Attending: _____ Current Grade: _____
Home School According to Residence: _____

Name of Parent/Guardian: ___ Dr. ___ Mr. ___ Mrs. ___ Ms. ___ Miss _____
Street Address: _____ City/State _____ ZIP _____
Telephone Number: (Home) _____ (Work) _____ (Other) _____
Email Address: (Home) _____ (Work) _____
Signature of Parent/Guardian: _____ Date: _____

PART II: TRANSFER REVIEW/DECISION (To be completed by Office of Title I and Grant Assistance)

___ Approved ___ Denied for reason(s) of:
 ___ Overcrowded Conditions
 ___ Request/Reason Inconsistent with Procedures
 ___ Application Late
 ___ Not Selected Through Random Lottery Process

Signature of Title I Office Representative: _____

APPEALS: Must be made in writing within 10 calendar days of the date of this decision to:

Mr. Ronald Boone, Executive Director
Department of State and Federal Programs
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT
Application for Special Transfer
Woodlawn Middle School
School Year 2001- 2002

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 Telephone Number: (Home) _____ (Work) _____ (Other) _____
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 Signature of Parent/Guardian: _____ Date: _____

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BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT
Application for Special Transfer
Woodlawn Middle School
School Year 2001- 2002

INSTRUCTIONS: The approved list of middle schools designated as eligible to accept *Title I Accountability Provisions for School Improvement* transfers from Woodlawn Middle School is on page 3. Transfer requests will be approved or denied in accordance with the *Procedures for Special Permission Transfers as Required by the Title I Accountability Provisions for School Improvement*.

Please indicate any school that you would be willing to have your child attend in order of preference beginning with 1 as your first choice, 2 as your second choice, 3 as your third choice, etc. You may select as many schools as you wish. (*See note below if your child is enrolled in a special education program.) Your child will be considered for transfer only to schools indicated by you on the list on page 3.

NOTE

If your child is enrolled in a special education program for (please circle):	You may only select from these schools:
Functional Services	General Stricker (SE), Loch Raven (C), Perry Hall (NE)
Emotionally Disturbed Services	Arbutus (SW), General Stricker (SE)
Life Skills Services	Perry Hall (NE)
Adapted Self-Contained	All eligible schools listed

BALTIMORE COUNTY PUBLIC SCHOOLS
TITLE I ACCOUNTABILITY PROVISIONS FOR SCHOOL IMPROVEMENT
Application for Special Transfer
Woodlawn Middle School
School Year 2001- 2002

Please note that, although space is available at these schools, individual grade levels and programs may be over enrolled, making them ineligible for transfers.

School

Arbutus (SW)	_____	Loch Raven (C)	_____
Cockeysville (C)	_____	Pine Grove (NE)	_____
Perry Hall (NE)	_____	Sparrows Point (SE)	_____
General Stricker (SE)	_____		

NE – Northeast Area
SW – Southwest Area

SE – Southeast Area
NW – Northwest Area

C – Central Area

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: October 23, 2001
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Following the Blueprint for Progress: A Report on Results
ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction
RESOURCE PERSON(S): Donna Flynn, Executive Director of Assessment

INFORMATION

The enclosed report documents systemwide progress on meeting the 16 Indicators of Progress and in implementing the 16 Key Strategies which comprise the *Blueprint for Progress* approved by the Board of Education last year. An appendix provides more detailed information, including student performance data disaggregated by gender and race. The report also includes an executive summary and an analysis of key findings.

DF/jmg
Attachment(s)

BALTIMORE COUNTY PUBLIC SCHOOLS

FOLLOWING THE BLUEPRINT FOR
PROGRESS:

A REPORT ON RESULTS

Department of Assessment and Student Data

Donna Flynn
Executive Director
October, 2001

Section 1

Indicators of Progress

Table of Contents

	Page
Executive Summary.....	1
Section 1	
Indicators of Student Progress	
- Attendance	2
- CTBS.....	3
- MSPAP	4
- IMAP.....	5
- Grade Level Expectations	6
- Functional Tests	7
- Dropout Rate	8
- Algebra I Exams	9
- Biology, English 9, Government Exams	10
- Advanced Placement Exams	11
- SAT	12
- University of Maryland and Career Completer Requirements.....	13
- PTA Membership	14
- Volunteers.....	15
- Parent Satisfaction	16
- Key Findings	17
Section 2	
Key Strategies	
- Expectations	18
- Essential Curriculum	19
- Research-Based Instructional Practices	20
- Multicultural Perspective	21
- Milestone Assessments	22
- Technology	23
- Communication	24
- Behavior Expectations	25
- Values	26
- Student Support Services	27
- Quality Work Force	28
- Professional Development	29
- Organizational Performance	30
- Facilities	31
- Support Services	32
- Community and Legislative Support	33

Appendix

Appendix

1	CTBS Grade 2 Reading	i
2	CTBS Grade 2 Math	ii
3	Functional Tests-Disaggregated	iii
4	Algebra I (by gender)	iv
5	English and Biology Exams (by race)	v
6	English and Biology Exams (by gender)	vi
7	Government Exam (by race)	vii
8	Government Exam (by gender)	viii
9	AP Exams – Pass Rate and Participation Rates (by race)	ix
10	AP Exams – Pass Rate and Participation Rate (by gender)	x
11	SAT – County, State, National Scores (by race)	xi
12	SAT – County, State, National Scores (by gender)	xii
13	Goals Progress by School	xiii-xv
14	Progress Towards Goals by Area	xvi

RESULTS REPORT—2000-01 EXECUTIVE SUMMARY

In his inaugural year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education *The Blueprint for Progress*, a document that outlines the goals and benchmarks designed to ensure improvement throughout our school system. Adopted by the Board on November 21, 2000, *The Blueprint for Progress* has provided schools and offices with clear criteria for measuring progress towards high expectations for improved student and organizational performance. This report documents our progress as a district after one year of following the guidelines in *The Blueprint for Progress*.

Section 1 examines student performance data for the 16 Indicators of Student Achievement Progress. Most performance data are presented over time and are disaggregated by race and by gender. It is important to note that MSPAP data are not yet available from the State Department of Education, so a separate report will be released in January, 2002. In 2000, reading and math skills measured by the norm-referenced CTBS in grades 2,4, and 6 revealed improvement in all areas, with all three grades exceeding the national norms in percentages of students at or above grade level. Particularly encouraging were second grade reading scores where evidence of a narrowing achievement gap can be seen. However, a significant achievement gap between African-American students and white students persists in student performance data in middle and high school. Despite a significant 24 point increase in combined verbal and math scores for the class of 2001 and an 18 point increase for African-American seniors, African-American students still score significantly lower on SAT's than their white peers. Similar disparities are evident in functional test data from grade 8 and in end-of-course exams in high school courses, as well as in participation and pass rates for Advanced Placement exams. Key findings of student performance data are summarized at the conclusion of Section 1.

Section 2 highlights examples of the 16 Key Strategies outlined in *The Blueprint for Progress* as they were implemented throughout the organization during 2000-01. These approaches to improvement were designed to ensure focus on results that were aligned to the longstanding goals of the Baltimore County Public Schools:

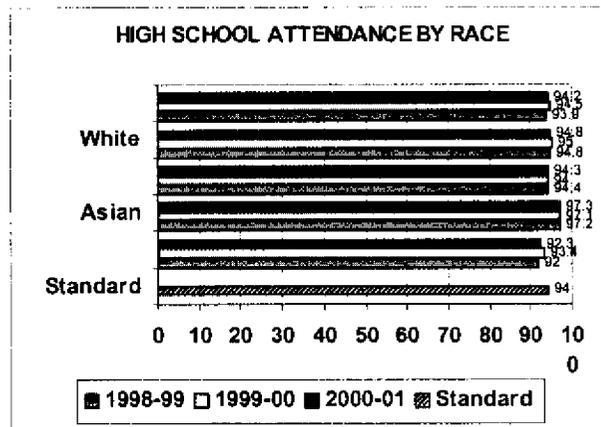
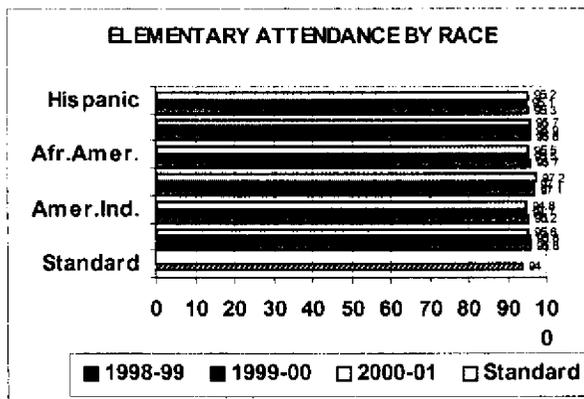
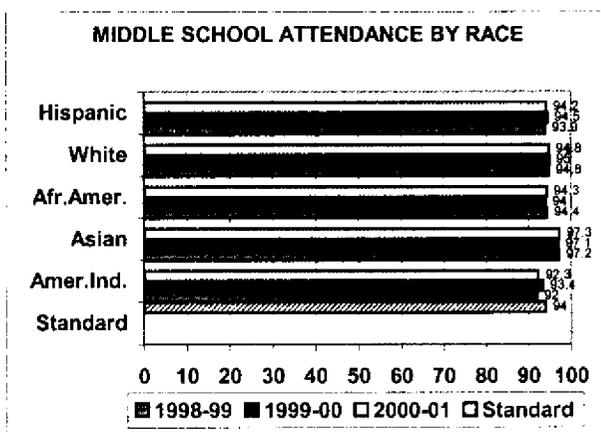
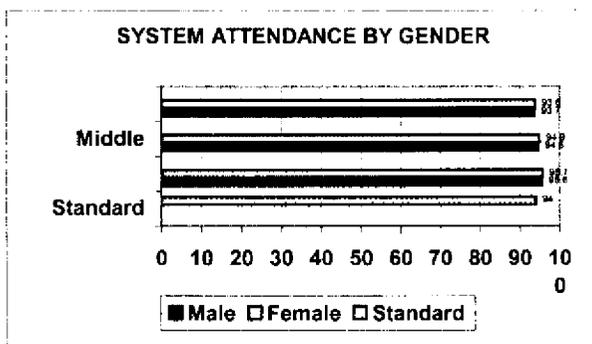
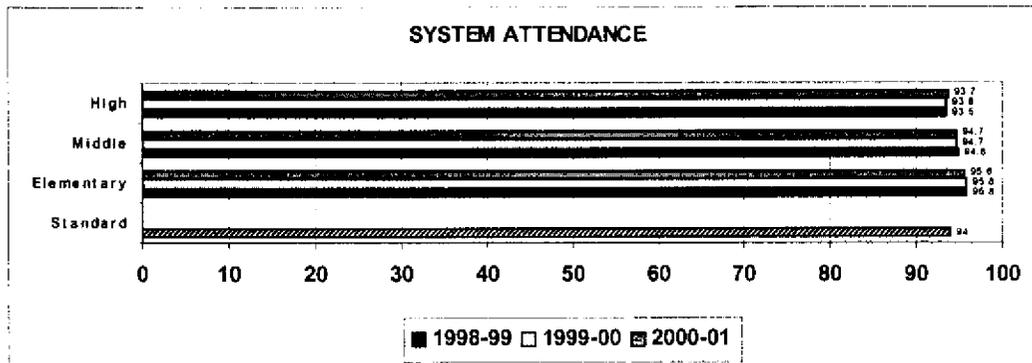
- To improve achievement for all students
- To maintain a safe and orderly learning environment
- To use resources effectively and efficiently.

Following examples of strategies implemented in 2000-01 are descriptions of how we will improve our results through strategies in their early stages of implementation in 2001-02. Strategies for improvement are aligned to the system priorities adopted in the FY 02 Budget.

Section 3 is an appendix which provides additional information in the form of graphs and tables. References to pertinent appendices may be found in the text of sections 1 and 2. Data disaggregated by race and gender appear in this section, as well as comparative school-level data.

Indicators of Student Achievement Progress

- All schools will have annual student attendance rates of at least 94% (state standard).



What is measured:

Average daily attendance by race for Baltimore County elementary, middle, and high schools from 1998-99 through 2000-01. Results are compared to the state standard for satisfactory.

What does it show:

In elementary school, all races reached the state satisfactory standard. In middle school, all races except American Indians met the state standard for satisfactory in 2000-01. In high school, Asians and white students met the standard for satisfactory in 2000-01.

In 2000-01, 127 schools met state standards for attendance; 24 schools did not meet the state standard.

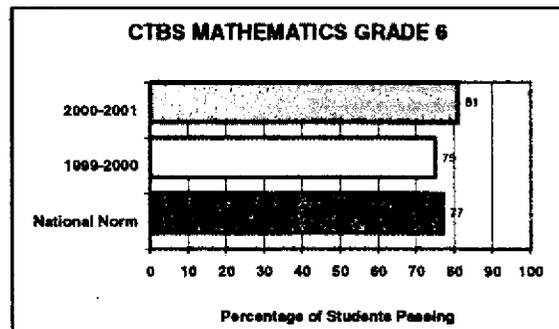
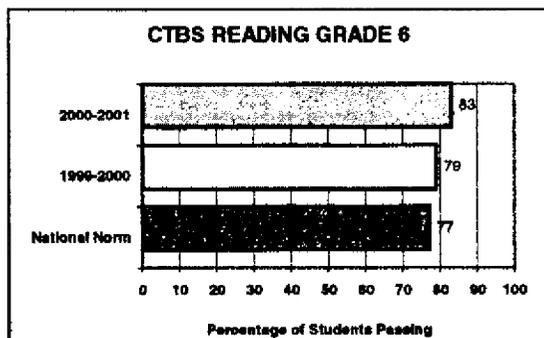
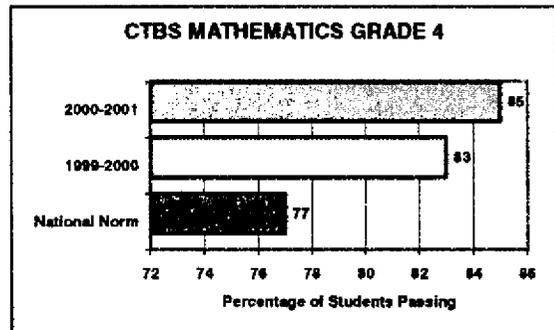
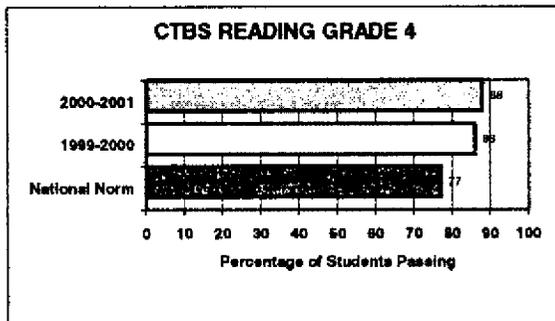
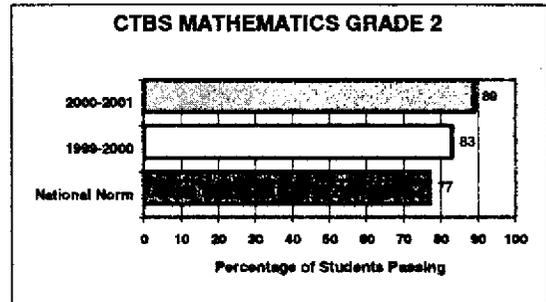
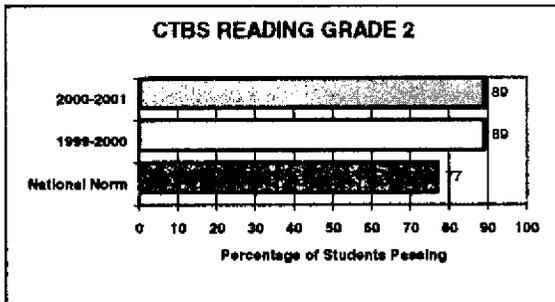
Indicators of Student Achievement Progress

- All students will score at or above grade level in reading and mathematics, based on the Comprehensive Tests of Basic Skills/5 (county standard).

In 2001, all races and genders exceeded the national norms in the percent of second grade students reading at/above grade level (see Appendix 1). Eighty-five percent of African-American students scored at or above grade level; 94% of white students and 94% of Asian second graders reached these levels. Overall, 89% of Baltimore County Public Schools' second graders scored at or above grade level in 2001, compared with 87% in 1997.

Students in grades 2, 4, and 6 exceeded the national norms in the percent scoring at or above grade level in reading and math for the school year 2000-01. In 1999-00, only grade 6 math scores failed to exceed national norms. The Baltimore County Public Schools percentage at or above grade level is lower in grade 6 than in grades 2 and 4. Scores in all three areas improved from 2000 to 2001.

Disaggregated data is available only for grade 2 reading and math (see Appendix 2).



Indicators of Student Achievement Progress

- All schools will score at least 100 on the school performance index, which incorporates all subjects measured on the Maryland School Performance Assessment Program – MSPAP (state standard).
 - 2000-2001 data is embargoed until released by the Maryland State Department of Education

Indicators of Student Progress

- **Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program – IMAP (state standard).**

MSDE did not establish a state standard for IMAP for 2000-01. All special education students exempted from MSPAP will be assessed through IMAP this year.

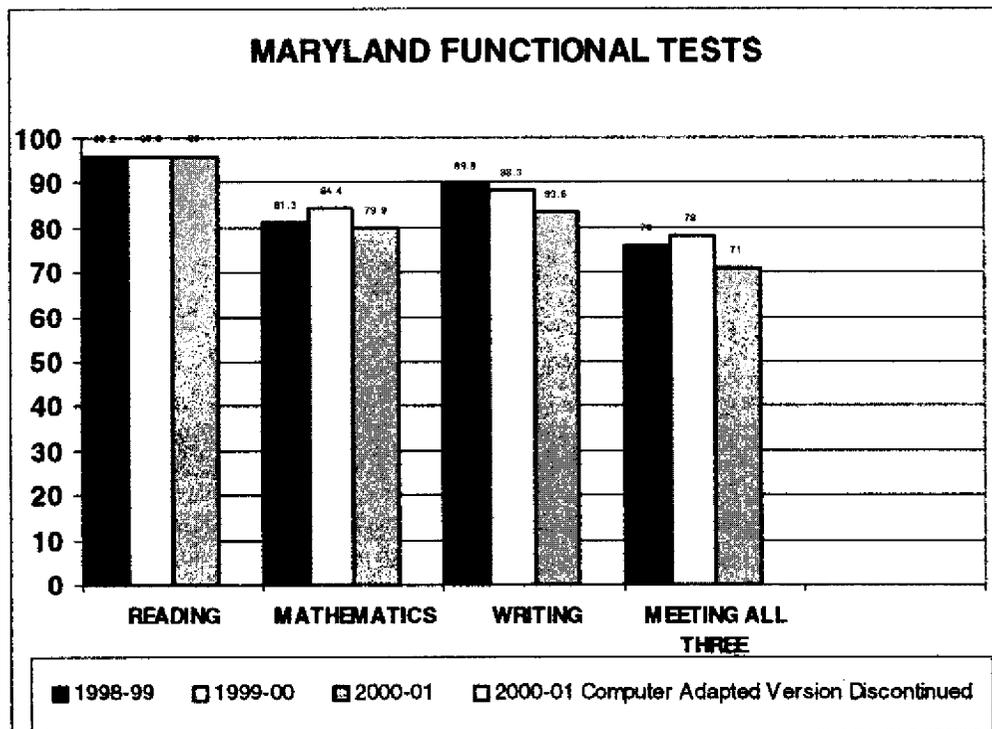
Indicators of Student Achievement Progress

- All students will meet system-defined grade level expectations prior to promotion (county standard).

System defined grade level expectations for promotion have not yet been developed.

Indicators of Student Achievement Progress

- All students will pass the three Maryland Functional Tests by the end of grade 8 (county standard).
 - The percent of eighth graders passing all three functional tests declined to 71% in 2000-01. Pass rates declined in writing (83.5%) and math (79.9%) and stayed the same in reading (96%).
 - When data are disaggregated by gender, females are shown to have higher pass rates in writing and males and females have comparable pass rates in reading and math. (see Appendix 3)
 - When data are analyzed by race, African-American students earn lower pass rates in all three tests than their white peers, with the most significant gap in math. (see Appendix 3)



What is being measured?

The percent of eighth grade students who passed all three of the Maryland Functional Tests in the year 2000-2001

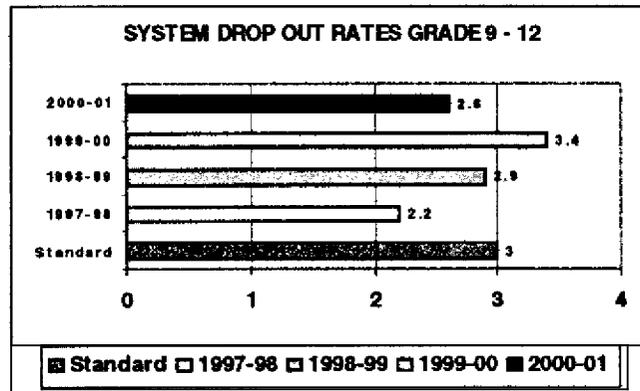
What does the data show?

The percent passing all three Maryland Functional Tests declined this year after a rise the year before. Math scores were affected by the State's decision to discontinue the computer-adapted version of the test as a result of a security breach in another county.

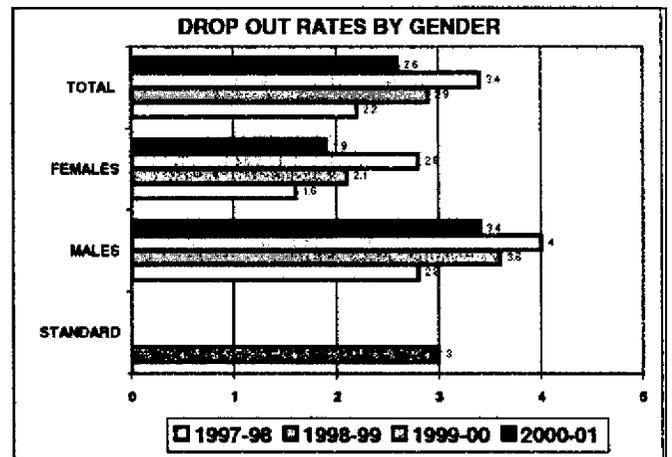
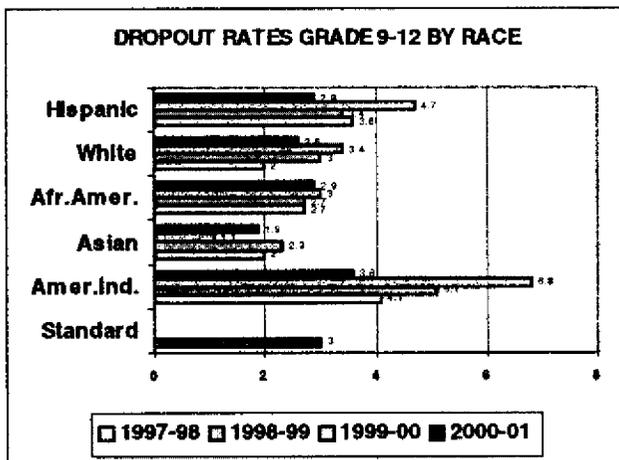
Note: The single values shown at the top of this graph represent the current year only.

Indicators of Student Achievement Progress

- All high schools will have annual dropout rates of less than 3% (state standard).
 - Systemwide, Baltimore County's drop-out rate improved in 2000-01 exceeding the state's 3% standard with a drop-out rate of 2.6%. When data are disaggregated by race, American Indian students failed to meet state standards. When data are disaggregated by gender, males failed to meet the standard.



In 2001 all races except American Indian achieved the state standard of 3% or less dropouts. All races showed decreases in the dropout rate from 1999-00 to 2000-01. Asians had the lowest rate at 1%. The rates for blacks and whites were similar at 2.9 and 2.6 percents, respectively.



Though males and females both dropped out of school at lower rates in 2000-01 than in 1999-00, males, at a rate of 3.4%, exceeded the Maryland standard of 3%.

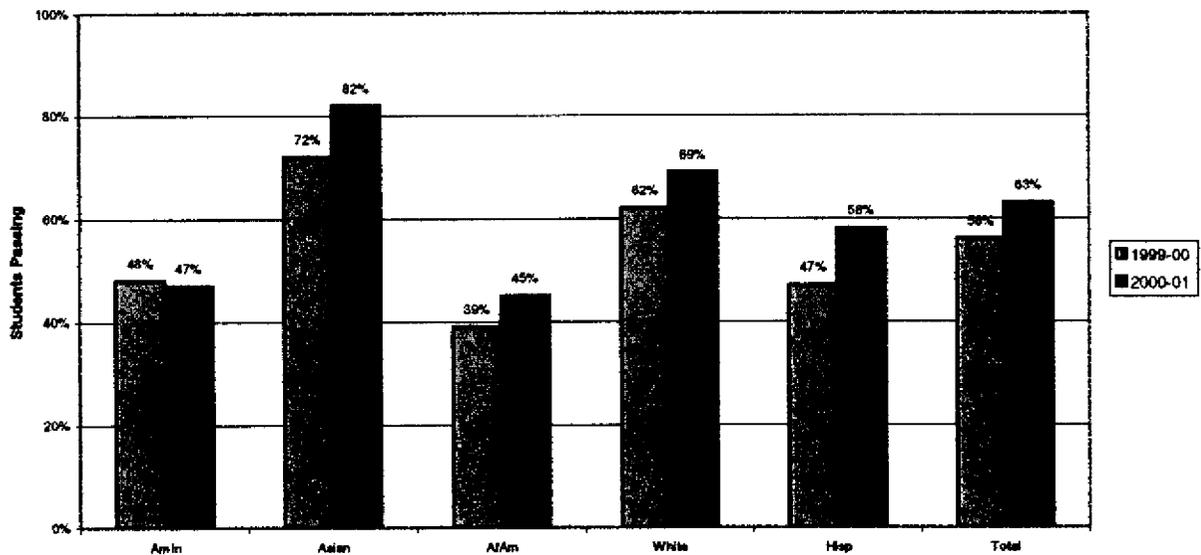
Indicators of Student Achievement Progress

- All students will pass the Algebra 1 Maryland High School Assessment (HSA) by the end of grade 9 (county standard).

The state has not yet established a standard for this test.

In preparation for this requirement, Baltimore County Public Schools has developed its own Algebra 1 final exam, using High School Assessment format. In 2001, 63% of students enrolled in Algebra 1 passed the county final. There was not significant difference in the pass rates of females and males (63% and 62% respectively) (see Appendix 4), but pass-rates vary significantly among our three most represented ethnic groups. Asian students had a 82% pass rate; white students had a 69% pass rate; and African-American students had a 45% pass rate. All three groups improved their 1999 pass rates.

BCPS Countywide Algebra I Exam Pass Rates by Race



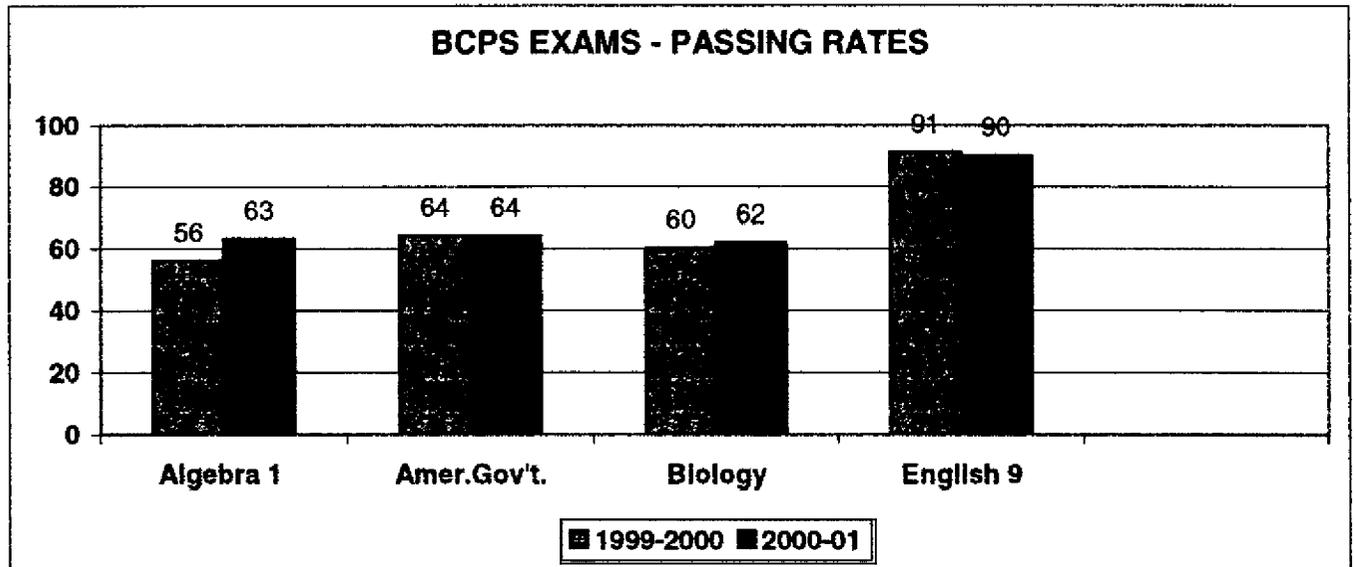
Amin = American Indian
AfAm = African American
Hisp = Hispanic

Indicators of Student Achievement Progress

- All students enrolled in Biology, English 9, Government, and Geometry will pass the Maryland High School Assessment for the course on the first attempt (state/county standard).

While the Maryland High School Assessment program is in a developmental stage, no passing standard has been established for state exams. In order to prepare students for these requirements, and to assess their mastery of county Essential Curriculum, final exams have been developed and required in these areas. Although a countywide exam for Geometry has been developed and field-tested, a pass standard will not be applied to that exam until the 2001-02 school year. Consequently, no data on Geometry is available for this report. In 2000-01, 62% of students enrolled in Biology passed the final exam; 54% passed the American Government exam, and 90% passed the English 9 exam. In all 3 exams, a higher percentage of females passed the exams than males (see Appendix 6,8). African-American students had lower passing rates than white students who had lower passing rates than Asian students (see Appendix 5, 7). Differences in pass rates were smallest in the English 9 exam

(see appendix 5). The algebra exam's pass rate improved the most in 2000-01. One possible reason for that improvement was the introduction of required unit tests throughout the year.



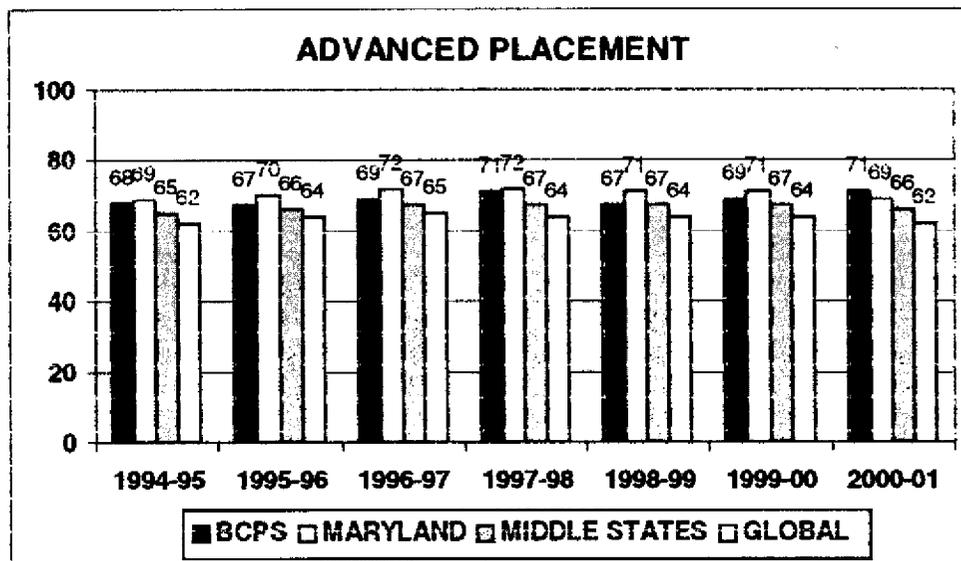
Indicators of Student Achievement Progress

- All high schools will have participation rates of at least 7% and mean passing rates for Advanced Placement examinations that exceed the national mean passing rate (county standard).

Our participation rate for 2000-01 was 6.6%, compared to 1999's 6.3% participation rate. Twelve high schools improved their pass rates and 9 high schools met or exceeded the 7% standard. Our pass rate for 2000-01 was 71.4%, compared to 1999's pass rate of 67%. Ten high schools met the 70% pass rate standard.

When data are disaggregated by gender, 54% of AP exams were taken by females, a consistent pattern over time. The pass rate of 76% compared to 67% for females continues a pattern of slightly higher pass rates for males.(see Appendix 10)

When analyzed by race, significantly more AP exams are taken by white students, and the pass rate is significantly lower for African-American students than for white students. (see Appendix 9)



In 2000-01, the Baltimore County Public Schools' Advanced Placement pass-rate exceeded the State, regional, and global pass-rates. Advanced Placement exams are scored on a scale of 1 to 5, with a score of 3 or better identified as a passing score. Colleges identify cut-off scores, which qualify students for college credit.

Indicators of Student Achievement Progress

- All high schools will have participation rates and mean verbal and mathematics scores for the SAT that exceed the national participation rate and mean verbal and mathematics scores (county standard).

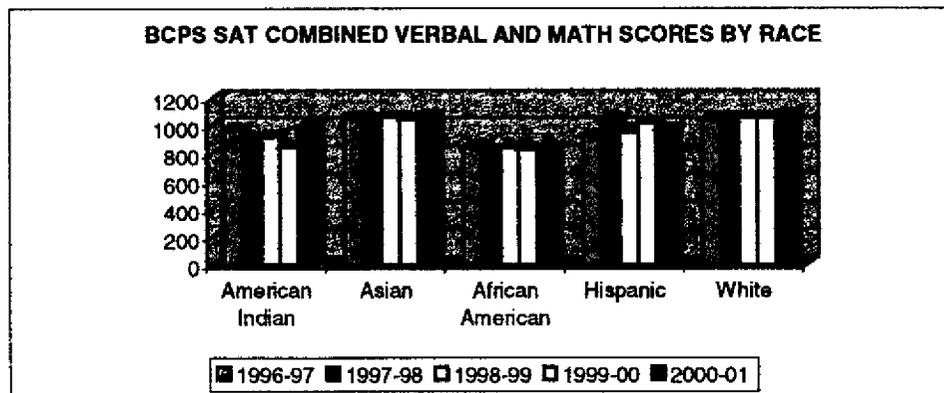
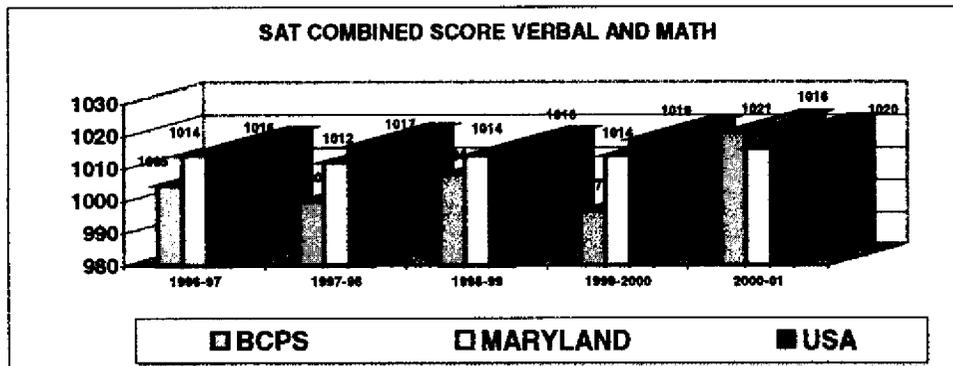
The SAT participation rate for 2000-01 was 52%, compared to 55% in 1999-2000. The 2000-01 percentage exceeded the national participation rate of 45%. Fourteen high schools met or exceeded the national participation rate.

The verbal mean SAT score was 506 in 2000-01 compared to 496 in 1999-2000 and meeting the standard of the national mean verbal score of 506.

The math mean SAT score was 515 in 2000-01, compared to 501 in 1999-2000, exceeding the standard of the national mean math score of 514.

When SAT scores are disaggregated by gender, more females (56%) take the test than males, but males earn higher scores most significantly in math, than females. (see Appendix 12)

When SAT scores are analyzed by race, all races increased scores in 2000-01, outpacing both the state and the nation. However, despite posting gains of 9 verbal and 9 math points, African-American students still lag far behind their white and Asian peers. (see Appendix 11)



A history of SAT combined verbal and math scores shows that for the first time in 5 years, Baltimore County scores exceeded the national average. Combined SAT scores may range from 400 to 1600.

Indicators of Student Achievement Progress

All graduates will meet either the University System of Maryland entrance requirements or the Maryland career and technology education career completer requirements or both (county standard).

The Class of 2001 is the baseline year for this indicator. A total of 78.9% of the Class of 2001 met the indicator of progress as follows:

- University of Maryland Course Requirements 38.3%
- Career and technology education program requirements 18.0%
- Both requirements 22.6%

Graduation Categories by Race/Ethnic Group and Gender

Percents by Graduation Category					
R/E Group	NonGrad	UofMD	C&T	UofMD+C&T	Neither
African American	2	24	21	25	28
American Indian	5	40	15	10	30
Asian	1	50	7	15	26
Hispanic	1	35	13	24	27
White	1	42	17	22	17
Gender					
Males	2	36	19	19	24
Females	1	40	16	26	18
All	1	38	18	22	21

WHAT IS MEASURED?

The percent of students meeting graduation requirements

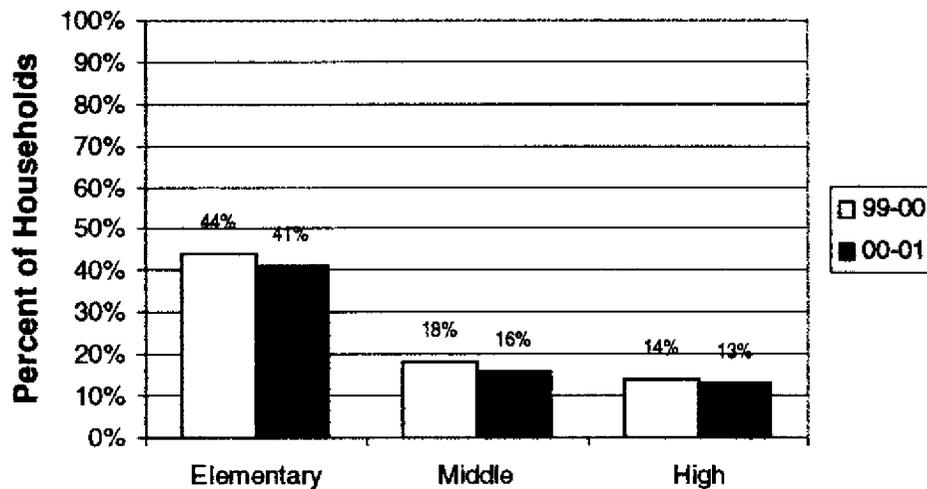
WHAT DOES IT SHOW?

Fewer African-American students meet University of Maryland entrance requirements than other ethnic groups, but African-American students have the highest percent of students meeting Career and Technology requirements as well as combined University and Career and Technology requirements.

Indicators of Student Achievement Progress

- In all schools, PTA membership will reach 100% (county standard).

BCPS PTA Membership*



*156 schools reporting

WHAT IS MEASURED?

Countywide PTA membership for elementary, middle, and high schools for the past two years

WHAT DOES IT SHOW?

Over the past two years, there has been a decrease in PTA membership at all levels. The total number of PTA memberships declines overall from elementary school to middle school, and from middle school to high school.

Indicators of Student Achievement Progress

- In all schools, the number of parents and community members engaged in improving student achievement as volunteers, tutors, mentors, and partners in education will increase at least 10% annually (county standard).
- In all schools, the number of hours donated by parents, business persons, and community members to improve student achievement will increase at least 10% annually (county standard).

Baseline data collected for 2000-01 reveals that 11,978 volunteers have been identified in our schools. They contributed 319,439 hours.

2000-2001 BCPS Summary of Volunteer Activity*

Level	# of Volunteers	# of Volunteer Hours
Elementary	8,748	270,498
Middle	2,536	33,755
High	930	20,486
Total BCPS	12,214	324,739

*138 schools reporting; baseline data

WHAT IS MEASURED?

Countywide number of volunteers and volunteer hours by level and total

WHAT DOES IT SHOW?

This is baseline data.

There is a decrease in the number and number of hours of volunteers from elementary school to middle school, and from middle school to high school.

Indicators of Student Achievement Progress

- All parents will express satisfaction with the quality of their children's school (county standard).

On the biannual Parent Involvement Survey, administered in 1999-2000, 81% of parents responding agreed with the statement, "This is a good school." This compares to 56% of parents the same year who responded to a Gallup Poll* by giving their children's schools grades of "A" or "B".

1999- 2000 BCPS Summary of Parent Involvement Survey: Satisfaction Components*

Satisfaction Component	Elementary	Middle	High
My child feels welcome in school	90	83	84
The teachers care about my child	88	65	66
The school sees parents as important partners	90	72	78
The school reaches out to the community	74	54	60
School staff contact me when needed	80	58	58
School staff treat families with respect	87	80	79
This is a good school	92	81	82

*Baseline data; survey currently administered every other year

WHAT IS MEASURED?

Percent of survey respondents answering "yes"

WHAT DOES IT SHOW?

This is baseline data.

Overall, there is a higher percentage of "yes" responses at the elementary level than at the middle or high school levels.

Community outreach received the fewest "yes" responses across levels, whereas "feels welcome" and "good school" received the most.

Key Findings Indicators of Progress

- Student achievement improved in all nationally norm-referenced standardized assessments administered in 2000-2001. (CTBS, Advanced Placement, SAT)
- Scores on all nationally normed tests administered in 2000-2001 (CTBS, Advanced Placement, SAT) exceeded national average.
- Nationally normed assessments reveal an achievement gap when data are disaggregated by race. Grade 2 CTBS reading scores show all ethnic groups exceeding national norms in percentages at or above grade level as well as in grade 2 CTBS math scores. There is significant disparity between white and African-American students in performance as well as participation in Advanced Placement and SAT's.
- Maryland functional test scores for eighth graders declined in math and writing and stayed the same in reading.
- Countywide end-of-course exams, designed to prepare students for the planned statewide graduation requirements of the High School Assessment program, reveal improving pass rates in Algebra I only, with very high pass rates in English 9. There is evidence of a significant achievement gap between white and African-American students on the Algebra, Government, and Biology exams. There is a less significant gap in English 9.
- Indicators of participation (attendance, graduation requirements) that differences reveal gaps between white and African-American students' widen as they move from elementary to secondary school. Although they meet attendance standards in elementary and middle school, by high school African-American students do not meet attendance standards.
- Parent involvement, as measured by PTA membership, has declined since 1999, and there is a significant decrease from elementary school to secondary school. There is insufficient data to measure progress in volunteer hours or parent satisfaction, but baseline data will allow for comparisons next year.
- Grade level standards have not been established.

Section 2

Key Strategies

Key Strategies

- 1. Set high and consistent expectations and institutionalize continuous feedback processes and support systems to ensure that quality daily instructional and continually increasing student achievement occur in all schools.**

RESULTS 2000-01

- Baltimore County Public Schools entered into a partnership with the College Board which resulted in parent awareness workshops at selected middle schools on college preparation and parent awareness workshops for parents on the Advanced Placement program at selected high schools. Teacher training was also a part of the partnership.
- Funding was provided to enable all tenth graders and selected 9th graders to take the PSAT during the regular school day. Test results were used to counsel students about their post-graduation plans. Analysis of PSAT results was used to identify specific students who demonstrated potential to succeed in Advanced Placement courses.
- Extended Year Employment was provided to teachers in identified underachieving elementary schools so that professional development and additional services to students could be provided during the summer of 2000.
- Seventy-one (71) teaching positions were provided to 36 selected schools to reduce class sizes for reading in primary grades.

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HOW WE WILL IMPROVE

- Executive Directors of Schools have identified specific data points to monitor on a quarterly basis to ensure that if adequate progress towards specific goals is not being made, appropriate interventions are being implemented with adequate support of resources.
- An Academic Intervention Team for elementary and middle schools identified as underachieving provides added assistance in coordinated efforts to improve student achievement in those schools.
- Testtrax provides teachers and administrators with on-line information about student achievement.
- The Offices of Elementary and Secondary Curriculum have identified a model for service that categorizes schools by need and a model for support of each category.

Key Strategies

- 2. Focus on the consistent and systematic implementation of the Essential Curriculum in all content areas as revised and aligned with the Maryland Content Standards, Learning outcomes, and Core Learning Goals.**

RESULTS 2000-01

- SAT Strategies were added to curriculum guides in algebra, geometry, biology, chemistry, English 9 and 10, social studies 10 and 11, French II, and Spanish II.
- Project Align documented the alignment of middle school curriculum in English and mathematics to state standards and required assessment instruments. Appropriate revisions to curriculum were made when gaps were discovered.
- New secondary curriculum guides were implemented for the following courses:

English, Gifted and Talented Grade 6-8; Middle School Reading Guide; Algebra I; Pre-Algebra; Trigonometry with Algebra; Science 8; World History 10; Functional Special Education; Middle School Science; Middle School Social Studies.
- New take-home texts were purchased for students enrolled in Spanish III, French III, Latin III, Italian, and Economics.
- The Department of Elementary Curriculum introduced new or revised curriculum in mathematics, science, and social studies
- A selection committee identified new reading textbooks which were purchased for all elementary schools.
- All elementary teachers and administrators were trained in the new Maryland Learning Outcomes for reading.
- All students in grades K-8 take art and music. Gifted and talented art is offered in all middle schools.

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HOW WE WILL IMPROVE

- A Middle School Task Force will recommend a consistent approach to middle schools designed to improve student performance.
- Alignment of remaining secondary curriculum to state standards and required assessment will be completed this year.
- A program evaluation of the new elementary reading program will assess its first year of implementation.

Key Strategies

- 3. Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligence.**

RESULTS 2000-01

- All schools submitted school improvement plans which included strategies grounded in research-based findings.
- Professional Development on backmapping lesson plans from the Maryland Reading Indicators was provided to all elementary teachers and administrators.
- All schools sent teams to the Summer School Improvement Planning Institute.
- All new teachers received three days of professional development training in August prior to beginning their new assignments.
- Twenty-four new sites were approved as professional development schools in partnership with 13 different colleges or universities.
- Title I funds were provided to 36 schools to support implementation of targeted intervention strategies to improve student achievement.

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HOW WE WILL IMPROVE

- A systemwide professional development plan has been implemented which requires the alignment of all system professional development with identified priorities, as well as calendar coordination.
- The School Improvement Planning process has been revised to coincide with the budget cycle and to ensure ongoing review of results and adjustment of strategies.
- The Title I and Grant Assistance Office will analyze data from high achieving Title I schools to identify successful practices that can be implemented in all Title I schools.
- The Office of Special Education will work with Johns Hopkins University to assess the effectiveness of audio-texts.

Key Strategies

4. Promote a multicultural perspective in curriculum and instructional strategies.

RESULTS 2000-01

- A Special Assistant to the Superintendent for Equity and Assurance was appointed.
- The Office of Equity and Assurance provided bulletins and other publications related to minority achievement, equity, and addressing diversity to schools and offices.
- The Office of Equity and Assurance provided enhanced professional development in education that is multicultural, minority achievement and diversity. The Education that is Multicultural in-service course was revised and a graduate level course titled Generating Expectations and Student Achievement was developed.
- The Office of Equity and Assurance established and maintained relationships with diverse groups within the state, BCPS, and the community to enhance involvement and communication with stakeholders.
- The number of African-American third graders identified as gifted and talented increased in reading, writing, language, and mathematics.
- Training in Education that is Multicultural is provided to all new teachers in the New Teacher Induction program.
- Members of the selection committee for the new elementary reading series were required to use a criteria sheet for multicultural considerations as a guide for their recommendations.
- Multicultural perspectives have been embedded in music, art, and dance curricula.

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HOW WE WILL IMPROVE

- The Department of Assessment and Student Data will report all data by ethnic groups.
- Executive Directors of Schools will monitor underrepresentation and inadequate progress of minority students in specific data points.
- Parent Support Services will include materials and workshops on Education that is Multicultural.
- The grade 10 World Literature curriculum has been revised.
- Novels in the English/Reading curriculum have been selected to reflect a multicultural focus.

Key Strategies

- 5. Develop and implement countywide formative milestone assessments, aligned with curriculum and instruction, that will enable staff to make more informed instructional decisions based on student achievement data.**

RESULTS 2000-01

- The Department of Assessment developed and field-tested 32 milestone assessment tasks in reading for grades 2-8. These assessments were designed to monitor student achievement on tasks that reflect the format and expectations of MSPAP and to provide data for teachers' adjusting instruction.

Performance tasks were developed for each of the three purposes for reading in grades 2-8. A school could choose to focus on one reading purpose for the entire school or one reading purpose for each grade. Two tasks for measuring each purpose were developed for each grade level. Since each fall/spring pair of milestone tasks measure the same reading indicators, schools were able to collect and analyze comparable data in reading achievement.

- Some curriculum offices included embedded assessments in revised curriculum guides to provide formative feedback during instruction.
- Countywide unit assessments were developed for Algebra I and Biology. Data was collected from schools by the Offices of Secondary Mathematics and Science to revise the items in these unit assessments.

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HOW WE WILL IMPROVE

- Extensive feedback and student sample responses from the field test were used to revise or determine the need to replace reading tasks for use during the first semester of 2001-02. A second set of revised reading tasks and several new tasks will be available for schools to use in grades 2-8 during the second semester, bringing the total number of available countywide milestone reading tasks to 42.
- Several schools will work with the Office of Internal Assessment and curriculum offices in the development of additional milestone assessments to monitor student progress quarterly as required by their grant-funded projects.
- Countywide unit assessments have been developed for Pre-Algebra 7 and 8, Algebra I, Geometry courses, Biology, and Chemistry. These are being used during 2001-02 to help monitor student progress and set assessment standards for teachers.
- Algebra I and Biology unit test results will be reported quarterly to the Executive Directors of Schools.

Key Strategies

6. **Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.**

RESULTS 2000-01

- A ratio of 5 students to each computer was achieved in November 2000.
- The Office of Professional Development organized training for all staff in use of new technology.
- The Department of Instructional Technology met regularly with school-based technology liaisons to ensure adequate support for technology in schools.
- The Department of Instructional Technology planned and implemented 24 four-day Technology Integration Institutes that were attended by over 500 teachers. These institutes focused on teaching reading and writing across the curriculum in grades 1-8.
- The use of technology was integrated into 15 curriculum guides developed during the summer of 2001.
- The Office of Technology completed the replacement and upgrade of core switching and the routing environment.
- System redundancy and security have been improved.

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HOW WE WILL IMPROVE

- The Office of Special Education will evaluate and recommend assistive technology for students with disabilities.
- An Advanced Technology Institute will provide follow-up for teachers who attended last year's institute.
- The Office of Technology will develop and implement the process for the review and evaluation of instructional technology.
- The Office of Technology will develop over 200 websites, including a complete renovation of the main BCPS web site and school site templates.
- The e-mail system will be expanded to include full calendaring, scheduling, and posting features for 15,000 users.
- School switching and routing environment will be replaced and upgraded.
- The network bandwidth will be increased to remote sites by 300%. The department is exploring alternatives to increasing bandwidth an additional 1200%.
- The Department of Technology will develop an Executive Information System and Data Warehouse.
- Programs to reduce response time for repairs will be established.
- New servers to all sites will be deployed.

Key Strategies

- 7. Implement systemwide processes to strengthen communication among schools, homes and the community and among the components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.**

RESULTS 2000-01

- An enhanced and expanded Web page with links to offices and schools as well as sites for parents and the community, was introduced to share information about BCPS.
- “The Superintendent’s Journal” was developed for Channel 73 to illustrate systemwide priorities and assist stakeholders in understanding key issues and programs.
- All employees were given e-mail accounts to facilitate communication within the school system, as well between staff and parents.
- The Superintendent’s Bulletin is distributed weekly and, as needed, via e-mail to all administrators and central office leadership staff to clarify priorities and enhance accountability.
- The School Information Calendar for 2001-2002 contained additional pages to assist parents in understanding important aspects of their children’s education program, including an explanation of major assessments.
- The Parentmobile has been recognized as a national model.

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HOW WILL WE IMPROVE

- An electronic calendar, as well as an administrative calendar, have been added to the BCPS website.
- School boundary information can be accessed through the BCPS website.
- The Office of Special Education has appointed five parent work groups.
- All administrative meetings have been structured to ensure timely input and dissemination of information among all leadership groups.
- A tri-fold entitled “Communicating with the Board of Education” has been developed and will be disseminated October 2001 to parents and community members to clarify opportunities for public engagement.
- A strategic communications plan will be developed with the input of parents, community, staff, Board members, and other stakeholders; a draft framework for this plan has already been shared with the Executive Leadership Team.
- BCPS Central Offices will seek additional opportunities to participate in community/PTA events in order to communicate services and improve understanding of functions within our large school system.
- The Parentmobile will provide expanded service including services to non-English speaking families.

Key Strategies

8. **Intensify efforts to ensure that all students understand and practice behavior expectations identified in the *Student Behavior Handbook* and school codes of conduct.**

RESULTS 2000-01

- The fifth annual Safe Schools Conference focused on behavior management with an emphasis on male students.
- All high schools were provided with School Resource Officers.
- Fifteen hundred ninth graders visited circuit court as part of the *Live Your Dreams* program in order to observe and analyze the legal impacts of substance abuse on individuals.
- Incentive grants were provided to schools for instructional and support activities to help improve student achievement and student behavior.

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HOW WE WILL IMPROVE

- The School Resource Officer program will be expanded into selected middle schools.
- Suspension codes will be revised to align with state categories.
- Disaggregated suspension data will be analyzed to plan intervention programs and professional development in behavior management.

Key Strategies

9. Implement programs that will develop in students a strong values system and promote positive behavior and ethical decision-making.

RESULTS 2000-01

- The Office of Safe and Drug Free Schools provided training and support to all schools in the development and implementation of character education and behavior management in their school improvement plans.
- Support and training was provided to all secondary schools interested in implementing a student assistance program for students who abused alcohol, tobacco, or other illegal substances. All but six secondary schools participated.
- Sixth and eighth grade students were taught tobacco prevention and resistance units as components of the comprehensive health curriculum.
- The Office of Guidance and Counseling published a brochure on youth suicide prevention for parents.

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HOW WE WILL IMPROVE

- The coordination of student services in a single department is designed to avoid duplication of services and collaboration among service providers.
- The pursuit of a grant to provide School Resource Officers to selected middle schools will allow the school system to expand this successful intervention.
- The focus of the Safe Schools Conference will be evaluated to ensure that it is aligned with school system needs, as identified through analysis of data.

Key Strategies

10. Provide the necessary student support services that will enable all students to maximize their educational opportunities.

2000-01 RESULTS

- The ADHD Identification and Management Manual was implemented.
- A systemwide safe schools action plan was submitted to the Maryland State Department of Education.
- Coordination of the discipline process resulted in no student discipline appeals to the State Board of Education and two appeals to the local Board of Education.
- The Office of Health Services expanded school-based mental health services from three schools to six.
- Health services procedures for school nurses were revised to ensure quality, comprehensive services in all schools.
- The Office of Guidance and Counseling Services expanded Internet resources for career and college searches.
- Training was provided for counselors in addressing the needs of minority students.
- The Office of Psychological Services developed procedures for referral to Central IEP and reevaluation of special education students attending non-public placements.

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HOW WE WILL IMPROVE

- The development of a comprehensive Student Support Services model will provide students and families with a more effective intervention program.
- The development of a strategic plan for career and college counseling will provide the system with an opportunity to monitor success.
- The development of comprehensive and required training sessions for the programs coordinated by Student Support Services will ensure alignment with the *Blueprint for Progress*.
- The SAT participation rate will be improved when counselors in middle school and high school work with students to plan their courses of study.

Key Strategies

11. Recruit and maintain a quality work force and provide for the needs of employees.

RESULTS 2000-01

- In 2000, a total of 1046 teachers were hired. That total includes other professionals on the teacher pay scale, including social workers, nurses, and psychologists. This number has steadily increased since 1996 when 866 professional positions were filled. In 1999, 927 teachers were hired.
- In September 2000, schools opened with 16.7 teacher vacancies, a 7-year high, reflecting the impact of the teacher shortage.
- The number of minority teachers hired in 2000; was also a 7-year high, with 170.5 or 17.5% of new hires.
- The attrition rate in schools with teacher mentors has decreased from 19.64% in 1998-99 when the BCPS attrition rate was 12.5% to a 2000 rate of 10.8% in teacher mentor schools compared to the BCPS rate of 11.56%.

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HOW WE WILL IMPROVE

- In 2001, due to aggressive recruiting efforts in the Department of Personnel, the number of vacancies when school opened was reduced to 13.6 and the number of minority new hires was increased to 178 or 18.7%.
- A centralized allocation process has been implemented to ensure quality control of staffing at all schools.
- BCPS has taken advantage of new state legislation and rehired 82 retired teachers and 3 retired principals.

Key Strategies

- 12. Provide differentiated professional development for all personnel that is aligned with system goals, focused on research-based practices, and designed to increase the quality of programs and services.**

RESULTS 2000-01

- Systemwide training in technology was provided for the following employee groups: administrators, central office personnel, support personnel, computer liaisons, principals, assistant principals, teachers, executive directors, coordinators, bookkeepers, and grant managers.
- Leadership training was provided for teachers, principals, and assistant principals.
- Training in instruction was provided for teachers, mentors, and administrators.
- Training in the prevention of sexual harassment was required for all BCPS employees.
- The Department of Curriculum and Instruction provided professional development in the implementation of new and revised curriculum to teachers, administrators, and department chairmen.

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HOW WE WILL IMPROVE

- A Systemwide Plan for Professional Development requires that all professional development activities from central offices meet the following criteria:
 1. The content process and context of the professional development program are aligned to the Indicators of Progress.
 2. The professional development program is clearly described, including purpose, audience, timeline, costs, funding sources, person(s) responsible, and connections to other programs.
 3. The professional development program has an evaluation component that accurately assesses progress toward the indicator(s).
 4. Incremental assessments are used to measure progress and determine modifications.
- All central office professional development plans must be submitted to the Office of Professional Development 30 days prior to their implementation. They will be approved based on the criteria above.
- A central professional development calendar will be maintained to ensure that scheduling of meetings for school-based personnel does not negatively impact instruction in schools. Dates for professional development must be submitted and approved by the Department of Professional Development.

Key Strategies

- 13. Assess the organizational performance of the Baltimore County Public Schools against world-class standards; identify strengths and opportunities for improvement; and put needed processes in place to address organizational, management, communication, and other identified gaps.**

RESULTS 2000-01

- External evaluations of Baltimore County Public Schools performance were acquired through a Transition Report, a performance review by Dr. Edward Roeber, and an analysis of the organizational structure by MGT.
- The internationally recognized Baldrige criteria were used to assess Baltimore County Public Schools.
- The central offices of Baltimore County Public Schools were reorganized to address identified gaps in management and communication.

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HOW WE WILL IMPROVE

- The Department of Assessment and Student Data will oversee evaluations of selected programs to evaluate their effectiveness. In 2001 program reviews will be conducted for the new elementary reading series and for the magnet school programs.
- The Baldrige criteria will be used to assess the effectiveness of the new organizational model.
- Members of the Executive Leadership Team will be trained using the nationally recognized Center for Leadership and Social Reform model.

Key Strategies

14. Provide safe and well-maintained facilities that will enhance the implementation of instructional programs.

RESULTS 2000-01

- The Department of Physical Facilities opened the New Town Elementary School on schedule and within budget.
- The Department of Physical Facilities opened new school additions at Catonsville Middle School, Deer Park Middle School, Parkville High School, and Ridge Ruxton School on schedule and within budget.
- The Department of Physical Facilities was able to design, formally bid, and construct all forty (40) projects funded under the State Aging School Program for Fiscal Year 2001 (\$2.94 million).
- The Department of Physical Facilities was able to design, formally bid, and begin construction on the Major Maintenance Renovations for the first forty-five (45) elementary schools.
- The Department of Physical Facilities completed 26 systemic renovation projects (replacement of boilers, chillers, windows, etc.) for \$34.2 million, 7 roof replacement projects for \$5.6 million, 41 new playgrounds for \$1.1 million, 8 parking lot additions for \$360 thousand, and refurbished tennis and multi-use courts at 11 schools for \$950 thousand.

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HOW WE WILL IMPROVE

- Continue to further improve communication and consistency of services provided to each facility.
- Increase the resources devoted to inspection and documentation of needed repairs and improvements to maintain adequately our aging school facilities.
- Restructure internal delivery of services to separate the responsibilities for in-house maintenance services from contracted maintenance services to provide more timely delivery of services and increased accountability.

Key Strategies

- 15. Provide quality fiscal, transportation, food, information management, and other support services which will contribute to the effectiveness and efficiency of the organization and improve the quality of services to students and schools.**

RESULTS 2000-01

- Seven new schools were added to the Universal Breakfast Program, bringing the total to 18.
- Goals were exceeded for breakfast, lunch and a la carte meal sales, resulting in a 6% increase in operating revenue.
- Twenty-two transportation routes were added.
- School bus drivers and attendant positions were converted from part-time to full-time, resulting in a budgetary deficit of \$1.7 million.
- The entire fleet of buses was equipped with cellular phones and Child Reminder Systems.
- A pilot program was conducted on the use of video cameras on 10 buses.
- Training was provided in the integrated disability management program. Over 650 cases were monitored and managed.
- Approximately 2000 workers' compensation cases were monitored and managed.
- A contract was entered into for the supply of electricity for 80 accounts as a result of deregulation of electric utilities in Maryland. Savings are expected to be \$240,000 over a 16-month period.
- Financial reporting procedures were adjusted in order to assure compliance with new reporting guidelines set by the Government Accounting Standards Board for full implementation in 2003.
- Two national awards were received related to preparation of the Comprehensive Annual Financial Report for FY00.
- The availability of useful financial reports for schools and offices was expanded.
- The new human resources and payroll information systems were implemented.
- Use of the budget information system was expanded to include on-line data entry by offices and schools.

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HOW WE WILL IMPROVE

- Baltimore County Public Schools has entered into a contract to provide natural gas at a fixed price, which will protect the system from price fluctuations which went as high as \$1.20 therm last year. The fixed price contract is for \$.58 therm.
- The school system will continue to implement upgrades to the human resources, financial, and payroll information systems.
- An Office of Strategic Planning will oversee the acquisition and deployment of grants throughout the school system.

Key Strategies

16. Maintain community and legislative support for the school system and obtain the funding levels necessary to provide quality educational opportunities in all schools.

RESULTS 2000-01

- The Baltimore County Executive and County Council provided nearly \$606 million in County funds to education, an increase of over \$22 million from last year and more than \$33 million above the State's required funding. In addition, \$92 million was appropriated from local funds for Capital projects.
- Members of the Baltimore County Delegation actively supported the successful legislative proposal that contributes \$252.6 million in mandated State Aid to local school systems in Fiscal Year 2003 that otherwise would have terminated after Fiscal Year 2002, thus increasing State Aid to Baltimore County Public Schools by \$11.6 million.
- Baltimore County Public Schools administration continues to maintain open and supportive communications with all levels of local, state, and federal government.
- Operating Budget Requests were presented in a format which aligned system priorities with budget requests in a clear and easily understood manner. Parents were particularly appreciative of the clear connections between the requests and how the requests relate to instructional priorities.
- The school system worked closely with PTA Council, Advisory Councils, and other parent/community groups to increase awareness of system priorities and advocacy for those priorities. PTA and other parent representatives met with the County Executive and County Council to increase support for operating budget requests.

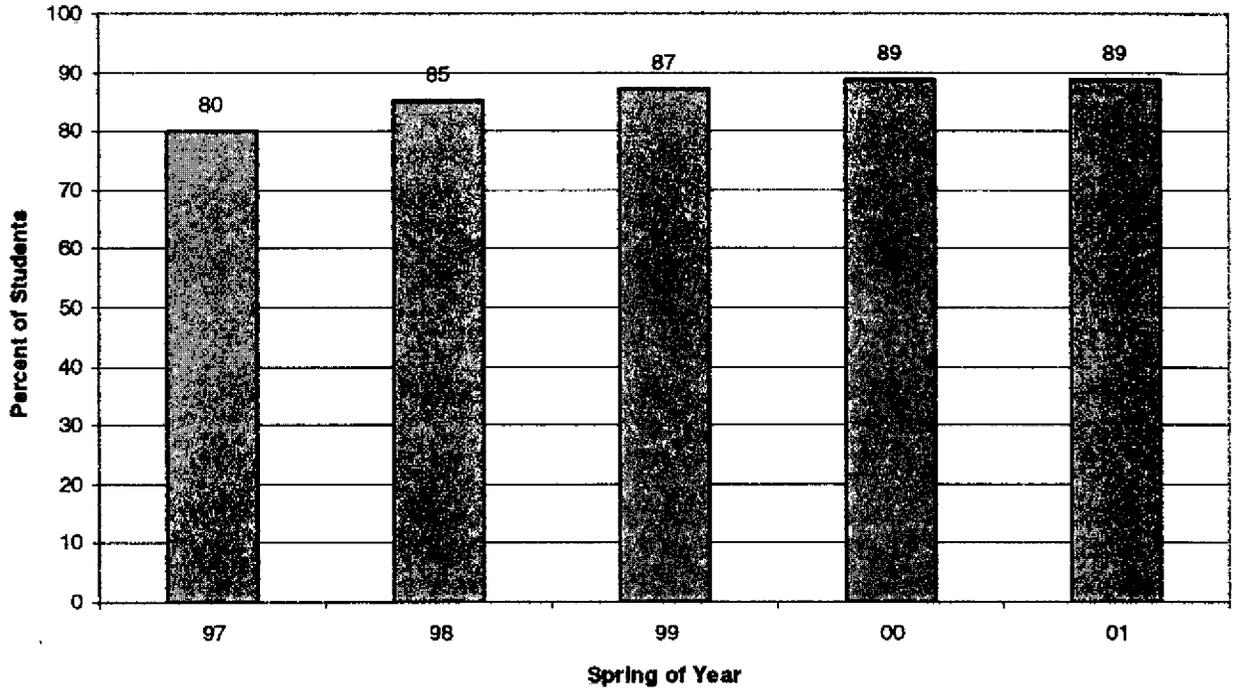
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HOW WE WILL IMPROVE

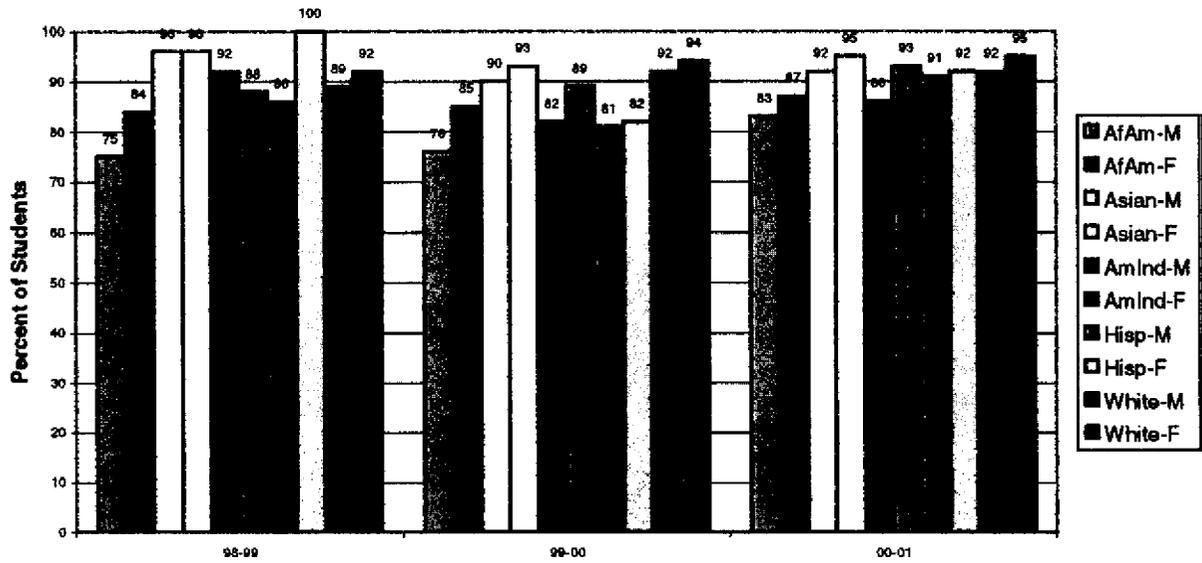
- As accuracy and timeliness of information is fundamental to legislative decision-making, BCPS will strive to maintain and expand communications opportunities with all governmental representatives.
- The BCPS website and Channel 73 will be used more consistently to share information about the funding levels necessary for quality educational opportunities.

Indicators of Student Achievement Progress

BCPS Percent At/Above Grade Level, CTBS/5, Reading, spring Grade 2

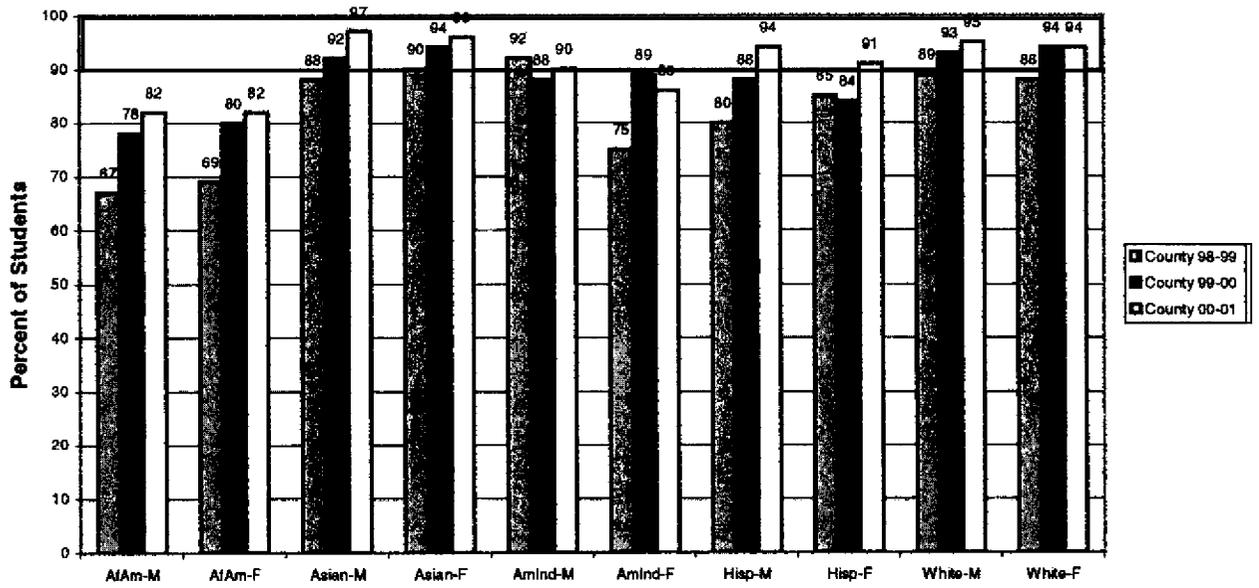


BCPS Reading At/Above Grade Level, Grade 2, County

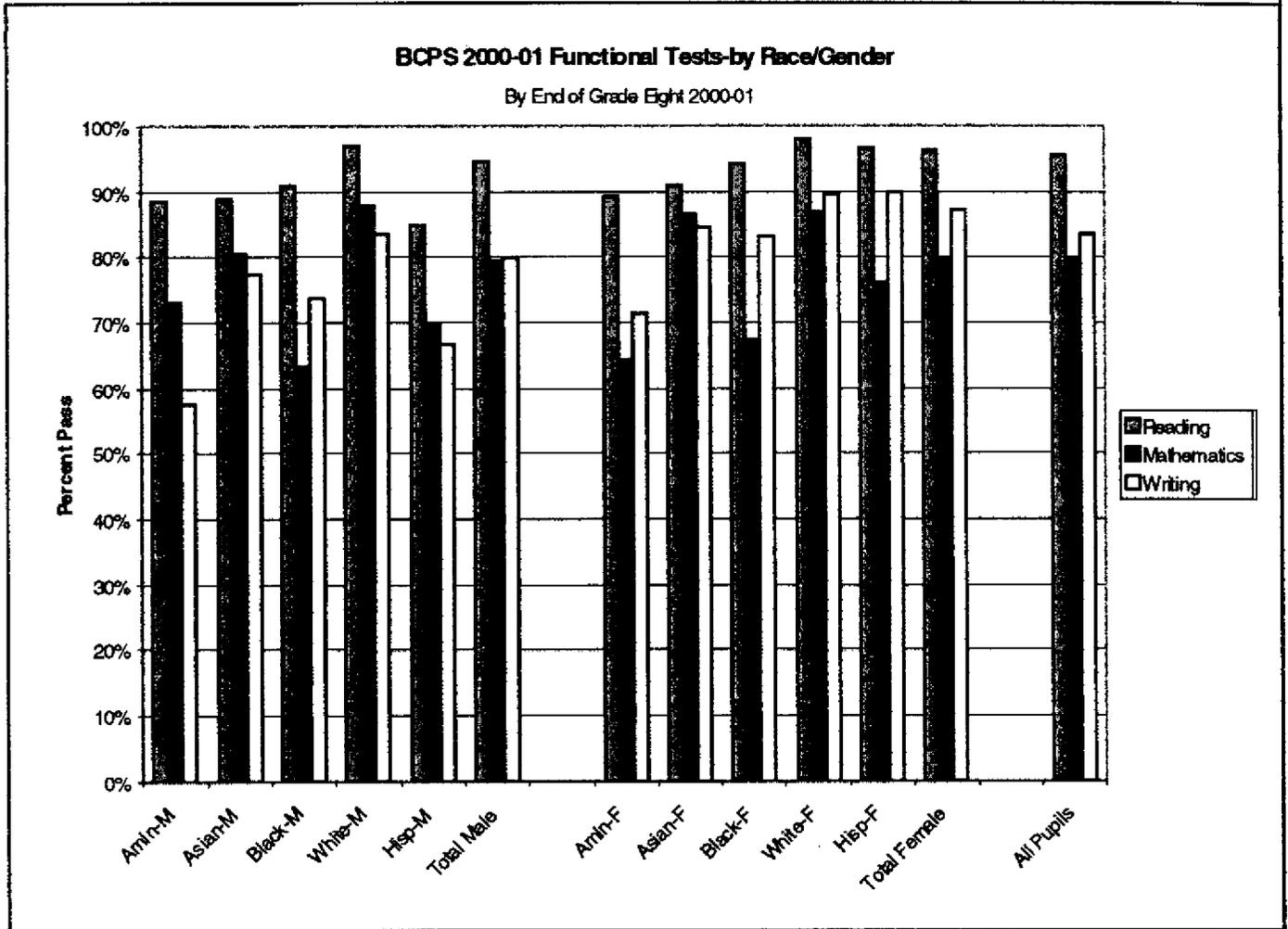


Indicators of Student Achievement Progress

BCPS Mathematics A/Above Grade Level, Grade 2, County

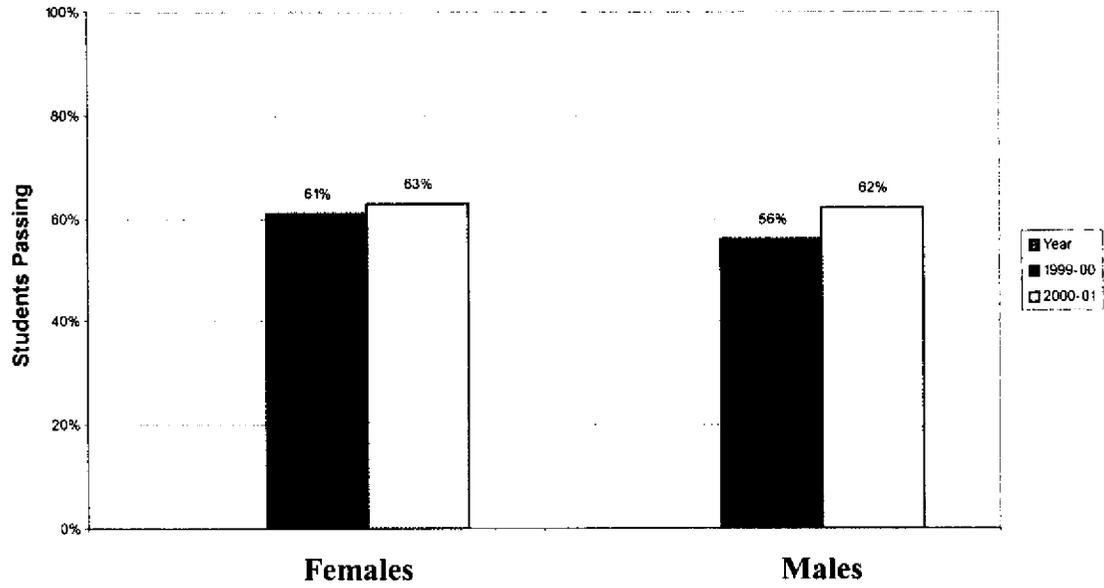


Indicators of Student Achievement Progress



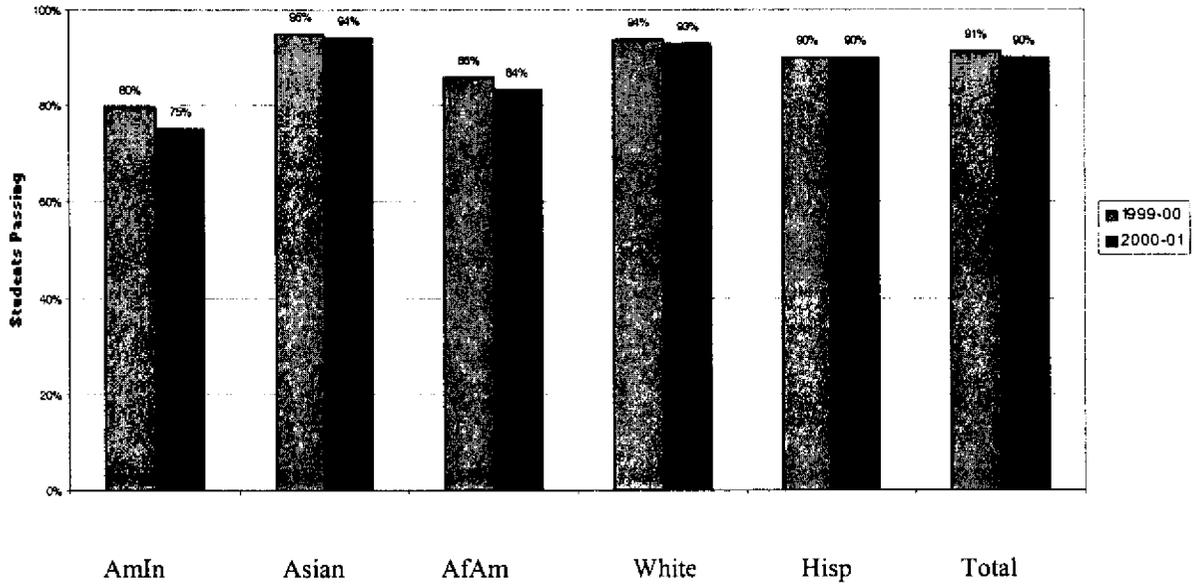
Indicators of Student Achievement Progress

BCPS Countywide Algebra I Exam Pass Rates by Gender

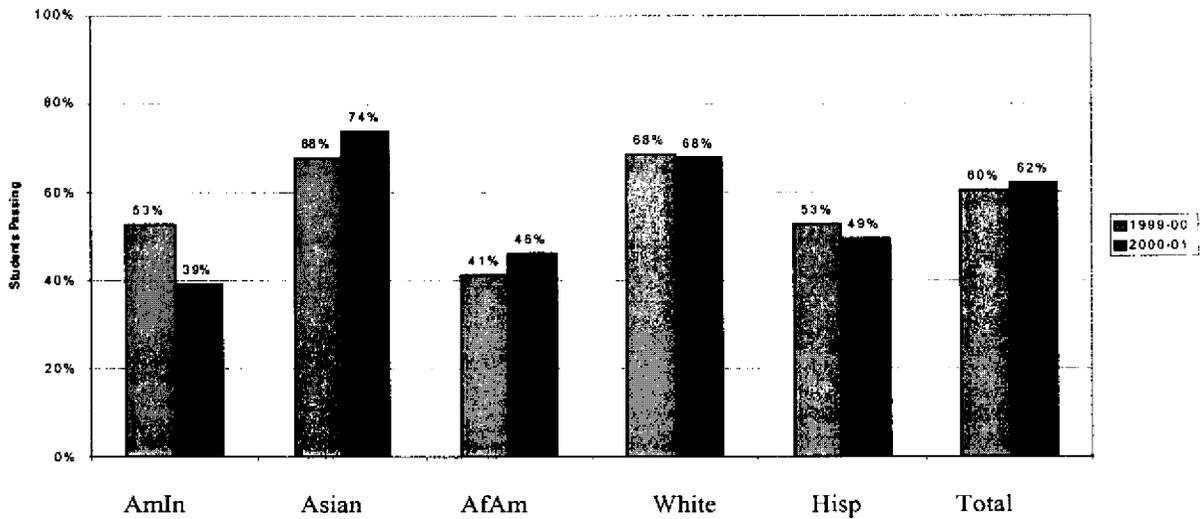


Indicators of Student Achievement Progress

BCPS Countywide English 9 Exam Pass Rates by Race

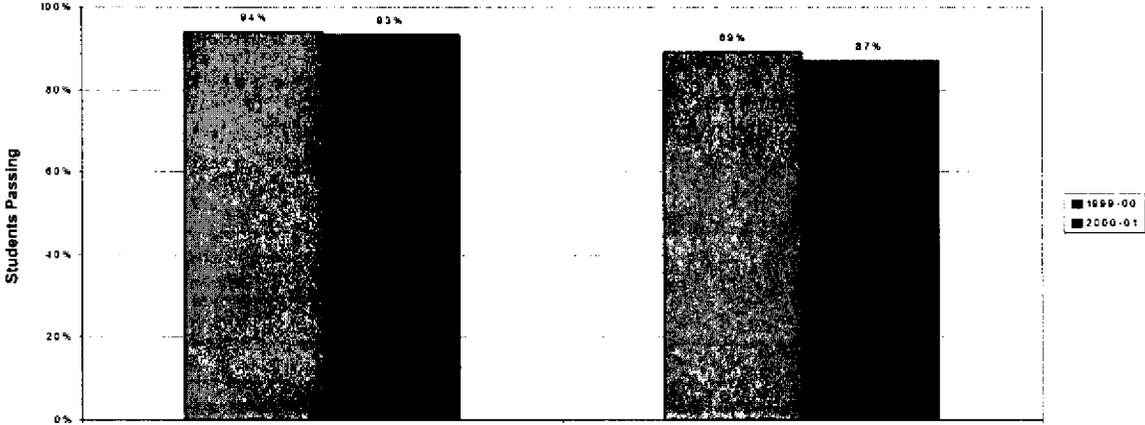


BCPS Countywide Biology Exam Pass Rates by Race

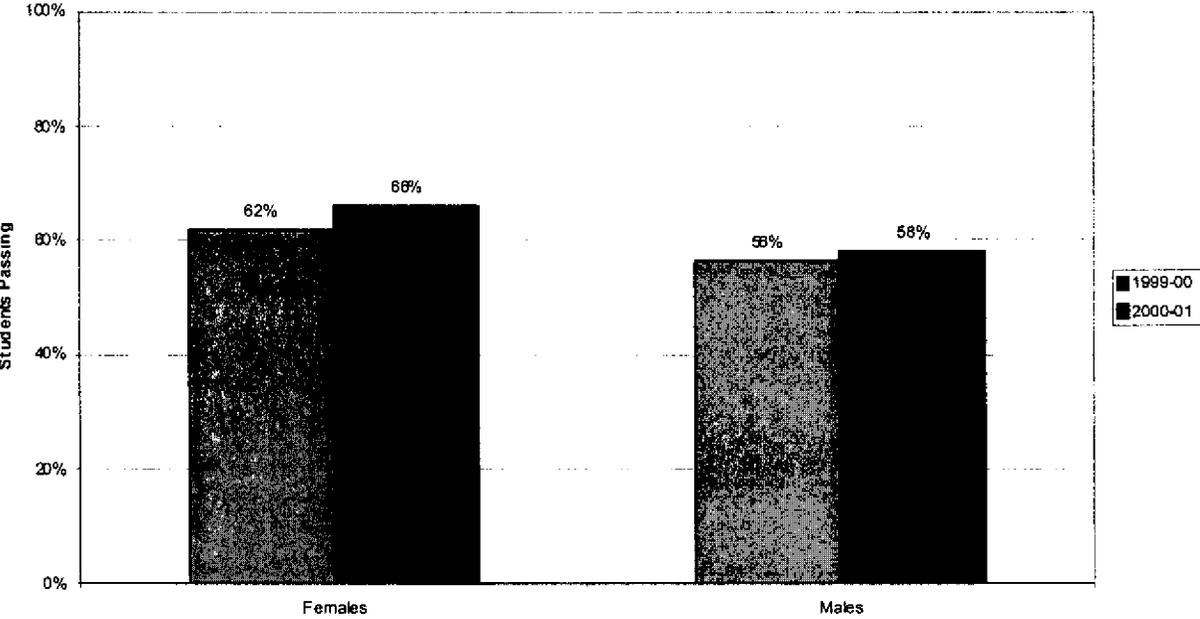


Indicators of Student Achievement Progress

BCPS Countywide English 9 Exam Pass Rates by Gender

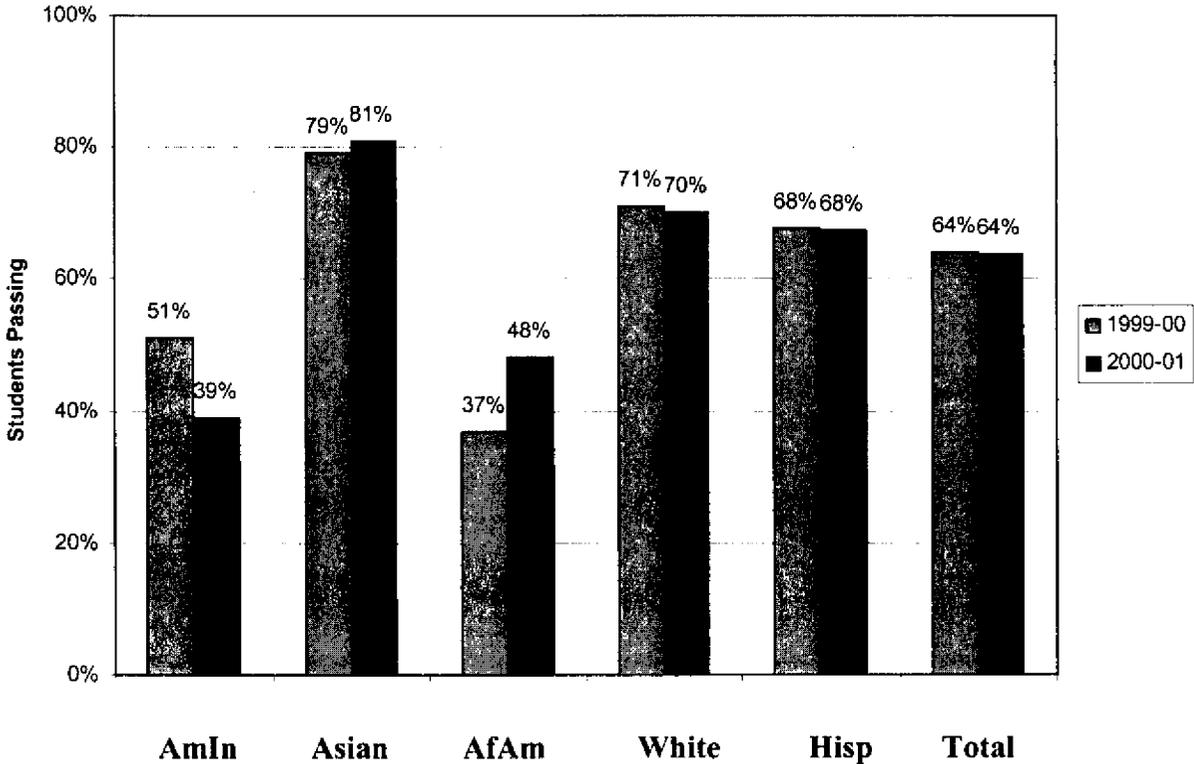


BCPS Countywide Biology Exam Pass Rates by Gender



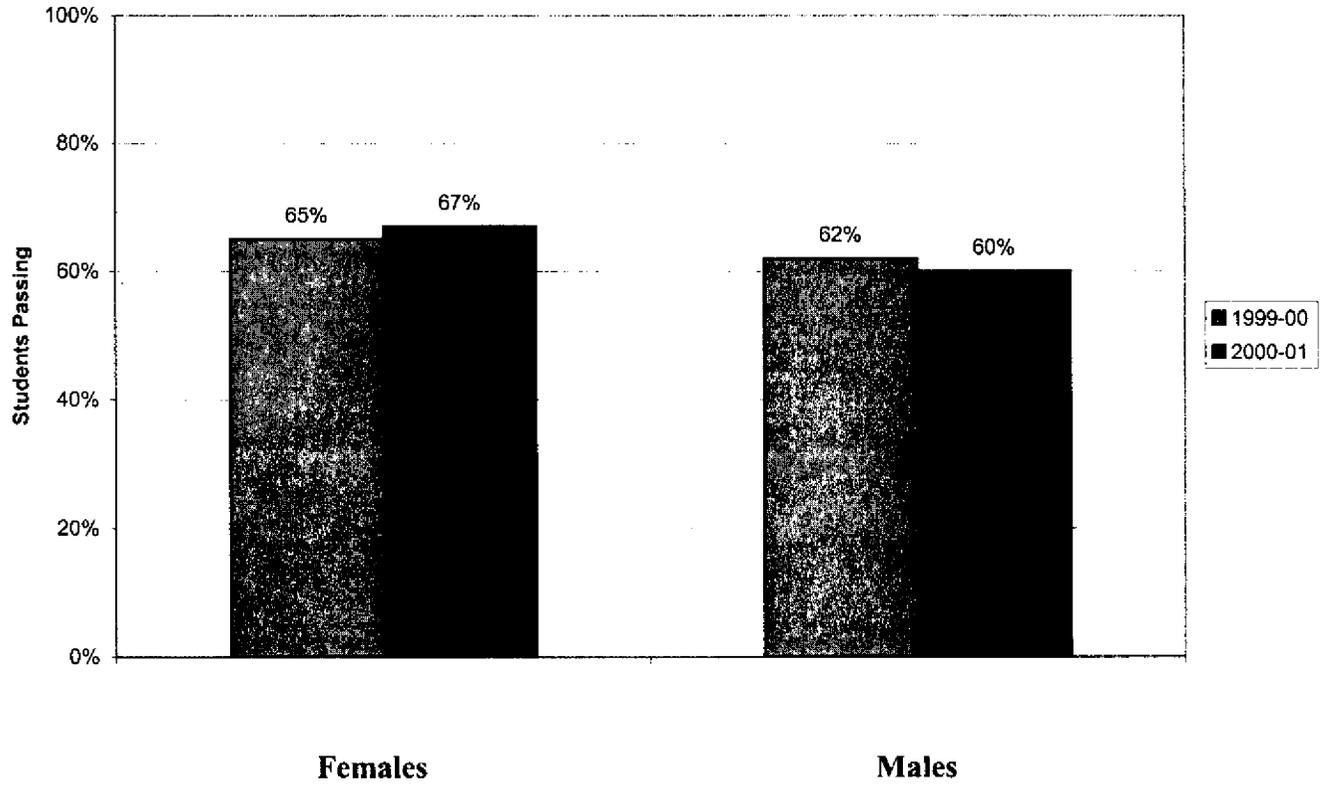
Indicators of Student Achievement Progress

BCPS Countywide American Government Exam Pass Rates by Race



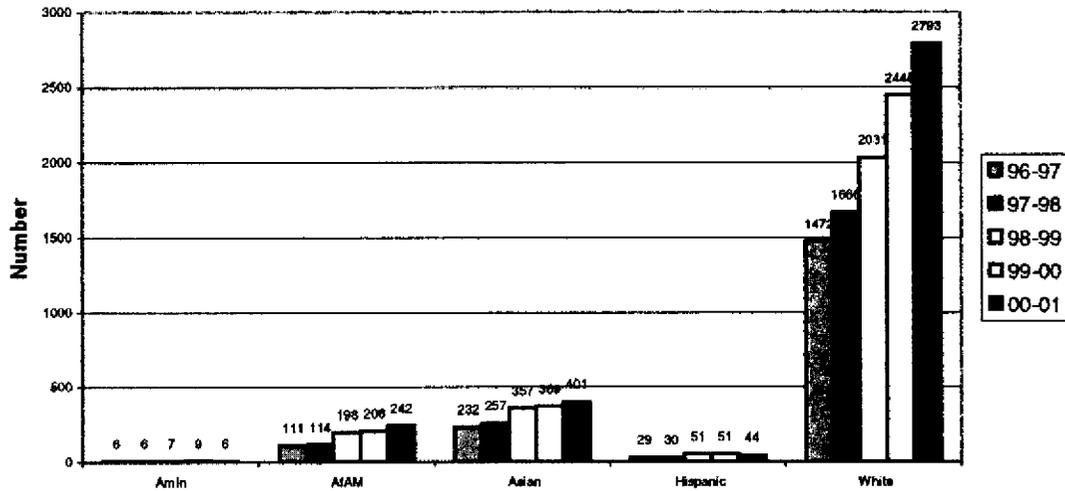
Indicators of Student Achievement Progress

BCPS Countywide American Government Exam Pass Rates by Gender

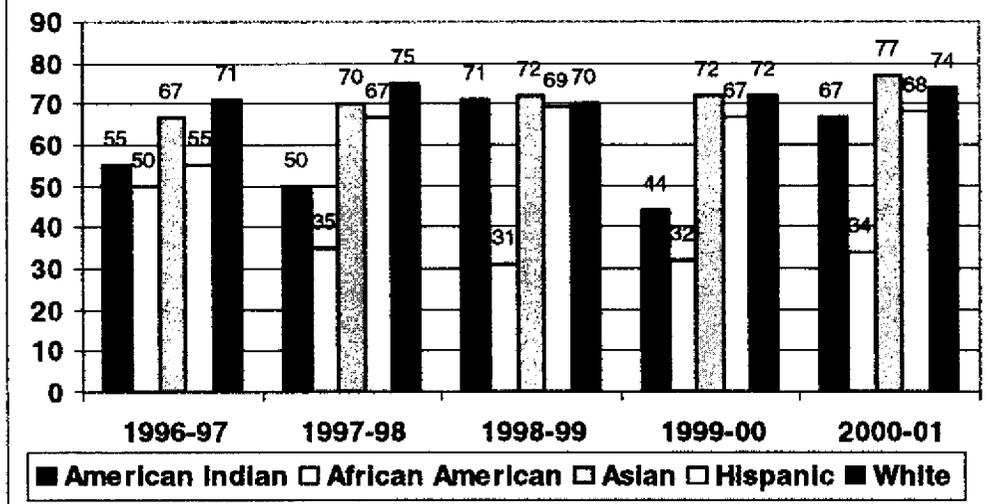


Indicators of Student Achievement Progress

BCPS Number of AP Exams Taken by Race

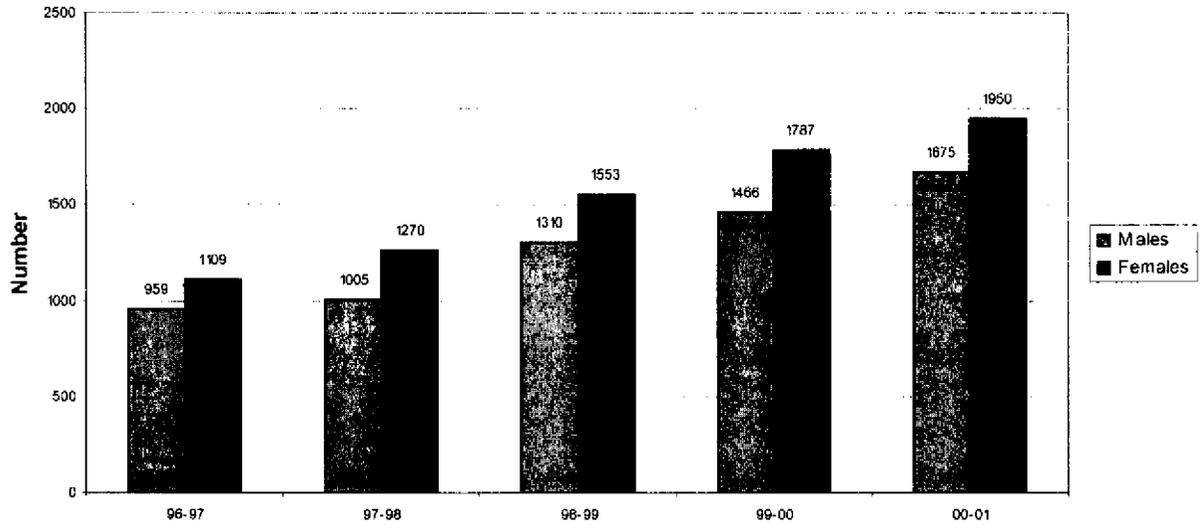


ADVANCED PLACEMENT EXAMS PASSED BY RACE

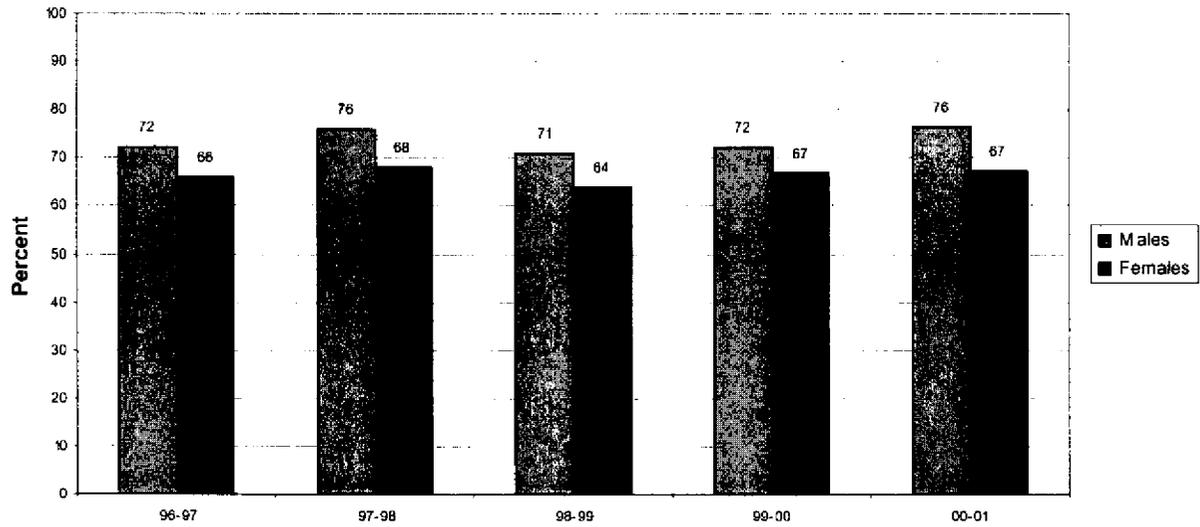


Indicators of Student Achievement Progress

BCPS Number of AP Exams Taken by Gender



BCPS Percent of AP Exams Passed by Gender



Indicators of Student Achievement Progress

SAT Scores by Race

Baltimore County SAT Scores by Race

	VERBAL					MATH				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Am Ind	485	448	462	436	514	494	467	458	415	477
Asian	494	495	507	488	499	563	562	555	557	569
AfAm	434	422	432	423	432	421	402	412	407	416
Hisp	469	531	482	513	479	462	516	474	506	497
White	521	526	529	524	534	528	531	533	532	548

Maryland SAT Scores by Race

	VERBAL					MATH				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Am Ind	485	465	481	476	476	484	468	484	468	465
Asian	512	517	524	517	519	568	573	573	574	576
AfAm	437	434	437	433	432	422	421	420	421	421
Hisp	489	491	494	496	494	491	489	488	493	488
White	536	537	539	540	541	536	540	540	543	545

National SAT Scores by Race

	VERBAL					MATH				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Am Ind	475	480	484	482	481	475	483	481	481	479
Asian	496	498	498	499	501	560	562	560	565	566
AfAm	434	434	434	434	433	423	426	422	426	426
Hisp	466	456	457	457	456	468	461	458	461	460
White	526	526	527	528	529	526	528	528	530	531

Percent * of SAT Test Takers by Race

	Baltimore County					Maryland					National				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Am Ind	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Asian	7	6	6	7	7	7	7	7	7	7	8	9	9	9	10
AfAm	21	21	22	24	23	25	25	26	26	26	11	11	11	11	11
Hisp	1	1	1	1	1	1	2	3	3	4	8	8	8	9	9
White	68	68	67	63	65	61	60	60	59	59	68	68	67	66	66

* Percents may not total 100 due to "other" and "no response" categories.

Indicators of Student Achievement Progress

SAT Scores by Gender

Baltimore County SAT Scores by Gender

	VERBAL					MATH				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Males	502	498	508	497	510	524	516	527	520	536
Females	498	500	501	496	503	489	489	487	786	799

Maryland SAT Scores by Gender

	VERBAL					MATH				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Males	508	509	512	508	512	525	526	526	527	529
Females	506	503	504	506	504	491	493	491	494	495

National SAT Scores by Gender

	VERBAL					MATH				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Males	507	509	509	507	509	530	531	531	533	533
Females	503	502	502	504	502	494	496	495	498	498

Percent of SAT Test Takers who are Female

	1997	1998	1999	2000	2001
BCPS	55	57	58	56	56
Maryland	54	55	55	54	54
National	54	54	54	54	54

BCPS Goals Progress, 2000-01

Percent of Dropouts, Grades 9-12

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	0.1	0.1	Eastern	0.1	0.2	Franklin	1.8	2.2	Chesapeake	7.8	5.4	Catonsville	4.1	2.7
Dulaney	1.8	1.0	Kenwood	2.7	2.5	Millford Mill	4.4	2.4	Dundalk	6.3	5.8	Lansdowne	6.1	4.9
Hereford	1.2	0.4	Overlea	0.9	0.7	Owings Mills	2.8	2.4	Patapsco	4.0	2.9	Western	0.0	0.2
Loch Raven	1.1	2.4	Parkville	3.9	2.5	Pikesville	1.7	1.1	Sparrows Pt	4.1	2.0	Woodlawn	1.2	0.6
Towson	1.6	0.9	Perry Hall	2.5	2.7	Randallstown	2.0	3.1	Area	5.6	4.2	Area	2.8	2.0
Area	1.3	1.0	Area	2.2	1.9	Area	2.6	2.3	County	2.7	2.2	County	2.7	2.2
County	2.7	2.2	County	2.7	2.2	County	2.7	2.2	Goal	3.0	3.0	Goal	3.0	3.0
Goal	3.0	3.0	Goal	3.0	3.0	Goal	3.0	3.0						

Percent of High School Students Taking Advanced Placement (AP) Exams

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	13.4	17.2	Eastern	1.3	3.2	Franklin	8.5	9.2	Chesapeake	2.2	1.2	Catonsville	10.6	12.2
Dulaney	16.4	16.4	Kenwood	2.0	2.8	Millford Mill	1.8	1.6	Dundalk	2.7	2.8	Lansdowne	2.1	3.6
Hereford	12.6	11.5	Overlea	4.2	5.0	Owings Mills	6.6	6.9	Patapsco	4.7	6.2	Western	7.9	7.0
Loch Raven	10.0	9.9	Parkville	7.7	5.9	Pikesville	10.6	11.3	Sparrows Pt	2.6	2.4	Woodlawn	2.7	2.5
Towson	10.0	11.8	Perry Hall	5.4	5.1	Randallstown	1.0	2.3	Area	3.2	4.5	Area	5.6	8.5
Area	12.8	14.1	Area	4.4	4.8	Area	5.3	8.3	County	6.3	6.6	County	6.3	6.6
County	6.3	6.6	County	6.3	6.6	County	6.3	6.6	Goal	7.0	7.0	Goal	7.0	7.0
Goal	7.0	7.0	Goal	7.0	7.0	Goal	7.0	7.0						

Percent of AP Exams Taken Which Were Passed (scores of 3, 4, or 5 out of 5)

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	74	77	Eastern	59	32	Franklin	88	83	Chesapeake	11	60	Catonsville	77	76
Dulaney	83	86	Kenwood	29	23	Millford Mill	0	23	Dundalk	48	27	Lansdowne	37	35
Hereford	60	79	Overlea	16	7	Owings Mills	62	68	Patapsco	61	69	Western	29	57
Loch Raven	86	81	Parkville	71	76	Pikesville	85	79	Sparrows Pt	11	16	Woodlawn	27	23
Towson	81	86	Perry Hall	72	75	Randallstown	44	16	Area	39	51	Area	43	59
Area	78	83	Area	53	53	Area	54	69	County	67	71	County	67	71
County	67	71	County	67	71	County	67	71	Goal	70	71	Goal	70	71
Goal	70.0	70.0	Goal	70.0	70.0	Goal	70.0	70.0						

BCPS Goals Progress, 2000-01

SAT-1 Scores - Verbal

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	553	556	Eastern	493	509	Franklin	512	511	Chesapeake	418	459	Catonsville	529	538
Dulaney	559	547	Kenwood	473	509	Milford Mill	410	409	Dundalk	475	453	Lansdowne	452	471
Hereford	549	558	Overlea	467	449	Owings Mills	486	493	Patapsco	472	509	Western	463	486
Loch Raven	525	527	Parkville	505	498	Pikesville	528	532	Sparrows Pt	464	462	Woodlawn	411	423
Towson	539	549	Perry Hall	518	509	Randallstown	400	411	Area	465	479	Area	488	484
Area	546	547	Area	498	501	Area	468	482	County	496	506	County	496	506
County	496	506	County	496	506	County	496	506	Goal	505	506	Goal	505	506
Goal	505	506	Goal	505	506	Goal	505	506						

SAT-1 Scores - Math

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	507	504	Eastern	508	531	Franklin	529	530	Chesapeake	434	466	Catonsville	519	549
Dulaney	569	564	Kenwood	477	518	Milford Mill	392	390	Dundalk	479	438	Lansdowne	442	479
Hereford	558	571	Overlea	457	452	Owings Mills	500	514	Patapsco	466	509	Western	454	469
Loch Raven	531	534	Parkville	527	550	Pikesville	549	558	Sparrows Pt	503	505	Woodlawn	399	408
Towson	551	544	Perry Hall	545	544	Randallstown	393	405	Area	472	480	Area	458	480
Area	550	548	Area	515	534	Area	473	493	County	501	515	County	501	515
County	501	515	County	501	515	County	501	515	Goal	514	514	Goal	514	514
Goal	514	514	Goal	514	514	Goal	514	514						

Percent of Seniors Taking the SAT (through March 2001)

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	77	79	Eastern	56	41	Franklin	69	67	Chesapeake	18	7	Catonsville	58	59
Dulaney	87	86	Kenwood	34	19	Milford Mill	59	52	Dundalk	28	25	Lansdowne	34	33
Hereford	66	71	Overlea	27	25	Owings Mills	60	61	Patapsco	35	32	Western	73	71
Loch Raven	69	63	Parkville	58	53	Pikesville	96	84	Sparrows Pt	27	17	Woodlawn	53	44
Towson	75	83	Perry Hall	47	53	Randallstown	68	52	Area	28	26	Area	55	55
Area	76	79	Area	45	46	Area	69	65	County	55	52	County	55	52
County	55	52	County	55	52	County	55	52	Goal	44	45	Goal	44	45
Goal	44	45	Goal	44	45	Goal	44	45						

BCPS Goals Progress, 2000-01

MSPP High School SPI (School Performance Index), rounded to tenths: includes functionals, dropouts, & attendance

High, CN	2000	2001	High, NE	2000	2001	High, NW	2000	2001	High, SE	2000	2001	High, SW	2000	2001
Carver	105.9		Eastern	106.5		Franklin	104.5		Chesapeake	99.9		Catonsville	103.6	
Dulaney	104.1		Kenwood	102.5		Milford Mill	100.5		Dundalk	100.5		Lansdowne	101.1	
Hereford	105.3		Overlea	103.4		Owings Mills	103.4		Patapsco	102.6		Western	105.5	
Loch Raven	104.8		Parkville	102.5		Pikesville	103.9		Sparrows Pt	103.6		Woodlawn	98.3	
Towson	104.9		Perry Hall	103.9		Randallstown	103.0		Area	101.5		Area	101.7	
Area	104.9		Area	103.7		Area	103.0		County	103.1		County	103.1	
County	103.1		County	103.1		County	103.1		Goal	100.0		Goal	100.0	
Goal	100.0		Goal	100.0		Goal	100.0							

MSPP Middle School SPI (School Performance Index, rounded to tenths: includes functionals, MSPAP (6 tests), & attendance

Middle, CN	2000	2001	Middle, NE	2000	2001	Middle, NW	2000	2001	Middle, SE	2000	2001	Middle, SW	2000	2001
Cockeysville	102.6		Golden Ring	68.4		Deer Park	74.1		Deep Creek	66.6		Arbutus	81.0	
Dumbarton	103.8		Middle River	64.1		Franklin	94.5		Dundalk	65.8		Catonsville	99.7	
Hereford	104.5		Parkville	85.0		Old Court	64.7		Gen Stricker	75.1		Lansdowne	64.0	
Loch Raven	82.9		Perry Hall	102.5		Pikesville	100.4		Holabird	70.7		Southwest	61.3	
Ridgely	104.8		Pine Grove	99.8		Sudbrook	103.1		Sparrows Pt	78.9		Woodlawn	40.8	
Area	99.4		Stemmers	52.6		Area	87.3		Area	71.2		Area	66.0	
County	81.9		Area	81.5		County	81.9		County	81.9		County	81.9	
Goal	100.0		County	81.9		Goal	100.0		Goal	100.0		Goal	100.0	
			Goal	100.0										

MFTP Middle Schools Passing All: Reading, Math, & Writing Tests by the End of 8th Grade

Middle, CN	2000	2001	Middle, NE	2000	2001	Middle, NW	2000	2001	Middle, SE	2000	2001	Middle, SW	2000	2001
Cockeysville	87.0	82.9	Golden Ring	60.2	64.9	Deer Park	64.9	66.3	Deep Creek	61.9	51.0	Arbutus	84.5	74.9
Dumbarton	80.3	85.1	Middle River	77.8	66.8	Franklin	78.2	84.9	Dundalk	73.4	54.4	Catonsville	94.7	89.9
Hereford	95.4	93.1	Parkville	89.1	79.4	Old Court	67.7	58.2	Gen Stricker	79.6	68.5	Lansdowne	77.0	61.6
Loch Raven	84.1	66.1	Perry Hall	91.9	86.4	Pikesville	91.1	86.6	Holabird	89.8	65.0	Southwest	69.9	58.7
Ridgely	94.1	87.8	Pine Grove	88.2	76.0	Sudbrook	98.2	91.9	Sparrows Pt	76.4	63.3	Woodlawn	40.1	37.2
Area	88.3	82.4	Stemmers	56.7	47.9	Area	79.6	77.2	Area	73.0	59.6	Area	69.6	60.4
County	78.0	71.0	Area	78.9	72.1	County	78.0	71.0	County	78.0	71.0	County	78.0	71.0
Goal	100.0	100.0	County	78.0	71.0	Goal	100.0	100.0	Goal	100.0	100.0	Goal	100.0	100.0
			Goal	100.0	100.0									

Indicators of Student Achievement Progress

Progress Toward Selected 5-Year BCPS Goals – Area Summaries

Table 1. CTBS: 100% of grade 2 students score at or above grade level in reading

Goals	Baseline	Actual	1-year	3-year	5-year
	99-00	00-01	00-01	02-03	04-05
County	89	89	91	91	100

Table 2. SAT: Reach combined 1000 (or to nearest 50 if score already above 1000)

Goals	Baseline	Actual	1-year	3-year	5-year
	99-00	00-01	00-01	02-03	04-05
County	997	1021	1007	1027	1047

Table 3. SAT: Reach national participation rates (approx. 45%). If above national, grow 2%/year

Goals	Baseline	Actual	1-year	3-year	5-year
	99-00	00-01	00-01	02-03	04-05
County	56	53	58	62	66

Table 4. Advanced Placement: Participation rates of 7% of the grades 9-12 enrollment. If above 7%, grow by 1% per year.

Goals	Baseline	Actual	1-year	3-year	5-year
	99-00	00-01	00-01	02-03	04-05
County	6.2	6.6	6.4	6.7	7

Table 5. Advanced Placement Test Pass Rates of 70% of the Exams Taken. If already above 70%, grow by 1% per year

Goals	Baseline	Actual	1-year	3-year	5-year
	99-00	00-01	00-01	02-03	04-05
County	69.4	71.4	70.4	72.4	74.4



BALTIMORE COUNTY PUBLIC SCHOOLS

Division of Business Services
Department of Fiscal Services
Office of Purchasing

(410) 887-4334
FAX (410) 887-7831

1940-G Greenspring Drive
Timonium, MD 21093

To: Dr. Joe A. Hairston
Superintendent

From: Patrick M. Fannon, Controller

And

Richard L. Gay, Purchasing Manager
Office of Purchasing

Date: October 9, 2001

Re: **Recommendations for Award of Contracts**
Board Exhibit – October 23, 2001

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

1. **Supplies Contract -Ceiling Tile** **Estimated Award Value: \$100,000**
One-Year Extension **Building Specialties**
Contract # 3-326-01

A bid was issued to 18 vendors on November 16, 2000 for the purchase of ceiling tiles. Proposals were received from five vendors with one "no-bid" and one bid rejected as "non-responsive". The bid was developed in conjunction with the Office of Maintenance and the bidders at a pre-bid meeting. The specifications were designed to qualify products and to obtain firm fixed pricing for the purchase and delivery of ceiling tiles and the related grid-work. Installation will be provided through the maintenance department. A provision for one one-year extension was contained in the specifications. The Award Bidder has agreed to provide the products at the same price and under the same terms and conditions for one year.

Item #1	B&B Concepts	<u>Building Specialties</u>	Capitol Building	Mid Atlantic Supply Material, Inc.
USG #562	\$17.29	\$16.64	\$16.89	\$20.35
USG #102	\$59.38	\$53.28	\$60.00	\$66.70
USG #101	\$59.28	\$53.28	\$60.00	\$66.70
DX #24	\$69.38	\$66.00	\$64.50	\$72.35
DX #422	\$60.27	\$57.00	\$58.50	\$63.18
DX #216	\$30.43	\$30.75	\$29.70	\$31.95
DX #M7	\$69.29	\$67.20	\$66.72	\$71.15
ARM #1729	\$28.59	\$30.72	\$25.92	\$25.92
RADAR #2410	\$21.94	\$18.24	\$20.80	\$24.40
VAN #197	\$31.00	\$28.22	\$31.97	\$28.61
CELOTEX #224	\$43.00	\$41.76	\$40.50	\$39.30
ORON #64111	\$29.07	\$33.92	\$27.36	\$40.28
ARM #730D	\$0.00	\$34.80	\$0.00	\$0.00

Based upon historical purchases of these products, the estimated award value for this contract is \$100,000.00. Recommendation of extension of contract is made to **Building Specialties, Baltimore, MD** for all items included within the specifications. Funding will be provided by the operating budget of the Office of Maintenance, Aging School Funding, and Capital Projects.

2. **Supplies Contract :Electrical Supplies** **Estimated Award Value: \$200,000**
Contract # 3-322-02

An annual bid was issued on August 16, 2001 to 21 vendors for the purchase of electrical supplies. Proposals were received from five vendors. The bid was developed in conjunction with the Office of Maintenance and the bidders at a pre-bid meeting. The specifications were designed to qualify products and to obtain firm fixed pricing for the purchase and delivery of electrical supplies. Installation will be provided through the maintenance department.

Award of contract is recommended to the following responsive and responsible vendors offering the lowest aggregate price per category.

<u>Product</u>	<u>Award Bidders</u>
Ballasts	Graybar Electric Co., Inc., Baltimore, MD
Conduit	Shepherd Electric Supply Co., Inc. Baltimore, MD
Switches	Tristate Electrical Supply Co., Inc., Baltimore, MD
Wire Nuts	Graybar Electric Co., Inc., Baltimore, MD
Wiring, Cable	Graybar Electric Co., Inc., Baltimore, MD
Exit Lights	Tristate Electrical Supply Co., Inc., Baltimore, MD
Photocells	Graybar Electric Co., Inc., Baltimore, MD
Exterior Lighting Fixtures	C. N. Robinson Lighting Supply Co., Baltimore, MD
Failsafe Light Fixtures	C. N. Robinson Lighting Supply Co., Baltimore, MD
Various Lighting Fixtures	Shepherd Electric Supply Co., Inc. Baltimore, MD
Contactors & Starters	Tristate Electrical Supply Co., Inc., Baltimore, MD
Wire Molding	Shepherd Electric Supply Co., Inc. Baltimore, MD
Emergency Lights	Tristate Electrical Supply Co., Inc., Baltimore, MD

The estimated award value for this contract is \$200,000.00 based upon historical purchases of these products. Funding will be provided by the operating budget of the Office of Maintenance, Aging School Funding, Capital Projects, and the individual schools' operating budget.

3. **Telephone Maintenance** **Estimated Award Value: \$200,000**
Two-Year Contract
Contract # 2-276-02

A bid to provide telephone maintenance was issued on August 9, 2001 to 15 vendors. Responses were received from four vendors. The bid establishes labor rates for repair, maintenance, modification, wiring and installation of new or replacement telephone equipment. Responses are as follows:

Vendor	Hourly Rate
Quality Telecom	\$30.69
<u>International Fibercon</u>	<u>\$45.00</u>
<u>Light Industries</u>	<u>\$45.00</u>
Allen's Telephone	\$50.00

Recommendation of award is to **Quality Telecom, Oxon Hill, MD** as the primary award bidder and to **International Fibercon, Columbia, MD** and **Light Industries, Millersville, MD** as secondary award bidders.

4. **Travel Services**
One-Year Extension
Contract # 4-418-00

Estimated Award Value: \$98,000
AAA Mid-Atlantic Travel Agency

A two-year bid for Travel Agency Services was issued on October 21, 1999 to 13 vendors. Proposals were received from five vendors. The award of contract was approved by the Board of Education on December 7, 1999.

Vendors were requested to submit proposals with the intent to reduce travel expenditures, while providing the highest level of service and convenience to the BCPS staff, for travel arrangements to Board related conferences, seminars and training services. The bid was designed to provide one one-year extension of the contract upon the request of BCPS.

The award bidder has agreed to honor all terms and conditions of the original proposals. Extension of the contract through November 30, 2002 is recommended to **AAA Mid-Atlantic Travel Agency, Inc., Baltimore, MD** in the estimated amount of \$98,000.00. Funding for the services will be provided by the operating budgets of various schools, offices or program grants which require travel services to BCPS personnel.



BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT

October 23, 2001

TO: Dr. Joe Hairston

FROM: Department of Physical Facilities

RE: Award of Contract – Running Track Replacement
Catonsville High School

On October 9, 2001, two (2) bids were received for replacing the running track at Catonsville High School - Bid #5-524-02. This project consists of replacing the existing track surface and conversion to a metric based track. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Melvin Benhoff Sons, Inc., the lowest responsive bidder, in the amount of \$250,602.91 for the Base Bid plus Alternates #2 and #3. The additional work covered by these alternates consists of constructing a new high jump area and the rehabilitation of the storm drain system that services the track area.

At this time, the Department of Physical Facilities also requests approval of a 10% Change Order Allocation in the amount of \$25,000.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available from Capital Budget Project # 672 – Site Improvements.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

Baltimore County Public Schools
 Track Replacement Project – Catonsville High School
 Bid Number: 5-524-02
 October 9, 2001

	Bidder's Name	
	Melvin Benhoff Sons, Inc.	Central Maintenance, Inc.
Base Bid Price:	\$174,367.79	\$186,855.00
Alternate #1: Replace existing Pole Vault Area	\$3,393.73	\$6,522.00
Alternate #2: Replace existing High Jump Area	\$16,485.74	\$14,800.00
Alternate #3: Rehabilitate Storm Drains for Track Area	\$59,749.38	\$84,984.00
Alternate #4: Provide New Long/Triple Jump Area	\$22,730.58	\$3,0415.00
Base Bid Plus Alternates #2 & #3	\$250,602.91	\$286,639.00

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT**October 23, 2001**

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Award of Contract – Electrical Service Upgrade
Holabird Middle School

As part of the Networking/Electrical Upgrade scheduled for Holabird Middle School, new electrical service is required to support the IT wiring initiative. This project consists of replacing the existing main electrical transformer located within the building and installing a new pad mounted transformer outside the school. To perform this work, BGE has provided the Department of Physical Facilities with a proposal of \$17,430.00 to provide this upgrade to the electrical service.

The Department of Physical Facilities recommends an award of contract to BGE in the amount of \$17,430.00 to provide the upgraded electrical service to Holabird Middle School.

Funding for this project is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT

October 23, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Fee Acceptance – Consultant Design Services for the Computer Repair Lab
Chesapeake High School

On June 13, 2000, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiation with Kibart, Inc. to provide mechanical/electrical design services on an "on-call" basis. At this time, the Department of Physical Facilities requests approval to utilize the services of Kibart, Inc. to prepare design services for the mechanical and electrical portions of the planned construction of a new Computer Repair Lab at Chesapeake High School. These services will include preparation of design and construction documents, assistance in the bidding phase, and construction administration services during the construction phase. The Department of Physical Facilities has negotiated a fee of \$25,600.00 to provide the necessary mechanical and electrical design services.

At this time, we request approval of the negotiated fee with Kibart, Inc. in the amount of \$25,600.00 to provide mechanical/electrical design services associated with the new Computer Repair Lab at Chesapeake High School. Funding for these services is available from the Operating Budget of the Office of Engineering and Construction.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT**October 23, 2001**

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Change Order – Major Maintenance Renovation Program
Westowne Elementary School

On December 5, 2000, the Board of Education approved an award of contract with Phillips Way, Inc. to perform work under the Major Maintenance Renovation Program at Westowne Elementary School. In order to complete this project, it has become necessary to incorporate additional wiremold raceway containing duplex receptacle outlets with the associated conduit and wiring. These additional receptacles are a necessary part of the power requirements needed to support the new IT initiative.

The Department of Physical Facilities has received a proposal from the Contractor in the amount of \$47,134.00 to complete the additional scope of work. This cost has been reviewed by our consultant for this project and negotiations are on-going. Based upon this review, we recommend approval of a change order in the not-to-exceed amount of \$47,134.00 with Phillips Way, Inc. to provide the additional wiremold raceway system for the new IT work.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:



Donald F. Krenpel, Ph.D.
Executive Director

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BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT

October 23, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Changes – Design Services for Major Maintenance Renovation Project
Sandalwood Elementary School

On April 24, 2001, the Board of Education approved a negotiated fee with Burdette, Koehler, Murphy and Associates to provide design services under the Major Maintenance Renovation Program at Sandalwood Elementary School. In order to complete this project, it has become necessary to provide complete design of telecommunications services.

The Department of Physical Facilities has received a proposal from the consultant in the amount of \$11,500.00 to complete the additional scope of work. This fee has been reviewed by 3D/International and was found reasonable. Based upon this review, we recommend approval of a change order in the amount of \$11,500.00 with Burdette, Koehler, Murphy and Associates to provide complete design of telecommunications services.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:



Donald R. Krempel, Ph.D.
Executive Director

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BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT

October 23, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Rescission of Award - Reroofing
Franklin Elementary School

On July 10, 2001, the Board of Education approved an award of contract for the reroofing project at Franklin Elementary School. Due to the extensive amount of roof deck replacement required that was not originally included in the bid package, the Department of Physical Facilities requests approval to rescind the original award for this project. A revised bid package has been prepared and a new request for award will be presented to the Board of Education for their review and approval.

APPROVED:



Donald F. Krenpel, Ph.D.
Executive Director

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BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

Towson, Maryland 21204-3711

BOARD EXHIBIT

July 10, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Award of Contract - Reroofing Project
Franklin Elementary School

On June 25, 2001, ten (10) bids were received for the replacement of the roof at Franklin Elementary School - Bid# 3-302-02. This project consists of replacing the existing roof with a new four ply built-up roofing system. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Top Construction Company, Inc., the lowest responsive bidder, in the amount of \$512,190.00.

At this time, we also are requesting approval of a 10% Change Order Allocation in the amount of \$51,200.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project #671 - Roof Rehabilitation.

APPROVED:


Donald F. Krenpel, Ph.D.
Executive Director

Baltimore County Public Schools
 Reroofing Project – Franklin Elementary School
 Bid Number: 3-302-02
 June 25, 2001

	Bidder's Name									
	Top Construction Company, Inc.	DDP Contracting Company, Inc.	National Roofing Company, Inc.	J&R Roofing, Inc.	Roofers, Inc.	Alliance Roof & Sheet Metal, Inc.	Cole Roofing Company, Inc.	Michael J. Bollinger Company, Inc.	Interstate Corporation Inc.	KI Construction Company, Inc.
Base Bid Price	\$512,190.00	\$512,480.00	\$537,000.00	\$543,796.00	\$572,037.00	\$578,919.00	\$634,414.00	\$749,500.00	\$752,000.00	\$788,900.00

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 23, 2001

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Consideration of MSDE Reimbursement of Reprinting Costs of Test Items

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donna Flynn, Executive Director, Assessment
Barbara Burnopp, Executive Director, Fiscal Services

RECOMMENDATION

That the reimbursement to the Maryland State Department of Education for the reprinting of Maryland Functional Tests be approved.

MSDE has charged BCPS for the reprinting of test items from the previous fiscal year. An invoice for \$115,000 was issued to BCPS.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 23, 2001
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Recommended Statement Regarding Field Trip and Foreign Travel
ORIGINATOR: Christine Johns, Deputy Superintendent

RESOURCE

PERSON(S): Phyllis Bailey, Executive Director of Special Programs, PreK-12

RECOMMENDATION

That the procedures in Appendix I be approved for immediate implementation.

These procedures are an interim step until Policy 6153 and Rule 6153, which are presently undergoing revision, have been accepted and approved. Appendix I states the procedures that are being recommended and after Board consideration will be communicated to the schools through the Superintendent's Bulletin. Appendix II contains the form that requires completion and approval prior to the field trip taking place.

PAB/er

Appendix I – Recommended Statement Regarding Field Trips and Foreign Travel
Appendix II – BEBCO form # 9908593 – School Group Overnight Trip-Proposal

Recommended Statement Regarding Field Trips and Foreign Travel

In light of concerns for student welfare and safety, the Baltimore County Public School system is canceling all foreign travel trips for the school year 2001-2002.

Out-of-state field and overnight field trips will be reviewed on a case-by-case basis. The entire approval process for proposals for out-of-state and overnight field trips should be completed 60-days prior to the departure date of the trip on Board of Education of Baltimore County (BEBCO) form 9908593. At this time, the approval process to be utilized for out-of-state and overnight field trips is the following:

- Initial approval of the proposal will be by the principal, including review of financial arrangements, as well as the refund/cancellation policies.
- The proposal will then be submitted to the supervisor of the content area for approval in terms of educational benefit and the relationship of the proposal to the curriculum.
- The proposal will then be submitted to the appropriate Executive Director of Schools for conditional approval, based on all the information provided.

Once a conditional approval has been given, the request will be reviewed during the week prior to the field trip. If events suggest that travel is unsafe, approval for out-of-state and overnight field trips will be rescinded. All communications to all parents/guardians regarding field trips should state clearly that Baltimore County Public Schools is not financially liable for losses due to cancellation.

Day field trips within the State of Maryland are not cancelled at this time. Principals should use their discretion in approving all day field trips. In particular, all field trips outside of the immediate Baltimore/Metropolitan area should be assessed as to the site to be visited, the condition of the roads, and the safety and security of the students.

At this time, we are in the process of reviewing and revising Policy 6153 Field Trips and the accompanying Rule and we will be moving this forward in the near future.

BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204

**SCHOOL GROUP OVERNIGHT TRIP—
PROPOSAL**

Approval is is not granted for the overnight trip described in this proposal.

Signed: _____
Area Assistant Superintendent

Date: _____

TO: _____ Date Submitted: _____
Area Assistant Superintendent

FROM: _____ Group: _____
Sponsoring Teacher

_____ Destination: _____
School

Purpose of trip: _____

PROPOSAL

Inclusive dates of trip: _____

We give our approval to the attached preliminary proposal and recommend that tentative approval be granted for the trip described therein.

Signed: _____ Date: _____
Principal

Signed: _____ Date: _____
Supervisor

Summary

- | | | | |
|---------------------------------|-------|---------------------|----------|
| 1. Number of nights lodging | _____ | 5. Number of adults | _____ |
| 2. Number of school days missed | _____ | 6. Total Cost | \$ _____ |
| 3. Mode of transportation | _____ | 7. Cost per student | \$ _____ |
| 4. Number of students | _____ | | |

Educational Values:

Outline the anticipated educational values of the trip. Emphasize the contributions it could make to the education of students which could not be achieved through other means.

Tentative Itinerary:

Tentative Trip Budget: (Estimate cost of transportation, lodging, meals, fees, etc.)

Fund Raising Activities: (Describe any fund raising activities which will be planned to underwrite trip expenses.)

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

Chaperones:

School personnel _____

Parents _____

Other _____

Total Number of Chaperones _____

Class Coverage: (What provision has been made for instruction of remaining students in the classes of teacher chaperones?)

Supervision: (Describe arrangements which will be made to assure that adequate provision is made for the supervision, health, and safety of students.)

Additional Information or Comments:

Approved 10/8/01 U

Minutes of the Citizens Advisory Committee for
Special Education Meeting of Monday, September 10,
2001

Members present:

Teresa LaMaster	Mary Pat Kahle	Janet Furman
Terry Darr	Marjean Funn	Nicol Miller
John Holland	Judy Glass	Joyce Reier
Will Cassano	Sally Chapman	Liz Block
Robert Sterner	Mary Pace	Ben Dubin
Linda J. Pierce	Tracey Weinkam	Paige Pape
Cheryl Lisker	William Flook	Rick Baier
Gail DeNicolis	Jean Considine	William Griner
Jay Silverman	Sara Egorin-Hooper	Tom Stengel
Linda Schweer	Mike McIntyre	Ron Boone
Beverly Andress	Karen Bowman	
Heller Kreshtool	Jean Satterfield	

At 7 p.m., the agenda and various handouts/action alerts were distributed. Introductions were made.

OLD BUSINESS

Teresa LaMaster explained about the Thornton Commission recommendations; they had recommended increases in special education money by the state of Maryland. Several members of this committee are testifying at the public hearings this evening. Teresa said that the funding formula should be by pupil weight with more seriously involved children receiving more funds. The formula is per pupil now.

Teresa explained about full funding of IDEA (Individuals with Disabilities Education Act): when it was originally enacted, the federal government was supposed to pay 40% of special education costs; they pay 13%. The Elementary and Secondary Education Act (ESEA) is in conference committee; Barbara Mikulski is on that committee. The senate is for full funding of ESEA, the congress is not. Teresa encouraged everyone to write, email or call Senator Mikulski's office and encourage her to support full funding. Jay Silverman said he met this summer with Senator Mikulski's educational liaison; don't email as they wipe them out.

NEW BUSINESS

Ron Boone gave out a folder with contact information and organizational charts about the reorganization. The

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Teresa discussed the pre budget hearing and a handout on this issue was distributed. This will be taken up in October.

The meeting was adjourned at 9:10 p.m. The next meeting of the Citizens Advisory Committee for Special Education is Monday, October 8, 2001, 7-9 p.m., room 114, ESS Building, Greenwood.

Respectfully submitted,
Terry Darr
Secretary