

TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, January 24, 2006
5:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

- I. PLEDGE OF ALLEGIANCE
- II. SILENT MEDITATION IN REMEMBRANCE
- III. AGENDA
Consideration of the agenda for January 24, 2006
- IV. MINUTES
Consideration of the Open and Closed Session Minutes of December 20, 2005 Exhibit A
- V. ADVISORY AND STAKEHOLDER GROUPS
- VI. SUPERINTENDENT'S REPORT
- VII. REPORTS
 - A. Recognition Proclaiming February 6-10, 2006 as National School Counseling Week (Mr. Grzymiski/ Mr. Janssen)
 - B. Recognition Proclaiming National African American Parent Involvement Day, February 13, 2006 (Mr. Grzymiski/Miss Wyatt)
 - C. Report on Seismic Shift (Dr. Hairston) Exhibit B
 - D. Report on School Staffing (Dr. Peccia) Exhibit C
- VIII. NEW BUSINESS
 - A. Consideration of consent to the following personnel matters: (Dr. Peccia)
 - 1. Retirements Exhibit D
 - 2. Resignations Exhibit E
 - 3. Leaves of Absence Exhibit F

VIII. NEW BUSINESS (cont)

B. Consideration of consent to the following contract awards:

(Mr. Gay/Mr. Sines)
Exhibit G

1. Diplomas, Diploma Covers, and Certificates
2. Information Technology: Frame Relay Switches
3. Mechanical Pump Repairs
4. School Buses
5. Wide Area Network Upgrade
6. Design Services – Vincent Farms Elementary School Contract Modification
7. New Gas Service by BGE – Loch Raven Academy

C. Consideration of Woodlawn Middle School Alternative Governance Plan

(Dr. Rodriguez)
Exhibit H

IX. ANNOUNCEMENTS

A. Public Comment

Next Board Meeting
7:30 PM

Tuesday, February 14, 2006
Greenwood

TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, December 20, 2005

The Board of Education of Baltimore County, Maryland, met in open session at 5:28 p.m. at Greenwood. President Thomas G. Grzyski and the following Board members were present: Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Ms. Joy Shillman, and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

President Grzyski reminded Board members of community functions and Board of Education events scheduled in December and January.

Dr. Hairston distributed to Board members a letter from MSDE concerning Woodlawn Middle School.

Mr. Grzyski discussed the school calendar process and the Board's expectations. Mr. Grzyski recommended that an ad hoc committee be formed to provide suggestions for future school calendars.

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

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(9) and upon motion of Mr. Hayden, seconded by Mr. Pallozzi, the Board commenced its closed session at 6:02 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 6:02 p.m. at Greenwood. President Thomas G. Grzyski and the following Board members were present: Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Mr. John Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Ms. Joy Shillman, and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction; J. Robert Haines, Esq., Deputy Superintendent, Business Services; Ms. Rita Fromm, Chief of Staff; Margaret-Ann Howie, Esq., Legal Counsel to the Superintendent; Nevett Steele, Jr., Esq., Assistant County Attorney; Dr. Donald Peccia, Assistant Superintendent of Human Resources and Government Relations; Dr. Kim X. Whitehead, Assistant Superintendent, Central Area; Mr. William Lawrence, Assistant Superintendent, Northeast Area; Dr. H. Scott Gehring, Assistant Superintendent, Northwest Area; Dr. Manuel B. Rodriguez, Assistant Superintendent, Southwest Area; Mr. Don Dent, Executive Director, Planning and Support Operations; Dr. Alpheus Arrington, Director of Human Resources; Mr. Daniel Capozzi, Staff Relations Manager; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

CLOSED SESSION MINUTES (cont)

Mr. Capozzi provided Board members an update on the negotiations with specific collective bargaining units.

Mr. Capozzi exited the room at 6:22 p.m.

Mr. Dale Rauenzahn, Executive Director of Student Support Services, entered the room at 6:22 p.m.

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

At 6:32 p.m., Mr. Hayden moved the Board adjourn for a brief dinner recess. The motion was seconded by Ms. Harris and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:28 p.m. at Greenwood. President Thomas G. Grzyski and the following Board members were present: Mr. Luis E. Borunda, Ms. Frances A.S. Harris, Mr. John Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Ms. Joy Shillman, and Miss Gabrielle Wyatt. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Shinera Mitchell, a student from Woodlawn High School, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

Hearing no additions or corrections to the Open and Closed Session Minutes of November 22, 2005, Mr. Grzyski declared the minutes approved as presented on the website.

Mr. Grzyski informed the audience of the sessions in which Board members had participated earlier in the afternoon.

ADVISORY AND STAKEHOLDER COMMENTS

Ms. Jennifer Oswald, Baltimore County Student Council President and Superintendent's Student Council Advisory Group member, reported on the council's third general assembly.

Ms. Meg O'Hare, Coordinator of the Area Educational Advisory Councils, provided statistics on various religions.

Ms. Meg O'Hare, a representative of the Baltimore County Education Coalition, announced the coalition's next meeting on January 5, 2006, and the Board of Public Works appeal on January 18, 2006, in Annapolis.

Mr. Walter Hayes, Chair of the Northeast Area Educational Advisory Council, expressed concern about AN interrupted week for students, which affects at-risk children at the most. He congratulated the PTA Council of Baltimore County for receiving the Council of Excellence award. Mr. Hayes reported on the Booster Club meeting at Kenwood High School.

Ms. Jasmine Shriver, Chair of the Special Education Citizens Advisory Committee, announced the advisory committee's meeting on January 9, 2006 and invited Board members to attend. The meeting will focus on access to the general education curriculum and the definition of a highly qualified teacher.

SUPERINTENDENT'S REPORT

Dr. Hairston asked student Board member, Miss Gabrielle Wyatt, to comment on their joint school visits. The two visited Dundalk, Chesapeake, Overlea, and Kenwood High Schools. Students at these schools stressed the need for more guidance counselors, extending AVID to all grade levels, and asked that a greater variety of courses be offered.

SPECIAL ORDER OF BUSINESS

Mr. Grzyski announced that the BCPS Comprehensive Annual Financial Report (CAFR) is published annually after completion of the annual audit of the Board's financial statements. The fiscal year 2005 CAFR includes the artwork of students from Woodlawn High School from the 2004-2005 school year. Mr. Grzyski recognized and thanked the students by presenting each student with a \$100 U.S. Savings Bond. The students were Walter Stewart, III, Devrin Bowling, Jordan Carter, and Shinera Mitchell.

REPORTS

The Board received the following reports:

- A. **FY2005 Comprehensive Annual Financial Report (CAFR) and Single Audit Report** – Mr. Hayden presented the fiscal year 2005 financial and single audit report and the management letter to the Board. He noted that the auditing firm of KPMG reviewed all the reports and findings in detail with the Budget and Audit Committee members and staff. Mr. Hayden stated that the Board received an “unqualified opinion” on the CAFR, which is the greatest level of assurance that an auditor can give to indicate that the financial statements of an organization are not materially misstated.

Although the Single Audit Report contained findings, Mr. Hayden stated that staff has already developed and/or implemented corrective action to address the findings. The staff will continue to provide updates at future Budget and Audit Committee meetings to report progress made in addressing the findings, and any concerns will be reported to the Board.

- B. **Report on Proposed FY2007-2012 State and County Capital Budget Request** – Ms. Barbara Burnopp, Chief Financial Officer, provided a summary of the budget request and pointed out some changes. On December 13, the state added funding for Holabird Middle School, funding for roof replacement at Hebbville Elementary School, and partial funding for roof replacement at Pine Grove Elementary School. Other changes were aligning BCPS funding with state funding, Bear Creek Elementary School windows, and redirect resources to fund Woodlawn High School grounds building. Ms. Burnopp noted the priorities have not changed since the Board approved the budget in October. This is the first reading.

Mr. Hayden asked if the Kenwood High School locker renovation has been approved. Ms. Burnopp responded in the negative. Mr. Sines stated that the Department of Physical Facilities toured the area and has identified some immediate actions that can take place that will positively impact students’ health and well-being. Mr. Sines noted that as funds become available, the school system can identify by component what can be achieved within the parameters of the schematic.

Mr. Grzyski announced the formation of a Board ad hoc committee that will work to provide direction to the Superintendent regarding the calendar and a process to establish future calendars. Mr. Grzyski the ad hoc committee’s findings in terms of providing specific direction to the Superintendent would be discussed in an open meeting. The four Board members on the committee are Mr. Borunda, who will chair the committee, Ms. Harris, Ms. Murphy, and Mr. Pallozzi.

PERSONNEL MATTERS

On motion of Mr. Hayden, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits D, E, F, G, H, I, J, and K. (Copies of the exhibits are attached to the formal minutes.)

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-9 (Exhibit L).

The Board approved these recommendations.

1. 3-347-00 Contract Extension: Nuts, Bolts, and Associated Supplies
2. 3-317-02 Custodial Supplies Modification
3. PCR-222-06 Document Printing System
4. JMI-615-06 Plumbing Supplies and Associated Materials
5. JCO-447-04 Gasoline and Diesel Fuel – Contract Termination
6. JCO-447-04 Gasoline and Diesel Fuel
7. MWE-815-06 Fee Acceptance: Design Services – Vincent Farms Elementary School
8. JMI-602-06 Systemic Renovation – Arbutus Middle School
9. MBU-557-06 Systemic Renovation – Ridgely Middle School

BUDGET SUPPLEMENTAL APPROPRIATION

On motion of Mr. Pallozzi, seconded by Ms. Murphy, the Board approved the FY 2007 General Fund Supplemental Appropriation of \$675,960 to re-appropriate the fund balance as of June 30, 2005, for the purchase of automatic external defibrillators for schools and central offices, as presented in Exhibit M. The funds will also provide for a maintenance contract, security cabinets, and staff training.

INFORMATION

The Board received the following as information:

- A. Northwest Area Educational Advisory Council Legislative Forum Minutes of November 17, 2005

ANNOUNCEMENTS

Mr. Grzyski made the following announcements:

- Schools will be closed for Winter Break from December 24, 2005 through January 2, 2006. Schools will reopen for students and teachers on Tuesday, January 3, 2006.
- ③ The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, January 10, 2006, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions. The Board will host the PTA Council of Baltimore County for dinner on January 10, 2006 from 6:00 p.m. to 7:30 p.m.
- ③ On Wednesday, January 25, 2006, the Baltimore County Board of Education will meet for a public hearing to seek the public's input on the operating budget for FY2007. The meeting will take place at the Ridge Ruxton School at 7:00 p.m. Sign-up for the public to comment will begin at 6:00 p.m. at Ridge Ruxton School on the day of the hearing.

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

PUBLIC COMMENT ON PROPOSED POLICY 8400 AND DELETION OF POLICY 3132

No one from the public signed up to speak.

GENERAL PUBLIC COMMENT

Dr. Bash Pharoan asked the Board to put the word "Christmas" back onto the school calendar. He stated the school system must separate religion from school or must give equal treatment to others.

Mr. Muhammad Jameel asked the Board to provide fair and equal treatment by giving the Muslims their holidays on the school calendar.

Mr. Dick Walters stated that the Christian days of Christmas and Easter were excluded from the calendar. He asked that three pages in the calendar be changed, reprinted, and redistributed.

ADJOURNMENT

At 8:22 p.m., Ms. Harris moved to adjourn the open session. The motion was seconded by Mr. Pallozzi and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

bls

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 24, 2006
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
RE: **SEISMIC SHIFT UPDATE**
ORIGINATOR: Dr. Joe A. Hairston, Superintendent
RESOURCE
PERSONS:

INFORMATION

That the Fall 2005 Seismic Shift Update be presented to the Board as an information item.

Attachment I – Seismic Shift Update



Seismic Shift Update

vision

**Report to the Board of Education
January 24, 2006**

Dr. Joe A. Hairston, Superintendent

Originally prepared November 2005



SEISMIC SHIFTS

in Baltimore County
communities, families, and public schools

vision

vision

Variables That Influence Public Education in America

Executive
President
Secretary of Education

Judicial
Federal Courts

Global Society

Public Confidence

National Defense

Legislative
Congress

Courts

Higher Education

Community
Local Economy

Global Economy

Equity Issue

Tax Issue

Family Values

Local Government
Local School Board
Superintendent
Central Office
Principals
Schools

Business Support

Future Work Force

Special Interest

Community Values

Higher Education

Economic Forecast

State Economy

Employment Needs

Social Trends

International Market

National

State

Community

Local School Board



County Population

From

A total County population of 692,134 in 1990

To

A total County population of 763,181 in 2004 (estimate)
(An increase of 10.3%)



County Minority Population

From

Minorities comprised 15% of the population in 1990

To

Minorities comprised 29.7% of the population in 2004 (estimate)



Occupied Household Units

From

Occupied household units of 281,553 in 1990

To

Occupied household units of 308,631 in 2004 (estimate)
(An increase of 9.6%)



Median Household Income

From

A median household income of \$44,502 in 1990

To

A median household income of \$51,534 in 2004 (estimate)
(An increase of 18.8%)



Public Schools in Baltimore County

From

146 schools in Baltimore
County in 1990

To

163 schools in Baltimore
County in 2005



Student Enrollment

From

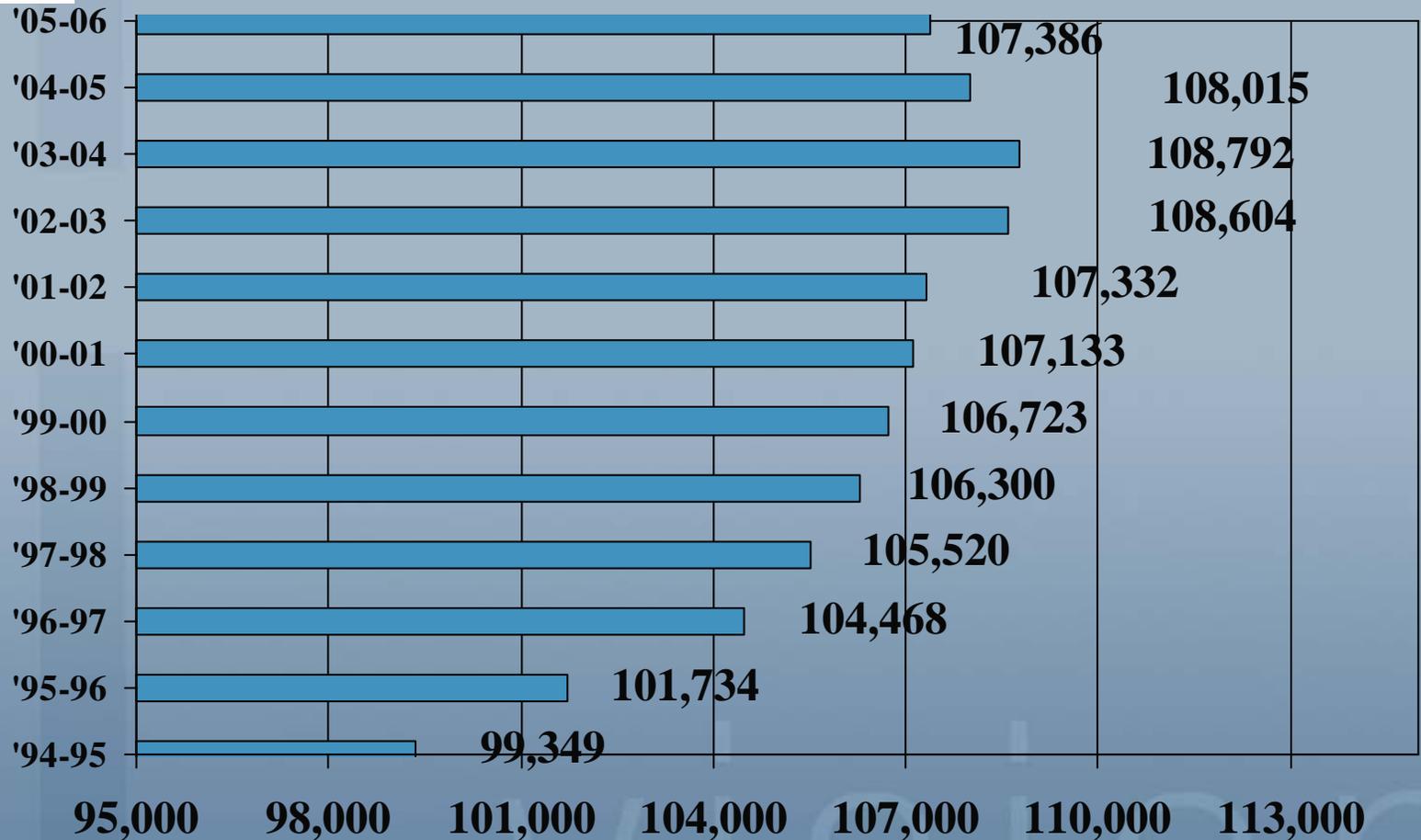
A student enrollment of
86,841 in 1990

To

A student enrollment of
107,386 in 2005-06
(An increase of 24%)



September 30 Enrollment





Free/Reduced Priced Meals

From

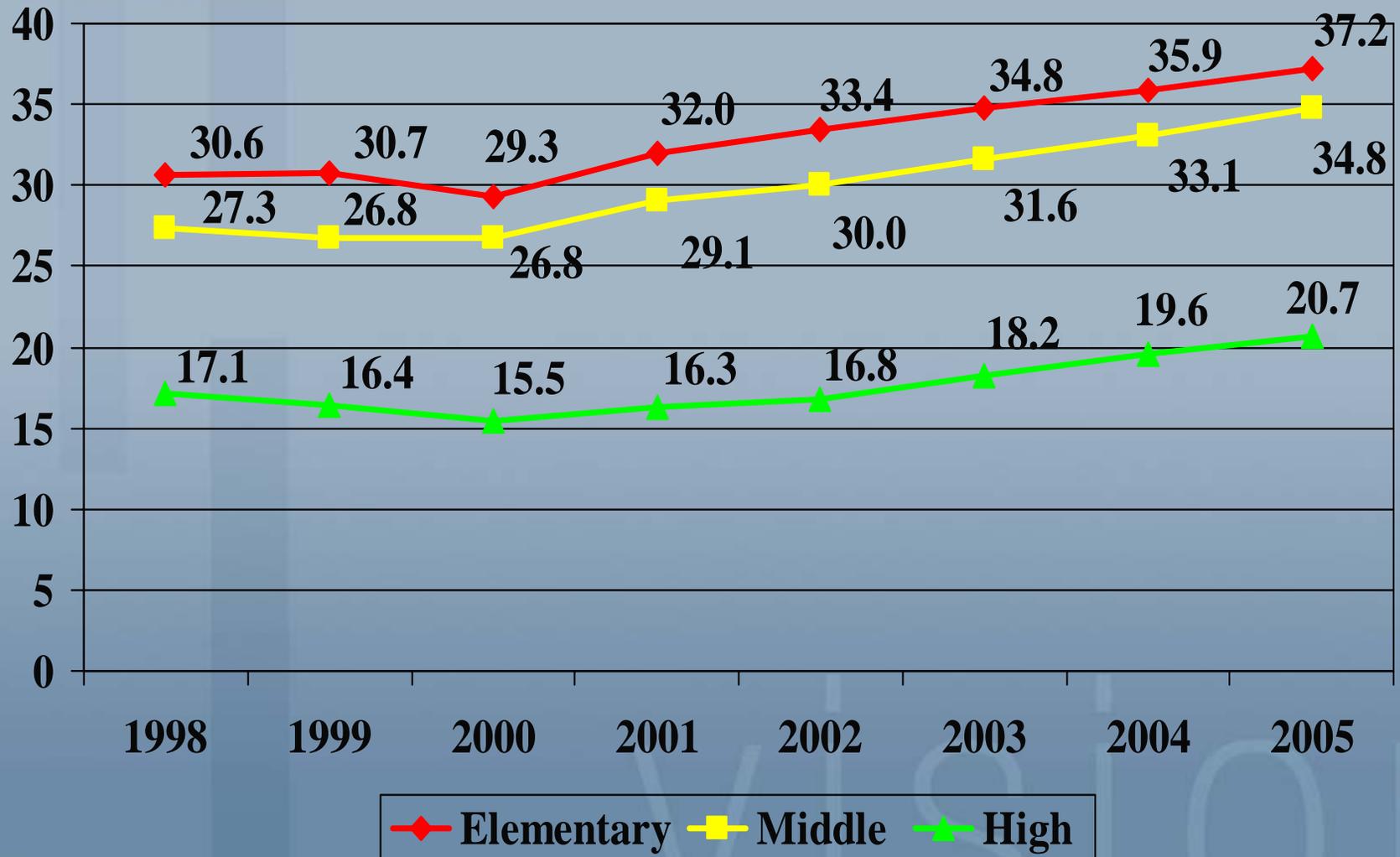
12.6% of students
receiving free/reduced
priced meals in 1990

To

31.8% of students
receiving free/reduced
priced meals in 2005



Free/Reduced Priced Meals





Minority Enrollment

From

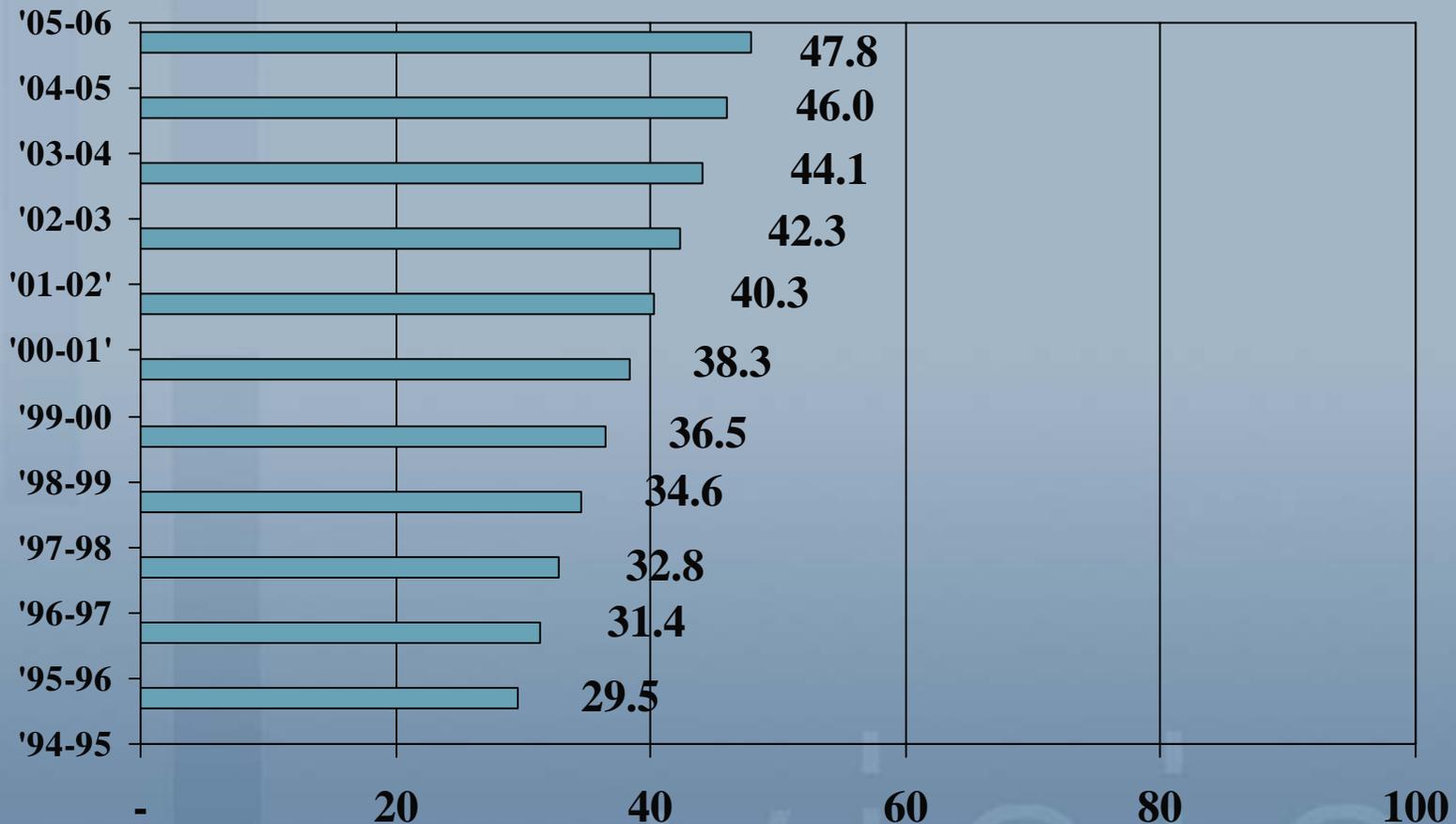
A minority enrollment of
18,069 in 1990

To

A minority enrollment of
51,362 in 2005-06
(An increase of 184%)



Percentage Minority Enrollment





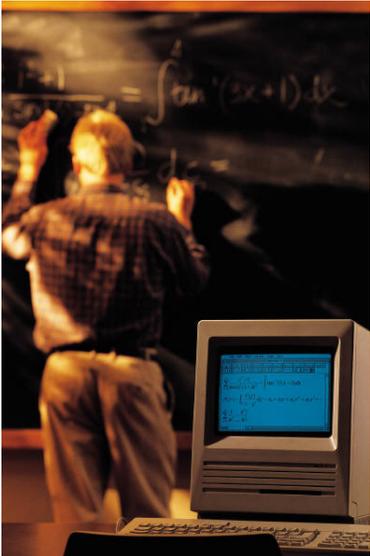
ESOL Enrollment

From

An ESOL enrollment of 873 students in 1990

To

An ESOL enrollment of 2,470 students in 2005
(An increase of 183%)



Teachers

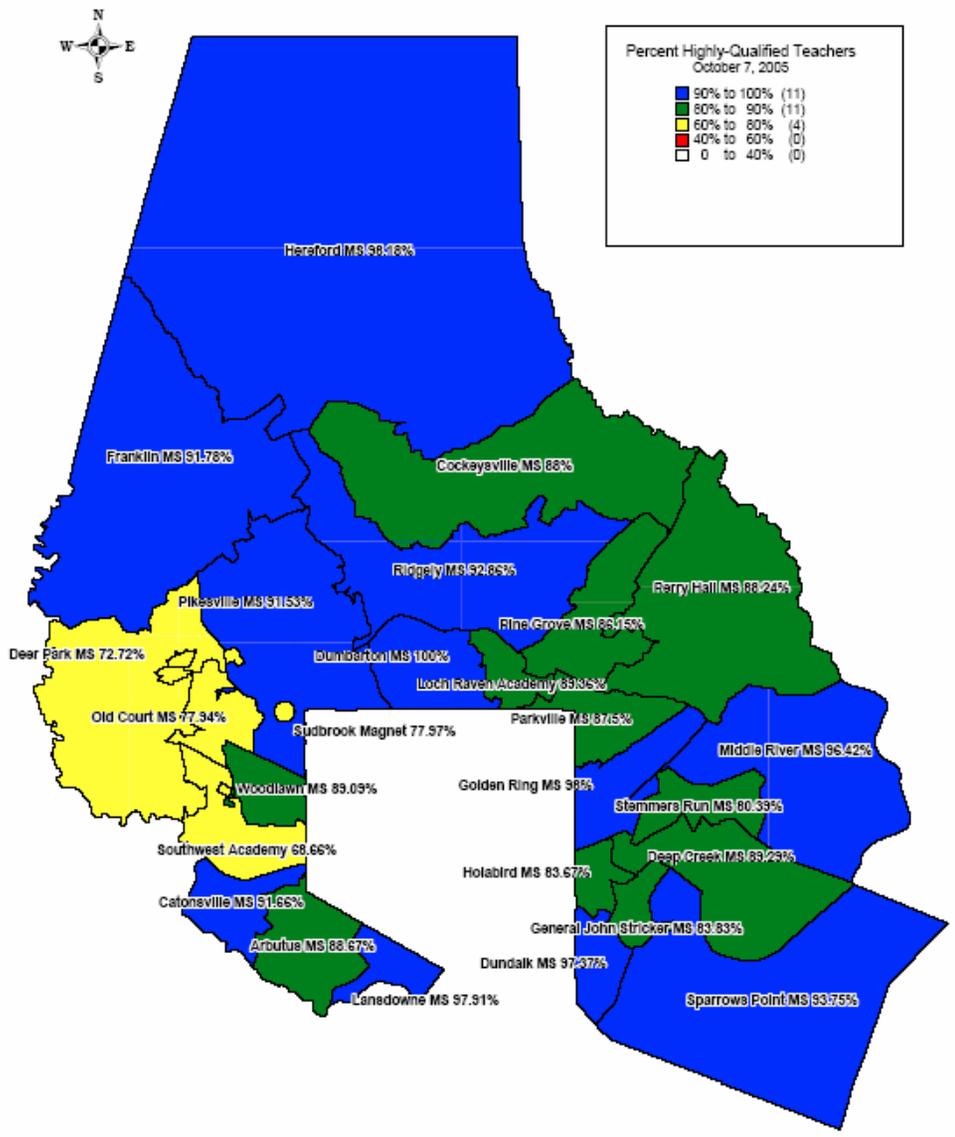
From

A total of 5,300 full time equivalent teachers in 1990

To

A total of 7,167 full time equivalent teachers in 2005
(An increase of 35%)

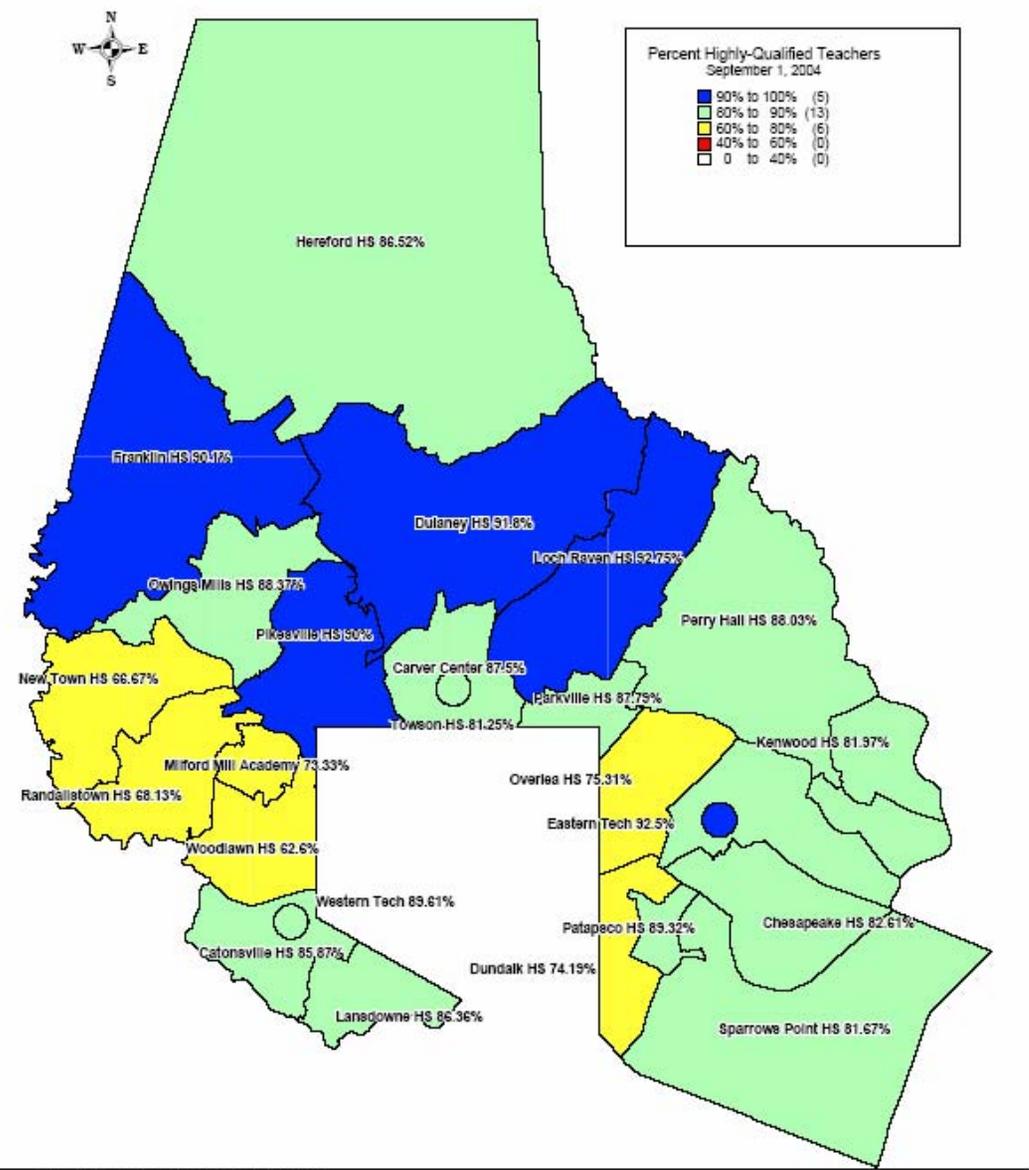
Baltimore County Public Schools
Middle School Highly-Qualified Teachers, October 7, 2005



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2005



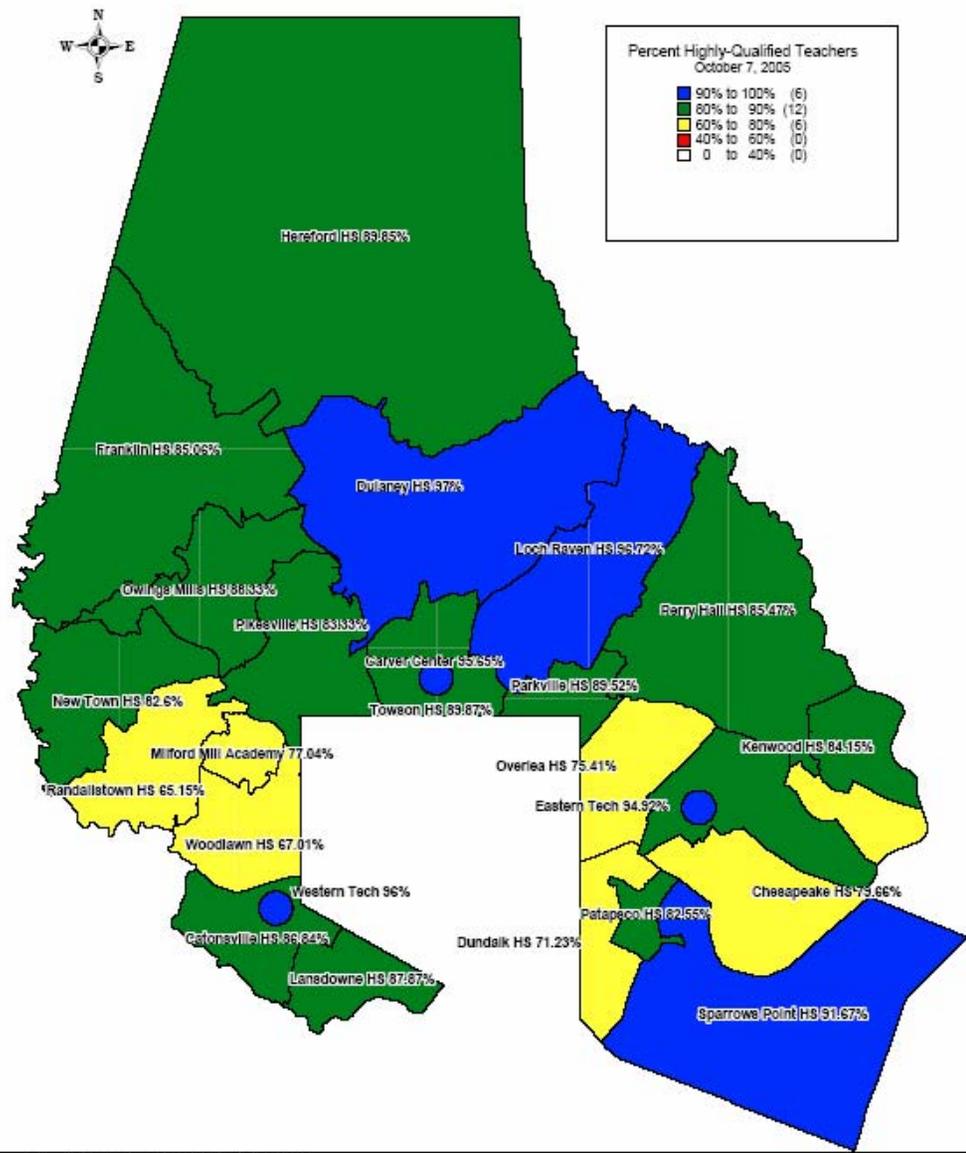
Baltimore County Public Schools High School Highly-Qualified Teachers, September 1, 2004



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, October 2005



Baltimore County Public Schools
High School Highly-Qualified Teachers, October 7, 2005



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2005



Despite seismic shifts in county and school populations – and the world – Baltimore County Public Schools has achieved what all school systems strive for – consistent progress in raising student achievement.



**Our
foundation
is our
*Blueprint
for
Progress.***



**Focused on Quality;
Committed to Excellence**
Blueprint for Progress

**REALIZING THE
VISION**



Adopted by the Board of Education

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 25, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON SCHOOL STAFFING 2005-2006**

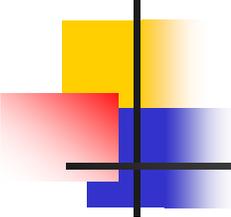
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

**RESOURCE
PERSON(S):** Dr. Donald Peccia, Executive Director of Human Resources
Dr. Alpheus Arrington, Director of Human Resources

INFORMATION

The Board of Education will be updated on the school staffing plan for 2005-2006.

BALTIMORE COUNTY PUBLIC SCHOOLS



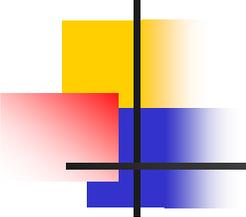
2005 – 2006 STAFFING REPORT

DEPARTMENT OF HUMAN RESOURCES

**DR. DONALD A. PECCIA, ASSISTANT SUPERINTENDENT,
DEPARTMENT OF HUMAN RESOURCES AND
GOVERNMENTAL RELATIONS**

DR. ALPHEUS ARRINGTON, DIRECTOR OF PERSONNEL

JANUARY 24, 2006



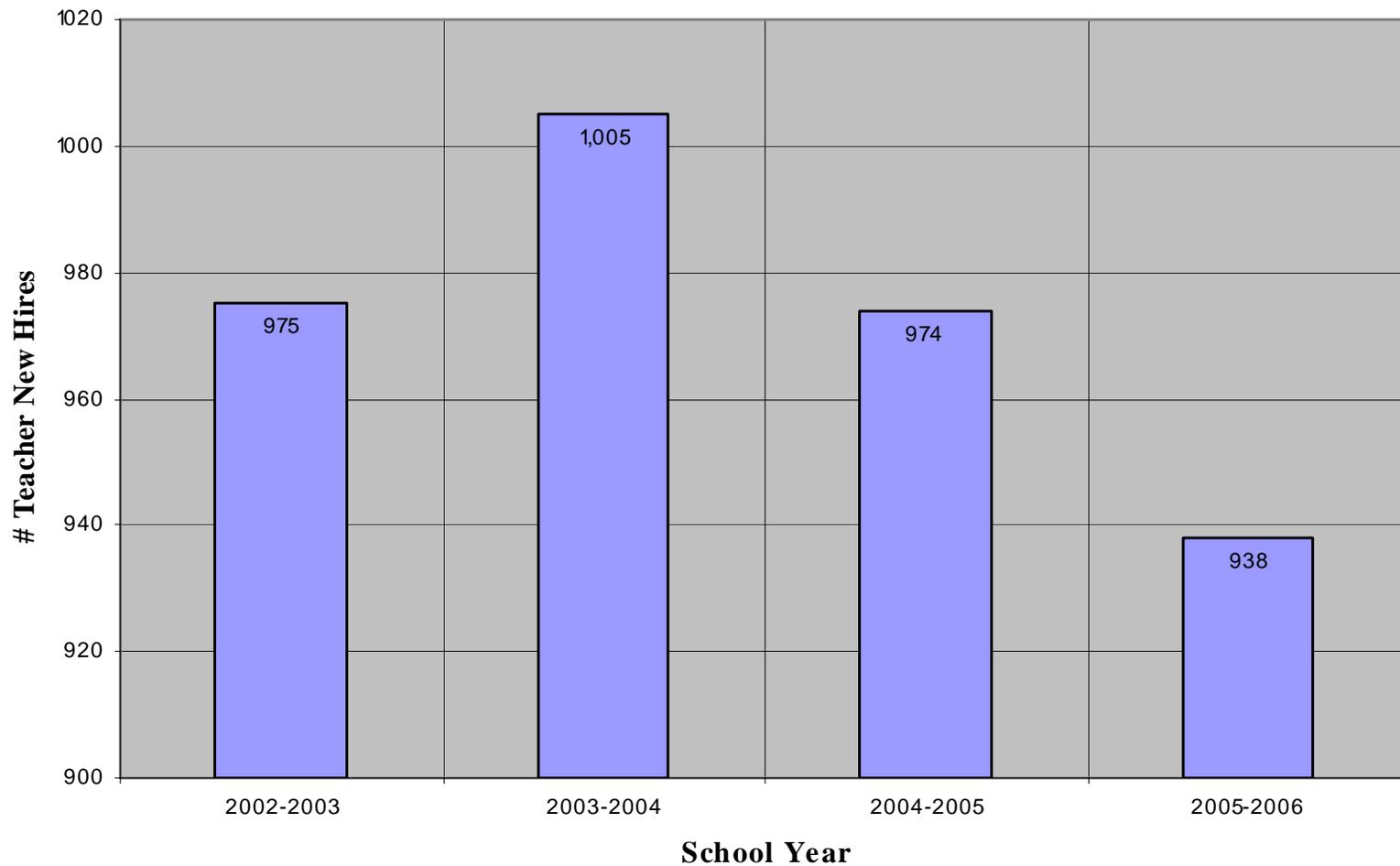
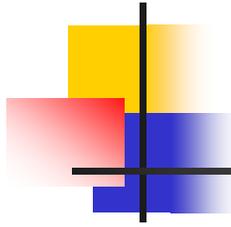
OVERVIEW

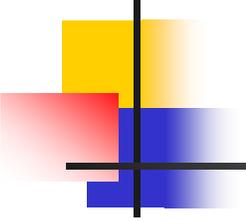
- **New Hires-Trends 2002 – 2005**
- **No Child Left Behind (NCLB) Act of 2001**
 - **Highly Qualified Teachers**
 - **Highly Qualified Paraeducators**
- **NCLB – Present Compliance Status**
 - **Systemwide**
 - **Title I**
- **U.S. Department of Education – Key Policy Letter**
- **Strategies for 2006 – 2007 School Year**
- **Summary**

BALTIMORE COUNTY PUBLIC SCHOOLS

NUMBER OF NEW HIRES

2002 - 2005



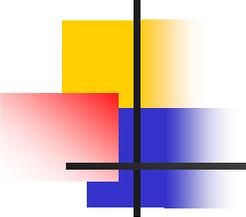


OPENING OF SCHOOL

CORE SUBJECT AREAS

- No Math Vacancies
- No Science Vacancies
- No English Vacancies
- One Social Studies Vacancy
- Only Seven Vacancies Systemwide

BLUEPRINT FOR PROGRESS



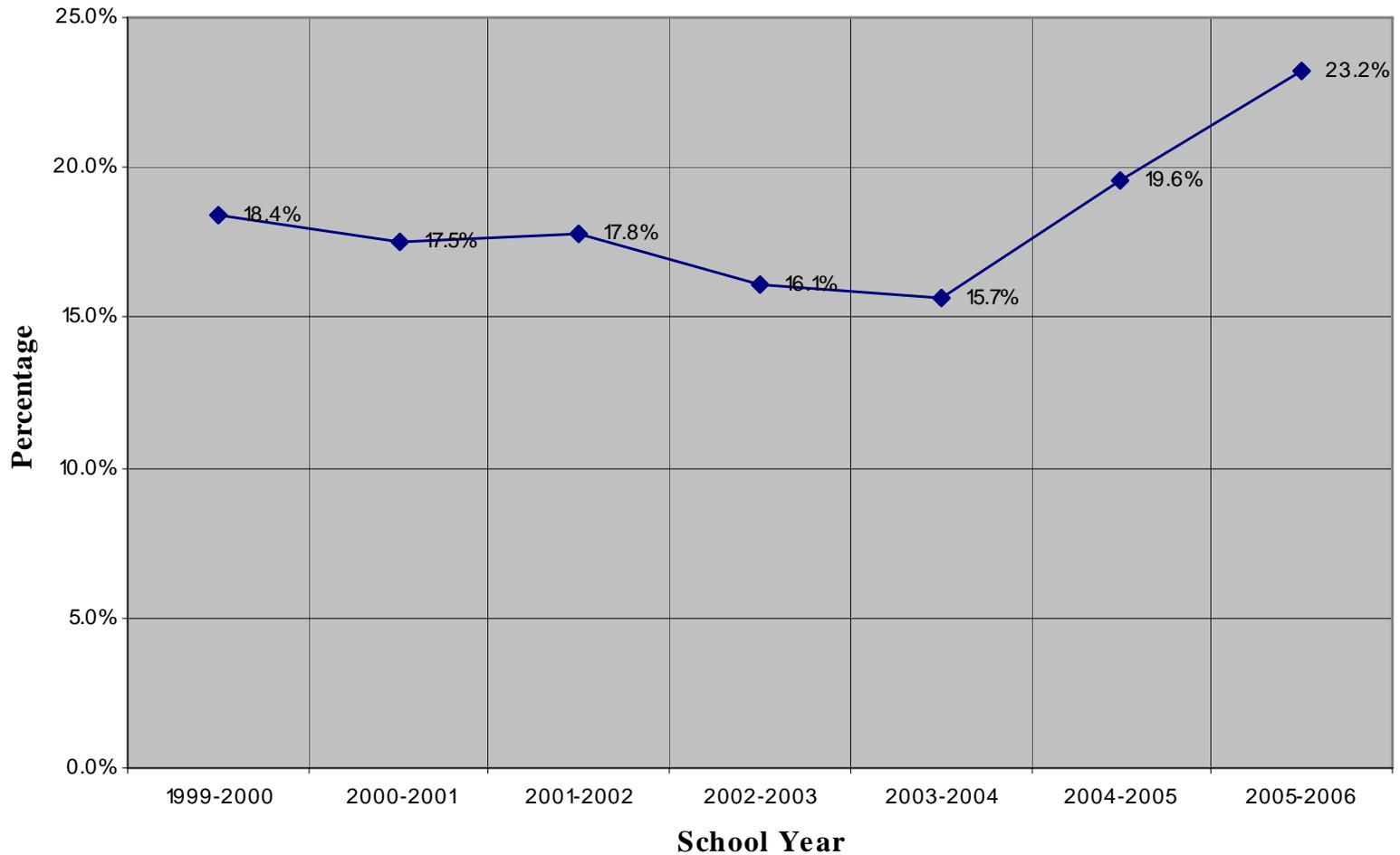
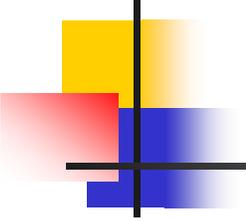
PERFORMANCE GOAL 3

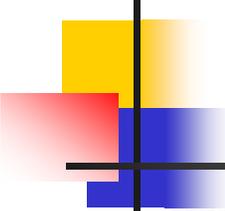
By 2005 – 2006, all students will be taught by highly qualified teachers.

Key Strategy

Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.

BALTIMORE COUNTY PUBLIC SCHOOLS MINIORITY HIRING TRENDS 1999 - 2005

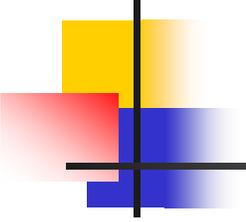




TEACHER RECRUITMENT

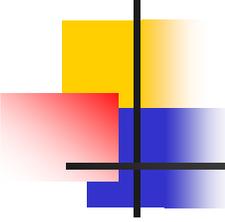
STRATEGIC – TEACHER RECRUITMENT NOW INCLUDES:

- **Teacher recruitment in sixteen states and the District of Columbia**
 - ✓ **Fifty-three Colleges and Universities**
 - ✓ **Twenty-two Historical Black Colleges and Universities**
 - ✓ **Four universities identified as the “Best Colleges for Asian Americans”**
 - ✓ **Six universities identified as having high percentages of international students**
 - ✓ **A major university graduating Hispanic educators**
- **International Recruitment**
 - ✓ **The Philippines**



The No Child Left Behind Act of 2001 (NCLB) Requires:

- By the end of the 2005-2006 school year, all public school teachers (elementary and secondary) who teach in “core academics” must be highly qualified.
- All paraprofessionals hired in Title I schools must be highly qualified by June 30, 2006.

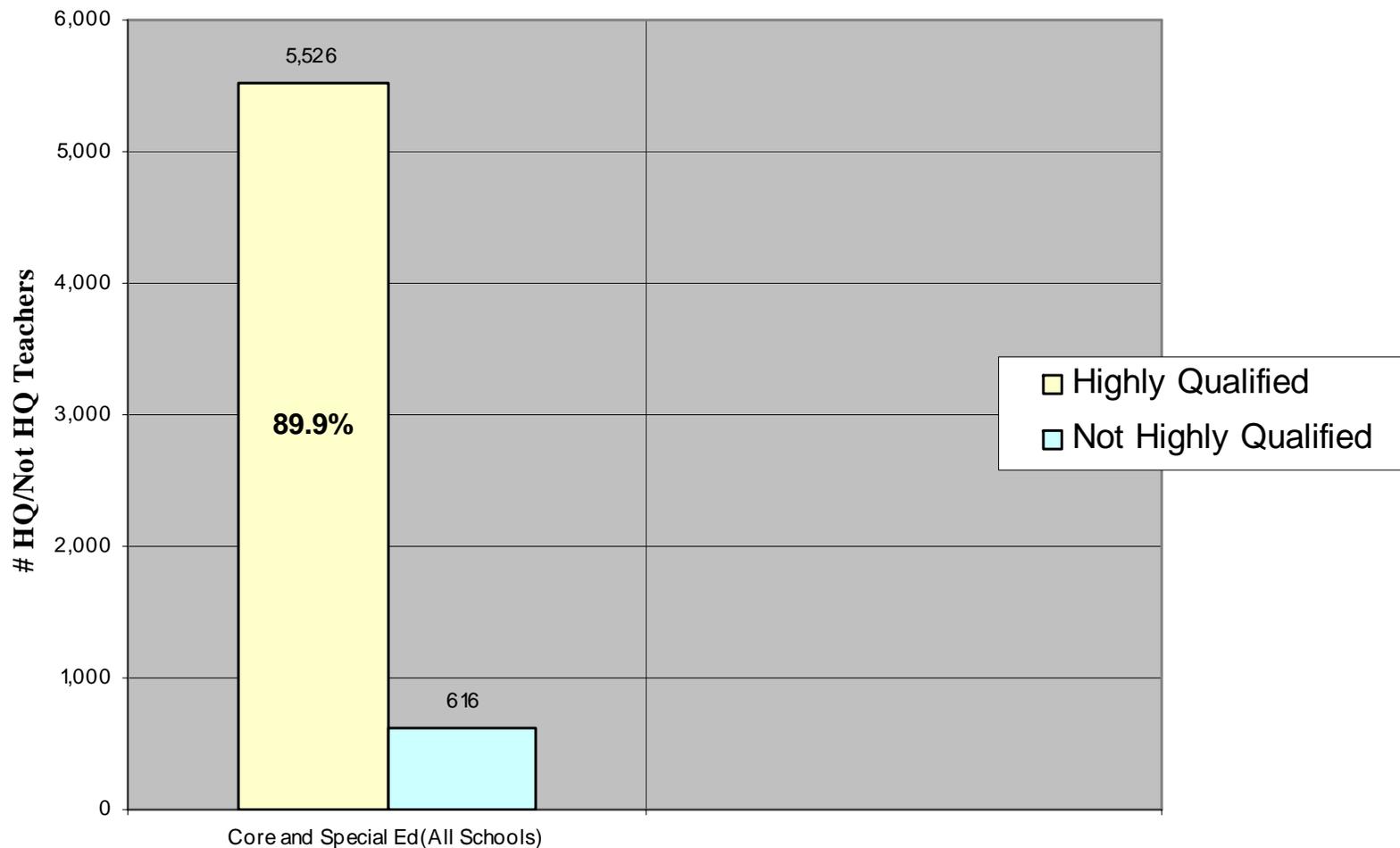


NCLB defines the following areas as core academic subjects:

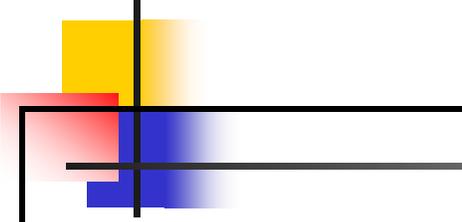
- Art, Music, Dance and Theatre
- Early Childhood
- Elementary
- English
- Foreign Languages
- Mathematics
- Reading and Language Arts
- Science: Biology, Chemistry, Earth/Science, Physics
- Social Studies: Civics and Government, History, Geography, Economics

NUMBER AND PERCENT OF HIGHLY QUALIFIED AND NOT HIGHLY QUALIFIED TEACHERS IN CORE AND SPECIAL EDUCATION AREAS

2005 - 2006

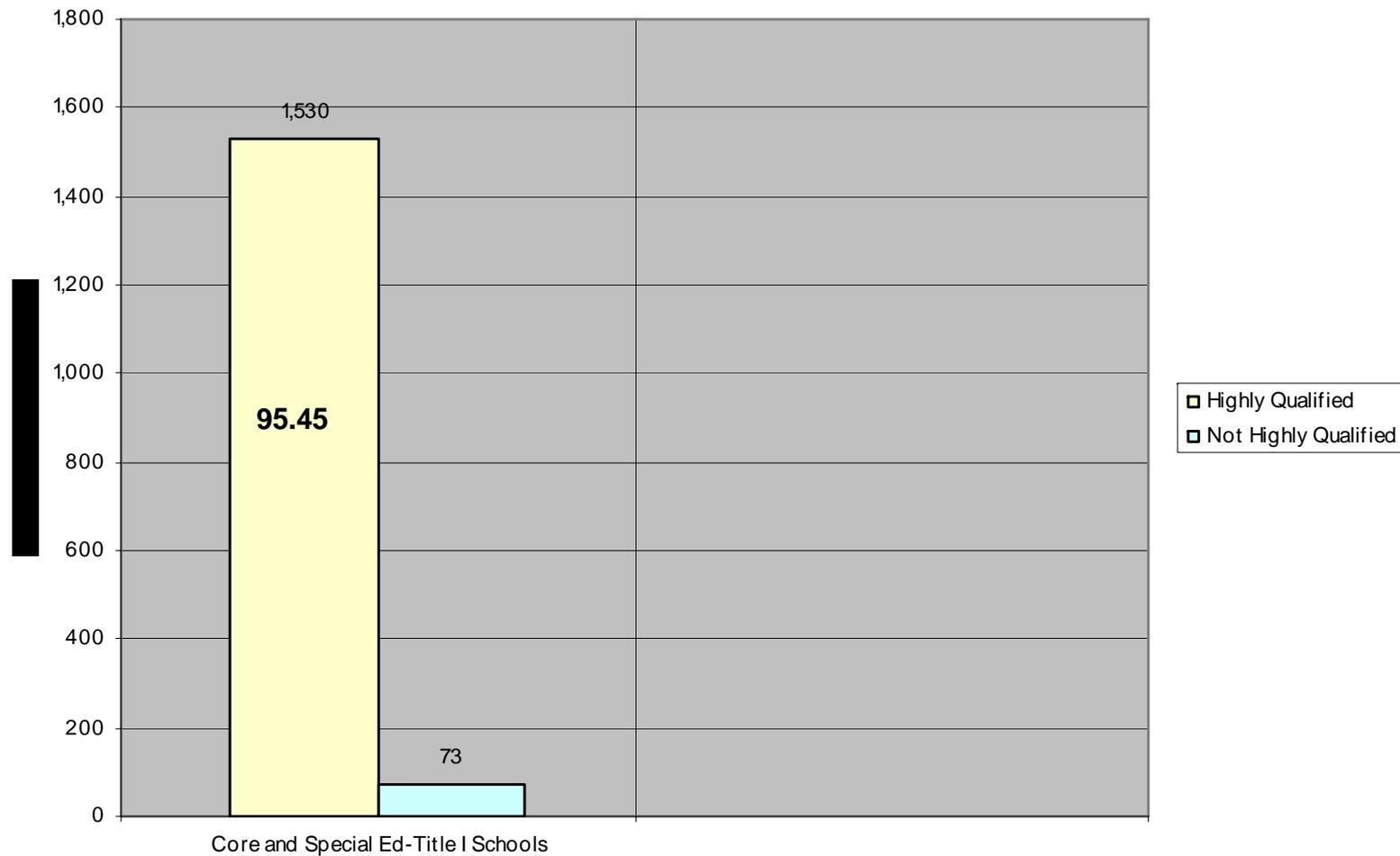
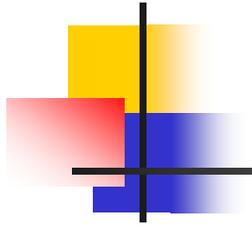


BALTIMORE COUNTY PUBLIC SCHOOLS
NUMBER OF TEACHERS IN CORE SUBJECTS AREA AND
SPECIAL EDUCATION BY AREA AND LEVEL
2005 - 2006



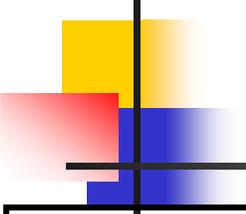
	Central	Northeast	Northwest	Southeast	Southwest
Number of Highly Qualified (All Levels)	1,136	1,258	1,122	975	1,035
Number of Not Highly Qualified (Elementary)	41	28	41	11	42
Number of Not Highly Qualified (Middle)	16	42	61	26	42
Number of Not Highly Qualified (High School)	22	62	75	51	56
TOTALS	1,215	1,390	1,299	1,063	1,175

NUMBER AND PERCENT OF HIGHLY QUALIFIED AND NOT HIGHLY QUALIFIED TITLE I TEACHERS IN CORE AND SPECIAL EDUCATION AREAS 2005 - 2006



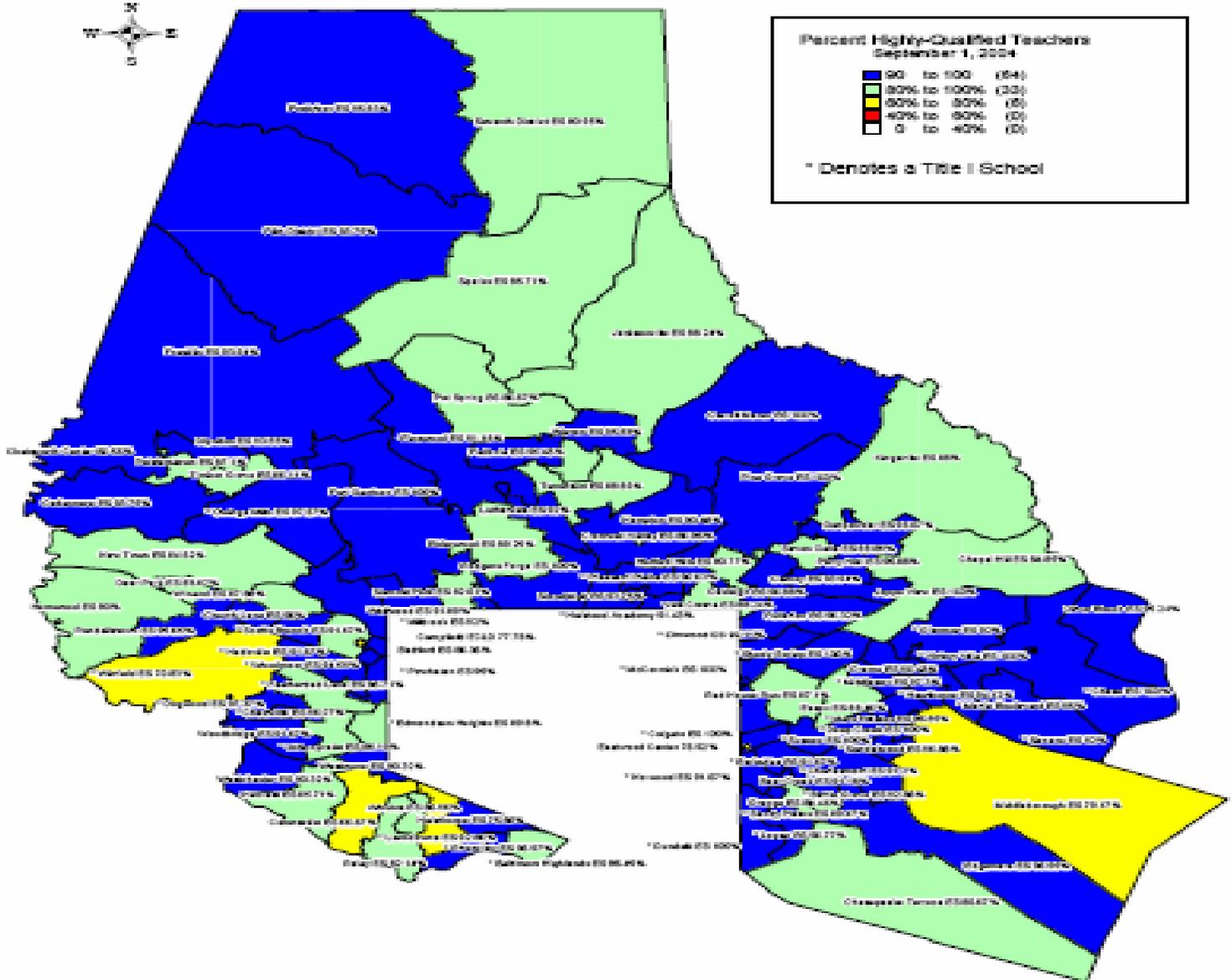
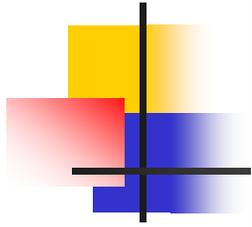
NUMBER OF HIGHLY QUALIFIED AND NOT HIGHLY QUALIFIED TITLE I TEACHERS BY AREA

2005 - 2006

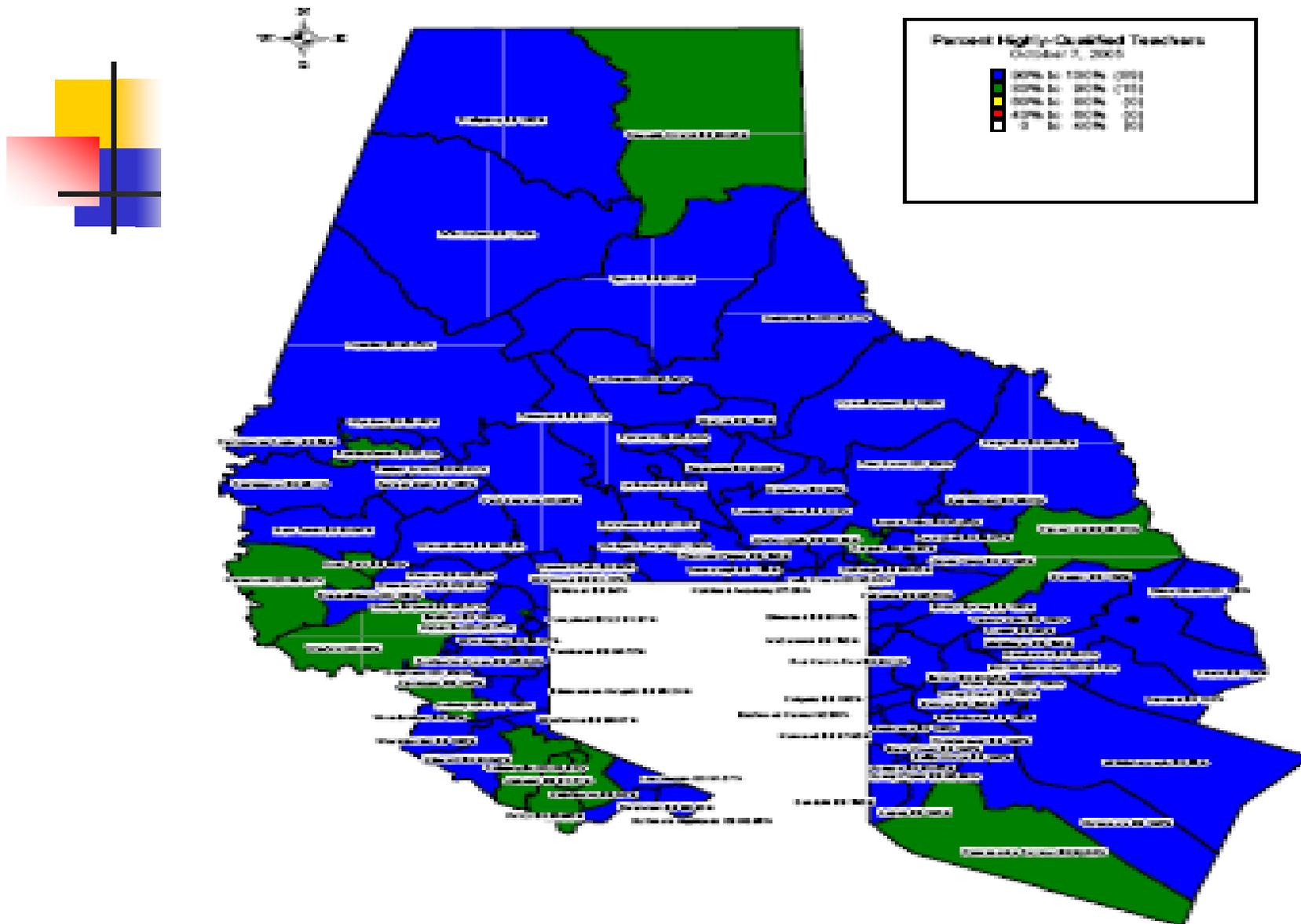


Area	Number of Highly Qualified Teachers in Title I Schools	Number of Not Highly Qualified Teachers in Title I Schools	Number Of Title I Schools in Area
Central	86	9	3
Northeast	287	6	9
Northwest	140	16	4
Southeast	545	18	19
Southwest	472	24	15

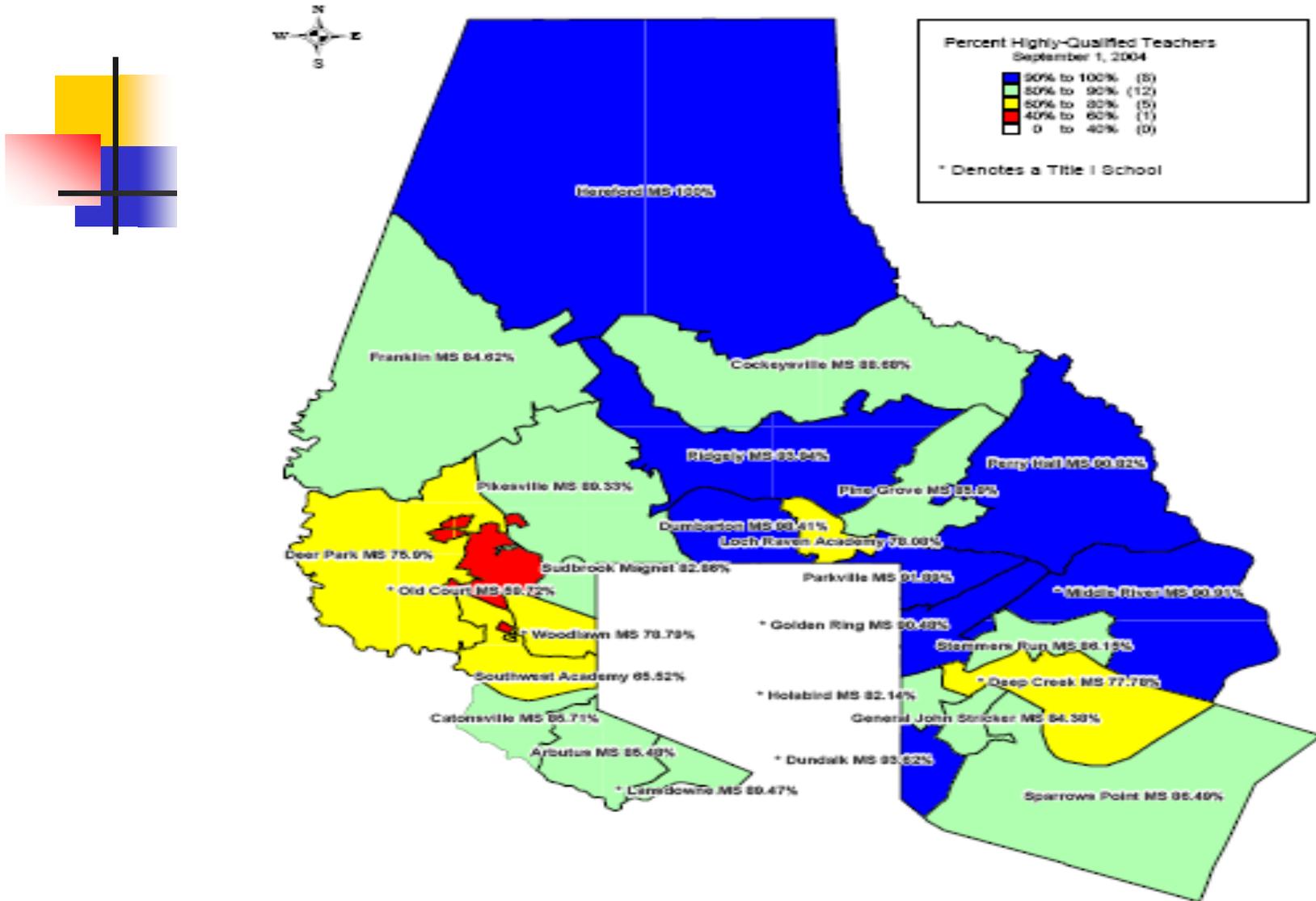
Baltimore County Public Schools Elementary School Highly-Qualified Teachers, September 1, 2004



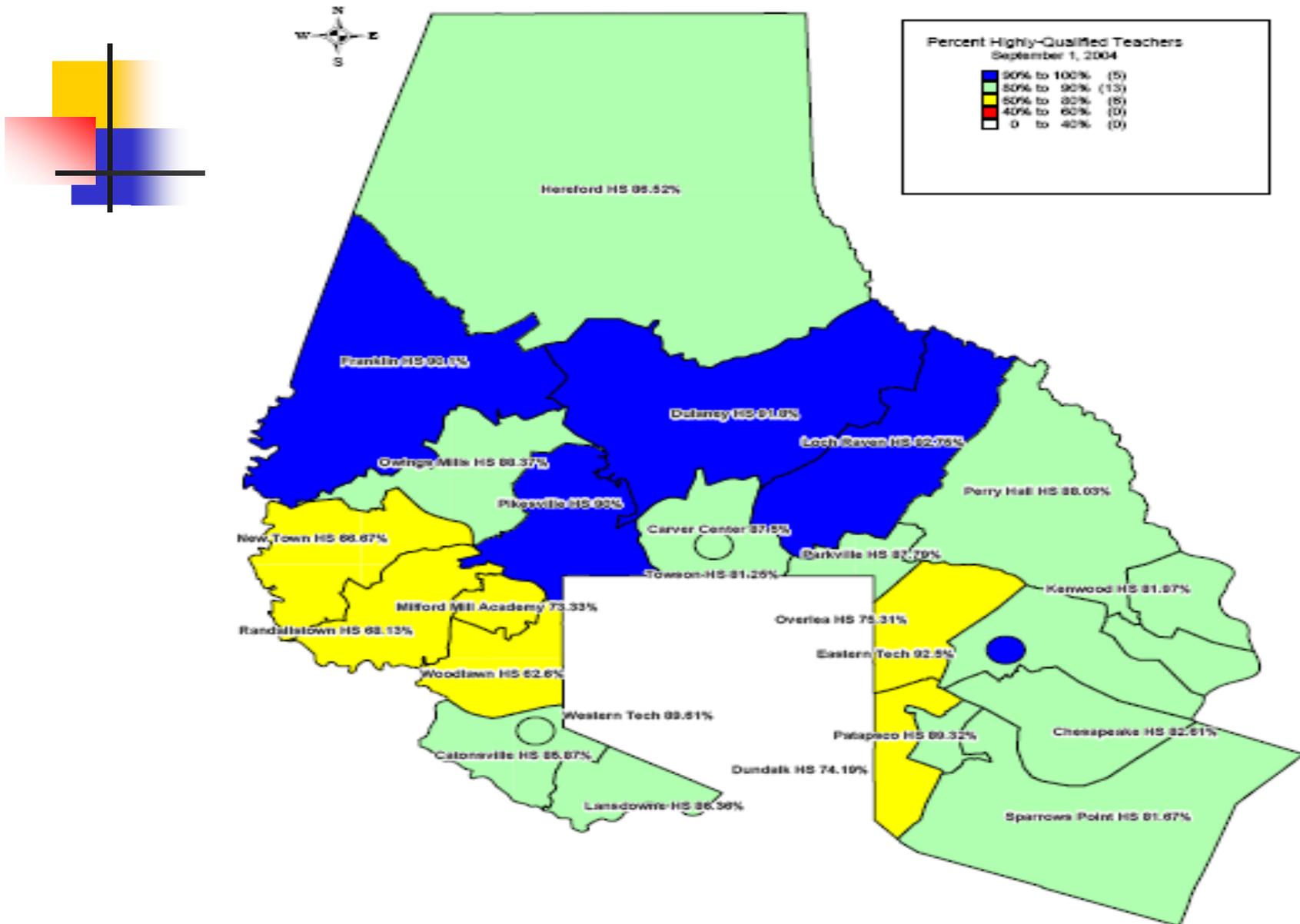
**Baltimore County Public Schools
Elementary School Highly-Qualified Teachers, October 7, 2005**



**Baltimore County Public Schools
Middle School Highly-Qualified Teachers, September 1, 2004**

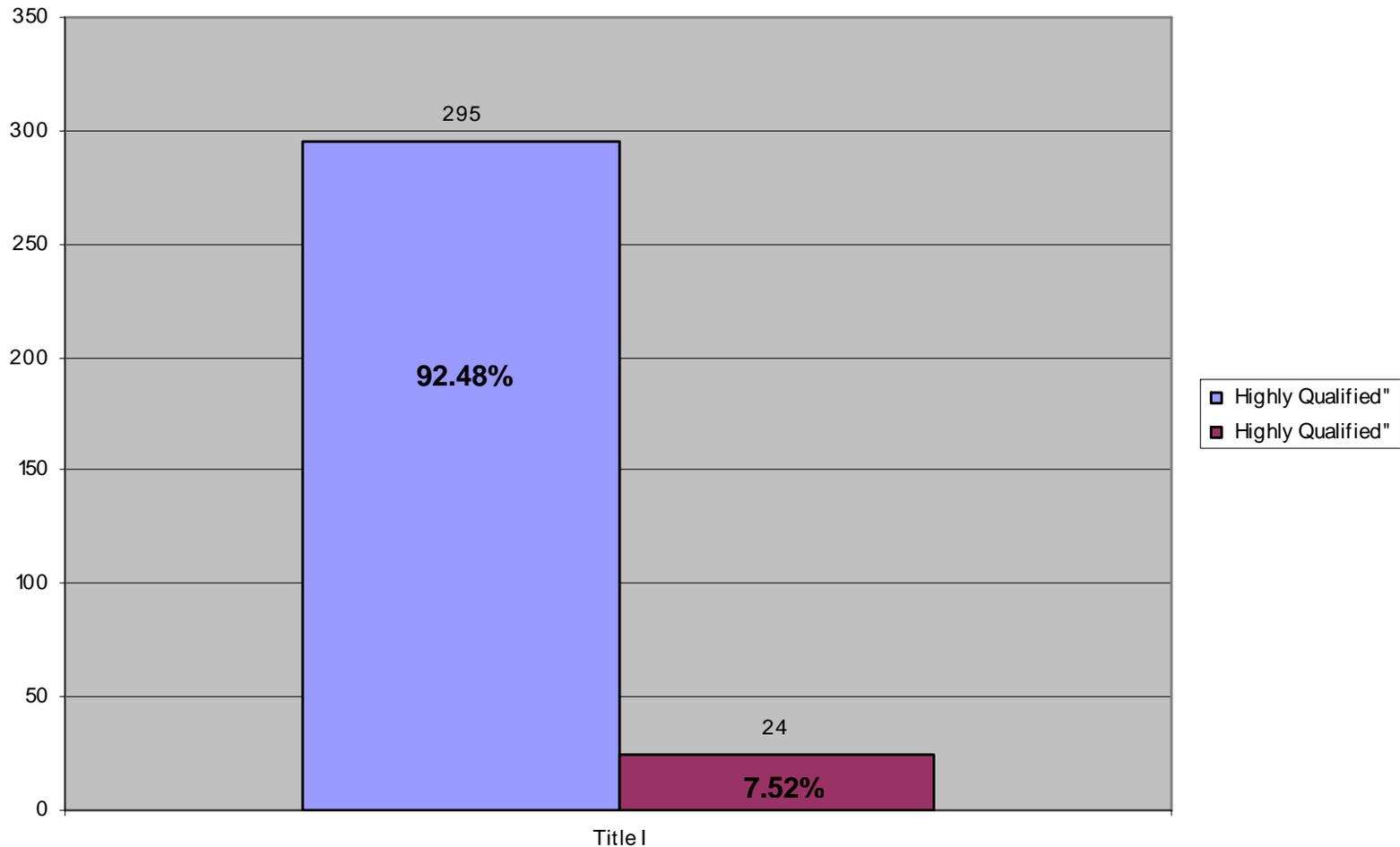


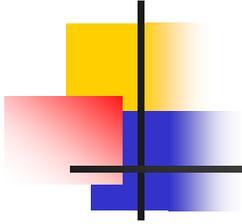
**Baltimore County Public Schools
High School Highly-Qualified Teachers, September 1, 2004**



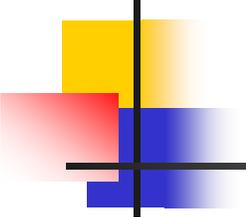
HIGHLY QUALIFIED STATUS OF PARAEDUCATORS IN TITLE I SCHOOLS

2005 - 2006



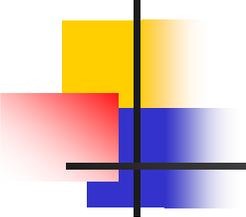


**100% of Newly Hired
Paraeducators have been
highly qualified in
2004 – 2005 and
2005 - 2006**



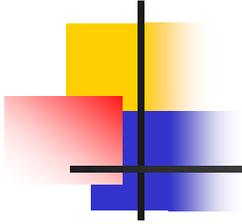
U.S. DEPARTMENT OF EDUCATION – KEY POLICY LETTER

- **States must be defining HQ Status consistent with NCLB**
- **State/county reporting processes must be operational: parents/public**
- **Data reported to U.S.D.E. by the state/county must be accurate and complete**
- **Plans crafted and executed to ensure that highly qualified teachers are equally distributed in all schools must be operational**



STRATEGIES FOR 2006–2007 SCHOOL YEAR

- School Visits by Office of Certification staff to Title I and BCPS – designated Priority Schools
- Regional Meetings with Title I Not Highly Qualified teachers
- Letters sent to all Not Highly Qualified Teachers
- Development of Individual Action Plans
- Continued utilization of Maryland's HOUSSSE Rubric
- Continued collaboration with Office of Title I, Special Education, Office of Mathematics, and Department of Professional Development
- Implementation of Staffing Plan for 2006 – 2007
- Recruitment Strategies



SUMMARY

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204****January 24, 2006****RETIREMENTS**

<u>NAME</u>	<u>POSITION</u>	<u>SCHOOL/OFFICE</u>	<u>YRS. OF SERVICE</u>	<u>EFFECTIVE DATE</u>
Michael Bailey	Supervisor	Pulaski Park/Copy & Print	30.4	1-01-06
Annette Burkindine	Admin. Sec. V	Greenwood Admin. Bldg.	25.8	2-01-06
Sandra Hoskins	Bus Attendant	Transportation	10.2	12-01-05
Harry Lawson	Teacher	Lansdowne High	37.5	2-01-06
Donna Shanebrook*	Paraeducator	Ridge/Ruxton School	26.8	1-07-06
Annie Sharp	Bus Attendant	Transportation	12.2	2-01-06
Danny Wilson	Teacher	Ridge/Ruxton School	31.4	1-01-06

*Member of Balto. County Retirement System (BCERS)

As of 12/20/05

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

January 24, 2006

RESIGNATIONS

SECONDARY – 6

Lansdowne Middle School

Kelly J. Charles, 01/06/06, 1.4 yrs.
Special Education

Middle River Middle School

Rachel H. Kelly, 01/03/06, 4.0 mos.
Special Education

Owings Mills High School

Philip A. Rocca, 01/06/06, 3.4 yrs.
Social Studies

Towson High School

Jerome J. Litz, 12/16/05, 11.4 yrs.
Science

Woodlawn High School

Luke A. Divine, 01/20/06, 5.0 mos.
Social Studies

Delaphine R. Green, 12/16/05, 4.0 mos.
Mathematics

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

January 24, 2006

LEAVES

CHILD REARING LEAVES

JUDITH KING CROWLEY – (Reading Specialist) Formerly Sudbrook Magnet Middle School
Effective April 8, 2006, through June 30, 2007

KIMBERLY EBY MCCARDELL – (Social Studies) Parkville Middle School
Effective February 5, 2006, through February 5, 2008

PERSONAL ILLNESS LEAVE

CAROLYN SCHWARTZ – (Bus Driver) Windsor Mill *
Effective December 1, 2005, through June 30, 2006

UNUSUAL OR IMPERATIVE LEAVE

MARY AMY FULLER – (Social Studies) Western School of Technology and Environmental Science
Effective January 23, 2006, through June 30, 2006

*Non-member Maryland State Retirement System & Pension System

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 24, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

RE: **RECOMMENDATIONS FOR AWARD OF CONTRACTS**

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

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

**Recommendations for Award of Contracts
Board Exhibit – January 24, 2006**

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

- 1. Contract:** Diplomas, Diploma Covers, and Certificates
Contract #: JNI-731-06

Term: 1 year **Extension:** 2 year **Contract Ending Date:** 1/25/09 (tentative)
Estimated annual award value: \$23,600
Estimated total award value \$70,800

Bid issued: November 24, 2005
Pre-bid meeting date: December 1, 2005
Due date: December 15, 2005
No. of vendors issued to: 14
No. of no-bids received: 1
No. of bids received: 3
Herff-Jones Company Olyphant, PA
Jostens, Inc. Owatonna, MN
Proforma/Forsythe Marketing Hanover, PA

Description:

Print and deliver the high school diplomas, diploma covers, and certificates.

Recommendation:

Award of contract is recommended to:

Herff-Jones Company	Olyphant, PA
Responsible school or office:	Office of Student Data
Contact person:	Frank Curnoles
Funding source:	Operating budget

3. contract: Mechanical Pump Repairs
Contract #: MBU-574-06

Term: 3 year **Extension:** 2 year **Contract Ending Date:** 12/31/10 (tentative)
Estimated annual award value: \$ 50,000
Estimated total award value: \$250,000

Bid issued: December 1, 2005
Pre-bid meeting date: December 8, 2005
Due date: December 23, 2005
No. of vendors issued to: 16
No. of no-bids received: 1
No. of bids received: 5

D&S Technical Services	Baltimore, MD
Eastern Technical, Inc	Baltimore, MD
EESCO Pump & Valve, Inc.	Baltimore, MD
Lange Electric Company, Inc.	Baltimore, MD
M&M Welding Fabricators	Frederick, MD

Description:

This contract consists of providing mechanical pump maintenance and repairs on various pumps throughout BCPS.

Recommendation:

Award of contract is recommended to:

Primary--D & S Technical Services, Inc.	Baltimore, MD
Secondary--Lange Electric Co., Inc.	Baltimore, MD
Tertiary--Eastern Technical, Inc.	Baltimore, MD

Responsible school or office: Office of Maintenance and Grounds –
Mechanical Services

Contact person: Marc Wingerd

Funding source: Operating budget

4. Contract: School Buses
Contract #: JMI-601-06

Term: 6 month **Extension:** 0 **Contract Ending Date:** 07/31/06 (tentative)
Estimated annual award value: \$3,715,218
Estimated total award value: \$3,715,218

Bid issued: 11/10/05
Pre-bid meeting date: 11/21/05
Due date: 12/05/05
No. of vendors issued to: 4
No. of no-bids received: 0
No. of bids received: 3
American Bus Sales and Service Annapolis, MD
J. Price International Truck, Inc. Hyattsville, MD
ATEL Bus & Truck Landover, MD

Description:

The annual bid for the purchase of school buses was offered as follows:

- 39 of GROUP I buses that accommodate 64 walk-on passengers. \$60,696 each.
- 18 of GROUP III buses that accommodate 20 walk-on passengers and 3 wheelchair passengers, and equipped with the air conditioning option package. \$74,893 each.

Recommendation:

Recommendation of award to:

GROUP I: American Bus Sales and Service Annapolis, MD
GROUP III: J.Price International Truck, Inc. Hyattsville, MD

Responsible school or office: Office of Transportation

Contact person: Linda Fitchett

Funding source: Multi-year lease purchase agreement

5. Contract: Wide Area Network Upgrade
Contract #: PCR-219-06

Term: 5 year **Extension:** 5 year **Contract Ending Date:** 1/30/16 (tentative)
Estimated annual award value: \$ 1,800,000
Estimated total award value: \$18,000,000

Bid issued: October 27, 2005
Pre-bid meeting date: November 17, 2005
Due date: November 30, 2005
No. of vendors issued to: 30
No. of no-bids received: 0
No. of bids received: 2
TKC Communications Anchorage, AK
Verizon Maryland, Inc. Baltimore, MD

Description:

This project consists of providing increased bandwidth for BCPS's existing wide area network (WAN). Current connectivity is through Verizon T-1 frame relay switches at 1.5 megabytes per second (mbps) that link to the central computer facility. This current bandwidth is becoming inadequate to support an expanding array of educational programs as well as an increasing administrative data exchange. The new connectivity will be Ethernet relay service through fiber optic cable. It is capable of 1000 mbps service with incremental pricing based on assigned bandwidth per site. In this way no site will be charged for bandwidth beyond its needs.

This service is eligible for cost reimbursement through the Schools and Libraries Program of the Universal Service Fund, commonly known as "e-Rate." Fiscal year 2007 reimbursement rate of 56 percent would reduce the 10-year net cost to \$7,920,000.

Recommendation:

Award of contract is recommended to:

Verizon Maryland, Inc. Baltimore, MD

Responsible school or office: Technology/Business Operations

Contact person: Judson Porter

Funding source: Operating budget

7. **Contract:** New Gas Service by BGE – Loch Raven Academy
Contract #: MBU-591-06

Term: **Extension:** **Contract Ending Date:**
Estimated annual award value: \$
Estimated modification amount: \$
Estimated total award value: \$24,424

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

Description:

Loch Raven Academy is served via a low-pressure gas service. With the installation of new boilers, it is necessary to install a new two inch (2”) high-pressure gas service to the school.

Recommendation:

Award of contract is recommended to:

Baltimore Gas & Electric Co.

Baltimore, MD

Responsible school or office:

Office of Engineering and Construction

Contact person:

Richard H. Cassell, P.E.

Funding source:

Capital Budget

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: January 24, 2006

To: **BOARD OF EDUCATION**

From: Dr. Joe A. Hairston, Superintendent

Subject: **WOODLAWN MIDDLE SCHOOL ALTERNATIVE GOVERNANCE PLAN**

Originator: Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

Resource Staff: Dr. Tom Gaul, Assistant Superintendent, Teaching and Learning
Dr. Manuel Rodriguez, Area Assistant Superintendent
Lynn Whittington, Director, School Improvement
Brian Scriven, Principal, Woodlawn Middle School

Recommendation

That the Board of Education approve the following Alternative Governance Plan for Woodlawn Middle School: Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.

Information

Under the No Child Left Behind Act of 2001, Woodlawn Middle School was placed in School Improvement—Year 2 for the 2002-2003 school year. While Woodlawn made adequate yearly progress (AYP) for the 2003-2004 school year, it did not achieve AYP for the 2004-2005 school year. As a result, in 2005-2006, Woodlawn Middle School was identified for Restructuring (Planning) – Year 1. Under Restructuring (Planning) – Year 1, the school must adopt one of four MSDE alternative governance options.

Attached are the Executive Summary and Alternative Governance application for Woodlawn Middle School.

Restructuring of Woodlawn Middle School: Executive Summary

In 2005-2006, Woodlawn Middle School (WMS) was identified for Restructuring (Planning) – Year One. Under Restructuring (Planning) – Year One, the school must adopt one of four MSDE alternative governance options.

Alternative Governance Selection

Baltimore County Public Schools recommends Option One: Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.

The selection of Option One provides the Superintendent with an opportunity to implement zero-based staffing. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students. Current staff may reapply for their positions at WMS and may qualify for further assignment at WMS. The focus of the administrative team and the teachers will be to demand high expectations from students, communicate to students, parents, and community high expectations; and increase student achievement.

Selection of Option One will allow Woodlawn Middle to move forward with a newly selected staff and a plan that addresses the needs of all students.

The newly appointed staff will commit to the internal restructuring of Woodlawn Middle School as a college preparatory academy. Every individual staff member will commit to the following:

- College-preparatory academy
- Pre-AP and Advancement Via Individual Determination (AVID) strategies infused into and aligned with the Voluntary State Curriculum (VSC)
- Collaborative teaching teams staying with the students from grade 6 through grade 8
- Required professional development designed to foster continuous self-evaluation of teaching and learning
- Active involvement and participation on the school improvement team for instructional decision making
- Extended-day and year activities for academic and enrichment support
- Provide college-based experiences through relationships with institutions of higher education
- Non-traditional community involvement such as offering community-based workshops, participating in home visits, and coordinating with service agencies

Rationale for Alternative Governance Selection

All students benefiting from a high quality education in every Baltimore County Public School (BCPS) is the cornerstone of BCPS' instructional philosophy. Woodlawn Middle School (WMS) has shown improvement in academic achievement; however, the rate of improvement has not met state standards. For example, since 2003, the percentage of students scoring proficient in reading has increased 19 percentage points, and the percentage of students scoring proficient in mathematics has increased 22 percentage points. Additional improvements include a continued increase in attendance rates and a significant increase (33 percentage points from 2004 to 2005) in the number of highly

qualified teachers in the core subject areas as defined under the No Child Left Behind (NCLB) legislation.

Some of the challenges that have affected students' success follow. There has been continuous turnover of leadership, teachers, and support staff. There have been three principals since 2000-2001. Additionally, in 2004-2005, the teacher turnover rate was 16%. In 2005-2006, 48% of the teachers are non-tenured; 12% of the teachers are in their first year of teaching, and 37% of the teachers on staff have five or less years experience. Finally, the data indicate that 12.2% of the WMS student population is composed of students with special needs. As of October 31, 2005, 36% of the students with disabilities are in general education classes for 60% or more of the day. Students with disabilities must be included in general education classes and receive grade appropriate instruction to make Adequate Yearly Progress (AYP) for their identified subgroup.

Monitoring

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessment and High School Assessment) and local (unit tests and final exams) assessments, attendance, behavior, parent participation, and other data to provide schools with individual school reports. In addition, WMS will use formative and summative assessments and a learning inventory to determine student progress and needs to adjust instruction accordingly. The school improvement plan, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance and ongoing needs analysis to determine the individual needs of students and subgroups. Other data that will be collected for monitoring purposes will include the following: staff attendance, staff participation in professional development and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-year evaluations, and parent/community compacts and contacts.

The school improvement plan will be developed to include strategies with identified measures and timeline-specific processes for the collection and analysis of data at the activity level. This information will be used by the school improvement team to analyze progress, determine changes, as needed, and communicate to all stakeholders.

Fiduciary Implications

Option One includes incentives for staff. Additional fiduciary implications include costs for extension of the school day; transportation; professional development; consultant fees; intervention programs; PSAT; diagnostic, formative, and summative assessments; implementation of College Board, AVID, and PSAT.

**2006-2007 Two-Year Plan for Restructuring-Implementation Schools
Alternative Governance Woodlawn Middle School
Baltimore County Public Schools**

A. LEA and School Contact Information
(To be completed by Central Office)

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Lynn Whittington, Director, Office of School Improvement

- **Phone Number:** 410-887-4058
- **Email:** lwhittington@bcps.org
- **FAX:** 410-887-2645

School Name and Number: Woodlawn Middle School

School Address: 3033 St. Lukes Lane, Baltimore, MD 21207

School Principal: Mr. Brian Scriven

- **Phone Number:** 410-887-1304
- **Email:** bscriven@bcps.org
- **FAX:** 410-887-4352

B. Local Board of Education Approval
(To be completed by Central Office)

Board Approval Date: _____

Superintendent: Dr. Joe A. Hairston _____
(Please print)

(Signature)

C. Alternative Governance Selection
(To be completed by Central Office and School)

<ul style="list-style-type: none"> • Check which of the following alternative governance options was selected. Refer to Attachment 1 for a more detailed description of each of these options. 		
☐	1	Replace all or most of the school staff
	2	Contract with a private management company
	3	Re-open the school as a public charter school
	4 a	Temporarily suspend the office of the school principalship
	4 b	Appoint/employ independent “turn-around specialist” for the school
	4 c	Close the school and reopen as a complete school of choice
	4 d	Use of external-based reform model
	4 e	Replicate the governance model of a charter school
	4 f	Appoint/employ a distinguished principal from another school district

D. Rationale for Alternative Governance Selection
(To be completed by Central Office and School)

1. Describe how the selected Alternative Governance will improve the entire school in terms of teaching and learning.

Woodlawn Middle School (WMS) selected alternative governance **Option One – to replace all or most of the school staff**. The plan to zero-base the staff will be in accordance with Maryland law and the applicable negotiated labor agreements. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students. Zero-basing will also facilitate the development and implementation of an appropriate budget. For example, the principal may find it necessary to hire six reading specialists instead of the current budgeted school system allocation of one reading teacher. Current staff may reapply for their positions at WMS and may qualify for further assignment at WMS.

The focus of the administrative team and the teachers will be to demand high expectations from students; to communicate to students, parents, and the community high expectations; and, increase student achievement. Currently, 30% of the staff is not highly qualified, as defined by state standards. Selecting Option One will enable the school to hire teachers who are highly qualified and highly effective in order to meet the needs of students. Hiring highly qualified teachers and asking them for a commitment to the school will improve teacher quality and retention. By deliberately hiring experienced and effective teachers, we will create support for less experienced teachers, and create a positive culture of collaboration focused on teaching and learning.

The newly appointed staff will commit to the internal restructuring of Woodlawn Middle School as a college preparatory academy. Every individual staff member will commit to the following:

- College-preparatory academy
- Pre-AP and Advancement Via Individual Determination (AVID) strategies infused into and aligned with the Voluntary State Curriculum (VSC)
- Collaborative teaching teams staying with the students from grade 6 through grade 8
- Required professional development designed to foster continuous self-evaluation of teaching and learning
- Active involvement and participation on the school improvement team for instructional decision making
- Extended-day and year activities for academic and enrichment support
- Provide college-based experiences through relationships with institutions of higher education
- Non-traditional community involvement such as offering community-based workshops, participating in home visits, and coordinating with service agencies

The newly appointed staff will be structured into teacher teams. These teams will be carefully selected to ensure a balance of new and experienced teachers. An experienced and expert teacher will lead a team of teachers who will continue with the students from grade six through grade eight.

Pre-AP and AVID strategies will be infused into and aligned with the VSC to ensure that critical thinking and questioning strategies are utilized in every classroom. Additionally, AVID classes will be offered in grade six and will progress with students to grade seven and grade eight. Required professional development focusing on core content areas and Pre-AP and AVID strategies will be provided by College Board. Teachers will be required to attend five professional development days in August 2006 and five days in June 2007, with compensation, to ensure alignment among curriculum, instruction, and assessment. Throughout the year, required professional development will be provided one day per month for two hours after school.

During team planning sessions, teachers will be expected to analyze student data from formative and summative assessments to inform instruction, and to collaborate on lesson planning, pacing of instruction, and analysis of student performance. Professional development will be provided to enable teachers to analyze data and appropriately adapt instruction in order to

address the needs of both high and low achieving students in all subgroups and all content areas, especially those measured by AYP.

In addition, the school day will be structured to enhance student achievement through flexible scheduling. The administrative team will work with teachers to analyze student data to develop student schedules and assign teachers based on the instructional needs of students; for example, to provide appropriate intervention and acceleration classes in reading and mathematics. All identified students will receive 90-120 continuous minutes of reading and/or mathematics. Professional development will be required for teachers to ensure that the 90-120 minute class periods in reading and/or mathematics provide for rigorous instruction and student engagement. Currently, 36% of students with disabilities at WMS are in general education classes for 60% or more of the day. This flexible scheduling will allow diploma-bound students identified for special education to have access to the core curriculum in the least restrictive environment.

WMS will be the first middle school in Baltimore County to provide all eighth grade students with the opportunity to take the PSAT. The results of the PSAT will be analyzed to inform instruction that will equip students with the necessary prerequisite skill sets to succeed on the HSA, SAT, and AP. Extended-day and year activities for academic and enrichment support will be provided for students who need additional time for learning and/or accelerated learning. Additionally, students who are advanced will be provided enrichment opportunities.

Parents, students, and teachers will sign an academic compact to support the individual needs of the students. Parents will be involved actively in the school improvement process including data analysis and instructional planning.

2. Are there any other areas, outside of academics, that need improvement and how might the selected Alternative Governance Option address, relate to, and improve these issues?

The principal will develop staffing priorities based on an analysis of student data including attendance (92.7% in 2005), suspensions (623 out of a total student population of 882 in 2005) and expulsions (19 in 2005), number of students with IEPs (114), and the number of students receiving services from community-based agencies. These priorities may include, but are not limited to, the following: pupil personnel workers, a parent/community liaison, nurses, social workers, case managers, behavior specialists, instructional support teachers, school counselors, or a business manager.

These targeted staff priorities will improve the school environment by providing support to students, parents/caregivers, and teachers. Effectively addressing these social factors will support an environment conducive to teaching and learning.

3. How will the selected Alternative Governance address the needs of school stakeholders? Provide bulleted responses in the chart below, expanding the space as needed.

School Stakeholders	Response
Students	<ul style="list-style-type: none"> ⌚ Students will be challenged and engaged in rigorous instruction provided by the College Preparatory Model. ⌚ Students will be exposed to accelerated instruction through the offering of Pre-Advanced Placement courses. ⌚ Provide college-based experiences. ⌚ Students will be required to attend extended day and year activities in reading and mathematics. ⌚ Students will take responsibility for their own learning through participation in self-governing activities such as a Principal’s Cabinet, which will advise the principal on school-related issues; a student court, which will adjudicate behavior infractions; and student-led conferences.
Teachers	<ul style="list-style-type: none"> ⌚ Teachers will be required to attend all professional development with topics to include core content, AP, AVID strategies, and data analysis to support their professional growth. ⌚ Professional development will be site-based, grade-specific, content-driven, and focused on needs of teacher/grade level teams. ⌚ Teacher incentives will be developed. ⌚ School team structure that supports effective teaching.
Administrators	<ul style="list-style-type: none"> ⌚ Zero-based staffing will enable the administration to work with a staff that is fully committed to the Woodlawn College Preparatory Model. ⌚ Zero-based staffing permits the principal to assign staff and structure the instructional program to address the specific academic, social, and emotional needs of the students and to build and align the budget appropriately. ⌚ This design will provide the principal with the opportunity to build effective teaching teams who are committed to students for three years.
Parents	<ul style="list-style-type: none"> ⌚ College Preparatory model will raise expectations for every student’s achievement. ⌚ Parents will know that all teaching staff is highly-qualified and effective. ⌚ Parents will have the opportunity to participate in an academic compact. ⌚ Parents will be actively involved in the school improvement process. ⌚ Increase parent/teacher/student communication regarding student performance.

4. What are the challenges and/or barriers to the implementation of this selected Alternative Governance Option? How and by whom will these challenges and/or barriers be addressed? Provide bulleted responses in the chart below. Add more rows as needed.

Challenges/Barriers	How will it be addressed?	Name and position of person responsible?
Legal and compliance issues such as negotiated agreements, grant requirements, and restrictions on grant funds such as Title I and Passthrough (special education grant).	Meet with collective bargaining groups concerning extended day, teacher incentives, team leaders, and school commitment. Meet with the Area Assistant Superintendent, Curriculum and Instruction staff, Budget Office, and Principal to address grant requirements and restrictions.	Lead Person: Dr. Don Peccia, Assistant Superintendent of Human Resources Support Staff: Title I and Grant Compliance, Special Education, and Budget Offices
COMAR requirements for instruction in specific content areas.	Evaluate the need for waiver requests. Submit waiver requests, as appropriate to MSDE.	Lead Person: Dr. Thomas Gaul, Assistant Superintendent Support Staff: Area Assistant Superintendent, Principal, and C&I Staff
Potential conflict of multiple year assignment with certification requirements.	Evaluate the certification of each candidate to determine any impact on the teacher's ability to remain with the students for three years.	Lead Staff: Dr. Peccia, Assistant Superintendent of Human Resources Support Staff: Office of Certification and Teacher Personnel
Provide a sufficiently large pool of qualified and effective candidates.	Office of Teacher Personnel will aggressively recruit highly qualified and effective teachers who are willing to make the commitment to WMS. Develop necessary incentives to attract highly-qualified teachers for WMS.	Lead Staff: Dr. Alpheus Arrington, Director of Teacher Personnel Support Staff: Principal, Area Assistant Superintendent, Assistant Superintendent of HR
Identify administrative team in a timely manner.	Establish deadlines for selecting the administrative team.	Lead Staff: Dr. Peccia, Assistant Superintendent of Human Resources Support Staff: Area Assistant Superintendent
Development of appropriate instruments for the interview and selection of highly qualified, highly effective, and committed staff for WMS.	The newly selected administrative team will work with Teacher Personnel to construct appropriate instruments.	Lead Staff: Dr. Manuel Rodriguez, Area Assistant Superintendent Support Staff: Principal TBA, and HR Staff

5. When and what types of input did school staff, parents, and community provide to central office representatives in the selection of the Alternative Governance Option? Provide bulleted responses in the chart below. Expand the chart as needed.

Stakeholders	Number of people involved	Dates	Type/s of Input
<u>Parents and Community</u>	389	9/15/2005	⌚ Back-to-School Night parents were introduced to Alternative Governance options and offered opportunities to give feedback through discussion.
	17	11/9/2005	⌚ Area Assistant Superintendent hosted meetings with parents and community to review the options for Alternative Governance and solicited verbal feedback from parents and community.
	2	11/15/2005	⌚ Principal held meeting with community partners informing them of Alternative Governance models; community partners shared that they would be in support of the recommendations of BCPS.
	403	11/17/2005	⌚ Family Fun Night participants were informed of the options and gave verbal recommendations for the Alternative Governance Plan.
	8	1/3/2006	⌚ Parent forum in which the Woodlawn Middle PTA Executive Board, Area Assistant Superintendent, Assistant Superintendent of Teaching and Learning, Principal, and administration met to gather input and review Alternative Governance Options.
	40	1/4/2006	⌚ Community forum in which the Area Assistant Superintendent, the Assistant Superintendent of Teaching and Learning, and the Principal addressed the community, reviewed Alternative Governance options, and facilitated small group discussions to gather input.

School Staff	100	08/22/2005	⌚ Faculty meeting in which the Principal informed staff members of possibility of Alternative Governance and facilitated a question and answer session for staff.
	89	9/12/2005	⌚ Faculty meeting in the which principal shared with staff the various options of Alternative Governance and facilitated an input forum for staff.
	73	11/7/2005	⌚ Faculty Meeting in which the Principal informed staff of upcoming Alternative Governance meeting with the Area Assistant Superintendent; teachers gave recommendations of which models would best suit the school community.
	59	11/9/2005	⌚ Area Assistant Superintendent hosted meeting with staff to review the options for Alternative Governance and solicited feedback from staff.
	11	12/17/2005	⌚ Additional input shared with key staff members regarding Alternative Governance Options.
	51	12/19/2005	⌚ Faculty Meeting in which Principal shared Draft of Alternative Governance Plan and solicited feedback from staff.

E. MONITORING THE SELECTED ALTERNATIVE GOVERNANCE OPTION

(To be completed by Central Office and School)

1. What specific instrument/s will be used throughout the year to monitor the academic and non-academic effectiveness of the selected Alternative Governance Option?

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessment and High School Assessment) and local assessments (unit tests and final exams), attendance, behavior, parent participation, and other data to provide schools with individual school reports. In addition, WMS will use formative and summative assessments and a learning inventory to determine student progress and needs to adjust instruction accordingly. An ongoing needs analysis will be used to determine the individual needs of students and subgroups. The school improvement plan, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data to be collected to measure progress will include the following: staff attendance, staff participation in professional development and other school improvement initiatives, teacher and

administrator observations, mid-year review conferences, end-of-year evaluations, and parent/community compacts and contacts.

The school improvement plan will be developed to include strategies with identified measures and timeline-specific processes for the collection and analysis of data at the activity level. This information will be used by the school improvement team to analyze progress, determine changes, as needed, and communicate to all stakeholders.

2. What processes are in place to facilitate change based on the data gleaned from the above identified monitoring instrument?

The Superintendent has established that Woodlawn Middle School is the highest priority. The Superintendent has directed that the appropriate central office staff provide services and support to the school under the direction of the Area Assistant Superintendent for the Southwest.

The Principal's Cabinet, a student advisory group, will establish goals and action plans to advise the principal on student issues and concerns related to student attendance, behavior, and academic performance. Teachers will develop individual *Professional Plans for Progress* and participate in goal setting conferences with the principal. An instructional observation feedback form will be used during campus visits (instructional walk-through) to monitor the implementation of the VSC. Feedback will be provided to the teachers. Formal observations will take place during the school year to check student and teacher performance and make necessary adjustments as needed. The administrative team will meet to share vital school improvement information. Four Action Teams consisting of curriculum and instruction, discipline, parent involvement, and professional development will be established. These Action Teams will meet monthly and follow-up on action plans. School-based data such as attendance, discipline referrals, grades, benchmarks assessments data, grades, etc. will be provided to the School Improvement Team in order to monitor overall program progress and facilitate necessary changes.

Woodlawn Middle School will receive direct support from the Area Assistant Superintendent. The Area Assistant Superintendent will receive support from the Divisions of Curriculum and Instruction and Business Services. School site visits, both informal and formal, will be conducted by the Area Assistant Superintendent and Curriculum and Instruction staff to evaluate the implementation of the VSC, the school improvement plan, and the results of quarterly school data reports. Both student outcomes and program implementation results will be investigated in order to make on-going improvements. Goal conferences will be held with the principal at the beginning, middle, and end of the school year to evaluate progress. The Division of Curriculum and Instruction staff will also conduct site visits to observe, plan with teachers, and model instruction in the classroom. On-site visits by Curriculum and Instruction staff will be followed up with a feedback report to the Area Assistant Superintendent and Principal.

An external evaluator will be hired to provide feedback to Woodlawn Middle School. This independent evaluation will aid in the continuous improvement process.

F. FIDUCIARY IMPLICATIONS OF THE SELECTED ALTERNATIVE GOVERNANCE

(To be completed by Central Office only)

Note: It is the LEA's responsibility to hire and place new personnel in restructuring-implementation schools prior to the beginning of the school year.

- 1. What are the proposed total costs, including FICA, workman's compensation, unemployment and benefits (if applicable) of the selected Alternative Governance Option? Be specific.**

Proposed FY2006-2007 Budgeted Costs

Category	FY 07 Cost	FY 08 Cost	FY 07 Increase over Proposed Budget
Mid Level Administration	640,786	677,672	22,600
Instructional Salaries and Wages	3,635,306	3,862,581	392,724
Instructional Textbooks and Supplies	194,293	200,122	
Other Instructional Cost	127,808	131,642	
Special Education	873,774	926,114	99,502
Student Personnel Services	73,153	77,542	
Health Services	68,227	72,278	
Student Transportation Services	25,919	26,730	25,919
Operation of Plant	235,433	249,560	
Fixed Charges	1,424,482	1,530,609	
Total General Fund Budget	7,299,179	7,744,850	
Total Grants	745,795	816,359	
Total Budget (All Funds)	\$ 8,044,974	\$ 8,561,209	\$ 540,645
Instructional Salaries and Wages include additional EYE days and salary incentives for teachers, administrators and support staff. Additional reading specialist and intervention positions will be allocated to the school in FY07.			
Instructional Textbooks and Supplies include implementation of the AVID curriculum, College Board, and PSAT cost per student.			
Additional cost budgeted in central office accounts will provide new Algebra I textbooks, implement Algebra thinking project, reading material for Grades 7 and 8, access to library resources, and additional Science Kits for Woodlawn Middle School.			
Student Transportation Services include cost to transport students three days/week due to extended school day.			
Woodlawn Middle School does not receive Magnet funds.			
Baseline and Special Ed Add-on are included in the above totals.			

2. Identify the source(s) of funds by fiscal year that will support this two-year Alternative Governance Option selection. Be specific.

Source of Funds	FY 07	FY 08	
Operating Budget	7,299,179	7,744,850	
Title I Grant*	464,084	492,600	298,884
State School Improvement Grant	53,594	53,594	
Federal School Improvement Grant	80,000	80,000	
Passthrough Grant	121,694	156,986	
Third Party Billing	26,423	33,179	
Total Cost	8,044,974	8,561,209	
* Additional funds are needed under Title I to fund AVID, College Board, PSAT, and Transportation Services.			

G. OPTION 1

**Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.
(To be completed by the Central Office only)**

Value: 24 Points

1. Describe the process to replace all or most of the school staff, including;

- ③ Identification of the percentage or portion of staff that will be replaced
- ③ Identification of the qualifications needed in new staff members
- ③ Recruitment of new staff
- ③ Involvement of parents and community
- ③ Resolution of contractual issues
- ③ Public relations surrounding students, staff, administration, parents, and community, and
- ③ Timelines that will ensure all school staff will be in place prior to the opening of the 2006-2007 school year.

The plan to zero-base the staff will be in accordance with Maryland law and the applicable negotiated labor agreements. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students and to rebuild the budget. Current staff may reapply for their positions at WMS and may qualify for further assignment at WMS. In order to ensure compliance with Maryland law and negotiated requirements, the actual percentage or portion of staff to be replaced can not be specified at this time. As deemed appropriate by the Superintendent, the collective bargaining groups will be consulted. Baltimore County Public Schools will make every effort to work with stakeholders as related to timelines, incentives, extended day, and teacher commitment to the school. However, the needs of the students must be kept at the forefront.

In February 2006, the Superintendent will select and recommend for appointment to the Board of Education the principal by March 2006. The Department of Human Resources will work collaboratively with the Area Assistant Superintendent and the Principal to recommend to the Superintendent an administrative team. The final recommendations for the administrative team will be made by the Superintendent and forwarded to the Board of Education for appointment.

The Department of Human Resources will take the lead in the recruitment, interviewing, and hiring of teachers and other staff members. In March 2006, the Principal, the Area Assistant Superintendent and the Assistant Superintendent of Human Resources will develop an interview schedule, establish interview teams, and develop interview questions. Additionally, the Principal will work with the parents to identify teacher characteristics for Woodlawn Middle School. The Department of Human Resources will prescreen the applicants to establish a pool. The list of highly qualified candidates will be sent to the Principal. The school interview committee will consist of the Principal, Area Assistant Superintendent, and Curriculum and Instruction staff.

The posting of staff vacancies will begin on February 20, 2006 and continue for two weeks. From March 6-April 6, 2006, screening interviews will be organized and conducted through the Department of Human Resources. By April 7, 2006, a list of qualified candidates will be sent to the Principal to begin interviewing. Letters for involuntary transfers will be sent to teachers by May 16, 2006. Woodlawn Middle School will be fully staffed by July 2006.

The newly appointed staff will commit to the internal restructuring of Woodlawn Middle School as a college preparatory academy. Every individual staff member will commit to the following:

- College-preparatory academy
- Pre-AP and Advancement Via Individual Determination (AVID) strategies infused into and aligned with the Voluntary State Curriculum (VSC)
- Collaborative teaching teams staying with the students from grade 6 through grade 8
- Required professional development designed to foster continuous self-evaluation of teaching and learning
- Active involvement and participation on the school improvement team for instructional decision making.
- Extended-day and year activities for academic and enrichment support
- Providing college-based experiences through relationships with institutions of higher education
- Non-traditional community involvement such as offering community-based workshops, participating in home visits, and coordinating with service agencies

Additionally, the administrative team and teachers will meet “highly qualified” status, required by No Child Left Behind and state certification requirements.

Upon the approval of the Alternative Governance by MSDE, the Area Assistant Superintendent will meet with the staff, parents, and community to explain zero-based staffing and the implementation timeline.

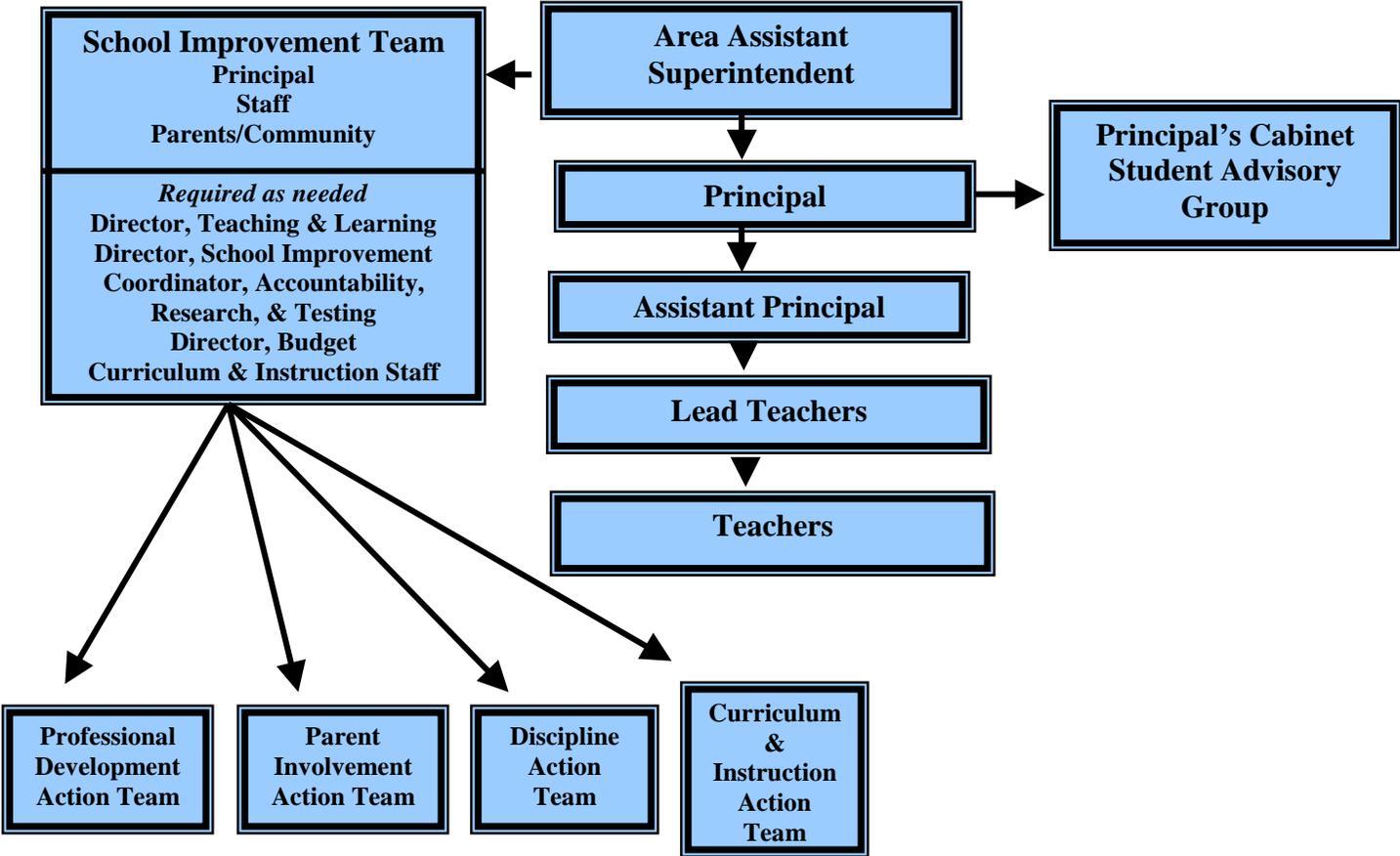
2. As a result of choosing this Alternative Governance requirement, how will the chain of command among teachers, the principal, and central office look different from schools that are not in Restructuring (Planning)?

The Area Assistant Superintendent will take the lead in the restructuring (planning) of WMS by directing and overseeing the School Improvement Team. This is different from other Baltimore County Public Schools because the principal is usually the chair of the school improvement team. Under the direction of the Area Assistant Superintendent, the School Improvement Team will establish four Action Teams. The Action Teams will address the following areas: curriculum and instruction, professional development, parent involvement, and discipline. Each Action Team will be assigned central office staff who will assist and report back to the Area Assistant Superintendent. The permanent assignment of central office staff will be unique to WMS.

Furthermore, the Principal will establish a Principal's Cabinet, which is a student advisory group. The purpose of the student advisory group is to work with the Principal on student issues and concerns relative to attendance, behavior, and academic performance. This reflects the Superintendent's philosophy of student governance playing a critical role in maintaining and sustaining a successful learning environment.

Following is the organizational chart delineating the reporting structure of WMS

New Organizational and Decision-Making Structure



3. Provide a description of the process that will be used to identify initial in-service training that will meet the needs of teachers and school leadership.

Initial professional development needs for administration and teachers will be based on the restructuring of WMS to a college preparatory model. In March 2006, an initial meeting will be held with a representative from College Board to plan for the training for Pre-AP and AVID. College Board training for administrators and teachers will begin during the summer of 2006.

The Area Assistant Superintendent and the Principal will meet with staff from the Budget Office and selected Curriculum and Instruction staff to provide support and guidance in zero base budgeting.

4. Once new staff has been hired, describe how the new school leadership will build a cohesive team ensuring shared values, vision and enthusiasm for the school.

In August 2006, Woodlawn Middle School will host a school leadership retreat to include administration, department chairs, lead teachers, staff, parents, and community members for the purpose of developing a school mission, vision statement, and values. The draft of the mission and vision statement will be shared with all stakeholders to elicit feedback, support, and refinement. During the first week of the 2006-2007 school year, the staff will formally adopt the mission and vision statement and create professional goals that support the vision. During PTA Back-to-School-Night, the mission and vision will be shared and adopted by parents and community members.

The administrative team at the WMS will work with the Office of Professional Development in May and June 2006 to develop a plan for team-building activities. Team building training and opportunities will be implemented throughout the year for staff, parents, and students.

In September 2006, goal conferences will be conducted with each staff member. In December 2006 and January 2007, mid-year feedback conferences will also be held with each teacher to review progress towards established goals. Throughout the year there will be continuous monitoring and support by the Area Assistant Superintendent, Administrative Team, and permanently assigned central office staff.

In October 2006, a summit meeting will be held with various community members, local business, and both elementary and high school feeder school representatives in order to share the new school mission, vision, and values of the Woodlawn Middle College Preparatory Academy.