

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, March 11, 2008  
4:45 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 March 11, 2008

IV. MINUTES

Consideration of the Report on the Open Minutes of February 5, 2008; the Open and Closed Minutes of February 13, 2008; and the Public Hearing on the Vincent Farm Elementary School Boundary changes of February 27, 2008

Exhibit A

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT'S REPORT

VIII. OLD BUSINESS

A. Consideration of the following Board of Education Policies (third reading):

(Ms. Harris)

- Proposed Changes to Policy 4003 – PERSONNEL: General-Sexual Harassment
- Proposed Changes to Policy 8360 – ETHICS CODE: Definitions
- Proposed Changes to Policy 8361 – ETHICS CODE: General
- Proposed Changes to Policy 8362 – ETHICS CODE: Gifts-Gifts to the Board of Education, Schools, and Offices within the School System
- Proposed Changes to Policy 8364 – ETHICS CODE: Financial Disclosure
- Proposed Changes to Policy 8365 – ETHICS CODE: Lobbying Disclosure

Exhibit B

Exhibit C

Exhibit D

Exhibit E

Exhibit F

Exhibit G

VIII. OLD BUSINESS (cont)

- Proposed Changes to Policy 8366 – ETHICS CODE: Ethics Review Panel Exhibit H

- B. Consideration of the Proposed Vincent Farm Elementary School Boundary Changes (third reading) (Dr. Tomback) Exhibit I

IX. REPORTS

- A. Recognition of March as Professional Social Work Month (Ms. Murphy)

- B. Report on the following Board of Education Policies (first reading): (Ms. Harris)

- Proposed Changes to Policy 4006 – PERSONNEL: General-Telecommunications Access to Electronic Information, Services, and Networks Exhibit J

- Proposed Changes to Policy 6115.1 (renumbered to Policy 6116) – INSTRUCTION: Patriotic Exercises Exhibit K

- Proposed Deletion of Policy 6141.1 – INSTRUCTION: Curriculum-Experimental Programs Exhibit L

- Proposed Changes to Policy 6166 – INSTRUCTION: Telecommunications Access to Electronic Information, Services, and Networks Exhibit M

- C. Report on Connections Academy (Mr. Rauenzahn) Exhibit N

X. NEW BUSINESS

- A. Consideration of consent to the following personnel matters: (Dr. Peccia)

1. Retirements Exhibit O

2. Resignations Exhibit P

3. Leaves of Absence Exhibit Q

4. Administrative Appointments Exhibit R

- Pulled** B. Consideration of the Superintendent's Contract (Ms. Murphy)

- C. Consideration of Hearing Officer's Opinion in Case #08-05 (Mr. Bennett, Esq.)

- D. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines) Exhibit S

1. Contract Modification: Stage Curtains-Provide, Clean, Repair, and Install Stage Curtains and Systems, Track, Scrim and Parts and Materials-Hardware

2. Boiler/Pressure Vessel/Hot Water Generator Installations, Repairs, Inspections, Preventative Maintenance, and Parts

3. Building Renovations – Alterations

X. NEW BUSINESS (cont)

4. Grant Manager, Measurement of Teacher and School-based Administrator Technology Literacy Grant
  5. Motor Vehicles
  6. Plumbing
  7. Professional Video Equipment and Associated Services
  8. Sedans
  9. Contract Modification: Renovations – Old Court Middle School
  10. Contract Modification: Design/Build Window and Exterior Door Replacement – Stemmers Run Middle School
  11. Contract Modification: Renovations – Sudbrook Magnet Middle School
  12. Contract Modification: Design Services for Systemic Renovations – Sudbrook Magnet Middle School
  13. Additions and Renovations – Food Services Warehouse
  14. Automatic Temperature Control Replacement – Hernwood Elementary School
  15. Exterior Lighting Upgrade – Warren Elementary School
  16. Request to Negotiate: Consultant Services – Architectural/Engineering (A/E) Services for Elementary School Addition
  17. Request to Negotiate: Consultant Services – Architectural/Engineering (A/E) Services for New High School Design
- E. Consideration of the following Curriculum Programs: (Ms. Johnson)
- Consideration of the Scopes and Sequences for Core Areas of Mathematics, Science, English/Language Arts, and Social Studies Exhibit T
  - Consideration of the Revised Kindergarten Guides for Language Arts and Mathematics Exhibit U
- Pulled** • Consideration of the Language Arts Pilot Program for Grades 6 & 7 Exhibit V
- F. Consideration of School Legislation (Dr. Peccia)  
Exhibit W

XI. INFORMATION

- A. New Superintendent's Rule 4003 – PERSONNEL: General-Sexual Harassment Exhibit X

XI. INFORMATION (cont)

- B. Deletion of Superintendent's Rule 6161.3 – INSTRUCTION: Supplementary Materials Exhibit Y
- C. Financial Report for months ending January 31, 2007 and 2008 Exhibit Z

XII. ANNOUNCEMENTS

- A. Public Comment on the following Board of Education Policies (second reading):
- Proposed Changes to Policy 2361 – ADMINISTRATION: Administrative Operations-Student Carriers
  - Proposed Changes to Policy 3420 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Routes and Services
  - Proposed Changes to Policy 8339 – INTERNAL BOARD POLICIES: Operation-Appeal Before Hearing Examiners
  - Proposed Changes to Policy 8340 – INTERNAL BOARD POLICIES: Operation-Appeal Before the Board of Education
- B. General Public Comment

Next Board Meeting      Tuesday, April 8, 2008  
7:30 PM                      Greenwood

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

Tuesday, February 5, 2008

The Board of Education of Baltimore County met in open session at 7:00 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. 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 Mr. Thomas Bosley, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

**SPECIAL ORDER OF BUSINESS**

Ms. O'Hare motioned to reappoint Dr. Joe A. Hairston to a four-year term beginning July 1, 2008. Mr. Pallozzi seconded the motion.

Mr. Hayden expressed concern that the Web site reflected the next meeting as February 13, 2008, and not February 5, 2008.

In absentia, Ms. Flynn requested a statement be read by Mr. Hayden. Ms. Flynn believes that the Board is failing to live up to its duty to represent the citizens of Baltimore County unless it conducts an aggressive national search to ensure that this schools system's leadership is in fact the best leadership. She noted that the Board has devoted less than one hour of discussion on the decision to renew the superintendent's contract. Ms. Flynn's expressed personal concerns about ethical behavior, poor communications, and ineffectiveness to raise student achievement. Some of Ms. Flynn's opinions were:

- Middle and high school students are scoring below the state averages.
- Middle school reading scores compared to the rest of the state over the last three years are not showing improvement.
- Enrollment in Algebra I in grade 8 is dropping.
- Seventh graders' math scores for 2006-2007 are worse than when the students were third graders.
- Two key curriculum leadership positions continue to remain unfilled.
- Introduction of AIM alienated many teachers and administrators.

Ms. O'Hare disagreed with Ms. Flynn's comments. She stated that Dr. Hairston is the first superintendent who has attempted to unite us into a single school system as opposed to a system of schools. Ms. O'Hare highlighted a few letters from principals who praised the superintendent's leadership. She noted that while Dr. Hairston is a nationally acclaimed educator, some of his accomplishments as this county's superintendent were:

- The establishment of the *Blueprint for Progress*
- Shifting from the antiquated Columbia system to a data warehouse system
- Starting the Black Saga competition
- Shifting focus to help the average student succeed
- Funded the AVID program
- Increasing the number of students taking Advance Placement (AP) courses
- Elimination of low-level courses and establishing rigorous courses
- Approved state grant funding for STEM program
- Supported the China exchange program

Mr. Hayden stated that he cannot vote in support of the reappointment of the superintendent and believes that the Board must conduct a national search and recognize the professional qualities of others that might serve our schools. Among Mr. Hayden's personal concerns were:

- PDK audit report which highlighted areas of needing improvement including the inadequacy of BCPS' professional development program and misalignment of the curriculum
- The lack of detail in the recruitment and appointment process
- The lack of adherence to Board Policies 8240 and 8363.

As outlined above, a distressing expert report on this school system, misleading or incomplete personnel information central to the Board's statutory responsibilities, and inattention to conflict of interest issues, Mr. Hayden concluded that he could not support the superintendent's reappointment.

Mr. Hines stated that when he reviewed and tallied the letters received with respect to the AIM tool, the majority of the concerns came from the central area where the most resources are. He stated that when he talks with other professionals outside this region, Dr. Hairston receives national reviews; the more negative input comes from within Baltimore County. Mr. Hines noted that while the school system has more work to do, he believes that the school system has the right individual driving the ship and positioning BCPS for four years of greatness. Mr. Hines stated he believes that Dr. Hairston is a "change agent," does not run from responsibility, and has the leadership for this county.

Ms. Harris stated she supports the superintendent's reappointment. Ms. Harris stated that while she does not always agree with Board members and the superintendent, she has seen tremendous changes and the school system gets the job done.

Mr. Janssen expressed concern several years ago when the goal to eliminate the achievement gap was removed. He stated that this is a difficult decision.

Ms. Johnson commented that in the next four years this school system will face many challenges. She is a strong supporter of “raising the bar” and expecting more accountability from the Board, the superintendent, and everyone in the system. She stated it is about making the hard decision to place resources where they are needed the most. Ms. Johnson stated that she believes Dr. Hairston can take BCPS to the next level.

As a former member of the area education advisory council, Mr. Pallozzi stated that Dr. Hairston brought to the council his vision and beliefs. Mr. Pallozzi believes that the superintendent has done a tremendous job with the school system and is the right leader for the job.

Mr. Parker stated that Dr. Hairston is both a “doer” and a visionary. He stated that research shows there is a direct correlation between consistency and longevity of a superintendent and increased student achievement. He supports the reappointment of Dr. Hairston.

Ms. Murphy stated that she is supporting the superintendent’s reappointment because he does not throw away children. When Dr. Hairston speaks about teaching all the children, he means it. Quoting from educator, Peter F. Drucker to illustrate her point, Ms. Murphy stated that, “Management is doing things right, leadership is doing the right thing.”

Following the roll call vote, the Board approved the reappointment of the superintendent (favor-8; opposed-3). Mr. Hayden, Mr. Janssen, and student representative, Miss Dittman, opposed the reappointment.

Dr. Hairston stated that this exercise is just one of the hurdles and one of the trials and tribulations that a superintendent has to endure if he/she is going to be around long enough to make a difference for children. He stated that there will always be people who are for or against you; you just need to bear it and move forward. Dr. Hairston stated that he hopes that all the comments made this evening are put aside so that we can work together as a governing body for everyone who depends on us to move this school system forward.

### ANNOUNCEMENTS

Ms. Murphy made the following announcements:

- The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Wednesday, February 13, 2008, 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 to all open sessions. The Board will host the officers of the Baltimore County Student Council on February 13, 2008, from 6:00 until 7:30 p.m.

ADJOURNMENT

At 7:51 p.m., the Board meeting was adjourned.

Respectfully submitted,

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Joe A. Hairston  
Secretary-Treasurer

bls

## TENTATIVE MINUTES

### BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Wednesday, February 13, 2008  
(*rescheduled to Thursday, February 14, 2008*)

The Board of Education of Baltimore County met in open session at 5:30 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Ms. Rita Fromm, Chief of Staff, and staff members were present.

Ms. Murphy reminded Board members of community functions and Board of Education events scheduled in February and March.

Board member, Mr. John A. Hayden, III, entered the room at 5:32 p.m.

Mr. Pallozzi moved that the student member be permitted to participate in closed session collective bargaining discussions. The motion was seconded by Mr. Hayden 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. Pallozzi, seconded by Mr. Janssen, the Board commenced its closed session at 5:35 p.m.

### CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:35 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Mr. John A. Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Ms. Rita Fromm, Chief of Staff, and the following staff members were present: Dr. Robert Tomback, Assistant Superintendent, Northeast Area; Dr. Manuel Rodriguez, Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; J. Stephen Cowles, Esq., Staff Attorney; Dr. Donald Peccia, Assistant Superintendent, Human Resources and Governmental Relations; Dr. Alpheus Arrington, Director, Personnel Staffing; Mr. Daniel Capozzi, Staff Relations Manager; P. Tyson Bennett, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Mr. Capozzi discussed with Board member the status of collective bargaining negotiations.

Mr. Capozzi exited the room at 5:40 p.m.

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

At 5:59 p.m., Mr. Pallozzi moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Hayden and approved by the Board.

### OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:27 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Donna Flynn, Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. 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 Michael Saks, a student at Catonsville High School, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Hearing no additions or corrections to the Report on the Board of Education Work Session of December 11, 2007; the Open and Closed Session Minutes of January 8, 2008; the Report on the Public Hearing of January 15, 2008; and the Report on the Board of Education Work Session of January 23, 2008, Ms. Murphy declared the minutes approved as presented on the Web site.

Ms. Murphy informed the audience of the sessions in which Board members had participated earlier in the afternoon.

### SELECTION OF SPEAKERS

After collecting completed sign-up cards, Ms. Murphy announced the names of persons who would be speaking during the public comment portion of the meeting as well as the order in which the persons would be called.

### ADVISORY AND STAKEHOLDER COMMENTS

Mr. Bernard Hennigan, a representative Chair of the Advisory Committee for Alternative Programs, introduced Ms. Leah Hinson who highlighted the benefits of the Kenwood High School's evening program. Miss Jessica Schultz, a current student of the evening program, commented that the program has given her a second chance to earn a high school diploma.

Ms. Jan Thomas, Chair of the Central Area Educational Advisory Council, reported on January's joint meeting of the advisory councils and introduced Ms. Mary Pat Kahla, who encouraged the Board to fund the Chinese cultural expansion program. Ms. Thomas announced that its next meeting would be held on February 21 at Loch Raven High School with the topic on field trips.

ADVISORY AND STAKEHOLDER COMMENTS (cont)

Ms. Susan Katz, President of the PTA Council of Baltimore County, expressed concern that with the adoption of Policy 3160 in 2007, school personnel are asking the PTA to sponsor high-risk activities previously school-sponsored. She stated that the liability must not shift from the school system to PTA's nor must PTA's bear the burden of disappointment and backlash. Ms. Katz announced that its next meeting would be held on Thursday, March 13, at Loch Raven High School.

Ms. Jan Thomas, Chair of the Special Education Citizens Advisory Committee, reported on its February 11 meeting with the discussion around the academic learning program. She stated that if BCPS wants to move towards the least restrictive environment (LRE), teams at the school level need to understand how to make it work for the child.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, stated that veteran teacher salaries are not comparable as mentioned at the Board's work session. Baltimore County's starting salary for those coming into teaching with a masters degree rank 11 out of 22; working 15 years with a masters degree rank 19 out of 24; and teachers with a masters plus 30 credits with 15 years' rank 16 out of 24. Ms. Bost stated that a 2% salary increase keeps salaries at status quo when other counties of similar structure will realize 5% or more.

SUPERINTENDENT'S REPORT

There was no Superintendent's report this evening.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, recognized the administrative appointments made at the January 22, 2008 Board meeting:

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
<b><u>BOBETTE WATTS-HICCOCK</u></b> (Effective January 23, 2008)	Mediation Program Assistant/ Legislative Liaison State of Maryland Commission of Human Relations	EEO Officer Office of Personnel Services Department of Human Resources

OLD BUSINESS

**Proposed Operating Budget for Fiscal Year 2009**

Ms. Barbara Burnopp, Chief Financial Officer, reviewed the initial budget request and the proposed exhibit for this evening noting the following changes:

- A detailed restructuring proposal has been developed that includes additional costs of approximately \$885,768, and reallocates some of the originally proposed costs for supplies and materials to teacher training stipends.
- Fixed charges reduced by \$761,108 to offset the increased cost of school restructuring.

Ms. Burnopp noted that the total budget for all funds remains at \$1,505,614,151.

Mr. Pallozzi commented that no teacher raises were placed in the proposed budget. Mr. Pallozzi asked Ms. Fromm if the superintendent spoke with the county executive about the raises with Ms. Fromm responding affirmatively. Mr. Pallozzi asked Ms. Murphy if anyone from the Board spoke with the county executive about teacher raises. Ms. Murphy responded that she and Mr. Parker met with the county executive and were informed that with the fiscal situation as such there would be no COLA's funded for county or school system employees.

Mr. Hayden motioned that the budget be increased by \$150,000 for a professional staff position reporting directly to the Board of Education. Mr. Janssen seconded the motion. Ms. Flynn stated that another option would be to take one of the four positions from the Office of Research, Accountability, and Assessment.

Ms. Harris asked if this individual would be an executive director to the Board. Mr. Hayden responded that this individual would be able to ask questions and request research information and analysis on various topics for the Board.

Ms. Shillman stated that while this is a good idea, she is not in favor of adding funding to the budget. Mr. Hayden stated that if this person is to report to the Board, monies must be redirected from another department.

Ms. Flynn stated that she cannot support adding funding to the budget but asked to recast a motion and redirect one of the existing positions that would address Ms. Shillman's concerns.

Mr. Hayden and Mr. Janssen withdrew their motions.

Ms. Flynn motioned to amend the budget by redirecting one of the four positions in the Office of Research, Accountability, and Assessment to the Board of Education's budget for a Board Specialist. Mr. Janssen seconded the motion.

Mr. Parker stated that while he agrees with the idea, there needs to be more time to study the position thoroughly. Mr. Hayden commented that the Board has the ability to redirect funding at any time.

Ms. Murphy commented that if this position is approved by the Board, then the Board would evaluate this position's effectiveness in the same manner other positions are evaluated. She stated that this is the public money, and the Board must ensure that it is spent wisely.

The Board approved the amendment to the budget (favor-8; opposed-1). Mr. Parker opposed the amendment. Miss Dittman, student representative, did not vote on the budget.

Mr. Janssen asked if there was an increase in the career and technology education budget. Mr. Burnopp responded no.

Ms. Shillman expressed concern that more money is spent on athletics than music and art. Mr. Hayden shared Ms. Shillman's concern and requested a report on the five-year projections in the area of Fine Arts.

Ms. Johnson stated that while the Chinese language program is an awesome program, BCPS needs to place its resources where they are needed the most. Ms. Johnson motion to redirect \$152,945 allocated for the Chinese language program to the AVID expansion program. There was no second motion.

Mr. Hayden motioned to increase the instructional salary budget for enhancing the AVID program by \$152,945. Ms. Harris seconded the motion. Ms. Johnson stated that she cannot support a Chinese language program when too many students are not getting the education they deserve. Mr. Hayden commented that the Board should not be shy about making a recommendation that the budget number should be higher.

Mr. Janssen stated that he supports the motion with the understanding that once the budget is approved that the Board could choose to move funds into the AVID program at a later date.

Mr. Parker commented that the budget must support all BCPS students and programs. He stated that the superintendent has brought to the Board a good budget that serves all students in this county. Mr. Parker stated that to solve this problem Maryland school boards need taxing authority to raise funds.

After further discussion, the motion failed (favor-3; opposed-3; abstained-3).

Ms. Harris motioned to accept the superintendent's proposed budget as amended. Mr. Hayden seconded the motion. The vote was taken by roll call.

OLD BUSINESS (cont)

Ms. Flynn	Yes	Mr. Pallozzi	Abstained
Ms. Harris	Yes	Mr. Parker	Yes
Mr. Hayden	Yes	Ms. Shillman	Yes
Mr. Janssen	Abstained	Ms. Murphy	Yes
Ms. Johnson	No		

The motion failed (favor-6; opposed-1; abstained-2).

Mr. Pallozzi stated that he will change his vote to “yes” with a note that he is disheartened that teachers did not receive a COLA.

The Board approved the superintendent’s proposed budget with an amendment that redirects one of the four positions in the Research, Accountability, and Assessment office to the Board of Education budget (favor-7; opposed-1; abstain-1). Student representative, Miss Dittman, did not vote.

REPORTS

The Board received the following reports:

- A. **Board of Education Policies** – Ms. Frances Harris, Chairperson of the Board Policy Committee, stated that the Board of Education’s Policy Committee met to consider the policies presented this evening, and that the committee is recommending approval of these policies. This is the first reading.
- Proposed Changes to Policy 4003 – PERSONNEL: General-Sexual Harassment
  - Proposed Changes to Policy 5320 – STUDENTS: Activities-Organizations – Mr. Hayden recommended that this policy go back to the Policy Review Committee to ensure that it meets the intent of the law.
  - Proposed Changes to Policy 8360 – ETHICS CODE: Definitions
  - Proposed Changes to Policy 8361 – ETHICS CODE: General
  - Proposed Changes to Policy 8362 – ETHICS CODE: Gifts-Gifts to the Board of Education, Schools, and Offices within the School system – Mr. Hayden suggested that item “G” be removed from the policy. The policy will move forward to the second reading on February 26, 2008.
  - Proposed Changes to Policy 8364 – ETHICS CODE: Financial Disclosure
  - Proposed Changes to Policy 8365 – ETHICS CODE: Lobbying Disclosure
  - Proposed Changes to Policy 8366 – ETHICS CODE: Ethics Review Panel

REPORTS (cont)

- D. **Report on the Proposed Vincent Farm Elementary School Boundary Changes –** Dr. Robert Tomback, Assistant Superintendent, Northeast Area, reviewed the recommendation for Vincent Farm Elementary School made by the Boundary Study Committee. He stated the participants were presented with four scenarios from which to choose. Results indicated that Scenario 2A was favored by 86% of the group responses and by 67% of the individual responses. At its final meeting, the Boundary Study Committee voted unanimously to recommended scenario 2A. Under scenario 2A, Vincent Farm Elementary School would open with a boundary that would allow its enrollment to grow by nearly 300 students, thereby accommodating anticipated development within portions of the current Chapel Hill and Glenmar Elementary Schools boundaries that Vincent Farm Elementary would serve. Dr. Tomback noted that the Board would hold a public hearing on February 27, 2008, at Stemmers Run Middle School with a final decision slated to occur on March 11, 2008.

Mr. Janssen asked if the committee anticipated the attraction of students that are currently not enrolled in public school with Dr. Tomback responding affirmatively. Mr. Janssen asked if the proposed boundary changes would relieve Joppaview Elementary School. Dr. Tomback responded that the primary purpose of Vincent Farm Elementary School was to relieve overcrowding at Glenmar Elementary and Chapel Hill Elementary schools. Mr. Janssen expressed concern that Joppaview Elementary will be at 96% capacity. Mr. Janssen asked if the learning cottages would remain at Chapel Hill Elementary with Dr. Tomback responding affirmatively. Mr. Janssen asked why students were moving across two other elementary schools instead of attending the closer elementary school. Ms. Pamela Carter, Office of Strategic Planning, stated that Middlesex Elementary School was included in the boundary change because that area is a satellite area. She stated that because of density, the school system needed to shrink Glenmar Elementary's boundary to the smallest possible size, which would leave approximately 50 available seats. The satellite area has approximately 164 students. If the satellite area were placed in the Glenmar boundaries then Glenmar would be overcrowded; if the satellite area were placed into Vincent Farm boundaries, then there would be no relief for Chapel Hill Elementary. Therefore, the committee believed it was unwise to move that satellite area at this time.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits L, M, N, O, P, and Q (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 1-19 (Exhibit R). Mr. Janssen abstained from voting on item 13 and separated item 19 for further discussion.

The Board approved items 1-18.

1. PCR 205-06 Contract Modification: Asbestos Hazard Emergency Response Act Building Re-inspections and Management Plans
2. MBE-520-07 Contract Modification: Fueling Stations Upgrades
3. RGA-165-08 Contract Modification: Grant Development Service
4. PCR 299-08 Glass and Glazing Products
5. RGA-163-08 On-line Catalog Platform
6. PCR 289-08 Overhead Doors and Folding Doors Repair and Maintenance
7. MBU-557-08 Painting Services
8. PCR 208-08 Production Photocopy Equipment
9. MWE-890-08 School Bus Tire Recapping
10. JMI-613-08 Tennis Court and Running Track Repair Materials and Associated Equipment
11. JMI-622-04 Contract Assignment: HAZMAT Clean-up/Disposal Services
12. PCR-213-06 Contract Modification: Systemic Renovations – General John Stricker Middle School
13. MWE-824-06 Contract Modification: Systemic Renovation – Holabird Middle School
14. MBU-557-06 Contract Modification: Systemic Renovation – Ridgely Middle School
15. JMI-716-08 Contract Modification: Systemic Renovation – Sparrows Point Middle/High School
16. PCR-285-08 Roof Replacement – Cockeysville Middle School
17. MWE-891-08 Exterior Lighting Upgrade – Franklin Elementary School
18. MWE-895-08 Exterior Lighting Upgrade – Owings Mills Elementary School

#### Item 19

Mr. Janssen expressed concern with increasing capacities at high schools and that the school system is creating warehouses instead of high schools.

The Board approved item 19 (favor-7; opposed-3). Ms. Harris, Mr. Hayden, and Mr. Janssen opposed this item.

BUILDING AND CONTRACT AWARDS (cont)

19. JNI-721-08 Request to Negotiate: Consultant Services – Architectural/  
Engineering (A/E) services for Addition at Loch Raven High  
School

FY 2009 STATE AND COUNTY CAPITAL BUDGET

Ms. Burnopp presented the revised FY 2009 state and county capital budget and the revised FY 2009-2014 county capital request. Three projects have been moved in the state request from FY 2010 to FY 2009. The projects are to construct additions at Dogwood Elementary School, Cedarmere Elementary School, and Loch Raven High School.

Ms. Shillman asked why the auditorium upgrades to Woodlawn High School were listed twice. Ms. Burnopp responded that this is the same project: page 2 is the summary page and page 9 is the detail of the county budget by fiscal year. Ms. Shillman stated she cannot vote in favor of a budget that includes upgrades to multi-use courts, tennis courts, and extra parking for elementary schools when the money should be redirected for rest room upgrades and school air conditioning.

Mr. Hayden motioned to approve the proposed revised state and county capital budgets. Mr. Pallozzi seconded the motion. The vote was taken by roll call.

Ms. Flynn	Yes	Mr. Pallozzi	Yes
Ms. Harris	Yes	Mr. Parker	Yes
Mr. Hayden	Yes	Ms. Shillman	Abstained
Mr. Janssen	Abstained	Ms. Murphy	Yes
Ms. Johnson	Abstained		

The motion failed (favor-6; abstained-3). Student representative, Miss Dittman, did not vote.

Mr. Michael Sines, Executive Director of Physical Facilities, addressed the Board in response to Ms. Shillman's concerns. He noted that the capital program incorporates the air conditioning issue. He stated that the school system has incorporated air conditioning at the middle school level and is incorporating the air conditioning component in each bid specification at the high school level. When bids come in, the Board can accept or reject the bid based on real dollar cost factors. Mr. Janssen commented that no motion has been placed on the table for discussion. Ms. Murphy stated that the information being presented by Mr. Sines is helpful to the Board and the public.

Mr. Sines stated that unless the Board adopts a budget this evening, there would be no state capital budget. Ms. Burnopp commented that the three additions being added to the budget would not be considered by the state if not approved by the Board tonight.

Ms. Shillman motioned to amend the budget and redirect approximately \$8 million from multi-use courts, tennis courts, and parking lots with the exception of Campfield Elementary School towards upgrading rest rooms and/or air conditioning. Ms. Johnson seconded the motion.

FY 2009 STATE AND COUNTY CAPITAL BUDGET (cont)

Mr. Pallozzi expressed concern that taking the funding from athletics at this time could either hurt the programs or jeopardize students seeking scholarships.

Ms. Harris asked why Campfield Elementary needs a parking lot more than the other schools listed on the budget. Ms. Shillman responded that Campfield Elementary is an infant and toddlers program for children that have some type of disability. Parents need to park closer to the school for safety reasons.

Mr. Hayden motioned to amend the motion to reinsert the budget as previously proposed. Mr. Parker seconded the motion. The vote was taken by roll call.

Ms. Flynn	Yes	Mr. Pallozzi	Yes
Ms. Harris	Yes	Mr. Parker	Yes
Mr. Hayden	Yes	Ms. Shillman	Abstained
Mr. Janssen	Abstained	Ms. Murphy	Yes
Ms. Johnson	Abstained		

The motion failed (favor-6; abstained-3). Student representative, Miss Dittman, did not vote. P. Tyson Bennett, Esq., Board's Counsel, noted that the vote currently taken was to amend Ms. Shillman's motion. Ms. Shillman's motion is now on the floor and was seconded by Ms. Johnson.

Ms. Harris asked if tennis courts have to be in schools. Mr. Sines responded that if the school system knowingly and actively disregards the conditions and safety components relative to fields, the Board puts itself at risk. The list of needs will not be reduced by deferring projects. Mr. Sines stated that if the tennis courts are not replaced or repaired, then they need to be removed.

Ms. Harris asked whether the school system needs a portion of the \$8 million to repair parking areas that are poorly damaged. Mr. Sines responded that the more damage that takes place through inclement weather and normal use vehicles could be parking over potholes. He stated that it is a matter of securing the funding.

Ms. Johnson asked if air conditioning was included in the Catonsville High School renovation project. Mr. Sines responded that air conditioning is within the scope of the project and the budget estimates. Ms. Johnson asked how many high schools do not have air conditioning. Mr. Sines responded that part of the capital budget in front of the Board this evening includes feasibility studies for eight high schools. The limited renovation program allows BCPS' leverage and opportunities that it has never had before.

The vote was taken by roll call.

Ms. Flynn	No	Mr. Pallozzi	No
Ms. Harris	No	Mr. Parker	No
Mr. Hayden	No	Ms. Shillman	Yes
Mr. Janssen	No	Ms. Murphy	No
Ms. Johnson	Yes		

FY 2009 STATE AND COUNTY CAPITAL BUDGET (cont)

The motion failed (favor-2; opposed-7).

Mr. Hayden motioned that the capital budget previously submitted by the Board be amended by increasing the state request by Dogwood Elementary School in the amount of \$2,480,000, Cedarmere Elementary School in the amount of \$1,940,000, Loch Raven High School in the amount of \$6,930,000, and that the county request be increased with respect to Loch Raven High School in the amount of \$9,440,000. Mr. Pallozzi seconded the motion.

Mr. Janssen requested advice from counsel since the original budget did not pass. Mr. Bennett stated that the Superintendent's recommendation was "for the Board to adopt the superintendent's revised budget", and the vote failed. The motion now is to adopt only a portion of what the Superintendent recommended. Mr. Janssen stated that the motion sounds like a change in the agenda. Mr. Bennett stated that Roberts' Rules allows a Board to deal with a different motion or substitute motion as long as it is germane to the main topic. Since the main topic is an adoption of a capital budget, this motion would be germane.

Ms. Harris asked about the \$2 million for the Towson Area Overcrowding. Ms. Burnopp responded that only the title changed and not the dollar amount. The title was Mays Chapel.

The vote was taken by roll call.

Ms. Flynn	Yes	Mr. Pallozzi	Yes
Ms. Harris	Yes	Mr. Parker	Yes
Mr. Hayden	Yes	Ms. Shillman	Yes
Mr. Janssen	Abstained	Ms. Murphy	Yes
Ms. Johnson	Yes		

The Board approved the amended state request for Dogwood Elementary School in the amount of \$2,480,000, Cedarmere Elementary School in the amount of \$1,490,000, Loch Raven High School in the amount of \$6,930,000, and the county request be increased with respect to Loch Raven High School in the amount of \$9,440,000 (favor-8; abstain-1). Student representative, Miss Dittman, did not vote.

LEGISLATION UPDATE

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, reviewed key pieces of legislation that affect the school system and are currently under consideration by the General Assembly.

On motion of Mr. Hayden, seconded by Ms. Harris, the Board voted to oppose HB15 – Task Force on Classroom Indoor Air Quality Standards (favor-9; abstained-1).

On motion of Mr. Hayden, seconded by Ms. Harris, the Board voted to oppose HB21 – Education-Compulsory Attendance – Age of Withdrawal (favor-9; abstained-1).

On motion of Mr. Hayden, seconded by Ms. Harris, the Board voted unanimously to oppose HB23 – Maryland Green Buildings Standards of 2008.

On motion of Mr. Hayden, seconded by Mr. Janssen, the Board voted unanimously to support HB49 – Maryland High School Assessment Test Results.

On motion of Mr. Hayden, seconded by Ms. Harris, the Board voted unanimously to oppose HB367 – Department of Labor, Licensing, and Regulation – Consolidation of Workforce Development Functions-Transfer of Adult Education and Literacy Services and Education Programs for Correctional Facilities.

On motion of Ms. Harris, seconded by Mr. Janssen, the Board voted to oppose SB77 – Children in Informational Kinship Care Relationship (favor-8; opposed-2).

On motion of Mr. Hayden, seconded by Ms. Harris, the Board voted unanimously to support SB150 – Creation of State Debt-Maryland Consolidated Capital Bond Loan of 2008, and the Maryland Consolidated Capital Bond Loans of 1999, 2000, 2002, 2003, 2004, 2005, 2006, and 2007.

#### INFORMATION

The Board received the following as information:

- A. FY08 Financial Report for months ending December 31, 2006 and 2007

#### ANNOUNCEMENTS

Ms. Murphy made the following announcements:

- The Southwest Area Education Advisory Council will hold its next meeting on Wednesday, February 20, 2008, at Baltimore Highlands Elementary School beginning at 7:00 pm.
- The Central Area Education Advisory Council will hold its next meeting on Thursday, February 21, 2008, at Loch Raven High School beginning at 7:00 p.m.
- Schools and offices will be closed on Monday, February 18, 2008, in observance of Presidents' Day. Schools will reopen for students and teachers on Tuesday, February 19, 2008.
- The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Tuesday, February 26, 2008, at Greenwood. The meeting will begin with an open session at approximately 4:30 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 to all open sessions. The Board will host the officers of the Minority Achievement Advisory Group on February 26, 2008, from 6:00 until 7:30 p.m.

ANNOUNCEMENTS (cont)

- The Board of Education of Baltimore County will hold a public hearing on the proposed boundaries for Vincent Farm Elementary School on Wednesday, February 27, 2008, at Stemmers Run Middle School beginning at approximately 7:00 p.m. Sign-up for the public to comment begins at 6:00 p.m. Each speaker will be allotted three minutes to present his/her topic to the Board.

Ms. Murphy stated that public comment is one of the opportunities provided to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens and will take their comments into consideration, even though it is not the Board's practice to take action at this time on issues which are raised. When appropriate, the Board will refer concerns to the superintendent for follow-up by his staff.

While the Board encourages public input on policy, programs, and practices within the purview of this Board and this school system, this is not the proper avenue to address specific student or employee matters, or to comment on matters that do not relate to public education in Baltimore County. The Board encourages everyone to utilize existing avenues of redress for complaints. Inappropriate personal remarks or other behavior that disrupts or interferes with the conduct of this meeting are out of order.

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

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 6000

No one from the public spoke on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 6115

No one from the public spoke on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 6120

No one from the public spoke on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 6145

No one from the public spoke on this policy.

GENERAL PUBLIC COMMENT

Dr. Bash Pharoan asked that stakeholders work with him to stop HB 954 and pursue an elected school board.

Mr. Mohammad Jameel stated that the last four county budgets have tied the school board's hands. Mr. Jameel believes that the Board should solicit for taxing authority.

ADJOURNMENT

At 9:54 p.m., Mr. Hayden moved to adjourn the open session. The motion was seconded by Mr. Pallozzi and approved by the Board.

Respectfully submitted,

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Joe A. Hairston  
Secretary-Treasurer

bls

## TENTATIVE REPORT

### REPORT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY'S PUBLIC HEARING ON THE PROPOSED BOUNDARIES FOR VINCENT FARM ELEMENTARY SCHOOL

Wednesday, February 27, 2008  
Stemmers Run Middle High School

The public hearing was called to order at 7:05 p.m. President JoAnn C. Murphy and the following Board members were present: Mr. John A. Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Mr. Joseph J. Pallozzi, and Mr. H. Edward Parker, Jr.

The following citizens addressed the Board:

1. Ms. Nancy Gregorie, Parent – Presented a petition signed by 51 out of 61 families in the Honeygo Ridge community requesting an addendum to proposal 2A, which would add their neighborhood as a satellite area within the Chapel Hill Elementary School boundary. She stated that there is a concern with safety: passing over train tracks and crossing at the intersection of Route 40 and Ebenezer Road. Ms. Gregorie suggested that the Board investigate the proposal of adding both sides of Route 7 from White Marsh Run northwards.
2. Mr. David Postan and Mr. Rich McKenner, Williams Fields HOA – Supports the recommended scenario 2A. Williams Fields is a small subdivision that is only .5 miles away from Chapel Hill Elementary School. Both speakers stated that the Board should follow Policy 1280 and keep communities together and students should attend the schools closest to their homes.
3. Ms. Mindy Rodgers, Parent – Asked the Board to amend the proposal and move the boundary line east of Route 40 and south of Honeygo Run (Route 43). If scenario 2A is approved, her children would travel 3.72 miles as opposed to 2.5 miles to Chapel Hill Elementary School. Ms. Rodgers stated that her question with respect to gifted and talented instruction at Vincent Farm Elementary School has not yet been answered.
4. Ms. Penny Mullins, Parent – Asked the Board to move the boundary line to Route 40 instead of Route 7 to include community off of Carrington Drive. Though her daughter does not yet attend school, she expressed concerns over sending her child to Vincent Farm Elementary School then back to schools in the Perry Hall area.
5. Mr. David Marks, Parent – Supports part of scenario 2A that moves neighborhoods from Chapel Hill Elementary to Joppa View Elementary School. He noted that there would be students crossing Honeygo Boulevard. Mr. Marks hopes that the school system would work with the police department to ensure students do not cross Honeygo Boulevard.

6. Mr. Mark Hauf, Parent – As a parent living in the Saddlebrooke community, he fully supports scenario 2A. He stated that through this process none of the proposals took into account the Route 40 corridor. Mr. Hauf also proposed leaving current students at Chapel Hill Elementary School and phasing-in new students that live on the opposite side of Route 7.
7. Mr. Kent Smith, Boundary Study Committee Member – Supports scenario 2A as recommended by the boundary study committee. He stated that scenario 2A includes all the goals set by the committee. Mr. Smith noted that Chapel Hill Elementary School's addition was supposed to last ten years; however, if not for the new Vincent Farm Elementary School, Chapel Hill Elementary would be over capacity by approximately 230 students within that ten year period.
8. Ms. Patty Warns, Parent – Asked the Board to consider either scenario 1 or 2. Her daughters currently attend Chapel Hill Elementary School. She stated that while the Tremper Farm community children would attend Joppa View Elementary School, which is across the street from the community, there are safety and traffic concerns with respect to Honeygo Boulevard. The student population in this community is so small that redistricting these students to Joppa View Elementary would possibly mean that no other Chapel Hill alumni would attend this school.
9. Mr. Scott Willens, Parent – Asked the Board for empathy for those families that live east of Route 7. He stated that his family, as well as those of active reservists, moved to the Saddlebrooke community specifically for Chapel Hill Elementary School.
10. Mr. John Beerman, Parent – Asked the Board to make Route 43 north part of the Chapel Hill Elementary School district. He does not want to see his daughter attend a new school then have to go back to Perry Hall Middle and High Schools. Mr. Beerman also stated that there has been no mention of before- and after-school daycare services at Vincent Farm Elementary School. Chapel Hill Elementary offers this service, which working parents heavily rely on. He also suggested phasing-in this community over a five-year period.
11. Mr. Bryan Hocks, Parent – Stated he lives between Route 7 and Interstate 95, would support scenario 2A, and will wait to see what happens once the boundary is in place.

Ms. Murphy announced that the Board of Education of Baltimore County would vote on the proposed boundaries on March 11, 2008. President Murphy urged the audience to contact the Board office so that additional comments could be forwarded to Board members.

The hearing was concluded at 7:37 p.m.

Respectfully submitted,

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Joe A. Hairston  
Board Secretary-Treasurer

/bls

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 4003, PERSONNEL: GENERAL-SEXUAL HARASSMENT**

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

**RESOURCE PERSON(S):** Don Peccia, Assistant Superintendent, Human Resources & Governmental Relations

**RECOMMENDATION**

That the Board of Education considers the proposed changes to Policy 4003. This is the third reading of this policy.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 4003

**BOARD OF EDUCATION OF BALTIMORE COUNTY**  
Policy Analysis for Proposed Revision of Policy 4003

Sexual Harassment

Statement of Issues Addressed by the Proposed Policy

The Department of Human Resources is recommending the revision of Policy 4003 and the addition of Rule 4003. Policy 4003 is designated as a General Personnel Policy and applies to all school system employees. The current format was not consistent with Board of Education format and the policy was revised and a Superintendent's Rule created. The Superintendent's Rule includes information deleted from the policy along with additional necessary revisions.

Cost Analysis and Fiscal Impact on School System

No fiscal impact is anticipated or contemplated by this revision.

Relationship to Other Board of Education Policies

Board of Education Policy 5570 - Student to Student Sexual Harassment

Board of Education Policy 4008 - Obligation of Employees of the Board of Education of Baltimore County

Legal Requirement

42 U.S.C. §2000d (Title VI of the Civil Rights Act Of 1964, as amended)

42 U.S.C. §2000e (Title VII of the Civil Rights Act Of 1964, as amended)

*Annotated Code of Maryland*, Education Article § 6-104

*Annotated Code of Maryland*, Article 49B §§14-18

Similar Policies Adopted by Other School Systems

ANNE ARUNDEL BOARD OF EDUCATION

Policy 800.31, Anti-Harassment-Employees

HARFORD COUNTY BOARD OF EDUCATION

Policy 14-0005-000, Sexual Harassment

HOWARD COUNTY BOARD OF EDUCATION

Policy 1020, Sexual Harassment

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy, ACF, Sexual Harassment

PRINCE GEORGE'S BOARD OF EDUCATION  
Policy 4111, Employment-Recruitment  
Policy 0103, Equity

Draft of Proposed Policy  
See attached

Other Alternative Considered by Staff  
The Department of Human Resources did not consider other alternatives

PERSONNEL: General

Sexual Harassment

Sexual harassment, A FORM OF ILLEGAL DISCRIMINATION, WILL NOT BE TOLERATED IN BALTIMORE COUNTY PUBLIC SCHOOLS. RETALIATION AGAINST AN EMPLOYEE FOR MAKING A COMPLAINT OR FOR PARTICIPATING IN ANY INVESTIGATION OR PROCEEDING IS ALSO ILLEGAL AND WILL NOT BE TOLERATED.

THE SUPERINTENDENT SHALL ESTABLISH, WHERE NECESSARY AND APPROPRIATE, ADMINISTRATIVE PROCEDURES FOR VIOLATIONS OF THIS POLICY. [negatively affects morale, motivation, and job performance. It results in increased absenteeism, turnover, inefficiency, and loss of productivity. It is inappropriate, offensive, and illegal and will not be tolerated in the Baltimore County Public Schools.

Defining Sexual Harassment:

Title VII of the 1964 Civil Rights Act prohibits employment discrimination based on religion, color, national origin, race, and sex. Sexual harassment is a form of sex discrimination and unlawful employment practice. Behavior constituting sexual harassment includes any deliberate and/or repeated unwelcome behavior of a sexual nature, **whether it is verbal, nonverbal, or physical.**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct constitute sexual harassment when:

- Such behaviors and conduct affect a decision an individual makes to hire or fire someone.
- Such behaviors and conduct are used to make decisions about pay, promotion, or job assignment.
- Such behaviors or conduct interfere with an employee's work performance.
- Such behaviors or conduct create an intimidating, hostile, or offensive work environment.

Reporting Sexual Harassment:

Should an incident of sexual harassment occur, it will be the employee's responsibility to bring it to the attention of his or her supervisor. If you believe you are being sexually harassed, take immediate action by doing the following:

1. Tell the harasser of the offensive behavior and ask him or her to stop it.

And /or

2. Speak immediately about your concern with your supervisor, a personnel official, or other employee authorized to deal with discrimination complaints.

When the employee believes he or she is being harassed by his/her supervisor, the employee should notify the supervisor's supervisor. If the employee is uncomfortable discussing harassment with the supervisor, the personnel department or the EEO officer may be contacted instead. **Retaliation against the complainant will not be tolerated.**

Investigating Sexual Harassment:

The person notified of the complaint will promptly investigate it. The investigation will include interviews with the complainant, the alleged harasser, and other employees who can verify the complaint.

Disciplinary Actions for Sexual Harassment:

Any employee who sexually harasses another employee will be disciplined as in any other case of illegal employee misconduct.

Discipline will include one or more of the following:

1. Verbal warning
2. Written warning
3. Suspension/probation
4. Termination ]

POLICY 4003

Legal ReferenceS: [Title VII of the Civil Rights Act of 1964, Merit System Law, Article 64A]; Article 49B of the Annotated Code of Maryland and the Governor’s executive order on sexual harassment.]

42 U.S.C. §2000d (TITLE VI OF THE CIVIL RIGHTS ACT OF 1964,  
AS AMENDED)

42 U.S.C.§2000e (TITLE VII OF THE CIVIL RIGHTS ACT OF 1964,  
AS AMENDED)

*ANNOTATED CODE OF MARYLAND*, EDUCATION ARTICLE § 6-104  
*ANNOTATED CODE OF MARYLAND*, ARTICLE 49B § 14-18

RELATED POLICIES: BOARD OF EDUCATION POLICY 5570  
BOARD OF EDUCATION POLICY 4008

Policy  
Adopted: 3/25/93  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION ETHICS CODE  
POLICY 8360 - DEFINITIONS**

**ORIGINATOR:**

**RESOURCE  
PERSONS:** Margaret-Ann F. Howie, Esquire, General Counsel

**RECOMMENDATION**

That the Board of Education's Ethics Code Policies be presented to the Board for action. This is the third reading.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 8360

## **POLICY ANALYSIS**

### *Revisions to Board of Education Ethics Code Policies*

Policy 8360: Ethics Code: Definitions \* Policy 8361: Ethics Code: General

Policy 8362: Gifts \* Policy 8364: Financial Disclosure

Policy 8365: Lobbying Disclosure \* Policy 8366: Ethics Review Panel

### Statement of issues or questions to be addressed by the proposed policy

The Board of Education's Policy Review Committee continues its process of revising the Board's Internal policies. (8000 series) During the course of its review, the Committee has had the opportunity to confer with a subcommittee of the Ethics Review Panel. The revisions to the Code reflect the joint work of the Policy Review Committee and the Ethics Code Panel. The Ethics Code Panel's recommendations also reflect the Panel's experience in applying the Code to questions posed by staff. Following initial discussion by the full Board at its November 6, 2007 meeting, the Board's Policy Committee is resubmitting these policies for Board action.

In short, the changes are as follows:

Policy 8360: Ethics Code: Definitions include: (1) number or letter all paragraphs; (2) Paragraph D – expand “doing business” to include those entities that are seeking to do business with school system; (3) Paragraph H - exclude scholarships from definition of “gift.”

Policy 8361: Ethics Code: General. Only one non-substantive change is recommended concerning policy references.

Policy 8362: Gifts. It is recommended that the policy increase gift amount to \$50; define awards and exclude such from the definition of “gift;” prohibit persons from accepting tickets to political events.

Policy 8364: Financial Disclosure. Only one change is recommended by the subcommittee; namely, to increase the gift amount to \$50 to conform with Policy 8362. A non-substantive change was also made to reference related policies.

Policy 8365: Lobbying Disclosure. Only non-substantive change made to reference related policies.

Policy 8366: Ethics Review Panel. The subcommittee recommended that language be added to include replacement of an Ethics Review Panel member as a result of absences; that persons are no longer disqualified from serving on the Panel as a result of having a spouse who is employed by the school system; that a Panel member would be disqualified from participating in or discussing matters involving his/her spouse; that the Panel has right to search employee computer files.

Note that, in addition to the above, the Policy Review Committee has recommended non-substantive changes for ease of reference.

Fiscal Impact on the school system

No fiscal impact is anticipated or contemplated by these revisions.

Relationship to other Board of Education Policies

These policies form the basis of the Board's expectations for employee behavior and conduct.

Similar Policies adopted by other local school systems

CALVERT COUNTY BOARD OF EDUCATION

Policy Number 1740. Ethics.

<http://www.calvertnet.k12.md.us/admin/policies/Web%20Policies/1740%20Policy%20on%20Ethics.pdf>

CARROLL COUNTY BOARD OF EDUCATION

Policy BC, Ethics

FREDERICK COUNTY BOARD OF EDUCATION

Policy 109, Ethics

<http://www.fcps.org/dept/legal/109.pdf>

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy BBB, Ethics

<http://mcps.k12.md.us/departments/policy/pdf/bbb.pdf>

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Board Policy 0107, Ethics

Board Policy 0107.1, Ethics - Definitions

Board Policy 0108, Ethics Panel

Board Policy 0109, Conflict of Interest

Board Policy 0111, Board Financial Disclosure

Board Policy 0112, Lobbying Disclosure

HOWARD COUNTY BOARD OF EDUCATION

Ethics Regulations

<http://www.hcpss.org/board/ethicsregs.pdf>

WASHINGTON COUNTY BOARD OF EDUCATION

Policy BBFB, Ethics

Policy BBF, Code of Ethics for School Board Members

Policy BBFA, Conflict of Interest

Legal Requirements, such as federal, state or local laws or regulations

*Annotated Code of Maryland, State Government Article, Sections 15-811 to 15-815 (Local Boards of Education)*

A draft of the proposed policies

See attached

Timeline

First Reader, February 13, 2008

Citizen Comment, February 26, 2008

Proposed Date of Approval and for Forwarding to the State Ethics Commission, March 11, 2008

ETHICS CODE: Definitions

The following terms used within the Ethics Code are defined as follows:

- (A) **Board of Education** *means* the local Board of Education of Baltimore County.
- (B) **Business entity** *means* any individual or organization, regardless of form, including but not limited to corporation, general, or limited partnership, sole proprietorship (including a private consultant operation), joint venture, unincorporated association or firm, institution, trust, foundation, or other organization, whether or not operated for profit.
- (C) **Compensation** *means* any money or thing of value, regardless of form, received or to be received by any individual covered by this title from an employer for service rendered. If lobbying is only a portion of a person's employment, "compensation" means a prorated amount based on the time devoted to other employment duties. For reporting purposes, a prorated amount shall be labeled as such.
- (D) **Doing business with** *means* having or negotiating a contract that involves the commitment (either in a single or combination of transactions) of school system funds; or being subject to the authority of the school system; [or] being registered as a lobbyist [in accordance] with [Section 8 of] the State Ethics Commission; OR PURSUING COMMERCIAL FINANCIAL TRANSACTIONS WITH THE SCHOOL SYSTEM.
- (E) **Economic value** *means* when a good is useful and its worth can be measured in financial terms.
- (F) **Employee** *means* an individual whose compensation is paid in whole or part by the Board and/or is a student teacher for the school system.
- (G) **Ethics Review Panel** *means* the advisory board designated to serve the Board of Education of Baltimore County with the responsibility for interpreting the Ethics Code.
- (H) **Gift** *means* the transfer of anything of economic value, regardless of the form, without adequate and lawful consideration. "Gift" does not include the solicitation, acceptance, receipt, or regulation of political campaign contributions regulated in accordance with the provisions of the *Annotated Code of Maryland*, [Article 33,

Section 26-1, et seq.,] ELECTION LAW ARTICLE, TITLE 13 SUBTITLE 2 or any other provision of state or local law regulating the conduct of elections or the receipt of political campaign contributions. As used in this Code, gift excludes non-cash recognition for professional, educational, athletic or scholastic achievements AND/OR SCHOLARSHIPS.

- (I) **Immediate family** *means* father, mother, brother, sister, husband, wife, son, daughter, grandmother, and grandfather by blood (not marriage), grandson, granddaughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, equivalent stepfamily members, legal dependent of the employee, or a person residing as a member of the household where the employee is making his or her home.
- (J) **Lobbying** *means* communicating in the presence of a Board member or employee with the intent to influence any official action of that Board member or employee, where money is spent for food, entertainment, or other gifts during the calendar year in furtherance of this activity; or engaging in activities having the express purpose of soliciting others to communicate with a Board member or employee with the intent to influence that Board member or employee, where money is expended in furtherance of this activity.
- (K) **Outside employment** *means* any supplementary employment, including teaching and secondary employment within State service and excluding service in the military reserves or National Guard, for which the employee receives remuneration or other economic gain.
- (L) **Person** *means* an individual or business entity.
- (M) **Personal benefit** *means* anything that promotes or enhances the well being of the individual, or his/her immediate family, or accrues to the personal advantage of that individual, or his/her immediate family.
- (N) **School system** *means* the educational system under the authority of any Board of Education.
- (O) **Superintendent** *means* any person [designated] DEFINED as such WITHIN THE MEANING OF [in] the Education Article, §[1-101(e)] 4-102, *Annotated Code of Maryland*.
- (P) **Tutoring** *means* any private additional, special or remedial instruction performed for compensation.

(Q) **Volunteer** means any person who provides a service or performs a duty or responsibility for the school system without compensation.

Legal References: *Annotated Code of Maryland*, State Government Article, §§15-101, 15-811 to 15-815  
COMAR 19A.05

Policy  
Adopted: 10/8/96  
Revised: 8/12/97  
Revised: 9/23/98  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION ETHICS CODE  
POLICY 8361 – GENERAL**

**ORIGINATOR:**

**RESOURCE  
PERSONS:** Margaret-Ann F. Howie, Esquire, General Counsel

**RECOMMENDATION**

That the Board of Education's Ethics Code Policies be presented to the Board for action. This is the third reading.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 8361

## **POLICY ANALYSIS**

### *Revisions to Board of Education Ethics Code Policies*

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Policy 8362: Gifts \* Policy 8364: Financial Disclosure

Policy 8365: Lobbying Disclosure \* Policy 8366: Ethics Review Panel

#### Statement of issues or questions to be addressed by the proposed policy

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In short, the changes are as follows:

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Policy 8361: Ethics Code: General. Only one non-substantive change is recommended concerning policy references.

Policy 8362: Gifts. It is recommended that the policy increase gift amount to \$50; define awards and exclude such from the definition of “gift;” prohibit persons from accepting tickets to political events.

Policy 8364: Financial Disclosure. Only one change is recommended by the subcommittee; namely, to increase the gift amount to \$50 to conform with Policy 8362. A non-substantive change was also made to reference related policies.

Policy 8365: Lobbying Disclosure. Only non-substantive change made to reference related policies.

Policy 8366: Ethics Review Panel. The subcommittee recommended that language be added to include replacement of an Ethics Review Panel member as a result of absences; that persons are no longer disqualified from serving on the Panel as a result of having a spouse who is employed by the school system; that a Panel member would be disqualified from participating in or discussing matters involving his/her spouse; that the Panel has right to search employee computer files.

Note that, in addition to the above, the Policy Review Committee has recommended non-substantive changes for ease of reference.

*Fiscal Impact on the school system*

No fiscal impact is anticipated or contemplated by these revisions.

*Relationship to other Board of Education Policies*

These policies form the basis of the Board's expectations for employee behavior and conduct.

*Similar Policies adopted by other local school systems*

CALVERT COUNTY BOARD OF EDUCATION

Policy Number 1740. Ethics.

<http://www.calvertnet.k12.md.us/admin/policies/Web%20Policies/1740%20Policy%20on%20Ethics.pdf>

CARROLL COUNTY BOARD OF EDUCATION

Policy BC, Ethics

FREDERICK COUNTY BOARD OF EDUCATION

Policy 109, Ethics

<http://www.fcps.org/dept/legal/109.pdf>

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy BBB, Ethics

<http://mcps.k12.md.us/departments/policy/pdf/bbb.pdf>

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Board Policy 0107, Ethics

Board Policy 0107.1, Ethics - Definitions

Board Policy 0108, Ethics Panel

Board Policy 0109, Conflict of Interest

Board Policy 0111, Board Financial Disclosure

Board Policy 0112, Lobbying Disclosure

HOWARD COUNTY BOARD OF EDUCATION

Ethics Regulations

<http://www.hcpss.org/board/ethicsregs.pdf>

WASHINGTON COUNTY BOARD OF EDUCATION

Policy BBFB, Ethics

Policy BBF, Code of Ethics for School Board Members

Policy BBFA, Conflict of Interest

Legal Requirements, such as federal, state or local laws or regulations

*Annotated Code of Maryland, State Government Article, Sections 15-811 to 15-815 (Local Boards of Education)*

A draft of the proposed policies

See attached

Timeline

First Reader, February 13, 2008

Citizen Comment, February 26, 2008

Proposed Date of Approval and for Forwarding to the State Ethics Commission, March 11, 2008

ETHICS CODE: General

The Baltimore County Public Schools are committed to promoting and practicing moral principles and values in both the delivery of instruction and the delivery of support services. Consistent with this conviction, the school system's "Precepts, Beliefs, and Values" and local public ethics laws in accordance with the State Ethics Commission, the Ethics Code establishes guidelines of ethical and professional conduct. This Code formally acknowledges the school system's commitment to its institutional responsibility to the students, parents, and the community. It advocates positive behavior and the avoidance of impropriety or the appearance of impropriety.

This Code establishes recommended behavior for all instructional and non-instructional personnel, administrative and supervisory personnel, Board of Education members, consultants, and volunteers (from this point forward referred to as Board members, employees and/or volunteers). All of these individuals shall be subject to this Code, which addresses the school system's commitment that all lead and teach by example and serve as role models for students.

No code can delineate the appropriate ethical behavior for every situation with which the school system's personnel will be confronted. It is important, therefore, that whenever a difficult situation arises which is not directly addressed by this Code, the individual seek counsel from colleagues, administrators, and the Ethics Review Panel as established by the Code. However, many individuals will be called upon to make decisions in which time precludes consultations. In such cases, the individual must rely on his or her good judgment, recalling that the school system's ethical commitment is rooted in fairness, equity, and integrity.

One of the most important elements of this Code is promoting the worth and dignity of all individuals in compliance with the Board of Education's non-discrimination policy. A second key element of this Code is open communication. Business-related transactions in which individuals engage must be correctly documented and reported. Every individual covered by this Code must behave as if public scrutiny of his or her actions would be welcome.

The Code provides specific direction in the following areas: Gifts; Conflict of Interest; Financial Disclosure; Lobbying Disclosure; Creation of an Ethics Review Panel.

Legal References: *Annotated Code of Maryland*, State Government Article, §§15-101,  
15-811 to 15-815  
COMAR 19A.05

[Also see Policy, "Travel" and "Purchasing," Series 3000, Non-instructional Services]

RELATED POLICIES: BOARD OF EDUCATION POLICY 4002, PRECEPTS,  
BELIEFS AND VALUES OF THE BALTIMORE COUNTY  
PUBLIC SCHOOLS

BOARD OF EDUCATION POLICY 3127, TRAVEL

BOARD OF EDUCATION POLICY 3209, PURCHASING  
PRINCIPLES

Policy  
Adopted: 10/8/96  
Revised: 8/12/97  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION ETHICS CODE  
POLICY 8362 - GIFTS TO THE BOARD OF EDUCATION, SCHOOLS,  
AND OFFICES WITHIN THE SCHOOL SYSTEM**

**ORIGINATOR:**

**RESOURCE  
PERSONS:** Margaret-Ann F. Howie, Esquire, General Counsel

**RECOMMENDATION**

That the Board of Education's Ethics Code Policies be presented to the Board for action. This is the third reading.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 8362

## **POLICY ANALYSIS**

### *Revisions to Board of Education Ethics Code Policies*

Policy 8360: Ethics Code: Definitions \* Policy 8361: Ethics Code: General

Policy 8362: Gifts \* Policy 8364: Financial Disclosure

Policy 8365: Lobbying Disclosure \* Policy 8366: Ethics Review Panel

### Statement of issues or questions to be addressed by the proposed policy

The Board of Education's Policy Review Committee continues its process of revising the Board's Internal policies. (8000 series) During the course of its review, the Committee has had the opportunity to confer with a subcommittee of the Ethics Review Panel. The revisions to the Code reflect the joint work of the Policy Review Committee and the Ethics Code Panel. The Ethics Code Panel's recommendations also reflect the Panel's experience in applying the Code to questions posed by staff. Following initial discussion by the full Board at its November 6, 2007 meeting, the Board's Policy Committee is resubmitting these policies for Board action.

In short, the changes are as follows:

Policy 8360: Ethics Code: Definitions include: (1) number or letter all paragraphs; (2) Paragraph D – expand “doing business” to include those entities that are seeking to do business with school system; (3) Paragraph H - exclude scholarships from definition of “gift.”

Policy 8361: Ethics Code: General. Only one non-substantive change is recommended concerning policy references.

Policy 8362: Gifts. It is recommended that the policy increase gift amount to \$50; define awards and exclude such from the definition of “gift;” prohibit persons from accepting tickets to political events.

Policy 8364: Financial Disclosure. Only one change is recommended by the subcommittee; namely, to increase the gift amount to \$50 to conform with Policy 8362. A non-substantive change was also made to reference related policies.

Policy 8365: Lobbying Disclosure. Only non-substantive change made to reference related policies.

Policy 8366: Ethics Review Panel. The subcommittee recommended that language be added to include replacement of an Ethics Review Panel member as a result of absences; that persons are no longer disqualified from serving on the Panel as a result of having a spouse who is employed by the school system; that a Panel member would be disqualified from participating in or discussing matters involving his/her spouse; that the Panel has right to search employee computer files.

Note that, in addition to the above, the Policy Review Committee has recommended non-substantive changes for ease of reference.

Fiscal Impact on the school system

No fiscal impact is anticipated or contemplated by these revisions.

Relationship to other Board of Education Policies

These policies form the basis of the Board's expectations for employee behavior and conduct.

Similar Policies adopted by other local school systems

CALVERT COUNTY BOARD OF EDUCATION

Policy Number 1740. Ethics.

<http://www.calvertnet.k12.md.us/admin/policies/Web%20Policies/1740%20Policy%20on%20Ethics.pdf>

CARROLL COUNTY BOARD OF EDUCATION

Policy BC, Ethics

FREDERICK COUNTY BOARD OF EDUCATION

Policy 109, Ethics

<http://www.fcps.org/dept/legal/109.pdf>

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy BBB, Ethics

<http://mcps.k12.md.us/departments/policy/pdf/bbb.pdf>

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Board Policy 0107, Ethics

Board Policy 0107.1, Ethics - Definitions

Board Policy 0108, Ethics Panel

Board Policy 0109, Conflict of Interest

Board Policy 0111, Board Financial Disclosure

Board Policy 0112, Lobbying Disclosure

HOWARD COUNTY BOARD OF EDUCATION

Ethics Regulations

<http://www.hcpss.org/board/ethicsregs.pdf>

WASHINGTON COUNTY BOARD OF EDUCATION

Policy BBFB, Ethics

Policy BBF, Code of Ethics for School Board Members

Policy BBFA, Conflict of Interest

Legal Requirements, such as federal, state or local laws or regulations

*Annotated Code of Maryland, State Government Article, Sections 15-811 to 15-815 (Local Boards of Education)*

A draft of the proposed policies

See attached

Timeline

First Reader, February 13, 2008

Citizen Comment, February 26, 2008

Proposed Date of Approval and for Forwarding to the State Ethics Commission, March 11, 2008

ETHICS CODE: Gifts

I. Gifts to the Board of Education, Schools, and Offices within the School System

- A. As the Baltimore County Public Schools (BCPS) continue the practice of school-based management, it becomes increasingly important to establish firm guidelines on the acceptance of gifts by schools and offices on behalf of the Board of Education.

The Board of Education of Baltimore County (BOARD) encourages the formation of partnerships between schools and businesses and recognizes that these relationships frequently include gifts to schools and offices to enhance the educational programs of students.

The Board [of Education], schools, and offices may accept any bequest or gift of money or property for a purpose deemed suitable. All gifts shall be accepted in the name of the Board [of Education]. All gifts will become the property of the Board [of Education] and may be designated by the Board for use in a particular school or office.

Any gifts presented to the Board [of Education], schools, and offices must be accompanied by a document of intent from the donor for official action and recognition.

- B. To be acceptable, a gift must meet the following criteria:

- (i)[•] have a purpose consistent with those of the Board of Education, schools, or offices
- (ii)[•] be offered by a donor acceptable to the Board of Education, schools, or offices
- (iii)[•] be manageable by existing staff
- (iv)[•] not begin a program with the assumption that the Board of Education will take over if the funds are exhausted
- (v)[•] place no restrictions on the school program
- (vi)[•] be appropriate to the best education of students

(vii)[•] not imply endorsement of any business or product

(viii)[•] not carry an excessive cost of maintenance or installation

(ix)[•] be consistent with the provisions of the school code or public law.

C. When installation is required, the gift will be installed under the supervision of personnel of the Board [of Education]. The Board is under no obligation to replace the gift if it is destroyed or becomes worn out.

A letter of appreciation will be sent to the donor.

## II. Gifts to Individuals

A. SUBJECT TO THE EXCLUSIONS ENUMERATED IN THIS SECTION, A GIFT MAY BE ACCEPTED UNLESS A GIFT WOULD TEND TO IMPAIR THE IMPARTIALITY AND INDEPENDENCE OF JUDGMENT OF THE BOARD MEMBER, EMPLOYEE OR VOLUNTEER RECEIVING IT OR, IF OF SIGNIFICANT VALUE, THE RECIPIENT KNOWS, OR HAS REASON TO KNOW, THAT IT WAS DESIGNED TO DO SO.

[(a)]B. A Board member, employee, or volunteer may not solicit gifts, gratuities, or discounts for personal use or gain.

[(b)]C. No Board member, employee, or volunteer may knowingly accept gifts, gratuities, or discounts for personal use or gain, directly or indirectly, from any person or business entity that he or she knows or has reason to know:

(i)[•] is doing business OR ATTEMPTING TO DO BUSINESS with the BCPS[Baltimore County Public Schools]

(ii)[•] is subject to the authority of the school system

(iii)[•] has financial interests that may be substantially and materially affected, in a manner distinguishable from the public generally, by the performance or non-performance of his or her official duty

(iv)[•] is involved in lobbying.

(v) IS FROM A POLITICAL ORGANIZATION OR

## CANDIDATE

[(c)]D. [Unless a gift of any of the following would tend to impair the impartiality and independence of judgment of the Board member or employee receiving it, or, if of significant value would give the appearance of doing so, or, if of significant value, the recipient has reason to believe that it is designed to do so, then the] A Board member or employee may accept the following, unless exceeding a \$[25] 50 market value:

- (i)[•] meals and beverages consumed in the presence of the donor
- (ii)[•] ceremonial gifts or awards
- (iii)[•] unsolicited gifts of nominal value or trivial items of informational value
- (iv)[•] reasonable expenses for food, travel, lodging, and scheduled entertainment of the Board member or employee for a meeting which is given in return for participating in a panel or speaking engagement at a meeting
- (v)[•] tickets or free admission extended to a Board member to attend a professional or intercollegiate sporting event or charitable, cultural, or political event, if the purpose of this gift or admission is a courtesy extended to the office
- (vi)[•] a specific gift or class of gifts which the Ethics Review Panel exempts upon a finding, in writing, that acceptance of the gift or class of gifts would not be detrimental to the impartial conduct of the business of the school system and that the gift is purely personal and private in nature.

[(d)]E. It is not the intent of the Code to prohibit students and employees from participating in and accepting awards exceeding a \$[25]50 market value at events which are determined by the Ethics Review Panel to have an educational benefit. **IT IS ALSO NOT THE INTENT OF THE CODE TO PROHIBIT THE RECEIPT OF NON-CASH RECOGNITION FOR PROFESSIONAL, EDUCATIONAL, ATHLETIC OR SCHOLASTIC ACHIEVEMENTS.**

[(f)]F. It is not the intent of the Code to prohibit gifts from a person related by blood or marriage, or a spouse, child, ward, financially dependent parent, or other relative who share the Board member's, the Superintendent's or an employee's legal residence, or a child, ward, parent, or other relative over whose financial affairs the person has legal or actual control.

G. A BOARD MEMBER MAY NOT ACCEPT COMPLIMENTARY TICKETS TO ATTEND EVENTS THAT THE BOARD MEMBER MAY KNOW OR HAVE REASON TO KNOW ARE FROM OR ON BEHALF OF POLITICAL CANDIDATES OR ELECTED OFFICIALS.

Legal References: [*Annotated Code of Maryland*, Education Article, §1-101(e), §6-107, §6-109 et seq.]  
*Annotated Code of Maryland*, State Government Article, §§15-101, 15-811 to 15-815

Policy  
Adopted: 10/8/96  
Revised: 8/12/97  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION ETHICS CODE  
POLICY 8364 – FINANCIAL DISCLOSURE**

**ORIGINATOR:**

**RESOURCE  
PERSONS:** Margaret-Ann F. Howie, Esquire, General Counsel

**RECOMMENDATION**

That the Board of Education's Ethics Code Policies be presented to the Board for action. This is the third reading.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 8364

## **POLICY ANALYSIS**

### *Revisions to Board of Education Ethics Code Policies*

Policy 8360: Ethics Code: Definitions \* Policy 8361: Ethics Code: General  
Policy 8362: Gifts \* Policy 8364: Financial Disclosure  
Policy 8365: Lobbying Disclosure \* Policy 8366: Ethics Review Panel

#### Statement of issues or questions to be addressed by the proposed policy

The Board of Education's Policy Review Committee continues its process of revising the Board's Internal policies. (8000 series) During the course of its review, the Committee has had the opportunity to confer with a subcommittee of the Ethics Review Panel. The revisions to the Code reflect the joint work of the Policy Review Committee and the Ethics Code Panel. The Ethics Code Panel's recommendations also reflect the Panel's experience in applying the Code to questions posed by staff. Following initial discussion by the full Board at its November 6, 2007 meeting, the Board's Policy Committee is resubmitting these policies for Board action.

In short, the changes are as follows:

Policy 8360: Ethics Code: Definitions include: (1) number or letter all paragraphs; (2) Paragraph D – expand “doing business” to include those entities that are seeking to do business with school system; (3) Paragraph H - exclude scholarships from definition of “gift.”

Policy 8361: Ethics Code: General. Only one non-substantive change is recommended concerning policy references.

Policy 8362: Gifts. It is recommended that the policy increase gift amount to \$50; define awards and exclude such from the definition of “gift;” prohibit persons from accepting tickets to political events.

Policy 8364: Financial Disclosure. Only one change is recommended by the subcommittee; namely, to increase the gift amount to \$50 to conform with Policy 8362. A non-substantive change was also made to reference related policies.

Policy 8365: Lobbying Disclosure. Only non-substantive change made to reference related policies.

Policy 8366: Ethics Review Panel. The subcommittee recommended that language be added to include replacement of an Ethics Review Panel member as a result of absences; that persons are no longer disqualified from serving on the Panel as a result of having a spouse who is employed by the school system; that a Panel member would be disqualified from participating in or discussing matters involving his/her spouse; that the Panel has right to search employee computer files.

Note that, in addition to the above, the Policy Review Committee has recommended non-substantive changes for ease of reference.

*Fiscal Impact on the school system*

No fiscal impact is anticipated or contemplated by these revisions.

*Relationship to other Board of Education Policies*

These policies form the basis of the Board's expectations for employee behavior and conduct.

*Similar Policies adopted by other local school systems*

CALVERT COUNTY BOARD OF EDUCATION

Policy Number 1740. Ethics.

<http://www.calvertnet.k12.md.us/admin/policies/Web%20Policies/1740%20Policy%20on%20Ethics.pdf>

CARROLL COUNTY BOARD OF EDUCATION

Policy BC, Ethics

FREDERICK COUNTY BOARD OF EDUCATION

Policy 109, Ethics

<http://www.fcps.org/dept/legal/109.pdf>

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy BBB, Ethics

<http://mcps.k12.md.us/departments/policy/pdf/bbb.pdf>

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Board Policy 0107, Ethics

Board Policy 0107.1, Ethics - Definitions

Board Policy 0108, Ethics Panel

Board Policy 0109, Conflict of Interest

Board Policy 0111, Board Financial Disclosure

Board Policy 0112, Lobbying Disclosure

HOWARD COUNTY BOARD OF EDUCATION

Ethics Regulations

<http://www.hcpss.org/board/ethicsregs.pdf>

WASHINGTON COUNTY BOARD OF EDUCATION

Policy BBFB, Ethics

Policy BBF, Code of Ethics for School Board Members

Policy BBFA, Conflict of Interest

Legal Requirements, such as federal, state or local laws or regulations

*Annotated Code of Maryland, State Government Article, Sections 15-811 to 15-815 (Local Boards of Education)*

A draft of the proposed policies

See attached

Timeline

First Reader, February 13, 2008

Citizen Comment, February 26, 2008

Proposed Date of Approval and for Forwarding to the State Ethics Commission, March 11, 2008

ETHICS CODE: Financial Disclosure

- A. Board members and employees listed below as officials shall file annually no later than April 30 of each calendar year during which they hold office, a statement with the Ethics Review Panel disclosing any gifts exceeding a \$[25]50 market value received during the preceding calendar year from any person under the authority of the school system or having a contract with the school system. The statement shall identify the donor of the gift and its approximate retail value at the time of receipt. A Board of Education member or required employee who has not filed a statement of financial disclosure and who is appointed to fill a vacancy to a position listed under officials required to file shall file a statement covering the calendar year in which the official is appointed within 30 days after appointment.
- B. Officials required to file:
- (i) Board of Education members
  - (ii) Superintendent
  - (iii) Deputy Superintendent
  - (iv) Superintendent's Staff members
  - (v) Office heads in the positions of Executive Director, Director, Manager, and Coordinator
  - (vi) Principals
  - (vii) Any other employees who have authority to make the final decision to commit the school system to the expenditure of public funds
  - (viii) Other employees so designated by the Board of Education as periodic review would suggest.
- C. All specified officials shall file a statement with the Ethics Review Panel disclosing any interest or employment the holding of which would require disqualification from participation pursuant to conflict of interest of the Ethics Code, sufficiently in advance of any anticipated action to allow adequate disclosure to the public.
- (i) All statements filed pursuant to this policy shall be on a form developed by the Ethics Review Panel.
  - (ii) Disclosure statements filed pursuant to this policy shall be maintained by the Ethics Review Panel as public records available for public inspection and copying.

Legal Reference: *Annotated Code of Maryland*, State Government Article,  
§[10-611 et seq.] 15-813

RELATED POLICIES: SUPERINTENDENT’S RULE 2373, PUBLIC  
INFORMATION REQUESTS: SCHEDULE OF FEES

Policy  
Adopted: 10/18/96  
Revised: 8/12/97  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION ETHICS CODE  
POLICY 8365 – LOBBYING DISCLOSURE**

**ORIGINATOR:**

**RESOURCE  
PERSONS:** Margaret-Ann F. Howie, Esquire, General Counsel

**RECOMMENDATION**

That the Board of Education's Ethics Code Policies be presented to the Board for action. This is the third reading.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 8365

## **POLICY ANALYSIS**

### *Revisions to Board of Education Ethics Code Policies*

Policy 8360: Ethics Code: Definitions \* Policy 8361: Ethics Code: General  
Policy 8362: Gifts \* Policy 8364: Financial Disclosure  
Policy 8365: Lobbying Disclosure \* Policy 8366: Ethics Review Panel

#### Statement of issues or questions to be addressed by the proposed policy

The Board of Education's Policy Review Committee continues its process of revising the Board's Internal policies. (8000 series) During the course of its review, the Committee has had the opportunity to confer with a subcommittee of the Ethics Review Panel. The revisions to the Code reflect the joint work of the Policy Review Committee and the Ethics Code Panel. The Ethics Code Panel's recommendations also reflect the Panel's experience in applying the Code to questions posed by staff. Following initial discussion by the full Board at its November 6, 2007 meeting, the Board's Policy Committee is resubmitting these policies for Board action.

In short, the changes are as follows:

Policy 8360: Ethics Code: Definitions include: (1) number or letter all paragraphs; (2) Paragraph D – expand “doing business” to include those entities that are seeking to do business with school system; (3) Paragraph H - exclude scholarships from definition of “gift.”

Policy 8361: Ethics Code: General. Only one non-substantive change is recommended concerning policy references.

Policy 8362: Gifts. It is recommended that the policy increase gift amount to \$50; define awards and exclude such from the definition of “gift;” prohibit persons from accepting tickets to political events.

Policy 8364: Financial Disclosure. Only one change is recommended by the subcommittee; namely, to increase the gift amount to \$50 to conform with Policy 8362. A non-substantive change was also made to reference related policies.

Policy 8365: Lobbying Disclosure. Only non-substantive change made to reference related policies.

Policy 8366: Ethics Review Panel. The subcommittee recommended that language be added to include replacement of an Ethics Review Panel member as a result of absences; that persons are no longer disqualified from serving on the Panel as a result of having a spouse who is employed by the school system; that a Panel member would be disqualified from participating in or discussing matters involving his/her spouse; that the Panel has right to search employee computer files.

Note that, in addition to the above, the Policy Review Committee has recommended non-substantive changes for ease of reference.

*Fiscal Impact on the school system*

No fiscal impact is anticipated or contemplated by these revisions.

*Relationship to other Board of Education Policies*

These policies form the basis of the Board's expectations for employee behavior and conduct.

*Similar Policies adopted by other local school systems*

CALVERT COUNTY BOARD OF EDUCATION

Policy Number 1740. Ethics.

<http://www.calvertnet.k12.md.us/admin/policies/Web%20Policies/1740%20Policy%20on%20Ethics.pdf>

CARROLL COUNTY BOARD OF EDUCATION

Policy BC, Ethics

FREDERICK COUNTY BOARD OF EDUCATION

Policy 109, Ethics

<http://www.fcps.org/dept/legal/109.pdf>

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy BBB, Ethics

<http://mcps.k12.md.us/departments/policy/pdf/bbb.pdf>

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Board Policy 0107, Ethics

Board Policy 0107.1, Ethics - Definitions

Board Policy 0108, Ethics Panel

Board Policy 0109, Conflict of Interest

Board Policy 0111, Board Financial Disclosure

Board Policy 0112, Lobbying Disclosure

HOWARD COUNTY BOARD OF EDUCATION

Ethics Regulations

<http://www.hcpss.org/board/ethicsregs.pdf>

WASHINGTON COUNTY BOARD OF EDUCATION

Policy BBFB, Ethics

Policy BBF, Code of Ethics for School Board Members

Policy BBFA, Conflict of Interest

Legal Requirements, such as federal, state or local laws or regulations

*Annotated Code of Maryland, State Government Article, Sections 15-811 to 15-815 (Local Boards of Education)*

A draft of the proposed policies

See attached

Timeline

First Reader, February 13, 2008

Citizen Comment, February 26, 2008

Proposed Date of Approval and for Forwarding to the State Ethics Commission, March 11, 2008

ETHICS CODE: Lobbying Disclosure

Any person who personally appears before any Board member or employee with the intent to influence that person in performance of his or her official duties, and who, in connection with such intent expends or reasonably expects to expend in a given calendar year a cumulative value in excess of \$25 on food, entertainment, or other gifts, shall file a registration statement with the Ethics Review Panel no later than January 15 of the calendar year or within five (5) days after first making such appearances.

The registration statement shall include complete identification of the registrant and of any other person on whose behalf the registrant acts. It shall also identify the subject matter on which the registrant proposes to make such appearances and shall cover a defined registration period not to exceed one calendar year.

Registrants under this section shall file a report within 30 days after the end of any calendar year during which they were registered, disclosing the value, date, and nature of any food, entertainment, or other gift provided to a Board member or employee. Where a gift or series of gifts are made to a Board member or employee exceeding a \$25 market value, the Board member or employee shall also be identified.

The registrations and reports filed pursuant to this policy shall be maintained by the Ethics Review Panel as public records available for public inspection and copying.

Legal Reference: *Annotated Code of Maryland*, State Government Article, [§10-611 et seq.] §§15-701[, et seq.; §] to -715, 15-814

RELATED POLICIES: SUPERINTENDENT’S RULE 2373, PUBLIC INFORMATION ACT, SCHEDULE OF FEES

Policy  
Adopted: 10/8/96  
Revised: 8/12/97  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **PROPOSED CHANGES TO BOARD OF EDUCATION ETHICS CODE  
POLICY 8366 – ETHICS REVIEW PANEL**

**ORIGINATOR:**

**RESOURCE  
PERSONS:** Margaret-Ann F. Howie, Esquire, General Counsel

**RECOMMENDATION**

That the Board of Education's Ethics Code Policies be presented to the Board for action. This is the third reading.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 8366

## **POLICY ANALYSIS**

### *Revisions to Board of Education Ethics Code Policies*

Policy 8360: Ethics Code: Definitions \* Policy 8361: Ethics Code: General  
Policy 8362: Gifts \* Policy 8364: Financial Disclosure  
Policy 8365: Lobbying Disclosure \* Policy 8366: Ethics Review Panel

#### Statement of issues or questions to be addressed by the proposed policy

The Board of Education's Policy Review Committee continues its process of revising the Board's Internal policies. (8000 series) During the course of its review, the Committee has had the opportunity to confer with a subcommittee of the Ethics Review Panel. The revisions to the Code reflect the joint work of the Policy Review Committee and the Ethics Code Panel. The Ethics Code Panel's recommendations also reflect the Panel's experience in applying the Code to questions posed by staff. Following initial discussion by the full Board at its November 6, 2007 meeting, the Board's Policy Committee is resubmitting these policies for Board action.

In short, the changes are as follows:

Policy 8360: Ethics Code: Definitions include: (1) number or letter all paragraphs; (2) Paragraph D – expand “doing business” to include those entities that are seeking to do business with school system; (3) Paragraph H - exclude scholarships from definition of “gift.”

Policy 8361: Ethics Code: General. Only one non-substantive change is recommended concerning policy references.

Policy 8362: Gifts. It is recommended that the policy increase gift amount to \$50; define awards and exclude such from the definition of “gift;” prohibit persons from accepting tickets to political events.

Policy 8364: Financial Disclosure. Only one change is recommended by the subcommittee; namely, to increase the gift amount to \$50 to conform with Policy 8362. A non-substantive change was also made to reference related policies.

Policy 8365: Lobbying Disclosure. Only non-substantive change made to reference related policies.

Policy 8366: Ethics Review Panel. The subcommittee recommended that language be added to include replacement of an Ethics Review Panel member as a result of absences; that persons are no longer disqualified from serving on the Panel as a result of having a spouse who is employed by the school system; that a Panel member would be disqualified from participating in or discussing matters involving his/her spouse; that the Panel has right to search employee computer files.

Note that, in addition to the above, the Policy Review Committee has recommended non-substantive changes for ease of reference.

*Fiscal Impact on the school system*

No fiscal impact is anticipated or contemplated by these revisions.

*Relationship to other Board of Education Policies*

These policies form the basis of the Board's expectations for employee behavior and conduct.

*Similar Policies adopted by other local school systems*

CALVERT COUNTY BOARD OF EDUCATION

Policy Number 1740. Ethics.

<http://www.calvertnet.k12.md.us/admin/policies/Web%20Policies/1740%20Policy%20on%20Ethics.pdf>

CARROLL COUNTY BOARD OF EDUCATION

Policy BC, Ethics

FREDERICK COUNTY BOARD OF EDUCATION

Policy 109, Ethics

<http://www.fcps.org/dept/legal/109.pdf>

MONTGOMERY COUNTY BOARD OF EDUCATION

Policy BBB, Ethics

<http://mcps.k12.md.us/departments/policy/pdf/bbb.pdf>

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Board Policy 0107, Ethics

Board Policy 0107.1, Ethics - Definitions

Board Policy 0108, Ethics Panel

Board Policy 0109, Conflict of Interest

Board Policy 0111, Board Financial Disclosure

Board Policy 0112, Lobbying Disclosure

HOWARD COUNTY BOARD OF EDUCATION

Ethics Regulations

<http://www.hcpss.org/board/ethicsregs.pdf>

WASHINGTON COUNTY BOARD OF EDUCATION

Policy BBFB, Ethics

Policy BBF, Code of Ethics for School Board Members

Policy BBFA, Conflict of Interest

Legal Requirements, such as federal, state or local laws or regulations

*Annotated Code of Maryland, State Government Article, Sections 15-811 to 15-815 (Local Boards of Education)*

A draft of the proposed policies

See attached

Timeline

First Reader, February 13, 2008

Citizen Comment, February 26, 2008

Proposed Date of Approval and for Forwarding to the State Ethics Commission, March 11, 2008

ETHICS CODE: Ethics Review Panel

1. PANEL MEMBERS

- A. The Ethics Review Panel of the Baltimore County Public Schools (BCPS) will consist of five (5) members appointed by the Board of Education. At least one (1) member must be an attorney duly licensed to practice law in the State of Maryland and who is in good standing with the State Court of Appeals.
- B. All members will serve five-year terms and until their successors are appointed and qualify. Terms will be staggered to assure continuity and political independence. The initial terms of appointees will be staggered by the Board to provide that each year one (1) of the members' terms is concluded.
- C. A member of the Panel will be replaced in the event of:
  - [.](i) Death;
  - [.](ii) Resignation;
  - [.](iii) just cause[.], WHICH MAY INCLUDE FAILURE TO ATTEND, WITHOUT GOOD CAUSE, MORE THAN FIFTY PERCENT OF THE PANEL'S SCHEDULED MEETINGS IN ONE CALENDAR YEAR OR THREE CONSECUTIVE ABSENCES SUBJECT TO THE DISCRETION OF THE PANEL.
- D. Vacancies occurring on the ETHICS REVIEW Panel shall be filled by the Board for the remainder of the unexpired term only. An individual may be reappointed by the Board for a maximum of one (1) additional term.

[1.]2. Qualifications of Panel Members

- A. Every person who resides in Baltimore County and is at least eighteen (18) years of age is eligible to serve on the Ethics Review Panel if that person:
  - (i)[(a)] Is a U.S. citizen;
  - (ii)[(b)] Does not hold any elected or appointed office, is not a candidate for an office of the United States, the State, any political subdivision or incorporated municipality of the State, or in any political party;

(iii)[(c)] Is not an incumbent member of the Board, an employee, OR employed by a business entity subject to the authority of the Board.[,or the spouses of such persons]

(iv)[(d)] Is not a registered lobbyist for any organization in the State that may create a conflict of interest.

[b]B. PANEL MEMBERS MAY NOT PARTICIPATE IN THE DECISIONS OR DISCUSSION OF ANY MATTER INVOLVING HIS/HER SPOUSE.

[2]3. Role of the Ethics Review Panel

A.(i) The Ethics Review Panel shall serve as an advisory body to the Board of Education of Baltimore County (BOARD).

(ii) The Ethics Review Panel shall be responsible for interpreting this Ethics Code and advising persons subject to these policies as to their applications.

B.(i) The Ethics Review Panel shall be responsible for accepting, hearing, or initiating any complaints as deemed necessary in accordance with these policies. The Ethics Review Panel shall provide hearings in accordance with the Board's currently adopted Policy 8339 (Appeal Before Hearing Examiner).

(ii) The Ethics Review Panel will provide the opportunity for a hearing on any complaint deemed viable, after a review, regarding an alleged violation of these Ethics policies.

(iii) The Ethics Review Panel shall issue a written report on each case heard to the Board [of Education].

(iv) From the time a complaint is filed until there is a final determination by the Board [of Education of Baltimore County], all actions and information shall be treated as confidential, in accordance with the laws of the State of Maryland.

C. The Ethics Review Panel shall recommend exceptions or modifications to the provisions of these Ethics policies if it is determined that there would be an unreasonable invasion of privacy, that there would be a significant reduction of the availability of qualified individuals for public service, and if it is deemed not necessary to preserve the purposes of these Ethics

policies. Recommendations for exceptions are not approved or rejected until the Board acts.

[3.]4. Administration of the Panel

The Ethics Review Panel will develop rules and procedures in consultation with the Office of Law of the Board [of Education of Baltimore County].

- A. The Chair of the Ethics Review Panel will be selected by members of the Panel. The term of the Chair will be one (1) year.
- B. The Ethics Review Panel will meet regularly on a quarterly basis and will submit minutes to the Board [of Education]. However, any Member of the Panel may call a meeting of all members should an unexpected circumstance arise.
- C. An affirmative vote of at least three (3) members of the Panel is required for any and all action of the Ethics Review Panel.
- D. Members of the Ethics Review Panel will receive no compensation for their services. They will, however, be reimbursed for reasonable and necessary expenses incurred in the discharge of their official duties.
- E. The ETHICS REVIEW Panel will administer the provisions of this Ethics Code.
- F.(i) The Office of Ombudsperson shall provide administrative support to the Ethics Review Panel.
  - (ii) The Superintendent shall ensure that the Office of Law has the needed budgetary support to provide legal, technical, and clerical staff support for the Ethics Review Panel.
  - (iii) As an advisory body to the Board [of Education], the Ethics Review Panel may be assisted in carrying out its responsibilities by the Board's attorney and/or internal auditor.
- G.(i) The members of the Ethics Review Panel shall be insulated by the defense of sovereign immunity as provided by the laws of the State of Maryland.
  - (ii) The Board [of Education] shall provide, in accordance with Maryland law, inclusion for the Ethics Review Panel and each of its members comprehensive liability insurance coverage (either through the Board's

policy or otherwise) from any personal or joint civil liability action arising out of and in the course of the performance of their duties.

[4.]5. Advisory Opinions

Any Board member, employee, volunteer, or other person subject to the provisions of the policies of the Ethics Code may request that the Ethics Review Panel issue an advisory opinion concerning the applications of these policies. The Panel will respond promptly to such requests, providing interpretations of the policies contained in the Code based on the facts provided or reasonably available to it. Copies of these interpretations, with the identity of the subject deleted, will be made available to the Board, the Superintendent, and the public in accordance with applicable State law regarding public records.

[5.]6. Complaints

Any person may file with the Ethics Review Panel a complaint alleging a violation of any of the provisions of the Ethics Code.

- A. All complaints must be submitted in writing, must contain a signature(s) of the individual(s) with knowledge of the complaint, and may be referred to the Board's attorney to obtain the necessary investigative services.
- B. If--after the Ethics Panel review of any investigation that may have taken place--the Panel determines that there are insufficient facts upon which to base a determination of violation, the Ethics Review Panel shall dismiss the complaint.
- C. If there is reasonable basis for believing a violation has occurred, the individual who is the subject of the complaint will get a chance for a hearing conducted in accordance with the Board's hearing procedures (Board Policy 8339) for actions on the record.
- D. Hearings
  - (i)[•] For purposes of the Ethics Review Panel hearings, the Panel will act as the hearing examiner and conduct the opportunity hearing. After a complaint is filed and until there is a final determination by the Board, all actions regarding a complaint will be treated confidentially, in accordance with the laws of the State of Maryland. For purposes of the hearing, a member of the Ethics Review Panel will act as hearing chairperson to conduct the hearing and provide for its efficient administration. The ETHICS REVIEW Panel will be

advised by an attorney from the Office of Law OR SUCH OTHER COUNSEL THAT MAY BE ENGAGED AT THE BOARD'S EXPENSE FOR SUCH PURPOSE regarding the rule on motions, objections, and issues of law.

- (ii)[•] All evidence will be presented on the record and a written transcript of the hearing will be produced.
- (iii)[•] All testimony will be taken under oath and all parties will be provided with the right to cross-examine witnesses.
- (iv)[•] The Ethics Review Panel will produce a written report to the Board in every case. The report will state, where appropriate, dismissal of the complaint, that a determination was reached, that a violation of the Ethics Code had occurred, or that evidence was inconclusive and the Panel was unable to reach a final determination.
- (v)[•] Any final determination resulting from the hearing will include written findings of fact, a statement of alleged violation, a conclusion of law, and recommendations, which may include: recommendations for corrective action, disciplinary or other appropriate personnel action, or termination.
- (vi)[•] The ETHICS REVIEW Panel will have the right to demand the appearance of any employee of the Board of Education at any meeting or hearing. The Panel will have the right to inspect and/or have copies produced of any relevant document, paper, ELECTRONIC MEDIA, or other tangible object in the possession of the BCPS[altimore County Public Schools] and/or the Board [of Education].
- (vii)[•]The Ethics Review Panel does not have the right to issue subpoenas.

[6.]7. Rules of Procedure

- A. The provisions of Board Policy 8339 will be followed, except that the Panel will act as hearing examiner.
- B. A majority vote of the Panel consists of three (3) or more votes.
- C. A quorum consists of three (3) members present.

- D. The ETHICS REVIEW Panel will adopt rules for the transaction of its business.
- E. The ETHICS REVIEW Panel will keep a file of the minutes of its proceedings.
- F. All official actions and decisions of the Ethics Review Panel will be in writing.

[7.]8. Sanctions

- A. Violations of the Ethics Code by any Board member, employee, or volunteer will constitute grounds for discipline or personnel action, or termination where provided by law, consistent with procedures set forth in the Education Article of the *Annotated Code of Maryland* and the policy manual of the Board [of Education of Baltimore County].
- B. Persons or organizations found in violation of the lobbying provisions of the Ethics Code shall be publicly identified and subject to other penalties as provided by law.

Legal Reference: *Annotated Code of Maryland*, State Government Article, [§10-611 et seq.] §§15-101 to -105, 15-811 to -815

RELATED POLICIES: BOARD OF EDUCATION POLICY 8339,  
HEARING BEFORE HEARING EXAMINER

Policy Board of Education of Baltimore County  
 Adopted: 10/8/96  
 Revised: 8/12/97  
 REVISED: \_\_\_\_\_

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **CONSIDERATION OF THE PROPOSED VINCENT FARM  
ELEMENTARY SCHOOL BOUNDARY CHANGE**

**ORIGINATOR:** Robert M. Tomback, Area Assistant Superintendent, Northeast

**PERSON(S):** Ghassan Shah, Office of Strategic Planning  
Pam Carter, Office of Strategic Planning  
Chris Brocato, Office of Strategic Planning

**RECOMMENDATION**

That the Board of Education approve Scenario 2A for Vincent Farm Elementary School as recommended by the Boundary Study Committee.

Attachment I – Executive Summary  
Attachment II – Vincent Farm Elementary School Scenario 2A

## **Executive Summary**

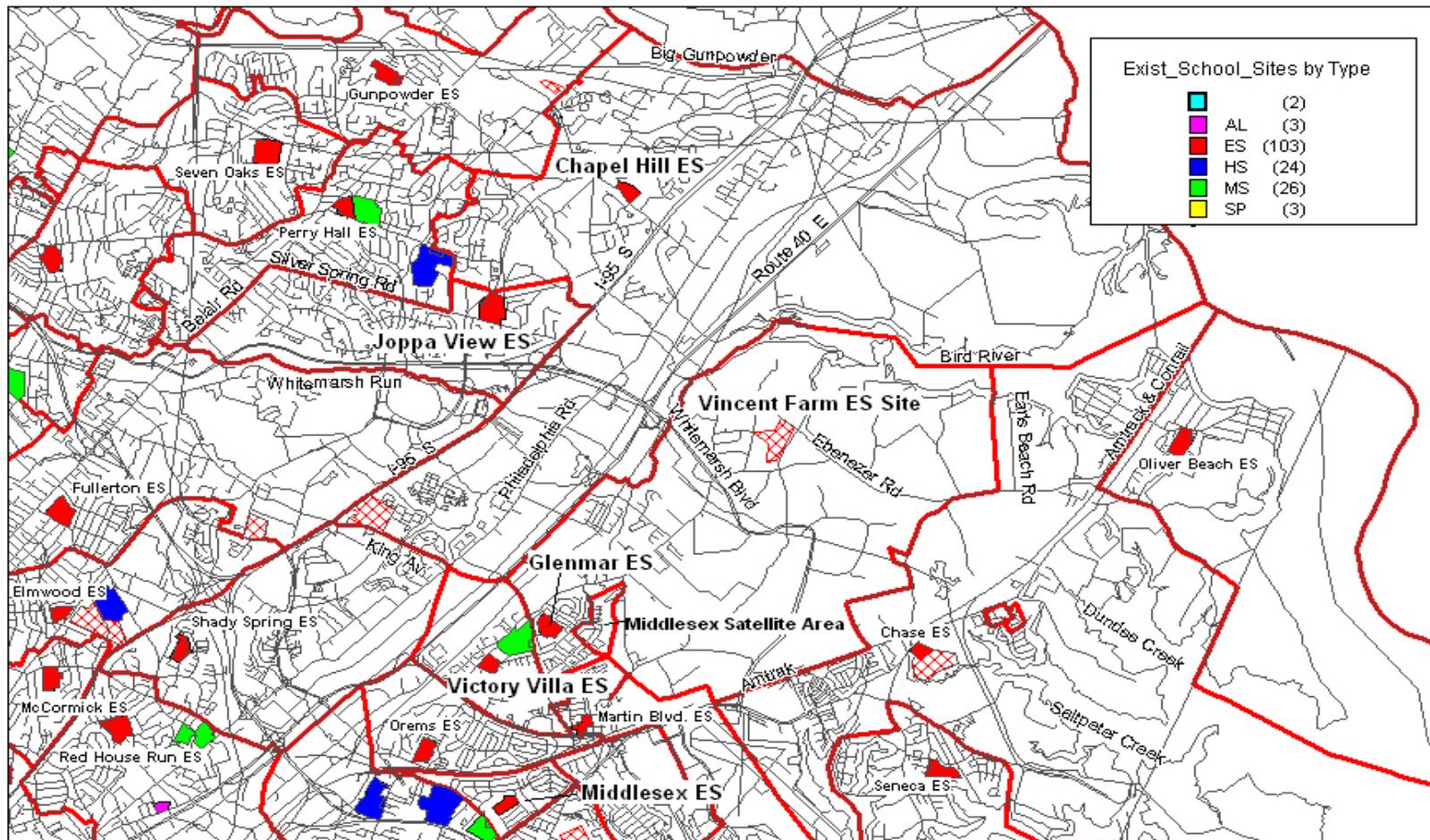
Vincent Farm Elementary School will open in the fall 2008 to relieve severe overcrowding at both the Chapel Hill Elementary and Glenmar Elementary Schools. In October 2007, a boundary study committee was organized in accordance with Board of Education Policy 1280 to analyze data and to develop potential boundary change options.

On January 16, 2008, approximately 300 area residents whose elementary schools might be impacted by this boundary change (Chapel Hill, Glenmar, Joppa View, Middlesex, and Victory Villa) participated in a community forum. Participants completed individual and group questionnaires designed to receive their input and to determine preferred boundary change options. Participants were presented with four proposals from which to choose (Scenario 1, 1A, 2, and 2A). Results indicated that Scenario 2A was favored by 86% of the group responses and by 67% of the individual responses. A detailed report of the questionnaire findings from the community forum is attached.

Chapel Hill Elementary School is currently 152 students over capacity. If Scenario 2A were in place this year, Chapel Hill Elementary School would be 162 students under capacity, thus allowing sufficient space to accommodate additional students from planned developments within its new boundary. Glenmar Elementary School, currently 40 students over capacity, would be approximately 64 students under capacity if Scenario 2A were in effect at this time.

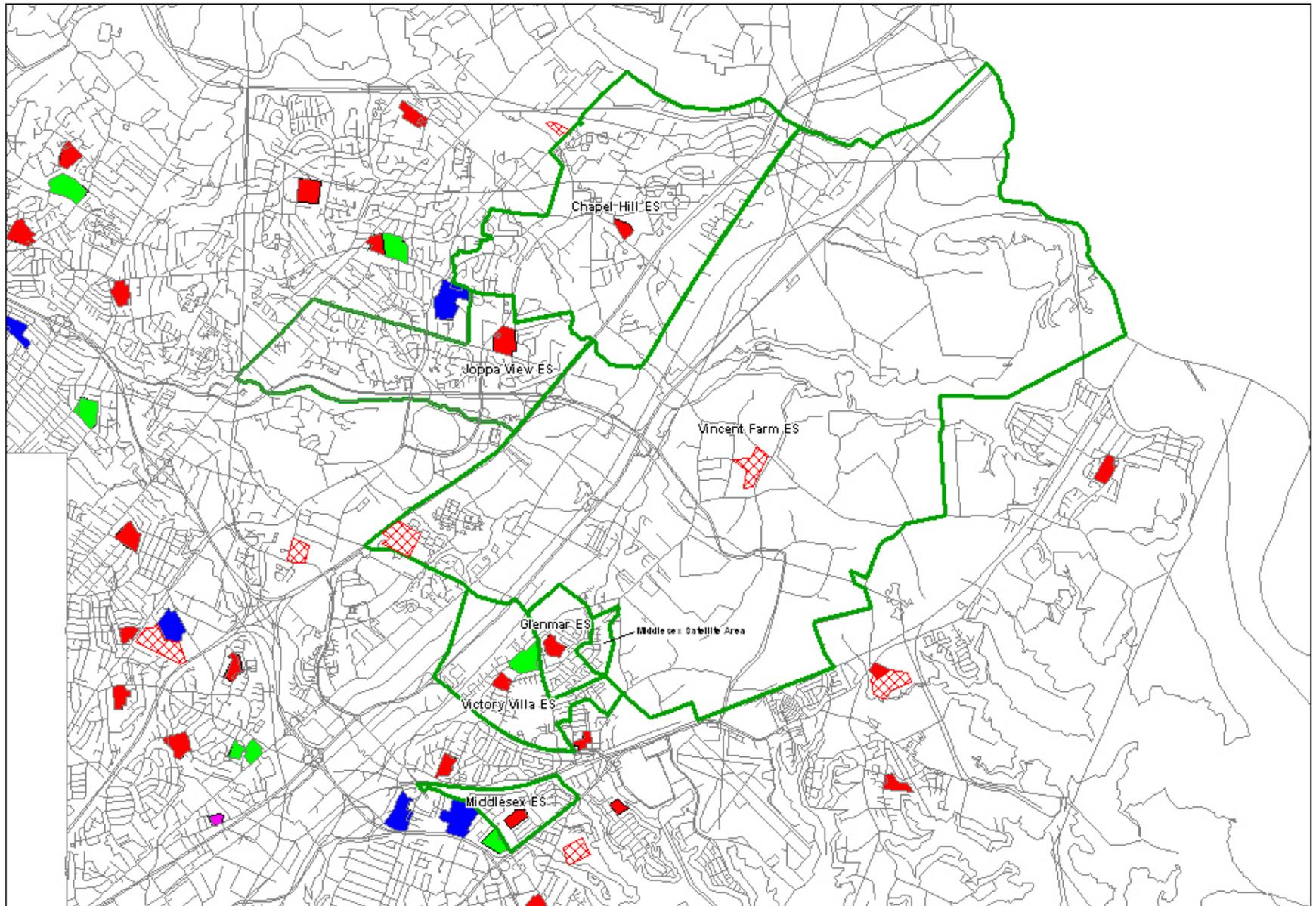
Under Scenario 2A, Vincent Farm Elementary School would open with a boundary that would allow its enrollment to grow by nearly 300 students, thereby accommodating anticipated development within portions of the current Chapel Hill and Glenmar Elementary Schools boundaries that Vincent Farm Elementary School will serve.

## Rationale for a New Elementary School in the Northeast Area



Vincent Farm Elementary School has been constructed to relieve existing and anticipated overcrowding at Chapel Hill Elementary School and Glenmar Elementary School. In accordance with Board of Education Policy 1280, the Vincent Farm Elementary School Boundary Study Committee has been charged with seeking the advice of parents, educators, and interested citizens to assist in the development of a boundary change proposal to recommend to the Board of Education. The Board of Education will review the recommendations of the Boundary Study Committee, including all options presented for public comment in order to determine the future boundaries for all schools involved.

# Vincent Farm Elementary School Cluster Boundary Proposal 2A



### What if proposed hypothetical "2A" was in effect this year?

Current Cluster Schools	The Enrollment Picture								The Residency Picture						The Choice Factor		
	State Rated Capacity '07	Total Enrollment 9/30/2007	FTE Enrollment 9/30/07	Number Over/Under Capacity	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	Total Students in Boundary	FTE Students Living in Boundary	FTE Enrol. as % of Capacity	% Minority Enrollment	% IEP Students	% F/R Meals Eligible	In-Boundary Attending (Total)	Out-of-Bdy. Attending (Total)	In-Boundary to Other BCPS (Total)
Chapel Hill	636	479	474	-162	74.53%	31.73%	8.35%	8.35%	516	507	79.72%	31.98%	11.43%	8.53%	472	7	44
Glenmar	371	321	307	-64	82.75%	77.88%	13.40%	66.98%	312	297	80.05%	78.85%	15.38%	68.91%	301	20	11
Joppa View	621	586	581	-40	93.56%	37.88%	15.52%	22.69%	587	577	92.91%	39.18%	15.33%	22.49%	541	45	46
Victory Villa	370	316	299	-71	80.81%	43.04%	17.07%	58.54%	326	310	83.78%	45.09%	16.87%	59.20%	287	29	39
Vincent Farm	700	409	401	-299	57.29%	44.01%	11.25%	34.72%	499	483	69.00%	42.28%	15.43%	33.27%	409		90
	2698	2111	2062	-636	77.79%	46.91%	13.12%	38.26%	2240	2174	81.09%	47.48%	14.89%	38.48%	2010	101	230

Hypothetical enrollments assume that students currently attending districted schools would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers, etc.) would cont

Hypothetical enrollments assume that all students residing in each boundary would attend their districted school and that no out-of-boundary students would be enrolled.

#### Five-Year Enrollment Projections Developed in February, 2007

Schools	Capacity '07	Total '08	FTE '08	Total '09	FTE '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	
Chapel Hill	636	845	808	865	848	885	868	905	888	915	898	935	938	147.48%
Glenmar	371	372	353	376	357	382	363	388	369	395	376	404	385	103.77%
Joppa View	621	579	570	580	571	574	565	571	562	574	565	575	566	91.14%
Victory Villa	370	320	301	315	296	313	294	312	293	313	294	317	298	80.54%
<b>1998</b>		2116	2032	2136	2072	2154	2090	2176	2112	2197	2133	2231	2187	Without Vincent Farm

#### Sample Five-Year Projections With Hypothetical Boundary "2A"

Schools	Capacity '07	Total '08	FTE '08	Total '09	FTE '09	Total '10	FTE '10	Total '11	FTE '11	Total '12	FTE '12	Total '13	FTE '13	
Chapel Hill	636	480	467	485	476	488	480	494	486	498	490	506	503	79.09%
Glenmar	371	322	304	325	310	328	312	331	316	334	319	340	327	88.14%
Joppa View	621	587	573	592	584	598	589	604	595	610	601	619	616	99.19%
Victory Villa	370	317	294	319	300	322	303	326	306	329	309	334	317	85.68%
Vincent Farm	700	410	394	414	402	418	406	421	409	426	414	432	424	60.57%
<b>2698</b>		2116	2032	2135	2072	2154	2090	2176	2112	2197	2133	2231	2187	With Vincent Farm

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **REPORT ON CHANGES TO BOARD OF EDUCATION POLICY 4006 – PERSONNEL – GENERAL -TELECOMMUNICATIONS ACCESS TO ELECTRONIC INFORMATION, SERVICES, AND NETWORKS**

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

**RESOURCE PERSON(S):** Michael J. Goodhues, Chief Information Officer

**RECOMMENDATION**

In accordance with Superintendent’s Rule 8130, Policy 4006 is scheduled for review in school year 2008. It is recommended that the Board of Education approve revisions to Policy 4006 – PERSONNEL: General - Telecommunications Access to Electronic Information, Services, and Networks. This is the first reading of this revised policy.

\* \* \* \* \*

Attachment I – Policy Analysis  
Attachment II – Policy 4006

**BOARD OF EDUCATION OF BALTIMORE COUNTY**  
**Policy Analysis for Proposed Changes to the**  
**Policy 4006 and Rule 4006 – Telecommunications Access to Electronic Information,**  
**Services, and Networks**

Statement of Issues Addressed by the Proposed Policy

This policy and rule were last revised in 2003. Due to the dynamic nature of technology and its opportunities it provides to our educational community, the proposed revision will ensure application of instructional, safety, and privacy issues as well as compliance with federal laws impacting telecommunications in the Baltimore County Public Schools. In addition, the recommended revision will allow for a protocol that will enable educators to more easily utilize 21<sup>st</sup> century technologies in teaching, learning, and communication.

Cost Analysis and Fiscal Impact on School System

There is no fiscal impact on the school system.

Relationship to Other Board of Education Policies

Related Board Policies and Rules:

- 1110 – Community Relations – Communication with the Public
- 4003 - Personnel: General – Sexual Harassment
- 4004 – Personnel: General - Suspected Child Abuse, Neglect, and/or Inappropriate Behavior Towards a Student by an Employee of the Baltimore County Public Schools
- 4005 – Personnel – General – Dating or Sexual Relations Between Staff and Students
- 4115 – Personnel – Professional – Responsibilities, Duties, and Code of Ethics
- 6163.2 – Instruction – Selection of Instructional Materials
- 6166 – Instruction – Telecommunications Access to Electronic, Services, and Networks
- 8363 – Ethics Code – Conflict of Interest
- 8365 – Ethics Code – Lobbying Disclosure

Legal Requirement

Each local school system must develop a written policy addressing acceptable use of telecommunications for Maryland Technology Plan as well as to qualify for the e-rate.

Similar Policies Adopted by Other Local School Systems

Telecommunications policies and regulations from Harford, Howard, Prince Georges, Carroll, Montgomery, and Anne Arundel counties were reviewed and analyzed.

Draft of Proposed Policies and rules – (see attached)

Other Alternatives Considered By Staff

No alternatives are appropriate due to the FCC regulation in order to take advantage of the e-rate discount.

PERSONNEL: General

Telecommunications Access to Electronic Information, Services, and Networks

The Board of Education of Baltimore County (BOARD) recognizes that as telecommunications and other new technologies change the ways that information may be accessed, communicated, and transferred by members of society, those changes provide new opportunities and responsibilities for employees. The Board supports access by employees to information resources along with the development of appropriate skills to access, evaluate, and use these resources for assignments, projects, or job responsibilities.

For the purposes of this policy [and rule], employees shall be defined as any and all individuals employed by the Board [of Education of Baltimore County] in any position, including part-time and temporary assignments. As employees learn to use telecommunications technologies, it is expected that they will apply them in appropriate ways to the performance of tasks associated with their responsibilities and positions.

The Board [of Education] expects that employees will act in a considerate and responsible manner as specified in the Telecommunications Acceptable Use Policy for Employees form (Rule 4006, Form A) prior to using telecommunications in Baltimore County Public Schools.

The Board [of Education] authorizes the Superintendent to develop appropriate procedures for implementing this policy, to review and evaluate its effect on student achievement and employee productivity, and to develop appropriate discipline procedures.

[Also see Policies 1100 and 1110 – Community Relations, 5005, 4115 Personnel, 8363 Ethics Code.]

LEGAL REFERENCES: 47 U.S.C. §254(h) (Children’s Internet Protection Act)  
18 U.S.C. §§2701-2711 (Electronic Communications Privacy Act)  
20 U.S.C. §794d (Section 508 of the Rehabilitation Act of 1973)  
COMAR 13A.05.02.13H  
COMAR 13A.05.04.01  
COMAR 13A.08.01.11  
COMAR 13A.08.01.14

RELATED POLICIES: BOARD OF EDUCATION POLICY 1100  
BOARD OF EDUCATION POLICY 1110  
BOARD OF EDUCATION POLICY 4008  
BOARD OF EDUCATION POLICY 4115  
BOARD OF EDUCATION POLICY 8363

Policy

Board of Education of Baltimore County

Adopted: 6/9/97

Revised: 3/11/03

REVISED: \_\_\_\_\_

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **REPORT ON PROPOSED CHANGES TO 6115.1 (RENUMBERED TO POLICY 6116) – INSTRUCTION: PATRIOTIC EXERCISES**

**ORIGINATOR:** Sonia Diaz, Chief Academic Officer

**RESOURCE**

**PERSON(S):** Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities  
Sonja Karwacki, Executive Director

**RECOMMENDATION**

That the Board of Education review and approve the proposed changes to Policy 6115.1, renumbered to Policy 6116. This is the first reading.

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Attachment I – Policy Analysis  
Attachment II – Policy 6115.1 (renumbered to Policy 6116)

**BOARD OF EDUCATION OF BALTIMORE COUNTY**  
Policy Analysis for Proposed Changes to the  
Policy 6115.1 Renumbered to Policy 6116 – Instruction, Patriotic Exercises

Statement of Issues Addressed by the Proposed Policy

This policy was last revised in 1969. The original policy statement is still valid and therefore staff recommends no change. Minor amendments allow for staff members and students to be excused from participation in the flag salute.

Cost Analysis and Fiscal Impact on School System

There is no fiscal impact on the school system, and it conforms with current practice in supplying flags.

Relationship to Other Board of Education Policies

Policy 6115, Ceremonies and Observances

Policy 5600, Students' Rights or Responsibilities

Legal Requirement

According to the *Annotated Code of Maryland*, Education Article, Section 7-105, each local school system shall adopt rules and regulations for the proper care, custody, or display of the flag.

Similar Policies Adopted by Other Local School Systems

Policies from Anne Arundel, Fairfax, Frederick, Harford, and Montgomery Counties were reviewed and analyzed.

Draft of Proposed Policies and rules – (see attached)

Policy 6115.1 renumbered as Policy 6116

Other Alternatives Considered By Staff

N/A

INSTRUCTION

Patriotic Exercises

Provisions shall be made for the display of the flag of the United States of America on the site of each school, office, classroom or other installation of the Board of Education of Baltimore County and for the display of said flag in each classroom of every Baltimore County Public Schools.

It shall be the responsibility of the Superintendent [of Schools] to provide for appropriate patriotic exercises in the public schools. [There] E[e]xercises shall include the DAILY [frequent] recitation of the Pledge of Allegiance to the flag. [and proper recognition of national holidays]

ANY STUDENT OR STAFF MEMBER, WHO WISHES TO BE EXCUSED FROM THE PARTICIPATION IN A FLAG SALUTE SHALL BE EXCUSED.

LEGAL REFERENCE: *MARYLAND ANNOTATED CODE*, EDUCATION  
ARTICLE § 7-105

RELATED POLICIES: BOARD OF EDUCATION POLICY 5600  
BOARD OF EDUCATION POLICY 6115

Policy  
[Adopted: 10/31/69]  
ADOPTED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008  
**TO:** **BOARD OF EDUCATION**  
**FROM:** Dr. Joe A. Hairston, Superintendent  
**SUBJECT:** **REPORT ON PROPOSED DELETION OF POLICY 6141.1 –  
INSTRUCTION: CURRICULUM-EXPERIMENTAL PROGRAMS**

**ORIGINATOR:** Sonia Diaz, Chief Academic Officer

**RESOURCE**

**PERSON(S):** Yvonne Barhight, Acting Assistant Superintendent, Department  
of Humanities  
Sonja Karwacki, Executive Director

**RECOMMENDATION**

That the Board of Education reviews the proposed deletion of Policy 6141.1. This is the first reading of this policy.

\*\*\*\*\*

Attachment I – Policy Analysis  
Attachment II – Policy 6141.1

**BOARD OF EDUCATION OF BALTIMORE COUNTY**  
Policy Analysis for Proposed Changes to the  
Policy 6141.1 Instruction: Curriculum, Experimental Programs

Statement of Issues Addressed by the Proposed Policy

Policy 6140 adopted on September 5, 2007 specifically states that the Superintendent shall devise standards or procedures for the design, delivery, and evaluation of the curriculum.

A new rule 6140 will be developed to delineate the responsibilities for curriculum design, implementation, and support based on the PDK audit and the Curriculum Management Plan.

Cost Analysis and Fiscal Impact on School System

NONE

Relationship to Other Board of Education Policies

Policy 6140

Legal Requirement

Similar Policies Adopted by Other Local Systems

Draft of the Proposed Policy and Rules

See attached

Other Alternatives Considered By Staff

Instruction

Curriculum Experimental Programs

The Board of Education is committed to producing graduates who have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens, to be successful in college and the work place, and to be competitive in the global economy.

To accomplish this vision, the Board of Education recognizes that curriculum in Baltimore County Public Schools must delineate a prescribed course of study for all grades and courses to identify what students should know and be able to do.

The Board affirms the need for articulation and coordination of curriculum across content areas and grade levels.

Consistent with the goals outlined in this policy and the *Blueprint for Progress*, the superintendent shall devise standards or procedures for the design, delivery, and evaluation of the curriculum.

Legal Reference: Annotated Code of Maryland, Education Article,  
§4-101, Control and Promotion of Education  
§4-111 Curriculum Guides and Courses of Study  
§4-205 Powers and Duties of County Superintendent

Policy  
Adopted: 11/21/68]

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **REPORT ON BOARD OF EDUCATION POLICY 6166 –  
INSTRUCTION: INSTRUCTIONAL SERVICES -  
TELECOMMUNICATIONS ACCESS TO ELECTRONIC  
INFORMATION, SERVICES, AND NETWORKS**

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

**RESOURCE  
PERSON(S):** Michael J. Goodhues, Chief Information Officer

**RECOMMENDATION**

In accordance with Superintendent’s Rule 8130, Policy 6166 is scheduled for review in school year 2008. It is recommended that the Board of Education approve revisions to Policy 6166 – INSTRUCTION: Instructional Services - Telecommunications Access to Electronic Information, Services, and Networks. This is the first reading of this revised policy.

\* \* \* \* \*

Attachment I – Policy Analysis  
Attachment II – Policy 6166

**BOARD OF EDUCATION OF BALTIMORE COUNTY**  
**Policy Analysis for Proposed Changes to the**  
**Policy 6166 and Rule 6166 – Telecommunications Access to Electronic Information,**  
**Services, and Networks**

Statement of Issues Addressed by the Proposed Policy

This policy and rule were last revised in 2003. Due to the dynamic nature of technology and its opportunities it provides to our educational community, the proposed revision will ensure application of instructional, safety, and privacy issues as well as compliance with federal laws impacting telecommunications in the Baltimore County Public Schools. In addition, the recommended revision will allow for a protocol that will enable educators to more easily utilize 21<sup>st</sup> century technologies in teaching, learning, and communication.

Cost Analysis and Fiscal Impact on School System

There is no fiscal impact on the school system.

Relationship to Other Board of Education Policies

Related Board Policies and Rules:

- 1110 – Community Relations – Communication with the Public
- 4005 – Personnel – General – Dating or Sexual Relations Between Staff and Students
- 4115 – Personnel – Professional – Responsibilities, Duties, and Code of Ethics
- 5220 – Students – Reporting to Parents
- 5230 – Students: Elementary and Secondary – Student Records
- 5440 – Students: Elementary and Secondary – Child Abuse and Neglect
- 5570 – Students: Elementary and Secondary – Student to Student Sexual Harassment
- 6163.2 – Instruction – Selection of Instructional Materials
- 6166 – Instruction – Telecommunications Access to Electronic, Services, and Networks
- 8363 – Ethics Code – Conflict of Interest
- 8365 – Ethics Code – Lobbying Disclosure

Legal Requirement

Each local school system must develop a written policy addressing acceptable use of telecommunications for Maryland Technology Plan as well as to qualify for the e-rate.

Similar Policies Adopted by Other Local School Systems

Telecommunications policies and regulations from Harford, Howard, Prince Georges, Carroll, Montgomery, and Anne Arundel counties were reviewed and analyzed.

Draft of Proposed Policies and rules – (see attached)

Other Alternatives Considered By Staff

No alternatives are appropriate due to the FCC regulation in order to take advantage of the e-rate discount.

## INSTRUCTION

Telecommunications Access to Electronic Information, Services, and Networks

The Board of Education of Baltimore County (BOARD) recognizes that as telecommunications and other new technologies change the ways that information may be accessed, communicated, and transferred by members of society, those changes may also alter instruction and student learning. The Board [of Education] expects that the employees will integrate thoughtful use of electronic resources throughout the curriculum. The Board supports access by students to information resources along with the development by employees of appropriate skills to access, analyze, and evaluate such resources.

For students, telecommunications in the Baltimore County Public Schools are for educational purposes, such as accessing curriculum-related information, sharing resources, and promoting innovation in learning. Learning how to use this wealth of information and how to communicate electronically are fundamental to prepare citizens and future employees for the 21<sup>st</sup> century. STUDENTS SHALL BE HELD RESPONSIBLE FOR APPROPRIATE BEHAVIOR AS SPECIFIED IN THE TELECOMMUNICATIONS ACCEPTABLE USE POLICY FOR STUDENTS FORM (SERIES 6166, FORM A).

Telecommunications extend the classroom beyond the school building by providing access to information resources on local, state, national, [and] international, AND COMMERCIAL electronic networks. Telecommunications, because they may lead students to any publicly available fileserver in the world, will open classrooms to electronic information resources that may change daily and which have not been evaluated by educators for use by students of various ages. The Board of Education expects that employees will provide guidance and instruction to students in the appropriate use of such resources as specified in the Telecommunications Acceptable Use Policy for Students Form (Series 6166, Form A) and the Telecommunications Acceptable Use Policy for Employees Form (Series 4006, Form A).

[Students shall be held responsible for appropriate behavior as specified in the Telecommunications Acceptable Use Policy for Students Form (Series 6166, Form A).

[The Baltimore County Public Schools will employ reasonable precautions to the extent practical to make telecommunications part of an appropriate learning environment for students.]

The Board [of Education] authorizes the Superintendent to develop appropriate procedures for implementing this policy, to review and evaluate its effect on student achievement and instruction, and to develop appropriate discipline procedures.

Legal References: 47 U.S.C. §254(h) (Children’s Internet Protection Act)  
18 U.S.C. §§2701-2711 (Electronic Communications Privacy Act)  
20 U.S.C. §1232g (Family Educational Rights and Privacy Act) [(“Buckley Amendment”)]  
20 U.S.C. §794d (Section 508 of the Rehabilitation Act of 1973) [Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e]  
*Annotated Code of Maryland*, Education Article §7-305 [Suspensions and Expulsions]  
*Annotated Code of Maryland*, Education Article §7-308 [Searches of Students and Schools]  
*Annotated Code of Maryland*, Education Article §26-101 [Disrupting Activities at Schools or Colleges]  
COMAR 13A.05.02.13H  
COMAR 13A.05.04.01  
COMAR 13A.08.01.11  
COMAR 13A.08.01.14

[Code of Maryland Regulations (COMAR)]

- 13A.05.02.03.03BH Accessibility of Technology Based Instructional Products
- 13A.05.04.01 Public School Library Programs
- 13A.08.01.10 Guidelines for Students’ Responsibilities and Rights
- 13A.08.01.11 Disciplinary Action
- 13A.08.01.11B Suspension and Expulsion
- 13A.08.01.14 Search and Seizures

Also see Board Policy 5550, 5570, 5660 – Students.]

Related Policies: Board of Education Policy 5550  
Board of Education Policy 5570  
Board of Education Policy 5660

Policy Board of Education of Baltimore County  
Adopted: 6/9/97  
Revised: 3/11/03  
REVISED: \_\_\_\_\_

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**Date:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **INTERIM REPORT ON THE BALTIMORE COUNTY PUBLIC SCHOOLS' VIRTUAL INSTRUCTION PROGRAM (BCVIP)**

**ORIGINATOR:** Dr. Sonia Diaz, Chief Academic Officer

**RESOURCE PERSON(S)** Dale R. Rauenzahn, Acting Assistant Superintendent, STEM  
Vicky Ciulla, Coordinator, Alternative Programs, Summer School, and Dropout Prevention

**INFORMATION**

There are students in Baltimore County, Kindergarten through Grade 12, who are not enrolled in Baltimore County public schools because they are unable to attend and/or learn in a bricks and mortar school for various reasons (i.e. parental choice-home schooling, medical issues, teen pregnancy). BCVIP will enable Baltimore County Public Schools to enroll these students by offering virtual, synchronous, and asynchronous instruction, which allows them to graduate from high school and/or be promoted to the subsequent grade level.

The program was launched in September 2007 as a pilot virtual learning program for Baltimore County Public Schools.

The Board is receiving an Interim Report on the program.

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Attachment I – Interim Report on the Baltimore County Public Schools' Virtual Instruction Program



We are pleased to provide this Interim Report on the Baltimore County Virtual Instruction Program (BCVIP), which launched in September 2007 as a pilot virtual learning program for Baltimore County Public Schools (BCPS). This report provides background information, detailed demographics about the participating students, and an update on BCVIP progress and results.

## **BACKGROUND**

**History of Program:** At the direction of Superintendent Dr. Joe Hairston, BCPS personnel led by Dale Rauenzahn and Vicky Ciulla began exploring virtual learning options in Spring 2006 as part of their overall look at quality alternatives for students with different learning needs (e.g., Home and Hospital, home schooling, credit recovery, and so on). The research process included a close inspection of the instructional and curriculum model offered by Connections Academy, LLC, a leading national virtual public school provider that is based in Baltimore. Connections Academy currently serves more than 10,000 students in fourteen states.

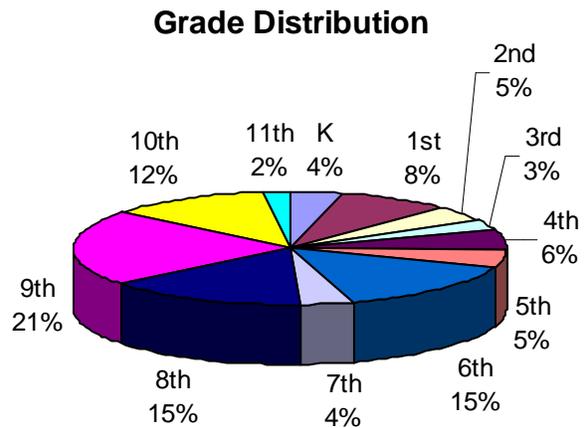
In May 2006, the BCPS team visited the Connections Academy in Pennsylvania, which serves nearly 2,000 students across the state and is headquartered just outside of Harrisburg with a satellite office in Philadelphia. During its visit, the BCPS team saw a demonstration of the Learning Management System, shadowed several teachers as they interacted with students via the technology, and interacted with parents. Subsequently, a larger delegation from BCPS visited Connections Academy's offices in the Harbor East area of Baltimore to more closely inspect the technology platform, business functions, and curriculum development operations. In January 2007, the BCPS team convened district curriculum directors for a detailed demonstration of the Connections Academy virtual school curriculum, which includes substantial print materials as well as online content. Following this demonstration, designated BCPS curriculum personnel conducted in-depth inspections of the curriculum using complete curricula for several grades provided by Connections Academy along with trial accounts for online access.

During spring 2007, Mr. Rauenzahn reported to the BCPS Board of Education on the virtual school opportunity as part of the long-term development of a continuum of options for Baltimore County students in need of alternatives. During the summer, Connections Academy submitted a proposal to BCPS for a small-scale pilot program that would allow BCPS to test out the virtual school concept free of charge and with a minimum of risk to the district. The Board of Education approved this free pilot, Baltimore County Virtual Instruction Program, at its September meeting for an immediate start. Depending on the results of the pilot, the district would consider going out for bid for a larger and longer-term program for future school years.

**Program Launch:** BCVIP launched with student outreach and recruitment in September 2007, with an initial focus on home schooling children known to BCPS but not currently enrolled in district schools. Under the leadership of Dr. Francine Schaffer, BCPS sent materials about the program to home schooling families within the district and collaborated with Connections Academy personnel to conduct more than fifteen information and enrollment sessions around the County. BCPS staff trained Connections Academy personnel in requirements for residency and immunization in order for families to enroll their children in BCVIP in person at these sessions. In addition, Connections Academy and BCPS student data systems personnel worked together to ensure complete entry of student information into the STAR system. By September 30, 123 students were fully enrolled and had begun attending virtual classes in BCVIP. In November, targeted outreach to students identified by the Home and Hospitals program resulted in transfer of six of these students into the BCVIP program.

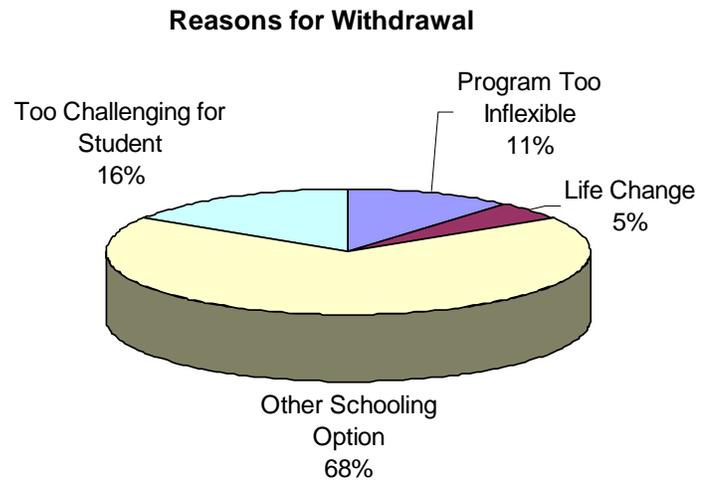
**STUDENT DEMOGRAPHICS**

**Enrollment:** The table below shows the grade distribution of students in BCVIP, with a specific breakdown of those “enrolled at start” (the formerly home schooled students) and those entering the program mid-fall from the Home and Hospital program. The pie chart shows the percentage distribution of students by grade. (Note that the Connections Academy curriculum in 2007-08 covers Grades K-11, thus no 12<sup>th</sup> graders were included in BCVIP for this year. Connections Academy will expand nationally to K-12 in 2008-09.) While Connections Academy schools across the country typically see a “bulge” in enrollment in the middle school grades, the concentration of students in Grades 6-11 in BCVIP is particularly pronounced. We believe this reflects the need among former home schoolers for professional instruction in the upper grades as well as the preponderance of secondary school students from the Home and Hospital group, including pregnant students.

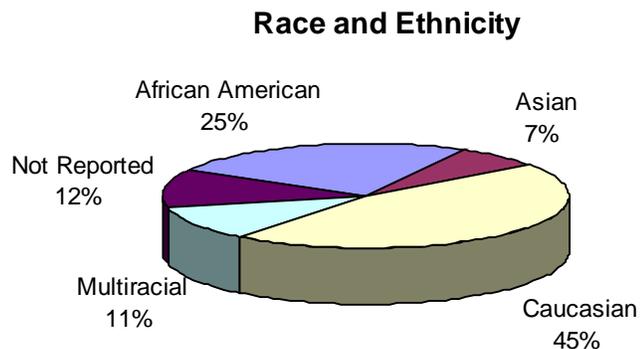


<b>Enrollment 1/23/2008</b>													
<i>Grade Level</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>Grand Total</i>
Enrolled at Start	4	9	5	2	6	5	16	4	15	22	12		100
Home/Hospital				1					1	1	1	2	6
<b>Total</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>16</b>	<b>4</b>	<b>16</b>	<b>23</b>	<b>13</b>	<b>2</b>	<b>106</b>
Withdrawn		2	4	1	2	2	4	2	3	2	2	1	25

The enrollment table also includes an accounting of students who have withdrawn from BCVIP, which total twenty-five as of January 23, 2008. This attrition rate of 19% is on the low end of the norm for full-time virtual school programs. The reasons for withdrawal include “life changes” (for example, a move out of the district or the need for the parent serving as the student’s “learning coach” to go to work outside the home); lack of fit of the curriculum because it is too challenging for the student or not flexible enough for the family’s lifestyle; or a switch to another schooling option. The percentages of students falling into each of these reasons for withdrawal are shown in the chart at right.



**Demographics:** The students participating in BCVIP are ethnically diverse, representing a fair cross-section of the county. The BCVIP student body is almost evenly divided between Caucasian and minority students (45% and 43%, respectively), with 12% of students not reporting their ethnicity. There are no Hispanic or Native American students reporting ethnicity in BCVIP.



The gender breakdown on BCVIP students shows a slight concentration of males (57%) to females (43%). Connections Academy programs often show a small male skew as parents often are in need of additional options and alternatives for boys who have issues in other education settings.

Approximately 41% of BCVIP students are low-income, as documented by family income forms indicated qualification for free or reduced lunch. Of these 41%, 30% qualify for free lunch, while an additional 11% qualify for reduced price lunch. It should be noted that the BCVIP program does not actually provide lunch service since students are attending school from home.

Enrolled home schooled students appear to be evenly distributed across regions served by Baltimore County Public Schools.

**BC-VIP  
Student Enrollment by Area and by School**

Area	Home School	# of Students	% of Students Enrolled by Area
<b>C E N T R A L</b>	Dulaney High	4	<b>12%</b>
	Hereford High	2	
	Jacksonville Elementary	2	
	Loch Raven High	1	
	Pot Spring Elementary	2	
	Ridgely Middle	1	
<b>TOTAL # STUDENTS</b>		<b>12</b>	

Area	Home School	# of Students	% of Students Enrolled by Area
<b>N O R T H E A S T</b>	Red House Run Elementary	1	<b>13%</b>
	Shady Spring Elementary School	1	
	Golden Ring Middle	1	
	Kenwood High	2	
	Loch Raven Technical Academy	1	
	Middlesex Elementary	1	
	Overlea High	2	
	Perry Hall Middle	1	
	Pine Grove Elementary	1	
	Stemmers Run Middle	2	
<b>TOTAL # STUDENTS</b>		<b>13</b>	

Area	Home School	# of Students	% of Students Enrolled by Area
<b>N O R T H W E S T</b>	Bedford Elementary	4	<b>35%</b>
	Church Lane Elementary Technology	1	
	Deer Park Middle	7	
	Franklin High	4	
	Franklin Middle School	4	
	Hernwood Elementary	4	
	New Town High	2	
	Old Court Middle	2	
	Owings Mills High	1	
	Pikesville Middle	2	
	Randallstown High	2	
	Reisterstown Elementary	1	
Woodholme Elementary	1		
<b>TOTAL # STUDENTS</b>		<b>35</b>	

**BC-VIP**  
**Student Enrollment by Area and by School**  
*(continued)*

Area	Home School	# of Students	% of Students Enrolled by Area
<b>S O U T H E A S T</b>	Chase Elementary	1	<b>17%</b>
	Chesapeake High	1	
	Deep Creek Elementary	1	
	Deep Creek Middle	2	
	Dundalk High	3	
	General John Stricker Middle	4	
	Norwood Elementary	2	
	Patapsco High	2	
	Sparrows Point High	1	
<b>TOTAL # STUDENTS</b>		<b>17</b>	

Area	Home School	# of Students	% of Students Enrolled by Area
<b>S O U T H W E S T</b>	Arbutus Middle	1	<b>23%</b>
	Catonsville Elementary	1	
	Catonsville High	1	
	Chadwick Elementary	1	
	Edmondson Heights Elementary	2	
	Featherbed Lane Elem	1	
	Lansdowne Elementary	1	
	Lansdowne High	1	
	Lansdowne Middle	1	
	Powhatan Elementary	2	
	Southwest Academy	3	
	Windsor Mill Middle	2	
	Woodlawn High	6	
<b>TOTAL # STUDENTS</b>		<b>23</b>	

In terms of language spoken at home, 97% of BCVIP students are in homes where the primary language is English, while 3% are in homes where another language is spoken. While the non-English languages are not specified because they are not the major choices of Spanish, Chinese, French, or Russian, these languages may be assumed to include Urdu or Arabic since a number of Pakistani-American and Arab-American children are enrolled in BCVIP.

**Special Learning Needs:** Approximately 10% of BCVIP students have identified special needs. Of these, 3% are Gifted, and 7% are special education students with IEPs (6%) or 504 Plans (1%). This is a lower concentration of special learners than is typically seen in Connections Academy programs because such a high percentage of BCVIP students are coming to the program from a home school setting, where they would not have had an official designation nor documentation of special needs. BCPS staff and Connections Academy's special education team have together developed a process for retrieving and updating IEPs and 504 Plans for previously home schooled students who may have had such documentation at a local BCPS school before withdrawing to home school. In addition, seven students have been identified by their parents or BCVIP staff as needing evaluation for possible special learning needs. BCPS and Connections Academy are working together to arrange such evaluations at BCPS school sites or Child Find locations.

Of the special education students with IEPs, 50% have Specific Learning Disabilities, while the remainder are evenly divided (17% each) between Autistic, Developmentally Delayed, and Speech/Language Impaired. The concentration of Specific Learning Disabilities is typical of both Connections Academy programs nationally and public schools in general.

**Teachers:** The BCVIP pilot program for 2007-08 is staffed entirely by Connections Academy with Maryland-certified professional teachers working under the direction of a principal at Connections Academy's Harbor East headquarters. The program is currently served by 7.1 FTE teachers, each with an average of 14.5 students in his or her caseload. The average experience of the BCVIP teachers is seven years (almost all in the traditional classroom) and four of the teachers hold advanced degrees. The BCVIP teachers underwent intensive initial training in teaching in an online environment and participate in ongoing professional development conducted by Connections Academy staff for teachers in Connections Academy programs across the country.

**Socialization Activities:** Since BCVIP launched relatively late in fall 2007, the staff, students and families were appropriately concentrated on academics for the first several months of school. However, BCVIP did hold its first field trip in January 2008, to the Baltimore Aquarium, which was attended by 110 students, siblings and parents, representing 65 families. A second field trip to the Reginald F. Lewis Museum of African American History took place on February 8, 2008. Additional field trips are planned for this spring. In addition, BCVIP students are actively participating in online clubs and activities, including Chess Club (in which a remarkable 10% of BCVIP students are participating!), Science in the Kitchen, Middle School Quiz Bowl, and Arts and Crafts.

**PRELIMINARY RESULTS**

BCVIP students will participate in Maryland School Assessments in March 2008, so their academic achievement as measured by standardized testing results is yet to be documented. In addition, BCVIP parents are currently participating in a comprehensive Parent Satisfaction survey administered across Connections Academy by a third-party opinion research firm, with results expected in March. Pending these two very important objective measures of program results, the following provides important baseline and ongoing progress data for BCVIP students.

**Pre-Testing Achievement Levels:** Connections Academy measures gains in student achievement by utilizing a pre-test/post-test model requiring students to take our Longitudinal Evaluation of Academic Progress (LEAP). The LEAP program consists of two parts, reading and mathematics. To satisfy the reading portion, the Scholastic Reading Inventory (SRI) is administered to students in Grades 3-8.

The SRI is a measure of ability to read different kinds of material with understanding. The SRI uses the Lexile scoring system to match the child’s level of reading skill with reading materials that are at an appropriate level of difficulty. The score is reported as a number within the range of Lexile values, which extends from 0 (a non-reader) to 1600 (the ability to comprehend the most complex text). The child should be able to read successfully and independently a text with a Lexile value that approximates his/her Lexile score. The table below is provided to show the range of Lexile scores typical of students at each grade level over the course of a year. These ranges are based upon national norms and are published by Scholastic in cooperation with MetaMetrics, Inc., the creator of the Lexile scoring system.

Proficient Lexile ranges per grade level:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
BR-299	300-599	500-799	600-866	700-999	800-1049	850-1099	900-1149

In the table below, the Lexile scores are averaged by grade level and reported in the “Mean Lexile Score” column.

For the math portion, a Connections Academy assessment is administered to all students in Grades K-8, with percentages of correct answers reported below

The post-test will be administered in May 2008, at which time gains can be measured for students over the course of the year.

Student Grade Level	Total Enrolled Students	Total Students Completed Reading	% of Students Completed Reading	Mean Lexile Score	Total Student Completed Math	% of Students Completed Math	Mean Math % Correct
K	4			N/A	4	100	87
1	9			N/A	9	100	82
2	5	5	100	618	5	100	88
3	3	2	66	635	3	100	67
4	6	6	100	833	6	100	72
5	5	4	80	1056	5	100	70
6	16	13	81	1011	14	87	72
7	4	2	50	792	4	100	65
8	16	10	62	1256	11	68	61
9	23			N/A			N/A
10	14			N/A			N/A
11	2			N/A			N/A

N/A indicates that grade level is not assessed. LEAP Reading: grades 3-8 are assessed, LEAP Math: grades K-8 are assessed. Please use caution when making generalizations from these percentages for the number of students assessed at each grade level is very small.

**Student Progress in Courses:** Another way to measure ongoing student progress is to look at the average grade (GPA) of students in particular courses. Overall average grade for BCVIP students was 72% as of the end of January 2008. The tables below show the specific courses in which the BCVIP students are enrolled and their average grades in each course. This data apply to students who are currently enrolled. If the “Average Grade” is blank, a course grade is not applicable at this time either because the course is a non-graded (pass/fail) elective or grades for the course have not yet been entered into our Learning Management System.

### *Kindergarten - 5*

Course	Average Grade
Activities-0	
Activities-1	
Art-0	
Art-1	
Art-2	
Art-3	100%
Art-4	92%
Art-5	82%
Educational Technology and Online Learning 1	100%
Educational Technology and Online Learning 2	100%
Educational Technology and Online Learning 3	
Educational Technology and Online Learning 4	100%
Educational Technology and Online Learning 5	100%
Educational Technology and Online Learning K	
Geography-3	84%

<b>Course</b>	<b>Average Grade</b>
Geography-4	90%
Geography-5	88%
Hooked on Phonics C	
Hooked on Phonics D	
Maryland State History	70%
Math-0	98%
Math-1	98%
Math-2	97%
Math-3	90%
Math-4	86%
Math-5	88%
Music I	
Music II	
Music IV	60%
Physical Education C (first graders)	100%
Physical Education D (second graders)	100%
Physical Education E (third graders)	100%
Physical Education F (fourth graders)	100%
Physical Education G (fifth graders) 2	100%
Reading and Writing B(K)	99%
Reading and Writing C(1)	99%
Reading and Writing D(2)	96%
Reading-3	91%
Reading-4	94%
Reading-5	77%
Science-0	100%
Science-1	96%
Science-2	92%
Science-3	89%
Science-4	87%
Science-5	85%
Social Studies-0	98%
Social Studies-1	93%
Social Studies-2	90%
Social Studies-3	94%
Social Studies-5	89%
Writing-3	89%
Writing-4	87%
Writing-5	92%

**Grades 6 - 8**

<b>Course</b>	<b>Average Grade</b>
Art 7	81%
Art 8	80%
Art-6	68%
Educational Technology and Online Learning 6	100%
Educational Technology and Online Learning 7	

Educational Technology and Online Learning 8	
Gifted and Talented Language Arts J (8)	89%
Gifted and Talented Literature Study H	100%
Gifted and Talented Literature Study J	90%
Gifted and Talented Math-6	80%
Gifted and Talented Math-8	74%
Gifted and Talented Reading and Literature-6	90%
Gifted and Talented Writing-6	91%
Language Arts I (7)	76%
Language Arts J (8)	75%
Math-6	67%
Math-7	73%
Math-8 Pre-Algebra	71%
Middle French I	
Middle Spanish I	
Physical Education 6	89%
Physical Education 7	93%
Physical Education 8	88%
Reading and Literature H (6)	80%
Science 7	75%
Science 8	77%
Science-6	78%
Social Studies-6	82%
Social Studies-7	84%
Social Studies-8	80%
Writing-6	78%

## 9 – 11

*Note: These are first semester courses to be completed on January 31.*

Course	Average Grade
Algebra 1 A	59%
Algebra 1 B	82%
Algebra 2 A	56%
American Government A (07-08)	75%
Basic American Government A (07-08)	88%
Biology A	63%
Chemistry A	66%
English 10 A (Basic)	92%
English 10 A (Honors)	73%
English 10 A (Standard)	69%
English 11 A (Standard)	59%
English 9 A (Basic)	49%
English 9 A (Honors)	84%
English 9 A (Standard)	65%
Explorations in Mathematics A	93%
Basic Biology A	81%
Environmental Science A	92%
Health, Fitness, and Nutrition A	82%

Course	Average Grade
Intro. to Computers and Applications A 0708	91%
Geometry A	76%
Honors Algebra 1 A	98%
Honors American Government A (07-08)	90%
Honors Biology A	89%
Honors Chemistry A	96%
Honors Geometry A	76%
Honors World History A (07-08)	95%
HS French I A	
HS Latin I A	
HS Mandarin Chinese I A	
HS Spanish I A	
HS Spanish II A	
Physical Science A	71%
Pre-Algebra A	41%
United States History A (07-08)	83%
Art History A	63%
Business Systems Technology 0708	79%
Emergent Computer Technology 2007-2008	81%
Personal Fitness	71%
Physical Education	83%
World History A	78%

**Attendance:** The Connections Academy Learning Management System (LMS) closely monitors student attendance, which is recorded by parents/learning coaches and verified by teachers based on student work completed. For BCVIP, the following table represents the percent of school days present, excused, and unexcused for all students as of late January 2008. Given the relatively late start of the program, student attendance was negatively affected by the first two weeks of school when materials were being shipped to students and some students were unable to work full days. Since October 15, average student attendance has been consistently above 95%.

Percent Present	Percent Excused	Percent Unexcused
92.5	0.7	6.8

Percent of school days present by grade level.

Grade	Present	Excused	Unexcused
0	97%	1%	3%
1	96%	1%	3%
2	96%	0%	4%
3	94%	0%	6%
4	96%	3%	1%
5	92%	0%	8%
6	94%	1%	5%
7	97%	0%	3%

Grade	Present	Excused	Unexcused
8	92%	1%	8%
9	91%	1%	9%
10	88%	0%	12%
11	67%	0%	33%

Note: 11<sup>th</sup> grade values are from two students only. Both were formerly Home & Hospital students who have struggled after they enrolled in late November.

**Escalation Status:** The Connections Academy LMS assigns an “escalation status” to each student based on a combination of student attendance and participation in required program tasks by students and parents. At a minimum, parents must mark the number of hours their children have invested in learning each day and they must review and approve their children’s completed lessons. As of the end of January, 84% of BCVIP students were considered “On Track” in the escalation system. Of the students in “Approaching Alarm” and “Alarm” status, there were seven (7) students for whom the parents have not entered sufficient hours of work, and five (5) students who are not completing sufficient lessons each day. There is one (1) student who meets both criteria. Of these thirteen (13) students, the parents of three (3) students have indicated that they plan to withdraw from the program.

## **PROGRAM CHALLENGES AND OPPORTUNITIES**

On the whole, implementation of the BCVIP pilot has been smooth, given the very concentrated timeframe for launching the program and the “newness” of the full-time virtual school concept for both participating families and for BCPS. The program has faced several challenges which benefited from collaborative solutions by BCPS and Connections Academy personnel.

- ***Serving students with special learning needs:*** The high concentration of returning home schoolers in BCVIP has posed challenges in obtaining and updating necessary documentation (such as IEPs) for students with special needs. Families who have long been away from public school, or who have never before enrolled their children in a public school program, may need extra assistance in this area. BCPS and Connections Academy Special Education staff have been working closely together to address this issue and to communicate information about the program to local school personnel who may be called upon to provide services for BCVIP students.
- ***Limited enrollment by Home and Hospital students:*** The BCVIP opportunity was extended to selected Home and Hospital students in November 2007, and while a small number of such students are participating, all involved with BCVIP believe that a far greater number could ultimately benefit. Future program planning will focus on early identification and processing for these students to allow BCVIP to be a workable choice for Home and Hospital students who would most benefit.

- ***Turnover of program principal:*** In January 2008, the founding principal of the BCVIP program at Connections Academy received an unexpected advancement opportunity to teach in a higher education setting. He will be replaced by a comparably credentialed administrator. In the meantime, BCVIP is being overseen by a very experienced member of the Connections Academy original leadership team who has returned to the company specifically to assist in this transition. The Connections Academy executive team remains closely involved with the program.

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

**March 11, 2008**

**RETIREMENTS**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>SCHOOL/OFFICE</u></b>	<b><u>YRS. OF SERVICE</u></b>	<b><u>EFFECTIVE DATE</u></b>
Carol Banaszewski	Mentor	Winand Elementary	25.5	07/01/08
Michael Bacon	Teacher	Perry Hall High	5.0	07/01/08
Anne Biser	Teacher	ESS/Office of Humanities	20.0	07/01/08
Bruce Bradshaw	Teacher	Perry Hall Middle	37.7	07/01/08
Ronald Cloud	Teacher	Cockeysville Middle	35.0	07/01/08
Karen Cucina	Nurse	Arbutus Middle	23.0	07/01/08
Juan Domenech	Teacher	Dulaney High	36.0	07/01/08
Janet Gold	Teacher	Hillcrest Elementary	36.1	07/01/08
Joyce Herbert	Home Economics	Dundalk High	23.0	07/01/08
Timothy Lamp	Teacher	Catonsville High	38.0	07/01/08
Nancy Martin	Teacher	Lansdowne Elementary	28.0	07/01/08
Henry Mcshea	Teacher	Perry Hall High	33.0	07/01/08
Judith Meusel	Teacher	Glenmar Elementary	22.4	07/01/08
Danielle Miller	Teacher	Milford Mill Academy	30.0	07/01/08
Dolores Piccinini	Teacher	Dulaney High	27.9	07/01/08
Betty Rounsaville	Teacher	Golden Ring Middle	34.5	07/01/08
Leslie Seff	Mentor	Woodlawn High	35.8	07/01/08
Sandra Steele	Teacher	Kenwood High	19.0	07/01/08

As of 02/19/2008

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

**March 11, 2008**

**RESIGNATIONS**

**ELEMENTARY – 5**

Glenmar Elementary School  
Florine S. White, 07/01/08, 11.0 yrs.  
Speech/Language Pathologist

Hebbsville Elementary School  
Jamila T. Thompson, 02/09/08, 3.0 mos.  
Grade 4

Hernwood Elementary School  
Sara Ghorbani, 02/09/08, 6.0 mos.  
Special Education-Self-Contained

Riverview Elementary School  
Sarah C. Smith, 07/01/08, 1.0 yr. 9.0 mos.  
Elementary/Special School RN

Rodgers Forge Elementary School  
James M. Baldwin, 04/04/08, 6.0 yrs., 8.0 mos.  
Technology Education

**SECONDARY – 21**

Catonsville Middle School  
Kathleen E. Kowal, 02/23/08, 4.0 yrs., 6.0 mos.  
Mathematics

Catonsville High School  
Meghan C. N. Slack, 07/01/08, 1.0 yr.  
Technology Education

Deep Creek Middle School  
Jennifer L. Swiech, 07/01/08, 1.0 yr.  
English

Dumbarton Middle School  
Nicole J. Tromble, 07/01/08, 4.0 yrs.  
Mathematics

Franklin High School  
Jennifer A. Seda, 07/01/08, 4.0 yrs.  
English

Lansdowne High School  
Ricardo P. Gula, 07/01/08, 3.0 yrs.  
Science

Middle River Middle School  
Rachel K. Therres, 07/01/08, 1.0 yr.  
Art

Milford Mill Academy  
Patrick M. McConnell, 07/01/08, 2.0 yrs., 8.0  
mos.  
Science

Randolph D. Tauli, 07/01/08, 3.0 yrs.  
Science

Nancy E. Wells, 07/01/08, 5.0 yrs.  
Mathematics

Jacquelyn N. Winston, 07/01/08, 1.0 yr.  
Mathematics

New Town High School  
Victoria L. McCollum, 07/01/08, 3.0 yrs.  
Modern Languages

Christopher S. Yep, 07/01/08, 4.0 yrs.  
Modern Languages

Owings Mills High School  
Catherine A. Dudley, 07/01/08, 1.0 yr.  
Special Education – Self-Contained

Perry Hall High School  
Loida A. Gayatgay, 07/01/08, 3.0 yrs.  
Special Education – Self-Contained

Pikesville Middle School  
Richard M. Butterworth, 07/01/08, 18.0 yrs.  
Social Studies

Dalanda Y. Crawford-Smith, 07/01/08, 3.0 yrs.  
Spanish

Randallstown High School

**RESIGNATIONS**

2

**March 11, 2008**

Christopher K. King-Gates, 07/01/08, 5.0 yrs.  
Spanish

Woodlawn Middle School

Kristine L. Henderson, 07/01/08, 1.0 yr.  
Social Studies

Woodlawn High School

Bianca L. Pilewski, 03/01/08, 7.0 yrs., 8.0 mos.  
Guidance

Majid Ressalei, 01/26/08, 1.0 yr. 6.0 mos.  
Mathematics

**RESIGNATIONS FROM LEAVE - 7**

Kimberly A. Christman, granted Extended Child Rearing Leave, 07/01/07-06/30/08, resigning 02/04/08, 14.0 yrs.

Jodi L. Cozzone, granted Child Rearing Leave, 12/24/06-06/30/08, resigning 07/01/08, 10.0 yrs.

Vuanya T. Cyrus, granted Unusual & Imperative Leave, 08/20/07-06/30/08, resigning 06/30/08, 5.0 yrs.

Nicole R. Harmel, granted Child Rearing Leave, 06/05/06-06/05/08, resigning 07/01/08, 10.0 yrs.

Mary K. Lerch, granted Child Rearing Leave, 05/22/06-05/22/08, resigning 05/23/08, 14.0 yrs., 9.0 mos.

Larissa J. McCauley, granted Child Rearing Leave, 05/08/07-05/08/08, resigning 05/09/08, 5.0 yrs., 9.0 mos.

Rebecca L. Wright, granted Child Rearing Leave, 06/08/06-06/08/08, resigning 07/01/08, 3.0 yrs., 4.0 mos.

**Revised: 3/11/08**

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

**March 11, 2008**

**LEAVES**

**ACADEMIC LEAVE**

MICHAEL REED – (Mathematics) Formerly Towson High School  
Effective July 1, 2008, through June 30, 2009

LORI PLAZA – (Paraeducator) Infant and Toddlers Office-ESS Building  
Effective January 8, 2008, through January 8, 2009

**CHILD REARING LEAVES**

JENNIE SUE BLANCHARD – (Health Assistant) Catonsville High School  
Effective January 10, 2008, through August 15, 2008

MELISSA MCPHERSON CHEREL – (Elementary) Fullerton Elementary School  
Effective March 31, 2008, through March 31, 2010

AMY WISWALL EDGINGTON – (Elementary) Scotts Branch Elementary School  
Effective April 22, 2008, through April 22, 2010

KIMBERLY EBY MCCARDELL – (Social Studies) Formerly Parkville Middle School  
Effective February 6, 2008, through February 6, 2010

NICOLE CHRISTINE VERCOLLONE – (Special Education) Padonia International Elementary School  
Effective February 28, 2008, through February 28, 2010

**UNUSUAL OR IMPERATIVE LEAVE**

MARIA WHITE – (Guidance Secretary) Formerly Towson High School  
Effective January 28, 2008, through July 28, 2008

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**RECOMMENDED APPOINTMENTS**

**MARCH 11, 2008**

**NAME**

**FROM**

**TO**

**RANDOLPH C. SMITH**  
(Effective March 12, 2008)

Supervisor  
Architect  
Department of Physical Facilities

Manager  
Construction/Renovations  
Department of Physical Facilities

(Replacing Merrill Plait promoted)

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**RE:** **RECOMMENDATIONS FOR AWARD OF CONTRACTS**

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

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

**RECOMMENDATION**

That the Board of Education approves the following contract recommendations.

\*\*\*\*\*

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

**Recommendations for Award of Contracts  
Board Exhibit – March 11, 2008**

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

- 1. Contract Modification:** Stage Curtains--Provide, Clean, Repair, and Install Stage Curtains and Systems, Track, Scrim and Parts and Materials-Hardware  
**Contract #:** MBU-525-05

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** 6/30/10  
**Total award value:** \$125,000  
**Estimated modification amount:** \$350,000  
**Estimated total award value:** \$475,000

**Description:**

On March 22, 2005, the Board approved a five-year contract to provide, replace, clean, and repair all or part of any stage curtain system. In order to complete these services on the remaining schools, the Office of Physical Facilities is requesting an increase in funding.

**Recommendation:**

Award of contract modification is recommended to:

Fisher Theatrical, LLC	Catonsville, MD
<b>Responsible school or office:</b>	Department of Physical Facilities
<b>Contact person:</b>	Michael G. Sines
<b>Funding source:</b>	Operating budget
<b>PDK Audit Alignment:</b>	None
<b>Explanatory Details:</b>	The PDK audit does not address this item.

**2. Contract:** Boiler/Pressure Vessel/Hot Water Generator Installations, Repairs, Inspections, Preventative Maintenance, and Parts  
**Contract #:** JMI-610-08

**Term:** 5 years, 3 months      **Extension:** 0      **Contract Ending Date:** 6/30/13  
**Estimated annual award value:** \$1,000,000  
**Estimated total award value:** \$5,000,000

**Bid issued:** January 17, 2008  
**Pre-bid meeting date:** January 31, 2008  
**Due date:** February 14, 2008  
**No. of vendors issued to:** 16  
**No. of bids received:** 8  
**No. of no-bids received:** 0

**Description:**

This on-call, time and material contract consists of providing labor, equipment, materials, supervision, tools, and all related incidentals required to inspect, repair, install, and modify boilers and components; associated critical equipment and distribution systems; pressure vessels; and hot water generators on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

Chasney & Company, Inc.	Baltimore, MD
Denver-Elek, Inc.	Baltimore, MD
Dynastics, Inc.	Baltimore, MD
East Coast Welding & Construction Co.	Glen Burnie, MD
Hurley Co.	Brentwood, MD
J.F. Fischer, Inc.	Baltimore, MD
R.F. Warder, Inc.	White Marsh, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**3. Contract:** Building Renovations - Alterations  
**Contract #:** JMI-625-08

**Term:** 5 years    **Extension:** 0    **Contract Ending Date:** 3/31/13  
**Estimated annual award value:** \$1,000,000  
**Estimated total award value:** \$5,000,000

**Bid issued:** January 17, 2008  
**Pre-bid meeting date:** January 31, 2008  
**Due date:** February 14, 2008  
**No. of vendors issued to:** 28  
**No. of bids received:** 9  
**No. of no-bids received:** 0

**Description:**

This on-call, time and material contract consists of providing labor, equipment, materials, supervision, tools, and all related incidentals required to provide building renovation and alteration services on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

A-L Abatement, Inc.	Baltimore, MD
Huntington & Hopkins, Inc.	Hunt Valley, MD
Most, Inc.	Baltimore, MD
RWC Contracting Corporation	Baltimore, MD
Tito Contractors, Inc.	Washington, DC

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**4. Contract:** Grant Manager, Measurement of Teacher and School-based Administrator  
Technology Literacy Grant  
**Contract #:** JNI-720-08

**Term:** 5 months    **Extension:** 0                      **Contract Ending Date:** 8/31/08  
**Estimated annual award value:** \$81,900  
**Estimated total award value** \$81,900

**Request for proposal issued:** 1/31/08  
**Pre-bid meeting date:** N/A  
**Due date:** 2/14/08  
**No. of vendors issued to:** N/A  
**No. of request for proposals received:** 1  
**No. of no-bids received:** N/A

**Description:**

This consultant contract is for a grant manager to provide management services for the implementation of the Measurement of Teacher and School-based Administrator Technology Literacy Grant. The goal of the grant is to find the most feasible method of determining the number of Maryland teachers and administrators who are technologically literate to meet the federal requirements of the *No Child Left Behind Act* by May 2009.

**Recommendation:**

Award of contract is recommended to:

Dr. Judith D. Tomelden

Davidsonville, MD

**Responsible school or office:**

Office of Instructional Technology

**Contact person:**

Thea Jones

**Funding source:**

Federal Title II Grant

**PDK Alignment:**

Recommendation 2 - Develop and implement comprehensive professional development policies, rules, and plans, which provide (1) central control and coordination of all professional development, (2) identification of individualized staff professional development needs, (3) systemic and coordinated delivery of needed knowledge and skills focused on improvement of student achievement, and (4) evaluation of professional development effectiveness in terms of improvement of learner achievement.

## **Explanatory Details.**

The goal of this grant project is to find the most feasible method of determining the number of Maryland teachers and administrators who are technologically literate in order to meet the federal requirements of the NCLB by May 2009. The grant objectives are: (1) conduct a search to determine what other states are doing to meet this mandate; (2) to develop and pilot a tool to be used to survey Maryland teachers to determine their technology literacy based upon the *Maryland Teacher Technology Standards*; (3) to develop and pilot a tool to be used to survey Maryland school-based administrators to determine their technology literacy based upon the *Maryland Technology Standards for School-Based Administrators*; and (4) train local school-system contacts in the use and administration of the surveys.

**5. Contract:** Motor Vehicles  
**Contract #:** JMI-629-08

**Term:** 9 months    **Extension:** 0                      **Contract Ending Date:** 12/31/08  
**Estimated annual award value:** \$769,710  
**Estimated total award value:** \$769,710

**Bid issued:** January 17, 2008  
**Pre-bid meeting date:** January 29, 2008  
**Due date:** February 7, 2008  
**No. of vendors issued to:** 11  
**No. of bids received:** 3  
**No. of no-bids received:** 1

**Description:**

This contract consists of the purchase of 16 replacement trucks and vans to be purchased using FY08 lease-purchase funds through the Office of Transportation.

**Recommendation:**

Award of contract is recommended to:

Bob Bell Pontiac Chevrolet GMC	Baltimore, MD
Chesapeake Ford Truck Sales, Inc.	Baltimore, MD

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

**Contact person:** Linda Fitchett

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**6. Contract:** Plumbing  
**Contract #:** MBU-569-08

**Term:** 5 years, 9 months      **Extension:** 0      **Contract Ending Date:** 12/31/13  
**Estimated annual award value:** \$ 500,000  
**Estimated total award value:** \$2,500,000

**Bid issued:** January 17, 2008  
**Pre-bid meeting date:** January 30, 2008  
**Due date:** February 7, 2008  
**No. of vendors issued to:** 35  
**No. of bids received:** 6  
**No. of no-bids received:** 3

**Description:**

This on-call, time and material contract consists of providing plumbing services that include labor, equipment, materials, and all related incidentals required to provide services on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

Chilmar Corporation, Inc.	Baltimore, MD
Chasney & Co, Inc.	Baltimore, MD
Denver-Elek, Inc.	Baltimore, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

7. **Contract:** Professional Video Equipment and Associated Services  
**Contract #:** JMI-623-08

**Term:** 5 years, 4 months      **Extension:** 0      **Contract Ending Date:** 6/30/13  
**Estimated annual award value:** \$150,000  
**Estimated total award value:** \$750,000

**Bid issued:** January 24, 2008  
**Pre-bid meeting date:** February 5, 2008  
**Due date:** February 14, 2008  
**No. of vendors issued to:** 19  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This on-call, time and material contract consists of providing labor, equipment, materials, and all related incidentals required to purchase, maintain, repair, and/or upgrade television studio video equipment and related systems on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

Digital Video Group, Inc.	Chantilly, VA
Washington Professional Systems	Wheaton, MD
The Whitlock Group	Richmond, VA

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

**Contact person:** Kara Calder

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**8. Contract:** Sedans

**Contract #:** JMI-636-08 (State of Maryland Contract for Model Year 2008 #001B8900263)

**Term:** 7 months **Extension:** 0 **Contract Ending Date:** 10/31/08

**Estimated annual award value:** \$107,072

**Estimated total award value:** \$107,072

**Bid issued:** N/A

**Pre-bid meeting date:** N/A

**Due date:** N/A

**No. of vendors issued to:** N/A

**No. of bids received:** N/A

**No. of no-bids received:** N/A

**Description:**

This contract consists of the purchase of seven replacement sedans (2008 Chevrolet Impala). These replacement vehicles will be purchased using FY08 lease-purchase funds through the Office of Transportation.

Board of Education Policy 3210 and §5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows BCPS to participate in contracts awarded or negotiated by other government agencies if the lead agency for the contract follows the public bidding procedures.

**Recommendation:**

Award of contract is recommended to:

Hertrich Fleet Services, Inc.

Denton, MD

**Responsible school or office:**

Office of Transportation

**Contact person:**

Linda Fitchett

**Funding source:**

Operating budget

**PDK Audit Alignment:**

None

**Explanatory Details:**

The PDK audit does not address this item.

**9. Contract Modification:** Renovations – Old Court Middle School  
**Contract #:** JNI-712-06

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$12,954,000  
**Estimated modification amount:** \$24,494

**Description:**

On November 8, 2006, the Board approved this contract for the renovations at Old Court Middle School.

This contract modification includes providing a revised ceiling detail for the 52 ceiling-mounted cabinet unit heaters. Units and ductwork are mounted above the ceiling. Additional material and labor is required to provide skirting and revised ceiling tile layout in order to open the various access panels for future maintenance. The architect has reviewed the proposal and found it to be reasonable.

**Recommendation:**

Award of contract modification is recommended to:

Phillips Way, Inc.	Baltimore, MD
<b>Responsible school or office:</b>	Department of Physical Facilities
<b>Contact person:</b>	Michael G. Sines
<b>Funding source:</b>	Capital budget
<b>PDK Audit Alignment:</b>	None
<b>Explanatory Details:</b>	The PDK audit does not address this item.

**10. Contract Modification:** Design/Build Window and Exterior Door Replacement –  
Stemmers Run Middle School  
**Contract #:** JMI-642-06

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$1,987,800  
**Estimated modification amount:** \$27,000 (Not to Exceed)

**Description:**

On March 28, 2006, the Board approved this contract for the replacement of a portion of the windows and exterior doors at Stemmers Run Middle School.

This contract modification includes repairing unexpected damages to the limestone that surrounds the windows, as well as replacing limestone in several areas. The architect has reviewed the proposal and found it to be reasonable.

**Recommendation:**

Award of contract modification is recommended to:

RWC Contracting Corporation, Inc.      Baltimore, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**11. Contract Modification:** Renovations - Sudbrook Magnet Middle School  
**Contract #:** PCR-261-07

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$13,190,871  
**Estimated modification amount:** \$52,000 (Not to Exceed)

**Description:**

On May 8, 2007, the Board approved this contract for the renovations at Sudbrook Magnet Middle School.

Part of the contract modification includes providing structural steel for air handling units to be installed on the roof of the gymnasium. It has been determined that additional support is needed for the new HVAC units. The contract design included material, equipment, and labor to install the units directly on the roof without additional support. The architect has reviewed the proposal and found it to be reasonable (not to exceed \$20,000).

The other part of this modification includes demolition of the existing bulkheads in 68 classroom and corridor locations to make 90 degree transitions under concrete beams that run the length of the hallways. All heating piping, sprinkler piping, and ductwork will require relocation to maintain eight (8) foot ceiling height, and installation of drywall patch and painting is included. The architect has reviewed the proposal and found it to be reasonable (not to exceed \$32,000).

**Recommendation:**

Award of contract modification is recommended to:

Kinsley Construction Company, Inc.      Baltimore, MD

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**12. Contract Modification:** Design Services for Systemic Renovations - Sudbrook Magnet Middle School  
**Contract #:** JNI-757-07

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$814,637  
**Estimated modification amount:** \$3,000 (Not to Exceed)

**Description:**

On August 10, 2004, the Board approved this contract for the design services associated with the systemic renovations at Sudbrook Magnet Middle School.

This contract modification includes providing structural engineering for the bottom of the dox plank between the auditorium stage/restroom area and the crawlspace. It was noted during work in the crawlspace that the dox plank was sagging, spalling, and cracking under the wall that separates the restroom and stage area. The construction administrator has reviewed the proposal and found it to be reasonable.

**Recommendation:**

Award of contract modification is recommended to:

Gilbert Architects, Inc.

Lancaster, PA

**Responsible school or office:**

Department of Physical Facilities

**Contact person:**

Michael G. Sines

**Funding source:**

Capital budget

**PDK Audit Alignment:**

None

**Explanatory Details:**

The PDK audit does not address this item.

**13. Contract:** Additions and Renovations - Food Services Warehouse  
**Contract #:** MBU-556-08

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$2,505,000  
**Estimated contingency amount:** 250,500  
**Estimated total award value:** \$2,755,500

**Bid issued:** January 24, 2008  
**Pre-bid meeting date:** January 31, 2008  
**Due date:** February 20, 2008  
**No. of vendors issued to:** 17  
**No. of bids received:** 5  
**No. of no-bids received:** 0

**Description:**

This project consists of a freezer/cooler addition with loading dock and various code upgrades to the existing building. The award includes the base bid and Alternates No. 1 and 2.

**Recommendation:**

Award of contract is recommended to:

Towson Mechanical, Inc.

Towson, MD

**Responsible school or office:**

Department of Physical Facilities

**Contact person:**

Michael G. Sines

**Funding source:**

Capital budget

**PDK Audit Alignment:**

None

**Explanatory Details:**

The PDK audit does not address this item.

Contract: Additions and Renovations for the Food Services Warehouse  
 Contract #: MBU-556-08

	Bidders' Names				
	Towson Mechanical, Inc.	James W. Ancel, Inc.	Kinsley Construction, Inc.	Maryland, Construction, Inc.	North Point Builders, Inc.
<b>2.1 Base Bid</b>	\$1,998,000	\$2,321,000	\$1,998,927	\$2,099,000	\$2,398,000
<b>2.2.1 Alternate #1 Add:</b> (Refrigeration units for new freezer/cooler addition; receiving area refrigeration; alarm systems for cooling malfunction and interior freezer doors/air vestibule.)	\$387,000	\$510,000	\$511,300	\$450,000	\$860,000
<b>2.2.2 Alternate #2 Add:</b> (Emergency lights and exit signs in existing warehouse building.)	\$120,000	\$117,000	\$158,000	\$120,000	\$125,000
<b>TOTAL</b>	<b>\$2,505,000</b>	<b>\$2,948,000</b>	<b>\$2,668,227</b>	<b>\$2,669,000</b>	<b>\$3,383,000</b>



**15. Contract:** Exterior Lighting Upgrade – Warren Elementary School  
**Contract #:** MWE-896-08

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$46,900  
**Estimated contingency amount:** 4,690  
**Estimated total award value:** \$51,590

**Bid issued:** January 24, 2008  
**Pre-bid meeting date:** February 1, 2008  
**Due date:** February 14, 2008  
**No. of vendors issued to:** 12  
**No. of bids received:** 9  
**No. of no-bids received:** 0

**Description:**

This project consists of providing labor, equipment, materials, and services to install new parking lot lighting, roadway lighting, and exterior building lighting.

**Recommendation:**

Award of contract is recommended to:

Monacacy Valley Electric, Inc.      Littlestown, PA

**Responsible school or office:** Department of Physical Facilities

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

Contract: Exterior Lighting Upgrade – Warren Elementary School  
 Contract #: MWE-896-08

	Bidders' Names			
	Monacacy Valley Electric, Inc.	Casper G. Sippel, Inc.	The Crown Electric Company	Urban Francis, LLC
Base Bid:	\$31,700	\$32,375	\$37,900	\$45,600
Alternate #1 Add: Provide pole lighting for bus loop	\$15,200	\$15,750	\$21,000	\$19,100
Total:	\$46,900	\$48,125	\$58,900	\$64,700

	Bidders' Names			
	Glenelg Construction	Key Systems, Inc.	The Eastern Sales and Engineering Company, Inc.	Herbert Electric Company
Base Bid:	\$51,000	\$50,500	\$54,608	\$85,500
Alternate #1 Add: Provide pole lighting for bus loop	\$18,000	\$22,000	\$36,024	\$28,300
Total:	\$69,000	\$72,500	\$90,632	\$113,800



**17. Request to Negotiate:** Consultant Services – Architectural/Engineering (A/E) Services for New High School Design  
**Contract #:** JMI-631-08

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** N/A  
**Estimated modification amount:** N/A  
**Estimated total award value:** To be negotiated and approved by the Board of Education

**Description:**

Professional architectural/engineering (A/E) services will be required to assist Baltimore County Public Schools (BCPS) with new high school design projects. At this time, the services will include preparing feasibility studies. Following the completion of studies the consultants may be requested to continue with preparing schematic design, design development phase, construction document phase; assisting with bidding, construction administration phase services; preparing estimates; and making state submissions.

On February 19, 2008, the Qualification Committee met and reviewed the “expressions of interest” submitted by seventeen (17) consultants. This information was reviewed and graded with the Qualification Committee stating that the Selection Committee should consider the three (3) most qualified firms.

On February 14, 2008, the Selection Committee met and discussed the Qualification Committee’s report. The Selection Committee decided to interview the three (3) most qualified firms on February 21, 2008 that were recommended by the Qualification Committee. Based on their evaluations, the Selection Committee recommends approval be granted to conduct contract negotiations with Grimm & Parker Associates, Inc.

**Recommendation:**

Approval is recommended to negotiate with:

Grimm & Parker Architects, Inc.	Calverton, MD
<b>Responsible school or office:</b>	Department of Physical Facilities
<b>Contact person:</b>	Michael G. Sines
<b>Funding source:</b>	Capital budget
<b>PDK Audit Alignment:</b>	None
<b>Explanatory Details:</b>	The PDK audit does not address this item.

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **CONSIDERATION OF THE SCOPES AND SEQUENCES FOR  
CORE AREAS OF MATHEMATICS, SCIENCE,  
ENGLISH/LANGUAGE ARTS, AND SOCIAL STUDIES**

**ORIGINATOR:** Dr. Sonia Diaz, Chief Academic Officer

**RESOURCE  
PERSON(S):** Dale R. Rauenzahn, Yvonne Barhight, Jean Wilson, Rex Shepard,  
Heather Miller, George Newberry, and Pat Baltzley

**RECOMMENDATION**

That the Board of Education approve, as reviewed by the Board’s Curriculum Committee, the Language Arts, Mathematics, Social Studies, and Science scopes and sequences that align these content areas to national, state, and local standards and which show the knowledge, skills, and processes that students will learn from PreK through Grade 12 as required by Policy 8130 and as required by Policy 6000.

\*\*\*\*\*

Attachment I – Scope and Sequence Packet  
Appendix

## **PREK - 12 SCOPES AND SEQUENCES for Core Areas of Language Arts Social Studies Science Mathematics**

Enclosed please find the first installment of major curriculum development work in progress in the Baltimore County Public Schools. It includes summaries of the Scopes and Sequences for the four major core content areas: English, science, mathematics, and social studies, and corresponding Articulated Instruction Module objectives. The Scopes and Sequences address one of the recommendations identified in the PDK Curriculum Audit. They form the fundamental basis of instruction for existing and newly-revised curriculum in the content areas to be presented to the Board of Education for approval during the next several months. Detailed grade level and content area Scopes and Sequences will also provide direct guidance to curriculum writers who have been selected through a rigorous and uniform selection process. Using the Scopes and Sequences, the curriculum writers will review, revise, and refine the curriculum projects as defined by our response to the PDK audit. Subsequent curriculum revisions will be delivered to the Board of Education Curriculum Committee members as well as to the full board for approval.

We acknowledge the sense of urgency created by the PDK audit, and we are pleased to report that the work in Curriculum and Instruction is progressing in an organized, coordinated manner. This curriculum work is supported by well-considered short and long-range plans for implementation, professional development, student assessment, and cyclical revision. We welcome feedback to ensure that the format being used to exhibit and present the current and revised curriculum guides provides appropriate and adequate information to board members. Consequently, board members will make informed decisions regarding the approval of the curriculum as directed under policies 8130 and 6000. It is our expectation that schools and teachers will have the requisite tools they need to ensure students achieve at higher levels through the quality of curriculum we are providing and through the processes and protocols defined by the Curriculum Management Plan.

The following materials have been created by the Division of Curriculum and Instruction under the direction of Dr. Sonia Diaz, Chief Academic Officer.

The staff from the Department of Humanities includes:

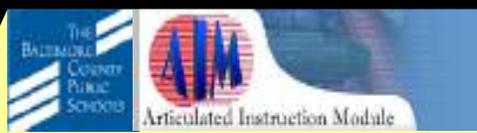
Yvonne Barhight, Acting Assistant Superintendent for Humanities  
Jean Wilson, Principal on Assignment  
Heather Miller, Coordinator of Secondary Language Arts  
Rex Shepard, Coordinator of Social Studies

The staff from the Department of STEM includes:

Dale Rauenzahn, Acting Assistant Superintendent for STEM  
George Newberry, Director of Science  
Pat Baltzley, Director of Mathematics

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# Curriculum Guide

Learning Path for Students

Teachers' Map of Before, During, and After

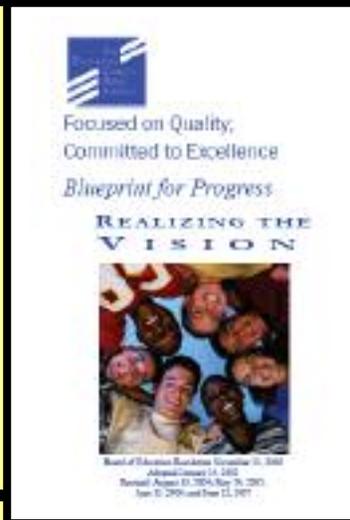
Overview of Content and Skills

Framework of Objectives

Developmentally Appropriate

Local, State, National Expectations and Alignment

## PreK-12 Standards in the SCOPE and SEQUENCE



**National Council for the Social Studies**  
/ National Content Standards

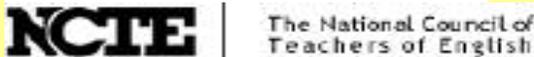
## Voluntary State Curriculum



**The Voluntary State Curriculum defines what students should know and be able to do at each grade level in these content areas:**



- Mathematics
- Science
- Fine Arts
- Health & PE
- Reading/English Language Arts
- Social Studies
- Foreign Language
- English Language Proficiency
- Technology Education



## Executive Summary of PreK-12 Scope and Sequence

By definition, a *scope and sequence* is a clearly stated set of K-12 learning objectives that reflects local, state, and national expectations and the order in which those objectives are taught. To say that differently, a scope and sequence is a resource that demonstrates the breadth and depth of content and skills as prescribed by external standards and presents them in the logical, developmentally appropriate sequence by which they should be taught. As such, a scope and sequence provides a clear map of the learning path for students and gives teachers a clear picture of the learning that most students will have mastered upon coming into their classes (Nichols, Shidaker, Johnson, and Singer, 2006, p. 16). These documents are used by content offices, curriculum writers, and classroom teachers.

Development of a scope and sequence has been completed in response to the Phi Delta Kappa audit recommendation that each content area provide a comprehensive PreK - Grade 12 overview of the scope of content and skills that students will be expected to know and be able to do by grade level. By responding to this recommendation, each curriculum area has effected an immediate improvement in the following ways:

- The content-specific scopes and sequences provide documentation of prerequisite skills by grade level or course.
- Scope and sequence documents further verify the strength of the BCPS curriculum alignment to the external standards (national, state, local, and industry) that guide curriculum development and subsequent instruction and assessment. Additionally, because the BCPS scope and sequence documents were back-loaded (Nichols, Shidaker, Johnson, and Singer, 2006, p. 53) from the Maryland Voluntary State Curriculum and Core Learning Goals, they are also congruent with the information that appears in Articulated Instruction Module (AIM).

The respective content scopes and sequences have been developed from an analysis of what students are expected to know and be able to do based on external standards and assessments. Because of this alignment, the scope and sequence documents serve as frameworks for development of curriculum. Additionally, because these documents offer a look at the before, during, and after skill and knowledge indicators, BCPS scopes and sequences also provide context for classroom instruction and assessment. Teachers use the scope and sequence documents to determine pre-requisite skills and knowledge that students bring with them into a grade level or course; frame the current grade level or course by identifying the knowledge and skill indicators that students will be expected to master by the end of the year; and to help them meet the target not only for the degree of preparation students need for the subsequent grade level or course, but also for assessments of content mastery.

The scopes and sequences for the four core areas are very similar in construction. Any differences they contain are reflective of the different contents and respective disciplines.

- The scope and sequence for PreK-12 mathematics is based on standards adopted by the National Council of Teachers of Mathematics which are also reflected in the Maryland Mathematics Core Learning Goals (Numbers and Operations, Algebra, Geometry and Measurement, and Data Analysis and Probability).
- The scope and sequence for PreK-12 social studies is based on national content standards and corresponding state standards from the Maryland Voluntary State Curriculum (History, Economics, Political Systems, Geography, and Peoples of the Nations and World).

- The scope and sequence for language arts is organized according to standards recognized by the National Council of Teachers of English. At the elementary level, there are seven standards (General Reading Processes, Comprehension of Informational Text, Comprehension of Literary Text, Writing, Controlling Language, Listening, and Speaking); and at the secondary level, there are six standards (Comprehension of Text, Analysis of Text, Composition, Controlling Language, Speaking, and Listening). The elementary language arts scope and sequence will also contain 2 supplementary components – a document that showcases 18 reading skills that are scaffolded along a continuum in relation to Bloom's Taxonomy and a document for the specific grammar skills taught in Grades K through 8.
- The scope and sequence for PreK-12 science is organized according to the National Science Standards, which are reflected in Maryland Science Core Learning Goals 1 through 6 (Skills and Processes of Science, Earth/Space Science, Life Science, Chemistry, Physics, and Environmental Science).

The scope and sequence documents serve as frameworks for existing BCPS curricula and any curriculum work that the content offices will undertake in the future; therefore, staff are seeking the approval of the Board of Education Curriculum Committee.



# Curriculum Guide

Writing

Understanding of Informational Text

Controlling Language

General Reading Processes

Understanding of Literary Text

Listening

Speaking

## LANGUAGE ARTS PreK-12 Standards in the SCOPE and SEQUENCE



Focused on Quality,  
Committed to Excellence

*Blueprint for Progress*

REALIZING THE  
VISION



Board of Education Executive Committee 01, 2001  
Adopted January 14, 2002  
Revised August 03, 2004; May 26, 2007  
June 01, 2009 and June 11, 2011

**NCTE**

The National Council of  
Teachers of English

## Voluntary State Curriculum



**The Voluntary State Curriculum defines what students should know and be able to do at each grade level in these content areas:**

- Mathematics
- Science
- Fine Arts
- Health & PE
- Reading/English Language Arts
- Social Studies
- Foreign Language
- English Language Proficiency
- Technology Education

Summary of PreK-12  
Language Arts  
Scope and Sequence

**STANDARD 1: GENERAL READING PROCESSES**

Students must utilize a variety of strategies in order to comprehend, interpret, evaluate, and appreciate texts. They must rely upon their past experiences, interactions with other readers and writers, and knowledge of word meaning and other texts. Students need to draw upon word identification strategies and understanding of text such as letter-sound correspondence, sentence structure, context, and graphics. Different skills are emphasized at various stages of a student's reading development; however, all components are needed and used by fluent readers as they interact with text. Students in prekindergarten acquire the critical early skills that assist them in *learning to read* and typically progress by Grade 3 to the stage of *reading to learn*. At this stage students interact with more complex text and apply more sophisticated reading strategies to deepen their knowledge of the world around them. Standard 1 encompasses the following components:

*Phonemic Awareness:*

In the early elementary grades, students learn to read by mastering the ability to hear, identify, and manipulate individual sounds in spoken words. They discriminate sounds, produce rhyming words and alliteration, blend sounds and syllables to form words and segment and manipulate sounds in spoken words.

*Phonics:*

Phonics is the understanding of the sound-symbol relationship in written language. In the early elementary grades, students apply their knowledge of letter-sound relationships and word structure to decode unfamiliar words. They identify letters and corresponding sounds, combine sounds to form letter combinations, and decode words in grade-level texts.

*Fluency:*

Fluency is the ability to read a text with automaticity, accuracy, and expression to support comprehension. Once students are able to read printed words confidently, they are better able to concentrate on reading for understanding. To build fluency, students read from familiar texts and use word meaning, visual clues, punctuation, and intonation to convey meaning and read fluently.

*Vocabulary:*

Students who develop a rich and varied vocabulary have a greater capacity for understanding the text they read. They acquire new vocabulary through listening to and reading a variety of grade-appropriate text, by discussing words and word meanings as they are encountered in texts, instruction, and conversation, asking questions to clarify meaning, and by connecting unfamiliar words to prior knowledge to enhance meaning.

*Comprehension:*

Understanding the meaning embedded in text is the primary reason for reading. Students use a variety of strategies to understand what they read and construct meaning. They listen to, read, and discuss text representing diversity in content, culture, authorship, and perspective. Students learn how to use strategies to prepare for reading, to make meaning during reading, and demonstrate their understanding of text after reading.

In middle school, general reading processes focus on fluency and accuracy with grade level texts. Emphasis is placed on vocabulary and comprehension, using appropriate reading strategies to demonstrate meaning and understanding. Vocabulary is addressed in context. By the time the student reaches high school, general reading processes should have been mastered.

<b>PreK-Grade 5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<ul style="list-style-type: none"> <li>• Understand the concepts of print</li> <li>• Hear, identify and manipulate individual sounds in words (phonemic awareness)</li> <li>• Apply knowledge of letter-sound relationships to read words (phonics)</li> <li>• Read with automaticity, accuracy, and expression (fluency)</li> <li>• Acquire and use new vocabulary</li> <li>• Use strategies such as drawing conclusions, making inferences, and analyzing important ideas to comprehend text</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and word meanings as they are encountered in texts, instruction or conversation</li> <li>• Explain relationships between/among words</li> <li>• Read with automaticity, accuracy, and expression (fluency)</li> <li>• Acquire and use new vocabulary</li> <li>• Use strategies to analyze and evaluate important ideas to comprehend text</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of above grade level words, multiple meaning words, colloquialisms, idioms, and other words and phrases as they are used in context</li> <li>• Apply knowledge of common words that signal relationships</li> </ul>

## STANDARD 2: COMPREHENSION OF INFORMATIONAL TEXT

In elementary school students read a variety of nonfiction materials such as textbooks, trade books, reference materials, and magazines to gain information and content knowledge. They are taught to identify and use text features to facilitate their understanding. They also learn about a variety of organizational patterns and structures in informational text. Another key focus is to identify an author's use of language. This enables young readers to think critically about the text and to evaluate the information.

By the time the students reach middle school they are reading a variety of print and non-print text including electronic media. They continue and build upon the examination of text features and organizational structures that were initiated in elementary school. In addition, middle school students analyze and evaluate informational text for important ideas, messages and use of language. This process is further developed and continued in high school where students examine the relationship among format, structure, and meaning of informational texts. In addition, high school students continue to critically analyze and evaluate the credibility of information in texts.

<b>PreK-Grade 5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<ul style="list-style-type: none"><li>• Read a variety of self-selected and assigned informational text</li><li>• Use text features to facilitate understanding</li><li>• Identify organizational patterns</li><li>• Determine important ideas and messages</li><li>• Identify and explain the author's use of language</li><li>• Evaluate the text</li></ul>	<ul style="list-style-type: none"><li>• Analyze how text features contribute to meaning</li><li>• Use text features to facilitate understanding</li><li>• Analyze organizational patterns of text</li><li>• Analyze and evaluate text for important ideas, messages, and use of language</li></ul>	<ul style="list-style-type: none"><li>• Apply the text features, structure, rhetorical devices, and content of informational texts to perform tasks, answer questions, or solve problems</li><li>• Determine the extent to which the format and structure of the text contribute to the meaning and purpose</li><li>• Evaluate the credibility of information in text</li></ul>

### STANDARD 3: COMPREHENSION OF LITERARY TEXT

This standard focuses on comprehension of fiction, including literature, poetry, and drama, and their historical and cultural contexts. The organization of literary text is quite different from informational text. In the early grades students learn about story structure and elements of text such as plot, characters and theme to enable them to determine important ideas and messages. They are taught to identify and describe the author's use of language. Students are expected to analyze and interpret a variety of genres, relating them to their own experience and knowledge.

In middle school, students analyze the elements of a variety of literary texts to facilitate understanding and interpretation. In addition, they analyze and evaluate important ideas, messages, and use of language in literary texts. In high school students continue and build upon this process with classical and contemporary texts. Author's purpose is analyzed through organization, structure, syntax, and stylistic elements.

<b>PreK-Grade 5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<ul style="list-style-type: none"><li>• Read a variety of self-selected and assigned literary text</li><li>• Identify and use text features to facilitate understanding</li><li>• Use elements of narrative texts including characters, setting, problem, and solution to facilitate understanding</li><li>• Determine important ideas and messages</li><li>• Identify and explain the author's use of language</li><li>• Summarize the text</li><li>• Evaluate the text</li></ul>	<ul style="list-style-type: none"><li>• Analyze the interactions among the narrative elements and their contribution to meaning</li><li>• Use text features to facilitate understanding and interpretation</li><li>• Analyze main ideas and universal themes</li><li>• Evaluate important ideas, messages, and author's use of language</li></ul>	<ul style="list-style-type: none"><li>• Determine the significance of plot, plot sequence, foreshadowing, flashback, cause/effect relationships, character traits, and setting as they contribute to the meaning of text</li><li>• Determine and/or explain the experiences, emotions and issues in a text that give rise to universal literary themes</li><li>• Analyze author's purpose through organization, structure, syntax, and stylistic elements</li></ul>

#### **STANDARD 4: WRITING**

By reading diverse selections of fiction and nonfiction, classic and contemporary pieces, students have exposure to excellent writing techniques and begin to acquire the skills to express themselves in writing. The goal of writing instruction in all grades is to enable each student to write clearly and effectively. In order to do this, students must analyze and synthesize information so that they may not only communicate, but also present solutions.

Writing is a complex task that involves learning language systems and structures and using them effectively to convey meaning through text. Students receive instruction on writing for different audiences and for various purposes, specifically to express personal ideas, to inform, and to persuade. While final drafts should be mechanically correct, writing instruction involves other key traits: development of ideas, organization, sentence fluency, word choice, and voice. Writers incorporate these writing traits as they progress recursively through the five major stages of the writing process: prewriting, drafting, revising, editing, and publishing.

Students' proficiency with writing begins with oral composing and then develops into shared writing experiences and simple paragraphs in the primary elementary grades. It is expected that students compose oral, written, and visual presentations in the upper elementary grades. Students leaving elementary school should typically be able to express personal ideas in a variety of forms and use techniques suited for the topic, audience, and purpose. They should be able to write to inform, using relevant support and appropriate organizational structures. Students' persuasive writing should support their positions with convincing arguments.

Prewriting, drafting, revising, and editing strategies continue to be emphasized in middle school. Students further develop their skills composing oral, written, and visual presentations to express personal ideas, inform and persuade. In addition, students analyze the effectiveness of language choice, detail, organizational patterns, syntax, figurative language and rhetorical devices. They evaluate how changes in text affect tone, meaning, and purpose. Various informational sources are examined for research.

In high school, priority is placed upon composing effective informative, expository, and persuasive texts. Research and media presentations are emphasized. Additionally, students continue to be expected to use the prewriting, drafting, revising, and editing strategies of effective writers and speakers.

## STANDARD 4: WRITING

PreK-Grade 5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"><li>• Compose written and visual representations that express personal ideas, inform, and persuade</li><li>• Compose texts using prewriting and drafting strategies</li><li>• Refine text by using the revising and editing strategies</li></ul>	<ul style="list-style-type: none"><li>• Compose written and visual representations that express personal ideas</li><li>• Compose to inform using relevant support and appropriate organizational structures</li><li>• Compose to persuade by supporting, modifying or disagreeing with the position, using rhetorical strategies</li><li>• Analyze the effectiveness of language choice, detail, organizational patterns, syntax, figurative language, and rhetorical devices</li></ul>	<ul style="list-style-type: none"><li>• Compose written and visual representations that express personal ideas</li><li>• Compose to inform using relevant support and appropriate organizational structures</li><li>• Compose to persuade by supporting, modifying or disagreeing with the position, using rhetorical strategies</li><li>• Analyze the effectiveness of language choice, detail, organizational patterns, syntax, figurative language, and rhetorical devices</li><li>• Use an organizational structure that clarifies and advances the writing purpose</li><li>• Use an organizational structure that demonstrates the logic being used to argue or persuade</li></ul>

## STANDARD 5: CONTROLLING LANGUAGE

To ensure that oral and written compositions are clearly understood by their listeners and readers, students need a working knowledge of the systems and structures of language. In elementary school, students are taught to recognize, recall, and use basic elements of grammar to express ideas clearly. They are expected to comprehend and apply Standard English usage in oral and written language. Students are taught Standard English punctuation, capitalization, and conventional spelling and are asked to apply this knowledge in their writing.

Recognition of elements of grammar in personal and academic reading, as well as application of grammar skills and concepts to oral and written language, is stressed in middle school. Students are instructed to explain and justify the use of mechanics to clarify meaning in reading and writing, and to apply Standard English punctuation and capitalization in written language. They should be able to explain editorial choices in mechanics. Spelling is addressed through recognition of conventional spelling in personal and academic reading, as well as, application of conventional spelling in written language. Students at all levels should produce handwriting that is legible to the audience and developmentally-appropriate.

High school students learn to control language by applying Standard English in writing and speaking and making language choices. In addition, they are expected to be able to apply knowledge of the history and development of the English language in order to analyze and explain its dynamic nature. Students will determine the relationship among meaning, position, form, function, and the grammatical classification of words.

<b>PreK-Grade 5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<ul style="list-style-type: none"><li>• Identify, recall, and use basic grammar concepts and skills to express ideas clearly</li><li>• Identify and apply Standard English usage in oral and written language</li><li>• Apply Standard English punctuation and capitalization in written language</li><li>• Recognize and apply conventional spelling</li></ul>	<ul style="list-style-type: none"><li>• Recognize the meaning, position, form, and function of words when identifying grammatical concepts</li><li>• Identify and apply Standard English usage in oral and written language</li><li>• Explain editorial choices</li><li>• Apply Standard English punctuation and capitalization in written language</li><li>• Recognize and apply conventional spelling</li></ul>	<ul style="list-style-type: none"><li>• Determine the relationship among meaning, position, form, function, and the grammatical classification of words</li><li>• Modify the position or form of words and phrases to strengthen or clarify the relationships between ideas in sentences</li><li>• Assess situations for the appropriateness of formal versus informal language</li><li>• Apply knowledge of the history and development of the English language in order to analyze and explain its dynamic nature</li></ul>

## STANDARD 6: LISTENING

Listening is a process whereby students make connections, monitor understanding, and evaluate information. Students are taught to demonstrate active listening strategies by attending to the speaker, asking appropriate questions, contributing relevant comments, and relating prior knowledge. Students then must comprehend and analyze what is heard by determining the speaker's purpose and identifying how the language of the presentation contributes to its meaning and effect. In order to demonstrate an understanding of what is heard, students are taught to retell, ask questions, relate prior knowledge, and summarize.

Middle school students are expected to demonstrate listening skills, comprehension, and literary analysis strategies appropriately for a variety of listening purposes and settings. In high school, emphasis is placed on applying listening skills and strategies to gather and interpret verbal messages. The high school student will demonstrate understanding of information and ideas communicated orally and will analyze the effect of nonverbal cues on oral communication.

PreK-Grade 5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"><li>• Demonstrate active listening strategies</li><li>• Comprehend and analyze what is heard</li><li>• Speak in a variety of settings in order to be understood</li></ul>	<ul style="list-style-type: none"><li>• Ask relevant questions concerning speaker's content, delivery, and purpose</li><li>• Provide constructive feedback to speakers concerning the coherence and logic of the speech's content, delivery and impact on audience</li></ul>	<ul style="list-style-type: none"><li>• Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject</li><li>• Identify key points and important details by listening for specific rhetorical strategies and taking notes, outlining, or self-questioning</li><li>• Restate the thesis of a speech and the elements that developed it</li></ul>

## STANDARD 7: SPEAKING

Speaking is the process of transmitting and exchanging information, ideas, and emotions using oral language. Effective speaking involves carefully selecting a topic, organizing one’s thoughts, and developing the language and delivery techniques appropriate for the audience and situation. Additionally, students must demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress in oral presentations. They need to use appropriate non-verbal techniques to enhance communication. Students should state a position and support it with convincing reasons. It is important for all students to be competent, informed, and sensitive oral communicators.

In middle school speaking instruction focuses on demonstrating appropriate organizational strategies and delivery techniques for oral presentations. Students speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language.

High school students use tone, diction, rate, and nonverbal techniques appropriate to the text, audience and purpose. The high school student is expected to use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

PreK-Grade 5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"><li>• Speak using organization and delivery strategies at an appropriate level</li><li>• Make oral presentations</li></ul>	<ul style="list-style-type: none"><li>• Speak to persuade by including a thesis, supporting arguments, detailed examples, reasons and persuasive language</li></ul>	<ul style="list-style-type: none"><li>• Support assertions and judgments with a variety of evidence to clarify the main points of speech and to attend to audience needs and interest</li><li>• Use proper eye contact, speaking rate, volume, enunciation and gestures to communicate ideas clearly and effectively</li></ul>

Note: The content of scope and sequence is based on content in MSDE’s *Voluntary State Curriculum*, Core Learning Goals, or other national standards.



# Curriculum Guide

History

Geography

Economics

Political Science or Systems

Peoples of the Nation and World

## SOCIAL STUDIES PreK-12 Standards in the SCOPE and SEQUENCE



Focused on Quality,  
Committed to Excellence

*Blueprint for Progress*

REALIZING THE  
VISION



Board of Education Resolutions: November 16, 2001  
Adopted January 14, 2002  
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June 12, 2009 and June 22, 2011



National Council for the  
Social Studies/National Content Standards

**Voluntary State Curriculum**



**The Voluntary State Curriculum defines what students should know and be able to do at each grade level in these content areas:**

- Mathematics
- Science
- Fine Arts
- Health & PE
- Reading/English Language Arts
- Social Studies
- Foreign Language
- English Language Proficiency
- Technology Education

Summary of PreK-12  
Social Studies  
Scope and Sequence

The scope and sequences of social studies programs in the Baltimore County Public Schools is guided by the definition of social studies developed by the National Council of Social Studies:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

As implied by this definition, social studies instruction is organized by disciplines such as political science, geography, economics, and history. Accordingly, scope and sequences for the students in the general population and students in Advanced Placement, International Baccalaureate, and Law and Public Policy programs are organized by content-based standards. Content standards refer to organization of essential knowledge within a specific discipline. In Maryland, these standards are housed within the Voluntary State Curriculum (VSC). In this document, the standards and goals are demonstrated by representative samples.

As demonstrated by the samples, there are increasingly demanding expectations for students as they advance through the grade levels. For example, informed decision makers require knowledge and skills related to the foundations and function of government, a category within the political science content standard. These concepts are developed by analysis of principles of democracy, case studies from the past and the present in the United States and the world, and opportunities to evaluate the degree to which people in a variety of settings adhere to those principles. This statement summarizes a set of indicators and objectives within our elementary and middle school social studies program that are aligned to standards in the voluntary state curriculum. These experiences prepare students to, in the context of American Government, meet the demands of the Government High School Assessment that requires them to evaluate how the principles of government assist or impede the functioning of government.

In addition to preparing students for the High School Assessment, the content standards act as a frame of reference for more advanced courses in high school, including electives and advanced placement offerings, as well as the afore-mentioned goal of civic competence. Similar patterns of establishing and then meaningfully applying knowledge are found within peoples of the nation and the world, geography, economics, and history. In summary, the framework of content standards and goals facilitates program structures that continually build upon previous experiences. This enables curriculum writers and teachers to develop programs of study that mutually reinforce content acquisition, analysis, and application.

1.0 CONTENT STANDARD: POLITICAL SCIENCE- students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

The following indicators are examples of how students acquire, process, and apply information within the political science content standard. Reading across the rows demonstrates the expanding nature of the social studies across time, space, and complexity.

Elementary (PreK – 5)	Middle (6 – 8)	High (9 – 12)
Students will identify symbols and practices associated with the United States of America. (1)	Students will analyze key events and documents during the American Revolution in order to evaluate their impact on the war. (8)	Students will assess the effect of Enlightenment thought on independence movements in Europe and the Americas in order to determine factors relating to the acquisition and loss of power. (10)
Students will analyze the historic events, documents, and practices that are the foundations of our political systems. (5)	Students will analyze the documents that established the framework of American government in order to evaluate their consistency with historic ideals of government. (8)	Students will analyze historical documents in order to determine principles that served as precedents for the United States Constitution. (9)

2.0 CONTENT STANDARD: PEOPLES OF THE NATION AND WORLD – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

The following indicators are examples of how students acquire, process, and apply information within the peoples of the nation and the world content standard. Reading across the rows demonstrates the expanding nature of the social studies across time, space, and complexity.

Elementary (PreK – 5)	Middle (6 – 8)	High (9 – 12)
Students explain how groups of people interact. (1)	Students will analyze interactions between Europeans and Native Americans in order to determine their impact on indigenous cultures. (8)	Students will analyze regional relationships in Africa, Japan, China, and feudal Europe in order to determine the extent to which they promoted continuity and change. (10)
Students will analyze elements of two different cultures and how each meets their human needs and contributes to the community. (2)	Students will investigate culture in order to apply the framework of anthropology to analyze culture. (6)	Students will analyze political, religious, and scientific changes in Europe in order to determine that region’s ability to initiate global change. (10)

3.0 CONTENT STANDARD: GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

The following indicators are examples of how students acquire, process, and apply information within the geography content standard. Reading across the rows demonstrates the expanding nature of the social studies across time, space, and complexity.

Elementary (PreK – 5)	Middle (6 – 8)	High (9 – 12)
Students will classify places and regions in an environment using geographic characteristics. (2)	Students will interpret, analyze, and construct maps of the Middle East to draw conclusions about how the selection of criteria can change the definition of region. (7)	Students will analyze the transformation of the West in order to determine how it impacted settlers and Native Americans. (11)
Students will explain how people modify, protect, and adapt to their environment. (3)	Students will analyze the issue of deforestation of the South American rainforest in order to formulate recommendations for protecting the environment while meeting human needs. (6)	Students will evaluate roles and policies that the United States government has assumed in order to develop resolutions for public policy issues. (9)

4.0 CONTENT STANDARD: ECONOMICS – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

The following indicators are examples of how students acquire, process, and apply information within the economics content standard. Reading across the rows demonstrates the expanding nature of the social studies across time, space, and complexity.

Elementary (PreK – 5)	Middle (6 – 8)	High (9 – 12)
Students will describe how goods and services are acquired. (1)	Students will identify the types of goods and services traded between South Asia and other parts of the world in order to describe examples of economic interdependency among world communities. (6)	Students will examine market forces in order to determine the relationships of each within the United States economy. (12)
Students will identify goods and services provided by the government and paid for by taxes. (3)	Students will examine mercantilism in order to analyze economic interdependence between England and England's colonies. (8)	Students will apply fundamental economic concepts in order to evaluate the effectiveness of government policy in achieving economic goals. (9)

5.0 **CONTENT STANDARD: HISTORY**-Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

The following indicators are examples of how students acquire, process, and apply information within the history content standard. Reading across the rows demonstrates the expanding nature of the social studies across time, space, and complexity.

Elementary (PreK – 5)	Middle (6 – 8)	High (9 – 12)
Students will analyze the growth and development of colonial America. (5)	Students will investigate the establishment of European colonies in order to evaluate the factors that contributed to their successes and failures. (8)	Students will analyze interactions between Europe and the Americas in order to form generalizations regarding increasing global interaction. (10)
Students will analyze the causes of the American Revolution. (5)	Students will analyze the Palestinian-Israeli conflict from different perspectives to draw conclusions about possible solutions that demonstrate respect and support for the rights of both Palestinians and Israelis. (7)	Students will analyze the Vietnam War in order to determine its impact on Americans at home and abroad. (11)

Note: The content of scope and sequence is based on content in MSDE’s *Voluntary State Curriculum*, Core Learning Goals, or other national standards.



# Curriculum Guide

Physics

Environmental Sciences

Life Sciences

Chemistry

Skills and Processes of  
Science and Technology

Earth and Space Science

## SCIENCE PreK-12 Standards in the SCOPE and SEQUENCE



Focused on Quality,  
Committed to Excellence

*Blueprint for Progress*

REALIZING THE  
VISION



Board of Education Executive Committee 11, 2011  
Adopted January 11, 2012  
Revised August 13, 2014, May 16, 2017  
Item 11, 2011 and Item 11, 2017



National Science Foundation  
WHERE DISCOVERIES BEGIN



## Voluntary State Curriculum

**The Voluntary State Curriculum defines what students should know and be able to do at each grade level in these content areas:**

- Mathematics
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Summary of PreK-12  
Science  
Scope and Sequence

The fundamental abilities and concepts that underlie the National Science Education Standards and Maryland High School Core Learning Goals are provided by grade level bands below.

**GOAL 1: SKILLS AND PROCESSES OF SCIENCE**

Even from Kindergarten, students experience hands-on, minds-on science in ways that lie within their developmental capabilities. Science is presented in a form that engages them in the active construction of ideas and explanations and enhances their opportunity for *doing* science. Students are encouraged to ask questions about the things in their environment; and, when questions arise, they are asked to design investigations to try things out to see what happens. At the elementary level, students are introduced to the idea of a “fair test” in which only one variable is changed (the concept of controlled variables). Through time, they develop a richer, deeper, and more complex and sophisticated perspective of scientific thinking, learning to think critically and logically, making predictions, selecting appropriate tools and procedures for investigations that they design, using mathematics and technology, collecting evidence, formulating or revising scientific explanations or models based on the evidence they collect, acknowledging the existence of alternative explanations, and defending explanations with arguments supported by logic and facts. Core Learning Goal 1.0 deals with the *how* of doing science. Throughout the year, students also study science as a human endeavor and examine the history and nature of science. Goal 1.0 weaves in and out of all science subjects and serves as a unifying thread.

<b>In Grades PreK through 4, students:</b>	<b>In Grades 5 through 8, students:</b>	<b>In Grades 9 through 12, students:</b>
<ul style="list-style-type: none"> <li>• Ask questions about objects, organisms, and events in the environment</li> <li>• Plan and conduct simple investigations</li> <li>• Employ simple equipment and tools to gather data and extend their senses</li> <li>• Use data (evidence collected during an experiment) to construct a reasonable explanation</li> <li>• Communicate with others about their investigations and explanations for the questions they are testing</li> <li>• Science as a human endeavor</li> <li>• Science and technology in local challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Identify questions that can be answered through scientific investigations</li> <li>• Design and conduct a scientific investigation</li> <li>• Use appropriate tools and techniques to gather, analyze, and interpret data</li> <li>• Develop descriptions, explanations, predictions, and models using evidence</li> <li>• Think critically and logically to make the relationships between evidence and explanations</li> <li>• Nature of science</li> <li>• History of science</li> <li>• Science and technology in society</li> </ul>	<ul style="list-style-type: none"> <li>• Identify questions and concepts that guide scientific investigations</li> <li>• Design and conduct scientific investigations</li> <li>• Use technology and mathematics to improve investigations and communications</li> <li>• Formulate and revise scientific explanations and models using logic and evidence</li> <li>• Recognize and analyze alternative explanations and models</li> <li>• Communicate and defend a scientific argument</li> <li>• Nature of scientific knowledge</li> <li>• Historical perspectives</li> <li>• Science and technology in local, national, and global challenges</li> </ul>

**TECHNOLOGY** and its relationship to the content and processes of science are also addressed in **Goal 1.0**. Throughout all of science, students implement the scientific method. BCPS science is designed to be inquiry based. Students are not taught to follow a rigid *scientific method* but to think and act as scientists. They are taught to assess each situation in a logical manner that begins with observations and ends with a presentation of the evidence-based conclusion. From the primary grades throughout high school, students employ technology in investigations to collect and analyze evidence. This skill evolves over time to include principles of engineering.

<b>Students in Grades PreK through 4, investigate:</b>	<b>Students in Grades 5 through 8, investigate:</b>	<b>Students in Grades 9 through 12, investigate:</b>
<ul style="list-style-type: none"> <li>• Abilities of technological design               <ul style="list-style-type: none"> <li>○ Identify a simple problem</li> <li>○ Propose a solution</li> <li>○ Implement a proposed solution</li> <li>○ Evaluate a product or design</li> <li>○ Communicate a problem, design, and solution</li> </ul> </li> <li>• Understanding about science and technology               <ul style="list-style-type: none"> <li>○ People have always had questions about the world</li> <li>○ People have always had problems and invented tools and techniques to solve problems</li> <li>○ Scientists and engineers often work in teams</li> <li>○ Women and men of all ages, backgrounds, and groups engage in a variety of scientific and technological work</li> <li>○ Tools help scientists make better observations, measurements, and equipment for investigations</li> </ul> </li> <li>• Abilities to distinguish between natural objects and objects made by humans               <ul style="list-style-type: none"> <li>○ Some objects occur in nature while others have been designed and made by people to solve problems and enhance the quality of life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Abilities of technological design               <ul style="list-style-type: none"> <li>○ Identify appropriate problems for technological design</li> <li>○ Design a solution or product</li> <li>○ Implement a proposed solution</li> <li>○ Evaluate completed technological designs or products</li> <li>○ Communicate the process of technological design</li> </ul> </li> <li>• Understandings about science and technology               <ul style="list-style-type: none"> <li>○ Scientific inquiry and technological design have similarities and differences</li> <li>○ Many different people in different cultures have made and continue to make contributions to science and technology</li> <li>○ Science and technology are reciprocal</li> <li>○ Perfectly designed solutions do not exist</li> <li>○ Technological designs have constraints</li> <li>○ Technological solutions have intended benefits and unintended consequences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Abilities of technological design               <ul style="list-style-type: none"> <li>○ Identify a problem or design an opportunity</li> <li>○ Propose designs and choose between alternative solutions</li> <li>○ Implement a proposed solution</li> <li>○ Evaluate the solution and its consequences</li> <li>○ Communicate the problem, process, and solution</li> </ul> </li> <li>• Understandings about science and technology               <ul style="list-style-type: none"> <li>○ Scientists in different disciplines ask different questions, use different methods, and accept different types of evidence to support their explanations</li> <li>○ Science often advances with the introduction of new technologies</li> <li>○ Creativity, imagination, and a good knowledge base are all required in the work of science and engineering</li> <li>○ Science and technology are pursued for different purposes – either a desire to understand the natural world or the desire to meet human needs</li> </ul> </li> </ul>

## GOAL 2: EARTH AND SPACE SCIENCE

The abilities and understandings of Earth and Space Science are addressed in **Goal 2.0** of the Maryland Voluntary State Curriculum (Concepts of Earth and Space Science). Children are naturally interested in soil, rocks, streams, rain, snow, clouds, rainbows, sun, moon, and stars. In everyday life, they observe cyclic changes, such as night and day and the seasons; less consistent changes, such as weather and meteor showers; slow changes, such as erosion; and rapid changes, such as the flow of water in a stream. Their natural curiosity invites them to wonder about these things and to ask why and how questions. In earth and space science, children investigate the properties of the objects and phenomena around them, attempt to make generalizations, and then test those generalizations by comparing natural phenomena against the laws and principles which govern them. As they move through the grades, their understanding of the earth is enriched as they study the processes that formed and continually change the earth. They begin to see the earth as part of a *system* that incorporates living, physical, chemical, and environmental components. In Earth and Space Science, students study concepts from the fields of geology, meteorology, oceanography, plate tectonics, volcanism, and astronomy. VSC Goal 2.0 culminates in an Earth/Space Science course at the high school level.

<b>Students in Grades PreK through 4, investigate:</b>	<b>Students in Grades 5 through 8, investigate:</b>	<b>Students in Grades 9 through 12, investigate:</b>
<ul style="list-style-type: none"><li>• Properties of earth materials (soil, rocks, minerals, water, air)</li><li>• Objects in the sky</li><li>• Changes in the earth and sky (weather, erosion, plate tectonics, glaciation)</li><li>• Types of resources</li><li>• Changes in environments</li></ul>	<ul style="list-style-type: none"><li>• The structure of the earth system</li><li>• Earth's geologic history</li><li>• The earth and its place and role in the Solar System</li></ul>	<ul style="list-style-type: none"><li>• Energy in the earth system</li><li>• Natural resources</li><li>• Meteorology</li><li>• The oceans</li><li>• Geology and geochemical cycles</li><li>• The origin and evolution of the earth system</li><li>• The origin and evolution of the Universe</li></ul>

## GOALS 3.0 and 6.0: LIFE and ENVIRONMENTAL SCIENCES

The abilities and understandings of the life and environmental sciences are addressed in two goals of the Maryland Voluntary State Curriculum: **Goal 3.0 (Concepts of Life Science)** and **Goal 6.0 (Concepts of Environmental Science)**. Among all of the things with which children interact in their early years, nothing fascinates them or stimulates their curiosity more than the *living* world around them. In elementary school, students build understandings of biological concepts through direct experience with living things, their life cycles, and their habitats. Making sense of the way organisms live in their environments helps to develop understanding of the great diversity and interdependencies of life and their place and role in it. Students begin by examining the differences between living and non-living and move to an understanding of the characteristics and life cycles of the organisms they encounter at home, at school, and in their immediate environment. They observe and interact with the organisms and ask questions. Students learn that form and function are inextricably linked. As they move through the grades, life science becomes less focused on the whole organism and more focused on its parts. Students begin to examine the functions of life and how those functions are regulated by internal and external factors. They also understand that life is organized into a hierarchy that ranges in magnitude from the unbelievably minute world of molecules and cell organelles to the enormity of the biosphere. They learn that the quality we know as *life* is attributable to the chemical interactions of amazing macromolecules like amino acids and DNA, which further leads them to a study of heredity and the theory of evolution. Environmental topics also have a direct bearing on and relationship to life science. Throughout school, students examine the principles of ecology. The study of ecology begins simply by asking students to examine organisms in their environments and becomes more sophisticated as students ultimately study the interdependencies of living organisms on each other and their environment and impact of human beings on the natural order of things. Life science culminates in high school Biology (an HSA course) and/or Environmental Science. Students who want to go deeper into either of these topics also have the option of several elective courses such as Biotechnology, Paramedical Biology, and Anatomy and Physiology, or Field and Wildlife Biology, Aquatic Science, and Ecology of Maryland the Chesapeake Bay, to name a few.

<b>Students in Grades PreK through 4, investigate:</b>	<b>Students in Grades 5 through 8, investigate:</b>	<b>Students in Grades 9 through 12, investigate:</b>
<ul style="list-style-type: none"> <li>• The characteristics of organisms (living vs. non-living)</li> <li>• Life cycles of organisms</li> <li>• Organisms and environments</li> <li>• Characteristics and changes in populations</li> </ul>	<ul style="list-style-type: none"> <li>• The structure and function in living systems</li> <li>• Reproduction and heredity</li> <li>• Regulation and behavior</li> <li>• Populations and ecosystems</li> <li>• Diversity and adaptations of organisms</li> <li>• Populations, resources, and environments</li> <li>• Natural hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Biochemistry</li> <li>• Matter, energy, and organization in living systems</li> <li>• Cellular biology</li> <li>• The molecular basis of heredity</li> <li>• Biological evolution</li> <li>• The interdependence of organisms</li> <li>• The behavior of organisms</li> <li>• Population growth</li> <li>• Environmental quality</li> <li>• Natural and human-induced hazards</li> </ul>

## GOALS 4.0 and 5.0: THE PHYSICAL SCIENCES

The abilities and understandings of the physical sciences are addressed in **Goals 4.0** and **5.0** of the Maryland Voluntary State Curriculum (Concepts of Chemistry and Concepts of Physics, respectively). What child is not excited about learning about the *things* they encounter everyday – objects, mysterious forces, things they see on TV or read about in books, moving things, things that make noise? What child has not asked *what* or *why* or *how*? Their natural curiosity leads them to explore the world by observing and manipulating common objects and materials in their environment. Their natural curiosity also leads them to compare, describe, and sort as they work to form explanations about their world. Through time, the science of these goals moves from simple observations of physical attributes, such as shape, size, position, and motion, to analyses of why and how things change and explanations of the scientific phenomena behind those changes. Observations and analyses move from external to internal, from concrete to abstract, from macro to micro, from actual to theoretical. In the process, students learn about the interactions of matter and energy and the laws of nature which govern those interactions. They also learn to generalize and apply principles and knowledge learned to find solutions to problems. The content of Goals 4.0 and 5.0 is integrated with other science topics throughout the elementary and middle school grades and culminates in courses in Chemistry and Physics at the high school level.

<b>In Grades K through 4, students investigate:</b>	<b>In Grades 5 through 8, students investigate:</b>	<b>In Grades 9 through 12, students investigate:</b>
<ul style="list-style-type: none"><li>• The chemical and physical properties of objects and materials</li><li>• The position and motion of objects</li><li>• The concepts of light, heat, electricity, and magnetism</li><li>• Simple machines</li></ul>	<ul style="list-style-type: none"><li>• The properties and states of matter</li><li>• The characteristics of chemical and physical changes</li><li>• Motions and forces</li><li>• The transfer of energy (energy can change forms)</li><li>• Waves</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure</li><li>• The structure and properties of matter (intrinsic and extrinsic properties)</li><li>• Chemical reactions</li><li>• Motions and forces (velocity, speed, direction, inertia, momentum; measurements and mathematical manipulations)</li><li>• The laws governing conservation of energy and matter</li><li>• The concept of increase in disorder</li><li>• The interactions of energy and matter</li></ul>

Note: The content of scope and sequence is based on content in MSDE’s *Voluntary State Curriculum*, Core Learning Goals, or other national standards.



# Curriculum Guide

Data analysis and Probability

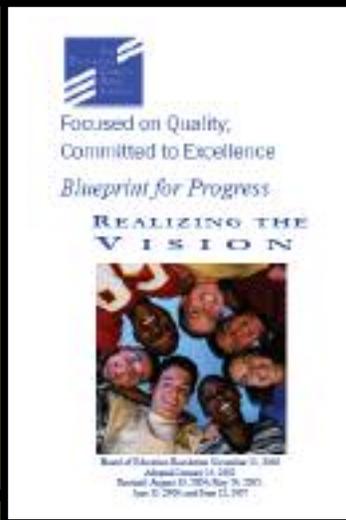
Geometry

Measurement

Numbers and Operations

Algebra

**MATHEMATICS PreK-12 Standards in the SCOPE and SEQUENCE**



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS



## Voluntary State Curriculum

**The Voluntary State Curriculum defines what students should know and be able to do at each grade level in these content areas:**

- Mathematics
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Summary of PreK-12  
Mathematics  
Scope and Sequence Summary

The mathematical understandings and competencies that Baltimore County Public School students should know and be able to do as they progress through prekindergarten through Grade 12 are encompassed by five content standards: Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. These standards, as outlined by the National Council of Teachers of Mathematics and incorporated by the Voluntary State Curriculum, explicitly describe the mathematics that all students should have the opportunity to learn.

As students instructionally travel through each grade band of PreK-2, 3-5, 6-8, and 9-12, the emphases of these standards will vary. The major emphasis at the PreK-2 grade band is on number and geometry with a smaller amount of instructional time spent on measurement and data analysis and probability. Algebra is simply introduced during this grade band. Number continues to be the major emphasis during Grades 3-5 with additional emphases equally split amongst algebra, geometry, measurement, and data analysis and probability standards. In the middle grades, the majority of the instructional time would address algebra and geometry with some emphasis placed in the other three content strands. At the high school level, the major emphasis is on algebra with some emphasis on geometry and with number and measurement receiving the least instructional attention.

The scope and sequence for Mathematics PreK-12 outlines how a student reaches a certain level of understanding of the concepts in each standard by specified points in the curriculum. Instruction from year to year builds on this expectation of understanding and fluency. This PreK-12 Scope and Sequence provides the depth and breadth of the mathematics curriculum in Baltimore County. The curriculum guides for each course will describe the instructional paths needed to progress from the standards and objectives towards the targeted assessments created for that course. Each curriculum guide will include the portion of the scope and sequence for the grade/course before the course, the course itself, and the grade/course that follows in order for teachers to see the path of instruction and the importance of the current course objectives in the schema of mathematics. AIM provides the lens through which the mathematics curriculum can be viewed for each course by the teachers, the parents, or other interested stakeholders.

Listed on the next pages are representative items of the content standards, their major emphases, and the expectations across each grade band: These content expectations are adapted from the *Principles and Standards of School Mathematics* (Reston, VA: National Council of Teachers of Mathematics, 2000), aligned with the *Voluntary State Curriculum*, and represented in AIM.

**Number and Operations Standard:** Development of deep and fundamental understanding of, and proficiency with, counting, numbers, and arithmetic, as well as an understanding of number systems, and their structures. Instructional programs from prekindergarten through grade 12 should enable all students to:

- Understand numbers, way of representing numbers, relationship among numbers, and number systems.
- Understand meanings of operations and how they relate to one another.
- Compute fluently and make reasonable estimates.

<b>PreK-5</b> In prekindergarten through 5 all students should:	<b>Grades 6-8</b> In Grades 6-8 all students should:	<b>Grades 9-12</b> In Grades 9-12 all students should:
<ul style="list-style-type: none"> <li>• Understand the place value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.</li> <li>• Develop and understanding of fractions as parts of unit wholes as parts of a collection, as locations on number lines, and as division of whole numbers.</li> <li>• Develop and use strategies for whole-number computations using a variety of methods and tools to compute, including objects, mental computation.</li> <li>• Develop fluency in adding, subtracting, multiplying, dividing whole numbers.</li> <li>• Develop and use strategies to estimate computations involving fractions and decimals.</li> <li>• Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil.</li> </ul>	<ul style="list-style-type: none"> <li>• Work flexibly with fractions, decimals, and percents.</li> <li>• Understand and use ratios and proportions</li> <li>• Develop an understanding of large numbers and recognize and appropriately use exponential, scientific, and calculator notation.</li> <li>• Develop meaning for integers and represent and compare quantities with them.</li> <li>• Understand the meaning and effects of arithmetic operations with fractions, decimals, and integers.</li> <li>• Understand and use the inverse relationship of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.</li> <li>• Develop and use strategies to estimate the results of rational number computation and judge the reasonableness of the results.</li> <li>• Develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a deeper understanding of very large and very small numbers and of various representations of them.</li> <li>• Compare and contrast the properties of numbers and number systems including the rational and real numbers, and understand complex numbers as solutions to quadratic equations that do not have real solutions.</li> <li>• Judge the effects of such operations as multiplication, division, and computing powers and roots on the magnitudes of quantities.</li> <li>• Develop an understanding of properties of, and representations for, the additional and multiplication of vectors and matrices.</li> <li>• Develop fluency in operation with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases.</li> <li>• Judge the reasonableness of numerical computations and their results.</li> </ul>

**Algebra Standard:** Development of the understanding of relationships among quantities, including functions, ways of representing mathematical relationships, including the use of symbolic notation, and the analysis of change. Instructional programs from prekindergarten through Grade 12 should enable all students to:

- Understand patterns, relations, and functions.
- Represent and analyze mathematics situations and structures using algebraic symbols.
- Use mathematical models to represent and understand quantitative relationships.
- Analyze change in various contexts.

<b>PreK-5</b> In prekindergarten through 5 all students should:	<b>Grades 6-8</b> In Grades 6-8 all students should:	<b>Grades 9-12</b> In Grades 9-12 all students should:
<ul style="list-style-type: none"> <li>• Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.</li> <li>• Describe, extend, and make generalizations about geometric and numeric patterns.</li> <li>• Represent and analyze patterns and functions, using words, tables, and graphs.</li> <li>• Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.</li> <li>• Represent the idea of a variable as an unknown quantity using a letter or a symbol.</li> <li>• Express mathematical relationships using equations.</li> <li>• Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.</li> <li>• Investigate how a change in one variable relates to a change in a second variable.</li> <li>• Identify and describe situations with constant or varying rates of change and compare them.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and when possible, symbolic rules.</li> <li>• Identify functions as linear or nonlinear and contrast their properties from tables, graphs, or equations.</li> <li>• Explore relationships between symbolic expressions and graphs of line, paying particular attention to the meaning of intercept and slope.</li> <li>• Use symbolic algebra to represent situations and to solve problems, especially those that involve linear relationships.</li> <li>• Model and solve contextual problems using various representations, such as graphs, tables, and equations.</li> <li>• Use graphs to analyze the nature of changes in quantities in linear relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze functions of one variable by investigating rates of change, intercepts, zeros, asymptotes, and local and global behavior.</li> <li>• Understand and compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions.</li> <li>• Write equivalent forms of equations, inequalities, and systems of equations and solve them with fluency—mentally or with paper and pencil in simple cases and using technology in all cases.</li> <li>• Use symbolic algebra to represent and explain mathematical relationships.</li> <li>• Use symbolic expressions, including iterative and recursive forms, to represent relationships arising from various contexts.</li> <li>• Approximate and interpret rates of change from graphical and numerical data.</li> </ul>

**Geometry Standard:** Development of the understanding of geometric shapes and structures, the analysis of their characteristics and relationships, spatial visualization (building and manipulating mental representations of two- and three-dimensional objects and perceiving an object from different perspectives); and reasoning and justification skills. Instructional programs from prekindergarten through Grade 12 should enable all students to:

- Analyze characteristics and properties of two- and three-dimensional geometric shape and develop mathematical arguments about geometric relationships.
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Apply transformations and use symmetry to analyze mathematical situation.
- Use visualization, spatial reasoning, and geometric modeling to solve problems.

<b>PreK-5</b> In prekindergarten through 5 all students should:	<b>Grades 6-8</b> In Grades 6-8 all students should:	<b>Grades 9-12</b> In Grades 9-12 all students should:
<ul style="list-style-type: none"> <li>• Describe attributes and parts of two- and three-dimensional shapes.</li> <li>• Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.</li> <li>• Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.</li> <li>• Describe, name, and interpret relative positions in space and apply ideas about relative position.</li> <li>• Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance.</li> <li>• Make and use coordinate systems to specify locations and to describe paths.</li> <li>• Recognize and apply slides, flips, and turns.</li> <li>• Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs.</li> <li>• Recognize and represent shapes from different perspectives.</li> <li>• Identify and build a three-dimensional object from two-dimensional representations of that object.</li> <li>• Use geometric models to solve problems in other areas of mathematics, such as number and measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects.</li> <li>• Create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.</li> <li>• Use coordinate geometry to represent and examine the properties of geometric shapes.</li> <li>• Use coordinate geometry to examine special geometric shapes, such as regular polygons or those with pairs of parallel or perpendicular sides.</li> <li>• Describe sizes, positions, and orientations of shapes under informal transformations such as flips, turns, slides, and scaling.</li> <li>• Examine the congruence, similarity, and line or rotational symmetry of objects using transformations.</li> <li>• Use two-dimensional representations of three-dimensional objects to visualize and solve problems such as those involving surface area and volume.</li> <li>• Use geometric models to represent and explain numerical and algebraic relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze properties and determine attributes of two- and three-dimensional objects.</li> <li>• Establish the validity of geometric conjectures using deduction, prove theorems, and critique arguments made by others.</li> <li>• Use Cartesian coordinates and other coordinate systems, such as navigational, polar, or spherical systems, to analyze geometric situations.</li> <li>• Investigate conjectures and solve problems involving two- and three-dimensional objects represented with Cartesian coordinates.</li> <li>• Understand and represent translations, reflections, rotations, and dilations of objects in the plane by using sketches, coordinates, vectors, function notation, and matrices.</li> <li>• Use various representations to help understand the effects of simple transformations and their compositions.</li> <li>• Draw and construct representations of two- and three-dimensional geometric objects using a variety of tools.</li> <li>• Visualize three-dimensional objects and spaces from different perspectives and analyze their cross sections.</li> </ul>

<p><b>Measurement Standard:</b> Development of the understanding of measurable attributes and the units and processes used in measuring attributes. Instructional programs from prekindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Understand measurable attributes and the units, systems, and processes of measurement.</li> <li>• Apply appropriate techniques, tools, and formulas to determine measurements.</li> </ul>		
<p><b>PreK-5</b> In prekindergarten through 5 all students should:</p> <ul style="list-style-type: none"> <li>• Recognize the attributes of length, volume, weight, area, and time.</li> <li>• Select an appropriate unit and tool for the attribute being measured.</li> <li>• Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.</li> <li>• Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement.</li> <li>• Use tools to measure.</li> <li>• Develop common referents for measures to make comparisons and estimates.</li> <li>• Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes.</li> <li>• Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</li> </ul>	<p><b>Grades 6-8</b> In Grades 6-8 all students should:</p> <ul style="list-style-type: none"> <li>• Understand both metric and customary systems of measurement.</li> <li>• Understand relationships among units and convert from one unit to another within the same system.</li> <li>• Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.</li> <li>• Develop and use formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles and develop strategies to find the area of more-complex shapes.</li> <li>• Solve problems involving scale factors, using ratio and proportion.</li> </ul>	<p><b>Grades 9-12</b> In Grades 9-12 all students should:</p> <ul style="list-style-type: none"> <li>• Make decisions about units and scales that are appropriate for problem situations involving measurement.</li> <li>• Analyze precision, accuracy, and approximate error in measurement situations.</li> <li>• Understand and use formulas for the area, surface area, and volume of geometric figures, including cones, spheres, and cylinders.</li> </ul>

<p><b>Data Analysis and Probability Standard:</b> Development of the understanding of gathering, organizing, displaying and using data wisely, of the basic concepts and applications of probability, and of how probability and statistics are related. Instructional programs from prekindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</li> <li>• Select and use appropriate statistical methods to analyze data.</li> <li>• Develop and evaluate inference and predictions that are based on data.</li> <li>• Understand and apply basic concepts of probability.</li> </ul>		
<p><b>PreK-5</b> In prekindergarten through 5 all students should:</p> <ul style="list-style-type: none"> <li>• Pose questions and gather data about themselves and their surroundings.</li> <li>• Sort and classify objects according to their attributes and organize data about the objects.</li> <li>• Collect data using observations, surveys, and experiments.</li> <li>• Represent data using tables and graphs such as line plots, bar graphs, and line graphs.</li> <li>• Describe parts of the data and the set of data as a whole to determine what the data show.</li> <li>• Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed.</li> <li>• Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set.</li> <li>• Discuss events related to students' experiences as likely or unlikely.</li> <li>• Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.</li> <li>• Predict the probability of outcomes of simple experiments and test the predictions.</li> </ul>	<p><b>Grades 6-8</b> In Grades 6-8 all students should:</p> <ul style="list-style-type: none"> <li>• Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population.</li> <li>• Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots.</li> <li>• Find, use, and interpret measures of center and spread, including mean and interquartile range.</li> <li>• Discuss and understand the correspondence between data sets and their graphical representations, especially histograms, stem-and-leaf plots, box plots, and scatterplots.</li> <li>• Make conjectures about possible relationships between two characteristics of a sample on the basis of scatterplots of the data and approximate lines of fit.</li> <li>• Use conjectures to formulate new questions and plan new studies to answer them.</li> <li>• Use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations.</li> <li>• Compute probabilities for simple compound events, using such methods as organized lists, tree diagrams, and area models.</li> </ul>	<p><b>Grades 9-12</b> In Grades 9-12 all students should:</p> <ul style="list-style-type: none"> <li>• Know the characteristics of well-designed studies, including the role of randomization in surveys and experiments.</li> <li>• Understand histograms, parallel box plots, and scatterplots and use them to display data.</li> <li>• Compute basic statistics and understand the distinction between a statistic and a parameter.</li> <li>• Be able to display the distribution, describe its shape, and select and calculate summary statistics for univariate measurement data/</li> <li>• Be able to display a scatterplot, describe its shape, and determine regression coefficients, regression equations, and correlation for bivariate measurement data coefficients using technological tools.</li> <li>• Use simulations to explore the variability of sample statistics from a known population and to construct sampling distributions.</li> <li>• Evaluate published reports that are based on data by examining the design of the study, the appropriateness of the data analysis, and the validity of conclusions.</li> <li>• Understand the concepts of sample space and probability distribution and construct sample spaces and distributions in simple cases.</li> <li>• Understand the concepts of conditional probability and independent events.</li> <li>• Understand how to compute the probability of a compound event.</li> </ul>

Note: The content of scope and sequence is based on content in MSDE's *Voluntary State Curriculum*, Core Learning Goals, or other national standards.

## Appendix

## Articulated Instruction Module Objective List

Subject Area : Reading/English Language Arts  
Course : ENGLISH 10 (1010000)

Baltimore County Public Schools  
Report Date : 02/19/2008

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### Objectives / Knowledge and Skill Indicators

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- O-1** The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.  
Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )  
KSI-A Identify an appropriate purpose for reading the text.  
KSI-B Identify questions a reader would expect to be answered by reading the text.  
KSI-C Identify topics of discussion that may enhance a reader's understanding of a text.  
KSI-D Recognize and analyze the implications of text features.  
KSI-E Synthesize appropriate experiences and prior knowledge about the topic, author, or type of material to the text.
- O-2** The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as reading, questioning, and summarizing.  
Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )  
KSI-A Make connections between ideas within the text and relevant prior knowledge.  
KSI-B Appraise similarities or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within or across texts.  
KSI-C Identify the meaning of above-grade-level words as they are used in context.  
KSI-D Identify the appropriate meaning of multiple-meaning words as they are used in context.  
KSI-E Predict the development of ideas that might logically be included in the text.
- O-3** The student will use after-reading strategies appropriate to both the text and purpose for reading, by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.  
Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )  
KSI-A Summarize, compare, contrast, and synthesize significant ideas in a text.  
KSI-B Summarize or synthesize significant ideas across texts and draw conclusions based on the information in more than one text.  
KSI-C Draw conclusions based upon information from the text.  
KSI-D Predict the development, topics, or ideas that might logically be included if the text were extended.
- O-4** The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text.  
Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )  
KSI-A Recognize and analyze the implications of non-print text such as photographs, posters, art reproductions, cartoons, and stills from film or stage productions.  
KSI-B Evaluate non-print text as it relates to a print-text.  
KSI-C Summarize, compare, draw conclusions about, and synthesize significant ideas between print and non-print text.

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- O-5** The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.
- Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )
- KSI-A Examine and determine the significance of plot sequence as it contributes to the meaning of a text.
- KSI-B Examine and determine the significance of characters' defining traits as they contribute to the meaning of a text.
- KSI-C Examine and determine the significance of details that provide clues to the setting and mood.
- KSI-D Examine and determine the significance of conflict as it contributes to the meaning of a text.
- KSI-E Examine and determine the significance of point of view and multiple narrators as they contributes to the meaning of a text.
- O-6** The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.
- Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )
- KSI-A Identify and/or explain the significance of a particular speaker as it contributes to the author's purpose.
- KSI-B Identify and/or explain the significance of the arrangement of ideas, words, or phrases in conveying the author's purpose.
- KSI-C Identify and/or explain the significance of syntax that creates rhythm to reveal meaning.
- O-7** The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
- Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )
- KSI-A Identify and explain the effect and/or effectiveness of repetition and/or exaggeration as it contributes to the author's purpose
- KSI-B Identify and explain the effect and/or effectiveness of parallelism, allusion, and/or analogy as they contribute to the author's purpose.
- KSI-C Identify and explain the effect and/or effectiveness of transitions and/or choice of details as it contributes to the author's purpose.
- KSI-D Identify and explain the effect and/or effectiveness of syntax, organizational patterns, and/or structural features as they contribute to the author's purpose.
- O-8** The student will identify and/or explain connections between and among themes and/or styles of two or more texts.
- Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )
- KSI-A Analyze the similarities or differences in styles of two or more texts.
- KSI-B Analyze the similarities or differences in themes of two or more texts.
- KSI-C Analyze the ways in which different texts illustrate a similar theme.

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O-9 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.

Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )

KSI-A Identify and/or explain ideas and issues of a text or across texts that may have implications for readers or contemporary society.

KSI-B Extend ideas found in a text or across texts by connecting them to personal or societal relevance.

O-10 The student will identify features of language that create tone and voice.

Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )

KSI-A Analyze the effects of certain words and phrases on the tone or voice of a text or across texts.

KSI-B Identify similarities or differences in the overall tone created by language choices throughout a text or across texts.

O-11 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.

Goal 1 Reading, Reviewing and Responding to Texts - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (Source : Core Learning Goals )

KSI-A Identify the experiences, emotions, issues and ideas in a text or across texts that give rise to universal themes.

KSI-B Evaluate the influence, effect, or impact of historical, cultural, or biographical information on a text.

O-12 The student will compose to inform by using appropriate types of prose.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Compose to explain an idea or examine a topic.

KSI-B Compose to meet the criteria of the ECR rubric.

O-13 The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Compose to state and support, refute, or modify a position using description to support the writing purpose.

KSI-B Compose to state and support, refute, or modify a position using personal ideas to support the writing purpose.

KSI-C Compose to meet the criteria of the ECR rubric.

O-14 The student will use a variety of prewriting strategies to generate and develop ideas.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Identify an appropriate prewriting strategy for a specific purpose or topic.

KSI-B Identify relevant sources of information.

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**O-15** The student will select and organize ideas for specific audiences and purposes.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Select a logical sequence of ideas or sentences.

KSI-B Determine an appropriate organizational structure emphasizing purpose and/or audience.

KSI-C Select or delete information to suit a given purpose or audience.

KSI-D Identify the logical placement of a sentence or paragraph within a text.

**O-16** The student will revise and edit texts for clarity, completeness, and effectiveness.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Complete or expand ideas with logical coordination of ideas, subordination to replace excessive coordination, and conciseness.

KSI-B Attend to audience with elaboration or support sentences, transitional devices between sentences and paragraphs, and word choice.

KSI-C Control language structures with clear placement of modifiers; shifts in person, number, and tone; misplaced and dangling modifiers.

**O-17** The student will determine grammatical classification of words by using meaning, position, form, and function.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Use the position and form to determine the function or classification of words and phrases (subjects and objects: noun, pronoun, gerund, infinitive, appositive, simple, compound).

KSI-B Use the position and form to determine the function or classification of words and phrases (predicates: verb, verb phrase, simple, compound).

KSI-C Use the position and form to determine the function or classification of words and phrases (modifiers: adjective (including pronouns used as adjectives), adverb, prepositional phrase, participle, infinitive, article).

KSI-D Use the position and form to determine the function or classification of words and phrases (conjunctions: coordinating, subordinating, correlative and conjunctive adverbs).

**O-18** The student will differentiate grammatically complete sentences from non-sentences.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Identify sentence fragments.

KSI-B Identify run-on sentences, including fused sentences and comma splices.

KSI-C Complete inappropriate sentence fragments.

**O-19** The student will compound various sentence elements—subjects, predicates, and modifiers, phrases, and clauses—to link or contrast related ideas.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Combine sentences through the use of logical coordination.

KSI-B Combine sentences through the use of logical and effective subordination.

KSI-C Combine sentences through the use of logical sequencing of ideas.

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**O-20** The student will expand sentences by positioning phrases and clauses to accomplish.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Expand sentences by using correctly placed modifiers, including appositives, verbals, dependent clauses, and restrictive or nonrestrictive clauses.

**O-21** The student will edit texts for spelling, capitalization, and punctuation.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Use internalized knowledge to identify and correct errors in the spelling of commonly confused words.

KSI-B Use internalized knowledge to identify and correct errors in commas in a series, after introductory elements, setting off appositives and parenthetical statements, in dates and places, and before coordinating conjunctions in compound sentences.

KSI-C Use internalized knowledge to identify and correct errors in semicolons between closely-related main clauses.

KSI-D Use internalized knowledge to identify and correct errors in semicolons and commas in compound sentence with a conjunctive adverb.

KSI-E Use internalized knowledge to identify and correct errors in apostrophes.

**O-22** The student will use available resources to correct or confirm revisions and/or editorial choices.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Use a resource for standard English usage: agreement of subject and verb.

KSI-B Use a resource for standard English usage: agreement of pronoun and antecedent.

KSI-C Use a resource for standard English usage: appropriate case of nouns and pronouns.

KSI-D Use a resource for standard English usage: appropriate and consistent verb tenses.

KSI-E Use a resource for standard English in place of nonstandard English and slang.

**O-23** The student will state and explain a personal response to a given text.

Goal 4 Evaluating the Content, Organization, and Language Use of Texts - The student will demonstrate the ability to evaluate the content, organization, and language use of texts. (Source : Core Learning Goals )

KSI-A Explain the effectiveness of text(s) in accomplishing a purpose.

KSI-B Explain the connections within or between texts.

KSI-C Select and explain appropriate textual evidence that supports a personal response: specific words and phrases, details, scenes, images, and symbols.

**O-24** The student will assess the effectiveness of diction that reveals an author's purpose.

Goal 4 Evaluating the Content, Organization, and Language Use of Texts - The student will demonstrate the ability to evaluate the content, organization, and language use of texts. (Source : Core Learning Goals )

KSI-A Evaluate the author's choice of words, phrases, sentences, and word order for a particular audience.

KSI-B Evaluate the author's choice of words, phrases, sentences, and word order for a given purpose.

KSI-C Evaluate the author's choice of words, phrases, sentences, and word order to extend meaning in a context.

KSI-D Evaluate the author's choice of words, phrases, sentences, and word order to provide emphasis.

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**O-25** The student will alter the tone of a text by revising its diction.

Goal 4 Evaluating the Content, Organization, and Language Use of Texts - The student will demonstrate the ability to evaluate the content, organization, and language use of texts. (Source : Core Learning Goals )

KSI-A Select the appropriate revisions of words and phrases: tone (e.g., humorous, urgent, official, authoritative, more or less critical, commanding, diplomatic, detached, resentful, sympathetic, formal, informal).

KSI-B Select the appropriate revisions of words and phrases: purpose (inform, persuade, express personal ideas).

KSI-C Select the appropriate revisions of words and phrases: audience (e.g., peer, adult, child, official authority).

**O-26** The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Use resources to avoid the use of trite expressions and clichés.

KSI-B Use resources to create smooth and informative transitions.

KSI-C Arrange parallel elements appropriately and effectively.

KSI-D Select appropriate use of active or passive voice.

KSI-E Select appropriate word for a given purpose.

**O-27** The student will identify sources of information on a self-selected and/or given topic and assess their appropriateness to accomplish a purpose.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Determine the appropriateness of a resource to accomplish a purpose, such as: dictionary, thesaurus, encyclopedia, magazines, newspapers, fiction and non-fiction, card catalogue, and on-line websites.

**O-28** The student will use a systematic process for recording and documenting information.

Goal 2 Composing in a Variety of Modes - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Core Learning Goals )

KSI-A Assess the advantages, disadvantages, or limitations of sources of information (e.g. comprehensiveness, honesty, reliability, bias, accuracy, availability, variety, currency, multiple points of view.)

KSI-B Identify information to include or exclude in a reference citation when using either traditional or electronic sources of information.

KSI-C Determine information that should be documented.

**O-29** The student will differentiate connotative from denotative meanings of words.

Goal 3 Controlling Language - The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (Source : Core Learning Goals )

KSI-A Determine implied meanings(s) or image(s) associated with a particular word or phrase.

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**Objective List**

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Objectives / Knowledge and Skill Indicators

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- O-1** Students will analyze situations in order to draw conclusions about the relevance and purpose of government in their lives.  
Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )  
KSI-A identify the need and purposes for government in a society  
  
KSI-B establish the relevancy of government to our daily lives  
  
KSI-C analyze the benefits and responsibilities of citizenship
- O-2** Students will analyze recent United States policies regarding international trade, alliances, and humanitarian efforts in order to prioritize foreign policy decisions.  
Goal 2 Peoples Of The Nation And World - The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural. (Source : Core Learning Goals )  
KSI-A describe foreign policy goals and issues that affect international relationships  
KSI-B investigate United States actions which promote foreign policy goals  
KSI-C assess the impact that international, national, and regional interests can have on environmental policy
- O-3** Students will analyze political systems in order to evaluate their effectiveness.  
Goal 2 Peoples Of The Nation And World - The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural. (Source : Core Learning Goals )  
KSI-A identify various systems of government  
KSI-B analyze various types of government  
KSI-C analyze the characteristics of authoritarian government  
KSI-D compare various forms of democracy
- O-4** Students will apply fundamental economic concepts in order to evaluate the effectiveness of government policy in achieving economic goals.  
Goal 4 Economics - The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers. (Source : Core Learning Goals )  
KSI-A analyze the role of government in managing the budget  
KSI-B analyze key economic indicators used to measure the economy  
KSI-C apply the tools of fiscal policy  
KSI-D apply the tools of monetary policy
- O-5** Students will analyze how governments answer the basic economic questions in order to evaluate decisions of what to produce, how to produce, and for whom to produce.  
Goal 4 Economics - The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers. (Source : Core Learning Goals )  
KSI-A examine three basic economic questions  
KSI-B analyze how various types of governments answer each economic question

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Objectives / Knowledge and Skill Indicators

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- O-6** Students will analyze historical documents in order to determine principles that served as precedents for the United States Constitution.
- Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )
- KSI-A define individual and group values
  - KSI-B analyze primary source documents: Magna Carta, English Bill of Rights, and the Declaration of Independence
  - KSI-C identify weaknesses in the Articles of Confederation
- O-7** Students will analyze the United States Constitution in order to determine the basic principles of democracy.
- Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )
- KSI-A analyze the Preamble of the Constitution
  - KSI-B draw conclusions about the structure of American government
  - KSI-C analyze the process used to amend the Constitution
  - KSI-D evaluate the distribution of powers between the national and state governments
  - KSI-E determine the relationships between democratic values and the principles in the Constitution, the Bill of Rights, and Amendments
- O-8** Students will analyze real world scenarios in order to determine how democratic values and principles affect Americans.
- Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )
- KSI-A assess the degree to which democratic principles assist or impede the rights of individuals and groups
  - KSI-B analyze legal means of dissent and protest
  - KSI-C analyze disparities between American ideals and the realities of governing in a democratic society
- O-9** Students will investigate the roles and powers of the president in order to draw conclusions about the changing role of the presidency.
- Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )
- KSI-A identify the constitutional and implied qualifications for the presidency
  - KSI-B analyze presidential powers and roles
  - KSI-C examine the role and functions of the cabinet

**Articulated Instruction Module**  
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**O-10** Students will identify and analyze the steps in the process of electing a president in order to evaluate the strategies that drive a presidential campaign.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A analyze the variety of philosophical viewpoints on the political spectrum

KSI-B evaluate the roles and functions of political parties in the United States

KSI-C describe the presidential nominating processes

KSI-D evaluate the electoral process and its impact on campaign strategies

KSI-E evaluate the role of the media in campaigns and elections

**O-11** Students will analyze presidential decisions in order to evaluate their impact on the rights of individuals and groups.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A analyze presidential actions related to civil rights

KSI-B analyze presidential use of power to maintain order and safety

**O-12** Students will examine the executive branch of state and local governments in order to compare and contrast the roles of the executive at each level.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A compare the roles of the governor with those of the president

KSI-B analyze the organization of the Maryland executive branch

KSI-C describe executive functions at the local level of government

**O-13** Students will describe the organization and powers of legislative bodies in order to determine their role in the legislative process.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A identify congressional powers in the Constitution

KSI-B analyze the basic structure and roles of Congress

KSI-C determine how demographics affect the House of Representatives

KSI-D describe the organization and function of the Maryland General Assembly and local legislative bodies

**O-14** Students will analyze the functioning of Congress in order to evaluate the legislative process

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A examine how legislative committees function

KSI-B analyze the steps of how a bill becomes a law

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O-15 Students will describe the organization, jurisdiction, and powers of the federal and state judiciary in order to analyze how the court system functions.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A describe the principles of the American legal system

KSI-B analyze the organization and jurisdiction of the federal courts

KSI-C compare the organization and jurisdiction of Maryland courts and federal courts

O-16 Students will examine judicial review and Supreme Court cases illustrating conflicting interpretations of the Bill of Right and the Fourteenth Amendment in order to evaluate the degree to which those decisions protected rights, maintained order, and achieved the ideal of "Equal Justice under Law."

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A analyze the impact of Supreme Court cases on due process

KSI-B analyze the impact of Supreme Court cases on civil liberties

KSI-C analyze the impact of Supreme Court cases on students' rights

KSI-D determine the impact of Supreme Court cases on federalism and separation of powers

O-17 Students will evaluate roles and policies that the United States government has assumed in order to develop resolutions for public policy issues.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A analyze the role of government in public policy issues

KSI-B analyze competing interests within socio-economic public issues

KSI-C analyze government involvement in a land use issue

KSI-D analyze censorship of the media and technology as a public policy issue

KSI-E evaluate public assistance programs created by the United States government

O-18 Students will investigate the media in order to evaluate its impact on citizens, politics, and public policy.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A determine the reliability of sources of information

KSI-B assess the impact of the media on politics and public opinion

O-19 Students will analyze public issues in order to determine how individuals can impact the political system.

Goal 1 Political Systems - The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems. (Source : Core Learning Goals )

KSI-A apply the issues analysis model to a selected issue

KSI-B analyze and take action on a current public issue

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### Objectives / Knowledge and Skill Indicators

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O-1 The student will be able to describe the unique characteristics of chemical substances and macromolecules utilized by living systems.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Describe polarity, density, and solvent properties of water.

KSI-B Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids.

KSI-C Explain the roles of minerals and vitamins in cellular processes.

O-2 The student will be able to discuss factors involved in the regulation of chemical activity as part of a homeostatic mechanism.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Use pH scale to explain the effect of pH changes on cells and organisms.

KSI-B Explain how temperature, pH, and enzyme/substrate concentration have an effect on enzyme activity.

O-3 The student will be able to compare the transfer and use of matter and energy in photosynthetic and non-photosynthetic organisms and identify the factors that regulate this metabolic activity.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Explain how light energy is converted to chemical energy in photosynthesis and how environmental factors can affect the rate of this reaction.

KSI-B Distinguish between aerobic and anaerobic respiration to explain how glucose and oxygen are used to produce ATP and other energy forms.

KSI-C Explain how bacteria release energy from inorganic compounds through chemosynthesis.

O-4 The student will explain processes and the related structures found in unicellular and multicellular organisms.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Describe the roles of organelles, tissues and organ systems in order to transport food, water, minerals and waste.

KSI-B Distinguish between types of asexual reproduction and sexual reproduction.

KSI-C Explain how homeostasis is maintained through feedback within a cell, between cells, and between cells and their environment.

KSI-D Identify the cellular structures and their functions that are common to all cell types, as well as those that distinguish one cell type from another.

KSI-E Identify the functions of the major body systems.

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O-5 The student will demonstrate that the sorting and recombination of genes during sexual reproduction has an effect on variation in offspring.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Explain the process of meiosis and its affect on chromosome number and new gene combination (crossing over).

KSI-B Explain how fertilization combines genetic material from two parents.

O-6 The student will illustrate and explain how expressed traits are passed from parent to offspring.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Construct and interpret results of a monohybrid Punnett square including translating genotypes into phenotypes.

KSI-B Distinguish between inheritance patterns including sex-linked, dominant and recessive.

KSI-C Interpret a pedigree to determine patterns of inheritance in a family.

O-7 The student will explain how a genetic trait is determined by the code in DNA molecule.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Define a gene as a segment of DNA that codes for protein or DNA.

KSI-B Describe the process of protein synthesis and the location within the cell of each step.

KSI-C Explain how the production of proteins determine traits of an individual.

O-8 The student will interpret how the effects of DNA alteration can be beneficial or harmful to the individual, society, and/or the environment.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Describe how environmental factors especially radiation and toxic substances cause mutations.

KSI-B Recognize that changes in chromosome number and errors in meiosis can cause genetic abnormalities.

KSI-C Describe applications of DNA technology including gene splicing, recombinant DNA, cloning and gel electrophoresis.

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O-9 The student will explain how differential survival and reproduction affects a population over time.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Recognize that variation within a population arises from sexual reproduction or mutation and is heritable.

KSI-B Explain how natural selection affects the frequency of traits within a population over time.

KSI-C Describe how changes in the environment determine whether or not a trait is adaptive.

O-10 The student will estimate degrees of relatedness among organisms or species.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Classify organisms according to the seven level taxonomic system.

KSI-B Demonstrate relatedness between organisms using anatomical, molecular, and fossil evidence.

O-11 The student will analyze how abiotic and biotic factors affect the diversity of and relationships between organisms within an ecosystem.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Demonstrate that abiotic and biotic factors limit the distribution and abundance of organisms in ecosystems.

KSI-B Describe how atoms and molecules needed by organisms cycle among the living and nonliving components of the ecosystem.

KSI-C Describe how specialized interactions and relationships among organisms maintain the stability of an ecosystem.

O-12 The student will analyze the interrelationships and interdependencies among different organisms and explain how these relationships contribute to the stability of the ecosystem.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Identify the roles that organisms have in an ecosystem.

KSI-B Interpret diagrams to explain how the flow of energy maintains the stability of the ecosystem.

KSI-C Describe how recovery from an ecosystem disruption occurs in stages and may or may not result in a system representative of the original one.

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O-13 The student will describe how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Explain how natural events such as fire, disease, and food availability affect individuals and populations.

KSI-B Explain how human activity such as urbanization, habitat destruction, and pollution affect biotic and abiotic components of the ecosystem.

O-14 The student will illustrate how all organisms are part of, and depend on, two major global food webs that are positively or negatively influenced by human activity and technology.

Goal 3 Concepts Of Biology - The student will demonstrate the ability to use scientific skills and processes (Core Learning Goal 1) and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on earth. (Source : Core Learning Goals )

KSI-A Construct diagrams to illustrate the interrelationships of organisms within oceanic and terrestrial food webs.

KSI-B Explain how natural and man-made activities affect the populations within food webs.

O-15 Students will explain why curiosity, honesty, openness, and skepticism are highly regarded in science.

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.

KSI-B Modify or affirm scientific ideas according to accumulated evidence.

KSI-C Critique arguments that are based on faulty, misleading data or on the incomplete use of numbers.

KSI-D Recognize data that are biased.

KSI-E Explain factors that produce biased data (incomplete data, using data inappropriately, conflicts of interest, etc.).

O-16 Students will form scientific questions and suggest investigative approaches to provide answers to questions.

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Identify meaningful, answerable scientific questions in order to formulate a working hypothesis.

KSI-B Discuss the need for verifiable data.

KSI-C Select appropriate instruments and materials to conduct an investigation.

KSI-D Identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, repeat trials, appropriate sample size, etc.).

KSI-E Use relationships discovered in the lab to explain phenomena observed outside the laboratory.

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O-17 Students will carry out scientific investigations effectively and employ the instruments, systems of measurement, and materials of science appropriately.

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Recognize safe laboratory procedures.

KSI-B Demonstrate skills in using lab and field equipment to perform investigative techniques.

KSI-C Demonstrate safe handling of the chemicals and materials of science.

KSI-D Demonstrate the use of new instruments and equipment by following instructions in a manual or from oral direction.

O-18 Students will demonstrate that data analysis is a vital aspect of the process of scientific inquiry and communication.

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Organize data appropriately using techniques such as tables, graphs, and webs.

KSI-B Analyze data to make predictions, decisions, or draw conclusions and use experimental data from various investigators to validate results.

KSI-C Determine the relationships between quantities and develop the mathematical model that describes these relationships.

KSI-D Analyze graphs to determine that they do not misrepresent results and describe trends revealed by data.

KSI-E Analyze data to confirm, modify, or reject a hypothesis and determine the sources of error that limit the accuracy or precision of experimental results.

O-19 Students will use appropriate methods for communicating in writing and orally the processes and results of scientific investigation.

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Demonstrate the ability to summarize data and create and/or interpret graphics.

KSI-B Explain scientific concepts and processes through drawing, writing, and/or oral communication and use tables, graphs, and displays to support arguments and claims in both written and oral communication.

KSI-C Read a technical selection and interpret it appropriately.

KSI-D Use, explain, and/or construct various classification systems.

KSI-E Describe similarities and differences when explaining concepts and/or principles and communicate conclusions derived through a synthesis of ideas.

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**O-20 Students will use mathematical processes.**

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Use ratio and proportion in appropriate situations to solve problems.

KSI-B Use computers and/or graphing calculators to perform calculations for tables, graphs, or spreadsheets.

KSI-C Explain and/or compare small and large quantities using scientific notation and relative order of magnitude.

KSI-D Demonstrate the ability to manipulate quantities and/or numerical values in algebraic equations.

KSI-E Judge the reasonableness of an answer.

**O-21 Students will show that connections exist both within the various fields of science and among science and other disciplines including mathematics, social studies, language arts, fine arts, and technology.**

Goal 1 Skills And Processes - The student will demonstrate ways of thinking and acting inherent in the practice of science. The student will use the language and instruments of science to collect, organize, interpret, calculate, and communicate information. (Source : Core Learning Goals )

KSI-A Apply the skills, processes, and concepts of biology, chemistry, physics, or earth science to societal issues.

KSI-B Identify and evaluate the impact of scientific ideas and/or advancements in technology on society.

KSI-C Recognize mathematics as an integral part of the scientific process.

KSI-D Investigate career possibilities in the various areas of science.

KSI-E Explain how development of scientific knowledge leads to the creation of new technology and how technological advances allow for additional scientific accomplishments.

Articulated Instruction Module  
Objective List

Subject Area : Mathematics  
Course : ALGEBRA I (2021000)

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Objectives / Knowledge and Skill Indicators

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**O-1** Students will be able to apply the symbols of algebra to solve equations in one variable.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Translate back and forth between verbal sentences and equations.

KSI-B Solve equations by using addition, subtraction, multiplication, and division.

KSI-C Solve equations involving more than one operation.

KSI-D Solve equations with the variable on each side.

KSI-E Solve equations using grouping symbols.

**O-2** Students will factor to solve quadratic equations found in the sciences, business, and other areas of human endeavor.

No standard available.

KSI-A Find the prime factorization of monomials and find the greatest common factor of monomials.

KSI-B Factor polynomials using the Distributive Property.

KSI-C Solve quadratic equations in the form  $ax^2+c=0$ ,  $x^2+bx+c=0$ , and  $ax^2+bx+c=0$ .

KSI-D Solve quadratic equations that involve the difference of squares and perfect squares using factoring techniques.

**O-3** Students will use inductive reasoning to identify, extend, and generalize patterns.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Recognize arithmetic sequences.

KSI-B Extend and write formulas for arithmetic sequences.

KSI-C Look for and identify a linear pattern

KSI-D Write an equation to represent a linear pattern.

**O-4** Students will use matrices to organize and interpret data.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Organize data in matrices.

KSI-B Add or subtract matrices to solve problems.

KSI-C Multiply a matrix by a scalar to solve problems.

**O-5** Students will transform algebraic expressions and equations into equivalent forms using symbols and arithmetic operations.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Evaluate numerical and algebraic expressions using the order of operations.

KSI-B Add and subtract rational numbers.

KSI-C Multiply and divide rational numbers.

KSI-D Solve equations and formulas for given variables.

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## Objective List

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**O-6** Students will create and interpret linear graphs in order to solve real-world problems.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Use slope, points, and equations to graph lines on the coordinate plane.

KSI-B Write and graph linear equations in slope-intercept form.

KSI-C Use rate of change to solve problems.

KSI-D Write and graph direct variation equations and solve problems involving direct variation.

**O-7** Students will write linear equations in slope-intercept, point-slope, and standard form by using tables and graphs.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Write an equation of a line given the slope and one point on the line or given two points on the line.

KSI-B Write an equation of a line in point-slope form.

KSI-C Write linear equations in different form.

KSI-D Write an equation of a line that passes through a given point, parallel to a given line.

KSI-E Write an equation of a line that passes through a given point, perpendicular to a given line.

**O-8** Students will create and interpret visual representations of algebraic functions and find the line of best fit for scatterplots utilizing the tools of technology.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Interpret points on a scatterplot.

KSI-B Write equations for lines of best fit.

**O-9** Students will represent, solve, and graph inequalities and systems of inequalities using symbolic algebra.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Solve one-variable inequalities using addition, subtraction, multiplication, and division.

KSI-B Solve multi-step inequalities in one variable.

KSI-C Solve compound inequalities and write compound inequalities to represent a real-world situation.

KSI-D Write, solve, and graph inequalities in two variables in standard form or in slope-intercept form.

KSI-E Solve a system of inequalities in two variables by graphing.

# Articulated Instruction Module

## Objective List

Subject Area : Mathematics  
Course : ALGEBRA I (2021000)

Baltimore County Public Schools  
Report Date : 02/19/2008

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### Objectives / Knowledge and Skill Indicators

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**O-10** Students will identify the maximum and minimum values, zeros, and the rates of change over specific intervals to describe functions and other nonlinear graphs.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Determine the domain and range of a function from a graph or table.

KSI-B Use tables, graphs, and equations to identify functions as linear or nonlinear.

KSI-C Describe the graph of nonlinear functions in terms of increasing/decreasing, maxima/minima, roots, and continuity.

KSI-D Describe how the graphical model of a nonlinear function represents a given problem.

**O-11** Students will represent irrational numbers in equivalent forms using number theory and technology.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Find the absolute values of rational numbers.

KSI-B Find square roots.

KSI-C Graph real numbers on a number line.

KSI-D Classify and order real numbers.

**O-12** Students will simplify expressions and solve problems by applying the laws of exponents.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Simplify expressions involving powers of monomials.

KSI-B Simplify expressions involving quotients of monomials including those with negative exponents.

KSI-C Express numbers in scientific notation.

KSI-D Add and subtract polynomials.

KSI-E Multiply polynomials using the Distributive Property.

**O-13** Students will solve systems of equations by using graphing, substitution, and linear combination methods.

Goal 1 Functions and Algebra - The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. (Source : Core Learning Goals )

KSI-A Solve a system of linear equations by graphing.

KSI-B Determine if a system of linear equations has 0, 1, or no solution.

KSI-C Solve a system of linear equations using substitution.

KSI-D Solve a system of linear equations using linear combination.

KSI-E Solve real-world problems involving systems of equations.

Articulated Instruction Module  
Objective List

Subject Area : Mathematics  
Course : ALGEBRA I (2021000)

Baltimore County Public Schools  
Report Date : 02/19/2008

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Objectives / Knowledge and Skill Indicators

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O-14 Students will find and use measures of center and spread to analyze statistical data, make informed decisions, and communicate the use and misuse of statistics.

Goal 3 Data Analysis And Probability - The student will demonstrate the ability to apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed. (Source : Core Learning Goals )

KSI-A Analyze data using mean, median, and mode.

KSI-B Determine whether graphs are misleading.

KSI-C Determine the best measure of central tendency for a set of data.

KSI-D Find the range of a set of data.

KSI-E Find quartiles and the interquartile range of a set of data.

O-15 Students will design statistical experiments using appropriate sampling methods and conduct simulations to determine experimental probabilities.

Goal 3 Data Analysis And Probability - The student will demonstrate the ability to apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed. (Source : Core Learning Goals )

KSI-A Define and identify a simple random sample.

KSI-B Select a probability tool and assign a rule to simulate a situation.

KSI-C Perform probability simulations to model real-life situations involving uncertainty.

O-16 Students will construct organized lists, tree diagrams, and area models to compute probabilities for simple compound events.

Goal 3 Data Analysis And Probability - The student will demonstrate the ability to apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed. (Source : Core Learning Goals )

KSI-A Find the probability of simple events, with and without replacement from a variety of data sources.

KSI-B Distinguish between experimental and theoretical probability.

KSI-C Calculate the expected value for an event using theoretical probability.

KSI-D Count outcomes and find probabilities using tree diagrams or the Fundamental Counting Principle.

KSI-E Find geometric probabilities of certain events using area models.

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **CONSIDERATION OF THE KINDERGARTEN LANGUAGE ARTS  
CURRICULUM AND KINDERGARTEN MATHEMATICS  
CURRICULUM**

**ORIGINATOR:** Dr. Sonia Diaz, Chief Academic Officer

**RESOURCE**

**PERSON(S):** Dale R. Rauenzahn, Yvonne Barhight, Jean Wilson, Rex Shepard,  
Heather Miller, George Newberry, and Pat Baltzley

**RECOMMENDATION**

That the Board of Education approve, as reviewed by the Board's Curriculum Committee, the Kindergarten Language Arts and Mathematics curriculum guides as directed by Policy 8130 and Policy 6000.

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Attachment I – Audit Criteria

Attachment II – Executive Summary Packet for Kindergarten Language Arts

Attachment III – Executive Summary Packet for Kindergarten Mathematics

**Curriculum Management Audit Criteria  
For Minimum Curriculum Guide Components and Specificity**

<b>Criteria</b>	<b>Description/(Abbreviation)</b>
One	<p>Clarity and Specificity of Objectives <b>(O)</b></p> <ol style="list-style-type: none"> <li>0. No goals/objectives present</li> <li>1. Vague delineation of goals/learner outcomes</li> <li>2. States tasks to be performed or skills/concepts to be learned</li> <li>3. States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</li> </ol>
Two	<p>Congruity of the Curriculum to the Assessment Process <b>(A)</b></p> <ol style="list-style-type: none"> <li>0. No assessment approach</li> <li>1. Some approach of assessment stated</li> <li>2. States skill, knowledge, concepts which will be assessed</li> <li>3. Each objective is keyed to district and/or state performance assessments</li> </ol>
Three	<p>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes <b>(P)</b></p> <ol style="list-style-type: none"> <li>0. No mention of required skills</li> <li>1. States prior general experience needed</li> <li>2. States prior general experience needed in specified grade level</li> <li>3. States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if Pre-K – 12)</li> </ol>
Four	<p>Delineation of the Major Instructional Resources <b>(R)</b></p> <ol style="list-style-type: none"> <li>0. No mention of textbook or instructional tools/resources</li> <li>1. Names the basic text/instructional resource(s)</li> <li>2. Names the basic text/instructional resource(s) and supplementary materials to be used</li> <li>3. States for each objective the “match” between the basic text/instructional resource(s) and curriculum objective</li> </ol>
Five	<p>Clear Approaches for Classroom Use <b>(S)</b></p> <ol style="list-style-type: none"> <li>0. No approaches cited for classroom use</li> <li>1. Overall, vague statement on approaching the subject</li> <li>2. Provides general suggestions on approaches</li> <li>3. Provides specific examples on how to approach key concepts/skills in the classroom</li> </ol>

Each guide is rated from zero (0) to three (3) on each of the five criteria, with “3” representing the highest. To be considered adequate to effectively guide instruction, a guide must receive a total of 15 points.

## **Executive Summary**

# **Revised Integrated Language Arts Kindergarten Curriculum Guide**

### **February 2008**

The Integrated Language Arts program for kindergarten is comprised of five seasonal binders: Beginning-of-the-Year, Fall, Winter, Spring, and End-of-the-Year. Together, these binders provide guidance and assistance to teachers in implementing a comprehensive language arts curriculum for students throughout the school year.

The kindergarten curriculum has been revised in response to the Phi Delta Kappa Curriculum Management Audit report presented to Board of Education of Baltimore County in February 2007. The kindergarten language arts curriculum received an overall rating of two points. Fifteen points was the highest attainable score. The auditors' score was derived by reviewing five criteria: Objectives, Assessment, Prerequisites, Resources, and Strategies. A rubric was provided by Phi Delta Kappa for each of the areas to explain how a maximum of three points could be achieved in each of the five criterion areas.

To determine the appropriate revisions necessary for strengthening, supplementing, and enhancing the kindergarten curriculum, the Phi Delta Kappa rubric was carefully reviewed and examined. Language Arts personnel participated in training on curriculum writing and assessment presented by Sue Shidaker, Phi Delta Kappa Audit Team member and co-author of *Managing Curriculum and Assessment: A Practitioner's Guide*. Ms. Shidaker also provided feedback regarding the existing kindergarten curriculum guide and proposed revisions.

The revised kindergarten curriculum guide now includes all the necessary components as identified in the rubric. Moreover, the curriculum guide includes other components that go beyond the expectations of the five criterion areas. The information below delineates specific revisions to the kindergarten guide in relation to each criterion.

Objectives (Criterion 1) in the kindergarten curriculum are clear and measurable. All lesson objectives are aligned to state and BCPS standards. Each lesson states the expectation for learning and how it will be demonstrated by the student. The amount of time to be spent learning has been identified. Weekly planners and daily lessons now include information for teachers about how lessons address the diverse learning styles and preferences of their students.

Assessment (Criterion 2) is present in a variety of forms in the kindergarten guides: formative assessments for each lesson, formative writing extensions, and literacy center activities that offer opportunities for teachers to assess the student's knowledge of skills, strategies, and content. The written, taught, and assessed curricula have been thoroughly reviewed to ensure direct alignment.

Prerequisites (Criterion 3) are the required skills and concepts needed prior to new learning. A scope and sequence has been added to the kindergarten curriculum guide that encompasses not only the grade before (Prekindergarten), but also Grade 1, allowing teachers to differentiate instruction as needed. A scope and sequence for social studies and for science also have been included in the kindergarten guide to support integrated content area instruction.

Resources (Criterion 4) are varied and extensive in the kindergarten curriculum and are aligned to the instructional objectives. The guide provides improved long-range, weekly, and daily planning documents that clearly specify the instructional materials for delivering an integrated language arts program. Specifically, planners identify weekly reading strategies, content-related vocabulary, lesson objectives, assessments, and new strategies for differentiation. Lesson resources and adapted materials for differentiation are to support implementation of the curriculum. Also provided are literacy center resources for children to use as they practice, apply, and extend essential early reading and writing skills.

Strategies (Criterion 5) for approaching key concepts and skills are included in the revised kindergarten guide. Higher level questioning has been incorporated into the lessons to provide additional rigor. Suggested strategies to provide extra support and challenge are more clearly delineated.

The revised integrated language arts program for kindergarten includes objectives, assessments, prerequisites, resources, and strategies that meet or exceed the highest standards on the Phi Delta Kappa curriculum rubric. This comprehensive and integrated guide provides teachers with all of the planning documents, daily lessons, differentiated materials, literacy center resources, and technology links for implementing rigorous skill and strategy instruction. Resources for parents also are provided to strengthen the home-school connection. The written, taught, and assessed curricula are aligned to ensure the highest-quality instructional program for kindergarten students in Baltimore County Public Schools.

# Board of Education Curriculum Approval Form

Course Name:	Kindergarten Language Arts				Course #:	N/A	
Curriculum Name:	Integrated Language Arts Guide for Kindergarten - Beginning-of-the-Year, Fall, Winter, Spring and End-of-the-Year				Curriculum Published Date:	2005 - present	
Required Student Textbook:	N/A		Copyright Date:	N/A		Student Resources Required:	N/A
Grade Level of Curriculum:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 11	Level of Curriculum:	<input type="checkbox"/> AP
	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 3	<input type="checkbox"/> 6	<input type="checkbox"/> 9	<input type="checkbox"/> 12		<input type="checkbox"/> IB
	<input type="checkbox"/> I	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 10			<input type="checkbox"/> GT
Curriculum Description:	The Integrated Language Arts program for kindergarten is comprised of five seasonal binders: Beginning-of-the-Year, Fall, Winter, Spring, and End-of-the-Year. Together, they provide guidance and assistance to teachers in implementing a comprehensive language arts curriculum for students throughout the school year.						
<b>PDK Audit Rating</b>							
Curriculum Guide:	Criteria					Total Rating	
	Obj	Assess	Prereq	Res	Strat		
Kindergarten Language Arts	2	0	0	0	0	2	
BCPS Response to PDK Rating:	<b>New Rating</b>	The following identifies specific revisions in response to the PDK audit criteria.					
	3	<b>Criterion 1: Objectives</b> The guides provide lesson objectives that are clear and measurable. Each lesson states the expectation for learning and how it will be demonstrated by the student. The amount of time to be spent learning is identified. All lesson objectives are aligned to state and BCPS standards.					
	3	<b>Criterion 2: Assessment</b> The guides provide formative assessments for each lesson, formative and summative writing extensions, and literacy center activities that offer opportunities to assess children's knowledge of skills, strategies, and content. All assessments align to state and BCPS standards.					
	3	<b>Criterion 3: Prerequisites</b> The guides provide a scope and sequence that identifies the necessary learning and skill development prior to, and following kindergarten.					
	3	<b>Criterion 4: Resources</b> The guides provide long-range and weekly planning documents. They clearly identify the instructional materials for delivering an integrated language arts program. Specifically, planners identify weekly reading strategies, content-related vocabulary, lesson objectives, assessments, and strategies for differentiation. Also included are varied and extensive resources to support implementation of the curriculum. These include detailed center materials for children to use as they practice, apply, and extend essential early literacy skills.					
3	<b>Criterion 5: Strategies</b> The guides provide specific examples of how to approach key concepts and skills in the classroom. Instructional strategies are differentiated to address the needs of all learners. Higher level questioning has been incorporated into the lessons while suggested strategies to provide extra support and challenge are delineated.						

	15	<b>New Rating as a result of revisions to date.</b>		
<b>Alignment (Attached AIM)</b>		<b>Scope and Sequence (Attached)</b>		
<input checked="" type="checkbox"/> Voluntary State Curriculum	<input type="checkbox"/> National or Trades	<input type="checkbox"/> Across Subjects	<input checked="" type="checkbox"/> Prior Grade	
<input type="checkbox"/> Core Learning Goals	<input checked="" type="checkbox"/> State Standards	<input checked="" type="checkbox"/> Specific Grade	<input checked="" type="checkbox"/> Next Grade	
<input type="checkbox"/> College Board Standards	<input checked="" type="checkbox"/> BCPS Standards			
<b>Professional Development/Implementation (Attached Plan)</b>				
<input type="checkbox"/> Pilot		Date		
<input checked="" type="checkbox"/> Roll-Out of Curriculum	Professional development for general and special education teachers	Date	August 2008	
<input checked="" type="checkbox"/> On-going Staff Development	Continuing professional development for general and special education kindergarten teachers	Date	September, November 2008 January 2009	
<input checked="" type="checkbox"/> New Teacher	New Teacher Academy, New Teacher Orientation	Date	August, December 2008	
<b>Assessments (Binder of all Assessments)</b>				
<b>Type of Assessment</b>	<b>Number of Embedded</b>	<b>Number of assessTrax®</b>		
Short Cycles	N/A	N/A		
Benchmarks	N/A	N/A		
Final Exams	N/A	N/A		
Performance	Formative assessments in lessons, formative and summative writing extensions, and literacy center activities	N/A		
Other	MMSR, DIBELS, Primary Talent Development assessments			
<b>Future Curriculum Review Process</b>				
<input type="checkbox"/> Review		Date:		
<input checked="" type="checkbox"/> Revise	Integrated Language Arts Guides for Kindergarten Spring and End-of-the-Year binders	Date:	March - June 2008	
<input type="checkbox"/> Rewrite		Date:		
<input type="checkbox"/> Pilot		Date:		
<b>Approvals</b>				
<b>Humanities/STEM Assistant Superintendent</b>		Date:		
<b>Approval of Chief Academic Officer</b>		Date:		
<b>Approval of Superintendent</b>		Date:		
<b>Approval of Board of Education</b>		Date:		

## Professional Development Plan Kindergarten 2008 - 2009

Date	Time	Location	Presenters	# of Participants	Topic
8/20/08	8:30 – 11:30 & 12:30 – 3:30	Loyola	Bonnie Belsinger	60 a.m. 60 p.m.	<ul style="list-style-type: none"> <li>○ <b>New K guide planners (Extra Support, Challenge, Technology, Home Connection, etc.)</b></li> <li>○ <b>Integrated Language Arts Guide for Kindergarten - Beginning-of-the-Year</b></li> <li>○ Open Court – Implementation/division of lessons</li> <li>○ Beginning writing, daily message, writing strategies, fine motor, etc.</li> <li>○ Teaching nonfiction and trade books to support language arts/content area instruction.</li> </ul>
8/20/08	8:30 – 11:30 & 12:30 – 3:30	Loyola	Jane Vanko	60 a.m. 60 p.m.	Same as above
8/20/08	8:30 – 11:30 & 12:30 – 3:30	Loyola	Carol Rahmaan Liz Carman	60 a.m. 60 p.m.	Same as above
9/29/08	8:30 – 11:30 & 12:30 – 3:30	Loyola	Bonnie Belsinger	60 a.m. 60 p.m.	<ul style="list-style-type: none"> <li>○ <b>Integrated Language Arts Guide for Kindergarten - Fall</b></li> <li>○ Developing writing through multi-sensory strategies</li> <li>○ Teaching nonfiction and trade books to support language arts/content area instruction.</li> </ul>
9/29/08	8:30 – 11:30 & 12:30 – 3:30	Loyola	Jane Vanko	60 a.m. 60 p.m.	Same as above
9/29/08	8:30 – 11:30 & 12:30 – 3:30	Loyola	Carol Rahmaan Liz Carman	60 a.m. 60 p.m.	Same as above

Date	Time	Location	Presenters	# of Participants	Topic
11/5/08 11/6/08 11/7/08 11/10/08 11/11/08 11/12/08	8:30 – 11:30 & 12:30 – 3:30	PD Lab	Bonnie Belsinger	30 per each a.m. & p.m. session	<ul style="list-style-type: none"> <li>○ Maryland Model for School Readiness 2008 Updates</li> <li>○ Completion and submission of 2008 MMSR Kindergarten Developmental Checklist ratings</li> </ul>
11/5/08 11/6/08 11/7/08 11/10/08 11/11/08 11/12/08	8:30 – 11:30 & 12:30 – 3:30	TBD (close to the PD lab)	Jane Vanko	30 per each a.m. & p.m. session	<ul style="list-style-type: none"> <li>○ <b>Integrated Language Arts Guide for Kindergarten - Winter</b></li> <li>○ <b>Integrated Language Arts Guide for Kindergarten - Spring</b></li> <li>○ <b>Integrated Language Arts Guide for Kindergarten – End-of-Year</b></li> <li>○ Teaching nonfiction and trade books to support language arts/content area instruction.</li> </ul>
1/26/09	8:30 – 11:30 & 12:30 – 3:30	BCPS location	Bonnie Belsinger	40 per each a.m. & p.m. session	<ul style="list-style-type: none"> <li>○ Using Data to Identify Interventions</li> </ul>
1/26/09	8:30 – 11:30 & 12:30 – 3:30	BCPS location	Jane Vanko	40 per each a.m. & p.m. session	<ul style="list-style-type: none"> <li>○ Taking It Higher – Differentiation for Early Readers</li> <li>○ Developing Vocabulary to Support Language Arts and Content Area Instruction</li> </ul>

## **Executive Summary**

### **Revised Kindergarten Mathematics Curriculum Guide**

### **February 2008**

The purpose of Kindergarten Mathematics Curriculum Guide (Guide) is to provide kindergarten teachers with the necessary framework to plan and implement a kindergarten mathematics program. The kindergarten program encompasses the use of *Every Day Counts Calendar Math* and *Investigations in Number, Data, and Space*, 2<sup>nd</sup> edition. The kindergarten mathematics program is designed to introduce the young child to the world of mathematics in a way that is developmentally appropriate and based on the latest research for how young children learn mathematics. It is aligned to the Voluntary State Curriculum and is designed to be an integral part of the PreK-12 mathematics program in meeting the county performance goal outlined in the *Blueprint for Progress* to help students meet state and county standards. It is also designed to help children to become confident mathematicians who understand mathematics, are effective problem solvers, can reason mathematically, and can communicate their understanding of mathematical concepts.

During the spring of 2007, the Guide was revised in response to the Phi Delta Kappa (PDK) Curriculum Audit report presented to the Board of Education of Baltimore County in February 2007. The kindergarten mathematics curriculum that was reviewed by the PDK auditors was written in 2006 as part of a new elementary mathematics program implemented in Grades K-5. This 2006 Guide received an overall rating of two points out of a total of fifteen points attainable. The auditor's score was derived by reviewing five criteria: Objectives, Assessment, Prerequisites, Resources, and Strategies. A rubric was provided by Phi Delta Kappa for each of the areas to explain how a maximum of three points could be achieved in each of the five criterion area.

The primary team from the Office of Mathematics PreK-12 reviewed the audit findings carefully to determine the areas of the kindergarten mathematics curriculum to be strengthened or supplemented. The revised Guide now includes all the necessary components as identified in the rubric. The following information outlines the revisions that were made to the Guide in relation to each criterion.

The Guide was rewritten to reference the revised mathematical emphases used as the daily objectives (Criterion 1) and to include time allotments for each unit. The Voluntary State Curriculum alignment for daily lesson objectives is now provided. The *Investigations in Number, Data, and Space* Curriculum Unit books are the main teaching tools that provide the sequence and objectives of the daily lessons. They also contain Guidelines for assessment, strategies for differentiating instruction, and professional development materials to support teaching. Differentiation strategies are provided for intervention, extension, and ELL throughout each unit.

The assessment (Criterion 2) process is clearly outlined for the kindergarten teachers in the "How to Use the Kindergarten Mathematics Guide" included in the Guide. Benchmarks/Expectations that measure student progress on the mathematical emphases of instruction are identified in each unit book beginning with the second unit of instruction. Assessment Checklists are provided with each unit for recording anecdotal notes and are used to determine which students need to complete an End-of-Unit Assessment interview. Assessment

is ongoing and is based primarily on teachers' observations of the students as they work. Teachers listen to the students' discussions and explanations of their ideas and strategies on a daily basis and examine their work as it evolves. The questions that are asked will help determine students' understanding of mathematics concepts. Samples of student work are also used to document and assess students' growth.

The revised Kindergarten Curriculum Planning Chart now includes a list for each *Investigations* unit of prerequisite skills (Criterion 3) that students have been exposed to if they have attended a BCPS prekindergarten program. A scope and sequence has been developed for PreK-12 mathematics, and the portion that identifies the skill development prior to and following kindergarten is included in the Guide.

A "How to Use the Kindergarten Mathematics Guide" section was developed and integrated into the Guide to provide teachers with an explanation of how to utilize the varied and extensive *Investigations* resources (Criterion 4) to teach the curriculum. A flowchart was developed as well to assist teachers with unit and daily planning. Also included in the revised Guide are: Options for a Full Day Schedule and Literacy/Numeracy Center Management Charts; Maryland Voluntary State Curriculum (VSC) alignment and monthly Focus Skills for the *Every Day Counts Calendar Math* program; Maryland Voluntary State Curriculum (VSC) alignment for implementing the *Investigations* program; and a Pacing Schedule and Curriculum Planning Chart.

The instructional strategies (Criterion 5) for developing mathematical concepts and key skills with the students are made more evident in the revised curriculum Guide. Each unit now includes Teacher Notes pertinent to the specific unit of instruction, including any Assessment Checklists contained in the unit. The second edition of the *Investigations* program provides a teacher-friendly layout and organization, capturing key mathematical ideas.

The changes made to the revised Guide reflect the attention paid to the rating for this Guide by the PDK auditors. In addition, the revisions reflect an alignment of the written, taught, and assessed curriculum, an expectation in Baltimore County that leads to a high-quality mathematics program for all students in Baltimore County Public Schools.

# Board of Education Curriculum Approval Form

Course Name:	Mathematics Kindergarten				Course #:	N/A	
Curriculum Name:	Kindergarten Mathematics				Curriculum Published Date:	2007	
Required Student Textbook:	<i>Investigations in Number, Data, and Space</i> , Pearson Publishing (Tcher edition only)		Copyright Date:	2008		Student Resources Required:	None
Grade Level of Curriculum:	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K <input type="checkbox"/> I	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	<input type="checkbox"/> 11 <input type="checkbox"/> 12	Level of Curriculum:	<input type="checkbox"/> AP <input type="checkbox"/> IB <input type="checkbox"/> GT <input type="checkbox"/> Honors
Curriculum Description:	This guide is designed to introduce the young child to the world of mathematics in a way that is developmentally appropriate and based on the latest research for how young children learn mathematics. The guide supports planning and implementation of the <i>Investigations</i> comprehensive kindergarten math program.						
<b>PDK Audit Rating</b>							
Curriculum Guide:	Criteria					Total Rating	
	Obj	Assess	Prereq	Res	Strat		
	2	0	0	2	0	4	
BCPS Response to PDK Rating:	<b>New Rating</b>	The curriculum guide has been revised during 2007-2008 based on the second edition of the <i>Investigations</i> program. The following identifies specific revisions in response to the PDK audit criteria.					
	3	<b>Criterion 1: Objectives</b> The guide was rewritten referencing the revised mathematical emphases used as the daily objectives and including time allotments for each unit. VSC alignment for daily lessons is provided.					
	3	<b>Criterion 2: Assessments</b> Assessment Checklists are now included in each unit. There are no formal written assessments; assessment is based on observations, anecdotal records, and samples of student work. There are end-of-unit assessments available for those students who are not accomplishing the skills of the unit. All assessments align to state and BCPS standards.					
	3	<b>Criterion 3: Prerequisites</b> The revised Kindergarten Curriculum Planning Chart now includes a list of prerequisite skills for each <i>Investigations</i> unit that students have been exposed to if they have attended a BCPS PreKindergarten program. A scope and sequence has been developed for PreK-12 mathematics, and the portion that identifies the skill development prior to and following kindergarten is included in the guide.					
	3	<b>Criterion 4: Resources</b> A "How to Use the Kindergarten Mathematics Guide" sheet was developed and integrated into the guide to provide teachers with an explanation of how to utilize the <i>Investigations</i> resources to teach the curriculum. A flowchart was developed to assist teachers planning.					
3	<b>Criterion 5: Strategies</b> The instructional strategies for developing mathematical concepts and key skills with the students were made more evident in the revised curriculum guide. Each unit now						

		includes Teacher Notes pertinent to the specific unit of instruction, including the Assessment Checklist contained in the unit. The second edition of the Investigations program provides a teacher-friendly layout and organization, capturing key mathematical ideas.	
15		<b>New Rating as a result of revisions to date</b>	
<b>Alignment (Attached AIM)</b>		<b>Scope and Sequence (Attached)</b>	
<input checked="" type="checkbox"/> Voluntary State Curriculum	<input type="checkbox"/> National or Trades	<input type="checkbox"/> Across Subjects	<input checked="" type="checkbox"/> Prior Grade
<input type="checkbox"/> Core Learning Goals	<input checked="" type="checkbox"/> State Standards	<input checked="" type="checkbox"/> Specific Grade	<input checked="" type="checkbox"/> Next Grade
<input type="checkbox"/> College Board Standards	<input checked="" type="checkbox"/> BCPS Standards		
<b>Professional Development/Implementation (Attached Plan)</b>			
<input checked="" type="checkbox"/> Pilot	Training sessions provided for kindergarten teachers and administrators participating in the pilot for the textbook adoption	Date	Fall 2005
<input checked="" type="checkbox"/> Roll-Out of Curriculum	Training sessions provided for administrators, teachers, special educators, ELL teachers, mentors, and STEM-RTs	Date	Spring 2006 Summer 2006
<input checked="" type="checkbox"/> On-going Staff Development	Continuing professional development for administrators, teachers, special educators, ELL teachers, mentors, and STEM-RTs	Date	PSD 2006 Fall 2006 Spring 2007 Summer 2007 PSD 2007
<input checked="" type="checkbox"/> New Teacher	New Teacher Academy, New Teacher Orientation	Date	Summer 2006 Summer 2007
<b>Assessments (Binder of all Assessments)</b>			
<b>Type of Assessment</b>	<b>Number of Embedded</b>	<b>Number of assessTrax®</b>	
Short Cycles	N/A	N/A	
Benchmarks	N/A	N/A	
Final Exams	N/A	N/A	
Performance	Numeracy center activities	N/A	
Other	End-of-unit assessments (when applicable), teacher observation, anecdotal notes, and student work samples	N/A	
<b>Future Curriculum Review Process</b>			
<input checked="" type="checkbox"/> Review	To be reviewed on an annual basis as needed	Date:	2008-2009
<input type="checkbox"/> Revise		Date:	
<input type="checkbox"/> Rewrite		Date:	
<input type="checkbox"/> Pilot		Date:	
<b>Approvals</b>			
<b>Humanities/STEM Assistant Superintendent</b>		Date:	
<b>Approval of Chief Academic Officer</b>		Date:	
<b>Approval of Superintendent</b>		Date:	
<b>Approval of Board of Education</b>		Date:	

**Professional Development/Implementation Plan**  
**Kindergarten Mathematics**  
*Investigations in Number, Data, and Space*

<b>Type</b>	<b>Audience</b>	<b>Professional Development</b>	<b>Presenters</b>	<b>Dates</b>
Pilot	Pilot kindergarten teachers and administrators	Pilot Training and Follow-up Support	Office of Mathematics PreK-12 and publishers	8/05-12/05
Roll-Out of Curriculum	Administrators	Elementary Mathematics Administrator Textbook Training	Office of Mathematics PreK-12 and publisher	2/28/06 3/1/06
Roll-Out of Curriculum	K teachers, special educators, ELL teachers, and mentors	Elementary Mathematics Textbook Round One Training	Office of Mathematics PreK-12 and publisher	3/28/06 3/29/06
Roll-Out of Curriculum	K teachers, special educators, ELL teachers, and mentors	Elementary Mathematics Textbook and Content Training Round Two	Office of Mathematics PreK-12	5/9/06 5/10/06 5/16/06 5/17/06
Roll-Out of Curriculum	Principals (Rocky Gap)	The New Elementary Mathematics Textbook Program	Pat Baltzley Cindy Dennis	6/20/06
Roll-Out of Curriculum	Mentors	Updates on the New K-5 Elementary Mathematics Textbook Program	Cindy Dennis	6/21/06
New Teacher	New Teachers	New Teacher Academy	Office of Mathematics PreK-12	Summer 2006 Summer 2007
New Teacher	New Teachers	New Teacher Orientation	Office of Mathematics PreK-12	08/06 08/07
On-going Staff Development	Administrators	Professional Study Day Preparation	Pat Baltzley Cindy Dennis	8/06
On-going Staff Development	K teachers, special educators, ELL teachers, mentors, and paraeducators	The New Elementary Mathematics Textbook Program (Professional Study Day)	Prepared by Office of Mathematics PreK-12 School-based presentation	8/23/06

**Professional Development/Implementation Plan**  
**Kindergarten Mathematics**  
*Investigations in Number, Data, and Space*

<b>Type</b>	<b>Audience</b>	<b>Professional Development</b>	<b>Presenters</b>	<b>Dates</b>
On-going Staff Development	Site-based RTs and STEM RTs	KG <i>Investigations</i> Training	Karen Murray Debbi Zahn	9/29/06
On-going Staff Development	Principals	Implementation of New Elementary Mathematics Program	Pat Baltzley Cindy Dennis	10/18/06
On-going Staff Development	Administrators	Elementary Mathematics Administrators Textbook Training for <i>Investigations</i> 2008	Office of Mathematics PreK-12 and publishers	3/28/07 3/29/07
On-going Staff Development	K teachers, special educators, ELL teachers, and mentors	Elementary Mathematics Teacher Training for <i>Investigations</i> 2008	Office of Mathematics PreK-12 and publisher	4/17/07 4/18/07
On-going Staff Development	Principals (Rocky Gap)	Implementing <i>Investigations in Number, Data, and Space</i>	Pat Baltzley Cindy Dennis	6/26/07
On-going Staff Development	Mentors	Implementing <i>Investigations in Number, Data, and Space</i>	Cindy Dennis Rorrie Fortier	6/27/07
On-going Staff Development	Assistant Principals	Implementing <i>Investigations in Number, Data, and Space</i>	Cindy Dennis	7/27/07 8/03/07
On-going Staff Development	K teachers, special educators, ELL teachers, mentors, and paraeducators	Implementing <i>Investigations in Number, Data, and Space</i> (Professional Study Day)	Prepared by Office of Mathematics PreK-12 School-based presentation	8/22/07

**Articulated Instruction Module**  
**Objective List**

Subject Area : Reading/English Language Arts  
Course : READING KINDERGARTEN (0580000)

Baltimore County Public Schools  
Report Date : 02/08/2008

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Standard 1.0 General Reading Processes (Source : Voluntary State Curriculum )

O-1. Students will discriminate sounds and words.

KSI-A Identify whether isolated sounds are the same or different.

KSI-B Identify initial and final sounds in a word.

KSI-C Categorize words as same or different by initial or final sounds.

O-2. Students will discriminate and produce rhyming words and alliteration.

KSI-A Repeat and produce rhyming words.

KSI-B Identify and repeat sentences that use alliteration.

KSI-C Discriminate rhyming words from non-rhyming words.

O-3. Students will blend sounds and syllables to form words.

KSI-A Orally blend syllables into a whole word, such as fun-ny = funny.

KSI-B Orally blend onset and rimes (word families) into a whole word, such as b-at = bat.

KSI-C Orally blend two to three phonemes into one-syllable words, such as  
m-e = me; f-u-n = fun.

O-4. Students will segment and manipulate sounds in spoken words and sentences.

KSI-A Clap words in a sentence.

KSI-B Clap and say syllables in a word.

KSI-C Identify the initial sound in a word.

KSI-D Segment individual sounds in words.

KSI-E Substitute initial sounds in words to form new words.

O-5. Students will identify letters and corresponding sounds.

KSI-A Identify in isolation, all upper and lower case letters of the alphabet.

KSI-B Identify letters matched to sounds.

KSI-C Produce the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed.

O-6. Students will decode words in grade-level texts.

KSI-A Identify similarities and differences in letters and words.

KSI-B Blend letter sounds in C-V-C (consonant-vowel-consonant) words.

KSI-C Use onset and rime (word families) to decode one-syllable words.

O-7. Students will engage in imitative reading, and read from familiar texts at an appropriate rate .

KSI-A Recite nursery rhymes, poems, and finger plays with expression.

KSI-B Read familiar texts (shared reading selections) with accuracy and expression.

KSI-C Use knowledge of end punctuation to signal expression in reading.

KSI-D Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are.

O-8. Students will develop and apply vocabulary through exposure to a variety of texts.

KSI-A Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.

KSI-B Listen to and identify the meaning of new and content-specific vocabulary in multiple contexts.

KSI-C Read signs, labels, and environmental print.

**Articulated Instruction Module**  
**Objective List**

Subject Area : Reading/English Language Arts  
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Baltimore County Public Schools  
Report Date : 02/08/2008

O-9. Students will develop a conceptual understanding of new words.

- KSI-A Use words to describe location, size, color, and shape.
- KSI-B Name pictures of objects and common concepts such as emotions and actions.
- KSI-C Use and interpret signs and labels.
- KSI-D Identify and sort pictures of common words into basic categories.

O-10. Students will understand, acquire, and use new vocabulary.

- KSI-A Use text and illustrations to identify meaning of unknown words.
- KSI-B Use newly learned vocabulary on multiple occasions to reinforce meaning.
- KSI-C Use word structure (inflectional endings) to determine meaning of words.
- KSI-D Use resources, such as picture dictionaries, charts, diagrams, and posters to determine meaning of unknown words.

O-11. Students will demonstrate an understanding of concepts of print to determine how print is organized and read.

- KSI-A Identify the cover, title page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover page.
- KSI-B Track print from left to right and top to bottom, including making a return sweep to the next line of text.
- KSI-C Match oral words to printed words.
- KSI-D Recognize that printed words are separated by spaces.
- KSI-E Recognize that letters build words and words build sentences.

O-12. Students will use strategies to prepare for reading and make meaning from text – Before and During Reading.

- KSI-A Make connections to the text using illustrations, photographs, and prior knowledge.
- KSI-B Make, adjust, and confirm predictions.
- KSI-C Use illustrations to construct meaning from text.
- KSI-D Make comments and ask relevant questions.
- KSI-E Relate events, characters, and actions in stories to life experiences.

O-13. Students will demonstrate understanding of text – After Reading.

- KSI-A Recall and discuss information from text.
- KSI-B Respond to questions (who, what, and where) and verify answers using illustrations/text.
- KSI-C Respond to text by drawing, speaking, dramatizing, or writing.
- KSI-D Compare information in text with prior knowledge.
- KSI-E Retell a story using text as support.

Standard 2.0 Comprehension of Informational Text - Students will read, comprehend, interpret, analyze, and evaluate informational text. (Source : Voluntary State Curriculum )

O-1. Students will develop comprehension skills by reading a variety of informational texts.

- KSI-A Listen to/read a variety of informational texts such as nonfiction trade books, picture dictionaries, simple maps, magazines, and multimedia resources.
- KSI-B Follow simple rebus directions and numbered steps for center activities, science investigations, recipes, and classroom schedules.
- KSI-C Identify and use text features such as bold print, print size, numbered steps, labels, photographs, charts, lists to facilitate understanding of informational texts.
- KSI-D Recognize text structure: sequential order, similarities and differences, and description.
- KSI-E Retell important facts from a text.

Articulated Instruction Module  
Objective List

Subject Area : Reading/English Language Arts  
Course : READING KINDERGARTEN (0580000)

Baltimore County Public Schools  
Report Date : 02/08/2008

Standard 3.0 Comprehension of Literary Text - Students will read, comprehend, interpret, analyze, and evaluate literary texts. (Source : Voluntary State Curriculum )

O-1. Students will develop comprehension skills by reading a variety of literary texts.

- KSI-A Listen to, and discuss a variety of different types of literary texts such as stories, poems, nursery rhymes, realistic fiction, and fairy tales.
- KSI-B Identify and explain how the title contributes to meaning.
- KSI-C Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning.
- KSI-D Identify the beginning, middle, and end of a story, including the problem and solutions.
- KSI-E Identify the characters, sequence of events, and setting of a story.

O-2. Students will use elements of poetry to facilitate understanding.

- KSI-A Identify rhyme, rhythm, and repetition in poems.
- KSI-B Retell the events of a poem.

O-3. Students will use elements of drama to facilitate understanding.

- KSI-A Identify the characters, dialogue, and scenery of a play.

O-4. Students will determine important ideas and messages in literary texts.

- KSI-A Retell the story by sequencing the main events.
- KSI-B Identify a personal connection to the text.

Standard 4.0 Writing - Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (Source : Voluntary State Curriculum )

O-1. Students will compose texts using the prewriting and drafting strategies of effective writers and speakers.

- KSI-A Generate ideas and topics for writing.
- KSI-B Dictate or write words, phrases, or sentences related to ideas or illustrations.

O-2. Students will compose oral, written, and visual presentations that express personal ideas and inform.

- KSI-A Write to express personal ideas using drawings, symbols, letters, or words.
- KSI-B Express ideas for contribution to a shared writing experience or topic of interest.
- KSI-C Use sensory details to expand ideas.
- KSI-D Dictate, draw, or write to inform.
- KSI-E Dictate, draw, or write a response to text, such as response logs and journals.

O-3. Students will compose texts using revising and editing strategies.

- KSI-A Prepare writing for display using rules, such as capital letters and periods.

O-4. Students will use effective word choices and details in writing.

- KSI-A Use words to communicate feelings.
- KSI-B Use newly acquired vocabulary.
- KSI-C Use descriptive words and other details to expand and improve writing.
- KSI-D Use word lists/resources (word walls, word banks, vocabulary charts, picture dictionaries) as a source of information in writing.

Standard 5.0 Controlling Language - Students will control language by applying the conventions of Standard English in speaking and writing. (Source : Voluntary State Curriculum )

O-1. Students will use grammar concepts and skills that strengthen oral language.

- KSI-A Use complete sentences in conversation and in responses to questions.

**Articulated Instruction Module**  
**Objective List**

Subject Area : Reading/English Language Arts  
Course : READING KINDERGARTEN (0580000)

Baltimore County Public Schools  
Report Date : 02/08/2008

O-2. Students will comprehend and apply standard English usage in oral language.

- KSI-A Use sentences with subject/verb agreement.
- KSI-B Use correct verb tense.
- KSI-C Use sentences with noun/pronoun agreement.
- KSI-D Use commonly confused words correctly, such as get/got, have/has.

O-3. Students will comprehend and use basic punctuation and capitalization in written language.

- KSI-A Use periods at the end of sentences.
- KSI-B Use capital letters for first letters of names and beginning sentences.

O-4. Students will apply conventional spelling in written language.

- KSI-A Spell first and last name correctly.
- KSI-B Spell a few high frequency words correctly.
- KSI-C Use letters to represent phonemes in words.
- KSI-D Use classroom resources such as, labeled objects, word walls, charts, and dictionaries to spell unknown words.

O-5. Students will produce writing that is legible to the audience.

- KSI-A Develop fine motor skills necessary to control and sustain handwriting.
- KSI-B Form upper case and lower case manuscript letters.

Standard 6.0 Listening - Students will demonstrate effective listening to learn, process, and analyze information. (Source : Voluntary State Curriculum )

O-1. Students will comprehend and analyze what is heard.

- KSI-A Recognize a speaker's general purpose.
- KSI-B Identify rhythms and patterns of language in songs, poems, and predictable texts.
- KSI-C Retell what is heard to demonstrate understanding.
- KSI-D Follow a set of two- or three-step directions.

Standard 7.0 Speaking - Student will communicate effectively in a variety of situations with different audiences, purposes, and formats. (Source : Voluntary State Curriculum )

O-1. Students will speak in a variety of settings in order to be understood.

- KSI-A Speak clearly enough to be heard and understood in a variety of settings.
- KSI-B Speak to inform.
- KSI-C Speak to relate experiences.
- KSI-D Retell or dramatize a story, using props.
- KSI-E Use props in situations such as show and tell.

**Articulated Instruction Module**  
**Objective List**

Subject Area : Mathematics  
Course : MATH KINDERGARTEN (0520000)

Baltimore County Public Schools  
Report Date : 02/11/2008

Standard 1.0 Knowledge OF Algebra, Patterns, and Functions – Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships (Source : Voluntary State Curriculum )

O-1. Students will identify, copy, describe, create, and extend non-numeric patterns.

- KSI-A Represent kinesthetic patterns such as clap/snap/clap/snap.
- KSI-B Identify and describe a repeating pattern.
- KSI-C Identify the core of a repeating pattern.
- KSI-D Represent and analyze repeating patterns using no more than 3 objects in the core of the pattern.
- KSI-E Extend a repeating pattern.

Standard 2.0 Knowledge of Geometry – Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects. (Source : Voluntary State Curriculum )

O-1. Students will recognize and describe plane geometric figures.

- KSI-A Sort and regroup plane geometric figures according to attributes such as: shape and size.
- KSI-B Describe plane geometric figures and their attributes such as: shape and size.
- KSI-C Identify triangles, circles, squares, and rectangles.

O-2. Students will recognize and describe solid geometric figures.

- KSI-A Match, sort, and regroup solid geometric figures according to attributes.
- KSI-B Describe solid geometric figures.
- KSI-C Identify solid geometric figures in the environment.

O-3. Students will demonstrate a transformation.

- KSI-A Describe position using words such as: over, under, above, on, next to, below, beside, behind.
- KSI-B Demonstrate slides using simple objects.

Standard 3.0 Knowledge of Measurement - Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools, or technology for determining measurements. (Source : Voluntary State Curriculum )

O-1. Students will use measurement attributes.

- KSI-A Compare objects by the attributes of length/height, weight, capacity.
- KSI-B Order objects by the attributes of length/height, weight, capacity.
- KSI-C Describe objects by the attributes of length/height, weight, capacity.
- KSI-D Recognize time by identifying days of the week and by using terms such as: yesterday, today, tomorrow, morning, afternoon, night, before, after.
- KSI-E Compare and describe temperature such as: temperature in January as compared to temperature in July.

O-2. Students will measure using non-standard units.

- KSI-A Measure the length of objects using non-standard units.
- KSI-B Measure the length of pictures of objects using non-standard units.

Standard 4.0 Knowledge of Statistics - Students will collect, organize, display, analyze, or interpret data to make decisions or predictions. (Source : Voluntary State Curriculum )

O-1. Students will read and interpret data displays.

- KSI-A Compare and describe data from real graphs to answer a question.
- KSI-B Compare and describe data from a picture graph to answer a question.

**Articulated Instruction Module**  
**Objective List**

Subject Area : Mathematics  
Course : MATH KINDERGARTEN (0520000)

Baltimore County Public Schools  
Report Date : 02/11/2008

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Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic - Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. (Source : Voluntary State Curriculum )

O-1. Students will represent and sequence numbers by applying knowledge of whole numbers and place value.

KSI-A Demonstrate counting to 31.

KSI-B Demonstrate counting backward from 10.

KSI-C Use ordinal numbers to indicate position such as: first, second, third, fourth, fifth.

O-2. Students will build sets 0 to 10 using concrete materials.

KSI-A Demonstrate counting to 10.

KSI-B Compare and describe quantities to indicate more than, less than, fewer than, as many as, one more, and one less.

KSI-C Count sets of a given quantity, 0 to 10.

KSI-D Demonstrate cardinality by answer of how many.

O-3. Students will match a numeral to a set. (0 to 10)

KSI-A Count and describe quantities 0 to 10.

KSI-B Recognize numerals 0 to 10.

KSI-C Identify and represent whole numbers up to 10 on a number line using manipulatives, symbols, and one-to-one correspondence.

O-4. Students will choose the coin (penny, nickel, dime) named from a given set of mixed coins and identify the value of the coin.

KSI-A Classify and sort coins by color and/or size.

KSI-B Describe coins.

KSI-C Identify penny, nickel, and dime by name.

KSI-D Name the value of a penny, a nickel, and a dime.

O-5. Students will model and describe addition and subtraction.

KSI-A Combine sets of concrete objects.

KSI-B Describe the result of combining sets of objects using pictures and words such as: and, add, plus, join, equal.

KSI-C Separate sets of concrete objects.

KSI-D Describe the results of separating sets of concrete objects using words and pictures.

KSI-E Model and name the value of the missing part in a part-part-whole situation using no more than 10 manipulatives.

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **CONSIDERATION OF THE LANGUAGE ARTS PILOT PROGRAM FOR GRADES 6 AND 7**

**ORIGINATOR:** Sonia Diaz, Chief Academic Officer

**RESOURCE PERSON(S):** Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities  
Heather Miller, Department of Humanities  
Cecilia Roe, Department of Humanities

**RECOMMENDATION**

Currently, a set of consistent language arts materials does not exist for students in Grades 6 and 7. The PDK audit recommended a standard text which includes written language instruction.

The recommended researched-based materials for Grades 6 and 7 language arts will provide systemwide consistency of instruction and resources will address the PDK audit recommendations regarding systematic and rigorous written language instruction. The use of uniform materials will ensure alignment among the written, taught, and tested curricula, and will provide equal access to innovative curricular materials for all students. Additionally, consistency in curricular resources will streamline efforts of C & I staff in providing support for teachers, aligning curriculum and resources, and providing professional development opportunities to ensure that all middle school language arts teachers deliver high quality instruction. The selected series will build upon the elementary language arts program to ensure continuity for all students moving from elementary to middle school. The pilot will be evaluated by the Office of Research, Accountability, and Assessment.

The following middle schools have been selected to pilot the language arts materials in Grades 6 and 7: Arbutus, Cockeysville, Deep Creek, Deer Park Magnet, Dumbarton, Dundalk, Golden Ring, General John Stricker, Lansdowne, Loch Raven Academy Middle River, Old Court, Pikesville, Southwest Academy, and Stemmers Run.

We are requesting approval of the language arts pilot for Grades 6 and 7 beginning in fall 2008. The recommended materials for the pilot include: McDougal-Littell *Literature*, Pearson/Prentice-Hall *Literature*, and College Board *SpringBoard*.

Attachment I: Middle School Pilot Timeline 2007-2010 Implementation  
Attachment II: Selection Committee & Schools Contact to Pilot

**Grades 6 and 7 Pilot Materials Selection  
2007-2010 Implementation Timeline**

September 2007

- Select vendors to submit materials; materials sent to the LA office.
- Generate list of criteria for the selection.
- Collaborate with the Office of Research, Accountability, and Assessment to create an evaluation tool.
- Form a selection committee of stakeholders.

October 2007

- Presentation of materials by publishers.
- Review materials using evaluation tool.
- Submit summary sheet of findings by selection committee.

November 2007

- Contact interested principals to participate in a second publisher presentation.
- Invite a member of the Minority Achievement Group to participate in a second publisher presentation.
- Presentation of materials by publishers.
- Review materials from the second presentation.
- Submit summary sheet of findings from the second presentation.

December 2007

- Meet with selection committee in early December to review the summary sheets and to determine the two texts to pilot.
- Attend a presentation on *SpringBoard* by the College Board.

January-July 2008

- Develop implementation plan for pilot programs.
- Select pilot schools (minimum two schools from each of the five areas).
- Contact principals of selected pilot schools.
- Establish guidelines for the infusion of the pilot into the current curriculum.
- Provide professional development for teachers.
- Collaborate with the Office of Research, Accountability, and Assessment to develop an evaluation plan for pilot programs.

August 2008-June 2009

- Conduct pilot
- Provide ongoing professional development for teachers.
- Provide ongoing evaluation of both textbooks series.
- Conduct program evaluation.

June-August 2009

- Review evaluation results of the pilot program.
- Make final decision of one textbook series.
- Complete revision, editing, and printing of the “bridged curriculum.”
- Provide professional development for pilot teachers.

June-August 2010

- Complete revision of curriculum after one year’s use.
- Provide professional development for teachers.
- Conduct program evaluation of full implementation.

## Grades 6 and 7 Language Arts Pilot

### Selection Committee:

Committee Members	Position
Yvonne Barhight	Acting Assistant Superintendent, Humanities
Heather Miller	Coordinator, English/Language Arts PreK-12
Cecilia Roe	Supervisor Secondary English/LA
Anne Mehall	Supervisor Secondary Reading
Sarah Adams	Language Arts resource teacher
Sharon Fischer	Special Education Language Arts resource teacher
Rose McCauley	Language Arts Specialist
Lynn Elliott	Language Arts Department Chair Arbutus Middle (certified in English and as reading specialist)
Judy Crowley	Reading Specialist Dumbarton Middle (certified in English and reading specialist)
Cheryl Skinner	Mentor Southwest Academy (certified in English; former Old Court Middle Language Arts Department Chair)
Tamara Brown	Language Arts Teacher Hereford Middle
Michelle Murphy	Special Education resource teacher
Traci Mathena	Language Arts Department Chair Dumbarton Middle
Terry Mobley	Language Arts Department Chair Deer Park Middle
David Rollison	Language Arts Department Chair Golden Ring Middle
Sarah Paul	Language Arts Department Chair General John Stricker Middle
Kevin Roberts	Principal Southwest Academy
Jayne Lee	Parent—two middle school children in BCPS

<b>Schools Selected for Anthology Pilot in Grades 6 and 7</b>	<b>Schools Recommended for <i>SpringBoard</i> Pilot</b>
Deep Creek Middle Deer Park Middle Magnet Dumbarton Middle Cockeysville Middle Dundalk Middle Golden Ring Middle Lansdowne Middle Middle River Middle Pikesville Middle Southwest Academy	Arbutus Middle General John Stricker Loch Raven Academy Old Court Middle Stemmers Run Middle

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008  
**TO:** **BOARD OF EDUCATION**  
**FROM:** Dr. Joe A. Hairston, Superintendent  
**SUBJECT:** **LEGISLATION UPDATE**  
**ORIGINATOR:** Dr. Donald A. Peccia Assistant Superintendent of Human Resources  
and Governmental Relations

**RECOMMENDATION**

\* \* \* \* \*

That the Board of Education consider taking positions on Key School Legislation.

**BALTIMORE COUNTY PUBLIC SCHOOLS  
KEY SCHOOL LEGISLATION  
March 11, 2008**

**UPDATES LEGISLATION**

(\*Status as of 2/29/08 – updated information in **RED**)

**HB15 – Task Force on Classroom Indoor Air Quality Standards**

Establishing a Task Force on Classroom Indoor Air Quality Standards; establishing the membership and staffing of the Task Force; providing for the designation of the chair of the Task Force; requiring the Task Force to evaluate and make recommendations regarding specified issues; etc.

Board of Education position: Oppose

\*Status: House – Hearing on 2/5/08 at 11:00 a.m.

**HB21 – Education – Compulsory Attendance – Age of Withdrawal**

Altering the age at which a child may withdraw from required schooling to 18 years old; requiring specified individuals with the legal custody or care and control of children between the ages of 5 and 18 years old to see that the children attend school or receive specified instruction; and providing for a delayed effective date.

Board of Education position: Oppose

Comments: This legislation has a \$55 million impact to the State

\*Status: House – Hearing on 03/11/08 at 1:00 p.m.

**HB23 – Maryland Green Buildings Standards of 2008**

Requiring specified buildings to be high performance buildings under specified circumstances; requiring the Department of Budget and Management to conduct a specified analysis of the costs and benefits of requiring specified buildings to be high performance buildings; requiring the Department to waive specified high performance building requirements under specified circumstances; etc.

Board of Education position: Oppose

\*Status: House – Withdrawn on 02/19/08

## **HB49 – Education – Maryland High School Assessment Test Results**

Requiring the State Board of Education to report to each county board on or before July 1 each year on the performance of each student in the local school system on the Maryland High School Assessment.

Board of Education position: Support

\*Status: House – Hearing on 03/05/08 at 1:00 p.m.

## **HB367 – Department of Labor, Licensing, and Regulation - Consolidation of Workforce Development Functions - Transfer of Adult Education and Literacy Services and Education Programs for Correctional Facilities**

**(Cross-Filed with SB203)**

Consolidating workforce development functions by transferring adult education and literacy services and education and training programs for correctional facilities that are administered by the State Department of Education to the Department of Labor, Licensing, and Regulation; establishing the Workforce Creation and Adult Education Transition Council; etc.

Board of Education position: Oppose

\*Status: House – Hearing on 02/20/08 at 11:00 a.m.

## **SB77 - Education – Children in Informational Kinship Care Relationship**

**(Cross-Filed with HB169)**

Requiring a superintendent of schools of a county to allow a child to attend a public school in a school attendance area other than the school in the school attendance area where the child is domiciled with the child's parent or legal guardian if the child lives with a relative in the school attendance area in an informal kinship care relationship due to a serious family hardship; etc.

Board of Education position: Oppose

\*Status: Senate – 3<sup>rd</sup> Reading Passed on 02/08/08  
House – 1<sup>st</sup> Reading on 02/11/08

**SB96 – Education – Truancy Rates – Positive Behavioral Interventions and Support Programs and Behavior Modification Programs**

**(Cross-Filed with HB285)**

Requiring a county board of education to require a school that has a truancy rate that exceeds specified standards to implement a positive behavioral interventions and support program or an alternative, research-based, positive, and effective behavior modification program in collaboration with the State Department of Education; etc.

**Board of Education position:**

**Oppose**

Status: Senate – 3<sup>rd</sup> Reading Passed on 02/18/08  
House – 1<sup>st</sup> Reading on 02/19/08

Comments: The flawed premise of this bill is that it would mandate the use of PBIS on truancy rates, not suspension rates which is already governed by statute.

**SB150 - Creation of a State Debt - Maryland Consolidated Capital Bond Loan of 2008, and the Maryland Consolidated Capital Bond Loans of 1999, 2000, 2002, 2003, 2004, 2005, 2006, and 2007.**

**(Cross-Filed with HB155)**

Authorizing the creation of a State Debt in the amount of \$872,099,000, the proceeds to be used, subject to specified restrictions and reporting requirements, for the acquisition, building, construction, demolition, planning, renovation, conversion, replacement, and capital equipping of specified State projects, and for grants to specified subdivisions and other organizations for specified purposes, subject to the requirement that specified grantees provide and expend specified matching funds; etc.

Board of Education position:

**Support**

Comments: This legislation has a total of \$333 million for public school construction

\*Status: Senate – 1<sup>st</sup> Reading – 01/18/08

**SB850 – Education – Collective Bargaining - Public School Labor Relations Board**

Establishing a Public School Labor Relations Board; providing for the appointment, membership, duties, responsibilities, and staff of the Board; authorizing the Board to adopt and enforce regulations, guidelines, and policies, as specified; permitting the Board to petition a circuit court to seek enforcement of an order of the Board; providing that a hearing and determination under the Act is a contested case; specifying requirements and procedures for the use of mediation, fact-finding, and arbitration in dispute resolution; etc.

Board of Education position:

Oppose

Status: Senate – 1<sup>st</sup> Reading on 02/11/08

Comments: This bill would move the power to decide on matters of bargaining (whether items are bargainable or not, whether a subject is legal or illegal to the bargaining process, whether actions constitute unfair labor practices) from the State Board of Education to a newly-created Public School Labor Relations Board.

*Legislative Update*  
*March 10, 2008*

Major educational issues remaining in the 2008 General Assembly Session:

**Labor Relations**

**SB 850/HB 1518 - Education - Collective Bargaining - Public School Labor Relations Board** - the bill establishes a Public School Labor Relations Board. The bill(s) provide for the appointment, membership, duties, responsibilities and staff of the Board. On the request a public school employer or at least two of its designated representatives shall meet and negotiate with at least two representatives of the employee organization that is designed as the exclusive negotiating agent for the public school employees in a unit of the county on various issues.

The decision of the Public School Labor Relations Board is final. On petition by either party to the Board, the Board shall determine is a matter is a mandatory subject, a permissive subject, or an illegal subject for bargaining. On petition by either party, the Board shall determine issues concerning bad faith bargaining and unfair labor practices. The measure provides for the appointment, membership, duties, responsibilities, and staff of the Board. The Board shall consist of five members:

- (1) one member appointed by the Governor, with the advice and consent of the Senate, representing the public and who has experience in labor relations, is not an officer or employee of a board of education or employee organization representing public school system employees; and is not an elected official of the State or a county.
- (2) two members chosen from a list of candidates submitted by each designated exclusive representative organization representing certificated and noncertificated employees appointed by the Governor with the advice and consent of the Senate who: (1) are not officers or employees of the State, a county, a county board, or a public school employee organization; are known for objective and independent judgment; and two members of the education or business community, appointed by the Governor with the advice and consent of the Senate who: (1) are not officers or employees of the State or a county, the State Board or a local board, or an employee organization representing employees of public school systems in the State; and (2) are known for objective and independent judgment.

Jointly with the State Labor Relations Board and the State Higher Education Labor Relations Board, the Board shall appoint an executive director to act for the Labor Relations Boards and the Board. The Board may adopt and enforce regulations, guidelines, and policies to carry out its rights and responsibilities. If a person or a governmental unit fails to comply with an order issued by the Board, a member of the board may petition the circuit court to order the person or governmental unit to comply with the Board's order. Both the House and Senate Bill remains in their respective Rules Committee for consideration as of February 24, 2008.

**High School Assessment**

HB 520 would prohibit the State Board of Education from including the passing of statewide, mandatory, curriculum-based examinations in public high school graduation requirements. HB 519 requires the Sate Board of Education to establish a weighted numerical assessment system to calculate a total score that students are required to achieve to graduate from a public high school in the state. HB 49 requires the State Board of Education to report to each county board on or before July 1 each year on the performance of each student in the local school system on the Maryland High School Assessment.

### Student Safety

A number of bills were regarding school harassment to include bullying and cyber-bullying had hearings held this past week. These bills seek to protect students and ensure a safe school environment. The legislation is designed to create an anonymous avenue for reporting infractions, and set disciplinary standards. **HB 199 - "Public Schools - Bullying and Cyber-Bullying - Policy and Disciplinary Standards"** requires the State Board of Education to develop policy standards for the investigation and discipline of bullying with local boards creating their own standards to conform to the State Board standards. A similar measure, **HB 732 - "Bullying, Harassment, and Intimidation - School Policy"** also requires the State Board of Education to develop a model bullying, harassment, and intimidation policy by October 1, 2008 with local boards establishing policies by December first as well as developing educational materials to prevent bullying in schools. **HB 546 - "Local Boards of Education - Harassment and Intimidation in Schools"** calls for the creation of an Ombudsman position within the Maryland State Department of Education and the Prevention of Harassment and Intimidation in Public Schools Advisory Council. **HB 206 - Education - Student Bullying - State and School Policy** - This bill requires each local board of education to adopt a policy by September 1, 2009 declaring that bullying in schools, on school property, and at school functions is against State and school policy. The policies must include the consequences for individuals who violate the policy and procedures for reporting an act of bullying and investigating complaints of bullying. Copies of the policies must be available to students, parents, school employees, and school volunteers. An individual who promptly, reasonably, and in good faith reports an act of bullying in accordance with the local policies is immune from civil or criminal liability relating to the report. Each local board of education must develop and maintain a system to collect data on the incidence of bullying. **HB 920/519 - Education - Student Who Is a Victim of Violent Crime - Option to Require Offender to Change Schools** - requires a local superintendent of education to provide notice to a victim or their representative of their rights and as determined by the victim or the victim's representative transfer to another safe public elementary, secondary, or charter school within the county school system. Unless the offender is expelled, transfer the offender to another public elementary, secondary, or charter school within the county school system.

### Attendance

**SB 436 - Education - Age of Compulsory Attendance - Exemptions** - This bill requires a child under the age of 18 to attend a public school regularly during the entire school year, subject to certain exceptions. The measure does not apply to a child under the age of 18 years who has obtained a Maryland High School Diploma, an equivalent out-of-state high school diploma, or a GED. Exemptions also include a student:

- with disabilities who has completed the requirements for a Maryland high school certificate of completion;
- receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age including home schooling;
- severely ill and requires home or hospital instruction;
- married;
- in military service;
- committed by court order to an institution without an educational program;
- who provides financial support to the child's family as documented by a local department of social services;
- expelled;
- pregnant; or
- enrolled in an alternative educational program.

**Legislative Update**  
**March 10, 2008**  
**Listing of Bills that Have Been Withdrawn or Have Received an**  
**Unfavorable Report in Committee**

*House Bills*

HB 23 – Maryland Green Buildings Standards Act of 2008

HB 185 – Parental Choice Scholarship Program

HB 186 – Great Schools Tax Credit Program

HB 188 – Smart Start Scholarship Program

HB 291/HB345 – Sales and Use Tax – Tax-Free Period for Back-to-School Shopping

HB 702 – Education – Baltimore County-Public Schools Employee Units

*Senate Bills*

SB 229 – Education-Classroom Instruction Expenditures-Required Funding

SB 230 – Public School Collective Bargaining Sunshine Act

**Legislative Update**  
**March 10, 2008**  
**Listing of Bills That Have Passed the Senate or House**

**Senate Bills**

SB 50 – Education-Special Education Services-Children in a Home-School Setting

SB 77 – Education-Children in Informal Kinship Care Relationships

SB 96 – Education-Truancy Rates-Positive Behavioral Interventions and Support Programs and Behavior Modification Programs

**House Bills**

HB 169 – Education-Children in Informal Kinship Care Relationships

HB 230 – Vehicle Laws-School Crossing guards-Authority to Direct Traffic

HB 407 – Commissioner of Labor and Industry – Boiler and Pressure Vessel Safety- Authorized Inspection Agencies

PERSONNEL: GENERAL

SEXUAL HARASSMENT

I. PURPOSE

SEXUAL HARASSMENT IS A FORM OF PROHIBITED DISCRIMINATION AND AN UNLAWFUL EMPLOYMENT PRACTICE. EMPLOYEES AND SUPERVISORS ARE REQUIRED TO REPORT SEXUAL HARASSMENT OR RETALIATION AND COMPLAINTS WILL BE INVESTIGATED AND APPROPRIATE ACTION(S) TAKEN.

II. DEFINITIONS

A. SEXUAL HARASSMENT- ANY DELIBERATE AND/OR REPEATED UNWELCOME BEHAVIOR OF A SEXUAL NATURE, WHETHER IT IS VERBAL, NONVERBAL, OR PHYSICAL. UNWELCOME SEXUAL ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL, NONVERBAL OR PHYSICAL CONDUCT CONSTITUTE SEXUAL HARASSMENT WHEN:

1. SUCH BEHAVIORS AND CONDUCT AFFECT A DECISION CONCERNING EMPLOYMENT, SUCH AS HIRING AND FIRING.
2. SUCH BEHAVIORS AND CONDUCT ARE USED TO MAKE DECISIONS ABOUT PAY, PROMOTION, OR JOB ASSIGNMENT.
3. SUCH BEHAVIORS OR CONDUCT INTERFERE WITH AN EMPLOYEE'S WORK PERFORMANCE.
4. SUCH BEHAVIORS OR CONDUCT CREATE AN INTIMIDATING, HOSTILE, OR OFFENSIVE WORK ENVIRONMENT.

B. VICTIMS- MAY BE MALE OR FEMALE, AND DO NOT HAVE TO BE THE OPPOSITE SEX OF THE HARASSERS. VICTIMS MAY BE ANYONE OFFENDED BY THE CONDUCT.

C. HARASSERS- MAY BE MALE OR FEMALE AND MAY BE CO-WORKERS, SUPERVISORS, ADMINISTRATORS OR THIRD PARTIES, SUCH AS VENDORS, CONTRACTORS OR VOLUNTEERS.

- D. RETALIATION MEANS ADVERSE EMPLOYMENT OR WORKPLACE ACTIONS TAKEN AGAINST INDIVIDUALS FOR FILING A COMPLAINT OF SEXUAL HARASSMENT OR FOR PARTICIPATING IN AN INVESTIGATION OR OTHER RELATED PROCEEDING.
- E. EMPLOYEE MEANS FOR THE PURPOSE OF THIS RULE, ONLY, PERMANENT OR TEMPORARY PERSONNEL.

III. SEXUAL HARASSMENT AWARENESS

- A. ALL NEW EMPLOYEES WILL RECEIVE A COPY OF POLICY 4003 AND THIS RULE DURING NEW HIRE ORIENTATION.
- B. EMPLOYEES WILL RECEIVE ANNUAL NOTICE THAT SEXUAL HARASSMENT IS PROHIBITED. EMPLOYEES WILL ALSO RECEIVE THE PROCESS FOR REPORTING SEXUAL HARASSMENT.
- C. NOTICE THAT SEXUAL HARASSMENT IS PROHIBITED WILL BE PROVIDED TO NON-EMPLOYEES INCLUDING AS VENDORS, CONSULTANTS CONTRACTORS AND VOLUNTEERS.

IV. REPORTING SEXUAL HARASSMENT

- A. IT IS THE RESPONSIBILITY OF THE EMPLOYEE TO REPORT ALLEGATIONS OF SEXUAL HARASSMENT TO HIS OR HER SUPERVISOR OR TO THE EQUAL EMPLOYMENT OFFICER (EEO OFFICER).
- B. WHEN THE EMPLOYEE BELIEVES HE OR SHE IS BEING HARASSED BY HIS/HER SUPERVISOR, THE EMPLOYEE SHOULD REPORT THE HARASSMENT TO THE SUPERVISOR'S SUPERVISOR OR DIRECTLY TO THE EEO OFFICER.
- C. IT IS THE RESPONSIBILITY OF EMPLOYEES THAT ARE NOT DIRECT VICTIMS BUT ARE OFFENDED BY THE CONDUCT TO REPORT THE CONDUCT TO HIS OR HER SUPERVISOR OR TO THE EEO OFFICER.
- D. AN ADMINISTRATOR OR SUPERVISOR WHO RECEIVES A COMPLAINT AGAINST A SCHOOL SYSTEM EMPLOYEE OR THIRD PARTY WILL IMMEDIATELY NOTIFY THE EEO OFFICER. FAILURE

TO REPORT THE COMPLAINT TO THE EEO OFFICER WILL RESULT IN DISCIPLINARY ACTION.

V. INVESTIGATING SEXUAL HARASSMENT

THE EEO OFFICER OR OTHER DESIGNATED PERSONNEL WILL INVESTIGATE THE COMPLAINT OR ASSIST THE ADMINISTRATOR OR SUPERVISOR IN CONDUCTING THE INVESTIGATION.

A RECORD OF THE COMPLAINT AND THE FINDINGS WILL BECOME PART OF THE INVESTIGATION RECORD AND WILL BE MAINTAINED IN THE EEO OFFICE.

VI. FINDINGS OF SEXUAL HARASSMENT:

IF IT IS DETERMINED THAT SEXUAL HARASSMENT HAS OCCURRED, APPROPRIATE CORRECTIVE ACTION WILL BE TAKEN. AN EMPLOYEE WHO SEXUALLY HARASSES ANOTHER EMPLOYEE OR THIRD PARTY WILL FACE DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION.

APPROPRIATE CORRECTIVE ACTION UP TO AND INCLUDING TERMINATION OF SERVICES WILL OCCUR IN CASES OF HARASSMENT OF AN EMPLOYEE BY A NON-EMPLOYEE SUCH AS VENDOR, CONTRACTOR OR VOLUNTEER.

VII. RETALIATION

RETALIATION AGAINST AN EMPLOYEE WHO HAS MADE A COMPLAINT OR PARTICIPATED IN AN INVESTIGATION OR OTHER PROCEEDING INVOLVING SEXUAL HARASSMENT BY ANOTHER EMPLOYEE IS STRICTLY PROHIBITED. ALL COMPLAINTS OF RETALIATION WILL BE REPORTED TO THE EEO OFFICER AND WILL BE INVESTIGATED. IF IT IS DETERMINED THAT RETALIATION HAS OCCURRED, APPROPRIATE DISCIPLINARY ACTION WILL BE TAKEN.

LEGAL REFERENCES: 42 U.S.C. §2000d (TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED)  
42 U.S.C. §2000e (TITLE VII OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED)  
*ANNOTATED CODE OF MARYLAND*, EDUCATION ARTICLE § 6-104  
*ANNOTATED CODE OF MARYLAND*, ARTICLE 49B § 14-18

RULE  
APPROVED: \_\_\_\_\_

SUPERINTENDENT OF SCHOOLS

INSTRUCTION

Supplementary Materials

Free and inexpensive supplementary materials offered by business and other organizations include exhibits, books, pamphlets, charts, maps, samples, posters, films, slides, graphs, recipes, etc. Such materials offered to schools vary widely in their educational value and good taste in advertising. Teachers shall use them with discrimination, after first consulting with the department chairman or the principal and determining that the material will enrich or enliven the curriculum. Materials which contain direct sales pressure, objectionable propaganda, or excessive or offensive advertising shall be rejected.

Teachers shall exercise care concerning the reproduction and subsequent use of copyrighted material.

Rule  
Approved: 11/21/68]

Superintendent of Schools

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 11, 2008

**TO:** **BOARD OF EDUCATION**

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

**SUBJECT:** **FINANCIAL REPORT – FOR THE MONTHS ENDING JANUARY 31, 2007 AND 2008**

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

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

***INFORMATION***

Attached is the General Fund *Comparison of FY2007 and FY2008 Revenues, Expenditures, and Encumbrances – Budget and Actual* for the periods ended January 31, 2007 and 2008.

***General Fund Comparison of FY2007 and FY2008 Revenues, Expenditures, and Encumbrances-Budget and Actual***

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2007 and FY2008 General Fund Revenue Budget. Figure 2 provides an overview of the FY2008 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of January 31, 2007 and 2008. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.

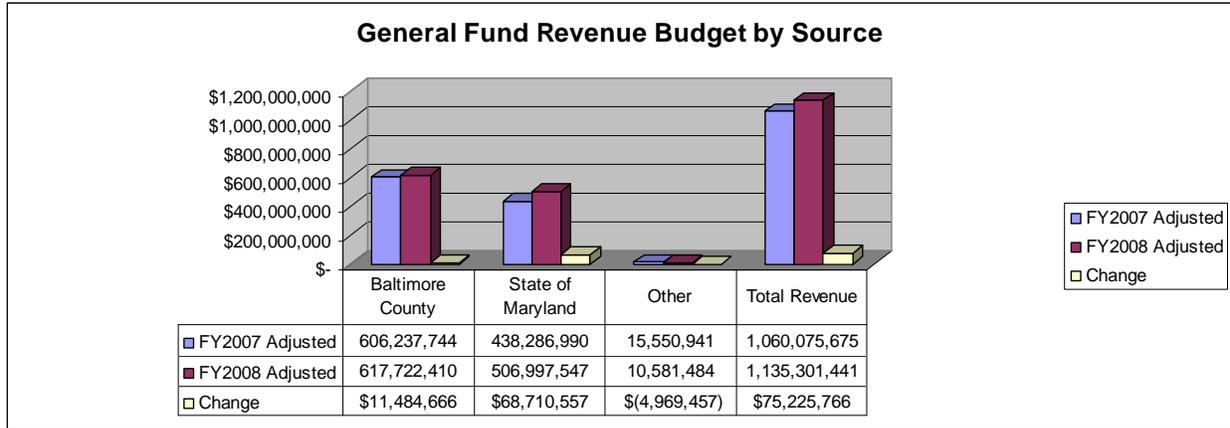


Figure 1

***Year-to-Date Comparison***

- Baltimore County*** – The FY2008 county appropriation increased \$11.5 million, 1.9% over the FY2007 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is \$312.2 million, 50.6% of the budget, as compared to \$331.8 million, 54.7% of the budget, for FY2007.
- State of Maryland*** – The FY2008 state appropriation increased \$68.7 million, 15.7% over the FY2007 budget. The increase is the result of the fifth year of the Maryland *Bridge to Excellence in Public Schools Act*. The majority of state funds are received bi-monthly in equal installments. As of January 2008, four of the state payments have been received.
- Other Revenues*** – The other revenue budget is comprised of re-appropriations of funds from the prior year’s fund balance, out-of-county living arrangement payments from other local education agencies, which are estimated to be \$4 million and are generally collected at year-end, tuitions and sundry revenues. The year-to-date revenue includes the re-appropriation of \$2.5 million of the prior year’s fund balance, and tuition and other revenues of approximately \$2.9 million. The decrease in other revenue when compared to the prior year is primarily the result of less appropriation of prior year’s fund balance

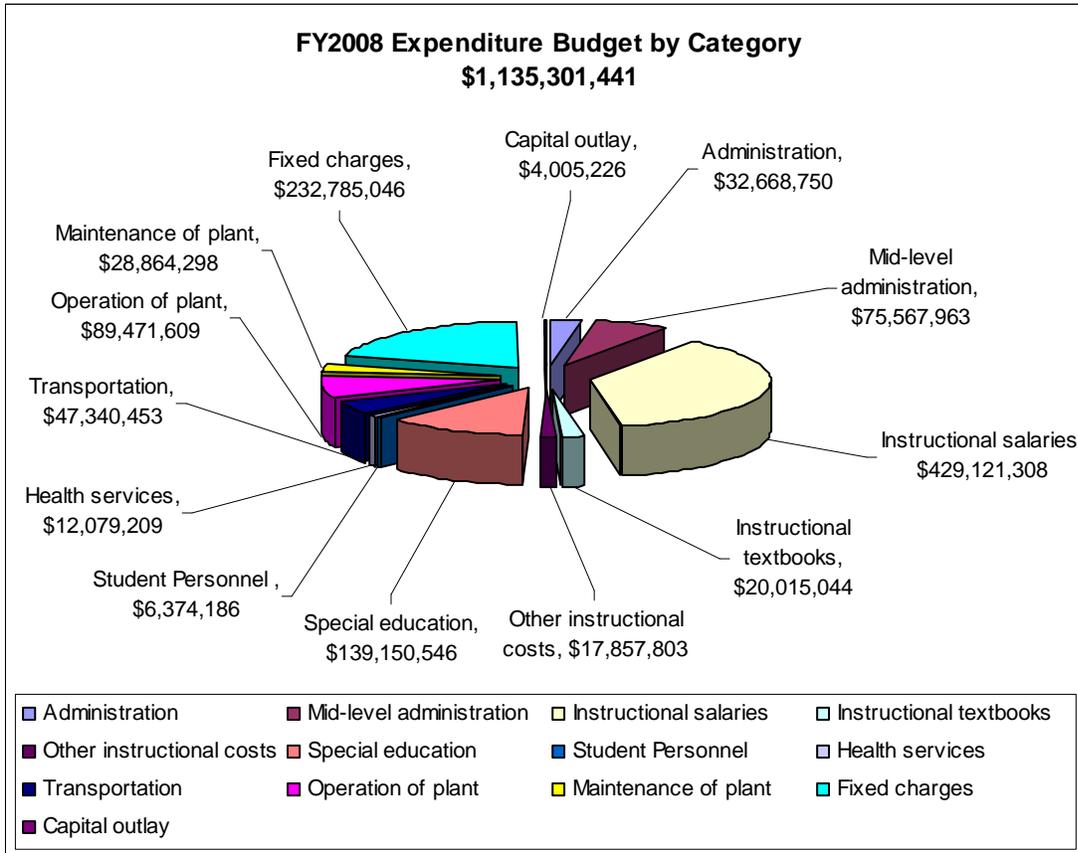


Figure 2 (Detail included in Figure 4)

**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through January 2008, are \$653 million, 57.5% obligated, compared to \$610 million, 57.5% obligated, for the same period in FY2007. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 55% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., Instructional Salaries, Special Education, Student Personnel, Health Services, and Transportation) average 53% of budget, which is in line with the percentage of the school year that has elapsed.

The increase of \$42 million in budgeted salary expense is attributable to salary restructuring for all employees, and costs for additional positions required to expand full-time kindergarten, the Crossroads Center, and other new programs.

The non-salary expenditures are budgeted for an overall increase of \$37.9 million, or 10% over the prior year. The increases in these expenditures are in a number of categories throughout the budget, including \$5.6 million in Other Instructional Costs category related to replacing computer network equipment and software in all schools; an increase of \$1.2 million in Mid-level Administration, which is the result of the expenditure for student assessment software; an increase of \$2.1 million in Fixed Charges for additional tuition reimbursements paid to teachers for course work; an increase of \$2 million in Transportation for increased fees paid to private bus contractors because of increased rates; and, an increase of \$3.6 million in non-public placement costs in Special Education to reflect costs increases resulting from changes in required administrative processes. Additionally, an increase has been budgeted in Fixed Charges of \$17.1 million, due primarily to additional payroll related costs, which increase as salaries are increased and cost increases in health insurances.

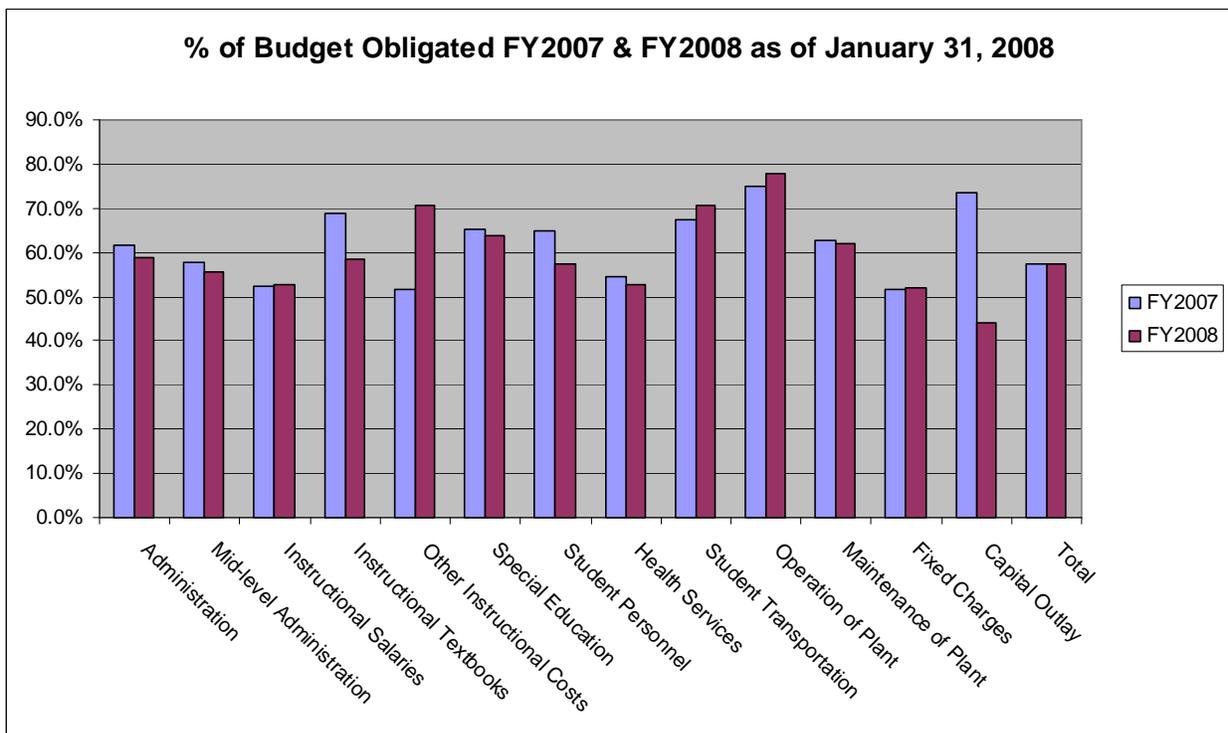


Figure 3

- **Administration and Mid-level administration** – Year-to-date FY2008 administrative non-salary expenditures and encumbrances are comparable with the prior year. Mid-level administration non-salary expenditures are budgeted for an increase due to the student assessment software. The expenditures for contracted services and for supplies as a percentage of the budget were greater last year than at this time in the current year.

- ***Instructional salaries*** – The budget for instructional salaries was increased by \$20.6 million in FY2008 to include additional funding for salary restructuring and step increases. The budget increase also resulted from added instructional positions required to expand full-day kindergarten programs, for the Crossroads Center, and other programs.
- ***Instructional textbooks and supplies*** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was decreased by 13.9%, or approximately \$3.2 million for the year. The decrease was a result of a budget item in the prior year related to county-wide expenditure for math textbooks and for reading materials for grades 7 and 8. To date, \$11.7 million, 58.4% of the FY2008 budgeted textbook funds has been committed; the remaining budget will be spent during the school year to purchase additional consumable classroom supplies, library books and other media.
- ***Other instructional costs*** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. The budgeted funds in this category were increased \$6.5 million primarily relating to expenditures for computer network upgrades. To date, \$12.6 million, 70.7% of the FY2008 budgeted funds have been committed. In the prior year, \$6.5 million, 51.7% had been committed. The increase in expenditures in this fiscal year is the result of encumbrances for anticipated contracted services over the amount expended in the prior year. It is expected that the remaining funds will be utilized by year end.
- ***Special education*** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2008 salary budget includes increased funding for salary restructuring, step increases, and the cost of staff to support additional services. \$36 million (91%) of the FY2008 special education non-salary budget is for private placement of children in non-public schools. To date, 87% of the budgeted funds for private placement, \$31.3 million, have been committed, compared with 93% of non-placement funds committed at January 2007. The decrease in the percentage of non-salary expenditures over the prior year is the result of the timing of recording encumbrances for private placement services.
- ***Student personnel and Health services*** – Year-to-date FY2008 non-salary expenditures for student personnel are currently over budget. The budget was misallocated during the final stages of approval and a budget appropriation transfer will occur before year end to provide additional funds in this category. Expenditures in health services are currently in line with the budget.

- **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased \$2.1 million, which can be attributed primarily to additional expenditures for private bus contractors resulting from an increase in contractor rates. Year-to-date expenditures are in line with the budget and comparable to the prior year.
- **Operation of plant** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The non-salary expenditure budget for this category has increased \$5.2 million, 11.1% over the prior year. This increase is attributable to anticipated additional cost of telephone services of \$1 million for conversion to fiber optic technology and for expected increase in utility costs of \$2.6 million. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of \$35 million. Other expenditures in this category include the cost of building rent, \$3.6 million; property insurance, \$1.6 million; trash removal, \$1.2 million and other related expenditures. As of January 2008, 94.5% of the non-salary budget has been committed, which is comparable to the prior year.
- **Maintenance of plant and capital outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The non-salary expenditure budget for this category increased \$1.5 million or 9.5% over the prior year. This increase includes additional costs for contracted services to maintain and replace building systems throughout the schools. Year-to-date non-salary expenditures and encumbrances are \$11.8 million, 69.2% of the budgeted amount, as compared with \$11.7 million, and 74.8% in the prior fiscal year. Capital Outlay non-salary expenditures are 20.9% expended at January 2008, as compared to 85.9% expended in January 2007. This decrease is attributable to the expenditures for relocatable units purchased early in the prior fiscal year.
- **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 71% and 23% of the fixed charges budget, respectively. The FY2008 budget includes an increase of \$12 million resulting from increases in premiums for health insurance and costs related to new positions. Year-to-date FY2008 expenditures and encumbrances are in line with the budget.

**Baltimore County Public Schools**  
**Comparison of FY 2007 and FY 2008 Revenues, Expenditures, and Encumbrances**  
**Budget and Actual**  
**For the Periods Ended January, 2007 and 2008**  
**General Fund**

		FY 2007				FY 2008			
		Adjusted	Total	Remaining	Percentage	Adjusted	Total	Remaining	Percentage
		Budget	Rev/Exp/Enc. as of 01/31/07	Budget as of 01/31/07	Earned or Obligated	Budget	Rev/Exp/Enc. as of 01/31/08	Budget as of 01/31/08	Earned or Obligated
<b>Revenues:</b>									
Baltimore County		\$ 606,237,744	\$ 331,868,394	\$ 274,369,350	54.7%	\$ 617,722,410	\$312,271,384	\$305,451,026	50.6%
State of Maryland		438,286,990	284,174,894	154,112,096	64.8%	506,997,547	328,756,783	178,240,764	64.8%
Other		15,550,941	11,212,258	4,338,683	72.1%	10,581,484	5,492,842	5,088,642	51.9%
Total revenues		\$ 1,060,075,675	\$ 627,255,546	\$ 432,820,129	59.2%	\$ 1,135,301,441	\$646,521,009	\$ 488,780,432	56.9%
<b>Expenditures and Encumbrances:</b>									
Administration	salary	\$ 19,368,269	\$ 11,505,367	\$ 7,862,902	59.4%	\$ 21,844,285	\$ 11,990,241	\$ 9,854,044	54.9%
	non-salary	9,732,841	6,458,414	3,274,427	66.4%	10,824,465	7,219,817	3,604,648	66.7%
	subtotal	29,101,110	17,963,781	11,137,329	61.7%	32,668,750	19,210,058	13,458,692	58.8%
Mid-level Administration	salary	63,906,065	36,602,100	27,303,965	57.3%	68,818,100	38,850,508	29,967,592	56.5%
	non-salary	5,336,035	3,399,674	1,936,361	63.7%	6,749,863	3,218,479	3,531,384	47.7%
	subtotal	69,242,100	40,001,774	29,240,326	57.8%	75,567,963	42,068,987	33,498,976	55.7%
<b>Instruction:</b>									
Instructional Salaries	salary	408,507,122	213,402,160	195,104,962	52.2%	429,121,308	225,455,069	203,666,239	52.5%
Instructional Textbooks	non-salary	23,590,928	16,277,766	6,978,162	69.0%	20,015,044	11,679,147	8,335,897	58.4%
Other Instructional Costs	non-salary	12,533,156	6,477,966	6,055,190	51.7%	17,857,803	12,631,954	5,225,849	70.7%
Special Education	salary	92,926,790	50,250,192	42,676,598	54.1%	99,809,153	54,644,701	45,164,452	54.7%
	non-salary	34,590,120	33,024,207	1,565,913	95.5%	39,341,393	34,356,297	4,985,096	87.3%
	subtotal	127,516,910	83,274,398	44,242,512	65.3%	139,150,546	89,000,998	50,149,548	64.0%
Student Personnel	salary	5,156,410	3,378,874	1,777,536	65.5%	6,351,880	3,585,456	2,766,424	56.4%
	non-salary	184,706	82,384	102,322	44.6%	22,306	70,654	(48,348)	316.7%
	subtotal	5,341,116	3,461,258	1,879,858	64.8%	6,374,186	3,656,110	2,718,076	57.4%
Health Services	salary	10,728,840	5,883,789	4,845,051	54.8%	11,723,020	6,212,690	5,510,330	53.0%
	non-salary	233,809	99,752	134,057	42.7%	356,189	146,588	209,601	41.2%
	subtotal	10,962,649	5,983,541	4,979,108	54.6%	12,079,209	6,359,278	5,719,931	52.6%
Student Transportation	salary	26,951,651	13,573,136	13,378,515	50.4%	28,584,825	15,700,912	12,883,913	54.9%
	non-salary	16,574,814	15,766,417	808,397	95.1%	18,755,628	17,752,812	1,002,816	94.7%
	subtotal	43,526,465	29,339,553	14,186,912	67.4%	47,340,453	33,453,724	13,886,729	70.7%
Operation of Plant	salary	35,828,432	18,384,373	17,444,059	51.3%	37,822,008	20,733,809	17,088,199	54.8%
	non-salary	48,463,946	44,634,590	3,829,356	92.1%	51,649,601	48,789,436	2,860,165	94.5%
	subtotal	84,292,378	63,018,963	21,273,415	74.8%	89,471,609	69,523,245	19,948,364	77.7%
Maintenance of Plant	salary	11,598,468	5,372,276	6,226,192	46.3%	11,745,239	6,063,098	5,682,141	51.6%
	non-salary	15,636,156	11,689,350	3,946,806	74.8%	17,119,059	11,851,190	5,267,869	69.2%
	subtotal	27,234,624	17,061,626	10,172,998	62.6%	28,864,298	17,914,288	10,950,010	62.1%
Fixed Charges	non-salary	213,502,467	109,940,974	103,561,493	51.5%	232,785,046	120,621,567	112,163,479	51.8%
Capital Outlay	salary	2,286,455	1,385,299	901,156	60.6%	2,719,761	1,498,307	1,221,454	55.1%
	non-salary	2,438,195	2,093,384	344,811	85.9%	1,285,465	268,121	1,017,344	20.9%
	subtotal	4,724,650	3,478,684	1,245,966	73.6%	4,005,226	1,766,428	2,238,798	44.1%
Total Salary		677,258,502	359,737,565	317,520,937	53.1%	718,539,579	384,734,791	333,804,788	53.5%
Total Non-Salary		382,817,173	249,944,878	132,872,295	65.3%	416,761,862	268,606,062	148,155,800	64.5%
Total Expenditures and Encumbrances		\$ 1,060,075,675	\$ 609,682,444	\$ 450,393,231	57.5%	\$ 1,135,301,441	\$ 653,340,853	\$ 481,960,588	57.5%

Figure 4

Prepared by: Office of Accounting and Financial Reporting, February 13, 2008.