

Department of Legislative Services
The Blueprint for Maryland's Future Reporting Requirement

Chapter 771 of 2019 (Senate Bill 1030), titled The Blueprint for Maryland's Future, requires local boards of education to report to the General Assembly on how funds distributed under the Act were allocated, including at the school level. The law requires local boards to submit their responses by December 1 of 2019 and 2020. As that date falls on a Sunday this year, please submit your responses by **close of business on Monday, December 2, 2019**, following the procedures described below. **Submit responses electronically to mindy.mcconville@mlis.state.md.us**

Hard copies of responses must also be submitted to fulfill the State-mandated reporting requirement by following the instructions at this link:

<http://dlslibrary.state.md.us/publications/OPA/MDDocs/SG2-1257.pdf>

Please use this worksheet to fulfill the reporting requirement, which includes six separate tabs for each program funded under the Act. Due to the timing of the reporting requirement, actual expenditures should not be reported. Rather, responses should indicate how funds have been allocated or budgeted or are expected to be allocated or budgeted for the entire fiscal year. Similarly, requests for nonfinancial information (e.g., the number of students served by a program) should be based on projections for the full school or fiscal year, not the actual number to date.

Instructions for completing cells are often provided as comments embedded in the spreadsheet. If you see a small red triangle in the upper right corner of a cell, place the cursor inside the cell to view the embedded instructions for that cell, row, or column.

Questions? If you have any questions about the survey please call (410) 946-5510.

Link to January 2019 Commission Report:

<http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/2019-Interim-Report-of-the-Commission.pdf>

Link to Chapter 771 of 2019 (See Section 11 for reporting requirement):

http://mgaleg.maryland.gov/Pubs/LegisLegal/2019rs-SB1030F_with_cprint_1.pdf

Link to Chapter 771 of 2019 Fiscal and Policy Note:

http://mgaleg.maryland.gov/2019RS/fnotes/bil_0000/sb1030.pdf

Contact Information

In the event that any follow-up questions are necessary, please provide the following contact information.

Local School System:

Prepared by:

Title:

Phone number:

Email address:

Date:

1. Enhanced Special Education Funding

Background

In both fiscal 2020 and 2021, an additional \$65.5 million is provided for special education services for students with disabilities, with specified allocations to each local education agency (LEA). If any of this funding is not needed to fully implement individualized education programs (IEP) and 504 plans for students with disabilities, each local board of education must use the remaining funding to implement other recommendations made in the Commission's January 2019 Interim Report.

Special Education	Total FY 2020 Allocation	Funding Allocated for IEP and 504 Plans	Funding Allocated for Other Commission Priorities
Central Office	9,735,159	5,245,635	4,489,524
Schools (If applicable)			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
Total	9,735,159	5,245,635	4,489,524

Narrative

1. How are the additional funds being used to implement IEP or 504 plans? Explain what services are being provided. For example, how many additional special education teachers were hired or are budgeted?

Funding is supporting the delivery of IEP and 504 Plan services by Psychologists in schools throughout the district. As required services are determined by IEP team decisions, the actual services provided are not impacted by additional funding. Types of support include counseling, supporting the development of behavior plans, and testing services.

2. If any funds were not needed to implement IEP or 504 plans, please explain why those funds were not needed for special education services.

Individual student needs are identified as part of an IEP team meeting. LEAs are required to meet all services included in IEPs and to report annual spending on these services to meet maintenance of effort (MOE) requirements to be eligible for IDEA grant funding. Funding necessary to meet IEP and MOE requirements was already calculated and provided to schools by the time funds were made available through SB1030. Additionally, restricted grants are not counted towards this maintenance of effort calculation. Therefore, local LEAs could not spend this funding on providing IEP services that were previously included in the maintenance of effort calculation as that would reduce the total spending and jeopardize IDEA funding. As such, City Schools has continued to implement IEP services with funding sources that will not jeopardize meeting the maintenance of effort requirement and is electing to spend the additional funding on psychological services and supports for our general education students.

3. If any additional funds are not being allocated for special education, please indicate the amount and use or planned use of the funds. Be as specific as possible.

Funding will support psychological services for general education students including counseling, SST support, and behavior intervention plan development throughout the district. Approximately 34 FTE positions totaling \$4,489,524 will be supported with this funding.

4. Will your LEA spend at least as much State and local funds (in total) on special education in FY 2020 as in FY 2019? Explain.

City Schools will meet the federal maintenance of effort requirements for IDEA for FY2020.

2. Concentration of Poverty

Background

This program provides grants to public schools in which at least 80% of the students were eligible for free and reduced-price meals. For both fiscal 2020 and 2021, the State must distribute a grant to each local school board equal to \$248,833 for each existing eligible school; that same amount must be distributed by the local board to each eligible school. However, if the local school system has at least 40 eligible schools, the local board may distribute the funds in accordance with a plan developed in consultation with eligible schools that ensures that each eligible school receives the required positions/coverage and services. Each of these schools must employ one community school coordinator and provide full-time coverage by at least one health care practitioner, as specified. If the funding exceeds costs and/or the school already employs individuals in such positions, resulting excess funds must only be used for specified wraparound services or for a required needs assessment. The community school coordinator must conduct a needs assessment by July 1, 2020. An eligible school that receives outside funding (e.g., from the local health department) for a school nurse, school health services, or community school services in fiscal 2019 must receive at least the same level of resources in fiscal 2020 and 2021.

Concentration of Poverty Grants	FY 2020 \$ Allocation	Community School Coordinator Employed (Yes/No)	Community School Coordinator Source of Funds if Not State Grant	Funds Allocated for Community School Coordinator (\$) if Applicable	Full-Time Health Coverage (Yes/No) *See Q3 for details	Health Care Practitioner Employer	Funds Allocated for Health Coverage (\$) if Applicable *See Q3 for details	Any Extra Funds Used for Wraparound Services (Yes/No/Unknown)	Amount of Funds Allocated for Wraparound Services (\$)	School #	CLN
Central Office	\$688,544.20			\$225,210 (Central office positions to manage Community School program)	N/A	N/A	\$125,000 (Health Department Liaison to support nursing expansion)		\$688,544.20		
Centrally Provided Wraparound Supports (See Tab2_Attachment1_District Plan for details)	\$6,188,522.82	N/A	N/A	N/A	N/A	N/A	N/A		\$6,188,522.82		
ABBOTTSTOWN ELEM	\$201,830.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$89,841.00	0050	2
ACCE ACADEMY	\$213,034.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$101,045.00	0427	8
ACHIEVEMENT ACADEMY @ HARBOR CITY HS	\$218,016.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$106,027.00	0413	11
AFYA PUBLIC CHARTER SCHOOL	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0337	13
ALEXANDER HAMILTON ELEMENTARY	\$132,521.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$20,532.00	0145	6
ARLINGTON ELEMENTARY/MS	\$128,930.74	YES	City Grant and Partner Grant	\$0.00	YES	County Health Dept	\$26,989.74	YES	\$96,941.00	0234	1
ARUNDEL ELEMENTARY	\$76,913.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$19,924.00	0164	6
AUGUSTA FELS SAVAGE INSTITUTE OF VISUAL ARTS HS	\$211,155.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$99,166.00	0430	10
BALTIMORE DESIGN SCHOOL	\$218,571.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$106,582.00	0382	9
BALTIMORE LEADERSHIP SCHOOL FOR YOUNG WOMEN	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0348	13
BARCLAY ELEMENTARY/MIDDLE	\$195,988.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$138,999.00	0054	2
BAY BROOK ELEMENTARY/MIDDLE	\$174,060.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$62,071.00	0124	5
BEECHFIELD ELEMENTARY/MS	\$215,774.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$103,785.00	0246	5
BELMONT ELEMENTARY	\$167,488.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$55,499.00	0217	4

BLUFORD DREW JEMISON STEM ACADEMY WEST	\$232,249.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$120,260.00	0364	10
BOOKER T WASHINGTON MIDDLE	\$231,943.74	YES	City Grant and Partner Grant	\$0.00	YES	School Based Health Center (telemedicine)	\$26,989.74	YES	\$199,954.00	0130	9
BREHMS LANE ELEMENTARY	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0231	13
CALLAWAY ELEMENTARY	\$164,516.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$107,527.00	0251	1
CALVERTON ELEM/MIDDLE	\$222,984.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$110,995.00	0075	6
CALVIN RODWELL ELEMENTARY	\$184,539.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$127,550.00	0256	1
CARVER VOCATIONAL-TECHNICAL HIGH	\$178,963.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$66,974.00	0454	10
CECIL ELEMENTARY	\$163,774.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$51,785.00	0007	3
CHARLES CARROLL BARRISTER ELEM	\$176,245.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$64,256.00	0034	5
CHERRY HILL ELEM MIDDLE	\$211,317.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$154,328.00	0159	6
CITY SPRINGS ELEM/MS	\$246,977.92	YES	City Grant and CoP	\$29,500.00	YES	School Based Health Center	\$26,989.74	YES	\$190,488.18	0008	13
CLAREMONT SCHOOL	\$226,319.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$114,330.00	0307	8
COLLINGTON SQUARE ELEMENTARY	\$177,862.74	YES	City Grant and CoP	\$25,000.00	YES	School Based Health Center	\$26,989.74	YES	\$120,873.00	0097	6
COMMODORE JOHN ROGERS ELEM/MS	\$97,060.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$40,071.00	0027	4
CONNEXIONS: A COMMUNITY BASED ARTS SCHOOL	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0325	13
CREATIVE CITY PUBLIC CHARTER SCHOOL	\$246,977.92	YES	CoP Grant	\$62,000.00	YES	County Health Dept	\$26,989.74	YES	\$157,988.18	0384	13
CURTIS BAY ELEM/MS	\$128,227.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$16,238.00	0207	5
DALLAS F NICHOLAS SR ELEM	\$155,672.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$43,683.00	0039	3
DIGITAL HARBOR HS	\$175,374.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$63,385.00	0416	10
DOROTHY I HEIGHT ELEM	\$76,652.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$19,663.00	0061	7
DR BERNARD HARRIS ELEMENTARY	\$166,789.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$54,800.00	0250	4
DR MARTIN LUTHER KING JR ELEM/MS	\$166,789.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$54,800.00	0254	1
DR NATHAN A PITTS ASHBURTON ELEM/MS	\$226,524.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$114,535.00	0058	1
EDGECOMBE CIRCLE ELEMENTARY	\$157,551.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$45,562.00	0062	6
EDGEWOOD ELEMENTARY	\$233,690.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$121,701.00	0067	7

EDMONDSON-WESTSIDE HS	\$171,051.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$59,062.00	0400	10
ELMER A. HENDERSON: A JOHNS HOPKINS PARTNERSHIP SCHOOL	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0368	13
EUTAW MARSHBURN ELEMENTARY	\$49,150.74	YES	City Grant and Partner Grant	\$0.00	YES	County Health Dept	\$26,989.74	YES	\$17,161.00	0011	6
EXCEL ACADEMY @ FRANCIS M WOOD HS	\$207,989.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$96,000.00	0178	11
FOREST PARK HS	\$200,965.74	YES	City Grant and CoP	\$30,000.00	YES	School Based Health Center	\$26,989.74	YES	\$138,976.00	0406	8
FORT WORTHINGTON ELEMENTARY/MS	\$210,268.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$153,279.00	0085	4
FRANKLIN SQUARE ELEMENTARY/MS	\$221,018.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$109,029.00	0095	7
FREDERICK DOUGLASS HS	\$194,506.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$137,517.00	0450	10
FREDERICK ELEMENTARY	\$246,977.92	YES	City Grant and CoP	\$20,000.00	YES	County Health Dept	\$26,989.74	YES	\$199,988.18	0260	13
FURLEY ELEMENTARY	\$224,645.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$112,656.00	0206	3
FURMAN L TEMPLETON ELEMENTARY	\$246,977.92	YES	City Grant and Partner Grant	\$0.00	YES	County Health Dept	\$26,989.74	YES	\$219,988.18	0125	13
GARDENVILLE ELEMENTARY	\$166,221.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$109,232.00	0211	3
GARRETT HEIGHTS ELEMENTARY/MS	\$164,473.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$52,484.00	0212	3
GEORGE WASHINGTON ELEMENTARY	\$181,358.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$69,369.00	0022	2
GLENMOUNT ELEMENTARY MIDDLE	\$211,098.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$99,109.00	0235	3
GOVANS ELEMENTARY	\$246,977.92	YES	City Grant and CoP	\$29,420.00	YES	County Health Dept	\$26,989.74	YES	\$190,568.18	0213	13
GREEN STREET ACADEMY	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0377	13
GUILFORD ELEMENTARY MIDDLE	\$167,619.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$110,630.00	0214	2
GWYNNS FALLS ELEMENTARY	\$165,653.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$53,664.00	0060	7
HARFORD HEIGHTS ELEMENTARY	\$142,788.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$30,799.00	0037	4
HARLEM PARK ELEMENTARY/MS	\$165,740.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$108,751.00	0035	6
HAZELWOOD ELEMENTARY MIDDLE	\$220,319.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$108,330.00	0210	6
HILTON ELEMENTARY	\$175,721.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$118,732.00	0021	1
HISTORIC SAMUEL COLERIDGE-TAYLOR ES	\$230,894.74	YES	City Grant and Partner Grant	\$0.00	YES	County Health Dept	\$26,989.74	YES	\$198,905.00	0122	6
HOLABIRD ELEMENTARY/MS	\$171,569.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$114,580.00	0229	4
INDEPENDENCE SCHOOL LOCAL 1	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$139,988.18	0333	13
JAMES MCHENRY ELEMENTARY/MS	\$165,495.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$108,506.00	0010	4
JAMES MOSHER ELEMENTARY	\$154,186.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$42,197.00	0144	6
JOHNSTON SQUARE ELEMENTARY	\$229,408.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$117,419.00	0016	3

JOSEPH C BRISCOE ACADEMY (formerly NEW HOPE ACADEMY)	\$225,882.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$113,893.00	0345	11
KIPP ACADEMY	\$246,977.92	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$0.00	YES	\$166,977.92	0347	13
LAKEWOOD ELEMENTARY	\$136,803.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$24,814.00	0086	4
LIBERTY ELEMENTARY	\$141,831.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$84,842.00	0064	1
LOCKERMAN BUNDY ELEMENTARY	\$154,449.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$42,460.00	0261	7
MAREE GARNETT FARRING ELEM/MS	\$209,350.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$97,361.00	0203	5
MARGARET BRENT ELEMENTARY/MS	\$164,123.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$107,134.00	0053	2
MARY ANN WINTERLING ELEMENTARY @ BENTALOU	\$168,537.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$56,548.00	0150	7
MARY E RODMAN ELEMENTARY	\$166,527.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$54,538.00	0204	4
MATTHEW A HENSON ELEMENTARY	\$163,337.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$51,348.00	0029	7
MONTEBELLO ELEM/MS	\$217,697.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$105,708.00	0044	3
MORAVIA PARK PRIMARY	\$85,844.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$28,855.00	0105	3
MORRELL PARK ELEMENTARY MIDDLE	\$159,186.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$102,197.00	0220	5
MT ROYAL ELEMENTARY MIDDLE	\$208,214.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$96,225.00	0066	3
NACA FREEDOM AND DEMOCRACY II	\$177,337.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$65,348.00	0349	8
NATIONAL ACADEMY FOUNDATION	\$150,840.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$38,851.00	0421	9
NEW ERA ACADEMY	\$186,540.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$74,551.00	0422	10
NEW SONG ACADEMY	\$136,482.74	YES	CoP Grant	\$83,000.00	YES	County Health Dept	\$26,989.74	YES	\$21,493.00	0322	7
NORTH BEND ELEMENTARY/MS	\$170,783.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$58,794.00	0081	7
NORTHWOOD ELEMENTARY	\$215,118.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$103,129.00	0242	2
PIMLICO ELEMENTARY/MS	\$146,800.74	YES	City Grant and Partner Grant	\$0.00	YES	County Health Dept	\$26,989.74	YES	\$114,811.00	0223	1
THE REACHI PARTNERSHIP SCHOOL	\$178,128.74	YES	City Grant and CoP	\$25,000.00	YES	School Based Health Center	\$26,989.74	YES	\$121,139.00	0341	9
REGINALD F LEWIS HS	\$200,414.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$143,425.00	0419	8
RENAISSANCE ACADEMY	\$193,322.74	YES	City Grant and Partner Grant	\$0.00	YES	School Based Health Center	\$26,989.74	YES	\$161,333.00	0433	9
ROBERT W COLEMAN ELEMENTARY	\$166,264.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$109,275.00	0142	7
ROSEMONT ELEMENTARY/MS	\$202,062.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$90,073.00	0063	6

SANDTOWN-WINCHESTER ACHIEVEMENT ACADEMY (formerly William Pinderhughes Elem/MS)	\$158,093.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$101,104.00	0028	7
SARAH M ROACH ELEMENTARY	\$156,633.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$44,644.00	0073	1
SHARP-LEADENHALL ELEM	\$227,586.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$115,597.00	0314	5
SINCLAIR LANE ELEMENTARY	\$228,316.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$116,327.00	0248	3
SOUTHWEST BALTIMORE CHARTER SCHOOL	\$246,977.92	YES	CoP Grant	\$83,000.00	YES	County Health Dept	\$26,989.74	YES	\$136,988.18	0328	13
STADIUM SCHOOL	\$162,638.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$50,649.00	0015	9
STEUART HILL ACADEMIC ACADEMY	\$168,799.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$56,810.00	0004	7
TENCH TILGHMAN ELEMENTARY/MS	\$174,410.74	YES	City Grant and CoP	\$25,000.00	YES	School Based Health Center	\$26,989.74	YES	\$117,421.00	0013	4
THE CROSSROADS SCHOOL	\$246,977.92	YES	CoP Grant	\$85,000.00	YES	County Health Dept	\$26,989.74	YES	\$134,988.18	0323	13
THOMAS JEFFERSON ELEMENTARY/MS	\$221,105.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$109,116.00	0232	5
VANGUARD COLLIGIATE MIDDLE	\$198,916.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$86,927.00	0374	9
VIOLETVILLE ELEMENTARY MIDDLE	\$174,497.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$62,508.00	0226	5
VIVIEN T THOMAS MEDICAL ARTS ACADEMY	\$203,977.74	NO	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$91,988.00	0429	10
WALTER P CARTER ELEMENTARY	\$163,162.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$51,173.00	0134	2
WAVERLY ELEMENTARY/MS	\$189,040.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$132,051.00	0051	2
WESTPORT ELEMENTARY MIDDLE	\$178,124.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$66,135.00	0225	5
WILDWOOD ELEMENTARY (formerly Lyndhurst Elem)	\$180,955.74	YES	City Grant and CoP	\$25,000.00	YES	County Health Dept	\$26,989.74	YES	\$123,966.00	0088	7
WILLIAM PACA ELEMENTARY	\$197,342.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$85,353.00	0083	4
WILLIAM S BAER SCHOOL	\$221,818.74	YES	CoP Grant	\$80,000.00	YES	School Based Health Center	\$26,989.74	YES	\$109,829.00	0301	8
WINDSOR HILLS ELEMENTARY	\$154,274.74	YES	CoP Grant	\$80,000.00	YES	County Health Dept	\$26,989.74	YES	\$42,285.00	0087	1
WOLFE ST ACADEMY	\$246,977.92	YES	City Grant and CoP	\$5,000.00	YES	County Health Dept	\$26,989.74	YES	\$214,988.18	0023	13
Total	\$28,615,795.00			\$6,861,920.00			\$3,076,830.36		\$18,182,044.64		

Narrative

1. If you have at least 40 qualifying schools, explain how funding was distributed. Please attach your full plan.

Traditional Schools:

For the 99 traditional schools in Baltimore City that received the Concentrations of Poverty (CoP) grant, a plan was developed to provide centralized supports as well as allow schools to select wraparound supports appropriate for the school. See the attachment labeled Tab2_Attachment1_District Plan and Tab2_Attachment2_Budget Overview for the elements included as centrally provided wraparound supports for schools. As outlined in the district plan, once the costs for the expansion of nursing services, Community School Coordinators, and centrally provided wraparound supports were determined by school, any remaining funds were made available to schools to spend on "choice wraparound services" identified in the law.

Tab2_Attachment3_School Summary provides and overview of the activities that were selected by the 99 schools. The amount of funds available to schools for choice wraparound services was between \$16,238 and \$199,954. The school level amount was dependent upon the pieces from the district plan that schools contributed funds to support.

Tab2_Attachment5_School Budgets provides the letter that was sent to the principal of each school detailing the district plan and the funds that would be available for school level spending. The letter provides an overview of the menu of options for the choice wraparound funds. Tab2_Attachment4_School Menu details the timeline for schools to develop school level spending plans and the allowable activities.

Charter Schools:

All 16 charter schools that received this grant contributed \$1,855.08 towards grant management and implementation support. Because all but one charter school participate in City Schools' nursing partnership with the Baltimore City Health Department, 15 of the 16 charter schools contributed \$26,989.74 toward the expansion of nursing services in schools through BCHD. The one school that was not included in this component of the district plan has a separate agreement with the Baltimore City Health Department for the provision of a school nurse. All other grant funds were made available to the charter school to develop a spending plan aligned with the allowable activities in the legislation. The individual charter school plans were required to include the funds for the full-time Community School Coordinator. Individual charter school spending plans were reviewed and approved by district office. See Tab2_Attachment5_School Summary for a summary of the charter school spending plans.

2. If any eligible school has not hired a community school coordinator please explain why. For all other schools please provide examples of strategic partnerships that have been developed and other responsibilities of the community school coordinator.

Of the 115 schools receiving the CoP grant, 107 either have a Lead Agency in place to provide the full-time Community School Coordinator (69 schools) or a Community Schools Site Specialist has been hired by Baltimore City Public Schools to fulfill this school-based role (38 schools). Tab2_Attachment6_Community School Coord provides the list of schools that are utilizing a lead agency to provide their Community School Coordinator. The document indicates which of the schools are new to the Community School strategy and which already had this support in place. The attachment has a separate tab that lists the schools that have hired a Baltimore City Schools Employee to serve as their Community Schools Site Specialist.

For the 8 schools that do not yet have a Community School Coordinator in place, 3 identified a candidate to hire, but the individual declined the position. At each school, additional eligible candidates have been identified and interviews are taking place. The other 5 schools without a Community School Coordinator in place chose to participate in a Request for Proposal (RFP) process to identify a new Lead Agency partner (as opposed to a Lead Agencies that had already gone through the RFP process and was an approved vendor). All 5 schools have selected a Lead Agency. The Lead Agency selected will be approved by the Board of School Commissioners at the December 10 Board meeting. After this approval, the Lead Agency will begin supporting each of these 5 schools. See Tab2_Attachment7_CSC Job Description for details on the duties and responsibilities of the Baltimore City Schools Community Schools Site Specialist position. For schools that are partnering with a Lead Agency for their Community School Coordinator, Tab2_Attachment6_CSC Lead Agency outlines the required scope of work and responsibilities.

In a short amount of time, schools new to the Community School strategy have already begun to build meaningful partnerships. Please see examples below:

Elected Officials: The Coordinator from Thomas Jefferson met with their local Councilman and who linked him to a partner of the Yale Heights Community Association. One of the members was a former Thomas Jefferson parent and as a result of the connection with the community association, the school was able to setup 25 families from our school community to receive full course Thanksgiving baskets.

Businesses: At Edmondson Westside the Coordinator was able to partner with two local companies to provide paid internships to their students. The businesses also agreed to contribute to scholarship opportunities for the seniors. At National Academy Foundation Middle / High School, the coordinator partnered with Daysprings Day Care and Head Start to offer paid internships to their seniors.

Hospitals: At Lakewood Elementary, the Coordinator is beginning a partnership with Mount Washington Pediatric Hospital to complete vision and hearing exams with students who are non-verbal.

Police/Law Enforcement: Multiple schools are building relationships with the police in their community. For example, at New Era, the Community School Coordinator brought a Major from the Baltimore City Police Department to meet with the students and discuss relationships with police. As a result of the meeting, the Major agreed that if students had complaints or concerns about police they should share them with the Coordinator who will be emailing him regularly; they are also planning a police versus student basketball game to build community.

Higher Education: Morgan State University has met with the Coordinator at Edmondson to partner on the Tackling Obesity Project. Universities also provide numerous volunteers, mentors, professional development, and interns to City Schools.

3. Explain if any eligible school does not have full-time health coverage. Explain the implementation model to provide coverage.

City Schools partners with the Baltimore City Health Department (BCHD) to provide nursing services to all schools and all eligible schools have full-time health coverage. The majority of schools eligible for the Concentrations of Poverty grant have full-time nursing services through a combination of a part-time Registered Nurse (RN) and a full-time Certified Nurse Assistant. A select number of schools have full-time RNs due to their status as a "School Based Health Center."

City Schools is working with BCHD to contract for additional Registered Nurses in order to move towards a nurse staffing model in which every school eligible for the Concentrations of Poverty grant has a full-time RN. As schools were not previously charged for school nurses, a flat rate of \$26,989.74 was reserved per school to cover the cost of the nurse expansion to one full-time RN per school. Please note - due to the national nursing shortage, BCHD has struggled to recruit additional RNs to work in City Schools. As City Schools and BCHD work to recruit more RNs, schools with a combination of RNs and CNAs will maintain full-time health coverage through the existing nurse staffing model.

4. Describe any wraparound services funded provided using any extra funds. Be specific by school. (If applicable, if just getting started explain plan.)

The 99 traditional schools were provided a menu of choice wraparound services (Tab2_Attachment4_School Menu). This document provides an overview of allowable wraparound services. Each school completed a spending plan outlining which wraparound supports would be implemented for the school. Spending plans were to be submitted by August 9, 2019 for review and approval. All schools had access to funds for the open of SY2019.20. The attached document, Tab2_Attachment3_School Summary, provides a summary of the wraparound services schools selected in their CoP spending plans.

To support the 16 charter schools with meeting the requirements of the CoP grant, a technical assistance session was held with principals and charter operators on July 17, 2019 (see attached presentation Tab2_Attachment9_Charter Technical Assistance). As of the session, charter schools were provided a budget narrative template to outline the spending plan for the CoP grant funds (Tab2_Attachment10_Charter Template). Charter schools submitted the completed spending plan to the district office. The plans were reviewed to ensure that all schools met the requirement of a full-time Community School Coordinator and all other proposed activities aligned to the allowable wraparound supports outlined in the legislation. Tab2_Attachment3_School Summary provides a summary of the wraparound services the 16 charter schools included in their CoP spending plans.

5. Explain plan to complete the required needs assessments by July 1, 2020.

See attachment labeled Tab2_Attachment11_2020 Needs Assessment Plan to review the plan and timeline for the Community Schools Needs Assessment. This document includes items community schools are encouraged to complete, items community schools are required to complete, and items community schools are required to submit to Baltimore City Schools by the July 1 deadline.

3. Transitional Supplemental Instruction

Background:

For each of fiscal 2020 and 2021, the State must distribute to local boards of education funds totaling \$23.0 million, as allocated by the bill, for the provision of Transitional Supplemental Instruction (TSI) for struggling learners, which involves additional academic support using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act. TSI can include, among other approaches, one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional, cross-age peer tutoring; and screening, identifying, and addressing literacy deficits. Struggling learners are students who perform below grade level in English/language arts or reading in kindergarten through grade 3.

If TSI funds were provided to individual schools to implement their own tutoring programs, please enter responses for each school that received direct funding. If funding was not provided directly to schools but instead the central office administered TSI programs in qualifying schools, please enter responses only in the Central Office line. If the Central Office administered some TSI programs and some individual schools administered their own programs, please enter responses in both the Central Office line and for individual schools.

	FY 20 Funding Allocation (\$)	Type of Tutoring Services	Program Administration	Content Areas	Grade Levels	# Full-Time Equivalent Tutors	# Students Tutored	% Hours of Tutoring in Literacy	% Hours of Tutoring in Math	Evidence-Based Intervention Program	Notes
Central Office	\$3,354,147.40	Group	Administered by school s	Literacy/Reading	K-2	30	1500	100.00%	0.00%	Foundations / Orton-Gillingham	
Schools (if applicable)											
Baltimore International Academy	\$ 39,996.30	Multiple types	Individual Schools	Literacy/Reading	K-3	See Note	150	100.00%	0.00%	Shared Book Reading	A part-time reading intervention teacher will model reading fluency by implementing shared book reading, repeated reading, and assisted reading.
Baltimore International Academy West	\$ 39,996.30	Multiple types	Individual Schools	Literacy/Reading	K-3	See Note	28	100.00%	0.00%	Shared Book Reading	A part-time reading intervention teacher will model reading fluency by implementing shared book reading, repeated reading, and assisted reading.
Baltimore Montessori Public Charter	\$ 40,000.00	Group	Individual Schools	Literacy/Reading	K-2		22	100.00%	0.00%	Fountas and Pinnell Leveled Literacy Intervention (LLI)	A Teacher will provide transitional supplemental small group instruction in literacy to learners who are reading below grade level as indicated on the DIBELS assessment.
City Neighbors Charter School	\$ 39,600.00	Group	Individual Schools	Literacy/Reading	K-3	1	18	100.00%	0.00%	Fountas and Pinnell Leveled Literacy (LLI)	A Reading Intervention Teacher will provide small group instruction by working 8 hours per day, implementing a 20-week program with ten groups of K-3 students.
City Neighbors Hamilton	\$ 39,600.00	Group	Individual Schools	Literacy/Reading	K-3	1	14	100.00%	0.00%	Fountas and Pinnell Leveled Literacy Intervention (LLI)	A Reading Intervention Teacher will provide small group instruction to 6 groups of students per day for 30 minutes per group.
City Springs Elementary/Middle	\$ 39,931.00	Multiple types	Individual Schools	Literacy/Reading	K-3	See Note	75	100.00%	0.00%	Corrective Reading	9 teachers will provide one-to-one and small group tutoring in reading for four hours a week for 22 weeks.
Creative City Public Charter School	\$ 36,901.75	Group	Individual Schools	Literacy/Reading	K-3	See Note	39	100.00%	0.00%	Fountas and Pinnell Leveled Literacy Intervention (LLI)	Certified teachers will provide small group intervention after school. Instruction will occur 4x a week with groups of 5 students or less.
Elmer A. Henderson: A Johns Hopkins Partnership School	\$ 40,000.00	Cross-age or Peer	Hired third-party provider	Literacy/Reading	K-3	See Note	57	100.00%	0.00%	Success for All Program: Fast Track Phonics & Tutoring with Alpha	A professional tutor will work with small groups of students in need of targeted reading support. The tutor will monitor student teams as they complete literacy activities on a computer-based platform. Small group sessions will occur for 30 minutes each day.
Frederick Elementary School	\$ 39,433.22	Multiple types	Hired third-party provider	Literacy/Reading	K-3		32	100.00%	0.00%	Literacy Lab Intervention Program	Two full-time literacy tutors will provide one-to-one and small group tutoring in reading. Tutors will conduct fall, winter, and spring benchmark assessments and will deliver daily one-on-one interventions with selected students.
Furman L. Templeton Preparatory Academy	\$ 40,000.00	Multiple types	Hired third-party provider	Math	K-2	1	16	0.00%	100.00%	RTI and Focus Math Intervention	The Lead Intervention Specialist will implement the Response-to-Intervention (RTI) practice by working with individual students or small groups to provide educational interventions and progress monitoring. Interventions will occur daily for 30 minutes per day. Tier 2 students will receive push-in support during classroom instruction. Tier 3 students will receive pull-out intervention supports.
Govans Elementary	\$ 39,999.00	Multiple types	Individual Schools	Literacy/Reading	K-3	See Note	20	100.00%	0.00%	Corrective Reading	10 teachers will provide one-to-one and small group tutoring in reading for 1 hour a day for 100 days.
Hampstead Hill Academy	\$ 37,796.00	Multiple types	Individual Schools	Literacy/Reading	K-3	See Note	27	100.00%	0.00%	Corrective Reading	5 staff (Educational Associates, Library Media Specialist, and 3 Teachers) will provide after school reading intervention for below grade level readers. One-to-one and small group sessions will take place 1 hour a day for 170 days.
KIPP Harmony Academy	\$ 40,000.00	Group	Individual Schools	Literacy/Reading	K-2	1	30	100.00%	0.00%	Orton-Gillingham Approach	The Reading Interventionist will provide 30 minute small group sessions for 5 days per week. The Reading Interventionist will utilize the daily pull-out intervention method.
Midtown Academy	\$ 40,000.00	Group	Individual Schools	Literacy/Reading	K-3	See Note	20	100.00%	0.00%	Fountas and Pinnell Leveled Literacy (LLI) and Guided Reading Practices	Students will receive the LLI intervention in small groups, approximately 4-5 times a week for 30 minutes each day, by a certified elementary teacher that is hired as a temp. The identified students will also receive guided reading instruction in their classrooms by their classroom teachers. The teacher will work approximately 4 hours per day.
Patterson Park Public Charter School	\$ 40,000.00	Group	Individual Schools	Literacy/Reading	K-3	See Note	30	100.00%	0.00%	Fountas and Pinnell Leveled Literacy (LLI)	A Reading Interventionist (0.6 employee) will provide guided reading and literacy intervention by conducting small push-in and pull-out groups with content that focuses on oral language, phonics, fluency, vocabulary, and comprehension.
Southwest Baltimore Charter School	\$ 40,000.00	Group	Individual Schools	Literacy/Reading	K-3	1	24	100.00%	0.00%	Fountas and Pinnell Leveled Literacy Intervention (LLI) & Components of Lindamood Ball	The Reading Intervention Director orchestrates assessments, identifies children in need of intervention, and develops interventions. Intervention occurs 4 days per week for at least 30 minutes per day.
The Empowerment Academy	\$ 40,000.00	One-on-One	Hired third-party provider	Literacy/Reading	K-3	See Note	35	100.00%	0.00%	Experience Corps	Direct instruction will be implemented by using two reading tutors who are trained to use reading intervention programs and strategies.
The Green School of Baltimore	\$ 40,000.00	Group	Individual Schools	Literacy/Reading	K-2		22	100.00%	0.00%	Fountas and Pinnell Leveled Literacy Interventions (LLI)	A Reading Support Teacher will work with small groups of students for 30 minutes a day for approximately 12-18 weeks.
Wolfe Street Academy	\$ 39,250.00	Multiple types	Individual Schools	Both	K-3	1	36	50.00%	50.00%	Corrective Reading & Focus Math Intervention	One teacher provides one-to-one and small group tutoring for 6 hours a day for 165 days.
Total	\$4,106,651.00					39	2145				

1. How were schools identified for TSI services? What specific criteria or factors were used in selecting schools? Please be specific.

Traditional Schools

Schools were identified by first mapping out the landscape of supplemental supports schools already receive through other grant programs to determine which schools lacked additional student level supports. From that process, City Schools identified 16 schools who were not receiving any supplemental supports through a centrally coordinated initiative. Of the schools identified, many were concentrated within one Community Learning Network (CLN). District staff leading the implementation of the TSI program met with the Instructional Leadership Executive Director (ILED) of that CLN to outline the TSI initiative and collaborate with her to determine if any additional schools in her network would benefit from this support. After a review of school and student data, and the unique needs of the schools in this CLN, City Schools identified 10 schools. The ILED for the 10 schools agreed with the selection and confirmed each has sufficient systems, structures, and management to maximize the potential impact of this intervention program.

Charter Schools

Within Baltimore City Public Schools, 22.7% of the students eligible (grades K - 3) to receive support through this grant attend charter schools. Charter schools serving eligible grade levels were invited to a technical assistance session held July 17, 2019. The presentation from this session is attached (Tab3_Attachment1_Charter Technical Assistance). To support charter schools in accessing these grant funds, a grant application template was provided (Tab3_Attachment2_Grant Application). 19 charter schools submitted applications, and each has access to about \$40,000 to implement evidence-based interventions. All submitted applications meet the requirements for the grant program outlined in the legislation. As part of the summary above, the intervention program being implemented is listed.

2. Were some tutors assigned to more than one school? If so, how many tutors worked in more than one school?

The intervention programs being implemented do not involve sharing staff members across schools. For the district plan, the 30 interventionists will be assigned to 10 specific schools. For the participating charter schools, each charter school identified individual(s) to implement the intervention for their school.

3. Please provide information about the service model used, including the selection of students.**Traditional Schools**

City Schools will utilize a Response-to-Intervention model aligned to our core curriculum for foundational literacy in grades K-2. Students will be identified utilizing data yielded by the DIBELS 8 assessment, classroom-based Foundations Unit Tests, and formative assessment data. Students who receive the intervention will be progress monitored on a weekly basis by the interventionists who will also share this data with classroom teachers on a regular basis to ensure that supports are aligned in the core classroom instruction. Each school's Instructional Leadership Team (ILT) will also set school-wide end-of-year SMART goals for their DIBELS 8 data and receive monthly updates about the progress of K-2 students towards meeting that goal.

Each of the 10 selected schools will have 3 interventionists assigned who will implement Tier II Foundations, a research-based literacy intervention, in grades K - 2. The interventionist will be a full-time school-based position. The district is also in the process of hiring a project manager that will coordinate and support implementation of this intervention program across participating schools.

In addition to the intensive support being provided to these 10 schools, a 5-day Orton-Gillingham professional development will be offered to all K-2 teachers across the district. As Foundations is an Orton-Gillingham approach to literacy, this professional learning opportunity will deepen teachers' knowledge and understanding of how the program targets specific student areas of need. Teachers will then be able to apply this knowledge to the implementation of the Foundations intervention within their classrooms.

Charter Schools

Each of the 19 charter schools participating in this grant program completed the application referenced in question #1. The application required each school to describe the intervention, including justifying that it met the evidence-based criteria. In addition, schools had to list the intended outcome(s) of the intervention, how students would be identified for the supports and what data would be collected to assess progress. Participating charter school will be submitting quarterly evaluation reports to the district on January 15, 2020, March 15, 2020 and August 31, 2020. The evaluation report will include a list of all students served, data to show need for the intervention, progress monitoring data by student and information as to the overall implementation of the activity.

4. Supplemental Pre-K Grants Baltimore City

Background:

These grants are expanded to include State funding to a local education agency based on every four-year-old in full-day prekindergarten as of September 30 of each year, regardless of whether full-day services are available to all four-year-olds in the county's prekindergarten program. Also, the supplemental grants are extended to fiscal 2021.

Please answer the following questions

Enter response

1. How many total full-day four-year-old slots are being provided in fiscal 2020?	#
2. How many of the total four-year-old full-day slots were added in fiscal 2020 through this grant?	#
3. Of the slots that were funded in fiscal 2020 through the grant, how many were also funded through:	
a. Pre-K Expansion Grant (competitive grant through MSDE)	#
b. Head Start	#
4. How many slots were provided by a community provider (excluding Head Start) in fiscal 2020?	#
5. How many slots were converted from half day to full-day for fiscal 2020?	#

Additional Comments:

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5. Teacher Salary Incentive Grants

Background

This program, administered by the Maryland State Department of Education (MSDE), provides grants to county boards to increase teacher salaries to improve recruitment and retention of high-quality teachers. In each of fiscal 2020 and 2021, the State must provide a grant to a local board if the local board provides a negotiated (or planned) and funded average salary increase for teachers of at least 3.0% in fiscal 2020. However, funding is dependent on local boards providing required documentation. A county that did not receive a State grant in fiscal 2020, may apply for the grant in fiscal 2021 and must submit documentation showing that the required salary increase will be funded in fiscal 2021.

Local boards of education may apply to MSDE for grants by specified dates. A State grant may be used only to provide an additional salary increase to teachers, as defined in the bill; priority should be given to increasing starting teacher salaries and salaries for teachers with less than five years of teaching experience. In each of fiscal 2020 and 2021 the State must distribute \$75.0 million to eligible counties for the grants, including specified allocations for each county.

Narrative

1. MSDE has provided copies of your approved application. If you have implemented your salary increases differently than your approved grant application, please explain.

The salary increase methodology has not changed.

2. To continue to receive the State grant in fiscal 2021, the local board must continue to provide the 3% salary increase to teachers in fiscal 2021. Please indicate if your county board will budget to continue the 3% increase in fiscal 2021. Also if your county has completed negotiations, please indicate the negotiated teacher salary increases in fiscal 2021, in addition to the 3% increase provided in fiscal 2020 and the use of the State grant in fiscal 2020 and 2021.

The Board will budget to continue the 3% increase in fiscal 2021. Contract negotiations have been completed with the Baltimore Teachers Union; a copy of that contract is attached for your review (Tab5_Attachment 1_BTU Agreement). Please note that the 3% increase is related to Interval Movements, and there is an additional cost of living adjustment salary increase of 1.8%.

6. Mental Health Coordinators Baltimore City

Answers

1. Has the district designated or hired a mental health services coordinator? (Yes/No)	No
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2. If yes, did the district designate an existing staff member as the mental health services coordinator, or hire a new employee to fill that role? (Existing Employee/New Employee)	
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3. If yes, does the mental health services coordinator serve full-time in that position or have other responsibilities? (Full time/Other Responsibilities)	
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4. Briefly describe key accomplishments of the mental health services coordinator (e.g. , expansion of mental health services, collaboration with community resources, training for school personnel).

City Schools is in the final stages of hiring a Mental Health Coordinator (Job title: Staff Specialist – Mental Health Coordinator). The primary role of the mental health services specialist is to assist City Schools in meeting the requirements of The Safe to Learn Act 2018 §7–1511. The specialist will manage and expand the collaborative mental health network to provide behavioral health and wraparound services to students who exhibit behaviors of concern.

While City Schools is still in the process of hiring this position, the Home and Hospital Department currently works on many of the projects this position will be responsible for. City Schools has partnered with five agencies in 128 schools to expand the availability of mental health services. We have providers who provide individual counseling, group counseling and family outreach. City Schools has also expanded supervision and accountability within our mental health programs. Our current providing agencies are Hope Health System, Johns Hopkins Bayview, University of Maryland, Time Inc., and Catholic Charities. In all, City Schools has a robust mental health program. Dr. Louise Fink has spent 30 years developing this program and it is considered a model across the state. This program started with 1 school and currently supports 128 schools and is growing, including the addition of 8 schools this year.

BALTIMORE CITY
PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
Chair, Baltimore City Board of
School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

Baltimore City Schools' Concentrations of Poverty District Plan
(*Tab2_Attachment1_District Plan*)
December 1st, 2019

Concentration of Poverty (CoP) Grant Required Positions

- **Community School Coordinator** – City Schools partnered with the Family League and community school lead agencies to develop a plan to ensure each eligible school received a community school coordinator.
 - For schools that did not have a community school coordinator, \$80,000 was budgeted per school to fund the salary and benefits for this position. Some positions were filled through contracts with outside partners (Lead Agencies) while others were filled centrally by a Baltimore City Schools staff person (Job Title: Community School Site Specialist).
 - For the 37 schools eligible for the Concentrations of Poverty Funds that already had a community school coordinator, \$25,000 was reserved per school to cover the “school match” for the service.
 - Note: For some schools, the Lead Agency secured grant funds to cover the school match. In these cases, no CoP grant funds were needed to support this required activity.
 - As a part of the district plan, for each of the 99 traditional schools an additional \$5,000 per school was reserved to create a community school activities fund.
 - Across the 99 traditional schools \$375,210 (\$3,790 per school) was budgeted in the district plan to provide professional learning opportunities for community school coordinators and to hire a community school manger and specialist to coordinate implementation of this program for City Schools.
- **Registered Nurse** – City Schools has an ongoing partnership with the Baltimore City Health Department (BCHD) to provide full-time nursing services to schools and is working with BCHD to contract for the new full-time Registered Nurse (RN) positions required by the law. A flat rate of \$26,989.74 (\$26,990 x 114 schools = \$3,076,830) was budgeted per school to cover the cost of shifting every school to a full-time RN (currently schools have a combination of a part-time RN and a full-time Certified Nurse Assistant) and to hire a Nursing Coordinator for implementation support.
 - **Please Note:** A national nursing shortage has made it difficult to fill the RN positions. Schools will maintain their current nursing coverage as City Schools work with our partners at BCHD to recruit the additional RNs needed to meet the legal requirement that each school have one full-time RN.
- **Grant Project Management and Position Recruitment** – Included in the district plan was the cost of grant project management support (\$1,855 x 115 schools = \$213,334) and

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a recruitment strategist (\$125,000) to staff CoP schools with the positions offered under the district's plan and address the staffing needs of eligible schools. These supports enable the district to ensure each eligible school receives the support and positions outlined in the district's plan and selected by the school leader.

Centrally provided wraparound services and supports

- **Social Worker Expansion:** Concentrations of Poverty (CoP) funds paid for the social worker expansion at each eligible traditional school. Schools' CoP budgets reflected the cost of the *increased* social worker coverage in SY19/20. For example, if a school had a .4 FTE social worker allocation, the CoP budget reflected the cost of hiring the .6 FTE social worker increase necessary to ensure each school has one full time social worker. The grant supported an increase in the social worker coverage to a full-time social worker for 55 schools with a budgeted total of \$3,145,232.
- **Judy Centers:** CoP Schools with Judy Center used their CoP funds to cover a portion of the cost of operating their Judy Center. This cost was reflected in school's CoP budget. CoP funded positions are in addition to services funded through the FY20 Judy Center grant. 9 CoP schools budgeted funds to support Judy Center Positions, for a total of \$935,420.
- **Advanced Placement expansion:** Concentrations of Poverty funds paid for the expansion of Advanced Placement course offerings at High Schools. \$4,000 was budgeted for each of the 17 non-charter high schools that received the CoP grant (\$68,000).
- **Transportation support:** City Schools purchased 5 small buses (\$300,000) to transport students safely to and from school. Additionally, during the hours of 10:00am – 2:00pm, traditional CoP schools have exclusive access to these busses for enrichment-related trips. Schools reserve these buses through the transportation office and cover the operating costs (drivers pay and gas) associated with each trip (about \$200). This is considered less expensive than the market rate for such trips.
- **Wholeness supports:** Three central positions were created in the Office of the Whole Child focused on enrichment, attendance, and school climate in traditional CoP schools. \$448,810 was budgeted for these supports, approximately \$4,533 contributed by each of the 99 traditional schools.
 - The Ed Specialist, Student Engagement and Extracurricular Programming develops strategies, systems, and tools to increase schools' capacity to provide increased enrichment, engagement, and extracurricular opportunities to students.
 - The Ed Specialist II for Student Conduct and Attendance develops strategies, tools, and professional learning opportunities to support schools in improving student attendance, reducing chronic absenteeism, and addressing disciplinary issues, including appropriately applying the Code of Conduct and guidance on suspensions. This role also provides direct technical assistance to schools in these areas and assist schools in developing systems and strategies to ensure smooth

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and positive transitions into school for students that have been absent due to suspension, attendance issues, or other reasons.

- The Ed Specialist II for Safety Conferencing facilitates student conferences that have been escalated to the district office for safety reasons, helping to address unresolved conflicts and establish plans that enable all parties to return to school safely while preserving a positive learning environment for the whole school. Furthermore, this role provides training, technical support, and tools to schools to assist schools in implementing successful safety/restorative conferences within the school.
- **New Teacher Support Suite**
 - Schools eligible to receive CoP funds had exclusive access to Baltimore City Teaching Residency (BCTR). The cost of BCTR, charged at a prorated amount based on school size, was reflected in each school's budget. Total cost for the service was \$665,000.
 - High Schools had access to Teach for America (TFA) teachers through the CoP grant. Title I paid for access to TFA teachers for K-8 schools. The cost of TFA for High Schools was reflected in each school's budget (total of \$320,000).
 - The cost of New Teacher Institute, charged at a prorated amount based on school size, was reflected in each school's budget. The New Teacher Institute provided professional learning focused on supporting new teachers who work with large numbers of students living in poverty. Cost budgeted was \$281,060.01.
 - High-poverty schools' exclusive access to TFA and BCTR resulted in a lower average teacher vacancy rate in these schools when compared to other schools in the district at the start of SY19/20.

Baltimore City Schools School Level Spending Plans

Choice Wraparound Services

After the above required positions and wraparound support were accounted for, schools were able to use their remaining resources to choose from select wraparound services. The amount of discretionary funds from the grant that each school had to invest in these additional supports depended on what positions and centralized supports were purchased using CoP funds.

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Menu of Choice Wraparound Services

The below menu outlines the choice wraparound services schools could select from using their discretionary CoP funds.

Category of Support: School Counseling

1. School Counselor (K-8)

- a. **Description:** Additional school counselors (beyond the required FTE as outlined in the FY20 Budget Guidance or for schools who received waivers) to support the implementation of college and career exposure, academic advising, and student wholeness supports.

2. High School Counselor beyond required FTE

- a. **Description:** High school counselors (beyond the required FTE as outlined in the FY20 Budget Guidance) to support the implementation of college and career, academic advising, and student wholeness supports.

3. College Advising Services provided by CollegeBound Foundation, Inc.

- a. **Description:** College advisers who work directly with students and administration to increase the number of City Schools students who pursue higher education and support the Maryland School Performance Standards by helping City Schools students stay in school and apply to college. College advisers promote a college-going culture through college access workshops, coordination of school-based college fairs and college bus tours, and intensive one-on-one financial aid and college advising. College advisers also connect students with tests and college application fee waivers, scholarships, and support FAFSA completion.

Category of Support: Related Services

1. Additional Social Worker beyond locked FTE assigned to school

- a. **Description:** Social worker (beyond the required FTE as outlined in the FY20 Budget Guidance) to provide counseling, behavior support, and connect students and families with school-based and community resources. Social workers have specialized training related to attendance, trauma informed care, restorative practice and tiered interventions and will work with school teams to ensure that student specific interventions related to mental health and behavioral supports are aligned with school-based strategies related to social emotional learning, culture, and climate.

2. Certified School Psychologist

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- a. **Description:** School psychologist (beyond locked FTE assigned to school) to work directly with all students through psychological services, provide consultation with teachers, parents, and administrators, and measure the outcomes of their work through data analysis. A description of the training and skills used to provide mental health and academic enhancement follows:
- Interventions and mental health services to develop social and life skills
 - Direct and indirect services to children, families and schools
 - Support school-wide practices to promote mental health and learning
 - Support preventive and responsive services
 - Family-school collaboration
 - Data-based decision making and accountability

Category of Support: Academic Supports

1. Literacy or Math Intervention

- a. **Description:** Vendors that provide math and/or literacy intervention from the Pre-Qualified Services List for Academic Intervention.

2. Afterschool academic programming

- a. **Description:** Afterschool academic programming from the Pre-Qualified Service List of eligible vendors for Academic and Enrichment Programming.

3. Additional HS Academic Athletic Coach beyond centrally provided coaching time

- a. **Description:** Academic Athletic Coaches work cooperatively with the athletic department to provide additional academic support for students participating or interested in interscholastic athletics. Academic Coaches will assist with early identification of at-risk student athletes, maintain and submit athletic academic tracking documents as required, facilitate academic assistance and advising sessions with academic probation students and provide tutoring to students in need of support.

4. Ed Associate, Literacy or Math

- a. **Description:** Ed Associate to provide content support to teachers in the area of literacy or mathematics.

Category of Support: Enrichment Supports

1. Middle school athletics

Vendor Name: New Fit Kids (NFK)

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- a. **Description:** New Fit Kids' mission is to spark a lifelong practice and passion for wellness through fitness and health education programming. NFK offers year-round recess and competitive athletics to elementary and middle school students who typically lack access to recreational activities of any kind.

Vendor Name: Beat the Streets- Baltimore

- a. **Description:** Beat the Streets- Baltimore (BTS) partners with Baltimore City Public/Charter Schools to organize after-school wrestling programs. The wrestling programs are used to "hook" or engage students in the program, school (tutoring), and mentoring opportunities.

Vendor Name: Parks and People Foundation

- a. **Description:** Parks & People has been committed to motivating young people to be active and spend time outdoors through middle school sports for more than 25 years. The sports leagues offer a unique tri-part focus on physical literacy, character development and environmental education. The baseball, lacrosse, soccer, basketball, kickball and volleyball leagues provide instruction for first-time players and spirited competition for more experienced athletes.

2. After school clubs - stipends and materials

- a. **Description:** Principals may budget stipends for City School employees eligible to receive stipends to run afterschool clubs, as well as for supporting materials.

3. Increase funds for community school supports and activities

- a. **Description:** Additional funds (up to \$5,000) to support the implementation of the community school strategy.

4. Enrichment opportunities during the school day

- a. **Description:** Enrichment opportunities provided by vendors from the Pre-Qualified Service List of eligible vendors that provide enrichment.

5. Enrichment opportunities for afterschool programming

- a. **Description:** Enrichment opportunities provided by vendors from the Pre-Qualified Service List of eligible vendors that provide enrichment.

Category of Support: Professional Development

1. Professional coaching support for teachers, ILTs, and/or teacher teams

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- a. **Description:** Professional coaching support from the Pre-Qualified Service List of eligible vendors that provide professional coaching.
2. **Ed Associate, MTSS (MTSS Coach) (.5 FTE)**
 - a. **Description:** Half time employee that will support the coordination of tiered academic supports, including interventions and SST.

Category of Support: Intensive Learning Site Supports

1. **School contribution to Literacy Coach (Cohort 1 ILS Literacy only)**
 - a. **Description:** Funds allocated to cover the portion of the Literacy Coach salary Intensive Learning Site schools pay for.
2. **School contribution to Wholeness Specialists (Cohort 1 ILS Wholeness schools only)**
 - a. **Description:** Funds allocated to cover the portion of the Wholeness Specialists salary Intensive Learning Site schools pay for.
3. **Additional Wholeness Specialist (ILS Wholeness schools only)**
 - a. **Description:** For schools that are a part of the Intensive Learning Site Wholeness program, a second Wholeness Specialists to support students' social emotional well-being.
4. **Additional materials to support wholeness room (ILS Wholeness schools only)**
 - a. **Description:** Items for wholeness rooms to support Social Emotional Learning (SEL) including student-friendly seating, rugs, soft lighting, fidget toys, yoga mats, posters, and SEL learning materials.

**Baltimore City Public Schools
FY20 Concentration of Poverty Budget Overview
Tab2_Attachment2_Budget Overview**

	Activity	Charter Schools	Traditional Schools	Total Budgeted Amount	
District Coordinated Supports for Eligible Schools	Grant Project Management and Implementation Support	\$1,855.08 x 115 schools	\$29,681.28	\$183,652.92	\$213,334.20
	Community Schools Implementation Support and Professional Development	\$3,790.00 X 99 non-charter schools = \$375,210.00			
	Community Schools Manager	projected salary + fringe		\$123,017.99	\$123,017.99
	Community Schools Specialist	projected salary + fringe		\$102,192.01	\$102,192.01
	Family League Grant / contract for implementation support			\$150,000.00	\$150,000.00
	Additional Social Worker FTE	Portion of SW costs across 55 schools		\$3,145,232.25	\$3,145,232.25
	Judy Center Position Support	across 9 CoP schools with Judy Centers		\$935,420.56	\$935,420.56
	BCTR Contract	Annual contract cost		\$665,000.00	\$665,000.00
	TFA Contract	20% of contract cost - balance funded on Title I Grant		\$320,000.00	\$320,000.00
	New Teacher Support			\$281,060.01	\$281,060.01
	AP Expansion	\$4,000 for each of 17 HS for materials/textbooks		\$68,000.00	\$68,000.00
	Recruitment Strategist	salary + fringe for 1 FTE		\$125,000.00	\$125,000.00
	5 small buses	~ \$60,000 / bus		\$300,000.00	\$300,000.00
	Ed Specialist II - Restorative Conferencing	salary + fringe for 1 FTE		\$157,250.00	\$157,250.00
	Ed Specialist II - Student Conduct and Attendance	salary + fringe for 1 FTE		\$157,250.00	\$157,250.00
Ed Specialist Enrichment and extracurricular programming	salary + fringe for 1 FTE		\$134,310.00	\$134,310.00	
Subtotal for District Coordinated Supports		\$29,681.28	\$6,847,385.74	\$6,877,067.02	
School Level Funds	Nursing Expansion funds (\$26,989.74 per school to expand number of full time RNs and to provide a Nursing Coordinator)	\$404,846.10	\$2,671,984.26	\$3,076,830.36	
	Community School Coordinator Position and Lead Agency School Costs	\$953,920.00	\$5,908,000.00	\$6,861,920.00	
	\$5,000 for each of the 99 non-charter schools to support community school work		\$495,000.00	\$495,000.00	
	Total School Choice Funds (Charter and Non-Charter)	\$2,592,880.62	\$8,712,097.00	\$11,304,977.62	
Total CoP Grant Funds		\$3,981,328.00	\$24,634,467.00	\$28,615,795.00	
\$248,833 * 115 eligible schools (16 charter and 99 traditional)		\$3,981,328.00	\$24,634,467.00	\$28,615,795.00	

Baltimore City Public Schools
FY20 Concentrations of Poverty Grant Summary of School Level Activities
(Tab2_Attachment3_School Summary)

Concentration of Poverty Spending Plan Summary for Traditional Schools

The 99 traditional schools¹ that received funds through the Concentrations of Poverty (CoP) were awarded a total of \$24,634,467.00. Within the district plan for this grant, \$15,922,370.00 was budgeted to support the required full-time nurse and community school coordinator positions for each school, plus centrally coordinated wraparound support services.² For the remaining \$8,712,097.00 in grant funds, traditional schools were able to select services from the district’s menu aligned with the requirements of the grant. The choice fund amount for an individual school ranged from \$16,238 to \$199,954 with an average of approximately \$88,001.

Schools utilized these choice funds to purchase additional staff, contract with partners for school day and afterschool programming, budget for teacher stipends to support after school programming and professional development. Below is a summary of the 99 school level choice spending plans:

- \$3,837,179.20 (44.0%) towards school-level positions
- \$3,865,637.00 (44.4%) towards partner supports
- \$637,719.80 (7.3%) for stipends (includes FICA)
- \$341,418.00 (3.9%) for materials
- \$30,143.00 (0.4%) for field trip transportation

Traditional Schools: Summary of School-Level Positions

Position	Number of Traditional Schools
Educational Associate	24 schools (majority of positions were split funded using FSF dollars)
Guidance Counselor	6 schools purchased 0.5 FTE 5 schools purchased 1.0 FTE
Wholeness Specialist	2 schools purchased an additional 1.0 FTE 3 cohort #1 schools - 25% school share on the grant
Literacy Coach	1 cohort #1 schools - 25% school share on the grant
Other	2 schools - Music Teacher 1 school – Staff Associate 1 school – 0.5 reading intervention teacher
No Positions	54 schools

- 13 schools spent all choice funds on position costs

Traditional Schools: Summary of Menu Selections – Teacher Stipends

- 43 schools budgeted stipends funds for afterschool enrichment, clubs and/or professional development

¹ An additional 16 charter schools received funding through the concentration of poverty grant – see summary on pages 3 - 4.

² See *Tab2_Attachment1_District Plan* for an overview of District Plan an outline of all centrally coordinated supports for CoP schools.

Traditional Schools: Summary of Menu Selections – Materials

- 45 schools budgeted funds to purchase intervention materials and/or materials to support afterschool and enrichment programming

Traditional Schools: Summary of Menu Selections – Partner Supports

- 75 schools allocated funds for partner supports

Partner Category	Number of Schools*	Summary of Partners Listed in School Spending Plans
Enhancing Physical Wellness through athletics and structured recess programming	35	NewFit Kids (26), Beat the Streets Wrestling Program (3), Parks and People (3), Game on Fitness 2 schools did not list a partner
Academic Intervention	33	<u>Vendors to provide intervention:</u> Experience Corp (3), Literacy Lab, Algebra Project, Sylvan Learning <u>Intervention Programs:</u> Achieve 3000 (3), Imagine Math (4), Amplify Reading (4), Success for All (2), APEX (2), Triumph Learning, iReady, STARI, Freckle Ed, Dreambox, Odyessyware (5 additional schools did not list the partner)
Enhancing Behavioral Health Services	21	Additional Social Worker Support (4), Additional Psychologist Support (3), University of Maryland Mental Health (2), Continuous Growth (4), Holistic Life (2), New Visions Youth Services (2), Center for Supportive Schools (2), Imagine Me Ministries, Restorative Practices Coaching, Capturing Kids Hearts
Enrichment – Arts Programming	17	Leaders of Tomorrow Youth (8), Art with a Heart (2), Creativity First (2), Orch Kids, Arts Everyday, Root Branch Production, Wide Angle Youth Media 2 schools did not list the partner
Enrichment Supports – During the School Day	20	Code in the Schools (4), Stocks of the Future, Leader in Me North Bay / Outward Bound (9) 5 schools did not list the partner
Enrichment Supports - Afterschool	11	Baltimore Kids Chess League (6) Baltimore Urban Debate League (4) Network for Teaching Entrepreneurship
Professional Development	7	Achievement Network, Baltimore Curriculum Project, Discovery Education, Maryland Coalition for Inclusive Education 3 schools did not list the partner
Afterschool programming	7	Child First (3), Literacy Connection, YMCA, Bell, Elev8
College Counseling	6	College Bound
Improving Student Attendance	5	Concentric

* Individual schools may have partner supports in more than one area.

Concentration of Poverty Spending Plan Summary for Charter Schools

16 Charter Schools in Baltimore City each received the \$248,833 FY20 Concentration of Poverty Grant (\$3,981,328 total). As part of the district plan, all charter schools (and non-charter schools) contributed \$1,855 to support the project management and implementation of the grant.

- 15 of the 16 Charter Schools each contributed \$26,989.74 to support the expansion of Nurses. This is the same amount that each non-charter school receiving the CoP grant contributed. The 16th school, KIPP Academy, has a separate contract with the Health Department and is not part of City Schools MOU for Nursing Services. KIPP Academy did not utilize CoP grant funds to support their school nurse.
- With respect to the requirement for each school to have a full-time Community School Coordinator, 8 charter schools are employing the position through a Lead Agency and 8 have hired a Community School Site Specialist through the district. Total Amount budgeted across the 16 schools in support of meeting this requirement was \$953,920.00.
- \$2,592,880.62 remained available for the charter schools to select supports aligned with the 13 areas outlined in the legislation. Funds were budgeted as follows.
 - \$1,059,512.58 to support positions costs for 16.5 staff (Charter Operator Employees and City Schools Employees)
 - \$316,642.55 for staff stipends
 - \$252,022.11 for 10 temporary staff
 - \$784,538.22 towards partner supports
 - \$74,694.30 towards transportation and admission costs for enrichment field trips
 - \$105,470.86 for supplemental materials

Charter Schools: Summary of Positions Funded

Position	Number of Charter Schools*
Restorative Practices Coach	5
Paraprofessional	2
Wholeness Specialist	2
Mentor/Reengagement Specialist	1 (school purchased 2.5 positions)
Attendance Monitor	1
Educational Associate	1
Guidance Counselor	1
Physical Wellness Instructor	1
Community Outreach Facilitator	1
No Positions	6

* 6 charter schools purchased 2 or more positions

Charter Schools: Teacher Stipends

- 7 charter schools budgeted stipends funds for afterschool enrichment, clubs, family engagement activities, and/or restorative practices coaching

Charter Schools: Temporary Employees

- 5 charter schools budgeted funds to for temporary employees.
 - 3 schools for attendance monitoring
 - 2 schools for restorative practices coaching
 - 1 school for each of Community School Support, Recess Support and Instructional Coaching

Charter Schools: Materials

- 11 charter schools budgeted funds to purchase intervention materials, materials to support afterschool and enrichment programming and/or materials to support family learning events

Charter Schools: Partner Supports

- 14 charter schools allocated funds for partner supports

Partner Category	Number of Charter Schools*	Summary of Partners Selected
Enhancing Physical Wellness through athletics and structured recess programming	8	NewFit Kids (6), Mission Fit, Coppermine Fieldhouse
Academic Intervention	2	iReady (2)
Enhancing Behavioral Health Services		Holistic Life (2), New Visions Youth Services, Hope Health, Movement Team, Wombworks Restorative Practices Coaching (2) and professional development on Trauma Informed instruction
Enrichment – Arts Programming	4	Leaders of Tomorrow Youth, Bring the Noise, Baltimore Improv, African Drumming
Enrichment Supports	3	Outward Bound Baltimore Kids Chess League Baltimore Urban Debate League
Professional Development	5	Achievement Network (2), Great Minds 2 charter schools did not list the partner
Afterschool programming	3	Vendors not listed
Healthy Eating	3	Maryland Food Bank Park Heights Urban Farm Healthy Living
Improving Student Attendance	3	Ed-Ops (2) Concentric

* Individual schools may have partner supports in more than one area

Maryland's Blueprint for the Future Concentrations of Poverty Program
July 19th, 2019
(Tab2_Attachment4_School Menu)

The Blueprint for Maryland's Future requires City Schools to develop a plan to distribute funds designated to support schools with high concentrations of poverty. City Schools' plan meets the legal requirements for these funds, ensuring that each school has one full-time community school coordinator and one full-time registered nurse (or maintains its current nursing coverage if a registered nurse is unavailable due to the national nursing shortage). The plan also provides a range of centrally provided supports designed to address the needs of schools serving concentrations of students living in poverty.

Additionally, each school will have resources remaining to spend on choice wraparound services. Below is the timeline for selecting those services, the regulations associated with these funds (which are classified as restricted grant dollars), and a detailed menu of the choice wraparound services available.

Timeline for the Concentrations of Poverty Budget process

- **Friday, July 19th**: Principals receive the approved menu of choice wraparound services along with a supplemental distribution tool to record their choices.
- **By Friday, August 9th**: Principals submit their supplemental distribution tool for ILED review.
 - o Principals are encouraged to submit the supplemental budget tool as soon as possible. Principals should notify their ILED and Human Capital Partner when their tool is submitted to expedite the approval process.
- **By Monday, August 19th**, ILEDs will approve all school plans in their network.
 - o ILEDs may approve a budget as soon as it is finalized.
- Within two weeks of ILED approval, funds will be available in school level budgets. At this time, schools may begin creating P-Stars and entering requisitions in K12 Buy.

Guidelines for spending the concentrations of poverty choice wraparound funds:

- The subsequent pages list the approved wraparound services schools may purchase with these funds. Choice wraparound funds must be spent in accordance with this list.
- If concentrations of poverty funds are used to increase a partially funded position to a 1.0 FTE there is no guarantee that the current part-time employee working at a given school can become a 1.0 FTE.
 - o Principals should speak with their designated HC Partner if they are interested in increasing an existing allowable position to a 1.0 FTE.
- For any position hired using the wraparound choice funds, schools must pay actual salaries plus fringe rather than average salaries. Please budget accordingly. If sufficient funds are not budgeted to cover the full costs of the FTE, school will be required to identify the funding source to cover the overage.
- Teacher-level vacancies cannot be created through this budgeting process.

- Because the concentrations of poverty funds were received so late and school-based budgets will not be finalized until August, it will be extremely difficult to find quality candidates so late in the summer to fill any additional vacancies.
- Principals who have specific questions around this restriction should reach out to their ILED and HC Partner.
- Positions may not be eliminated through the supplemental budget process on any fund source.
- These funds may not be used to pay costs associated with temporary employees.
- District procurement rules apply to these funds. Naming a vendor in the budget tool does not supersede or circumvent the procurement process. Please consult the procurement page of City Schools web site for information on Board Approved vendors and procurement requirements.
- Please see the guidelines below for the positions available through the concentrations of poverty budget.
 - School Counselors
 - Funds may be used to create an additional school counselor **beyond** the required counselor position already budgeted using Fair Student Funding as detailed in the FY20 Budget Guidance Document. Please reach out to the Office of College and Career Readiness as soon as possible as if you are interested in hiring additional guidance counselor support as there is a limited applicant pool that will continue to decrease as we move towards the start of the school year.
 - Education Associate, Literacy or Math
 - Due to the current hiring landscape, school must demonstrate that adding this position **will not result in a classroom vacancy**. All Educational Associate position requests must be reviewed by HC and ILEDs, prior to approval.
 - Additional Wholeness Specialist for ILS Wholeness Sites
 - Please contact Dr. Sarah Warren, Executive Director Whole Child Services and Supports, prior to including an additional Wholeness Specialist to agree on strategy/approach and ensure that the district-level team will have capacity to support this person's professional learning and work.

Category of Support: School Counseling

1. School Counselor (K-8)

- a. **Description:** Schools who either received waivers from the City Schools school counseling requirement outlined in the FY20 Budget Guidance, or who wish to purchase additional school counseling services beyond the school counseling requirement, may choose to use their concentrations of poverty funds to purchase additional school counselors in .5 increments. These individuals would be hired in a process similar to other district FTEs. Counselors support the implementation of college and career exposure, academic advising, and student wholeness supports.
- b. **Estimated cost** (note, grant will be charged the actual cost after the candidate is identified):
 - 1.- FTE: \$119,374
 - .5 FTE: \$59,687.00

2. High School Counselor beyond required FTE

- a. **Description:** Schools may hire high school counselors beyond the required FTE as outlined in the FY20 Budget Guidance to support the implementation of college and career, academic advising, and student wholeness supports. These individuals would be hired in a process similar to other district FTEs.
- b. **Estimated cost** (note, grant will be charged the actual cost after the candidate is identified):
 - 1.- FTE: \$119,374
 - .5 FTE: \$59,687.00

3. College Advising Services

- a. **Vendor Name:** CollegeBound Foundation, Inc.
- b. **Description:** College advisers work directly with students and administration to increase the number of City Schools' students who pursue higher education and support the Maryland School Performance Standards by helping City Schools' students stay in school and apply to college. College advisers promote a college-going culture through college access workshops, coordination of school-based college fairs and college bus tours, and intensive one-on-one financial aid and college advising. College advisors also connect students with tests and college application fee waivers, scholarships, and support FAFSA completion.
- c. **Estimated cost:**
 - 1.0 = \$67k
 - 0.5 = \$33.5k

Category of Support: Related Services

- 1. Additional Social Worker beyond locked FTE assigned to school. To be provided through by a vendor.**

- a. **Description:** Schools may choose to hire additional social workers. Available supports include: counseling, behavior support, and linkage of students and families with school-based and community resources. Social workers will have specialized training related to attendance, trauma informed care, restorative practice and tiered interventions. Social workers will work with school teams to ensure that student specific interventions related to mental health and behavioral supports are aligned with school-based strategies related to social emotional learning, culture, and climate.
- b. **Estimated Cost:** \$278.88 – \$595.00 per day

2. Certified School Psychologist beyond locked FTE assigned to school. To be provided by a vendor.

- a. **Description:** School psychologists follow the National Association of School Psychologists' model for training and practice. As such, they work directly with all students through psychological services, provide consultation with teachers, parents, and administrators, and measure the outcomes of their work through data analysis. A description of the training and skills used to provide mental health and academic enhancement follows:
 - Interventions and mental health services to develop social and life skills
 - Direct and indirect services to children, families and schools
 - Support school-wide practices to promote mental health and learning
 - Support preventive and responsive services
 - Family-school collaboration
 - Data-based decision making and accountability
- b. **Estimated Cost:** \$525.00 - \$696.00 per day

Category of Support: Academic Supports

1. Literacy or Math Intervention

- a. **Description:** City Schools is in the process of issuing an RFP for literacy and mathematics intervention programs. Any updated list of intervention options will be available for schools in Fall 2019. Schools that wish to budget for interventions should allocate \$50-800 per student per content area for the time being.

2. Afterschool academic programming

- a. **Description:** Schools may purchase afterschool academic programming from the following eligible vendors.

3. Additional HS Academic Athletic Coach beyond centrally provided coaching time

- a. **Description:** Academic Athletic Coaches will work cooperatively with the athletic department to provide additional academic support for students participating or interested in interscholastic athletics. Academic Coaches will assist with early identification of at-risk student athletes, maintain and submit athletic academic tracking documents as required, facilitate academic assistance and advising sessions with academic probation students and provide tutoring to students in need of support. Academic Coaches will need to acquire and maintain an in-depth knowledge of Baltimore City Public School's academic eligibility policies and procedures. Advisors should not be assigned as an athletic director or coaching position while serving in this capacity.
- b. **Estimated cost:** \$3,401
 - **Note:** This expenditure will be paid for centrally through the same system currently used to issue coach stipends

4. Ed Associate, Literacy or Math

- a. **Description:** This position will provide content support to teachers in the area of literacy or mathematics. Due to the current hiring landscape, school must demonstrate that adding this position **will not result in a classroom vacancy at the start of the school year**; all position requests will be reviewed by HC and ILEDs prior to approval. If you intend to select this position, please reach out to your HC Partner immediately. You may split fund this position between concentrations of poverty funds and fair student funding if you have received approved to fund position on this grant. Please reach out to your Budget Analysis if you need support.
- b. **Estimated Cost** (note, grant will be charged the actual cost after the candidate is identified): \$126,245.00 (1.0 FTE)

Category of Support: Enrichment Supports

1. Middle school athletics

Vendor Name: New Fit Kids (NFK)

- a. **Description:** New Fit Kids' mission is to spark a lifelong practice and passion for wellness through fitness and health education programming. NFK offers year-round recess and competitive athletics to elementary and middle school students who typically lack access to recreational activities of any kind.

<https://www.newfitkids.com/>

- b. **Estimated cost:** \$1,000 and up, varies based on offering

Vendor Name: Beat the Streets- Baltimore

NOTE: This vendor does not currently have a Board approved contract, based on limited recent spending history. Total spending with this vendor is limited to \$50,000 system-wide for SY2019/20.

- a. **Description:** Beat the Streets- Baltimore (BTS) was founded in 2012 and partners with Baltimore City Public/Charter Schools to organize after-school wrestling programs. The wrestling programs are used to “hook” or engage students in the program, school (tutoring), and mentoring opportunities.

- b. **Estimated cost:** Varies based on program needs

Vendor Name: Parks and People Foundation

NOTE: This vendor does not currently have a Board approved contract, based on limited recent spending history. Total spending with this vendor is limited to \$50,000 system-wide for FY2019/20.

- a. **Description:** Parks & People has been committed to motivating young people to be active and spend time outdoors through middle school sports for more than 25 years. The sports leagues offer a unique tri-part focus on physical literacy, character development and environmental education. The baseball, lacrosse, soccer, basketball, kickball and volleyball leagues provide instruction for first-time players and spirited competition for more experienced athletes.

- b. **Estimated cost:** \$1,500 for 2 program offerings, \$250 for each additional program

2. After school clubs - stipends and materials

- a. **Description:** Principals may budget stipends for City School employees eligible to receive stipends to run afterschool clubs, as well as for supporting materials. Click [here](#) to learn more about which employees are eligible to receive stipends.

- b. **Estimated cost:** About \$35/hour, varies based on staff role. Please click [here](#) for a breakdown of stipend cost by position.

3. Increase funds for community school supports and activities

- a. **Description:** Schools may set aside additional funds (up to \$5,000) to support the implementation of the community school strategy. [Click here](#) for an outline of key

focus areas and sample activities that work to enhance the school's mission and lead to improved student learning, stronger families and healthier communities. For additional support or recommendations.

In order to select and budget for this service, school leaders must indicate if they plan to use these funds for food, materials, vendor supports, etc. within the supplemental budget tool.

b. **Estimated cost:** Up to \$5,000

4. Enrichment opportunities during the school day

a. **Description:** Schools may purchase enrichment opportunities from the following [eligible vendors](#).

5. Enrichment opportunities for afterschool programming

a. **Description:** Schools may purchase enrichment opportunities for afterschool programming from the following [eligible vendors](#).

Category of Support: Professional Development

1. Professional coaching support for teachers, ILTs, and/or teacher teams

a. **Description:** Schools may purchase professional coaching support from the following [eligible vendors](#).

2. Ed Associate, MTSS (MTSS Coach) (.5 FTE)

- a. **Description:** Half time employee that will support the coordination of tiered academic supports, including interventions and SST. Due to the current hiring landscape, school must demonstrate that adding this position **will not result in a classroom vacancy at the start of the school year**; all position requests will be reviewed by HC and ILEDs prior to approval. If you intend to select this position please reach out to your HC Partner and Jalima Alicea, Director of Specialized Learning immediately.
- b. **Estimated Cost** (note, grant will be charged the actual cost after the candidate is identified): \$57,255.00 (.5 FTE)

Category of Support: Intensive Learning Site Supports

1. School contribution to Literacy Coach (Cohort 1 ILS Literacy only)

- a. **Description:** The .25 of current literacy coach cost Cohort 1 schools are responsible for is an allowable choice wraparound expense. Coach duties will not change.
- b. **Estimated Cost:** \$32,836.00

2. School contribution to Wholeness Specialists (Cohort 1 ILS Wholeness schools only)

- a. **Description:** .25 of current wholeness specialist cost schools are responsible for is an allowable choice wraparound expense. Specialist duties will not change.

b. **Estimated cost:** \$13,750.00

3. Additional Wholeness Specialist (ILS Wholeness schools only)

- a. **Description:** Please contact Dr. Warren prior to including an extra wholeness specialist to agree on strategy/approach and ensure that the district-level team will have capacity to support this person's professional learning and work.
- b. **Estimated cost** (note, grant will be charged the actual cost after the candidate is identified): \$83,700.00

4. Additional materials to support wholeness room (ILS Wholeness schools only)

- a. **Description:** Items might include student-friendly seating, rugs, soft lighting, fidget toys, yoga mats, posters, learning materials, etc. [Click here](#) for the student wholeness room materials guide. Please reach out to Whole Child team for additional information on possible items or help in determining what to purchase.
- b. **Estimated cost:** Schools may budget up to \$5,000 for this item

BALTIMORE CITY
PUBLIC SCHOOLS

Bernard C. "Jack" Young
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

Communication of School-Level Budgets
(Tab2_Attachment5_School Budget)

Introduction:

The following letter went out to traditional schools on June 28th, 2019, alerting them of City Schools' Concentrations of Poverty plan and providing them with their unique school-based budget under the plan.

Every traditional school received a combination of centrally provided wraparound services and supports as well as choice funds to support wraparound services based on the unique needs of their students. Each school received \$248,833 in wraparound services and support through a combination of centrally provided and school-selected services.

The average amount of choice funds a school received after paying for their community school coordinator, nursing expansion, and centrally provided wraparound supports was \$88,001.

Maryland's Blueprint for the Future Concentrations of Poverty Program
June 28th, 2019

Letter sent to Concentrations of Poverty schools + sample school-level budgets.

Dear Principal,

We are pleased to announce that the Maryland General Assembly passed the Blueprint for Maryland's Future at the end of the 2019 session. While the full Kirwan legislation did not pass, the Blueprint for Maryland's Future provides two years of bridge funding for certain programs.

The largest portion of the resources received by City Schools is funding to provide supports to schools with high concentrations of students living in poverty. Any school that has an 80 percent poverty rate or higher, as determined by the state, will receive these supports.

The legislation requires City Schools to develop a plan for distributing Kirwan funds to support eligible schools with high concentrations of poverty. City Schools' plan meets the legal requirements for these funds, ensuring that each school has one full-time community school coordinator and one full-time registered nurse (or maintains its current nursing coverage if a registered nurse is unavailable due to the national nursing shortage). In addition, the plan provides a range of centrally provided supports designed to address the needs of schools serving concentrations of students living in poverty. Additionally, each school will have resources remaining for a select list of wraparound services that meet the legal requirements of the Blueprint for Maryland's Future and are pursuant to City Schools' priorities. The amount of resources that each school has to invest in these supports depends on what positions and supports each school currently has in place.

The following is an outline of Baltimore City Schools' concentrations of poverty plan, an overview of the process school leaders will go through to select wraparound services, and the concentrations of poverty budget for your school.

Thank you,

Alison Perkins-Cohen

Chief of Staff

Baltimore City Schools' Concentrations of Poverty Plan

Required Positions

- **Community school coordinator** – City Schools has partnered with the Family League and community school lead agencies to develop a plan to ensure each eligible school receives a community school coordinator.
 - For schools that do not yet have a community school coordinator, \$80,000 will be reserved to fund this position. Some positions will be filled through contracts with outside partners while others will be filled centrally.
 - For schools that already have community school coordinators, \$25,000 will be reserved per school to cover the “school match”.
 - For each school, in addition to the funds to support the community school coordinator position, \$5,000 will be reserved per school for a community school activities fund, and \$3,790 will be reserved to provide professional learning opportunities for community school coordinators and hire a community school manager and specialist to coordinate implementation of this program for City Schools.

- **Registered nurse** – City Schools has an ongoing partnership with the Baltimore City Health Department (BCHD) to provide nursing support to schools and is working with BCHD to contract for the new nursing positions required by the law. As schools were not previously charged for school nurses, a flat rate of \$26,990 will be reserved per school to cover the nurse expansion.
 - **Please Note:** There is a national nursing shortage that will make it difficult to fill these positions. Schools will maintain their current nursing coverage as we work with our partners at BCHD to recruit the additional nurses required to meet the legal requirement that each school have one full-time registered nurse.

- **Grant administration and position recruitment** – Included in City Schools' plan is the cost of grant administration and a recruitment strategist who will work to staff schools with the positions offered under the district's plan and address the staffing needs of schools serving concentrations of students living in poverty. These supports will enable the district to ensure each eligible school receives the support and positions outlined in the district's plan and selected by the school leader.

Central wraparound services and support

- **Social Worker Expansion:** Concentrations of Poverty funds will be used to pay for the social worker expansion at each eligible school. Schools' budgets will reflect the cost of the *increased* social worker coverage in SY19/20. For example, if your school had a .4 FTE social worker, the budget will reflect the cost of hiring the .6 FTE social worker necessary to ensure your school has the coverage of one full time social worker.
- **Judy Centers:** Due to changes in grant structures and a reduction in Judy Center grant amounts, in FY20 some of the Judy Center positions will be funded through the concentrations of poverty funds and Title 1 dollars. Each school that has a Judy Center will see the portion of the cost of operating that Judy Center covered through the

concentrations of poverty funds reflected in their school budget. These positions are in addition to what is funded through the FY20 Judy Center grant for the school.

- **Advanced Placement expansion:** Schools expanding their Advanced Placement course offerings will see the cost of that expansion reflected in their school budget.
- **Transportation support:** City Schools will purchase 5 small buses that will be used to transport students safely to and from school. Additionally, during the hours of 10:00am – 2:00pm, schools eligible to receive concentrations of poverty funds will have exclusive access to these busses for enrichment-related trips. Schools are responsible for reserving these buses through the transportation office (details to come) and covering the operating costs associated with each trip (about \$200).
- **Wholeness supports:** Three central positions will be created in the Office of the Whole Child focusing on enrichment, attendance, and school climate in schools serving concentrations of students living in poverty. The cost of these positions is reflected in each school's budget.
 - The Ed Specialist, Student Engagement and Extracurricular Programming will develop strategies, systems, and tools to increase schools' capacity to provide increased enrichment, engagement, and extracurricular opportunities to students. This person will also lead a pilot focused on building clusters of 2-to-3 neighboring schools who will work together to enhance extracurricular offerings.
 - The Ed Specialist II for Student Conduct and Attendance will develop strategies, tools, and professional learning opportunities to support schools in improving student attendance, reducing chronic absenteeism, and addressing disciplinary issues, including appropriately applying the Code of Conduct and guidance on suspensions. This person will also provide direct technical assistance to schools in these areas and assist schools in developing systems and strategies to ensure smooth and positive transitions into school for students that have been absent due to suspension, attendance issues, or other reasons.
 - The Ed Specialist II for Restorative Conferencing will facilitate student conferences that have been escalated to the district office for safety reasons, helping to address unresolved conflicts and establish plans that enable all parties to return to school safely while preserving a positive learning environment for the whole school. Furthermore, this person will provide training, technical support, and tools to schools to assist schools in implementing their own successful safety/restorative conferences.
- **New Teacher Support Suite**
 - Schools eligible to receive concentrations of poverty funds will have exclusive access to BCTR. The cost of BCTR, charged at a prorated amount based on school size, is reflected in each school's budget.
 - High schools eligible to receive concentrations of poverty funds will have access to TFA teachers. The cost of TFA for high schools is reflected in each school's budget.
 - The cost of New Teacher Institute, charged at a prorated amount based on school size, is reflected in each school's budget. The New Teacher Institute will include professional learning focused on supporting teachers who will be teaching large numbers of students living in poverty.

Choice Wraparound Services

After the above positions and initiatives are paid for, schools will have resources remaining that can be used to choose from select wraparound services. The amount of discretionary funds from the grant that each school has to invest in these additional supports will depend on what positions and supports each school currently has in place.

Process for selecting and budgeting choice wraparound services:

1. On **Friday, July 19th**, principals will receive a detailed list of options for choice wraparound services along with a supplemental distribution tool to record their choices. Below is an initial draft of that list.
2. By **Friday, August 9th**, Principals will submit their supplemental distribution tool to their ILED for review.
3. By **Monday, August 19th**, ILEDs will approve all school plans in their network.
4. Funds will be loaded and available on a date to be determined (likely **early August**)

Categories and estimated prices of choice wraparound services and supports

Note: A detailed menu including vendor names, final prices and requirements will be sent on July 19th along with the supplemental distribution tool. Please use the below list to start thinking about what services would be most beneficial to your school.¹

Category of support	Wraparound Service Name	Estimated Cost (cost range/ cost per unit if applicable)	Notes
Counseling	School Counselor (K-8)	1.0 - \$110,243 .5 - \$55,121	
	High School Counselor	\$110,243	
	College Bound	1.0 - \$69,000 .5 - \$34,500	

¹ With grant funds, schools pay actual salaries rather than average salaries. Therefore, if the person selected for the position has a higher actual salary than the average position cost, schools will need to budget accordingly. Additionally, please be cognizant that any position you seek to create will not be posted until August at the earliest. Therefore, some of these positions may be difficult to fill with high quality candidates.

Letter sent to CoP Schools and examples of school level budgets, 6/28/19

Related Services	Additional Social Worker	1.0- \$76,570 .8 - \$61,256 .6 - \$45,942 .4 - \$30,628	Limited availability, contract employees
	School Psychologist or Clinical Psychologist	1.0 - \$120,199 .8 - \$96,159 .6 - \$72,119 .4 - \$48,080	Limited availability, contract employees
Academic Supports	Literacy and math intervention	\$50 - \$800 per student	Range of intervention programs for struggling students. An updated list of recommended interventions will be provided in Fall 2019
	Afterschool academic programming	Range from approximately \$400/student to \$1500/student	Cost will vary significantly depending on vendor and length of program
	Additional High School Academic Athletic Coach Stipend	\$3,401	Stipend may increase with BTU contract
	Ed Associate, Literacy or Math	\$116,244 (1.0 FTE)	School must demonstrate that adding this position will not result in a classroom vacancy at the start of the school year; all position requests will be reviewed by HC, ILEDs, and Academics prior to approval
Enrichment Supports	Middle school athletics	Varies based on offering, \$1,000-\$1,650; May increase to include coaching stipend	Sports services offered by approved vendors
	Stipends for after school clubs	\$30/Hour + FICA (stipend*7.65%)	Principal responsible for sharing plan for after school clubs and corresponding cost of stipends
	Increase community school activities fund	Up to \$5,000	Schools can choose to set aside additional funds for their community school strategy
	Enrichment opportunities during the school day	Cost will vary significantly depending on vendor and length of program.	Approved vendor
	Enrichment opportunities for afterschool programming	Cost will vary significantly depending on vendor and length of program; range from approximately \$400/student to \$1500/student	Could include teacher stipends or approved vendor

Letter sent to CoP Schools and examples of school level budgets, 6/28/19

Professional Development	Professional coaching support for teachers, ILTs, and/or teacher teams	Recommend budgeting based on \$3,400 per day of on-site support requested.	Costs will vary significantly based on vendor and # of days of support
	MTSS Coach (.5 FTE)	\$57,255	
Intensive Learning Site Support	School contribution to Literacy Coach (Cohort 1 ILS Literacy only)	\$32,836	
	School contribution to Wholeness Specialists (Cohort 1 ILS Wholeness only)	\$13,750	
	Additional Wholeness Specialist (ILS Wholeness only)	\$55,000	
	Additional materials to support wholeness room (ILS Wholeness only)	\$5,000	

Examples of School-Level Budgets²

School Name: James Mosher Elementary School

Category	Cost
Community School Coordinator	\$80,000.00
Community School - School Contribution	\$ 0.00
Community School Activity Fund + Community School Central Positions	\$8,790
Nursing Services	\$26,990
Grant Administration	\$3,093
Judy Center	
Social Worker Expansion	\$75,877.20
Advanced Placement Expansion	
New Teacher Support Suite (BCTR, TFA, New Teacher Institute)	\$7,076.58
Transportation	\$1,827.29
Wholeness Supports	\$3,134.63
Resources Remaining for Choice Wraparound Services	\$42,044.85

School Name: George Washington Elementary School

Category	Cost
Community School Coordinator	\$80,000.00
Community School - School Contribution	\$ 0.00
Community School Activity Fund + Community School Central Positions	\$8,790
Nursing Services	\$26,990
Grant Administration	\$3,093
Judy Center	
Social Worker Expansion	\$50,584.80
Advanced Placement Expansion	
New Teacher Support Suite (BCTR, TFA, New Teacher Institute)	\$5,957.86
Transportation	\$1,538.41
Wholeness Supports	\$2,639.08
Resources Remaining for Choice Wraparound Services	\$69,240.39

School Name: Abbottston Elementary School

Category	Cost
Community School Coordinator	\$80,000.00

² These school level budgets are provided for demonstration purposes only. The actual amount of choice funds an individual school had access to may have been updated since the initial communication to schools. The amount listed per school in the Tab 2 update is the final school level amount for school-level wraparound supports.

Letter sent to CoP Schools and examples of school level budgets, 6/28/19

Community School - School Contribution	\$ 0.00
Community School Activity Fund + Community School Central Positions	\$8,790
Nursing Services	\$26,990
Grant Administration	\$3,093
Judy Center	
Social Worker Expansion	\$25,292.40
Advanced Placement Expansion	
New Teacher Support Suite (BCTR, TFA, New Teacher Institute)	\$8,715.65
Transportation	\$2,250.52
Wholeness Supports	\$3,860.66
Resources Remaining for Choice Wraparound Services	\$89,841.32

School Name: Hazelwood Elementary/Middle School

Category	Cost
Community School Coordinator	\$80,000.00
Community School - School Contribution	\$ 0.00
Community School Activity Fund + Community School Central Positions	\$8,790
Nursing Services	\$26,990
Grant Administration	\$3,093
Judy Center	
Social Worker Expansion	\$ 0.00
Advanced Placement Expansion	
New Teacher Support Suite (BCTR, TFA, New Teacher Institute)	\$12,878.34
Transportation	\$3,325.39
Wholeness Supports	\$5,704.56
Resources Remaining for Choice Wraparound Services	\$108,052.25

Baltimore City Public Schools
List of Schools Hiring a Baltimore City Community Schools Site Specialist

Tab2_Attachment 6_Community School Coordinators			
School#	CLN	School Name	Community School Site Specialist Hired
145	6	Alexander Hamilton Elementary School	YES
430	10	Augusta Fells Savage Institute of Visual Arts	YES
382	9	Baltimore Design School	YES
246	5	Beechfield Elementary/Middle School	Candidate Declined Offer, following up with other candidates
364	10	Bluford Drew Jemison STEM Academy West	YES
75	6	Calverton Elementary/Middle School	YES
454	10	Carver Vocational-Technical High School	YES
307	8	Claremont School	Candidate Declined Offer, following up with other candidates
39	3	Dallas F. Nicholas, Sr., Elementary School	YES
416	10	Digital Harbor High School	YES
250	4	Dr. Bernard Harris, Sr., Elementary School	YES
58	1	Dr. Nathan A. Pitts-Ashburton Elementary/Middle School	YES
400	10	Edmondson-Westside High School	YES
178	11	Excel Academy at Francis M. Wood HS	YES
206	3	Furley Elementary School	YES
212	3	Garrett Heights Elementary/Middle School	YES
235	3	Glenmount Elementary/Middle School	YES
210	6	Hazelwood Elementary/Middle School	YES
144	6	James Mosher Elementary School	Candidate Declined Offer, following up with other candidates
86	4	Lakewood Elementary School	YES
261	7	Lockerman-Bundy Elementary School	YES
44	3	Montebello Elementary/Middle School	YES
349	8	NACA Freedom and Democracy Academy II	YES
421	9	National Academy Foundation	YES
422	10	New Era Academy	YES
81	7	North Bend Elementary/Middle School	YES
73	1	Sarah M. Roach Elementary School	YES
248	3	Sinclair Lane Elementary School	YES
15	9	Stadium School	YES
232	5	Thomas Jefferson Elementary/Middle School	YES
374	9	Vanguard Collegiate Middle School	YES
301	8	William S. Baer School	YES
87	1	Windsor Hills Elementary/Middle School	YES
337	13	Afya Public Charter School	YES
348	13	Baltimore Leadership School for Young Women	YES
325	13	ConneXions: A Community Based Arts School	YES
368	13	Elmer A. Henderson: A Johns Hopkins Partnership Sch	YES
377	13	Green Street Academy	YES
333	13	Independence School Local I High School	YES
347	13	KIPP Harmony Academy	YES
231	13	The Belair-Edison School	YES

Community School Site Specialist District Office

Job Number 8600000559**Start Date****Open Date****Closing Date***District Office - Position - Other*

Under the direction of the Office of Communications, Engagement, and Enrollment, the Community School Site Specialist will be responsible for facilitating the implementation of the community school strategy in a designated school. A Community School is created through a set of intentional partnerships among the school and other community resources that promote student achievement, positive conditions for learning, and the well-being of families and communities so that schools become the hubs of the community. In partnership with the school principal and broader school community, the community school coordinator will assess the needs of the designated community school and will form strategic school-community partnerships based on the identified needs to help eliminate barriers to academic success for students and families. Ideal candidates will demonstrate strong experience and capacity in the following core competency areas: planning, asset/resource mapping, stakeholder engagement, partnership development, relationship management, student and family support, family and community engagement, communications, and reporting.

Essential Functions

- Serves as liaison between school and external partners.
- Raises awareness of partner resources.
- Conducts needs assessments and match school's needs with partner resources.
- Facilitates communication, planning, and collaboration among partners.
- In partnership with the school leadership team, school family council, student support teams, and external stakeholders, the coordinator will conduct periodic needs assessments and resource mapping for the school, students, and the community; and lead the development and implementation of the Community School Action Plan.

- Integrates community school strategies with overall school goals (e.g., climate, attendance, behavior, and achievement).
- Coordinates and promotes consistent opportunities for collaboration between and among school leadership, faculty, staff, students, families, and partners.
- Cultivates new and strengthen existing school-community partnerships to leverage additional resources to address identified challenges that impact the school community in the areas of physical & mental health, family support, community engagement, academics/education and youth development.
- Stewards relationships with partners by organizing and participating in regular partner meetings and other opportunities for information sharing and relationship building that foster shared ownership and responsibility.
- Manages the service coordination of school-based supports, including the tracking and monitoring of data to support strategy implementation and evaluation.
- Provides advisement to school leadership on the efficient use of resources to ensure fidelity in the process of creating and managing the community school implementation budget.
- Serves as a liaison and connector for many different areas (family and community engagement, youth development, and strategic partnerships), including active membership and participation on school-based teams (e.g., student support team, school family council, attendance team, and school leadership team).
- Builds awareness and expand the reach of the community school strategy in the identified school and surrounding community through strategic communications and community engagement efforts that work to elevate the stories and voice of the youth and families served by the school and community resources.
- Fulfills contractual requirements to include professional development, reporting, meetings, database management and other deliverables as

outlined in scope of work and action plan.

- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies; follows federal laws, state laws, school board policies, and the professional standards.

Maximum Salary 56131.00

Minimum Salary 50966.00

Desired Qualifications

- Associate degree from an accredited college or institution required; Bachelor's degree in education, health, social work, public policy, human services or related social sciences preferred.
- At least two (2) years of successful experience working with urban public school systems, including development and implementation of youth development programs, community organizing, family engagement and/or education policy.
- Knowledge and understanding of community school principles and national standards for success; with demonstrated experience cultivating academic partnerships for powerful learning experiences, creating integrated health and social supports, and authentically engaging families and communities for student and school success.
- Experience developing and facilitating training, meetings, and/or professional development to expand the capacity of internal and external stakeholder groups.
- Experience conducting needs assessments and using data to develop, implement, and adapt action plans and strategies.
- Experience working in public school setting(s) in areas of concentrated poverty.
- Experience managing multiple projects with competing priorities and ability to oversee a cadre of staff, partners, and volunteers.
- Ability to write and communicate clearly and effectively.
- Ability to demonstrate inclusive and equitable practice in resource development using a racial equity frame to ground the work.

- Capacity to develop effective working relationships with people from a variety of different ethnic, socioeconomic, educational, religious, sexual, and generational backgrounds to ensure the success of all children.
- Proficiency with Microsoft office, database systems, data analysis, as well as budget development and implementation.

**Full time or
Part time**

Full time

**Additional
Details**

Qualified candidates for the above position must submit the following:

- Completed online application
- Resume that clearly demonstrates the above minimum qualifications. It is important that you include all experiences and education related to the position to which you are applying.
- Upload copies of all transcripts ?undergraduate, graduate and all MSDE Certifications
- Must provide three (3) professional references to include: name, title, business address, e-mail address and phone number
- All documentation/certification necessary (scanned copies accepted) to substantiate minimum qualifications; must be uploaded into application
- All documentation must be scanned and uploaded to application

Benefits -- This position is eligible for benefits. To review the available options please see the information relevant to the union for this position by viewing the following link:
<http://www.baltimorecityschools.org>

Baltimore City Public Schools is an equal opportunity employer and encourages resumes from bi-lingual or multi-lingual candidates.

Baltimore City Public Schools does not discriminate in any aspect of employment on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability,

veteran status, genetic information, or age. For inquiries regarding the nondiscrimination policies, please contact

the Equal Employment Opportunity Manager, 200 E. North Avenue, Room 208, Baltimore, MD 21202; 410-396-8542 (phone); 410-396-2955 (fax).

This position is affiliated with the Paraprofessionals and School Related Personnel (PSRP) bargaining unit.

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SCOPE OF SERVICES – Lead Agencies for New Community Schools in SY2019-2020
(Tab2_Attachment8_CSC Lead Agency)

During School Year 2019-2020 (SY20) schools receiving the Concentration of Poverty (CoP) grant were able to select a community organization to serve as their Lead Agency and key partner in implementation of the Community School Strategy. During this first year of community school implementation, SY20, the Lead Agency, in partnership with the school, will:

I. Hire & Supervise the Community School Coordinator – this is a full-time, 12 month, position that is responsible for partnership coordination and community school implementation. Though hired by the Lead Agency, the Community School Coordinator will be placed at the school. The Lead Agency is responsible for supervising the Community School Coordinator and checking-in regularly with school leadership about the Community School Strategy. The Lead Agency is also responsible for ensuring that Community School Coordinators:

- Participate in systemic professional development opportunities outlined on page 2
- Submit required reports and documentation as required by Baltimore City Public Schools, Office of Communications & Community Engagement (BCPS); an overview of fall reporting requirements is included on page 3

II. Complete & Submit a Community School Resource Inventory & Needs Assessment – All new Community Schools receiving a CoP grant are required to complete a needs assessment in SY20. Through this process Community Schools will engage students, school staff, families, partners, and community members and track their feedback and recommendations using tools supplied or approved by the Office of Communications & Community Engagement.

III. Create & Submit a Community School Action Plan – Once the needs assessment is completed the Lead Agency will support School Leadership and the Community School Coordinator to work with students, families, staff, partners, and community members to prioritize needs identified through the assessment and create a plan to address them. Community School plans will be submitted to Baltimore City Schools for approval.

IV. Participate in Evaluation Activities as Needed – BCPS is working in partnership with Family League of Baltimore to develop an evaluation of Baltimore’s Community Schools Initiative. Lead Agencies and Community School Coordinators may be asked to participate in evaluation activities.

Use of District Data.

Except as otherwise set forth in this Agreement, Consultants shall not disclose or distribute to third parties any confidential or personally identifiable information about any student. Consultants shall be solely responsible for the Community School Coordinators’ (CSCs’) compliance with this Agreement. The Board hereby grants to Consultant limited access (read only access) to student

administrative records (as defined by FERPA) through CSCs' access to Infinite Campus (IC), but only after each CSC has successfully completed the required IC training, passed City Schools criminal background check as stipulated by the Board, and signed a non-disclosure (confidentiality) agreement with the Board.

Consultants and its CSCs agree that access to IC will be limited to the following customized IC modules: Demographic Summary Page; Enrollment; Attendance; Grades; Credit Summary; Behavior; Scheduling; Assessment; and Student Profile. Consultant shall fully comply with Paragraph 9 of the Agreement with regard to any liability arising from dissemination of any data to unauthorized third parties.

Administrative student record data, such as student-level assessment results, student attendance, report card grades, class schedules, and demographic student profile must be used to provide services to students as outlined on the scope of service by the Consultant. Consultant is authorized to access IC (consistent with this Agreement and all applicable privacy laws) during the term of the Agreement only, and IC may be accessed only for the purposes of fulfilling the terms and conditions of the Agreement.

Professional Development Schedule

Type	Description	Dates
New Coordinator Training	1 full day training	Nov 2019
Needs Assessment Training	Coordinators & Lead Agencies will receive training on the Resource Inventory & Needs Assessment Toolkit	Nov – Dec 2019
Bi-Monthly Networking	CSCs will meet every other month to network, share best practices/resources and participate in professional development training (estimated 6 times per year).	Nov 2019– June 2020
New Coordinator PLC	Led by an experienced coordinator this provides additional support for new community school coordinators	TBD
Geographic Cohorts	Regional cohorts are led by an experienced community school coordinator and meet 3 times a year; they provide time for community schools near each other to work together and collaborate	TBD

Additionally, Baltimore City Schools will meet with all Lead Agencies working with new community schools 3 times a year, this will include a mixture of large group meetings and individual school check-ins.

Fall Reporting Schedule

Date	Report Description	Submission Instructions
11/18/19	Hiring Update – Include the contact information for the Coordinator Supervisor, and the Coordinator if hired	Email the information to sdrummondcam@bcps.k12.md.us , and hegonzales@bcps.k12.md.us
11/29/19	Needs Assessment Update – Include progress made on the Resource Inventory, and if applicable plans or progress on the surveys, & focus groups	Submit via Google Form. City Schools will share the Google Form with Lead Agencies by 11/12/19
12/23/19	Needs Assessment Update II – Progress made on the Resource Inventory, surveys, & focus groups	Submit via Google Form. City Schools will share the Google Form with Lead Agencies by 11/12/19

Final submission dates for needs assessment materials and reporting deadlines for the spring semester will be shared by January 30, 2019.

BALTIMORE CITY PUBLIC SCHOOLS

1

New State Funding Orientation

Tab2_Attachment9_Charter Technical Assistance

7/17/19

Welcome & Overview

2

Objectives:

- ***Struggling Learners (Transitional Supplemental Instruction) Session***
 - **Know which schools are eligible to receive Struggling Learners grant funds**
 - **Understand how to apply for grant funds (if applicable) and what is needed to meet the requirements of the legislation**
- ***Concentrations of Poverty Session***
 - **Know which schools will receive Concentrations of Poverty grant funds**
 - **Understand what is needed to meet the requirements of the legislation**

Struggling Learners Grant

3

In April, the MD General Assembly passed the Blueprint for Maryland's Future (SB1030)

- This legislation includes funding for struggling learners, who are defined as students in grades K-3 who are performing below grade level in reading.
- These funds can be provided to any school with grades K-3 to provide additional academic support for struggling learners using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined by ESSA, including:
 - 1-on-1 and small group tutoring with a certified teacher, teaching assistant, or other trained professional
 - Cross-age peer tutoring
 - Screening, identifying, and addressing literacy deficits

Struggling Learners Grant, cont.

4

- Grant award to City Schools ~\$4.1 million as restricted grant funds
- Equitable share of funds for charter schools = \$887,209.78 based on 9/30/18 enrollment data
- Charter schools that serve students in grades K – 3 are eligible to submit a proposal for up to \$40,000 per school
- All activities funded on the grant must meet ESSA evidence level 1 or 2 (Strong or Moderate)

Struggling Learners Grant Application

5

- Review draft Grant Application Template
 - Expectations for Completion
 - Feedback on draft template
- Final version of the template will be shared July 22nd
- Completed applications must be submitted to strugglinglearners@bcps.k12.md.us no later than 8/2/19 by 3:00 pm. Late applications will not be accepted.
- Feedback on submitted applications will be shared by 8/16/19

Struggling Learners Grant Requirements

6

- Grant may fund activities that occur 9/1/19 - 6/30/20
- Quarterly Evaluations reports due on 1/15/2020, 3/15/2020 and 8/31/20.
- **NOTE:** Failure to meet reporting requirements, spend in accordance with legislation and/or failure to maintain adequate support documentation for activities funded through the Struggling Learners Grant will result in all or a portion of the grant funds needing to be repaid.

Concentrations of Poverty Funds

7

Agenda:

- **Overview of The Blueprint for Maryland's Future's Concentrations of Poverty grant**
- **Nursing expansion strategy & costs**
- **Community School requirements**
- **Choice wraparound service requirements**

Concentrations of Poverty Funds Eligibility

8

- Eligibility for the grant was determined by the state
 - **Public schools in which at least 80% of students were eligible for free or reduced-price meals in SY17/18**
- Each eligible school receives \$248,833 to hire a health care practitioner and a community school coordinator and pay certain administrative costs
- If the grant exceeds the cost of these positions, schools may only use the excess funds to provide wraparound services

Choice Wraparound Services

9

- Extended learning time
- Safe transportation to school
- Vision and dental care services
- Establishing or expanding school-based health center services
- Additional social workers, mentors, restorative practice coaches
- Enhancing physical wellness
- Enhancing student enrichment experiences
- Improving student attendance
- Enhancing behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions
- Providing family and community engagement and supports, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as educating families on how to monitor a child's learning
- Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school
- Improving the learning environment at the school
- Any other professional development for teachers and school staff to quickly identify students who are in need of these resources

Nursing Expansion

10

- City Schools is working with our partners at the Baltimore City Health Department to expand nursing services in order to provide each eligible school with a full-time RN
- The cost of the nursing expansion was divided evenly amongst schools because nursing is currently a centrally-provided service
- **Nursing expansion cost: \$26,990**
- Due to the national nursing shortage it will be difficult to fill all RN positions. Schools who do not receive a nursing increase will maintain their current nursing coverage for the 19/20 SY.

Budget

11

- Consistent with our longstanding commitment to ensure the maximum level of autonomy possible to charter schools, City Schools will be implementing the concentrations of poverty program in a way that provides the maximum amount of flexibility to charter schools. The follow are the only required expenses related to the concentrations of poverty budget:
 - **Administrative Cost: \$1,856**
 - **Nursing Cost: \$26,990**
 - **Funds for community school coordinator and choice wraparound services: \$219,988**

Compliance Requirements

12

- Concentrations of Poverty grant is a restricted grant
- After funds are budgeted for the required nurse and community school coordinator for each eligible school - **remaining funds** may be utilized for wraparound services as outlined in SB1030
- Eligible charter schools must submit their spending plan for wraparound services by **8/9/19**.
- Funds will be available in school level budgets approximately 2 weeks after spending plan is approved.

Compliance Requirements, cont.

13

NOTE: Failure to meet reporting requirements and/or failure to maintain adequate support documentation for activities funded through the Concentrations of Poverty will result in all or a portion of the grant funds needing to be repaid.

Community Schools

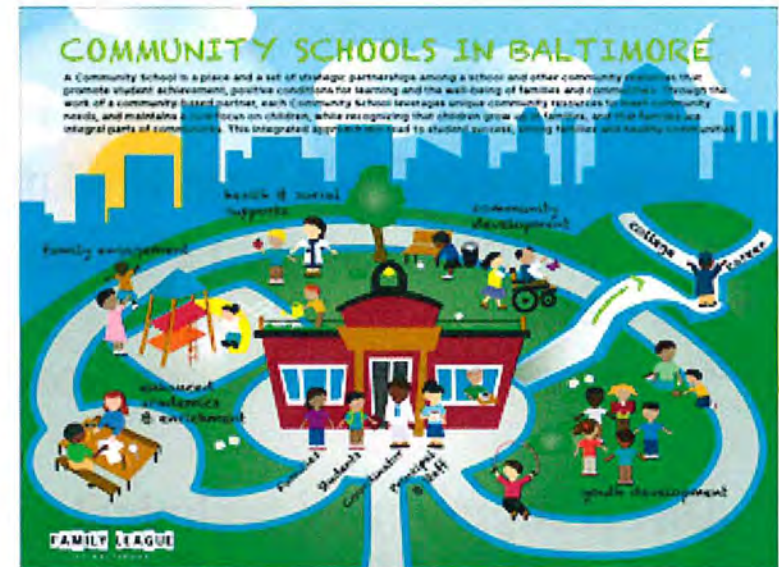
14

- If a charter school decides to hire their own community school coordinator, City Schools will budget \$83,000 of their concentrations of poverty funds to cover the cost of the salary, benefits, and overhead
- If a charter school decides to partner with a lead agency, they can negotiate that contract independently
- By 7.26.19 charter schools must indicate if they are pursuing a partnership with a lead agency or hiring their own coordinator
 - **Expect to receive a form link from Monique Simms to indicate your preference.**

Community Schools Overview

Community Schools

- **A community school is a place and a set of strategic partnerships** among the school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities



Implementation Deliverables



*The **community school coordinator** leverages **partnerships** and **link resources** around school and community needs – as noted in the needs assessment and action plan.

Community Schools Supports

Supports available from the Engagement department include:

- General information and resources about the overall community schools strategy
- Hiring guidance and protocol for community school coordinators

Direct support and technical assistance around strategy implementation can be contracted through the Family League. Proposed supports include:

- Lead agency support and guidance for school partnerships (relationship management)
- Training and development supports (capacity building opportunities for community school coordinators and principals)
- Collaborative coaching, needs assessment and action planning around strategy implementation

Comments or Questions?

FY20 Concentrations of Poverty Charter School Spending Plan

Senate Bill 1030, the Blueprint for Maryland's Future, based on the preliminary recommendations of the Commission on Innovation and Excellence in Education, includes additional funding to support schools with high concentrations of students living in poverty. The Concentrations of Poverty Grant created through SB1030 provides \$248,833 per school to public schools in which at least 80% of the students are eligible for free or reduced-priced meals (FRPM) as identified by MSDE. Each school receiving funds through this grant program must employ one community school coordinator and provide full-time coverage by at least one health care practitioner. If funding exceeds costs and/or the school already employs individuals in such positions, resulting excess funds must only be used for specified wrap around services outlined below.

As outlined in SB1030 Section 5-203 "WRAPAROUND SERVICES" INCLUDES:

- I) EXTENDED LEARNING TIME, INCLUDING BEFORE AND AFTER SCHOOL, WEEKENDS, SUMMER SCHOOL, AND AN EXTENDED SCHOOL YEAR;
- II) SAFE TRANSPORTATION TO SCHOOL
- III) VISION AND DENTAL CARE SERVICES;
- IV) ESTABLISHING OR EXPANDING SCHOOL-BASED HEALTH CENTER SERVICES;
- V) ADDITIONAL SOCIAL WORKERS, MENTORS, COUNSELORS, PSYCHOLOGISTS, AND RESTORATIVE PRACTICE COACHES;
- VI) ENHANCING PHYSICAL WELLNESS, INCLUDING PROVIDING HEALTHY FOOD FOR IN-SCHOOL AND OUT-OF-SCHOOL TIME AND LINKAGES TO COMMUNITY PROVIDERS;
- VII) ENHANCING BEHAVIORAL HEALTH SERVICES, INCLUDING ACCESS TO MENTAL HEALTH PRACTITIONERS AND PROVIDING PROFESSIONAL DEVELOPMENT TO SCHOOL STAFF TO PROVIDE TRAUMA-INFORMED INTERVENTIONS;
- VIII) PROVIDING FAMILY AND COMMUNITY ENGAGEMENT AND SUPPORTS, INCLUDING INFORMING PARENTS OF ACADEMIC COURSE OFFERINGS, LANGUAGE CLASSES, WORKFORCE DEVELOPMENT TRAINING, OPPORTUNITIES FOR CHILDREN, AND AVAILABLE SOCIAL SERVICES AS WELL AS EDUCATING FAMILIES ON HOW TO MONITOR A CHILD'S LEARNING;
- IX) ESTABLISHING AND ENHANCING LINKAGES TO JUDY CENTERS AND OTHER EARLY EDUCATION PROGRAMS THAT FEED INTO THE SCHOOL;
- X) ENHANCING STUDENT ENRICHMENT EXPERIENCES;
- XI) IMPROVING STUDENT ATTENDANCE;
- XII) IMPROVING THE LEARNING ENVIRONMENT AT THE SCHOOL; AND
- XIII) ANY OTHER PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL STAFF TO QUICKLY IDENTIFY STUDENTS WHO ARE IN NEED OF THESE RESOURCES.

NOTE: Failure to meet reporting requirements, spend in accordance with legislation and/or failure to maintain adequate support documentation for activities funded through the Concentrations of Poverty Grant will result in all or a portion of the grant funds needing to be repaid.

Community School Implementation Deliverables (due dates and guidance will be provided):

- Full-time community School coordinator
- Needs Assessment
- Program Action Plan
- Training and Evaluation Plan
- Data Collecting and Reporting

SY19/20 Concentrations of Poverty Grant - Charter School Spending Plan

<i>SCHOOL NAME</i>		FY20 Charter School Allocation			\$219,988.17
Line Item	Activity Description	Calculation	Amount Budgeted	Wraparound Service Category (I - XIII)	Rationale for Activity - How is this aligned with school level programming and aligned with the purpose of the Grant
<i>Salaries & Wages</i>					
Total Salaries and Wages			\$0.00		
<i>Fixed Charges</i>					
Total Fixed Charges			\$0.00		
Total Salaries and Wages and Fixed Charges			\$0.00		
<i>Contracted Services</i>	Community School Coordinator provided through partner				
Total Contracted Services			\$0.00		
<i>Supplies & Materials</i>					
Total Supplies and Materials			\$0.00		
Grand Total			\$0.00		

\$219,988.17

**City Schools 2020 Community School Needs Assessment Timelines
(Tab2_Attachment11_2020 Needs Assessment Plan)**

Below is the timeline for the Community School Needs Assessment. It includes items community schools are encouraged to complete, items community schools are required to complete, and items community schools are required to submit to Baltimore City Schools. Submission requirements are included in the description if applicable. This guidance is specific to City School requirements – Lead Agencies may require more components, or implement different deadlines with their staff.

Requests for timeline adjustments: New Community Schools are hiring and starting their work at different times. If you think you will have a problem meeting one of the required submission deadlines please contact us (Sheila Drummond Camm, sdrummondcamm@bcps.k12.md.us or Holly Gonzales hegonzales@bcps.k12.md.us) and let us know. We can work with you to find a solution.

Needs Assessment Component	Brief Description	Timeline	Expectations
Prepare for the Process	CSCs should engage with the school-level team to plan out the process, assign roles, and provide deadlines; the team should plan to meet and check-in throughout the needs assessment process	November, 2019	Encouraged to Complete
Existing Data Review	Each school is required to perform an existing data review and identify what data is available including talking to partners and individuals in the school and community who may have this information, (e.g. speaking with Kaiser Permanente, if they partner with your school, about data they may have collected on health insurance rates for families). Complete the worksheet provided in the toolkit for applicable data points.	November - December, 2019	Required to Complete
Report: Needs Assessment Update I	This report is due to City Schools on November 30 th , it will include updates on planning and implementation of the needs assessment. The report will be submitted electronically to City Schools via an online Form.	December 5, 2019	Required to Submit
Stakeholder Surveys	Each school is required to administer stakeholder surveys to students, parents, school staff and partners, and community members; these surveys can be completed online or on paper. City Schools will share the links to all the surveys, and the detailed guidance for submitting paper surveys will be available November 22, 2019.	November – January 30, 2020 (Highly recommended to survey between Thanksgiving and Winter Break)	Required to Submit
Asset Inventory	Each school must complete an asset inventory throughout the process to identify assets that already exist in the community using details from surveys, interviews, focus groups, and other sources	November - January 15, 2019	Required
Focus Groups	Each school is required to host at least two focus groups per stakeholder type (students, parents, school staff, school partners, and community members) for a total of at least ten focus groups; submit notes from each session to City Schools via a Shared Folder link.	November 2019 - February 14, 2020	Required to Submit

Key Informant Interviews	Each school is required to perform key informant interviews for more in-depth conversations with key stakeholders	November - January 30, 2020	Required to Complete
Survey Data Roll-Up	BCPSS will provide a data roll-up of survey findings along with raw data to each school on a rolling basis as surveys are completed, summaries will be shared with Lead Agencies via a Shared Folder link.	January – February 28, 2020	Required to Submit to Lead Agencies (City Schools)
Needs Assessment Data Organization Tool	CSCs should complete the Data Organization tool included in the toolkit throughout the process to track participants and organize findings; <i>an optional, follow-up training will provide hands-on guidance with organizing findings and identifying themes to support the action plan (date TBD - data of all forms should be brought to the training)</i>	Ongoing	Encouraged
Needs Assessment Summary and Findings Report	Each school is required to complete the Needs Assessment Summary and Findings Report which includes counts for the various stakeholders engaged, methods implemented, and needs identified. The materials should be uploaded to the Shared Folder or emailed to: srdrummondcam@bcps.k12.md.us and hegonzales@bcps.k12.md.us	March 15, 2020	Required to Submit
Needs Assessment Community Report & Prioritization Meetings	Community School Coordinators will provide an update to their communities (open to all stakeholder groups) on what they heard during the needs assessment, and to prioritize focus areas for the community school (this can be done over 2 or 3 meetings at the discretion of the community school)	March 2020	Required to Complete
Action Plan	Each school is required to submit a complete action plan including a communications plan, partnerships, and performance measures based on the findings of the Needs Assessment and feedback from stakeholders on Community School priorities. Final Action Plans should be uploaded to the Shared Folder or submitted to: srdrummondcam@bcps.k12.md.us and hegonzales@bcps.k12.md.us	April -May, 2020	Required Submit

BALTIMORE CITY --- PUBLIC SCHOOLS

1

New State Funding Orientation

Tab3_Attachment 1_Charter Technical Assistance

7/17/19

Welcome & Overview

Objectives:

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Concentrations of Poverty Funds

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Community Schools

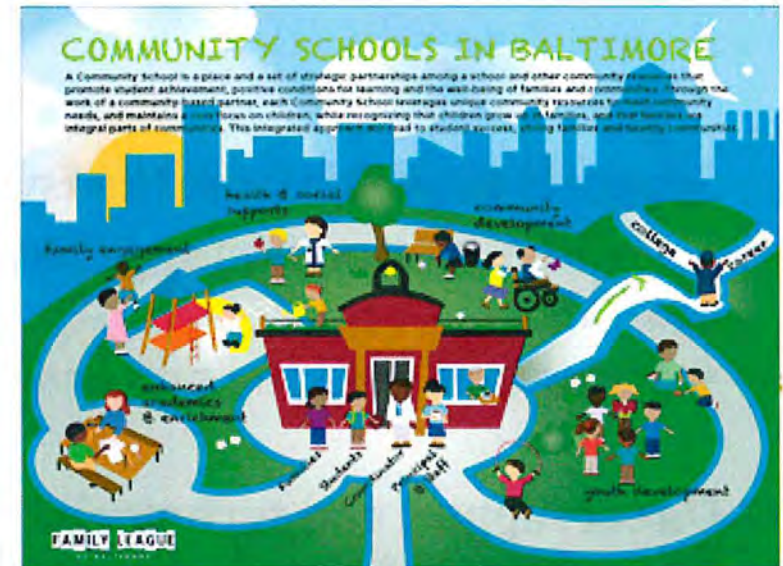
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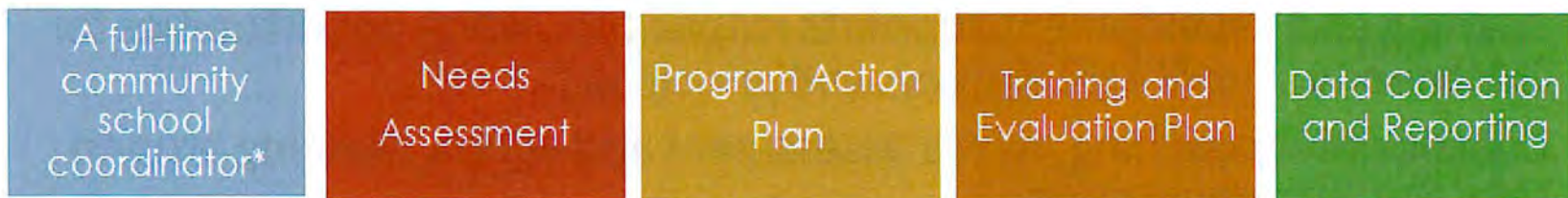
Community Schools Overview

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Implementation Deliverables



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Comments or Questions?

**FY20 Struggling Readers (Transitional Supplemental Instructional) Grant
Charter School Application
(Tab3_Attachment1_Charter Application)**

Senate Bill 1030, the Blueprint for Maryland’s Future, based on the preliminary recommendations of the Commission on Innovation and Excellence in Education, includes additional funding to support Struggling Learners through the Transitional Supplemental Instructional Grant. “Struggling learner” means a student who is performing below grade level in English language arts or reading in kindergarten through grade 3. “Transitional supplemental instruction” means additional academic support for struggling learners using evidence-based programs and strategies that meet the expectations of **strong or moderate evidence** as defined in the federal Every Student Succeeds Act (ESSA evidence level 1 or 2).

Please complete this worksheet to as an application for funds under this restricted state grant program that your school may use to meet the needs of struggling learners in grades K – 3 during SY2019/20. Remember that Struggling Learners funds are to be used for **evidence-based** programs and strategies that meet ESSA evidence Level 1 or 2 only for students in grades K - 3.

Initial Draft of this form must be sent to strugglinglearners@bcps.k12.md.us (please email this form as a PDF file) by 8/2/2019 at 3:00 pm. Applications submitted late will not be accepted.

Grant funds are available to support activities that occur: 9/1/19 to 6/30/20

Quarterly Evaluations reports due on 1/15/2020, 3/15/2020 and 8/31/20. Reports must be signed and submitted to strugglinglearners@bcps.k12.md.us

NOTE: Failure to meet reporting requirements and/or failure to maintain adequate support documentation for activities funded through the Struggling Learners Grant will result in all or a portion of the grant funds needing to be repaid.

Part I – Charter School Information

School Name and Number	
School Official/Primary Contact <i>(Name and Title)</i>	
Email Address <i>School Official/Primary Contact</i>	
Telephone Number <i>School Official/Primary Contact</i>	
Additional/Secondary Contact <i>(Name and Title)</i>	
Email Address <i>School Official/Secondary Contact</i>	
Telephone Number <i>Additional/Secondary Contact</i>	

**FY20 Struggling Readers (Transitional Supplemental Instructional) Grant
Charter School Application
(Tab3_Attachment1_Charter Application)**

Total Requested Amount: _____
(maximum school level request is \$40,000)

FY 20 (SY2019/20)

I, _____ (School Official) assure that all Struggling Learners funded programs or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the BCPS Struggling Learners lead in advance of implementation. In addition, documentation to support grant implementation will be maintained and available for review at any time.

(Charter School Official Signature)

(Date)

Part II - Description of Activities to support Struggling Learners in Grades K - 3

Proposed Activity		
Activity Description		
Required Evidence-Based Research to Support Activity		
Implementation Timeline		
Estimated Calculation & Cost	Salary costs:	Calculation:
	Contract Costs:	Calculation:
	Materials Costs:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcome(s):		
How will students be identified for the grant funded activity?		
What data will be collected to measure student progress?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

**FY20 Struggling Readers (Transitional Supplemental Instructional) Grant
 Charter School Application
 (Tab3_Attachment1_Charter Application)**

Part III – Quarterly Evaluation Report

Quarterly Evaluation Reports must be signed and returned to: strugglinglearners@bcps.k12.md.us by 1/15/2020, 3/15/2020 and 8/31/20 for each activity that is included on the approved FY20 Struggling Learners Grant.

This evaluation is being submitted by:

 (Charter School Official Signature)

 (Date)

Activity	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Provide a list of all students receiving services through the Struggling Learners grant. Ensure the file includes the student name, student ID #, grade and data to support eligibility.	
Summary of progress toward the intended outcome	
Progress Monitoring: provide a summary of the progress evidenced for students participating this this program. Supporting data should be attached.	
Is implementation of the activity on track? If no, why not and what steps will be taken to get implementation on track.	
Are any changes to the program being requested? If yes, why.	

**FY20 Struggling Readers (Transitional Supplemental Instructional) Grant
Charter School Application
(Tab3_Attachment1_Charter Application)**

Additional Notes or Comments:

AGREEMENT

between the

[BTU LOGO]

**BALTIMORE TEACHERS UNION
AMERICAN FEDERATION
OF TEACHERS, LOCAL 340
AFL-CIO**

AND

**BALTIMORE CITY BOARD
OF
SCHOOL COMMISSIONERS**

2019-2021

PREAMBLE

This Agreement is entered into effective the 1st day of July, 2019, between the Baltimore City Board of School Commissioners and the Baltimore Teachers Union, American Federation of Teachers, Local 340, and reduced to writing in accordance with Sections 4-301, 4-304 and 6-408 of the Education Article of the Annotated Code of Maryland.

ARTICLE I

Recognition

1.1 Recognition

The Baltimore City Board of School Commissioners, hereinafter referred to as the Board, recognizes the Baltimore Teachers Union pursuant to the Annotated Code of Maryland, as the employee organization which is duly elected and certified exclusive representative of the Board's employees who are in the professional educational public school employee unit. The Board further recognizes the Baltimore Teachers Union as the employee organization authorized to administer the Agreement.

1.2 Unit Members

Whenever used in this Agreement, the term "Employee" shall mean all classroom teachers (pre-K-12), counselors, librarians (and/or their successor job title and/or classification), psychologists, social workers, home and hospital teachers, department heads, master teachers, academic coaches, instructional associates, instructional support teachers, educational associates, speech-language pathologists, audiologists, occupational therapists, physical therapists, facilitators, consulting teachers, IEP Team Associates, pupil personnel worker, teacher – mentor, teacher – staff developer, and art, music and physical education resource teachers.

The term "Employee" shall also refer to any person hired for the unit by BCPSS who is required by State Law to hold a professional license or certification from the Maryland State Department of Education but who does not hire, terminate and/or evaluate other employees.

1.3 Part Time Employees

All permanent part-time employees covered by this Agreement shall receive full insurance benefits. Leave benefits shall be accumulated on a pro-rata basis. Salary benefits shall be calculated on a pro-rata basis related to hours worked.

1.4 Temporary Employees

A temporary employee excluded from the bargaining unit is one who is hired for a period of up to six (6) months and is so informed in writing at the time of hire and who is hired to fill a temporary job or for a special project or to replace any employee on leave.

1.5 Definitions

Where used in this Agreement, the following definitions shall apply:

“School” shall usually mean any work location or functional division or group.

“Principal” shall usually mean the administrator of any work location or functional division or group who has direct responsibility for supervising members of the bargaining unit.

“Building Representative” shall mean the officially designated agent of the Union in any work location or functional division or group.

The term **“Board”** and/or **“BCPSS”** shall include the Baltimore City Board of School Commissioners or its designated representatives.

The term **“Union”** shall mean the Baltimore Teachers Union or its designated representative.

The term **“Teacher”** shall refer to all members of the bargaining unit unless otherwise indicated.

“Clinicians” shall include all psychologists, social workers, speech-language pathologists, occupational therapists, physical therapists and audiologists.

“Union Chapter Committee” shall mean the five (5) employees elected by the Union membership in each school.

“Emergency” used in this agreement shall mean any unforeseen situation of which the party (s) had no prior knowledge.

“System-wide seniority” is based upon the length of continuous service as calculated from the date of appointment as a full-time teacher in the Baltimore City Public School System. Continuous service includes all time spent in the actual employment and on the payroll of the Board including all authorized paid leave time. Time spent on any approved leave of absence without pay or on layoff status up to two (2) years from the date of layoff shall not be considered a break in continuous service for the purpose of seniority status. However, the actual time spent on the approved leave or on layoff status shall not be counted in the employee’s seniority.

“Second endorsement” shall mean an additional certification in a subject area other than the one for which the employee is presently assigned.

“CEO” wherever used in this agreement is understood to mean the Chief Executive Officer or his designee.

“School Oversight Committee” whenever used in this Agreement shall refer to the team in designated schools responsible for planning and implementing the changes in rules, responsibilities and relationships among its staff as the school carries out its educational program.

“Department Heads” work with department personnel in planning and coordinating department instructional programs for maximum educational benefits to the students.

“I.E.P. Team Associates (ITAs)” are school based staff members who report to the principal and who work with students with disabilities.

“Conditional Teacher” shall mean an employee who holds a conditional teaching certificate as issued by the Maryland State Department of Education.

“Baltimore Professional Practices and Student Learning Program (BPPSLP)” is the program developed by the Board and the Union to encourage teacher and staff leadership, give teachers and staff decision making responsibilities and reward teachers and staff for the valuable work they do.

“Career Pathways” are called Standard, Professional, Model and Lead.

“Interval” is the term used to describe movement on the pay scale within a Career Pathway.

“Achievement Units (AUs)” describe the knowledge and skills that are necessary for an educator to move up the new pay scale.

“School-Based Options (SBO)” is a process by which certain schools may vote to modify selected sections of Article VII, limited to 7.1, 7.2, 7.3, and 7.8.

“Tenure” is the expectation of continued employment by the Board after completing a probationary period that is governed under the terms of the Regular Teacher Contract set forth in COMAR and Education Article Sections 6-201(f) and 6-202.

ARTICLE II

Union Rights and Responsibilities

2.1 Union Leave

Any employee elected as an officer of the Union or who is appointed to the Union’s staff shall, under proper application, be given leave of absence without pay. Any employee who is elected as an officer of the Union shall, upon proper application, be given a leave of absence with pay for the term of his/her office subject to the Union's prompt reimbursement on a monthly basis for all costs incurred by the Board for the Union officer's complete pay and benefits as they currently exist and as such pay and benefits may be modified during the course of the Union officer's term of office. The Board agrees to recommend to the Teachers’ Retirement Board that time spent on leave be granted as service credit for retirement and that the employee be permitted to pay regular monthly contributions. Upon their return to service, they shall be placed in an assignment comparable to that which they left. The employee shall be granted salary credit and seniority for up to six (6) years spent on leave working for the Union. Such leave shall not be granted for more than seven (7) persons in any one (1) year.

To avoid a possible break in service, or a loss of benefit amount, BCPSS shall permit the Union at Union expense under the law to purchase service credit for bargaining unit members on Union leave.

2.2 Transaction of Official Business

Duly authorized representatives of the Union shall be permitted to transact official Union business on school property at all reasonable times, provided that this shall not interfere with or

interrupt normal school operations. Upon their arrival, they shall apprise the principal or school staff assigned to the office of their identity and purpose.

2.3 Union Meetings

Upon one day's notice to the administrator of the school, an authorized representative of the Union shall have the right to schedule meetings in the building before or after regular duty hours or during the lunch time of the employee(s) involved, or during the rescheduled day when employee(s) are not assigned to, nor involved in other duties. The notice requirement may be waived by the principal involved.

2.4 Union Communications

The Union, as exclusive representative, shall have the use of the school system's interdepartmental mail and email facilities, the right of distribution of materials to teachers' mailboxes in schools, and the use of bulletin board space, provided these rights do not interfere with the operation of the school system. Individuals and organizations other than the Union shall not be permitted to use the school system's interdepartmental mail and email facilities, or the right of distribution of materials to teachers' mailboxes.

The Union shall have space on at least one existing bulletin board in each school. Said bulletin board space shall be located in the teachers' lounge unless another site is mutually agreeable to both parties. The Board shall place a link to the Union's website on the home page of the School System's website.

2.5 Board Communications

The Board shall supply the Union with notification, through City Schools Inside, of all Board Policies and Regulations, press releases, all CEO's Memoranda and Bulletins including online posting on the school system's website, relating to employees generally or to any substantial group of employees concerning the interpretation or application of the terms and conditions of this Agreement and/or relating to wages, hours, or conditions of employment. All task force reports submitted to the Board in public session, including the purpose and membership of said task force, shall also be supplied to the Union.

2.6 New Employee Access

- A. Definition. "New employee processing" means the process by which newly hired bargaining unit employees, whether in person, online, or through other means, are advised of their employment status, rights, benefits, duties, responsibilities, and other employment matters. In any year in which the district holds a New Teacher Institute of at least one day prior to the first day of school, "new employee processing" shall include the New Teacher Institute.
- B. The Board shall provide the Union with 10 days' notice in advance of a new employee processing. However, the Board may provide the Union with less than 10 days' notice if there is an urgent need critical to the Board's new employee processing that was not reasonably foreseeable.
- C. Within 30 days of the date of hire, or by the first pay period of the month after the date of hire, of each new bargaining unit employee, the Board shall provide the Union with the employee's name, Employee Identification Number, date of hire, date of birth, position classification, pathway, interval, home and work site addresses, where the employee receives interoffice or United States mail, home, work site, and

personal cell phone numbers, and work email address. The Board shall provide the information in the preceding sentence regardless of whether the newly hired employee was previously employed by the Board.

- D. The Union shall provide the Board with the email address to which the Board shall send the notices and information required above.
- E. The Board shall provide the Union with the information described in paragraph C for each employee in the bargaining unit once every 120 days.

2.7 Dues Checkoff

A. The Board agrees to deduct Union dues from the pay of any employee in the unit who authorizes such deduction in writing. Such authorization shall be continued from year to year unless revoked in writing between June 1 and June 30. With respect to all dues deducted by the Board pursuant to such authorization, the Board agrees to remit said dues to the Union bi-weekly. The Board shall, within (30) days of the Union's and the Board's ratification of the Agreement, make all changes necessary to its human resources management system to insure that no employee is dropped from dues checkoff due to a change in assignment or location. The Board shall supply the Union with a ~~quarterly~~ monthly computer payroll printout showing those teachers for whom dues have been deducted.

B. The Union shall indemnify and save the Board harmless of any and all claims, grievances, actions, suits or other forms of liability or damages that arise out of or by reason of any action taken by the Board for the purpose of complying with any of the provisions of this section, and the Union assumes full responsibility for the disposition of the funds deducted under this section as soon as they have been remitted by the Board or its designee.

2.8 Equal Representation

As exclusive representative, the Union will represent equally and to the best of its ability all members of this bargaining unit without regard to membership in, or participation in the activities of the Union.

2.9 Exclusivity

The rights set forth in this Article are for the exclusive use of the Union and shall not be granted to any other group or organization. Only the Baltimore Teachers Union shall be recognized or permitted to represent any group of teachers concerning wages, hours, or conditions of employment.

2.10 Area Representatives' Leave

Upon advance request and approval by the appropriate administrator, four (4) area representatives shall each be allowed three (3) days per month with pay in order to conduct Union business. Request for such leave shall be made at least five (5) days in advance.

2.11 Building Representative Announcements

Upon prior notice to the appropriate administrator, the Building Representative may make announcements after the conclusion of any faculty meeting.

2.12 Seniority List

A list specifying the system-wide seniority of each member of the bargaining unit shall be prepared and forwarded to the Union within thirty (30) days following the last day of the school year. On or before August 1 of each year, BCPSS shall furnish the Union a list containing the

name, home address and work location assigned for the next school year for any teacher who is transferred or assigned to a new work site for the next school year.

2.13 Requests for Records re: Wages, Hours, Conditions of Employment

Upon request and availability, the Board shall provide the Union with statistics and/or records relating to wages, hours and conditions of employment. Any costs involved in the preparation of said information shall be paid for by the Union.

2.14 Committee on Political Education (COPE) Deductions– Political Action Check-off

The Board agrees to deduct from the pay of each employee from whom it receives an authorization to do so, the monthly amount authorized by the employee for political action. A list of the employees from whom the deductions have been made and the amount deducted from each, and a list of the employees who had authorized such deductions, shall be forwarded to the Union no later than thirty (30) days after such deductions were made. The authorization form shall read as follows:

“I hereby authorize the Baltimore City Board of School Commissioners to deduct from my salary the bi-weekly sum of \$ _____ and to forward that amount to the Baltimore Teachers Union Political Committee. This authorization is signed freely and voluntarily and not out of any fear of reprisal and with the understanding that the Baltimore Teachers Union Political Committee is engaged in joint fundraising efforts with the AFL-CIO. This voluntary authorization may be revoked at any time by notifying the Board of School Commissioners and Baltimore Teachers Union Political Committee in writing of the desire to do so.”

(Signed) _____ (Name)

_____ (Address)

_____ (Identification Number)

2.15 Building Representative Leave – (Original 2.15 Representation Fee deleted due to Janus decision)

- A. Provided instructional services will not be diminished and with advanced approval of the Building Principal , BTU Building Representatives shall be released for up to once (1) period per week to conduct Union business. To accommodate this provision, Building Principals in the secondary schools may consider releasing Building Representatives from homeroom assignments, and in elementary schools may consider using one (1) additional resource period or the assignment of a paraprofessional.
- B. Management, recognizing the important role a Building Representative plays in the schools, accordingly will make every effort to avoid the transfer of any elected Building Representative.
- C. The Union will supply the Office of Labor Relations a list of Building Representatives and any changes, as changes occur.
- D. The Office of Labor Relations shall not reproduce or distribute this list to anyone.

2.16 Building Representative Assignment

Effective July 1, 2000, no employee who has been a Building Representative for more than three (3) years of continuous service in a particular school shall be reassigned involuntarily out of that school to another work location. This provision notwithstanding, BCPSS may transfer a Building Representative if for just cause consistent with Sec. 16.5 of this Agreement, a reduction

in force or a special circumstance related to proven employee misconduct. No Building Representative for more than three (3) years of continuous service in a particular school shall be transferred solely as a result of the adoption of this section. There shall be no involuntary reassignment of a Building Representative without the written approval of the CEO. If there is a negative change in a Building Representative's evaluation, it shall be reviewed by the CEO. Each Building Representative shall receive 3 AUs per year for being a Building Representative.

2.17 Union Liaison

The Board shall appoint at least two (2) BCPS union liaisons to facilitate the movement of union issues.

ARTICLE III

Management Rights

3.1 Management Rights

The Union agrees that the Board has and will continue to retain, whether exercised or not, the right to operate and manage its affairs in all respects, and the powers of authority which the Board has not officially abridged, delegated or modified by the express provisions of this Agreement are retained by the Board. Notwithstanding any provision of this Agreement, the Board reserves the right to make all employment decisions necessary to comply with federal and state laws.

ARTICLE IV

Grievance and Arbitration

4.1 Objective

It is the declared objective of the Board and the Union to encourage prompt resolution of grievances. The Board and the Union recognize the importance of prompt and equitable disposition of any complaint at the lowest organizational level possible.

4.2 Definition

A grievance is a violation, misapplication or misinterpretation of any provision of this Agreement or of a policy of the Board of School Commissioners which affects the terms and conditions of employment.

4.3 Procedures

Step 1: School or Office

An employee shall present his complaint orally to the appropriate administrator, within ten (10) school days after knowledge by the employee of the facts giving rise to the act or condition which is the basis of the complaint. The employee, or his representative, and the administrator shall confer with the view of arriving at a mutually satisfactory resolution. All matters, whether or not they meet the definition of a grievance as defined in Section 4.2, may be discussed at this stage.

The administrator shall render a written decision which shall be communicated to the employee or Union representative within five (5) school days of the conference. Only grievances as defined in Section 4.2 may be pursued to Step 2.

Step 2: Appropriate Executive Director or designee

If the dispute is not resolved at Step 1, the grievant may appeal by forwarding in writing to the Executive Director of Elementary/Middle or Secondary Schools, as appropriate, or next appropriate supervisor, in writing within five (5) school days after he has received the Step 1 decision.

The Step 2 administrator shall schedule a meeting with the parties concerned within seven (7) school days of the receipt of the appeal at which time the aggrieved employee shall be afforded an opportunity to be heard. The Step 2 administrator shall issue a written decision within five (5) school days after the meeting.

Step 3: CEO

The Step 2 decision may be appealed in writing to the CEO within five (5) school days after the Step 2 decision has been received.

The CEO, or his designated representative shall meet with the aggrieved employee within ten (10) school days of the appeal. The aggrieved employee will receive at least two (2) school days notice of the meeting and shall be afforded an opportunity to be heard. The CEO, or his designated representative, shall communicate his written decision to the aggrieved employee not later than ten (10) school days after the meeting.

Step 4: Board of School Commissioners

The Step 3 decision may be appealed in writing to the Board within five (5) school days after the Step 3 decision has been received. The Board, sitting as a whole, by committee, or by designee, shall hear the grievance within fifteen (15) school days following receipt of the appeal and shall render its decision not later than ten (10) school days following said hearing. The Board, at its option, may waive Step 4, in which case the Union may press the matter to arbitration.

Step 5: Arbitration

Within ten (10) days following receipt of the Step 4 decision, the union may move any unresolved grievance to arbitration by notifying the Board in writing of its intention to do so. Thereafter either party may request the Federal Mediation and Conciliation Service to provide a list of seven (7) arbitrators who each are members of the National Academy of Arbitrators, FMCS Maryland Sub-Regional or Regional Area. An arbitrator shall be chosen by alternately striking names from the list, with the last name remaining being the arbitrator chosen. The decision of the arbitrator shall be final and binding on all parties to the arbitration.

The arbitrator shall be without power to add to, subtract from, change or alter any provision of the Agreement, Board Policy or of applicable State or local law. The Arbitrator shall confine himself to the precise issue submitted for arbitration and shall have no authority to determine any other issues nor shall he submit observations or declarations of opinion which are not essential in reaching the determination.

The arbitrator shall not hear or decide more than one (1) grievance unless mutually agreed otherwise.

The cost for the services of the arbitrator, including per diem expenses, if any, and actual and necessary travel and subsistence expenses, will be borne equally by the Board and the Union.

4.4 Time Limits

- A. Except for Step 1, time limits shall begin for both parties upon the day after receipt of the grievance or the day after receipt of the response.
- B. To avoid any disputes as to the date of submission or receipt of a grievance, appeal, decision, or notice of hearing, all notices of hearings and/or decisions shall be mailed by school officials by certified or registered mail return receipt requested, with the date of mailing or postmark and the date of receipt recorded thereon. As an option, such correspondence may be hand delivered but must be signed, timed, and dated by the receiver.
- C. By mutual agreement in writing, time limits may be extended.
- D. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits shall permit the aggrieved employee to proceed to the next step. Failure to submit a grievance within the specified time limits or to appeal a grievance to the next successive step or to arbitration within the specified time limits shall be deemed to be a waiver of the grievance and/or acceptance of the decision rendered at that step.
- E. In the event a grievance is filed after May 15 of any year, which, if left unresolved until the beginning of the following school year, could result in irreparable harm to a party in interest, the time limits set forth herein will be reduced so that the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is mutually agreeable to the parties. All other grievances filed on or after May 15 will be considered at a time mutually agreeable to the parties, but no later than the beginning of the next school term.
- F. If a grievant fails to appeal a decision at any level within the prescribed time limit, he shall have been deemed to have waived further processing of that grievance.

4.5 General Provisions

- A. Hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all participants to be present.
- B. Meetings are to be scheduled at mutually convenient times. Attendance by an aggrieved employee or employee witnesses at grievance meetings held during school hours shall constitute authorized absence without loss of pay. Either party may have such witnesses or persons in interest in attendance as the party shall deem necessary.
- C. The Union shall have the right to initiate or appeal a grievance at any step of the grievance procedure. Only the Union may appeal a grievance to the Board and to Arbitration.
- D. If a grievance arises from the action of an authority higher than a Step 1 administrator, such grievance may be initiated at the next appropriate step of the grievance procedure.
- E. Any grievance not commenced under the provisions herein stipulated within eighteen (18) school days after the grievant knew (or should have known) of the conditions upon which such grievance is based shall be null and void.
- F. No reprisals of any kind shall be taken by the Board or the School Administration against any teacher because of his participation in this Grievance Procedure.
- G. The administration shall furnish the Union with such information that is requested which is directly related to the grievance.

- H. If a grievance affects a group or class of teachers, the Union may submit such a grievance in writing to the CEO directly and the processing of such a grievance will begin at Step 3.

4.6 Grievance Forms

The grievance shall be filed on the mutually agreed upon grievance form which shall contain the following information:

- Name and position of the aggrieved employee;
- A statement of the grievance and the facts involved, including relevant dates;
- A reference to the applicable provisions of the Board Policy, if any;
- The corrective action requested;
- Signature of the aggrieved employee; and,
- Date and time submitted.

4.7 Joint Grievance Meeting

- A. Once each month, the Labor Relations Associate, and any other representative(s) of BCPSS that the CEO and/or Board may find appropriate, shall meet with the Union President(s) to discuss specific grievances which are pending at Steps 3, 4, & 5.
- B. Should it become apparent at a Joint Grievance Meeting conducted under Sec. 4.7.A. that BCPSS and the Union shall be unable to agree on how a particular grievance is to be resolved, the Union may advance the grievance directly to arbitration at Step 5, without first completing either Step 3 or 4. Notice of an intent to arbitrate a particular grievance that has been discussed shall be given in writing within five (5) days after the Joint Grievance Meeting; if notice is not given, then the grievance shall proceed through the steps of the grievance procedure before being submitted to arbitration.

ARTICLE V

Compensation and Related Matters

5.1 Compensation

Wage Rates

- A. The salary schedules effective January 1, 2019 shall be increased by 2% on July 1, 2019. The salary schedules effective July 1, 2019 shall be increased by 1.8% on July 1, 2020. Supplemental salary scales remain in effect and shall be increased by 2% on July 1, 2019 and by 1.8% on July 1, 2020, e.g. coaches, clinicians, department heads, etc. All percentage increases for each fiscal year referenced in this paragraph are conditioned upon the State's approval of the Board's application for the full amount of grant funds allocated to Baltimore City under Senate Bill 1030 of the 2019 session of the Maryland General Assembly. If less than the full amount of such funds is approved by the State for either fiscal year, the parties shall renegotiate this provision and Section 5.3.A(3) of the Agreement for each impacted fiscal year.
- B. It is a goal of the Baltimore City Board of School Commissioners and the BTU to support salary levels for teachers comparable to competitive area districts. Adjustments to the salary schedule for future years shall be determined by the following methods:

1. A list of districts shall be identified and current salary schedules obtained from these districts.
 2. Benchmark positions are the minimum and maximum positions on each lane of the schedule.
 3. The benchmark positions shall be averaged for all districts in the sample.
 4. The Board will cooperate with BTU requests for revenue or expenditure estimates.
 5. Once implemented, the schedule shall remain in effect until modified through subsequent agreements.
- C. New teachers shall receive each day both a \$75.00 stipend and a \$50.00 bonus each day for required attendance during the orientation week prior to the opening of the school year.
- D. There shall be no pyramiding of stipend differentials or adjustments to base wages, or salary schedules for any new class or group of employees. For new classes or groups of employees, where more than one rate applies, the highest stipend, differential or adjustment will be paid. This provision will apply in its entirety only to new groups and classes of unit employees.
- E. Persons transferring from any Paraprofessional Salary Scale to the Teachers' Salary Scale shall be given credit for salary scale placement at the rate of one interval for every two years service as a Paraprofessional with a maximum of five intervals.

Baltimore Professional Practices and Student Learning Program (BPPSLP)

5.2 The Board and the BTU believe that the BPPSLP has encouraged teacher and staff leadership, given teachers and staff decision making responsibilities and rewarded teachers and staff for the valuable work they do.

Career Pathways

Career Pathways are called Standard, Professional, Model and Lead. Interval is the term used to describe movement on the pay scale within a Career Pathway. Each Career Pathway has a number of intervals. Achievement Units (AUs) describe the knowledge and skills that are necessary for an educator to move up the new pay scale. When educators accumulate 12 AUs they move one interval along a Career Pathway.

The BTU and the Board will continue to develop and facilitate the various components of the BPPSLP and create a research base and body of evidence upon which the Program will improve professional practices, increase student learning, and increase career acceleration and opportunities.

A. Joint Oversight Committee

There shall be a Joint Oversight Committee to provide oversight of all planning development and implementation of the BPPSLP. The committee will be composed of 10 members, 5 appointed by the Board and 5 appointed by the Union which shall include the CEO, the BTU President, and their designees, which must meet within 30 days of ratification of the Agreement. The committee will, among other things:

- Define the full scope and objectives of the BPPSLP
- Assess the needs of the district for programs needed by students and the capacity of the professional staff to meet those needs
- Identify educational and professional activities that need to be engaged in by staff, evaluated for effectiveness, and to serve as a basis for compensation decisions

- Create and oversee a system for ensuring reliability and validity of evaluations conducted by principals including, but not limited to observations of teaching to ensure inter-rater reliability.
- Determine whether there are worksites that have experienced significant change in the proportion of teachers receiving lower evaluations as compared to the previous school year. If so, an investigation shall be conducted including the examination of the evidence used in reaching the decisions. The investigation shall be conducted by representatives appointed by the CEO and the President of the Union.
- Create and oversee the process to select members to Professional Peer Review committees, designate their responsibilities, and provide general operating oversight of their work
 - Teachers will apply to the President of the BTU consistent with the application process developed by the Joint Oversight Committee to serve on Peer Review committees.
- If necessary, create subcommittees including but not limited to a subcommittee to ensure that peer reviewers are within the same subject area and grade-level configuration (e.g. elementary, middle, and high school).
- Review and affirm the administrative and infrastructure capacity of the system and certify that the program is ready for implementation
 - The infrastructure must provide the ability for teachers to view all data related to quality control and be integrated into the registration process for Achievement Units (AUs)
- Certify that the district has the resources to implement and sustain this program
- By no later than March 31, 2021, recertify that: 1) the district has the administrative capacity to implement the BPPSLP, 2) the district has developed an infrastructure to implement the BPPSLP, and 3) standards related to implementation, systems of support, and professional context including teaching and learning conditions have been adopted by the Joint Oversight Committee. If the Joint Oversight Committee does not so recertify, the BPPSLP shall terminate on March 31, 2021, and the contract shall be reopened for a cost of living increase on the then existing pay scale.

B. Joint Governing Panel

There shall be a Joint Governing Panel (“JGP”) composed of 4 members, 2 appointed by the Board and 2 appointed by the Union. The Joint Governing Panel will:

- Adopt an AU development process consistent with standards for systems of support, professional development, and professional learning communities which include evaluation systems to determine their effectiveness based on multiple measures that
 - Provide a continuum of teacher support based on a teacher's ability to meet teaching standards and the career stage of the teacher
 - Are aligned with the professional teaching standards
 - Focus on teachers' work with students
 - Use and are informed by teacher evaluation data
 - Are intensive and ongoing

- Give teachers a say in improving the system based on regular and timely feedback
- Engage with ideas and colleagues as part of the normal workday
- Develop a menu of AUs for educators in all content areas and grade levels including the following categories:
 - Professional development activities;
 - Contributions to student learning;
 - Contributions to colleagues; and
 - Overall contributions to the school and district.
- Assign AU coordinators to help teachers accumulate AUs.
- Assign teachers who are currently BTU learning reps who will help teachers navigate the promotion process to move to Model and Lead Pathways.
- Implement a system to track teachers' accumulation of AUs
- Continue to develop a menu of AU opportunities. Any AUs accumulated from July 1, 2019 to June 30, 2021 will be banked and applied in increments of 12 (an interval). Any AUs remaining in the bank when pathway movement occurs shall remain in the bank on the pathway in which they were earned.
- Continue to develop a rubric for movement to Model and Lead Pathways to be used by the Professional Peer Review Committee to evaluate the scope and impact of professional practice
- Assist the SBO waiver process and implementation

C. Career Advancement

- Standard, Professional, and Model teachers represent the classroom career
- There shall be no limit on the number of teachers placed in the Standard, Professional or Model Pathways
- Lead Teacher is a promotional opportunity.
- Interval movement within all Pathways requires 12 AUs, which may be earned in a number of ways, including:

AUs may be earned in the following manner:

- **Professional Activities** in the following categories:
 - Professional development activities;
 - Contributions to student learning;
 - Contributions to colleagues;
 - Overall contributions to the school and district;
 - Other approved AUs
- **Eligible coursework** (e.g., in pursuit of certification, recertification, etc.) accumulated from July 1, 2019 to June 30, 2021 will be converted to AUs.
 - One college credit equals one AU.
 - Unit members seeking initial certification shall not be eligible for AUs for coursework.

- **AU Credit for Annual Evaluation**
 - Highest rating on Evaluation (Proficient or Highly Effective) = 12 AUs
 - Second highest or middle rating on Evaluation (Satisfactory or Effective) = 9 AUs
 - Any rating above Unsatisfactory or lowest rating (Developing) that requires support or intervention = 3 AUs
 - Failure of Principal to Issue an Annual Evaluation within contractual time limits Results in an Effective Rating
 - If the CEO places an employee on mandatory Administrative Leave with pay for a period of time that results in the failure of the issuance of an Annual Evaluation the individual shall receive no lower than an Administrative Satisfactory/Effective rating on his Annual Evaluation.

- An employee may move from Standard Pathway to Professional Pathway by either transitioning through the highest interval within the Standard Pathway, or approval by the Professional Peer Review Committee.

- For an employee to move beyond the Professional Pathway to Model or Lead teacher he or she must obtain approval by the Professional Peer Review Committee.

- For promotion into the Lead teacher Pathway, a teacher will be placed into a pool of eligible candidates by the Professional Peer Review Committee. Principals will then interview the first five candidates by date of entry into the pool and content area.
 - Supplemental salary schedules remain in effect, and increased by COLAs, e.g. coaches, clinicians, department heads, etc.

- Continual differential across all Pathways

- Movement for teachers at the top of the Scale in Professional, Model and Lead Pathways and Longevity
 - Longevity payments based on accumulation of 24 AUs shall be provided in the amount of 1% of current salary.
 - Teachers will receive a 1% increase in salary upon earning recertification.

- Movement for Related Service Providers who are at the top of the scale
 - Effective July 1, 2018 Related Service Providers (RSP's) who are at the top of the scale in a Pathway and hold a license in lieu of a certificate will receive 1% increase once every five (5) years by providing a copy of their current valid license to the Human Capital Office. The process for RSP's will follow the process timeline for certificated members of the bargaining unit using either July 1 or January 1 as the eligibility effective dates for submission of proof of licensure.
 - RSP's who were at the top of the scale as of July 1, 2018 will be eligible to submit their license to receive the 1% increase retroactive to July 1, 2018. In

addition, RSP's who moved to the top of the scale between July 1, 2018 and December 31, 2018 may provide their valid license to receive the 1% increase effective January 1, 2019. The Office of Human Capital will provide a list of current RSP's who are eligible to receive this increase.

D. Model and Lead Teachers

Model and Lead teacher status shall be reviewed every five years.

If the Model teacher has a Developing or Ineffective rating he or she shall remain on the Model pathway and shall retain their current pay level but shall not be eligible for interval movement until he or she has proficient/highly effective evaluations for 3 out of 5 years.

E. Evidence of Success

By no later than March 31, 2021, the Joint Oversight Committee must certify that a research base and body of evidence upon which the BPPSLP concept has improved professional practices, increased student learning, and increased career acceleration and opportunities as evidenced by increased interval and Pathway movement and lead teacher placement. If the Joint Oversight Committee does not so certify, the BPPSLP shall terminate on March 31, 2019, and the then existing pay scale shall be converted into a traditional salary scale based upon steps and lanes with no loss of salary or benefits.

5.3 Health and Welfare Related Matters

A. Health Insurance

1. The Blue Cross/Blue Shield Preferred Provider Network ("PPN") in effect during the 2015-2016 school year shall continue in effect.
2. For those employees in the Blue Cross/Blue Shield Preferred Provider Network ("PPN"), 81.5% of the actual premium shall be paid by the employer and 18.5% shall be paid by the employee. Employee co-pays for office visits shall be \$5.00 for primary physician and \$10.00 for specialists. Commencing January 1, 2019, for those employees in the Blue Cross/Blue Shield Preferred Provider Network ("PPN"), 81% of the actual premium shall be paid by the employer and 19% shall be paid by the employee. Commencing January 1, 2019, employee co-pays for office visits shall be \$10.00 for primary physician and \$20.00 for specialists.
3. The Board shall provide a prescription drug benefit plan for employees and eligible dependents enrolled in health benefit plans offered. Generic substitutes shall be mandatory, unless the employee's or eligible dependent's treating physician determines that a brand drug is medically necessary. Employee cost (co-pay) of the drug prescription will be \$10.00 for generic drugs, \$15.00 for brand drugs, and \$30.00 for non-preferred drugs and a monthly premium cost to employees of \$4.20 (10 months only) through December 31, 2019, and, effective January 1, 2020, \$16.80 (10 months only). A single co-pay of \$10.00 for generic drugs, \$15.00 for brand drugs, and \$30.00 for non-preferred drugs shall be charged for a ninety (90) day fill either at the pharmacy or through optional mail order.

4. Employees covered by this Agreement are eligible for a Health Maintenance Organization (“HMO”) alternative to the Blue Cross/Blue Shield PPN coverage. The employer shall contribute the same dollar amount it contributes for the employee’s current Blue Cross/Blue Shield PPN coverage. The employer share of the premium for HMOs and the Blue Cross/Blue Shield Point of Service (“POS”) shall be 95% and employee share of the premium shall be 5%. Commencing January 1, 2019, the employer share of the premium for the HMOs and Blue Cross/Blue Shield POS shall be 94% and the employee share of the premium shall be 6%, plus \$5.00 for individuals, \$10.00 for two persons, and \$15.00 for families per pay.

5. The employer shall provide the additional health and welfare benefits of Blue Cross/Blue Shield second surgical opinion, alcoholism treatment programs and a hospice care program for employees. The employer, Union, and Provider will work together to provide a booklet of health care benefits for unit members, except as provided in 5.2.A.1

6. An employee shall be entitled to a Hospital Bill Audit Gainsharing payment of 33 1/3 % of an overpayment (or other billing error resulting in an overpayment to the health care provider), up to a maximum of \$500 to the employee for each incident. In order to qualify for the Gainsharing payment, the employee must: (i) identify an overpayment of more than \$250 (in the aggregate) in a hospital bill that is presented to an employee or his or her dependent; and (ii) notify the BPCSS Office of Benefits Management of the error within 30 days after receipt of an Explanation of Benefits from the Health Plan. Payment shall be due and made only if the error is verified, and the amount overpaid actually is recovered to the Board’s benefit.

7. Eligible dependents under the age of 26 shall be covered by BCPSS Health Plans, General Prescription Drug, and Vision Care Programs-

8. Medical and Prescription Drug Schedule of Benefits

A detailed listing of benefits can be found in the health plan comparison chart distributed during annual open enrollment. No benefit available through December 31, 2016 shall be discontinued because it is excluded from the table which follows:

Preferred Provider Network
Summary of Benefits
Commencing January 1, 2019

Plan Feature	In-Network	Out-of-Network
Employee Annual Deductible	None	None
Co-insurance	100% of allowed benefit (no service restrictions)	80% of allowed benefit (no service restrictions)
Employee Annual Out-of-Pocket Maximum (excludes mental health)	\$400	\$2,000/individual \$4,000/family
Lifetime Maximum Benefit	Unlimited	Unlimited

Inpatient Hospital (facility and doctor charges)	100%	\$100 deductible, 80% up to \$1500 out-of-pocket/admission
Outpatient Hospital (facility and doctor charges)	100%	80% of allowed benefit
Emergency Care in a Hospital	\$50.00 co-pay by employee; waived if admitted to hospital; Commencing January 1, 2019, \$100 co-pay with \$10 copay for urgent care	\$50.00 co-pay by employee; waived if admitted to hospital; Commencing January 1, 2019, \$100 co-pay with \$10 copay for urgent care
Surgical Expenses	100%	80%
Doctor's Office Visits	\$10.00 co-pay for primary physician, \$20.00 co-pay for specialists	80% allowed benefit (no co-pay)
Preventive Care Routine physical + related services Gyn exam Mammogram	100% at one per year 100% allowed benefit (no co-pay)	80% at one per year 80% allowed benefit (no co-pay)
<u>All services</u>		
Well-Child Care	100% allowed benefit	80% allowed benefit
Hospice	100% allowed benefit	100% allowed benefit
Inpatient Mental Health	Pays same as medical	Pays same as medical
Inpatient Substance Abuse	Pays same as medical	Pays same as medical
Outpatient Mental Health	Pays same as medical	Pays same as medical
Outpatient Substance Abuse	Pays same as medical	Pays same as medical

Point of Service
Summary of Benefits
Commencing January 1, 2019

Plan Feature	In-Network	Out-of-Network
Employee Annual Deductible	\$0.00	\$0.00

Co-insurance	90%	70%
Employee Annual Out-of-Pocket Maximum	\$1,000/individual \$2,000/family	none
Lifetime Maximum Benefit	Unlimited	Unlimited
Inpatient Hospital (facility and doctor charges)	90%	70% of allowed benefit, pre-auth required
Outpatient Hospital (facility and doctor charges)	90%	70% of allowed benefit
Emergency Care in a Hospital	\$100.00 co-pay by employee; waived if admitted to hospital	\$100.00 co-pay by employee; waived if admitted to hospital
Urgent Care	\$10 co-pay	\$10 co-pay
Surgical Expenses	90%	70%
Doctor's Office Visits	\$10.00 co-pay for primary physician, \$20.00 co-pay for specialists	70% of allowed benefit
Preventive Care Routine physical + related services	100% at one per year	\$5 co-pay per visit, 70% of allowed benefit
Gyn exam	100% at one per year	\$10 co-pay per visit, 70% of allowed benefit
Mammogram	Covered in full	\$10 co-pay per visit, 70% of allowed benefit
Well-Child Care	Covered in full	\$5 co-pay per visit, 70% allowed benefit
Hospice	90% Outpatient: pre-auth required	70% of allowed benefit Outpatient: pre-auth required
Inpatient Mental Health	90%, pre-auth required	70% of allowed benefit, pre-auth required
Inpatient Substance Abuse	90%, pre-auth required	70% of allowed benefit, pre-

		auth required
Outpatient Mental Health	\$10 co-pay per office visit, covered in full all other services	70% of allowed benefit
Outpatient Substance Abuse	\$10 co-pay per office visit, covered in full all other services	70% of allowed benefit

Health Maintenance Organization
Summary of Benefits

Plan Feature	In-Network
Employee Annual Deductible	N/A
Co-insurance	100%
Employee Annual Out-of-Pocket Maximum (excludes mental health)	Individual: \$1,100 Family: \$3,600 Includes mental and nervous coverage. The following services do not apply to out-of-pocket maximum: <ul style="list-style-type: none"> • Outpatient drugs, supplies, and supplements, including blood, blood products, and medical foods Inpatient and outpatient infertility services
Lifetime Maximum Benefit	Unlimited
Inpatient Hospital (facility and doctor charges)	100%
Outpatient Hospital (facility and doctor charges)	100%
Emergency Care in a Hospital	\$100 co-pay (waived if admitted)
Urgent Care	\$10.00 co-pay per visit
Surgical Expenses	100%
Doctor's Office Visits	\$5.00 co-pay for primary physician, \$10.00 co-pay for specialists
Preventive Care Routine physical + related services Gyn exam Mammogram	100% at one/yr. 100% at one/yr. 100% per schedule of freq.

Well-Child Care	100%
Hospice	100%
Inpatient Mental Health	100%
Inpatient Substance Abuse	100%;
Outpatient Mental Health	\$5 copay per visit
Outpatient Substance Abuse	\$5 copay per visit

9. Dental Schedule of Benefits

A detailed list of benefits can be found in the materials distributed during annual open enrollment. No benefit available through December 31, 2016 shall be discontinued because it is excluded from the table which follows:

DHMO
Summary of Benefits

Plan Feature	Employee Co-pay - Network Only
Preventive and Diagnostic Services <ul style="list-style-type: none"> • Examination • Cleaning • x-rays 	<ul style="list-style-type: none"> \$0 \$0 \$0
Minor Restorative <ul style="list-style-type: none"> • Fillings and extractions • Oral surgery • Endodontic services¹ • Periodontal services¹ 	<ul style="list-style-type: none"> \$0 \$40-\$196 based on specific service \$45-\$310 based on specific service \$25-\$145 based on specific service
Major Restorative <ul style="list-style-type: none"> • Crowns • Bridges • Complete Dentures 	<ul style="list-style-type: none"> \$92-\$190 based on specific service \$115-\$291 based on specific service \$249-\$264 based on specific service
Complete Orthodontics	\$1,850 co-pay

DPPO "Buy Up" Option (Voluntary)
Summary of Benefits

¹ Additional employee co-pay if approved specialist performs services.

Plan Feature	In Network/Out of Network
Class I (Preventative)	100%/100%
Class II (Basic/Restorative)	80%/80%
Class III (Major)	60%/60%
Class IV (Orthodontia - adult ortho is included)	50%/50%
Annual Deductible per Member (does not apply to Class I services)	\$50/\$50
Orthodontia Lifetime Max	\$1,500/\$1,500

10. Vision Schedule of Benefits

A detailed listing of benefits can be found in the materials distributed during annual open enrollment. No benefit available through December 31, 2016 shall be discontinued because it is excluded from the table which follows:

Vision Plan B
Summary of Benefits

Plan Feature	Participating / Non-Participating
Exam	100%/\$25.00
Lenses	
• Single	100%/\$20.00
• Bifocal	100%/\$33.00
• Bifocal progressive	100%/\$40.00
• Trifocal	100%/\$47.00
Frames	Retail allowance up to \$70.00/\$25.00
Contact Lenses	
• Medically necessary	100%/\$135.00
• Cosmetic, replace single vision lens	Retail allowance up to \$45.00/\$45.00
• Cosmetic, replace bifocal lens	Retail allowance up to \$45.00/\$45.00
Frequency for Benefit	Exam + one pair of eye glasses or contact lenses once every 24 months

Vision "Buy-Up" Option (Voluntary)
Summary of Benefits

Plan Feature	Participating / Non – Participating
Exam	100%/Reimbursed Up to \$40

Lenses <ul style="list-style-type: none"> • Single • Bifocal • Bifocal progressive • Trifocal • Lenticular 	100%/\$41.50 100%/\$67.00 100%/\$100.50 100%/\$89.50 100%/\$156.50
Frames	Retail allowance up to \$130.00/\$29.50
Contact Lenses <ul style="list-style-type: none"> • Medically necessary • Cosmetic, replace single vision lens • Cosmetic, replace bifocal lens 	100%\$135.00 Retail Allowance up to \$71.00/\$71.00 Retail Allowance up to \$71.00/\$71.00
Frequency for Benefit	Exam + one pair of eye glasses or contact lenses once every 12 months

11. All benefit programs available under this Sec. 5.2. shall be exempt from taxation as ordinary income in accordance with I.R.C. Sec. 125 or successor provision of the Internal Revenue Code.

12. The employer shall remit an annual payment of \$650.00 (to be paid bi-weekly) to each employee who, with satisfactory proof of alternative health insurance coverage received in another plan, elects not to take any coverage under a BCPSS Health Care Plan. If, after waiving coverage under any BCPSS Health Care Plan, the employee loses coverage due to the death of a spouse or other person who is a source of coverage, divorce or loss of employment or deletion of benefits (or such other qualifying event as determined by the Employee Benefits Division), the employee may enroll in a BCPSS Health Care Plan and consequently relinquish the waiver payment. The employee must notify the BCPSS Employee Benefits Division within 30 days after a qualifying event occurs in order to enroll in a BCPSS Health Care Plan. The employer shall apportion the payment should an employee either enter or leave a BCPSS Health Care Plan within a calendar year.

13. The employer shall design and offer a High Deductible Health Plan with a Health Savings Account starting in January 1, 2019.

B. Health and Welfare

1. The employer shall contribute not less than \$400 to a health and welfare fund which shall consist of life insurance, optical services and dental insurance. The optical program will include fashion frames as allowed. The Board will pay \$25 toward the cost of physical exams.
2. The employer shall provide life insurance of \$70,000.00.
3. The Joint Health Insurance Committee, named by the Board and named by the Union shall be established to review and report on quarterly usage and cost reports provided by the health plan administrators. The committee shall also assist in analyzing and the development of the RFP that will be subject to the Board's approval for the selection of plan administrators by the Board. This committee shall meet at least on a monthly basis and shall submit a quarterly

report to the Board of School Commissioners. On a quarterly basis, the Health Insurance Program shall send to the Union all utilization, expenditures and financial data. The Board and the Union shall begin to jointly develop and implement a jointly administered wellness plan by no later than November 1, 2017 for implementation by July 1, 2018.

4. In the event an employee eligible under the FMLA or military leave is on leave without pay for personal illness, the Employer shall continue to pay its share of the cost of Blue Cross/Blue Shield PPN, Blue Cross/Blue Shield POS and HMO coverage for a period not to exceed ninety (90) days, provided the affected employee continues to assume his appropriate contribution for said coverage.
5. A. The health insurance vendor shall be selected by the Board through the process of competitive bidding. The process of competitive bidding is based on updated RFP's reviewed by the Union. Any health care vendor selected through competitive bidding must provide "At least the same level and type of benefit coverage" as provided under the 2013-2016 Agreement.

B. In the event there is a dispute about whether "At least the same level and type of benefit coverage" is provided by any potential vendor, the following procedure shall be used to resolve that dispute:

A tripartite panel including a representative of the Board, a representative of the Union, and a neutral third party that is acceptable to the Board and the Union shall, within five (5) working days of the declaration of a dispute, schedule a hearing(s) on this matter. The panel shall have fifteen (15) working days from the conclusion of the hearing(s) to issue a final and binding decision limited solely and exclusively to a determination of whether "At least the same level and type of benefit coverage" is provided by a potential vendor.

C. Joint Health and Welfare Labor Study Committee

1. The Prescription/Drug Program shall be considered a proper subject for the review.
2. In the event either the state or federal government pass legislation mandating all employers to participate in a national or statewide health care plan, it is agreed to by the parties to this Agreement that the employer contributions for the employees' health care that were negotiated into the Agreement prior to the passage of such state or federal law shall continue to be a part of this Agreement, but they shall upon the effective date mandating participation in such state or federal law, first be applied to the premium cost of such plan, with any remaining amount to be used to purchase supplemental coverage for any items covered under the current health care plan.

5.4 Travel Allowance

The employer shall provide a travel allowance at the rate established and published by the Internal Revenue Service (IRS) to those employees who use their personal automobiles for approved BCPSS business during the course of the work day.

5.5 Master Teachers, Department Heads, and Coaches

- A. Master Teachers, Department Heads, and Coaches shall be compensated as set forth in their respective scales in the Addendums of this Agreement.
- B. The Department Head of Physical Education responsible for Interscholastic Athletics shall be paid as a Department Head I and as a Director of Athletics.

- C. If there is no department head of physical education responsible for Interscholastic Athletics, a procedure shall be developed by the Board and the Union to establish a list of employees who are qualified to fill Athletic Director positions. If a school qualifies by the number of staff for the position of department head, the department head and director of athletics shall be the same person.

Currently employed department heads of physical education who are serving as Directors of Athletics shall be held harmless.

ARTICLE VI

Teacher Employment

6.1 Area of Assignment

In order to ensure that students are taught by teachers working within their areas of competence, teachers shall not be assigned, except in accordance with regulations of the Bylaws of the Maryland State Board of Education and, in an emergency, to subjects or classes outside the scope of their teaching certificates, their major or minor fields of study or areas in which the teacher is not prepared to teach.

6.2 Teacher Assignment

- A. No later than thirty (30) days prior to the end of the school year, all teachers shall be given an opportunity to voluntarily fill out preference sheets indicating their preferences, in order of priority, of grade level and type of program on that grade level, with the understanding that where reasonably possible such preferences will be honored.
- B. Not later than the last work day for teachers in June all teachers shall be given written notice of their assignments for the forthcoming year. Teachers shall be given an opportunity to discuss their assignments with their Principals. If the Principal proposes changes to the assignment which may include transfer to another school, all teachers affected shall be notified promptly. Changes in teachers' assignments later than the fifteenth day of August preceding the commencement of the school year shall be made only in an emergency situation. An emergency situation shall be defined as provided for in Article I, Section 1.5.
- C. No change in assignment during the school year shall be made without ten (10) school days notice and discussion prior to the change.
- D. Any assignment in addition to or in lieu of the normal teaching schedule, during the regular school year, shall not be obligatory but shall be with the consent of the teacher. Such assignments will be given to teachers regularly employed in the school system on a rotating basis.

6.3 Reduction in Force

- A. In any reduction of educational personnel necessitated as a result of budgetary actions, or declining enrollment, educational personnel shall be laid off solely on the basis of certification in the subject field assignment, qualifications, and on system-wide seniority counted from the most recent date of employment. The employee with the least amount of seniority shall be identified for layoff. In addition, an individual employee's second endorsement shall apply if the employee has teaching experience in the area of second

endorsement and the Board has a need in a specific second endorsement subject area. A violation of this procedure only, may be the subject of a grievance. Decisions to layoff by the Board are not subject to the grievance procedure. Systemwide seniority shall be defined as per Article I, Section 1.5.

- B. At least fifteen (15) days prior to finalizing the reduction in staff, the Board will meet with the Union to explain and discuss the proposed reduction. The Board will provide the following information:
 - 1. A seniority list of all employees.
 - 2. Statistics on attrition.
 - 3. Information on certification.
- C. The CEO and the Board of School Commissioners shall determine the areas in which recall is to take place and the number of persons to be recalled. Tenured teachers will be recalled first in reverse order of layoff. Non-tenured teachers will then be recalled. No teachers will be hired in areas where a layoff has occurred until the teachers laid off have been recalled, have declined, and/or failed to accept a recall. The right to recall shall expire two (2) years after the date of layoff.
- D. At the time an employee is notified that he is to be laid-off, the Board shall advise him of his recall rights. Employees shall be recalled in reverse order of layoff. At the employee's request the Board shall supply information which will help such employee to qualify himself in another area.
- E. The Board shall notify surrounding district(s) of the layoff and that affected employees are available for employment.
- F. The Board shall give each employee notice of recall either by certified or registered mail to the last known address supplied by the employee, and the employee must respond to such notice in some verifiable manner within fourteen (14) days after receipt thereof. If an employee fails to respond within the required time, the employee shall be deemed to have terminated his employment with the Board.
- G. Any employee who has been laid off in accordance with the layoff procedures and is recalled shall be resumed to his position or a vacant position with all the rights and benefits due him prior to his layoff. This shall include, but not be limited to, seniority status and tenure.

ARTICLE VII

Teacher Hours and Working Conditions

7.1 School Year

- A. The Board shall determine the starting dates for new teachers and returning teachers for the school year after an evaluation of the prior school year and in consultation with the Union.

Prior to the adoption of a final school calendar for a succeeding school year, a meeting will be scheduled with the union to allow an opportunity for input. At the beginning of the school year, at least the equivalent of one (1) full day in at least half day increments shall be

guaranteed for teachers to prepare their room, with no meetings or other assigned responsibilities.

1. The length of the school year shall be one hundred and eighty (180) days for students
 2. The length of the school year shall be a maximum of one hundred and ninety (190) days for teachers.
- B. There shall be two (2) breaks during the school year, each of no less than five (5) working days. One break shall be in the month of March or April or both. One break shall be in December.

7.2 School Week

The school week for secondary teachers and those teachers in departmentalized and middle schools shall be in accordance with the following chart showing various scheduling options and except in cases where school faculties indicate otherwise, five (5) forty-five (45) minute duty-free lunch periods.

Teaching Periods per week	Preparation Periods Per week
25 (8 period day)	10
25 (7 period day)	5
20 (5 period day)	5
15 (4 period day)	5

7.3 School Day

- A. The length of the school day shall be seven (7) hours and five (5) minutes inclusive of the arrival and departure time.
- B. The reporting time for elementary school and K-8 school teachers shall be fifteen (15) minutes prior to the time designated as the official homeroom period. The reporting time for high school and middle school teachers shall be ten (10) minutes prior to the time designated as the official homeroom period. In the event there is no homeroom period during the instructional day or there is no homeroom period, reporting time for elementary school and K-8 school teachers shall be fifteen (15) minutes prior to the beginning of the student instructional day and ten minutes for high school and middle school teachers. Leaving time shall be upon the completion of the teacher's responsibility but in no event less than ten (10) minutes for elementary school and K-8 school teachers and no less than five (5) minutes for high school and middle school teachers after the conclusion of the instructional day.
- C. It is further agreed that the teacher will provide extra time either within or outside of the teacher's school day for the benefit of the needs of his students as shall be determined by the teacher.
- D. For the purposes of leaves (i.e., sick, personal) a half-day of leave time shall be defined as three (3) hours and thirty-two (32) minutes minimum, from the start of or prior to the end of the work day.

- E. A joint committee composed of three (3) members appointed by the Board and three (3) members appointed by the Union shall meet within 30 days of the date of the ratification of this Agreement to address the additional salary payable to members of the bargaining unit for work performed beyond the 7 hour and 5 minute duty day and/or beyond the 190 duty day school year at every Charter, Transformation, Innovation, New Schools Initiative, Turnaround School, Restart or any other newly created school that operates with an extended school day and/or extended school year. A specific Memorandum of Understanding for each such school shall be negotiated no later than August 15, of each school year.

7.4 Lunch Periods

Every teacher in the elementary and secondary school shall be entitled to a daily, duty-free, uninterrupted forty-five (45) minute lunch period; but where the pupils have a regular lunch period of less than forty-five (45) minutes due to modular scheduling, the duty-free period shall coincide with such regular periods of less than forty-five (45) minutes. The above does not preclude the right of individual faculties to shorten the lunch period so long as there is a minimum of three-fourths (3/4) of the faculty in agreement with the arrangements as well as with the appropriate adjustment of the time. The faculty vote will be by secret ballot. However, in no event shall employees have less than a thirty (30) minute duty-free, uninterrupted lunch period unless the students have a regular lunch period of less than thirty (30) minutes, in which case the duty-free period shall be the same as the regular lunch period.

7.5 Teaching Schedules

- A. Secondary teachers shall not be required to teach continuously for more than three (3) periods, nor three (3) hours where double periods are used. Elementary teachers shall not be required to teach continuously for more than three (3) hours.
- B. Every effort shall be made to see that no secondary teacher is required to teach more than two (2) different subjects or grade levels.

7.6 Class Size

Pupil-teacher ratios/class size shall be established by BCPSS each year based upon financial and student needs. Class size as reported in the budget shall be posted.

7.7 Class Coverage

Teachers, including but not limited to classroom teachers, special area teachers, and clinicians, shall not be required to take another teacher's classes except in an emergency. Examples of an emergency are the following: a sudden illness of a teacher during the school day, or awaiting the arrival of an obtained substitute, and other situations mutually accepted by the teacher and the principal.

7.8 Available Preparation Time

- A. The Board will provide three (3) forty-five (45) minute preparation periods per week for all elementary school teachers.
- B. When children are under the supervision of the physical education teacher, librarian, music resource teacher, or art resource teacher, the classroom teacher, at his option, may leave the teaching area and use that period as a preparation period. The teacher shall not be assigned any other duty at that period.

- C. The Board will maintain a list of substitute teachers who will be used for resource teachers' absences. This list should be available to each principal.
- D. Each school having a rescheduled day shall allow thirty (30) minutes of that time for teacher preparation and planning.
- E. Collaborative Planning
 - 1. For secondary schools that have scheduled more than the five (5) preparation periods per week set forth in Article 7.2, principals may use one (1) of the additional preparation periods for collaborative planning.
 - 2. For secondary schools that have not scheduled more than the five (5) preparation periods per week set forth in Article 7.2, principals may use one (1) of the five (5) preparation periods for collaborative planning.
 - 3. For elementary schools that have scheduled more than the three (3) preparation periods per week set forth in Article 7.8A, principals may use one (1) of the additional preparation periods for collaborative planning.
 - 4. If BCPSS desires to have a collaborative planning period in an elementary school, it shall add a fourth preparation period which may be used for that purpose.
 - 5. If the number of a teacher's weekly preparation periods is reduced due to an unforeseen circumstance, that teacher's preparation time will not be further reduced for collaborative planning.

7.9 Non-Teaching Duties

The Board acknowledges that a teacher's primary responsibility is to teach and that his energies should be utilized to this end. Therefore, the Board agrees that teachers shall not be required to perform the following:

- School cafeteria duty
- Before-and after-school playground duty
- Lunchtime playground duty
- Collection of money for insurance, savings stamps, charities, and PTA dues
- Accessioning library books
- School-wide detention duty
- Lavatory duty
- Office duty
- The duplication of school-wide or departmental teaching materials.

To eliminate problems within the school related to safety and/or discipline, the teachers and the principals will meet to develop a plan.

7.10 Transportation

Teachers will not be required to drive pupils to activities which take place away from the school building. Teachers may do so voluntarily, however, with the advance approval of their principal or immediate supervisor.

7.11 Substitutes

- A. No teacher shall be required to obtain the services of a substitute in the event of his absence. In the case of a scheduled absence, however, the teacher may assist in securing a substitute.
- B. Members of the bargaining unit, unable to report to work, will be able to call the pertinent information to a particular telephone number established for this purpose.

- C. Except where there is a budget control freeze or where funds are not available for permanent filling of a position, a long-term substitute position shall not be used as a replacement for any recall procedure.
- D. Provided funds are available, substitutes shall be provided for resource teachers in the event of illness for a full school day.

7.12 Split Classes

Every effort will be made to minimize the use of split classes in elementary schools. This is not intended to preclude experimental, innovative or specialized classes. A "split class" for the purpose of this section is a mixture of elementary pupils from different defined grade levels assigned to one teacher or one room for a continuous and extended period of time.

7.13 Classroom Interruptions

Classroom interruptions shall be kept to a minimum. Principals shall establish schedules for the use of the intercom services in each school, including staff use. The schedule shall be posted. Deviations from the schedule shall be made only in an emergency or when other means of communication are not possible or feasible.

7.14 Determination of Grades

- A. The teacher shall maintain the right and responsibility to determine grades within the grading policy of the Baltimore City Public School System based upon his professional judgment of available criteria pertinent to any given subject area or activity for which he is responsible.
- B. Once a teacher has provided evidence documenting a grade, no undue pressure should be applied to the teacher by the principal in an effort to force the teacher to change that grade.
- C. If a principal of a school feels it is necessary to change a pupil's grade in any subject at the end of the grading period, the principal shall consult with the teacher who issued the original grade and give his reasons in writing for the necessary change to the teacher. If a change in grade is made, it shall be recorded and logged (on a log kept by the Instructional Leadership Executive Director) as the principal's grade and not the teacher's grade.

7.15 Meetings

- A. The principal and/or other administrator and the Union Chapter Committee in each school shall meet at least once a month during the school year, or additionally if mutually agreed, to discuss areas of concern. No decisions reached in these meetings will modify or alter the terms of this agreement. No more than five (5) members of the Union Chapter Committee shall attend these meetings.
- B. Teachers shall be required to attend one (1) faculty meeting per month for no more than one (1) hour in length. The notice for faculty meetings shall be given to the teachers involved at least three (3) days prior to the meeting. Teachers shall have the opportunity to suggest items for the agenda if such desire is expressed to the principal at least two (2) days prior to the meeting. The agenda shall be posted one (1) day prior to the meeting.
- C. For the purpose of familiarizing teachers new to the system with the bargaining representative and collective bargaining Agreement, the Union shall be provided with reasonable time on the agenda to address such employees at an orientation meeting or training program scheduled by the Board. The Board shall notify the Union at least five (5) days prior to the scheduled meeting. The Union shall communicate a confirmation of its intent to appear at the meeting within twenty-four (24) hours of the Board's notice.
- D. The Union recognizes the need for increased participation by parents in the education process of their children. If parent/teacher organization meetings are scheduled, teachers shall be

required to attend three (3) meetings a year. Teachers shall have input as to the agenda and time of the meeting.

7.16 Lesson Plans

- A. Teachers responsible for the instruction of students shall prepare lesson plans as an essential part of their teaching responsibilities. The format and organization of lesson plans are best determined by the individual teacher. Every lesson plan should include an indication of the objectives, content materials and procedure for reference. The principal or supervising administrator may suggest a particular format or organization. However, where the principal has personally substantiated need for specific organization of lessons plans, the teacher may then be required to utilize a suggested form in the preparation of lesson plans. The request for daily lesson plans should not be used as a disciplinary measure.
- B. Any request to review a teacher's plan book shall be made directly to the teacher. If problems exist the result of the review will be discussed with the teacher in a personal conference.
- C. Probationary teachers may be required to follow a particular form of lesson plan for the first two years.
- D. Students with disabilities may be instructed by special education and/or general education teachers. BCPSS shall identify these students, and it shall deliver a current Individualized Educational Plan ("IEP") to the teachers to whom the students are assigned. A teacher's lesson plans must reflect the last IEP for the student that is delivered to the teacher. This requirement may be satisfied by placement of a copy of the last IEP with the Lesson Plan Book.
- E. BTU and BCPSS shall monitor application of Sec. 7.16.D.1. of this Agreement through the Joint Committee that is organized under Sec. 18.12.A.

7.17 Rescheduled Day

The rescheduled day is an effort to provide staff with continuous and uninterrupted time during the school day for staff development activities, workshops, and seminars which cannot be scheduled because of time constraints within the regular work week. Decisions regarding rescheduled day activities shall be made jointly by the school administrator and the faculty.

7.18 State Mandated Assessments

BCPSS shall make available in the schools in which the teachers are expected to administer the State Mandated Assessments copies of all current reference books and manuals that are prepared for teachers by MSDE about the State Mandated Assessments. BCPSS shall notify teachers in the schools about conferences or training programs organized by MSDE about the State Mandated Assessments in which teachers may participate.

7.19 School Based Options

The Board and the BTU have jointly agreed to the following terms regarding school based options "SBO":

- A.
 - The CEO and the BTU President shall monitor SBO waivers and implementation.
 - The Joint Governing Panel shall assist the SBO waiver process and implementation.

- An independent audit and electronic online survey will be conducted yearly with input by the BTU on content of survey, scope of the audit and the final report.
- All schools are available for full implementation of SBO subject to CEO and BTU President monitoring of SBO waivers and implementation.

B. Safeguards & Protections

1. SBO limitations

- SBOs shall be limited to selected parts of Article VII – specifically sections 7.1, 7.2, 7.3., and 7.8.

2. Implementation of SBO

- Any additional hours or school days worked as a result of SBO votes shall be paid pro-rata at the contract rate.
- 80% vote of teachers is required by secret ballot vote.
- All proposals for contract waivers must be submitted to the CEO and the Union President fourteen (14) days prior to a vote on the waiver.
- Vetoes (Vetoes can be implemented *before* submission of SBO to teachers for vote) by the:
 - Building rep
 - BTU president
 - CEO
- Unless renewed all SBO's shall sunset at the end of the school year.
- There shall be no more than one waiver of any contract provision per vote.
- There shall be no retaliation or arbitrary or capricious action by principals against any teacher, including, but not limited to, negative evaluations or transfer out of school for any position taken on an SBO issue.
- The Board will comply with Article 6.2.B.

C. Charter Schools

If a charter school's authorization includes an extended school day, the procedures of Section 7.19.B shall not apply; however compensation for the extended school day shall be negotiated pursuant to Section 7.3.E. If a charter school's authorization does not include an extended school day, but the charter school seeks to add an extended school day to its program, the procedures of Sections 7.19.B and 7.3.E shall apply.

7.20 Workload

The parties agree to form a committee with equal representation from the Union and the Board to consider teacher workload and the impact on student learning and shall report the outcome to the CEO.

ARTICLE VIII

Teacher Facilities, Materials, Supplies and Equipment

8.1 Furniture

Newly ordered desks will be capable of being locked. The Board will provide each teacher a serviceable desk, chair, and access to a telephone for school business purposes. A telephone will be made available for teachers to use for school business. Teachers and principals shall arrange

this use to provide reasonable privacy during the call. During the work day, teachers may make personal phone calls only if the calls cannot be made at any other time.

8.2 Restrooms

The Board will provide, within physical constraints of existing buildings, accessible, well-lighted, clean restrooms with adequate sanitary facilities including toilet paper for exclusive use of teachers.

8.3 Dining Facilities

The Board will provide, within physical constraints of existing buildings, a separate dining area for the use of teachers.

8.4 Supplies

- A. Principals and/or administrators in charge shall advise the faculty of the amount of funds available to the school for the purchase of supplies and materials. On or before a specific date to be established in each school, each teacher may submit in writing to the principal a suggested list of supplies and books for his/her pupils. Upon request, a teacher may review the actual order placed for textbooks and supplies.
- B. Textbooks in the schools which are ready for distribution will be made available for use during the first full week of the school year to teachers who have need of them.
- C. If supplies are in the school, they shall be made available to teachers as needed.

8.5 Instructional Materials

- A. The Board recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audio-visual equipment, art supplies, athletic equipment, current periodicals, standard tests and questionnaires, computers, and similar materials are the tools of the teaching profession.
- B. Efforts shall be continued to seek and use instructional materials which reflect the contribution and presence of diverse ethnic and cultural groups.
- C.
 - 1. Selection of instructional materials for each school shall be made by a committee of teachers chosen by the faculty within that school.
 - 2. On a City-wide basis, a central committee for each discipline shall be established jointly by the Union and BCPSS for book selection on all levels in which at least half of the committee shall include teachers from each Area of which no fewer than two (2) of the total number of teachers on the committee shall be appointed by the Union.
 - 3. For each school year, the committee referred to in Sec. 8.5.C.2 shall be composed of as many Union appointed teachers as specified above as long as the committee retains at least some teachers that had prior experience on such committee.
- D. The Board shall provide a teacher reference library in each school and include therein teacher reference materials which are reasonably requested of the school and which are within the allocated budget of the school.
- E. Small but selective libraries shall be established for each secondary classroom. The Board shall allocate some library funds for the purchase of books and periodicals chosen by the classroom teacher for teaching purposes.
- F. Funds allotted to the shop and vocational programs shall be used exclusively for those designated purposes.

G. The Board shall provide all teachers assigned to laboratory and shop classes with protective clothing and safety equipment, required by local, state and federal law.

8.6 Classrooms

The Board shall be responsible for maintaining a standard of cleanliness in each teacher's classroom.

8.7 Sanitary and Health Related Supplies

The Board shall supply appropriate sanitary and health related materials such as rubber gloves, bleach and disinfectant as required by the Health Department or other local, state or national agencies to meet the universal health standards.

8.8 Infectious Diseases

BCPSS shall adhere to OSHA and MOSH standards, and to all accepted public health protocols, to assure adequate work place protection for personnel potentially exposed to infectious diseases such as, but not limited to, tuberculosis, hepatitis, whooping cough (pertussis), meningitis, ringworm, conjunctivitis, and HIV/AIDS.

8.9 Emergency Closing of Schools

In the event that a school must be closed due to emergencies resulting from unforeseen problems with the physical plant, BCPSS shall make reasonable effort to notify teachers of their alternate assignments before reporting time.

In the event that all schools are closed due to a weather or other emergency, employees assigned to School Headquarters at North Avenue may take liberal leave if School Headquarters is open.

8.10 Mold in BCPSS Buildings

BCPSS shall adhere to OSHA guidelines on mold. If any mold growth is found, it shall be promptly remediated pursuant to OSHA guidelines.

ARTICLE IX Evaluation

9.1 Evaluation

- A. A copy of the Board's revised Performance-Based Evaluation System ("PBES") approved on September 23, 2003, and any subsequently revised PBES shall be distributed by the employer to each teacher at the beginning of each new school year.
- B. The Board and the Union agree that because it is official Board policy, the success of the current PBES and any subsequently revised PBES shall require all BCPSS staff and administrators to faithfully undertake the roles and responsibilities that are described in the document, and all staff and administrators also must carefully follow each of the steps contained therein.
- C. Tenured and non-tenured teachers shall be notified of a year-end unsatisfactory performance evaluation on or before May 1. No unsatisfactory performance evaluations may be issued after that date.
- D. The principal will make every effort to perform at least one classroom observation in the case of an unsatisfactory evaluation.

E. The process for evaluations shall remain the same: teachers shall continue to be evaluated by school-based personnel; clinicians and others shall continue to be evaluated by specialists in their fields. In accordance with State guidelines, BTU and the Board shall negotiate that portion of the evaluation tool that is not determined at the State level.

F. Principal Training

1. The Board shall require contract training with all principals (collaborative with BTU and the Office of Human Capital).
2. The CEO or designee and the BTU President or designee shall organize required training for all principals on professional development for effective, fair, objective, and consistent teacher evaluations.

9.2 Certification

- A. Certified employees shall be obligated to give the same notice to the Board as is required by COMAR Sec. 13A.12.05.03. (Suspension and Revocations – Reporting Procedures).
- B. The Board shall accept documentation for the renewal of a certificate within one hundred (100) days of the date listed under “Period of Validity” on the certificate. If a teacher submits the necessary documentation for renewal of a certificate before the expiration of the certificate, the Board shall not offer the teacher a conditional certificate. The Board shall submit to the Maryland State Department of Education documentation received from teachers for renewal of a certificate within 90 days of the expiration of the certificate.

9.3 Notice of Appeal

When BCPSS issues an unsatisfactory evaluation to a teacher, and when either the CEO or BCPSS issues a notice to a teacher of re-certification to a second class certificate, BCPSS shall include in that correspondence to the teacher a notice that advises the teacher of possible grievance and appeal rights under State law, the Board’s policies, COMAR and the Negotiated Labor Agreement.

ARTICLE X

Transfers

10.1 Voluntary Transfers

A roster shall be developed and maintained throughout the year of those teachers who request transfers. This roster will be used to select teachers for transfers at the end of the first semester and/or for the following school year. Teachers requesting transfers shall list their choices of new assignment in order of priority. Teachers shall be placed on the roster in order of their qualifications, and the filing dates of their transfer requests. If equally qualified candidates file on the same date, system-wide seniority shall be used to determine their placement on the roster. All requests shall be processed by the Chief Human Capital Officer. If a teacher does not receive a requested transfer, he shall be notified of the reason in writing and his name shall remain on the transfer roster. On a quarterly basis, the Chief Human Capital Officer shall send the Union a copy of the updated transfer list. No voluntary transfer shall be denied for reasons that are arbitrary, capricious, unreasonable or based on personal preference.

10.2 Involuntary Transfers

Involuntary transfers shall be made in such a way as to prevent undue disruptions of the instructional programs. Such transfers may result from a Principal's recommendation, as appropriate, and then to the Chief Human Capital Officer, a directive of other governmental agencies, compliance with staffing requirements defined by the Board of School Commissioners, or judicially imposed.

When an involuntary transfer results from directives of other governmental agencies, it shall be made on the basis of the system-wide seniority of the teachers within the affected school. Teachers shall be notified of a transfer at least ten (10) school days prior to the effective date of the transfer, unless by law, the special education teacher is required to be transferred in less than ten (10) school days. A teacher may request a meeting with the persons responsible for the transfer. This meeting (the three (3) day meeting), if requested, shall take place within three (3) school days of the transfer notice. The teacher shall be provided with the reasons for the transfer at this meeting. If unsatisfied with this meeting, the Union may request an additional meeting with the appropriate administrator to further discuss the reasons for the transfer. Reasons shall not be arbitrary, capricious or unreasonable. The Board and Administration will make every effort to minimize the number of involuntary transfers. Both parties will strive to accomplish all meeting requirements within the same ten (10) day period. If a three-day meeting is requested, the transfer shall not be carried out until after the three-day meeting and subsequent appeal meeting with the Instructional Leader Executive Director, the Executive Director of Secondary Schools, or appropriate BCPSS administrator have taken place.

ARTICLE XI

Promotions

11.1 Promotions

- A. It is the policy of the Board to select the best qualified applicant for a promotion.
- B. The Board and the Union acknowledge that a promotional policy has been adopted. If any changes are proposed for this policy, the Union will have full participation and involvement in any discussions.
- C. A promotion is the movement of an employee to a higher level of responsibility, authority, or range of duties resulting in a higher annual salary.
- D. Notice of all promotional and professional opportunities during the school year shall be posted in all schools and/or the BCPSS website. Notice shall be posted in all schools and/or the BCPSS website at least fifteen (15) work days prior to the closing date for applications. In the event such opportunities arise outside the school year, the Board shall notify the Union twenty (20) calendar days prior to the closing date for the application.
- E. The posting shall include a description of the duties, the required qualifications, location, salary range, deadline for submission of application, and any other pertinent information.

ARTICLE XII

Academic Freedom

12.1 Academic Freedom

The Board will continue to recognize that the personal life of a teacher is not an appropriate concern and shall not warrant the attention of the Board except as it may directly prevent the

teacher from performing properly his assigned functions during the work day. Teachers will be assured freedom of individual expression and protection from censorship or restraint which might interfere with their obligation to present fairly all sides of issues in their teaching functions.

ARTICLE XIII

Teacher Protection

13.1 Teacher Protection

- A. If a teacher, in connection with his employment, is subjected to assault or battery, he shall immediately report the incident and the circumstances to his Principal. The Principal shall forward the report to the Executive Director of Elementary/Middle or Secondary Schools, as appropriate, with a copy to the Union.
- B. A student involved in an assault on a teacher may be removed from the school by the Principal or other appropriate administrator in accordance with Board rules and State law.
- C. The alleged assault will be promptly investigated. The report of this investigation shall be forwarded to the Board and to the Union. The teacher has the right to have a conference with the appropriate Executive Director prior to a decision relating to the student's placement in the school. If there is an objection to the placement decision, the teacher has the right to request a fair hearing.
- D. If the assault is by a pupil or a non-pupil and the teacher wishes to file criminal charges, the Principal or their appropriate staff will promptly report the incident to the proper law enforcement authorities.
- E. In either case (pupil or non-pupil), the Board agrees to cooperate with the teacher by complying with any lawful request by the teacher for information in the Board's possession relating to the incident or the person involved.
- F. In cases involving an assault upon a teacher, the security officer shall, upon request of the teacher involved, provide the necessary advice and assistance including assistance in securing proper warrants, investigation of assaults, filing of juvenile petitions, calling for Police Department assistance, accompanying the teacher to court and sharing information relevant to the assault incident.
- G. If a teacher files criminal charges against a student, the student shall not return to the teacher's class until after final determination of criminal charges. In any event, the Board shall attempt to place the student in another school pending final determination. In all cases the actions described herein are subject to the order and direction of appropriate judicial authority.
- H. A joint committee of three (3) Union representatives and three (3) Board representatives shall be established to study and propose responses to the issues of teachers' personal property destroyed, stolen or damaged by students or others on school property, as a result of accident, vandalism or theft. The committee shall issue findings and recommendations to be presented to the CEO for his/her consideration.

13.2 Liability Insurance

The Board shall provide comprehensive liability insurance to any teacher in accordance with State law. Such insurance shall provide, within the limits of the coverage, indemnification against damages sustained by him by reason of an action or claim against him arising out of his employment.

13.3 Legal Counsel

If criminal or civil proceedings are brought against any teacher as a result of any action or inaction on the part of the teacher during the course of his employment, the Board shall furnish in accordance with State law legal counsel to defend him in such proceedings upon his request.

13.4 School Visitors

The present policy for visitors in the school building shall continue in effect. This policy provides for visitor registration, proof of identification and statement of business, under penalty of law (cf. Baltimore City Code Article 18, Section 1-38). Teachers shall be notified prior to visitors being sent to the classroom. Efforts will be made to escort visitors when appropriate.

13.5 Safe Schools and Secure Schools

The Board shall maintain safe and secure schools. The Board shall continue to institute safety procedures including visitor passes, school police officers, when appropriate, student identification badges in senior high schools and any other preventive measures including adequate and operational public address systems in every school.

There is a strong connection between discipline and academic success. When a student becomes a disciplinary problem through actions or non-attendance, the student risks falling behind in the learning process. Students who experience continuing behavior problems may be recommended for an alternate education program suited to the student's specific needs and in compliance with federal and state special education mandates.

BCPSS shall continue to monitor schools in an effort to improve safety and security in the schools, and to take such action as may be appropriate such as its recent allocation of funds for school security.

13.6 HIV Policy

The Board will follow the policy guidelines for management of children with AIDS and/or HIV and HIV-related illnesses. The Union shall be notified prior to any changes in these guidelines.

13.7 Employee Assistance

- A. The Board shall institute an EAP program which provides for mental health counseling, treatment for alcohol and drug abuse and treatment for stress-related illness. These services shall be available on a voluntary basis and without cost to the employee although, if voluntary, they may be funded in part by the employee's health insurance benefits under 5.2 of this Agreement.
- B. All employees using the EAP shall be assured confidentiality. Without prior consent from the employee, an employee's medical records from the EAP cannot be used to justify or document discipline or removal from service. There may be Medical Review Officer (MRO) review of fitness for duty, and the MRO may report the MRO's overall conclusions.

13.8 Diversion Program

The Board shall continue to sponsor the Diversion Program that it administers in conjunction with the Office of the State's Attorney for Baltimore City. Consistent with the memorandum entitled Introduction/Purpose Diversion Counseling Program dated April 23, 1999, the Diversion Program shall provide group counseling for bargaining unit members who either are in the process of being charged or who are charged with an offense committed during the course of their employment against a minor who is a public school student. The counselor who leads the meetings shall be selected, jointly, by the Office of the State's Attorney for Baltimore City, the

Board and the Union. In necessitous circumstances, BCPSS, with the participation of the State's Attorney and the Union, may alter the program.

ARTICLE XIV

Professional Development

14.1 Tuition Reimbursement

- A. The Board shall pay a portion of the cost of tuition fees for courses taken by teachers up to and including twelve (12) credit hours per school year in an educational field or related area approved by the Board. Tuition reimbursement payments by the Board shall be taxed only as required by IRS rules and regulations. Reimbursement will be in accordance with the following percentages:
 - 1. Up to and including Master's Degree – 75% tuition reimbursement
 - 2. Beyond Master's Degree - 50% tuition reimbursement
- B. Teachers with less than five (5) years of continuous service receiving tuition reimbursement shall be required to remain an employee of the Board for two (2) school years following the reimbursement. Teachers with more than five (5) years of continuous service shall be required to remain an employee of the Board for the entire year following the reimbursement. In that regard, the teacher shall be required to sign a reimbursement agreement. Teachers with less than five (5) years of continuous service who voluntarily terminate employment shall return 75% of all tuition reimbursement monies to the Board for the previous two (2) school years. Teachers with more than five (5) years of continuous service who voluntarily terminate employment shall return 100% of all tuition reimbursement monies to the Board for the previous semester. Teachers who retire from the BCPSS are not required to reimburse the Board.
- C. Teachers who minimally hold a standard professional certificate and who obtain a post graduate degree in a critical shortage area as identified by BCPSS (e.g. math, science or special education) will receive a \$1,500 payment not to be added to the base rate. Such payment shall be paid at \$500 per school year, in June, over a three (3) year period. Only full time classroom teachers are eligible and payment shall be contingent upon the teacher receiving a satisfactory evaluation each year.
- D. The grade requirement for tuition reimbursement shall be "B" or better.
- E. Applications for course approval and proof of passing shall be hand delivered (receipt provided) or made by certified mail to the Office of Human Capital, Attention: Tuition Reimbursement, 200 E. North Avenue, Baltimore, Maryland 21202, or uploaded electronically
- F. The deadlines for submitting applications for approval of tuition reimbursement shall be as follows:
 - 1. October 1 – Fall semester
 - 2. February 1 – Spring semester
 - 3. July 1 – Summer semester

Note: A tuition payment statement or bill with a canceled check must accompany the completed application. Should any deadline fall on a weekend or holiday, applications shall be due the following workday.

- G. The Board shall notify all applicants of course approval within fourteen (14) calendar days of application.

- H. If all appropriate information and documentation that a course has been passed is completed and submitted by the specified deadline in Article XIV, Section E & F, payment for tuition reimbursement shall be made within forty (40) school days.

14.2 Professional Development

- A. The Board and the Union mutually recognize the importance of professional development, and that it must be designed and delivered to teachers at all levels. To that end, the parties agree to work together to provide professional development for teachers that is focused on content and pedagogy, is research-based, work related, continuous and consistent with the goals and objectives of the Master Plan of BCPSS. Professional development must be designed and delivered to assure/promote:
1. Individual and school improvement;
 2. Improved student achievement;
 3. Implementation of strategic plans;
 4. Compliance with MSDE mandates; and
 5. Achieving goals and objectives of the Board's Master Plan.
- B. Important to the success of professional development and the performance based evaluation system is the commitment of each teacher to meet or exceed the requirements and criteria set forth by the Board. It is understood that all teachers are mandated to participate in the ten (10) days of scheduled professional development activities as designated in the approved school calendar. Clearly, the commitment of each teacher to meet or exceed the Board's criteria is essential to the success of the professional development program and to the performance based evaluation system.
- C. A Joint Committee of no more than three (3) employees designated by the Board and three (3) Union representatives shall be formed to make educationally appropriate decisions regarding teacher professional development. The first meeting of the Joint Committee shall be convened by August 15th.
1. The Joint Committee will work cooperatively to develop a system-wide menu of recommended professional development opportunities.
 2. Outcomes/programs recommended by the Joint Committee shall be made in writing to the Chief Academic Officer (CAO) by September 15th.
 3. The CAO shall have the final authority to approve items submitted by the joint Committee. If the Joint Committee's recommendation(s) are modified or rejected, the CAO shall provide the reason(s) in writing to the Joint Committee within ten (10) days.

14.3 Individual Development Plans (IDP)

- A. Each year every teacher shall submit a plan for individual professional development to his/her Principal as part of the Performance Based Evaluation System. The approved IDP is intended to provide teachers with an opportunity to design their own professional growth plans based on their individual needs and personal goals, except as noted in 14.3 B. The IDP shall be updated annually and must demonstrate improved levels of skill and knowledge in subject content and classroom practice.
- B. If a teacher's observation(s) include specific recommendations designed to address an identified area(s) of needed improvement in the teacher's performance, the IDP must address

the identified area(s) of need through the performance improvement process.
Recommendations must be directly related to the teacher's classroom performance.

- C. Teachers may choose professional development opportunities offered through the Board, the BTU Teacher Center or through other programs designed to address performance improvement.

ARTICLE XV

Leaves of Absence

15.1 Communicable Disease

- A. An employee who is absent because of contact with a communicable disease which requires isolation under the City Health Code, but who does not have the disease himself, shall be paid full salary for such time as the Health Commissioner of Baltimore City declares the staff member subject to isolation.
- B. When an employee has contracted a communicable disease as defined above including Tuberculosis, Chicken Pox, Hepatitis and Measles and there exists a number of cases of that disease among those students with whom the employee has had direct contact, as determined by the School System's Medical Officer, that employee shall suffer no loss of pay or accumulated sick leave for any days that the employee is absent from school. Prior to approval of this leave with pay, medical verification of the employee's illness shall be required.
- C. Tests required by the Board to vaccinate or diagnose such diseases shall be paid for by the Board.

15.2 Sick Leave

- A. Each employee shall be granted sick leave with pay during leaves of absence because of personal illness. Teachers shall at the beginning of each school year be credited with fifteen (15) work days of sick leave. Any unused sick leave shall be carried forward from year to year and accumulated up to a maximum of 315 days.
- B. Teachers shall, at their request, be allowed to use sick leave for absence due to disability connected with or resulting from childbirth. The Board and the Union recognize that there is a presumption that this disability will occur in most cases for a period of four (4) weeks before and six (6) weeks after delivery. Upon termination of such disability, the teacher must return to work unless she resigns or requests a leave of absence.
- C. A full time teacher shall have four (4) weeks for adoption beginning with the day the child is received. The absence shall be charged to accumulated sick leave. In the event that both parents are Board employees, they may divide the use of paid adoption leave between themselves or either one may use the full four (4) weeks. In order to receive this leave, an employee must complete a Request for Leave Form and attach documentation from the adoption agency.
- D. Up to five (5) days of accumulated sick leave may be used by the teacher in the case of illness in the teacher's immediate family as defined in Board rules.
- E. Whenever medical verification is required as a result of the present Board policy, said verification shall only state that the employee was absent for medical reasons and is now capable of returning to work.
- F. Sick Leave for new teachers shall be at the rate of 10 days per year for the first three years. When the new teacher receives their election to tenure they will receive 5 days for each of

the three years (a total of 15 days) added to their sick leave total. Teachers transferring from another Maryland public school system in which they were tenured and had received a satisfactory or above rating on their most recent evaluation shall receive ten (10) days of sick leave for each probationary year of employment with BCPSS; when such teacher receives tenure in BCPSS, five (5) days will be added to their sick leave for each year of their probationary employment with BCPSS.

15.3 Sick Leave Conversion

A. Annual

1. The sick leave year for conversion purposes begins on the day immediately following the last payroll period in November and extends through the last payroll period in November of the following year.
2. For conversion purposes, a teacher's annual sick leave allotment will be treated as if the total number of sick leave days given for the year were divided by the total months of employment during a year and subsequently credited monthly. The posting of the full allotment of sick leave days on September 1st has no effect on this process.
3. For every four days of sick leave accumulated during the sick leave year, an employee may convert one (1) day to cash, at his rate of pay at the time of conversion, and retain the remaining three (3) days in his sick leave account. A maximum of three (3) days of sick leave may be converted to cash. An employee's days of personal business leave which, unused, have been accumulated as sick leave is not subject to annual sick leave conversion.
4. An employee may convert to cash either all or none of the days to which he is entitled. Conversion of only some of the days to which an employee is entitled is not allowed.
5. Payment for sick leave conversion will not be included in the employee's regular salary check, but will be made by a separate check. These checks will be issued no later than December 24 each year, and will include the usual deduction for taxes and Social Security.

B. Upon Termination

In addition to the above sick leave conversion, employees who are pensioned or who elect to terminate their BCPSS service without pension and have completed at least twenty (20) years of service, regardless of age, shall be entitled to convert one (1) day's pay for each four (4) days of unused accumulated sick leave at the time of their retirement and/or termination from BCPSS service.

15.4 Sick Leave Bank

- A. The Sick Leave Bank will continue in effect.
- B. Effective July 1, 1980, membership in the bank was voluntary for all employees. Thereafter, all new employees who request membership will be assessed one day of sick leave for deposit in the bank.
- C. A member of the bargaining unit may participate in the bank only after:
 1. Filing application with the Sick Leave Bank Committee;
 2. Submitting satisfactory medical evidence of the illness;
 3. Submitting evidence of having exhausted all accumulated leave;
 4. Satisfying such other criteria as may be established by the joint committee which includes an evaluation of the teacher's past sick leave usage record.
- D. A joint committee of six (6) members, half named by the Board and half named by the Union, will administer the Sick Leave Bank and establish specific procedures for its utilization.

- E. Any employee who contributed one day to the Sick Leave Bank shall not be charged a sick leave day for the purpose of sick leave conversion. The day will be drawn from the prior year's accumulated sick leave, except in the event that the employee has no sick leave, in which case that day will be drawn from the current year.
- F. New employees must join the Sick Leave Bank within the first thirty (30) days of their employment or lose their right to do so.
- G. Employees may relinquish their membership in the sick leave bank at any time; if they do so, however, they will lose both their contribution in the Sick Leave Bank and their right to rejoin the bank at a later date.
- H. A member will lose the right to utilize the Sick Leave Bank if his employment with the Baltimore City Public School System is terminated.
- I. All contributions will remain in force and cannot be returned even upon cancellation of a membership. In no case will the granting of leave from the bank cause a member to receive more than his or her annual salary.
- J. All unused sick leave days in the bank at the end of a school year shall be carried over to the next school year.

15.5 Job-Related Injury

- A. Employees who sustain injuries occurring in connection with their assigned duties and not as a result of their own negligence shall be eligible for leave of absence without loss of pay up to a maximum of one year from the date of the job-related injury. The leave is subject to the approval of the Board's MRO or designee. The employee shall submit to re-examination by the Board's MRO or designee periodically as required, but at least every three (3) months. In any case where the injury requires an extended leave of absence the Board may request that the employee be considered for retirement because of accidental disability.

No employee shall be entitled to receive Workers' Compensation benefits for temporary total disability during the time, or covering the period, that said employee is receiving his or her full salary for job injury leave as outlined above.

- B. Absence due to disability resulting from an assault will be covered by an assault leave. This leave will not be charged to sick leave. The teacher will be in full pay status for the duration of the disability.
- C. There will be a Joint Union/BCPSS Oversight Committee established to review all employees rejected or released on the basis of decisions made by the Board's MRO or designee.
- D. The Union and the Board's MRO or designee shall meet quarterly or more frequently as needs dictate to review and discuss problems of unit members who must report to the clinic because of job-related injuries.

15.6 Personal Business Leave

- A. An employee shall be granted one (1) day leave of absence each year for necessary personal business without loss of pay. If unused, such personal business leave shall be accumulated as sick leave, but not subject to annual sick leave conversion.
- B. Each employee shall be permitted to use up to three (3) days per year of accumulated sick leave for necessary personal business which shall be non-cumulative from year-to-year and shall be treated as sick leave.
- C. A request for personal business leave either on the day before or after a holiday or on the two (2) days preceding the last day for students in June may be honored only upon satisfactory

justification by the employee that said business cannot be rescheduled to a day other than those mentioned above. Recommendation for approval of the personal business leave mentioned in the above paragraph will be made by the school Principal to the Executive Director of Elementary/Middle or Secondary Schools, as appropriate.

- D. Personal leave shall not be unreasonably denied provided that the employee requests such leave at least two (2) working days in advance. In bona fide emergency situations, the two (2) days' notice may be waived. Except as stipulated in paragraph C above, employees shall not be required to give explanation other than that the leave is being requested for personal business.

15.7 Field Trips

It is not the policy, when permission has been granted, to require teachers to use sick or personal leave when they take students on field trips.

15.8 Other Leaves of Absence Without Pay

Employees may be granted leaves of absence without pay upon recommendation by the CEO and approval of the Board of School Commissioners, according to the policies and procedures of the Rules of the Board of School Commissioners.

15.9 Sabbatical Leave

- A. Employees who have served as full-time employees for a period of seven (7) or more consecutive years, including probationary or elected service, in BCPSS may be granted sabbatical leaves of absence. The first such leave may be granted after the seventh (7th) consecutive year of active service, and additional leaves after each successive period of seven (7) years of active service. Accrued service shall not entitle any person to more than two (2) semesters of sabbatical leave in a period of eight (8) consecutive years.
- B. A study leave of one (1) year in length or a military leave of two (2) years in length shall not be construed as breaking the continuity of services, but neither is to be counted as part of the seven (7) years service requirement.
- C. A sabbatical leave shall be granted only to those persons who have been on active duty during the year immediately preceding the sabbatical leave year and who are on active duty at the time the leave is to be effective.
- D. For purposes of determining eligibility for sabbatical leave, active service shall be construed as service of such length and quality as to qualify for a full service salary increment for each year. Time spent on sabbatical leave shall count towards eligibility for further movement on the salary scale but shall not count as active service for purposes of determining eligibility for a subsequent sabbatical leave.
- E. Fully-degreed provisional teachers who subsequently are elected to tenure shall be permitted to count the two (2) years of provisional service to election as part of the period of seven (7) consecutive years of service.
- F. Sabbatical leave may be granted for the purpose of study and travel or for such other purposes as may be recommended by the CEO and approved by the Board. Employees on sabbatical leaves may not enter into gainful employment except upon the approval of the CEO.
- G. During the period of sabbatical leave, each staff member shall receive one-half (1/2) of his regular salary. In the cases of persons receiving salary differentials, an additional deduction of fifty percent (50%) of the salary differential shall be made for the period of the leave.
- H. During the period of sabbatical leave, each employee shall be entitled to all of the privileges and opportunities which he would enjoy if he were on active duty. Upon his return from leave, he shall have the same right of returning to the position he occupied prior to his leave

which he would enjoy had he remained on active duty. He shall not be transferred in the normal course of administrative operation.

- I. The method of selecting staff members to be granted sabbatical leaves shall be as follows: In order to continue the services of the schools at a high level, the number of staff members to whom sabbatical leave is granted shall be determined at any time by the number of qualified substitutes who are available for replacement purposes. From among all those staff members eligible for leave by virtue of their service, those individuals who have served longest in BCPSS without receiving any sabbatical leave shall be given first consideration. The Board shall grant sabbatical leave to some qualified applicants. The sum of individuals on leave in any one (1) year is not to exceed three percent (3%) of the unit. This maximum quota of three percent (3%) shall be distributed throughout the system so as to prevent any undue absence from any one (1) school, from any single department within a school, or from any single division of the school system.
- J. Any employee to whom sabbatical leave is granted shall be required, as a condition of the granting of the leave, to agree to return to BCPSS for at least one (1) year following the expiration of his leave. As an option to this service requirement, any individual may, if he so elects, return to the BCPSS the salary which he received during the period of leave.
- K. Application for sabbatical leave must be submitted to the Chief Human Capital Officer no later than the close of the work day on December 15. Action by the Board shall be completed no later than June 1 of the school year.
- L. Notices shall be sent to all applicants of the Board's action on their request, and stated reasons for denial of a teacher's request shall be provided in writing to the individual with a copy to the Union.
- M. Individuals on Sabbatical Leave shall receive an Administrative Satisfactory or Effective, with no AUs, on the annual evaluation. Coursework taken during Sabbatical Leave may be banked for AUs to be applied at the next evaluation following return from Sabbatical.
- N. The Board shall notify the Union on an annual basis, on February 1 of all applications for sabbatical leave and all grants of sabbatical leave.

15.10 Professional Meetings

With the permission of the CEO, leave without loss of pay shall be granted to employees in order to attend professional meetings.

15.11 Matrimony

Leave of absence, for the purpose of marriage, shall be granted with loss of full pay and shall not exceed ten (10) working days.

15.12 Military Spouse

An employee may obtain a leave of absence with loss of full pay for a period not to exceed twenty-five (25) working days in any one (1) school year to spend time with the spouse who is in military service outside the Baltimore area. Matrimony leave within the same school year shall be included in these twenty-five (25) days. Unless the employee returns to duty on or before the expiration date, resignation may be requested by the CEO.

15.13 Family Leave

- A. Teachers shall at their request be granted a leave of absence without pay for child-bearing and/or child-rearing for such period of time as they specify but not to exceed one (1) year. Upon application, said leave may be extended up to, but not beyond, the beginning of the school year (September 1) following the child's third birthday.

- B. Application for such leave shall be made as soon as possible but normally at least ninety (90) days prior to the effective date.
- C. Teachers adopting an infant shall, at their request, receive the same leave without pay as set forth in paragraph A above which shall commence upon the teacher's receiving de facto custody of said infant or earlier, if necessary, to fill the requirements for adoption. Application for adoption leave shall be made as soon as possible.
- D. Upon expiration of leave, an employee's reassignment to active duty shall be contingent upon the existence of a vacancy for which the employee is qualified. Exceptions to the foregoing may be made in the case of an employee whose parental leave begins during a given semester, as follows:
 - a. If parental leave begins prior to October 1 or March 1 of a given semester, the employees shall be returned to the previous position at the beginning of the following semester.
 - b. If the parental leave begins on or after October 1 or March 1 of a given semester, the employee shall be returned to his previous position at the beginning of the following semester or of the next following semester.The above two exceptions shall apply provided that the employee notifies the Chief Human Capital Officer of his intention at least twenty (20) calendar days prior to the start of the semester of his planned return.

15.14 Graduation Exercises

- A. Leave of absence for attendance at senior high school or college graduation exercises shall be granted an employee as follows:
 - 1. A one (1) day leave of absence without loss of pay to attend his own graduation.
 - 2. A one (1) day leave of absence without loss of pay to attend the graduation exercises of spouse or child.
 - 3. All other graduation leave shall be with loss of full pay provided that such leave may be charged to personal business leave with no loss of pay if the employee so elects.
 - 4. The leave that is available under this Sec. 15.14. shall be for a graduation exercise that is to occur on a regularly scheduled work day, unless the institution at which the graduation exercise is to occur is at a distance of more than one hour and one half by automobile travel from Baltimore City.

15.15 Religious Holidays

- A. An employee may be absent for two full days with pay for the observance of traditional and customary religious holidays. Such holidays are to be interpreted as those days when members of the employee's religious group, in the observance of their fundamental beliefs, engage in religious duties and do not carry on their regular professional or business activities.
- B. Religious leave may be charged to personal business leave with no loss of pay if the employee so elects.

15.16 Bereavement Leave

- A. In the case of the death of a parent, grandparent, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother, sister, husband, wife, child or grandchild (including those in this group who are step, half-blood or foster relations), or in the case of the death of a member of the immediate household of an employee, the employee shall be granted a leave of absence without loss of pay for a period not exceeding four (4) consecutive working days beginning with the date of death except that no day during this period on which the employee has been on duty shall be counted in computing the length of the leave.
- B. In the case of the death of a relative not mentioned in Paragraph A above, the employee shall be granted a one (1) day leave of absence with no loss of pay to attend the funeral.

Additional days for this purpose may be charged to personal business leave with no loss of pay if the employee so elects.

15.17 Funeral of Member of Faculty

Two (2) members of a school faculty may be designated by a school faculty to attend the funeral of a member of the faculty without loss of pay.

15.18 Military Leave

- A. A military leave of absence shall be granted with loss of full pay to employees who enlist, are inducted, or are recalled as reserve officers, members of the organized reserves, or members of the National Guard for service in our military forces.
- B. Employees, including those persons assigned to positions between the close of school in June and the opening of school in September, who have been inducted or enlisted in the Armed Services, or have been recalled as reserve officers, members of the organized reserves, or members of the National Guard for service in our military forces before they report for active duty in BCPSS shall be given military leave of absence.
- C. Employees who enter military service shall, upon return to service with BCPSS, be assigned to a position equivalent to that held when leave commenced.
- D. Leaves of absence to permit an individual to engage in civilian work related to some military activity shall not be approved except where unusual circumstances exist.
- E. All employees who are members of the military or naval establishments of the United States of America or of the State of Maryland shall be granted leave on those days during which they shall be engaged in any military or naval duty to which they shall be ordered by proper authority, not to exceed fifteen (15) calendar days in any year except by special recommendation of the CEO and special action of the Board, without loss of pay for the working days included in the leave.
- F. A one (1) day leave of absence without loss of pay shall be granted for a physical examination when required by military authorities.

15.19 Benefit Continuation

During an unpaid leave of absence, the employee shall be carried on the payroll on inactive status and, at his discretion, may make arrangements with the Department of Finance to continue the group health benefits at the employee's expense. Employees shall not accrue any leave time until they return to active pay status. The Board shall have no obligation to provide insurance benefits during an unpaid leave of absence.

15.20 Jury Duty

Employees who are required to perform jury service in any court (city, federal or county) shall be paid their regular salary. Employees shall notify their appropriate administrator at the time they first receive notice that they may be called to serve as a juror.

15.21 Leave for BCPSS/Union Service.

The Board and the Union agree that the Board will cover the cost of the salary and benefits for up to three (3) employees providing services to both the Union and BCPSS. The Board shall provide no fewer than four (4) classrooms in the Center for Quality Teaching for the BTU Professional Development Center.

15.22 Leave-Miscellaneous

Employees who are on extended leave greater than 60 days, except employees who are placed on administrative leave with pay by the CEO, shall receive an “administrative Satisfactory/Effective” rating on their annual evaluation with no AUs. Coursework taken during extended leave may be banked for AUs to be applied at the next evaluation following return from extended leave.

ARTICLE XVI

General

16.1 Effects of Agreement

This Agreement shall constitute Board policy on the specific subject matters contained herein for the terms of said Agreement and the Board will carry out the commitments contained herein and give them full force and effect as Board policy. The Board will amend its Administrative Regulations and/or policy statements and take such other legal action as may be necessary in order to give full force and effect to the provisions of this Agreement.

16.2 Notification and Discussion

Before the Board adopts a policy which affects teachers’ wages, hours or any other conditions of employment not covered by the terms of this Agreement, the Board will notify the Union in writing of its intentions at least thirty (30) days prior to the anticipated change. The Union will have the right to discuss with the Board the anticipated change provided it files such a request with the Board within ten (10) days after the receipt of said notice.

16.3 Printing of Agreement

The Union shall make arrangements for the printing of this Agreement, the cost of which the Board agrees to share with the Union. The Agreement shall be printed in a timely manner, within thirty (30) to forty-five (45) days of execution of the Agreement.

16.4 Negotiations Procedure

- A. On or about November 1 of the year preceding the expiration year of the then current Agreement, either of the parties desiring to open negotiations for a successor Agreement shall give written notice of such an intention to the other party.
- B. The negotiations shall be geared insofar as possible to the budget-making process. The parties agree that the first negotiation session following the notice required above shall be convened not later than the first week of December of the year preceding the expiration year of the then current Agreement. Subsequent negotiating sessions and procedures shall be established by mutual consent.

16.5 Just Cause

No teacher shall be disciplined, reduced in rank or compensation, suspended, or discharged without just cause. All discipline shall take place at a meeting called for that purpose. Teachers shall have the right to have a union representative present at any such meeting.

The BTU shall be sent a copy of all statements of charges for suspension or dismissal at the same time the statement of charges is mailed to the employee.

16.6 Master Plan

The Board and the Union agree that it is in the best interest of all stakeholders in the BCPSS that the parties to this Agreement work towards the realization of the goals set forth in the BCPSS Master Plan and its updates.

ARTICLE XVII

Student Discipline

17.1 Student Disciplinary Procedure

The Board's procedure on student disciplinary problems shall continue in force.

17.2 Student Discipline Committee

- A. The Board shall make every effort to provide system-wide training on classroom management and a positive school climate.
- B. There should be a transition orientation for every sixth and ninth grader to assist students in adjusting to new school environments.
- C. There should be immediate actions taken to reduce inappropriate special education referrals, particularly at the elementary school level.
- D. The Board shall make every effort to provide staff development for teachers involuntarily transferred to a different school level.
- E. The Board and the Union shall form a committee composed of five (5) individuals appointed by the Union and five (5) individuals appointed by the CEO and five (5) students selected by ASCBC for the purpose of considering issues related to student culture, climate, equity, social justice, and discipline. The committee shall meet no later than August 1, 2019 and as many additional times as is necessary in order to present a report to the CEO and Union President by no later than October 31, 2019 in order to make appropriate recommendations to the Board.

17.3 Classroom Discipline

Teachers are responsible for the maintenance of discipline in the classroom through the use of appropriate instructional activities and materials, classroom management techniques, human relations skills, and referrals to available resources. However, there may be times when a student's behavior is disruptive to the educational program, and in such situations the teacher may remove the student from the classroom and refer the student to the Principal or his designee. The student will not be returned to the referring teacher's classroom until the principal or his designee has discussed the student's misbehavior with the teacher at the earliest mutually agreed upon time.

ARTICLE XVIII

Unit Subdivisions

18.1 Home and Hospital Teachers

- A. Full-time Home and Hospital Teachers will continue to be paid on the same salary scale as other teachers in the system.
- B. The duty day for teachers and other teacher-level personnel working directly with children in the Home and Hospital Instruction School shall be the same as other teachers.
- C. Home teachers shall be allowed two (2) hours per week of scheduled time to prepare lessons.
- D. Hospital schools shall receive service by the interoffice mail system four (4) days per week.
- E. All Home and Hospital teachers (full time/field assigned) shall be issued a cellular telephone. The telephone shall be used for emergency situations.

18.2 Library Media Specialist

- A. The Board shall provide students with library resource services in every school staffed by a certified School Library Information Media Specialist.
- B. A position entitled School Library Information Media Specialist shall be instituted for librarians. There shall be a joint committee composed of school-based Library Media Specialists and personnel from the Office of Media and Technology to review job descriptions for School Library Information Media Specialists and develop a format for evaluation. The report of this committee shall be implemented upon completion and adoption by the Board.
- C. Any committee formed by the CEO or his designee to study and evaluate School Library Information Media Specialists in the school system shall have no less than three (3) School Library Information Media Specialist representatives on it.
- D. The Board shall make every effort to assign School Library Information Media Specialists to one (1) school location.
- E. Principals shall continue the present practice of using fixed scheduling in elementary schools, fix-flexible in pre-k-8 schools, and flexible scheduling in high school to include planning time and class scheduling. Librarians shall not be regularly assigned advisory classes or homeroom classes.
- F. The current Book, Audio/Visual Technology Review Committee shall continue for the duration of the Agreement.
- G. Library instructional classes shall not be interrupted for purposes of distributing or repairing audio/visual equipment.
- H. School Library Information Media Specialist shall be responsible for submission of reports commensurate with their responsibilities.
- I. Except in an emergency, no School Library Information Media Specialists shall be required to teach courses other than those in their area of responsibility or to substitute for absent teachers. Allegations of abuse or misuse of this provision shall be promptly addressed by the CEO or his/her designee.
- J. Materials and supplies purchased with media center funds shall be distributed to the School Library Media Center.
- K. The School Library Information Media Specialist shall be allotted two (2) consecutive days per school assignment per year solely for the purpose of the inventory of Library Media Center materials.
- L. Within a flexible scheduling model in conjunction with the schedule models fixed, fix-flexed, or flexible, specific grade/class assignments shall be the professional decision of the principal, in cooperation with the School Library Information Media Specialist, based on the individual program of the individual school.
- M. School Library Media Specialists shall be included on any Library and Media Services curriculum writing committees.
- N. School Library Media Specialists shall have a computer for book circulation, completion of reports, and to meet every day librarian duties.

“Middle Schools” are schools with grades 6 to 8.

“High Schools” are schools with grades 9 to 12.

18.3 School Social Workers

- A. The Baltimore City Public Schools’ Office of Human Capital shall review all professional position announcements prior to their publications to determine whether a social work background is appropriate for the position.

- B. The Board shall continue to provide appropriate supervision and support to School Social Workers by qualified personnel trained in the field of school social work.
- C. School Social Workers shall be provided with confidential, but not dedicated, work space when testing and counseling children, as well as access to a telephone, desk, lockable file cabinet, and computer with special education programs.
- D. School Social Workers shall be provided by the Central Office with the necessary forms and supplies in sufficient quantity to perform their assigned tasks.
- E. The Board shall seek the input of the training and expertise of the School Social Workers in the planning and implementation of board programs designed to ameliorate some of the factors that impact upon the total school community such as non-attendance to school and the drop out rate, teen pregnancy and preventing child abuse and/or neglect, teen killings and suicide and drug use as well as alternative educational settings.
- F. Baltimore City Public Schools shall provide 12 hours per year of Category 1 approved continuing education through the Office of Related Services with the support of the Office of Special Population.
- G. Social Workers who accompany students to the Hospital (EP) and stay with them into the evening shall be granted flex time.
- H. School Social Workers shall be provided with sufficient supplies such as legal pads, tests, test protocols, plain paper, etc. to perform assigned tasks.
- I. Related Service Provider supervisors/coordinators shall have input into use of and planning for five (5) of ten (10) systemic professional development days for clinicians.

18.4 Department Heads

- A. Department Heads shall not be required to act as the school disciplinarians.
- B. Department Heads shall be released from teaching assignments as follows:

Size of Full-Time Staff	Classification	Reduced Teaching Load
4-6	IV	5 Periods/Week
7-9	III	10 Periods/Week
10-15	II	15 Periods/Week
16 and over	I	20 Periods/Week

C. If as a result of reduction in the number of full-time staff, a Department Head position is eliminated said Department Head shall be considered on layoff status for said position only. No other employee shall be hired as a Department Head until the Department Heads in the same school on layoff status have been recalled, have declined and/or have failed to accept a recall. The fillings of said vacancy shall be based on qualifications and seniority. Department Heads reassigned in non-Department Head positions shall continue their Department Head differential for one (1) year.

18.5 Counselors

- A. Newly ordered file cabinets for Counselors will have locks. No Counselors shall be held accountable, unless through their own negligence, for the loss of school records unless there is a secure place for storage.
- B. Counselors, although generally working the same overall hours as teachers, shall be allowed to use flexible hours if it improves their service to pupils. Counselors who are required to work beyond the duty day where their presence is required in a school or at a school function shall be paid a stipend at the teacher rate for all hours worked.

- C. The duty of maintaining school attendance records and of coordinating school transportation services shall not be assigned to Counselors.
- D. Counselors shall not be required, except in an emergency, to handle homeroom assignments, schedule or score large-scale tests, prepare school master schedules, complete entries and withdrawals and schedule conferences between classroom teachers and parents. Cross reference Section 7.7.
- E. Every effort will be made, in accordance with the BCPSS Master Plan adopted and updated by the Board, to provide school counselors with access to computers, telephones, private consultation space and clerical services.
- F. The Board will make every effort to reduce the case-load of Counselors. In furtherance of this objective, a committee shall be established consisting of three (3) members selected by the Union and three (3) members selected by the Board to review the current status of the effort.
- G. The Board and the Union will form a committee with three (3) members appointed by each to review the utilization and effectiveness of school counseling services and make recommendations to improve services to students. One additional task of the committee shall be to develop a counselor evaluation instrument.
- H. Substitutes shall be hired for counselors out for long-term illness.
- I. Counselors shall have access to clerical services.
- J. A new evaluation instrument for Counselors shall be developed with input by a committee comprised of Board and Union representation and, if approved, for implementation, development, and piloting by no later than the beginning of the 2018-2019 School Year.

18.6 Educational Associates.

- A. Educational Associates positions will be evaluated to determine their proper responsibilities including whether the position shall be performed on a ten (10) or twelve (12) month basis. Those positions which are determined to be 10-month shall have their salary level adjusted in the amount of 10.5/12 as compensation for following administrative hours, when they work in an office.
- B. Employees determined as filling ten (10) month positions shall, if they work beyond ten (10) months, perform only special functions.
- C. Regularly scheduled work performed during July and August shall only be performed by twelve (12) month employees.
- D. Ten (10) month employees who work at their normal assignments during the summer shall be compensated at their regular daily rate.
- E. Ten (10) month employees wishing to work during the summer, and for whom the Board cannot offer summer work, will have their names placed on a list maintained by the Board by office location. The Board shall offer in writing, to other City agencies, the opportunity to solicit the expertise and skill of these employees.
- F. By mutual agreement of the staff and supervisors, flex time may be allowed at those work sites where it is feasible.
- G. Educational Associates who are required to work on weekends or holidays shall be paid an additional amount based on their daily rate of pay for all hours worked on these days with a guaranteed minimum of four (4) hours or the number of hours worked.
- H. When schools are closed due to inclement weather, all Educational Associates shall be released as soon as their responsibilities have been met.

18.7 Speech-Language Pathologists

- A. The recommendations of the American Speech-Language Hearing Association that caseloads not exceed forty (40) students per Speech-Language Pathologist shall be considered when scheduling.
- B. The Board will attempt to identify, in advance, those individuals who wish CFY supervision and the Speech-Language Pathologists with ASHA certification to provide this supervision. Principals will be apprised of the availability of this service and arrangements will be made through the appropriate Network Team members. The Speech-Language Pathologists identified to provide this supervision should be given consideration for schedule adjustments.
- C. The Speech-Language Pathologists shall not be assigned homeroom duties nor will they act as substitutes in the absence of classroom teachers.
- D. The supervision of student clinicians and CFY candidates shall continue to be voluntary.
- E. Professional development sessions for Speech-Language Pathologists shall be held during school hours. These sessions shall consist of discipline specific presentations on professional topics, policies and procedures and allow for the exchange of information between and among Speech-Language Pathologists.
- F. Speech-Language Pathologists shall be eligible to apply for I.E.P. team chairperson positions.
- G. Speech-Language Pathologists shall be provided office space and access to a telephone, copy machine, desk, lockable file cabinets for secure storage of records as required by IDEA. Speech-Language Pathologists shall be provided with access to computers, peripherals, and appropriate software to be used in assessment therapy and administrative processes.
- H. The program environment of the Speech-Language Pathologist shall be a private, quiet location in order that students may receive effective therapy in accordance with their IEPs.
- I. The opportunity to conduct assessments, FAPE services, ESY Treatment Services, special projects, home and hospital services, and infant and toddler services during school, after school, and summer will be offered first to Baltimore City Public Schools Pathologists before being offered to contractual personnel.
- J. Speech-Language Pathologists shall be evaluated as Clinical Staff. Clinical skills will be evaluated by a certified Speech-Language Pathologist. Should the Board organize a committee to review, amend or revise the evaluation instrument or evaluation procedure for Speech-Language Pathologists, one member of the committee shall be a "teacher level" Speech-Language Pathologist who shall be appointed by the Union.
- K. The Board shall provide each Speech-Language Pathologist with copies of valid, current tests and test protocols in quantities appropriate to the number and diversity of students assigned to each-Speech-Language Pathologist. These materials shall be for the exclusive use of the Speech-Language Pathologist.
- L. Speech-Language Pathologists shall receive the clinicians' stipend.
- M. Related Service Provider supervisors/coordinators shall have input into use of and planning for five (5) of ten (10) systemic professional development days for clinicians.

18.8 Physical Education

- A. Physical Education committee to study elementary physical education programs, the development and utilization of instructional staff, materials and equipment used in the program, with the object of recommending to the CEO and the Board better ways to deliver services to students. The Physical Education committee shall be made up of three (3) certified Physical Education members designated by the Union and three (3) members by the Board. The committee shall begin on November 1, 2017 and end on July 1, 2018. Dates may be extended by mutual agreement. The committee shall reconvene every other year.

- B. Transfers of Physical Education teachers shall be limited in frequency. The provisions in Article 7.7 shall apply to Physical Education Teachers.
- C. Guidelines promulgated by the CEO for the scheduling of handicapped students in physical education classes shall be distributed to Physical Education teachers.
- D. The Board shall provide professional development for Physical Education Teachers. There shall be an opportunity for Physical Education teachers to attend sessions to receive training on teaching physical education to exceptional children.
- E. Elementary and middle school Physical Education teachers shall be given input into the development of schedules in each school in which they are assigned.
- F. Appropriate adult supervision shall be provided in male and female locker rooms, and each school, in consultation with the School Improvement Team, is responsible for developing a support plan.
- G. Only qualified Physical Education substitutes shall be provided for Physical Education teachers on long-term illness.
- H. Every teacher who has coaching responsibilities shall be given traveling time for reporting to that assigned duty, provided such release time shall not interfere with the assigned teaching responsibilities of the teacher.
- I. The provisions of Section 6.1 shall apply to Physical Education Teachers.

18.9 Athletics

- A. It is the responsibility of the Director of Athletics to make proper requests for assistance in crowd control at interscholastic athletic activities.
- B. Game administration and organization shall be the responsibility of the Director of Athletics.
- C. All Coaches shall meet the minimum requirements established by the CEO. Priority shall be given to employees of the Baltimore City Public Schools who meet the requirements. All coaches, including those who are not regular BCPSS employees, shall be paid in accordance with the approved coaching stipends set forth in Addendum II.
- D. No Coach shall be disciplined, reduced in rank or compensation, suspended, or discharge without just cause.
- E. One representative appointed by the Union shall serve as a member of the Rules on Athletics Revision Committee.
- F. An absence of a Coach on a regular work day, excluding sick leave, shall not prevent said Coach from performing his duties as a Coach on that particular day.
- G. The Board will explore the possibility of paying Coaches and Directors of Athletics separate paychecks for coaching.
- H. The Board shall provide professional security for all athletic contests deemed necessary by the Board.

18.10 Business Education

- A. Business Education teacher skills shall be considered in determining their assignments.
- B. In senior high schools, the Board shall provide serviceable computers appropriate to the number of students scheduled in the typing class.
- C. All available business education equipment shall be distributed equitably according to need throughout the system.

18.11 Career and Technology Education

- A. The Board shall maintain compliance with applicable established safety requirements and will continue its efforts to assign students where there are adequate work stations.
- B. The Board shall maintain compliance with and adherence to the standards of the Maryland Occupational Safety and Health Act. The Board shall eliminate obvious safety hazards which are brought to its attention which may exist in shop areas, such as those involving storage facilities for volatile fluids.
- C. The Board shall comply with curriculum standards approved and mandated by the State Board of Education.
- D. In high schools, the Board shall provide appropriate technology for each student in the classroom.

18.12 Special Education

- A. A special Teacher-Board Committee composed of six (6) members selected by the Union and six (6) members selected by the Board, shall be continued to advise the appropriate Director of Special Education on the following areas:
 - 1. Curriculum.
 - 2. Responsibilities and duties of teachers providing services for students receiving special education.
 - 3. Supervision of Special Education teachers.
 - 4. The availability of appropriate materials and supplies for a support system for Special Education teachers will be continued.
 - 5. Appropriate assignment and use of Paraprofessionals.
 - 6. The special education classes in relation to the severity of disability and intensity of services.
 - 7. The issue of inclusion.
 - 8. A series of Special Education in-service work-shops shall be provided by the Board for the following classifications of employees:

Non-Special Education Teachers
Administrators
Educational Assistants

The topics of said workshops shall be based on the result of current assessment of needs forms. The Committee may continue its work in succeeding school years.

- B. The resource bank previously developed for use by Special Education teachers shall be continued. Such a bank will include testing materials needed to perform the appropriate Special Education assessments and services. These materials are to be located at an appropriate central office for use by teachers. Materials on loan to Special Education teachers are to be treated as any other BCPSS property.
- C. In-service programs in special education for teachers shall continue.
- D. All Special Educators will be provided with Maryland Online training.
- E. A calendar of Special Education staff development activities shall be issued.
- F. The Board will provide training in Special Education discipline for new teachers and teachers in need of assistance.
- G. Training in vocational career education will be available to secondary Special Education teachers.
- H. The Board will provide training for all staff on the new graduation requirements and their impact on Special Education students.
- I. to programs for students with emotional disabilities shall have access to psychiatric consultation resource services for their students on a regular basis.

18.13 Master Teachers

- A. Master Teachers with full-time teaching duties shall not be expected to perform the full range of Master Teacher duties, as determined by the principal.

18.14 School Psychologists

- A. School Psychologists shall be provided with confidential work space when testing and counseling children, as well as access to a telephone, desk, lockable file cabinet, a computer with special education programs, and access to clerical service, sufficient supplies such as legal pads, pens, and pencils, staplers, tape, paperclips, envelopes, file folders, correction tape/fluid, tests, test protocols, plain paper, etc. to perform assigned tasks.
- B. School Psychologists shall be provided, in a timely manner, with any policy or procedural changes made by the Board regarding their areas of concern such as suspension, attendance, etc.
- C. By mutual agreement of the school psychologist and supervisors, flex time may be allowed for those work sites where it is feasible.
- D. The Baltimore City Public School System will provide for the storage of confidential information.
- E. The individual psychological services caseload, as recorded by Maryland Online, will be used to help in the determination of the number of school assignments, for individual school psychologists, with consideration being given for the additional time spent in preparing for and conducting of IEP Team meetings and associated responsibilities which include assessments as documented by monthly statistics. Monthly statistics shall be based on the best practice guidelines of the National Association of School Psychologists.
- F. Provided BCPSS School Psychologists agree to a productivity standard set by the Special Education and Student Support Services Officer, the school system shall not contract to outside contractors for summer employment until all currently employed School Psychologists have been offered the job.
- G. Professional learning communities for School Psychologists, including supervision, group consultation, as well as assessment case support shall take place on a regular basis.
- H. Related Service Provider supervisor/coordinators shall have input into use of and planning for five (5) of ten (10) systemic professional development days for clinicians.
- I. School Psychologists who are responsible for conducting psychological evaluations shall have access, on Board computers or laptops, to assessment scoring software.

18.15 Unit I Area and Central Office Employees

- A. Twelve (12) month employees shall receive two (2) days per month as vacation days. The vacation days shall be taken at the discretion of the employee after consultation with his immediate supervisor. Unused vacation days may be accumulated from year to year, with a maximum accumulation of seventy-two (72) days. At the time of separation from City Service, employees shall be paid in full for any accumulated vacation leave, except in cases of bona fide indebtedness to the employer.
- B. Twelve (12) month employees shall receive eighteen (18) sick days per year.
- C. Twelve (12) month employees shall receive wages as described in Article 5, effective July 1, of each contract year. In the event that the effective date of the salary adjustment falls within the first half of the pay period, the employee shall receive the payment for the entire pay period. If the effective date of the salary adjustment falls within the second half of the pay period, the payment shall be made as of the next succeeding pay period.

18.16 Audiologists

- A. The Board shall provide appropriate, operational, and portable audiological equipment for each Audiologist including, but not limited to, audiometer, tympanometer, otoacoustic emissions, and otoscope.
- B. The Board shall continue to provide Audiological Assessment Centers, which will include diagnostic audiological equipment. Centers will provide area for private work space when testing and counseling children, running water, a computer with access to special education programs, basic office supplies, and access to a copier and scanner.
- C. The Board shall provide Audiologists with all of the necessary office and paper supplies as needed to perform their duties.
- D. The Board shall make every effort to provide at each of the audiologist's school sites a computer with access to special education programs, and access to a copier/scanner/printer. Basic office supplies will be provided by the Board central office.
- E. The Board shall provide for Audiologists all necessary supplies in order to effectively disinfect audiological equipment. Soap, towels, rubber gloves, alcohol and any approved cleaning agents, shall be made available to Audiologists.
- F. School site administrators shall provide access to loading ramps to facilitate the unloading and loading of audiological equipment. The Board shall provide a quiet workspace for testing to be completed in schools as needed.
- G. Professional development sessions for Audiologists shall be held during school hours. Two (2) of the ten (10) sessions shall consist of discipline specific presentations on professional topics, policies, and procedures and allow for the exchange of information between and among audiologists.
- H. Related Service Provider supervisor/coordinators shall have input into use of and planning for five (5) of the ten (10) systemic professional development days for clinicians.

18.17 Art

All Art Teachers

- A. Art teachers should not be asked to perform any non-art related task that takes away from teaching assigned art classes.
- B. Every effort will be made within budgetary and physical building constraints to provide each art classroom area with a sink, proper lighting, cabinets and a proper storage area.
- C. The number of schools an elementary Art teacher services should be equitably distributed on a rotating basis. The Board will make every effort to schedule art classes consistent with the number of available spaces in classrooms.
- D. Transfer of Art teachers shall be limited in frequency.
- E. The Board will make every effort to schedule art classes consistent with the guidelines for the assignment of Special Education students to elective subjects.
- F. The Board agrees to undertake study, with input from the Union, on the role, function and effect of an art therapy program.
- G. There shall be an opportunity for Art teachers to attend sessions to receive training on teaching art to children with disabilities.
- H. In consultation with the principal, Art teachers shall recommend the ordering of art supplies for their respective schools. These supplies shall be delivered to the school as expeditiously as possible. When existing building facilities permit, art equipment and supplies should be stored in a secure area separate from other supplies.

- I. In-service workshops in Special Education and Staff Development for Art teachers shall be provided.
- J. A procedure shall be established to expedite the repair of art equipment.
- K. Cross-reference Section 7.7.
- L. Art teachers assigned to more than one school shall have one school designated for paycheck delivery purposes.
- M. Certificated Art Teachers shall not be supplanted by contractors.
- N. There shall be adequate work space for the number of students in each art class.

Elementary Art

- A. The number and length of periods per day shall be consistent with system-wide standards as determined by the Board.
- B. Each elementary art teacher shall be granted the same planning time as all other elementary teachers.
- C. When special art exhibits are required by the principal which result in additional responsibilities for the Art teacher, coverage will be provided for the Art teacher's homeroom if applicable.

Secondary Art

- A. Every effort will be made to insure that Art teachers should not be required to teach more than three (3) different preparations.
- B. When special art exhibits are required by the principal which result in additional responsibilities for the Art teacher, coverage will be provided for the Art teacher's homeroom.

18.18 Music

All Music Teachers

- A. Music teachers should not be asked to perform any non-music related task that takes away from teaching assigned music classes. Music teachers shall be assigned to schools consistent with system-wide standards as determined by the Board. Cross-reference Section 7.7.
- B. The number of schools a Music teacher services should be equitably distributed on a rotating basis.
- C. Transfers will be limited in frequency.
- D. Every effort will be made to insure that music teachers should not be required to teach more than three (3) different preparations.
- E. Every music teacher shall be provided with a tuned piano in a music room where available.
- F. In the event that Music teachers are required to provide practice during instructional time for various school related activities, including but not limited to school-related programs, system-wide programs and holiday programs, coverage will be provided for the teacher's schedule.
- G. The Board shall provide summer employment for teachers who are qualified to repair musical instruments. These teachers shall be compensated at the summer school rate and assigned and supervised by the Board's designated representative.
- H. Within available resources, the Board shall establish a procedure to expedite the repair of music equipment including but not limited to piano tuning, band/orchestra/general music classroom instruments/guitars, keyboards, etc. Instruments and equipment shall be maintained in a manner consistent with other content areas (i.e. science lab equipment).
- I. Where existing building facilities permit, the Board shall provide adequate storage space that can be secured for storing music equipment and supplies.

- J. Directors of performing ensembles shall be compensated at \$1,000 per year for these performing groups.

All Elementary Music Teachers

- A. The number and length of the class period shall be consistent with system-wide guidelines as determined by the Board.
- B. One complete set of Board adopted music textbooks per school shall be provided for the instruction of elementary music which shall include teachers' manuals, with accompanying charts and records.

Elementary Vocal Music

Elementary Vocal Music teachers shall be given input into the development of schedules in each school that they are assigned.

All Secondary Music Teachers

- A. One complete set of Board adopted music textbooks per school shall be provided for the instruction of secondary music which shall include teachers' manuals, with accompanying charts and records.
- B. In every senior high school where available, the Board shall provide access to a computer for the music department.

Secondary Instrumental Music

- A. Directors of secondary school bands, orchestras and choirs shall be compensated at \$1,000 per year for these performing groups.
- B. A joint committee shall be formed to evaluate and make recommendations to the CEO and Board on improving lighting and sound systems in secondary school auditoriums.

18.19 Occupational/Physical Therapists

- A. The Board and the Union recognize that this group of employees provide a necessary and vital service to BCPSS, and toward that end, the Board will explore the possibility of providing staff development for these employees. Every effort will be made, in accordance with the BCPSS Master Plan adopted and updated by the Board, to provide Occupational/Physical Therapists with access to computers, telephones, private consultation space and clerical services.
- B. The supervision of student clinicians and CFY candidates shall be solely voluntary.
- C. Professional development sessions for Occupational/Physical Therapists shall be held during school hours. These sessions shall consist of discipline specific presentations on professional topics, policies and procedures and all for the exchange of information between and among Occupational/Physical Therapists.
- D. Occupational/Physical Therapists shall be provided office space and access to a telephone, copy machine, desk, lockable file cabinets for secure storage of records as required by IDEA. Occupational/Physical Therapists shall be provided with access to computers, peripherals, and appropriate software to be used in assessment therapy and administrative processes.
- E. The program environment of the Occupational/Physical Therapist shall be a private, quiet location in order that pupils may receive effective therapy in accordance with their IEPs.
- F. The opportunity to conduct assessments during school, and after school, and summer will be offered first to Baltimore City Public Schools Occupational/Physical Therapists before being offered to contractual personnel.
- G. Occupational/Physical Therapists shall be evaluated as Clinical Staff. Should the Board organize a committee to review, amend or revise the evaluation instrument or evaluation

procedure for Occupational/Physical Therapists, one member of the committee shall be a "teacher level" Occupational/Physical Therapist who shall be appointed by the Union.

H. The Board shall provide each Occupational/Physical Therapist with copies of valid, current tests protocols, and test forms protocols in quantities appropriate to the number and diversity of students assigned to each Occupational/Physical Therapist. These materials shall be for the exclusive use of the Occupational/Physical Therapist.

I. Occupational/Physical Therapists shall receive the clinicians' stipend set forth in the Addendums.

J. Related Service Provider supervisors/coordinators shall have input into use of and planning for five (5) of ten (10) systemic professional development days for clinicians.

18.20 Consulting Teacher

Under the direction of the Principal, the consulting teacher is responsible for the student support program. This means supplementing the instructional and behavioral management program for identified special needs students.

18.21 Clinical Facilitators

Clinical Facilitators shall be paid a salary based on the appropriate Addendum I grade/step plus the greater of the Department Head III differential or clinician differential.

18.22 National Board for Professional Teaching Standards Certification

Teachers who receive certification from the National Board for Professional Teaching Standards (NBPTS) shall receive, in addition to all other salary and differential payments due to said teachers, a sum of \$4,000 in each year the teacher holds the certification.

18.23 IEP Team Associates

- A.** Schools shall consider specialized programs (i.e., PAL, Life Skills, Pride, Early Learning Programs) in determining the appropriate caseload for each IEP Team Associate in accordance with Fair Student Funding Guidance.
- B.** IEP Team Associates will be provided with access to a computer, shredder, copier/printer, fax machine and private telephone line. Additionally, the IEP Team Associate will be provided with a private separate room with a conference table, chairs, laptop, telephone and printer for holding IEP meetings.
- C.** IEP Team Associates will be provided with sufficient supplies. IEP Team Associates shall be supplied with working filing cabinets that can be locked at the end of the school year.
- D.** IEP Team Associate will have time built into the collaborative planning guidance to meet with the Special Educators and/or Related Service Providers to discuss important changes, and expectations concerning IEP process.
- E.** The Office of Specialized Services will provide IEP Team Associates with a calendar of topics to be discussed at systemic professional development.
- F.** The Office of Specialized Services will provide training in the IEP process/discipline for new IEP Team Associates or IEP Team Associates in need of supports.

ARTICLE XIX

Enterprise Schools

19.1 Enterprise Schools

The Board will honor Article XIX (Enterprise Schools). By definition, Enterprise Schools are individual schools that have been granted authority to make decisions concerning their administrative and educational operations. This authority is derived from the Board of School Commissioners and the CEO. These decisions are to be made in accordance with Labor Agreements.

19.2 School Oversight Committee

A.

1. School improvement planning is a continuous process which provides direction and parameters for school operations. More important, school improvement planning is a process that allows key stakeholders the opportunity to collaborate on the mission, philosophy, goals, and strategies for improved management, teaching, and learning at the school site.

2. To fully exercise the instructional and management decision-making authority inherent in the current school improvement process, each school must involve a School Oversight Committee in the development and implementation of the school improvement plan. Each committee must have core membership which shall include at least two teachers, one of which will be the Building Representative.

3. The School Oversight Committee shall also include a minimum of one paraprofessional. Teachers who serve in the school improvement process shall be given an opportunity to interact and collaborate without fear of reprisals.

4. No teachers shall be transferred solely on the basis of their involvement in the School Oversight Committee process.

B.

1. School Oversight Committees shall choose from the approved system-wide menu those activities which they determine best meet the needs of both students and teachers at each school. The Executive Director of Partnerships, Communications and Community Engagement shall ensure that the School Oversight Committees are properly constituted and are functioning appropriately. Each School Oversight Committee's recommendation of Professional Development Activities must be reduced to writing and submitted simultaneously to both the principal and the Executive Director by September 15. Included in the School Oversight Committee's report shall be its recommendation about when Professional Development activities would occur, guided by the instructional needs of the students. Options include: before the school day begins, after the school day ends, or on weekends. If the School Oversight Committees recommendation on any of these matters is rejected or modified, the principal and the Executive Director shall jointly provide the reasons, in writing, to the School Oversight Committee.
2. At the end of each semester, each School Oversight Committee must provide a report to the principal and to the Executive Director stating when and how each Professional Development activity was implemented.

ARTICLE XX

Severability

20.1 Conformity to Law

If any provisions of this Agreement or any application thereof to any teacher or group of teachers is held to be contrary to law by a court of competent jurisdiction, or the Maryland State Board of Education, such provision or application will not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect.

20.2 Conflict with State, Federal Grant-in-Aid Funds

Should any provision of this Agreement jeopardize the receipt by the Board of any State or Federal grant-in-aid funds or other State or Federal allotments of money, the provision shall be deemed invalid. In this case, "jeopardize" shall mean a judgment made by the appropriate agency that a particular course of action could delay, interrupt, curtail or eliminate funding of a particular program.

ARTICLE XXI

No Strikes

21.1 No Strikes

- A. An employee organization may not call or direct a strike.
- B. Any employee organization designated as an exclusive representative that violates any provision of this Article shall have its designation as exclusive representative revoked by the public school employer and the employee organization and any other employee organization that violates any provision of this section is ineligible to be designated as exclusive representative for a period of two (2) years after the violation.
- C. If an employee organization violates any provision of this section, the public school employer shall stop making payroll deductions for dues of the organization for one (1) year after the violation.

ARTICLE XXII

Personnel File

22.1 Personnel File

- A. There shall be only one (1) official file for each teacher maintained by the Board.
- B. A teacher, upon proper identification to the staff of the Office of Human Capital, shall be permitted to examine his file. The teacher shall indicate in writing, to be placed in the file, that he has examined the file.
- C. No material relative to a teacher's conduct, service, character or personality, will be placed in the file unless the teacher has had an opportunity to review such material by affixing his signature to the copy to be filed, with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material and said answer shall be attached to the file copy.
- D. The employee shall be permitted convenience in reproducing, on the Board's premises, any material in his file.
- E. Administrators shall be encouraged to place in the employee's file information of a positive nature indicating special competencies, achievements, performances or contributions of an

academic, professional or civic nature. Any such material received from outside, competent responsible sources shall also be included in the employee's file.

ARTICLE XXIII

Non-Discrimination

23.1 Non-Discrimination

The provisions of this Agreement shall be applied equally to all employees in the bargaining unit, without discrimination as to age, sex, marital status, race, color, creed, national origin, disability, sexual orientation, religion, pregnancy, gender, gender identity or expression, veteran status, union activity or political affiliation. No person shall be retaliated against for exercising their rights under this Agreement.

23.2 Personal Pronouns

In all instances in this Agreement in which the masculine form of the third person pronoun is used, such pronoun shall refer to all employees.

ARTICLE XXIV

Labor-Management Committee

- A. The Board and the Union agree that cooperation between the parties benefits the students, staff and administration of the Baltimore City Public School System. To this end, the Board and the Union agree to establish a Labor Management Committee. The Board and Union agree to meet at least six (6) times per fiscal year, to discuss matters of mutual concern. Issues of mutual concern will be considered and recommendations may be made by the Committee to the Board and the Union. An agenda shall be agreed to by both parties at least one (1) week prior to each meeting.
- B. The Board representatives shall consist of the CEO or designee and such other full-time employees of the Baltimore City Public School System as they may from time to time invite not to exceed five (5) in number. The Union representatives shall consist of the President or designee and other full-time members of the bargaining unit covered by this Agreement, provided however that such representatives shall not exceed five (5) in number.
- C. The date, place and hour of meetings shall be mutually agreed upon by the parties. Every effort shall be made to relieve the employee representatives for such time as is necessary to attend meetings without loss of pay or leave time. The President of the Union shall forward to the Labor Relations Associate at least five (5) days in advance of each meeting the names of the employee representatives.
- D. The Labor-Management Committee shall oversee the work of joint committees established in this Agreement. Each joint committee shall submit minutes of its meetings and any recommendations from the joint committee to the Labor-Management Committee. The Labor-Management Committee shall forward such recommendations to the Board and the Union. The Labor-Management Committee may recommend to the Board and the Union the deletion or termination of any joint committee established by this Agreement.

Article XXV

Conclusion

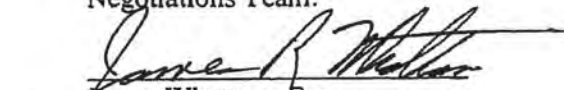
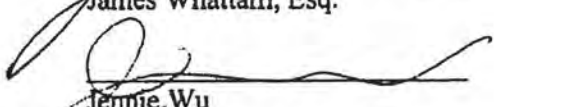
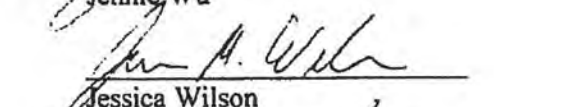
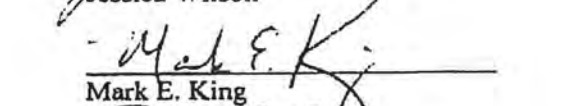
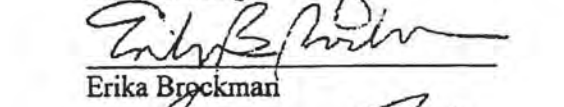
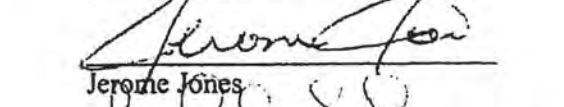

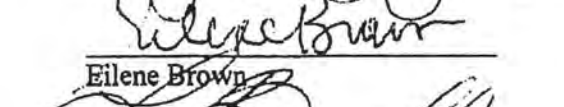

This Agreement, entered into by the Board in the exercise of its authority under the provisions of Title 6, Section 6-408 of the Education Article of the Annotated Code of Maryland, as amended; the Charter of Baltimore City and other regulating statutes, provides terms and conditions for the joint relationship which will benefit the Board and the employees. This Agreement and each of its provisions shall be effective as of July 1, 2019, and shall continue in force and effect until June 30, 2021.

This Agreement is signed on this 30th day of September 2019, in Baltimore, Maryland.

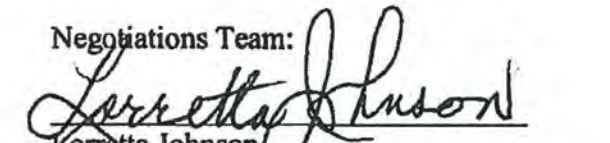
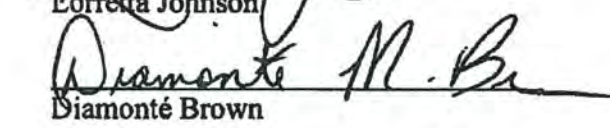
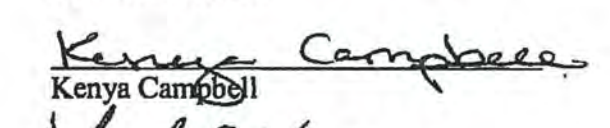

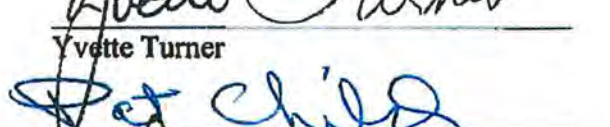
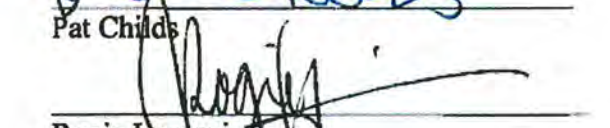


Baltimore City Board of School
Commissioners

Baltimore Teachers Union
American Federation of Teachers Local 340,
AFL-CIO


Negotiations Team:



James Whattam, Esq.

Jennie Wu

Jessica Wilson

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Mary Ellen Quinn Johnson

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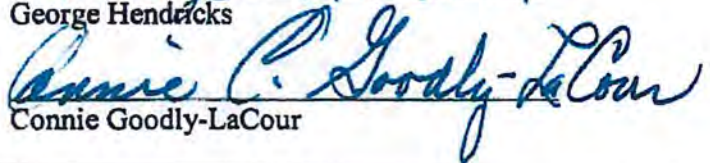

Corretta Johnson

Diamonté Brown

Kenya Campbell

Labrina Hopkins

Yvette Turner

Pat Childs

Rogie Legaspi

Kiragu Beuttah

Katrina Kickbush

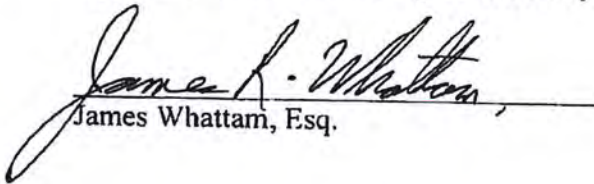

Paula Jones


Chandra Carriere

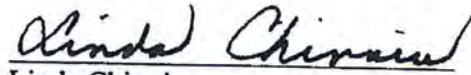

George Hendricks


Connie Goodly-LaCour

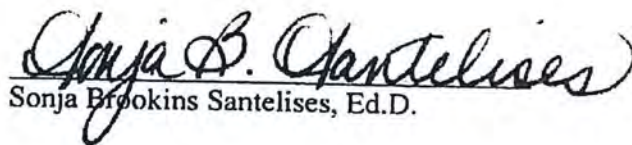
Approved as to form and legal sufficiency:


James Whattam, Esq.

Approved and noted by the Baltimore City
Board of School Commissioners


Linda Chinnia

Chief Executive Officer:


Sonja Brookins Santelises, Ed.D.

ADDENDUM I

**2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019**

BASE TEACHER				
	Standard	Professional	Model	Lead
Interval	BTU.200	BTU.201	BTU.202	BTU.203
1	50,641	63,267	92,393	100,599
2	52,160	66,027	94,017	102,330
3	53,724	68,788	95,641	104,063
4	55,337	71,548	97,266	105,795
5	56,996	74,310	98,889	107,527
6		77,286		
7		80,372		
8		81,996		
9		83,084		
10		84,171		
11		85,260		
12		86,349		
13		87,436		
14		88,524		
15		89,613		

2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019

SUPPORT TEACHER				
Interval	Standard BTU.210	Professional BTU.211	Model BTU.212	*
1	52,986	66,195	96,669	
2	54,574	69,083	98,370	
3	56,211	71,971	100,069	
4	57,869	74,860	101,768	
5	59,633	77,750	103,468	
6		80,866		
7		84,093		
8		85,791		
9		86,931		
10		88,069		
11		89,206		
12		90,345		
13		91,485		
14		92,622		
15		93,761		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019

CLINICIAN				
Interval	Standard BTU.220	Professional BTU.221	Model BTU.222	*
1	52,964	65,589	94,715	
2	54,482	68,349	96,339	
3	56,047	71,110	97,964	
4	57,660	73,870	99,588	
5	59,318	76,633	101,212	
6		79,610		
7		82,694		
8		84,318		
9		85,407		
10		86,495		
11		87,581		
12		88,671		
13		89,759		
14		90,846		
15		91,935		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

**2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019**

DEPARTMENT HEAD IV				
Interval	Standard BTU.230	Professional BTU.231	Model BTU.232	*
1	54,586	67,212	96,338	
2	56,105	69,972	97,963	
3	57,670	72,733	99,587	
4	59,282	75,493	101,212	
5	60,941	78,255	102,834	
6		81,233		
7		84,317		
8		85,942		
9		87,029		
10		88,118		
11		89,205		
12		90,294		
13		91,382		
14		92,469		
15		93,558		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019

DEPARTMENT HEAD III				
Interval	Standard BTU.240	Professional BTU.241	Model BTU.242	*
1	54,852	67,477	96,603	
2	56,370	70,237	98,228	
3	57,935	72,998	99,852	
4	59,548	75,758	101,477	
5	61,206	78,521	103,100	
6		81,498		
7		84,582		
8		86,207		
9		87,295		
10		88,383		
11		89,470		
12		90,560		
13		91,647		
14		92,734		
15		93,824		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

**2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019**

DEPARTMENT HEAD II				
Interval	Standard BTU.250	Professional BTU.251	Model BTU.252	*
1	55,201	67,826	96,953	
2	56,720	70,587	98,578	
3	58,285	73,347	100,202	
4	59,896	76,108	101,826	
5	61,556	78,870	103,448	
6		81,847		
7		84,932		
8		86,557		
9		87,645		
10		88,732		
11		89,820		
12		90,910		
13		91,996		
14		93,084		
15		94,174		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019

DEPARTMENT HEAD I				
Interval	Standard BTU.260	Professional BTU.261	Model BTU.262	*
1	55,550	68,175	97,301	
2	57,069	70,936	98,926	
3	58,633	73,696	100,550	
4	60,245	76,457	102,174	
5	61,905	79,218	103,797	
6		82,196		
7		85,281		
8		86,905		
9		87,992		
10		89,081		
11		90,169		
12		91,257		
13		92,345		
14		93,433		
15		94,521		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019

CALENDAR YEAR ASSOCIATE				
	Standard	Professional	Model	*
Interval	BTU.270	BTU.271	BTU.272	
1	58,261	72,785	106,294	
2	60,009	75,960	108,163	
3	61,808	79,138	110,033	
4	63,663	82,313	111,900	
5	65,572	85,491	113,768	
6		88,916		
7		92,464		
8		94,334		
9		95,585		
10		96,837		
11		98,087		
12		99,341		
13		100,592		
14		101,844		
15		103,095		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2019-20 BTU Career Pathway Salary Schedule
Effective July 1, 2019

IEP TEAM ASSOCIATE				
Interval	Standard BTU.280	Professional BTU.281	Model BTU.282	*
1	53,213	65,839	94,965	
2	54,732	68,599	96,590	
3	56,297	71,360	98,214	
4	57,911	74,120	99,839	
5	59,569	76,883	101,462	
6		79,860		
7		82,944		
8		84,569		
9		85,658		
10		86,744		
11		87,832		
12		88,922		
13		90,010		
14		91,096		
15		92,186		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

BASE TEACHER				
Interval	Standard BTU.200	Professional BTU.201	Model BTU.202	Lead BTU.203
1	51,552	64,405	94,056	102,409
2	53,099	67,215	95,710	104,172
3	54,691	70,026	97,363	105,937
4	56,333	72,836	99,017	107,700
5	58,021	75,648	100,669	109,463
6		78,678		
7		81,819		
8		83,472		
9		84,580		
10		85,687		
11		86,794		
12		87,903		
13		89,010		
14		90,117		
15		91,226		

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

SUPPORT TEACHER				
	Standard	Professional	Model	*
Interval	BTU.210	BTU.211	BTU.212	
1	53,940	67,386	98,410	
2	55,556	70,326	100,140	
3	57,223	73,267	101,870	
4	58,910	76,207	103,600	
5	60,707	79,149	105,330	
6		82,321		
7		85,607		
8		87,335		
9		88,495		
10		89,654		
11		90,812		
12		91,972		
13		93,132		
14		94,289		
15		95,449		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

**2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020**

CLINICIAN				
Interval	Standard BTU.220	Professional BTU.221	Model BTU.222	*
1	53,917	66,770	96,420	
2	55,463	69,579	98,073	
3	57,056	72,390	99,727	
4	58,697	75,200	101,380	
5	60,386	78,012	103,033	
6		81,043		
7		84,183		
8		85,836		
9		86,944		
10		88,052		
11		89,158		
12		90,267		
13		91,375		
14		92,482		
15		93,589		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

DEPARTMENT HEAD IV				
	Standard	Professional	Model	*
Interval	BTU.230	BTU.231	BTU.232	
1	55,569	68,422	98,072	
2	57,115	71,231	99,726	
3	58,708	74,042	101,379	
4	60,349	76,852	103,033	
5	62,038	79,664	104,685	
6		82,695		
7		85,835		
8		87,489		
9		88,596		
10		89,704		
11		90,811		
12		91,920		
13		93,027		
14		94,134		
15		95,243		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

**2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020**

DEPARTMENT HEAD III				
Interval	Standard BTU.240	Professional BTU.241	Model BTU.242	*
1	55,839	68,692	98,342	
2	57,385	71,501	99,996	
3	58,978	74,312	101,649	
4	60,619	77,122	103,303	
5	62,308	79,934	104,955	
6		82,965		
7		86,105		
8		87,759		
9		88,866		
10		89,974		
11		91,081		
12		92,190		
13		93,297		
14		94,404		
15		95,513		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

DEPARTMENT HEAD II				
	Standard	Professional	Model	*
Interval	BTU.250	BTU.251	BTU.252	
1	56,195	69,047	98,698	
2	57,741	71,858	100,352	
3	59,334	74,667	102,005	
4	60,975	77,478	103,658	
5	62,664	80,290	105,310	
6		83,320		
7		86,461		
8		88,115		
9		89,222		
10		90,329		
11		91,437		
12		92,546		
13		93,652		
14		94,760		
15		95,869		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

DEPARTMENT HEAD I				
	Standard	Professional	Model	*
Interval	BTU.260	BTU.261	BTU.262	
1	56,550	69,402	99,052	
2	58,096	72,213	100,706	
3	59,688	75,023	102,359	
4	61,330	77,833	104,014	
5	63,019	80,644	105,666	
6		83,675		
7		86,816		
8		88,469		
9		89,576		
10		90,684		
11		91,792		
12		92,900		
13		94,007		
14		95,115		
15		96,223		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

CALENDAR YEAR ASSOCIATE				
	Standard	Professional	Model	*
Interval	BTU.270	BTU.271	BTU.272	
1	59,310	74,095	108,207	
2	61,089	77,328	110,110	
3	62,920	80,562	112,013	
4	64,809	83,795	113,914	
5	66,752	87,030	115,816	
6		90,517		
7		94,128		
8		96,032		
9		97,306		
10		98,580		
11		99,853		
12		101,129		
13		102,403		
14		103,677		
15		104,951		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

2020-21 BTU Career Pathway Salary Schedule
Effective July 1, 2020

IEP TEAM ASSOCIATE				
	Standard	Professional	Model	*
Interval	BTU.280	BTU.281	BTU.282	
1	54,171	67,024	96,674	
2	55,717	69,834	98,329	
3	57,310	72,645	99,982	
4	58,953	75,455	101,636	
5	60,641	78,266	103,289	
6		81,297		
7		84,437		
8		86,091		
9		87,199		
10		88,305		
11		89,413		
12		90,522		
13		91,630		
14		92,736		
15		93,845		

*If hired for a Lead Teacher position, a teacher moves to the Lead Pathway of the Base Teacher salary schedule and the interval with the next highest salary from the salary of the teacher's previous position.

ADDENDUM II

	7/1/2019	7/1/2020
Director of Athletics	\$ 5,745	\$ 5,848
Co-Curricular Chairperson	\$ 3,469	\$ 3,531
Badminton	\$ 3,478	\$ 3,541
Baseball (Varsity)	\$ 3,953	\$ 4,024
Baseball (Jr. Varsity)	\$ 3,636	\$ 3,702
Cross Country (Varsity/Jr. Varsity)	\$ 3,795	\$ 3,864
Football (Varsity)	\$ 5,199	\$ 5,293
Football (Varsity Asst.)	\$ 4,279	\$ 4,356
Football (Jr. Varsity)	\$ 3,953	\$ 4,024
Football (Jr. Varsity Asst.)	\$ 3,636	\$ 3,702
Gymnastics	\$ 3,953	\$ 4,024
Lacrosse (Varsity)	\$ 3,953	\$ 4,024
Lacrosse (Jr. Varsity)	\$ 3,636	\$ 3,702
Soccer (Varsity)	\$ 3,953	\$ 4,024
Soccer (Jr. Varsity)	\$ 3,636	\$ 3,702
Softball (Varsity)	\$ 3,953	\$ 4,024
Softball (Jr. Varsity)	\$ 3,636	\$ 3,702
Swimming (Varsity)	\$ 3,953	\$ 4,024
Swimming (Jr. Varsity)	\$ 3,636	\$ 3,702
Tennis	\$ 3,478	\$ 3,541
Track (Varsity)	\$ 3,953	\$ 4,024
Track (Jr. Varsity)	\$ 3,636	\$ 3,702
Volleyball (Varsity)	\$ 3,953	\$ 4,024
Volleyball (Jr. Varsity)	\$ 3,636	\$ 3,702
Wrestling (Varsity)	\$ 3,953	\$ 4,024
Wrestling (Jr. Varsity)	\$ 3,636	\$ 3,702
Custodian of Equipment	\$ 3,953	\$ 4,024
Director of Modern Dance	\$ 3,478	\$ 3,541
Basketball (Varsity)	\$ 4,427	\$ 4,506
Basketball (Jr. Varsity)	\$ 3,953	\$ 4,024

**Side Letter #1 between the Baltimore Teachers Union, American Federation of Teachers
Local 340, AFL-CIO and the Baltimore City Board of School Commissioners**

The Board agrees that all teachers or other certificated employees in the unit represented by the Union shall be presented with either a Regular Contract or a Provisional Contract. Any teacher or other certificated employee who shall earn tenure shall receive a written or electronic communication from the Board notifying tenure has been granted.

Edmund J. O'Meally, 10/24/17

Chief Negotiator
Baltimore City Board of School
American
Commissioners

Dr. Lorretta Johnson, 10/24/17

Chief Negotiator
Baltimore Teachers Union,
Federation of Teachers Local 340, AFL-CIO

**Side Letter #2 between the Baltimore Teachers Union, American Federation of Teachers
Local 340, AFL-CIO and the Baltimore City Board of School Commissioners**

The Board agrees that the expedient resolution of grievances is in the best interests of all parties. Accordingly, the Board and the Union shall collaborate on the training of staff on the Collective Bargaining Agreement with a focus on timely grievance processing in accordance with the Collective Bargaining Agreement.

No grievance that advances to the next step shall be remanded to a lower step.
The terms of this letter are not to be used as evidence in any arbitration for a grievance filed prior to the date hereof.

Edmund J. O'Meally, 10/24/17
Chief Negotiator
Baltimore City Board of School
American
Commissioners

Dr. Lorretta Johnson, 10/24/17
Chief Negotiator
Baltimore Teachers Union,
Federation of Teachers Local 340, AFL-CIO

**Side Letter #3 between the Baltimore Teachers Union, American Federation of Teachers
Local 340, AFL-CIO and the Baltimore City Board of School Commissioners**

SST/504

The Board acknowledges that the function of the SST/504 chair is vital and time must be dedicated to the work in support of students. As outlined in the current budget guidance, in order for a Social Worker to serve in the role of the SST/504 chair a school must provide funding to increase the hours of the Social Worker above and beyond the time allocated by the district. The Board will issue updated guidance within the Fair Student Funding process that denotes guidelines on the approximate number of additional days of time that should be allocated based on school enrollment in order for a Social Worker to serve in the role of SST/504 chair beginning in the FY18 budget cycle.

Emergency Petition

The expertise brought by Social Workers when a student is experiencing trauma that necessitates an emergency petition is documented and appreciated by the Board. The Board recognizes that Social Workers may not always be the only representative that accompanies a student if such action is necessary and will issue guidance to schools regarding appropriate supervision when these circumstances arise.

Edmund J. O'Meally, 10/24/17
Chief Negotiator
Baltimore City Board of School
American
Commissioners

Dr. Lorretta Johnson, 10/24/17
Chief Negotiator
Baltimore Teachers Union,
Federation of Teachers Local 340, AFL-CIO