



HARFORD COUNTY
PUBLIC SCHOOLS



Advancing
THE STRATEGIC PLAN
2024-2027

The Superintendent's Priorities
and Performance Targets



FROM THE DESK OF

Dr. Bulson

Dear Harford County Community,

I am pleased to present my priorities and accountability targets that will guide our efforts in advancing the Board of Education's Strategic Plan. Together, we will strive to improve graduate outcomes, personalize education based on student academic needs, establish career-driven goals for students, enhance transparency, provide exceptional customer service, elevate educators, ensure safe schools, and practice responsible resource stewardship.



As seen throughout the priorities, we want every student to be equipped with the knowledge, skills, and experiences necessary for success in career and life. All Harford County Public Schools (HCPS) students will be readers, writers, and problem-solvers who are healthy and employable. We aim to cultivate a culture of future exploration, where students are exposed to various career pathways and have ample opportunities for internships, apprenticeships, and mentorships. By forging partnerships with local businesses, colleges, and community organizations, we will ensure that our students graduate with the skills, knowledge, and experiences that make them competitive in a global economy.

Transparency is a cornerstone of our priorities to support the Board of Education Strategic Plan. We will provide timely and accessible information about school programs, policies, procedures, curriculum, budget, and decision-making processes. By actively engaging parents, students, educators, and the community, we will create an informed environment where everyone's voice is heard and valued.

Elevating our educators is crucial to maintain a thriving educational community. We will invest in continuous growth, empower our teachers and staff to deliver high-quality instruction, and invest in grow-your-own initiatives to provide pathways for students to become teachers of the next generation. By recognizing and celebrating the achievements, contributions, and diversity of our educators, we create an environment that attracts and retains exceptional talent, leading to improved student outcomes.

We will continue to prioritize our students' and staff's safety and well-being by enhancing emergency preparedness and fostering a culture of inclusivity and respect. Through collaborative partnerships with local law enforcement, mental health professionals, and community organizations, we will ensure that our schools are where all students can thrive.

As we navigate burgeoning technology, globalization, and legislation impacting Maryland schools, the Blueprint for Maryland's Future (Blueprint), I invite you to join us in our pursuit of excellence in education. Your support, engagement, and feedback are invaluable in shaping the future of our schools. Let us work together to provide our students with what they need to thrive in their bright futures.

Thank you for your commitment to the success of our students and community,

Sincerely,

Sean Bulson, Ed.D.
Superintendent of Schools

SUPERINTENDENT OF SCHOOLS

Sean W. Bulson, Ed. D.

CHIEF OF ADMINISTRATION

Eric A. Davis, Ed. D.

BOARD OF EDUCATION OF HARFORD COUNTY

Aaron S. Poynton, D.P.A.
President

Melissa L. Hahn
Vice President

Terri Kocher
Lauren Paige Strauss
Denise E. Perry

Wade A. Sewell
Carol L. Mueller, Ph. D.
Carol P. Bruce

Diane M. Alvarez
Madina A. Sabirova
Student Member

SENIOR STAFF

Kimberly Neal, Esq.
General Counsel

Michael O'Brien
*Executive Director of
Secondary School
Instruction and Performance*

Natalie Holloway
*Director of Middle School
Innovation*

Cathy Bendis
Director of Transportation

Deborah Judd
*Assistant Superintendent
for Business Services*

Bernard Hennigan
*Executive Director of
Student Support Services*

Peter Carpenter, Ed. D.
*Director of Organizational
Development and
Continuous Learning*

Phillip Snyder
Supervisor of Accountability

Benjamin Richardson
*Assistant Superintendent
for Human Resources*

Eric Clark
Director of Budget

Colin Carr
*Director of Secondary
School Instruction
and Performance*

Paula Stanton, Ph. D.
*Supervisor of Equity
and Cultural Proficiency*

Cornell Brown
*Assistant Superintendent
for Operations*

Andrew Renzulli
*Director of Curriculum,
Instruction, and Assessment*

Colleen Sasdelli
Director of Special Education

Donoven Brooks
*Supervisor of Safety
and Security*

Heather Kutcher
*Executive Director of
Curriculum, Instruction,
and Assessment*

Thomas Smith
*Director of Elementary
School Instruction
and Performance*

Mae Alfree, Ed. D.
*Director of Staff
and Labor Relations*

Sara Saacks
*Coordinator of North Star
and School Performance
Initiatives*

Dyann Mack, Ed. D.
*Executive Director of
Elementary School
Instruction and Performance*

Jay Staab
Director of Finance

Katie Ridgway
Director of Strategic Initiatives

Jillian Lader
*Manager of
Communications*

Patti Jo Beard
*Executive Director of Facilities
Management and Planning
and Construction*

Joseph Harbert
*Director of Health
and Wellness*

Andrew Moore
Director of Technology

Yakoubou Ousmanou
*Manager of Research
and Program Evaluation*

Mary Beth Stapleton
*Manager of Family and
Community Partnerships*

www.HCPS.org



SCHOOL DIRECTORY

Elementary

Abingdon Elementary
Dr. Stacey L. Gerringer, Principal

Forest Lakes Elementary
Victoria L. Guido, Principal

Norrisville Elementary
Jennifer P. Drumgoole, Principal

Bakerfield Elementary
Tara G. Dedeaux, Principal

Fountain Green Elementary
Mary Ann Clinton, Principal

North Bend Elementary
Gregory J. Lane, Principal

Bel Air Elementary
Heather M. Skopak, Principal

George D. Lisby Elementary
Christine A. Langrehr, Principal

North Harford Elementary
Christopher Yancone, Principal

Church Creek Elementary
Harley J. Main, Principal

Hall's Cross Roads Elementary
Karen L. Jankowiak, Principal

Old Post Road Elementary
Ronald Wooden, Principal

Churchville Elementary
Lisa M. Minutoli, Principal

Havre de Grace Elementary
Jennifer N. Gasdia, Principal

Prospect Mill Elementary
Amanda R. Heise, Principal

Darlington Elementary
Alberta C. Porter, Principal

Hickory Elementary
Stacey L. McCord, Principal

Red Pump Elementary
A. Blaine Hawley, Principal

Deerfield Elementary
Meridith A. Dunlap, Principal

Homestead/Wakefield Elementary
Chris G. Cook, Principal

Ring Factory Elementary
Parfait Awono, Principal

Dublin Elementary
Patricia S. Chenworth, Principal

Jarrettsville Elementary
Christian Slattery Sr., Principal

Riverside Elementary
Marc Hamilton, Principal

Edgewood Elementary
Cynthia L. Womack-Ross, Principal

Joppatowne Elementary
Jessica N. Hichkad, Principal

Roye-Williams Elementary
Rose M. Martino, Principal

Emmorton Elementary
Zachary S. Greenbaum, Principal

Magnolia Elementary
Rebecca M. Reese, Principal

William S. James Elementary
Bethany Farver, Principal

Forest Hill Elementary
Cheryl Shaw, Principal

Meadowvale Elementary
Mark P. Warfield, Principal

Youth's Benefit Elementary
R. Bradley Stinar, Principal



Middle

Aberdeen Middle
Regina A. Jones, Principal

Fallston Middle
James L. Johnson, Principal

North Harford Middle
Marc Manzo, Principal

Bel Air Middle
Dr. Karl E. Wickman, Principal

Havre de Grace Middle
Brad M. Spence, Principal

Patterson Mill Middle
Dr. Sean Abel, Principal

Edgewood Middle
Monisha J. Thomas, Principal

Magnolia Middle
Laurie A. Namey, Principal

Southampton Middle
Dr. Helen E. Miller, Principal

High

Aberdeen High
Michael J. Quigg, Principal

Edgewood High
Sandra J. McMichael, Principal

Joppatowne High
Melissa Williams, Principal

Bel Air High
Robert J. DeLeva, Principal

Fallston High
Joseph M. Collins, Principal

North Harford High
Bryan E. Pawlicki, Principal

C. Milton Wright High
Erica M. Harris, Principal

Harford Technical High
James F. Reynolds, Principal

Patterson Mill High
Dr. Sean Abel, Principal

Havre de Grace High
Brad M. Spence, Principal



Multi-Level

Harford Academy
Randy T. Geyer, Principal

Swan Creek
Mark C. Truskowski, Principal

WHO WE ARE

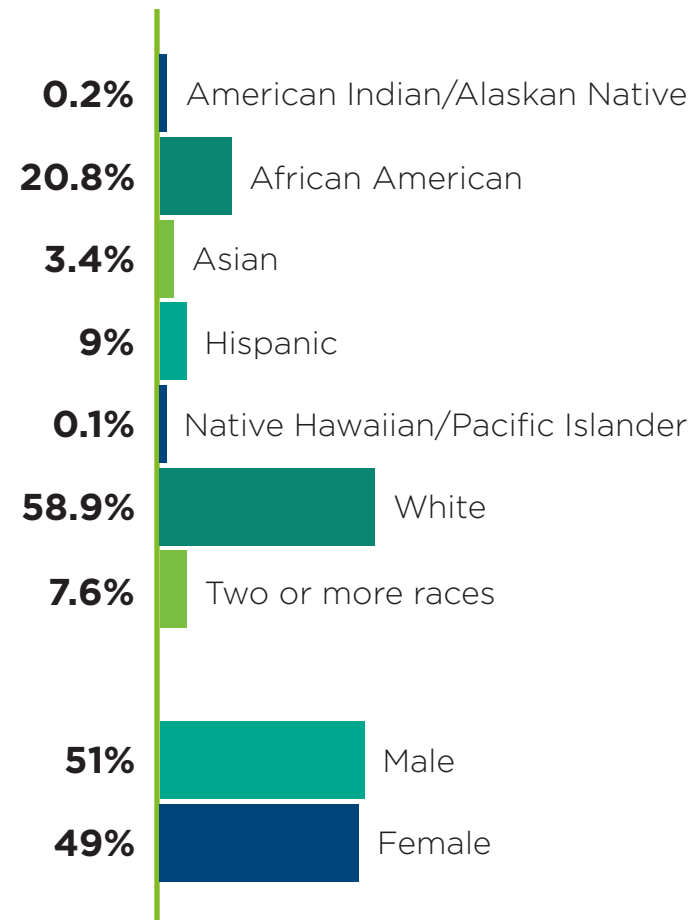
2023-2024

38,063

TOTAL ENROLLMENT

OUR STUDENTS

- 39%** of students are eligible to receive free/reduced meals
- 6,396** total enrollment in AP courses
- 2.2%** of students speak English as a second language
- 14%** of students are enrolled in special education
- 1,737** students are enrolled in a magnet program
- 856** students are dual enrolled



OUR STAFF

- 5,645.1** total number of employees*
- 5,203.87** school-based employees*
- 441** non-school-based employees*
- 308** teachers hired in FY2022-2023
- 72%** of teachers have a Masters or Doctorate
- 8.5%** of teachers are non-white
- 101** National Board Certified Teachers



*Full Time Equivalent

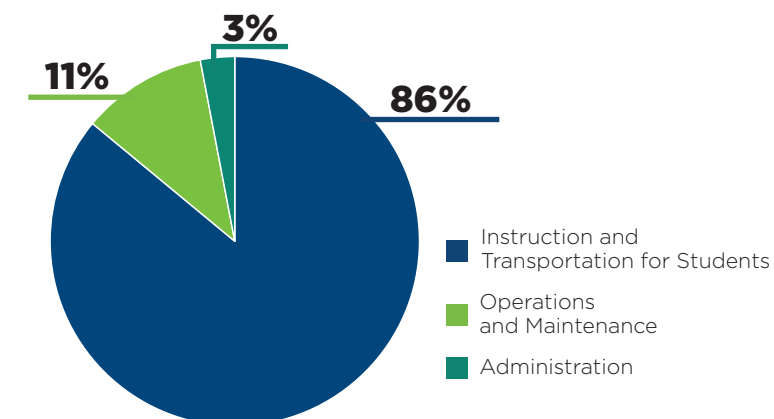
FACILITIES

- 55** schools (188 total buildings)
- 2,142** total classrooms
- 1,896.58** acres of property
- 309** total custodians

TRANSPORTATION

- 527** buses
- 7,523,076** miles traveled
- 31,139** students transported

BUDGET ALLOCATION



FOOD SERVICES

- 1,339,119** breakfasts served
- 3,354,318** lunches served
- \$5,267,814** a la carte sales
- 71,965** summer meals served
- \$25,650,250** total sales



88.73% GRADUATION RATE
For the Class of 2022

ADVANCING THE STRATEGIC PLAN

VISION

We will inspire and prepare each student to achieve success in college and career.

MISSION

Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

CORE VALUES

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.



Priorities

	<p>Prepare every student for success in postsecondary education and career.</p>		<ul style="list-style-type: none"> A Career Driven B Graduate Outcomes C Learner Attributes D Personalization for Academic Needs E Behavioral Support
	<p>Engage families and the community to be partners in the education of our students.</p>		<ul style="list-style-type: none"> A Transparency B Customer Service C Collaborative Governance
	<p>Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.</p>		<ul style="list-style-type: none"> A Elevating Educators B Culture of Gratitude C Talent Pathways
	<p>Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity, and innovation.</p>		<ul style="list-style-type: none"> A Safety and Security B Resource Stewardship C Operational Efficiency



We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan will be reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Master Plan, the Board of Education Budget, and the respective School Performance and Achievement (SPA) Plans.

BOARD GOAL ONE

Priorities

A

Career Driven

B

Graduate Outcomes

C

Learner Attributes

D

Personalization for Academic Needs

E

Behavioral Support



BOARD GOAL ONE

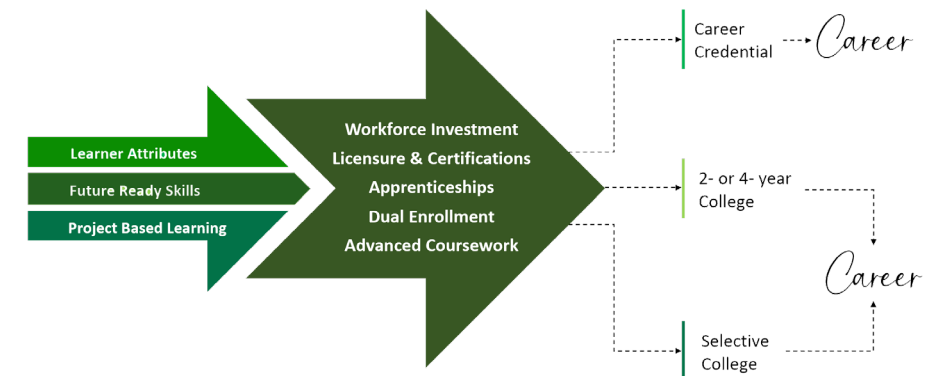
Priority A

Career Driven

Career readiness connects classroom learning with real-world applications. For career readiness, students need to acquire transferable skills such as critical thinking, problem-solving, teamwork, communication, and adaptability. Career exploration, exposure, experience, and knowledge aids in helping students know what is possible. HCPS continuously aligns curriculum and programs with industry standards and emerging job market trends to ensure that students develop the skills and knowledge for their future success.

HCPS fosters **partnerships** with local businesses, industries, and community organizations to provide students with authentic work experiences and exposure to different career paths. These partners can offer apprenticeships, internships, guest speakers, site visits, and collaborative projects that bridge the gap between the classroom and the workplace.

The **Blueprint Career Coaching program** helps students explore their interests, strengths, and career aspirations. Career coaches provide resources for career exploration, guidance on course selection, and assistance with college and career planning. As students have diverse career interests and aptitudes, personalized pathways allow students to explore different industries or areas of specialization.



Targets

- Increase number of businesses offering student apprenticeship opportunities.
- Increase number of students completing apprenticeships.
- Launch the middle school innovation project changes beginning in 2023-2024 through 2024-2025.
- Provide technology hardware and software yearly to meet the operational and instructional needs for a fast-paced, changing economy.

BOARD GOAL ONE

Priority B

Graduate Outcomes

HCPS leadership believes students can best demonstrate their preparation for success after high school through achievement in one of two areas:

- Prepared for college: High school students who earn college credit or meet the standard for earning college credit by succeeding in college-level work in high school will be more successful in college.
- Prepared for a career: High school students who earn an industry-recognized credential or complete an apprenticeship will be more successful in a post high school career.

HCPS measures whether students are prepared for either college or a career by monitoring the following three graduate outcomes. Students must achieve success in one of the following three areas to meet the North Star standard:

- Met the criteria for potential college credit via Advanced Placement (AP), International Baccalaureate (IB), or Career and Technology Education (CTE) (Graduate Outcome 1)
- Earned college credit through a dual enrollment course (Graduate Outcome 2)
- Earned a career licensure, certification, apprenticeship completion, or met the Technical Skills Assessment (TSA) requirements in a CTE program (Graduate Outcome 3)

Additional graduate outcomes stem from the Blueprint.

- 9th Grade On-Track
- College and Career Readiness (CCR)



Targets

- Increase the percentage of HCPS graduates who meet the criteria for at least one of the three North Star outcomes.
- Increase the percentage of 9th grade students considered on-track by the Blueprint.
- Increase the percentage of students considered CCR ready by the Blueprint.

BOARD GOAL ONE

Priority C

Learner Attributes

By End of Grade 2

Prepare

By End of Grade 5

Inspire

By End of Grade 8

Achieve

Readers



Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS reading assessment tools.

Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS reading assessment tools or MCAP.*

Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS reading assessment tools or MCAP.*

Writers



Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS writing assessment tools.

Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS writing assessment tools or MCAP.*

Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS writing assessment tools or MCAP.*

Problem-Solvers



Increase the percentage of students each year who achieve grade level proficiency or equivalent on designated HCPS math assessment tools.

Increase the percentage of students each year who achieve grade level proficiency or equivalent on designated HCPS math assessment tools or MCAP.*

Increase the percentage of students each year who achieve grade level proficiency or equivalent on designated HCPS math assessment tools or MCAP.*

Healthy



Reduce the number of students who do not have a medical provider.

Increase the percentage of students each year in the "Healthy Fitness Zone" from Physical Education Fitness Testing.

Increase the percentage of students each year in the "Healthy Fitness Zone" from Physical Education Fitness Testing.

Increase positive childhood experience score for students using the HOPE** framework.

Increase positive childhood experience score for students using the HOPE** framework.

Employable



Increase the percentage of students who have a 90% or greater attendance rate.

Increase the percentage of students who have a 90% or greater attendance rate.

Increase the percentage of students who have a 90% or greater attendance rate.
Increase percentage of students completing designated career modules through the Naviance College and Career Platform.

BOARD GOAL ONE

Priority D

Personalization for Academic Needs

<p>Innovative School Programs</p> <p>HCPS has Magnet Programs to provide specialized unique opportunities for secondary students.</p> <p><i>Targets</i></p> <ul style="list-style-type: none">Match HCPS development of magnet programs with local and global economies.Achieve 90% retention of students enrolled in magnet programs.	<p>Swan Creek</p> <p>In 2021, HCPS established the Swan Creek School Blended Virtual Learning Program which offers two formats: (1) eLearning; and (2) In-Person/Hybrid. Program enrollment ranges between 700-750 students and over 80 teachers/support personnel.</p> <p><i>Targets</i></p> <ul style="list-style-type: none">Increase percentage of applicants utilizing the Fit Assessment for enrollment.Reduce achievement gaps in reading and math based on state and county averages.
<p>Unique School Designations</p> <p>In 2023-2024, HCPS has 9 Title 1 Schools, 9 Priority Schools, 11 Community Schools, 5 Blueprint Career Ladder Low-Performing Schools, and 13 Targeted and Comprehensive Support and Improvement Schools.</p> <p><i>Targets</i></p> <ul style="list-style-type: none">Improve learner outcomes in reading and math for all unique school designation categories.Reduce achievement gaps in reading and math based on state and county averages.	<p>Early Learners</p> <p>HCPS has a mixed delivery system of full day PreK programs, half day PreK programs, learning together preschool classes, early learner preschool classes, Blueprint private providers for PreK, and Judy centers.</p> <p><i>Targets</i></p> <ul style="list-style-type: none">Increase the number of 3 and 4 year olds enrolled in full day PreK each year.Increase percentage of students served by PreK programs who demonstrate Kindergarten readiness.

BOARD GOAL ONE

Priority E

Behavioral Support

HCPS supports student behavioral needs through numerous strategies:

- **Attendance:** HCPS supports and encourages student attendance by implementing proactive strategies, such as personalized engagement initiatives and regular communication with families. Attendance efforts aim to enhance educational outcomes and equip students with essential skills for academic success.
- **Behavioral and Mental Health:** Students are supported daily by school counselors, psychologists, and social workers, who may teach classroom lessons, meet with students, utilize restorative conflict resolution, and support instructional staff with classroom-based interventions. Staff work with families to locate and access behavioral and mental health services in our community.
- **Community Partnerships:** Collaboration with external organizations offers additional resources and interventions to support students. Individual schools partner with at least one outpatient mental health clinic for therapy services to referred students during the academic day.
- **Health Needs Assessments:** HCPS prioritizes the use of data to address the mental and physical health needs of our students through needs assessments.
- **Healthy Outcomes from Positive Experiences (HOPE):** The HOPE framework focuses on emotional well-being, creates opportunities for growth, nurtures positive connections, and encourages emotional resilience.
- **Positive Behavior Interventions and Supports (PBIS):** PBIS schools foster positive behaviors through clear expectations, routines, and incentives, creating a safe and supportive school climate.
- **Restorative Practices:** Conflict resolution focuses on community-building, repairing harm, and restoring relationships through dialogue, active listening, and problem-solving.
- **Parent and Family Engagement:** Parent education programs (Parent Academy), workshops, and communication channels involve families in behavior support efforts.
- **Professional Development:** HCPS is committed to equipping our staff with training in behavioral health, with examples such as: Youth Mental Health First Aid; Question, Persuade, Refer (QPR); Trauma Informed Practices; Handle With Care; Adverse Childhood Experiences (ACES); The Brain Architecture Game; and Healthy Outcomes from Positive Experiences (HOPE).

Targets

- Provide every student/family seeking mental and behavioral health support with appropriate resource(s).
- Increase the support provided to students in relation to behavior and discipline.
- Increase participation in the student Wellness Needs Assessment for students grades 3-12.
- Improve disproportionate rates of suspension.
- Increase percentage of students reporting connections to school through the wellness needs assessment.

BOARD GOAL TWO

Priorities

A

Transparency

B

Customer Service

C

Collaborative Governance

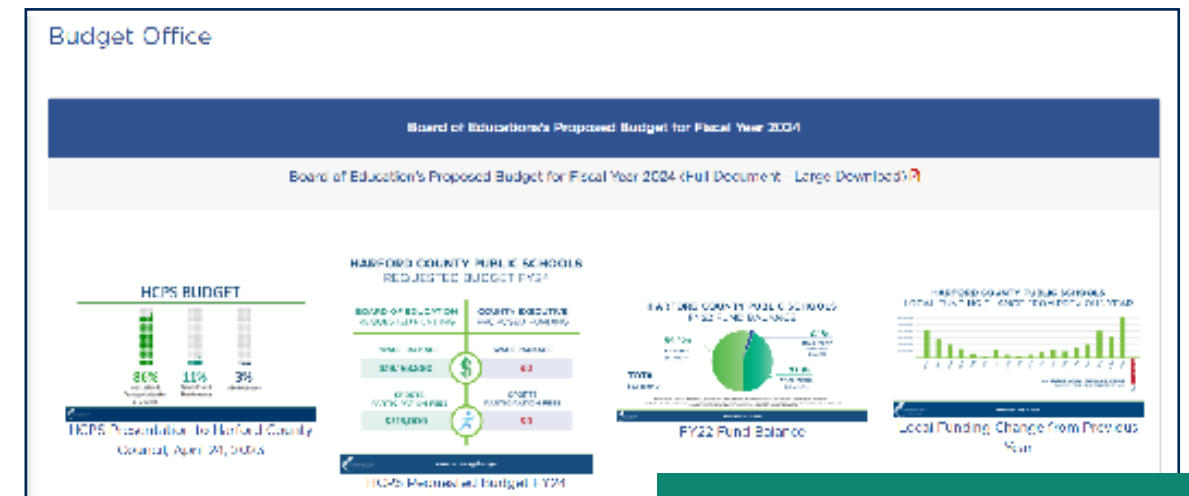


BOARD GOAL TWO

Priority A

Transparency

Transparency builds trust with our community, families, and employees. To demonstrate the commitment to transparency, the following targets seek to provide information to all so that families can be partners in our students' education, outcomes, and future.



Each year the comprehensive budget and audit reports are available on hcps.org. All Board of Education meeting agendas, materials, presentations (including quarterly financial reporting), and recordings are available on hcps.org.

Targets

- Enhance public facing web and media with accessibility features for the vision impaired.
- Update accessibility to the current HCPS online instructional tool, Canvas, for parent/guardian viewability by 2024-2025.
- Data dashboards with weekly data updates will be released on hcps.org in 2023-2024 and enhanced thereafter.
- Administrative and operational procedures will increase in visibility each year through hcps.org.
- Publish annual report based on the superintendent's priorities and targets.

BOARD GOAL TWO

Priority B

Customer Service

Ask HCPS

At HCPS, we strive to continue to raise our standards for increasing our customer service efforts to support employees, students, parents/guardians, and the larger community. Ask HCPS is a general contact method for all HCPS-related inquiries. Our dedicated Customer Service Administrative Support Specialist provides personalized responses to all inquiries received through Ask HCPS to ensure thorough and timely two-way communication. Email us at AskHCPS@hcps.org or give us a call at (410) 809-6193.



Customer Satisfaction Survey

HCPS is committed to providing superior customer service to all of our stakeholders, including employees, students and their families, and community members. By submitting a response to our survey, on hcps.org and in employee email signatures, your feedback helps us gauge if we are meeting our standards of excellence.

Customer Service Task Force

Customer service is a vital component of our organization's culture that ultimately affects overall student success. The HCPS Customer Service Task Force was formed during the 2019-20 school year and includes Board Members, Central Office staff, school administrators, teachers, and community partners. The Task Force has continued each school year since its inception. To ensure that we, as an organization, remain accountable for delivering top-notch internal and external customer service, the Task Force develops new initiatives to help us gauge our current level of service and identify opportunities for improvement.

Family Friendly School Award Program

The Family Friendly School Award program recognizes schools for maintaining a welcoming and engaging environment. The National PTA Standards for Family-School Partnerships are the baseline indicators of a Family Friendly School. Each month September through May, nominations for the award are collected online. Then, the HCPS community-at-large is invited to cast an electronic vote for the nominated school they find most worthy of the title. The nominated school that earns the most community votes is named that month's Family Friendly School. Board members, HCPS leadership, and a representative from the sponsoring business partner make a surprise visit to the winning school to present a banner and certificate. Winning schools also receive a staff luncheon, provided by Chick-fil-A.



HCPS Parent Academy

The HCPS Parent Academy includes a series of workshops designed to engage HCPS parents/guardians as partners in their children's education and works to provide useful information and resources needed to help their children succeed in school and in the community. The goal is to connect families, school system staff, and community stakeholders in meaningful partnerships that will help increase student achievement and support wellbeing. HCPS Parent Academy, managed through the Office of Family and Community Partnerships, offers district-wide school-based and virtual workshops, Real Talk video series, and school-based event support.



Parent and Community Engagement (PACE) Liaisons

HCPS is proud to have a PACE Liaison in each of our schools. PACE Liaisons are teachers or paraeducators who work outside of their regular duty day (funded by the federal Title IV grant), under the supervision of the Office of Family and Community Partnerships, to create a school culture that is welcoming of all parents/caregivers, equipping parents with tools that they need to help their child be successful in school. PACE Liaisons also work to establish community partners who work with school-based staff to improve the school and enhance students' learning opportunities.

Service is Central

HCPS is committed to providing superior customer service to all of our stakeholders, including employees, students and their families, and community members. We recognize customer service as a vital component of an organization's culture that, in our case, ultimately affects overall student success. Service is Central was designed to unify Central Office staff members, across all locations, with a brand that represents our core value of service.



Targets

- Achieve 95% excellent reviews received through HCPS Customer Satisfaction Survey month to month.
- Increase participation (number of responses received) received via the HCPS Customer Satisfaction Survey.
- Achieve 100% resolutions so each customer's needs are met.
- Increase favorable rating on the annual Parent/Caregiver Perception Survey in relation to HCPS parent resources offered to enhance student educational experience.

BOARD GOAL TWO

Priority C

Collaborative Governance

<p>Calendar Committee Meets each year to make recommendations on a proposed calendar for the upcoming school year. Representatives include community members, HCPS staff, Board members and the student Board member.</p>	<p>Career/Technology Education Citizen Advisory Committee Advise, advocate, and review Career and Technology Education Programs. The Council solicits participation from individuals representing businesses in the ten Maryland Career Clusters.</p>	<p>Customer Service Task Force Develop new initiatives to help gauge current level of customer service and identify opportunities for improvement.</p>
<p>Blueprint Steering Committee The committee plays a pivotal role in guiding the comprehensive educational reform efforts outlined in the Blueprint. The committee provides strategic direction, oversees implementation, and ensures effective collaboration to navigate the required education reform.</p>	<p>Blueprint Elevating Educators Committee This committee will provide guidance for Blueprint requirements that aim to elevate teachers and school leaders by raising the standards and status of the teaching profession, including a performance-based career ladder and salaries comparable to other fields with similar education requirements.</p>	<p>Blueprint Early Childhood Committee This committee will provide guidance for Blueprint requirements that aim to invest in high-quality early childhood education and care with a significant expansion of full-day prekindergarten, free for all low-income families.</p>
<p>Blueprint North Star Committee This committee will provide guidance for Blueprint requirements that aim to create a world class instructional system, paving the way for students pursuing pathways that include early college, AP courses, and/or a rigorous technical education leading to industry-recognized credentials.</p>	<p>Blueprint Student Supports Committee This committee will provide guidance for Blueprint requirements that aim to provide more support to students who need it most with broad and sustained new supports for schools serving high concentrations of students living in poverty.</p>	<p>Business Advisory Committee This committee aims to increase engagement and strengthen the partnership between the school system and local businesses. Participants learn about the happenings in our system and have opportunities to identify ways in which their business may be able to support these efforts.</p>

Targets

- All advisory committees have at least 25% representation outside of central office staff to include teachers, parents/guardians, administrators, and community partners.
- All advisory committees have an established mission, goals, and procedures for membership selection or assignment publicly available.
- Advisory committees when possible incorporate student voice through membership, presentations, outreach, or events.
- Increase the number of community and businesses identified as partners by Parent and Community Engagement Specialists and Community School Specialists.

<p>Early Childhood Advisory Committee Stakeholders from HCPS, community agencies, and private childcare sector collaborate to inform decisions regarding early childhood education. The primary focus of this group is to provide families resources for school readiness. A consistent forum for early childhood educators to calibrate, partner, and align.</p>	<p>Judy Center Steering Committee Collaborates on supports and resources to promote school readiness, adult education, family support services and screenings. Comprised of partner agencies, Head Start providers, Harford Community College (HCC), Local Management Board, Abilities Network, MSDE Office of Child Care and EXCELS Branch and other agencies.</p>	<p>Family Life Education Citizen Advisory Committee Participates in decisions regarding materials used in the K-12 program on Family Life and Human Development and HIV/AIDS prevention. Evaluates program compliance with State Standards for Comprehensive Health Education. Investigates delivery methods for realigned family life education in grades four and five.</p>
<p>Parent Advisory, Advocacy, and Action Council This Parent Advisory, Advocacy, and Action Council (PAAAC) provides input on ways to improve communication and parent engagement at the district and local school levels. Members are parents who have at least one child or grandchild in HCPS who reflect the diversity of the community.</p>	<p>School Health Advisory Council Meets three times per year. Council includes HCPS leaders who can impact student health outcomes, health department leaders, representatives from the local hospital, and other valuable community partners.</p>	<p>Special Education Citizen Advisory Committee This parent-led committee aims to enhance partnerships of students, families, community leaders, organizations, educators, and administrators through discussions that focus on the enrichment of services and opportunities for children and students with disabilities.</p>
<p>Superintendent's Task Force on Equity Members make recommendations that will ensure safe, supportive, and inclusive learning/working environments and a continuing focus on equity, diversity, and inclusion. Diverse community leaders meet several times per year, to serve as advisors to the superintendent.</p>		

BOARD GOAL THREE

Priorities

A

Elevating Educators

B

Culture of Gratitude

C

Talent Pathways



BOARD GOAL THREE

Priority A

Elevating Educators

Blueprint Career Ladder

Tiered career ladder to include increased qualifications-based compensation and changes in percentage of classroom teaching, a focus on National Board Certification, salary enhancement for teaching at identified Blueprint Career Ladder Low Performing Schools salaries comparable to other fields.

Employee Benefits

HCPS invests in robust benefits for the well-being of staff including Group Health, Life, Dental, and Vision Insurance; Tuition Reimbursement; Retirement; Employee Assistance Program; Tenure; Deferred Compensation plans; Family Bereavement, Annual, Sick, and Personal Business Leave.

Recruitment and Retention

HCPS is committed to recruiting and retaining effective and diverse educators and staff to build a climate of student success. Evidence-based recruitment and retention of diverse educators reflects a direct and positive influence on the performance and accomplishments of all students.

Equity Policy and Procedure

The Educational Equity Policy states that “The school system shall use an equity lens in all staff recruiting, hiring, retention, and promotion processes” and the Educational Equity Procedure supports that policy through targeted action items.

Professional Development

HCPS is a learning institution for both students and staff. Employees are supported through professional learning, growth opportunities, and leadership development. Future U is a flagship program for succession planning, where aspiring administrators build our entire systems’ leadership success.

Teacher Induction Program

An exemplary teacher induction program cultivates a culture of support and quality instruction, ensuring new educators feel valued and equipped to excel in their roles. By providing tailored guidance, these efforts contribute to higher teacher retention rates, which in turn stabilize staffing and promote continuity within schools. Ultimately, investing in teacher induction lays a solid foundation for sustained academic success and community engagement.

Targets

- Increase number of teachers opting to participate in the career ladder after negotiated and implemented.
- Increase the percentage of teachers of color to more closely align with student population and to improve student outcomes.
- Maintain retention rates of effective employees at or above 90%.
- Increase the number of applicants for supervisory positions.
- Increase the percentage of conditionally certified teachers who obtain their standard professional certificate.

BOARD GOAL THREE

Priority B

Culture of Gratitude

HCPS Limelight

Each month, we recognize school-based employees who consistently demonstrate outstanding customer service. School administrators are welcomed to nominate one member of their staff each month to attend the virtual events. HCPS Limelight events are sponsored by community business partners, and nominees are entered into a drawing for a grand prize at each event.



Bus Driver and Bus Attendant of the Year

The Transportation Department awards three bus staff members who demonstrate a commitment to excellence in safely transporting our students. Each year, one General Education Bus Driver, one Special Needs Bus Driver, and one Bus Attendant is recognized as the Driver or Attendant of the Year. The winners are announced in April at a special event donated by Freedom Federal Credit Union.



Employee Service Recognition Program

This annual program recognizes all staff members who have completed specific milestones of service: 5, 10, 20, 30, 40 or 50 years.

Celebration of Excellence in Education

- Teacher of the Year
- HCPS Educator Hall of Fame



Excellence in Education Awards

The Harford County Education Foundation honors and celebrates individuals and businesses for their positive impact in support of HCPS. Nominations are accepted annually for an outstanding achievement award, principal achievement award, lifetime achievement award, and business achievement award.



Standout Student Award Program

Each month during the school year, principals and Dr. Bulson recognize students for demonstrating positive character traits that make them stand out as a role model to others. Principals, or their designee, are invited to nominate one student per month. Every student nominated receives a certificate of recognition from Dr. Bulson and their principal's nomination.



Support Services Superstar Awards

This annual program gives HCPS stakeholders the opportunity to recognize deserving support services employees. APG Federal Credit Union (APGFCU) is the proud sponsor of HCPS Support Services Superstar Awards. Up to 15 award recipients will be awarded \$250 each. In addition, schools/departments will receive \$100 to host a celebration for successful recipients within his/her work location.



Student Support Services STAR Awards

The Student Services Standout (STAR) Award is given out twice a year (once per semester) to a Central Office or school-based student services employee. Nominations can be made by employees, parents, or students. The winner must exude the following qualities: goes above and beyond the requirements of the job; has creativity and innovation in their work; has a positive impact on the department and/or system; has a positive impact on students; and builds strong relationships that support a high level of trust and accountability.

Bowtie Breakfast

Each month, we recognize a group of Central Office employees who have been nominated by their peers for going above and beyond their normal duties to assist in the continued success of HCPS. All Central Office employees are encouraged to nominate their Central Office colleagues.



Superintendent's Blue Hat Awards

During the school year, Dr. Bulson recognizes and thanks administrators who are going above and beyond their typical leadership duties to better serve HCPS by presenting them with a Blue Hat Award. All administrative employees, at the school and Central Office levels, are eligible to receive this award. Dr. Bulson personally presents each award.



Teacher of the Year Finalist Cohorts

These cohorts consist of exceptional educators who collaborate to create teacher-led system-wide activities and initiatives. They bring together a diverse group of highly skilled and passionate teachers who share their expertise, innovative ideas, and best practices to drive positive change within the school district. The value of such cohorts lies in their ability to foster collaboration, promote professional growth, and inspire continuous partnership in the community.



HCPS Grati-Tours

Board of Education and senior leadership members travel in a school bus to spend the day visiting schools to personally thank school staff for the great work they do every day in their buildings. Grati-Tour participants tour buildings, shake hands, take pictures, and leave treats from the proud event sponsor, Chick-fil-A of Harford County, for all school building employees.



Monthly Minute with Dr. Bulson

On the last Thursday of each month, Dr. Bulson invites all HCPS staff members to join him for a live Microsoft Teams event to share systemwide updates.



Most Valuable Parent Award Program

This award program honors HCPS parents/guardians each month during the school year who stand out as modeling one or more of the National PTA Standards. HCPS PACE Liaisons nominate with support from their administrators. Nominations are reviewed by the HCPS External Customer Service Subcommittee, and the subcommittee selects the winning nomination.



Targets

- Increase the number of employees nominating their colleagues for recognition.
- Expand the reach of recognition programs to include a diverse group of positions at all school and office locations.
- Increase participation in the HCPS Limelight and Standout Student programs to include all schools.

BOARD GOAL THREE

Priority C

Talent Pathways

The HCPS Talent Pathways Project is an innovative employee development campaign and recruitment strategy to aggressively build strong talent pathways for all positions with the organization for future hiring needs. This will include defining, creating, and implementing people programs that focus on talent acquisition and talent development from a variety of sources externally and internally. Our focus is on Grow Your Own (GYO).



As part of this initiative the district will design and launch its own model teacher preparation program intended to attract and train young people (and non-traditional staff) for careers in education, while also testing innovative models to increase equitable education outcomes for our students. The planned model school program will be implemented in partnership with public, private, and higher education partners. The model school will be integrated into the new elementary school (including PreK classrooms) and special education school (Harford Academy) set to open in Fall 2027.

Targets

- Increase number of current HCPS employees not currently in a teaching position working towards teacher certification each year.
- Publish and update transparent timelines and project milestones.
- Increase the number of HCPS alumni hired as HCPS employees each year in all positions.
- Increase the number of students in future teacher programs including Teacher Academy of Maryland (TAM), EdRising, or peer-tutoring.
- Increase number of interns serving in HCPS classrooms each year.
- By the end of 2027-2028, meet yearly target of training teachers through grow-your-own initiatives each year.

BOARD GOAL FOUR

Priorities

A

Safety and Security

B

Resource Stewardship

C

Operational Efficiency



BOARD GOAL FOUR

Priority A

Safety and Security

Safety and security in schools encompasses a comprehensive approach that addresses both internal and external risks. Internally, it involves fostering positive student behavior through effective disciplinary measures and behavioral and mental health support. Externally, it necessitates attentive preparedness for potential criminal situations and severe weather events. By focusing on prevention through early intervention and equipping staff and students with appropriate response strategies, schools can create a secure environment that safeguards against a range of potential risks.

The HCPS Office of Safety and Security (OSS) manages and coordinates the district's safety programs across 55 schools. The Supervisor of Safety and Security directs the work of Regional Security Coordinators and School Safety Liaisons. School Safety Liaisons are assigned to school buildings and work closely with students, staff, and the community in building a positive school culture by maintaining a safe and secure environment. Regional Security Coordinators supervise and oversee the School Safety Liaisons, make regular school visits, and work with school administrators to ensure safety protocols are followed. The office monitors and evaluates all aspects of physical security and emergency preparedness for all schools. The OSS also works closely with local law enforcement partners who provide School Resources Officers to all secondary schools.



Targets

- Increase frequency of safety training and critical incident drills, including active assailant, and reunification.
- Provide yearly enhancements to training, camera and radios, communication, visitor management, and threat assessments.
- Increase content and opportunities to engage families about safety and security, including anonymous reporting tool and mass communication, through hcps.org, the Parent Academy, town halls, and Board of Education presentations.

BOARD GOAL FOUR

Priority B

Resource Stewardship

Efficient utilization of taxpayer funds and other resources is essential to maximize our school district's impact on educational outcomes. Responsible resource management enables effective allocation of funding for educational programs, maintenance, instructional materials, and professional development, benefiting students and the community. The HCPS Business Services Department plays a primary role in managing and protecting district resources with the following support:

Finance Office

Responsible for payroll, accounts payable, grants, financial reporting, school support, and the financial enterprise system.

Budget Office

Responsible for preparing, managing, and monitoring the operating, restricted, food service and capital budgets for HCPS.

Procurement Department

From technology to professional services, and from textbooks to pencils, millions of dollars in commodities that touch the lives of each student are purchased every year.

Risk Management Department

Contributes to a safe learning environment for students, a safe workplace for employees, and a safe place to visit and volunteer for our community.

Food and Nutrition Department

Manages all aspects of school food service through the provision of convenient, economical and healthy meals for students.

Targets

- Achieve an unqualified audit opinion from an independent auditing firm yearly.
- Allocate resources based on data-supported needs of students, staff, and schools.
- Meet Blueprint state requirements, Md. Education Article, §5-234, for allocation of resources directly to schools by 2024-2025.

BOARD GOAL FOUR

Priority C

Operational Efficiency

HCPS facilities total approximately 6 million gross square feet of space. The Office of Operations, along with partner departments within the school system, is charged with the management of resources and functions necessary for the delivery of the services and activities to students, employees, and the public, such as:

- Capital planning
- Community use of school facilities
- Facilities operations and maintenance
- Property Management
- School design and construction
- School and outside organization sponsored projects
- Student transportation
- Logistics and inventory management



2024-2027

AskHCPS@hcps.org | (410) 809-6193

Targets

- Increase efficiencies by sharing resources with partners such as Harford County Government, Harford Community College, Harford County Parks & Recreation Council, and Harford County Health Department.
- Increase efficiencies by implementing industry best practices related to the management of internal resources and strategies to deliver services.
- Increase efficiencies through energy management program.
- Prioritize capital projects and maintenance based on data-supported needs of students, staff, and schools.

The Board of Education of Harford County does not discriminate on the basis of age, ancestry/national origin, color, disability, pregnancy, gender identity/expression, marital status, race, religion, sex or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with the requirements of Title IX of the Education Amendments of 1972 (20 U.S.C. §1681, et seq.), Harford County Public Schools does not discriminate on the basis of sex in any of its programs or activities or with regard to employment. Inquiries about the application of Title IX, and its implementing regulations to Harford County Public Schools: Involving students, refer to: Ken Miller, 102 South Hickory Avenue, Bel Air, MD 21014 at (410) 375-0408 or Kenneth.Miller@hcps.org; Involving all other members of the school community, refer to: Renee McGlothlin, 102 South Hickory Avenue, Bel Air, MD 21014 at (410) 809-6087 or Renee.McGlothlin@hcps.org. Discrimination complaints may also be filed with other agencies, such as the Office of Civil Rights in the United States Department of Education. Assistant Secretary for the Office of Civil Rights: 400 Maryland Avenue, SW, Washington, D.C. 20202, 1-800-421-3481. For updated information on the Board of Education, visit www.hcps.org.