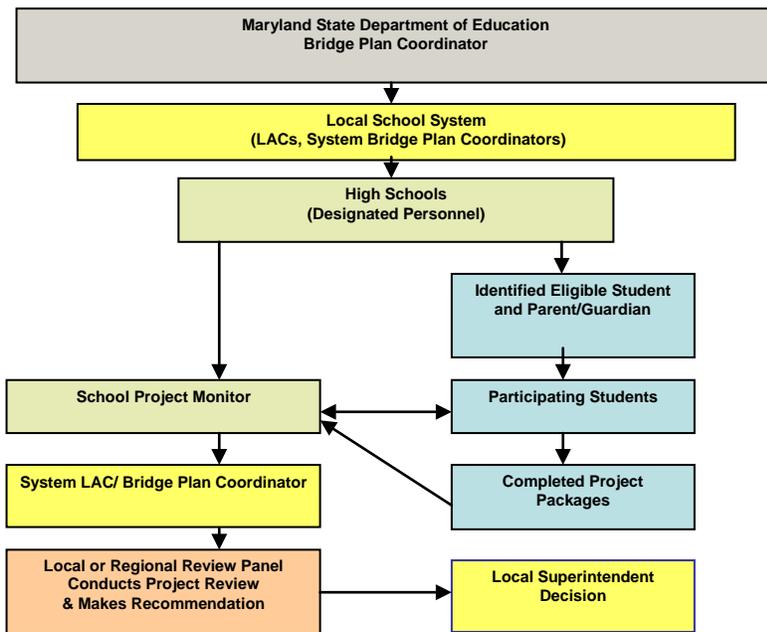


SECTION 3: KEY ROLES AND RESPONSIBILITIES

Although many individuals will be responsible for the successful implementation of the Bridge Plan for Academic Validation within each school system and at each school level, the primary responsibilities will be assumed by several key individuals [Figure 6]. These key individuals are as follows:

- School System Local Accountability Coordinators or Bridge Plan Coordinators
- Designated School-Based Personnel
- Local Review Panel Members
- Local Superintendents
- State Superintendent

Figure 6: Key Individuals



School System Local Accountability Coordinators (LACs) or Bridge Plan Coordinators

School system Local Accountability Coordinators or Bridge Plan Coordinators will continue to play a key role in the Bridge Plan for Academic Validation process. Although their roles may vary by definition for each local school system, they are responsible for the following specific functions:

- Coordinate training activities for school-based personnel involved with the Bridge Plan program.
- Access the Bridge Plan project modules, Project Monitor’s guide, and scoring documents using a secure code provided by MSDE.
- Disseminate, either electronically or by hard copy, the project modules and Project Monitor guide to each participating high school.
- Set the dates for when the Local Review Panels will meet.
- Provide the scoring documents to Local Review Panels either electronically or by hard copy.
- Develop a process for storing all submitted project modules. (MSDE will periodically request copies of projects to be forwarded for Scoring Consistency Reviews. Copies of projects may also be helpful in the event of an appeal.) Systems may choose to enter them as PDFs in the local school system’s database.
 - Projects submitted by students **without** an IEP, 504 Plan, or ELL Plan must be kept until the student graduates and receives a Maryland High School Diploma or for one year after the project is submitted. The system must also store the Student Planner and Agreement Forms, Project Scoring Tool, and Project Acceptance and/or Rejection letters until such time as the materials are “no longer educationally useful.”
 - For projects submitted by students **with** an IEP, 504 Plan, or ELL Plan, the local school system must store only the following for five years after graduation (in accordance with IDEA):
 - The entire packet of project materials if the project was rejected and never resubmitted, and
 - The Student Planner and Agreement Forms, Project Scoring Tool, and Project Acceptance Letter if the project was successful.
- Remove the scoring documents from electronic access to the schools and/or dispose of all scoring documents used by the Local Review Panel upon completion of the review.
- Collect and dispose of all project modules materials and Project Monitor guides upon completion of the project modules.
- Complete required documentation for MSDE on a yearly basis, including the name of the school system and each participating school, the number of students participating in the Bridge Plan and the number of students who fulfilled the graduation testing requirement through the Bridge Plan.

Designated School-Based Personnel

The organizational pattern, size of school, and available resources within a school will determine how the Bridge Plan is administered in each local school system, and this may vary by school within the local system. Each local school system will have the responsibility and flexibility to designate specific personnel within each school who will assume critical functions of the Bridge Plan program.

Although the personnel may vary by title and function in the building, it is imperative that key roles are clearly differentiated at the school level. It is critical that the individuals assigned the specific responsibilities of the Bridge Plan receive the proper training to successfully complete

their responsibilities.

Each school within the school system should identify personnel who can perform the following functions:

- Compile a list of students who meet eligibility requirements for participation in the Bridge Plan program.
- Accurately assess the student's qualifications for participation in the Bridge Plan program. This assessment should be based on the student's progress in meeting other graduation requirements, their success in meeting HSA requirements through the current testing system, and their participation in appropriate available assistance. This person must ascertain that the student has earned credit in the HSA-related courses.
- Assure that, if the Bridge Plan is appropriate for a student with disabilities, that the IEP reflects the Bridge Plan.
- Assure that accommodations included in a student's IEP, 504 Plan, or ELL Plan are provided for the student.
- Advise those students who meet eligibility requirements that they may participate in the Bridge Plan program.
- Advise students that in order to participate in the Bridge Plan program, they must have participated in locally-administered or approved assistance.
- Advise students that they may continue to take HSA tests while participating in the Bridge Plan program in order to earn a passing score or a score high enough to use the Combined-Score Option.
- Thoroughly discuss the student's status and the logistics of the Bridge Plan program with the student and their parent(s)/guardian(s).
- Have the participating student and their parent(s)/guardian(s) sign the required Student Planner and Agreement form to assure that the parties involved understand the logistics of the Bridge Plan program and are choosing to participate in the program.
- Identify the appropriate project module(s) the student must complete.
- Provide students with a document outlining the selected project module(s).
- Review the requirements of the project module(s) and set progress review dates to meet with the student.
- Set a completion date for the student's project module(s).
- Oversee students in completing a single Bridge Plan for Academic Validation Project Package that is designed to demonstrate the content and skills related to the HSA the student failed.
- Submit the completed Academic Validation Project Package to the Local Accountability Coordinator or Bridge Plan Coordinator on behalf of the student. The Academic Validation Project Package must include the Student Planner and Agreement which includes a certification that the work submitted was completed by the student and the Project Package Submission Form signed by the student and the Project Monitor.

Eligible Staff

Staff involved in the Bridge Plan program administration must be Maryland teacher-certified, professional school staff and must have received the appropriate training for their specific role. The following staff is eligible for participation with the proper training:

- Maryland teacher-certified academic classroom teachers

- Maryland teacher-certified teachers of special education, gifted and talented, or ESOL
- Maryland teacher-certified teachers of physical education, art, home economics, industrial arts, etc.
- Maryland teacher-certified guidance counselors, media specialists, school psychologists, and school administrators
- Other Maryland teacher-certified teachers who may be working as instructional assistants*

**Maryland teacher-certified instructional assistants who are regular employees of the school system for the purpose of providing instruction are only permitted to provide allowed accommodations to individual students as long as the instructional assistant is not the parent/guardian of a student, and the instructional assistant is under the supervision of an eligible staff member.*

Non-Eligible Staff

Non Maryland teacher-certified instructional assistants who are not regular employees of the school system (i.e. student teachers, parents, volunteers) are not eligible to be involved in the Bridge Plan administration. They may, however, provide instructional interventions.

Maryland teacher-certified teachers who are not regular employees of the school system and who are not on the school's substitute list are also not eligible to be involved in Bridge Plan administration, but they may provide instructional interventions.

Review Panels

Review Panels are assigned the task of assessing the completed Bridge Plan for Academic Validation Project Package. See *Section 4: Academic Validation Review Process* in this administrative manual for the composition and roles of the Local Review Panel.

Local Superintendents

Local superintendents make the final determination regarding the student's fulfillment of the diploma requirement through the Bridge Plan program. See *Section 4: Academic Validation Review Process* in this administrative manual for the role of the local superintendent and the steps involved in fulfilling that role.

State Superintendent

The State Superintendent of Schools is responsible for reviewing all appeals submitted by students whose Bridge Plan for Academic Validation Project Package has been rejected by the local superintendent. See *Section 4: Academic Validation Review Process* in this administrative manual for the basis of this review.

