I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for June 10, 2008

IV. MINUTES
Consideration of the Open and Closed Minutes of May 6, 2008; and the Report on the Public Hearing of the Fiscal Year 2010 Capital Budget of May 21, 2008

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT’S REPORT
- Recognition of Dr. Ella White-Campbell

VIII. SPECIAL ORDER OF BUSINESS – Recognition of Joseph Kaminski (Ms. Murphy)

IX. SPECIAL ORDER OF BUSINESS – Student Board Member, Audrey Dittman (Ms. Murphy)

X. SPECIAL ORDER OF BUSINESS – Ten Baltimore County high schools named among nation’s top 5% by Newsweek magazine (Mr. Parker)

XI. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM MAY 20, 2008 (Dr. Peccia)

XII. OLD BUSINESS
A. Consideration of the following Board of Education Policies (third reading):
   - Proposed Re-adoption of Policy 3113 – NON-INSTRUCTIONAL SERVICES: Budget-Transfers and Supplements (Exhibit B)
   - Proposed Re-adoption of Policy 3122 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Classification of Expenditures (Exhibit C)
XII. OLD BUSINESS (cont)

- Proposed Re-adoption of Policy 3123 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Reporting
  Exhibit D

- Proposed Deletion of Policy 3124 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Other Source Funds
  Exhibit E

- Proposed Deletion of Policy 3131 – NON-INSTRUCTIONAL SERVICES: Auditing-External Audit
  Exhibit F

- Proposed Changes to Policy 6111 – INSTRUCTION: School Calendar
  Exhibit G

- Proposed Deletion of Policy 6161.2 – INSTRUCTION: Equipment and Supplies
  Exhibit H

- Proposed Changes to Policy 6163.1 – INSTRUCTION: School Libraries (renumbered a 6163)
  Exhibit I

- Proposed Changes to Policy 6174 – INSTRUCTION: Summer School
  Exhibit J

- Proposed Changes to Policy 6500 – INSTRUCTION: Research and Testing Assessment
  Exhibit K

B. Consideration of the Proposed 2009-2010 School Calendar (third reading) (Ms. Calder)
  Exhibit L

C. Consideration of the Proposed Special Education Staffing Plan for 2008-2009 (third reading) (Ms. Lawton)
  Exhibit M

D. Consideration of the Loch Raven High School Addition (Ms. Murphy)

XIII. REPORTS

A. Report on the following Board of Education Policies (first reading): (Ms. Harris)
   - Proposed Changes to Policy 3215 – NON-INSTRUCTIONAL SERVICES: Purchasing-Contracts
     Exhibit N
   - Proposed Changes to Policy 3230 – NON-INSTRUCTIONAL SERVICES: Purchasing-Qualification of Bidders
     Exhibit O
   - Proposed Changes to Policy 3240 – NON-INSTRUCTIONAL SERVICES: Purchasing-Modification of Award of Contract
     Exhibit P
   - Proposed Changes to Policy 3250 – NON-INSTRUCTIONAL SERVICES: Purchasing-Selection of Construction Consultants
     Exhibit Q
   - Proposed Changes to Policy 3260 – NON-INSTRUCTIONAL SERVICES: Purchasing-On-Call Consultant
     Exhibit R
   - Proposed Changes to Policy 8311 – INTERNAL BOARD POLICIES: Operations-Meetings
     Exhibit S
XIII. REPORTS (cont)

- Proposed Changes to Policy 8315 – INTERNAL BOARD POLICIES: Operations-Participation by the Public
  
  B. Report on SpringBoard

XIV. NEW BUSINESS

A. Consideration of consent to the following personnel matters:

1. Transfers
2. Retirements
3. Resignations
4. Leaves of Absence
5. Administrative Appointments
6. Advisory Council Appointments
7. Hearing Examiner Appointment

B. Consideration of the Negotiated Master Agreement for CASE (exhibit to follow)

C. Consideration of consent to the following contract awards:

1. Contract Modification – Amendment #3 to the BCPS Pulaski Lease
2. Contract Modification: Amendment #8 to the BCPS Timonium Lease
3. Biology Curriculum Textbooks and Support Materials
4. Board of Education Hearing Examiners
5. Explore Colleges
6. Microsoft Premier Support Services
7. Produce
8. Reasonable Accommodations for Disabilities Online Training Course
9. Sixth Grade Mathematics Curriculum Textbooks and Support Materials
10. Metal Storage Building – Dundalk Grounds
11. Off Hour Corridor Separation – Various Elementary Schools
12. Parking Lot and Drop Loop Addition – Harford Hills Elementary School
13. Moving Relocatable Classrooms – Hillcrest Elementary and Catonsville Middle Schools
XIV. NEW BUSINESS (cont)

14. Boiler Replacement – Lutherville Elementary School
15. Playgrounds – Vincent Farm Elementary School
16. Request to Negotiate: Design Consultant Services for Chesapeake High School HVAC Renovations
17. Request to Negotiate: Design Consultant Services for the Loch Raven High School HVAC Renovations
18. Fee Acceptance: Consultant Services – Architectural/Engineering (A/E) Services for a New Elementary School

C. Consideration of the Student Meal Price Increase for 2008-2009 (Ms. Prumo) Exhibit EE

XV. INFORMATION

A. Revised Superintendent’s Rule 1210 – COMMUNITY RELATIONS: Community Involvement-Relationship with Parent-Teacher Association Exhibit FF
B. Revised Superintendent’s Rule 3122 – NON-INSTRUCTIONAL SERVICES: Classification of Expenditures Exhibit GG
C. Revised Superintendent’s Rule 6174 – INSTRUCTION: Curriculum Extensions-Summer School Exhibit HH
D. INTENTIONALLY LEFT BLANK Exhibit II
E. Financial Report for the periods ending April 30, 2007 and 2008 Exhibit JJ

XVI. ANNOUNCEMENTS

A. Public Comment on the following Board of Education Policies (second reading):
   - Proposed Deletion of Policy 4212 – PERSONNEL: Classified-Creation and Abolition of Positions
   - Proposed Changes to Policy 6212 – INSTRUCTION: Purpose of the Evening High School Program
   - Proposed Deletion of Policy 7130 – NEW CONSTRUCTION: Planning-Relationships with the Public
   - Proposed Deletion of Policy 7140 – NEW CONSTRUCTION: Planning-Relationships with Other Governmental and Education Units
XVI. ANNOUNCEMENTS (cont)

B. General Public Comment

Next Board Meeting  Tuesday, July 8, 2008
7:30 PM       Greenwood
The Board of Education of Baltimore County met in open session at 4:03 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #06-37/#07-06. The matter was heard in closed session.

In addition to the above listed Board members, the following persons were present for oral argument: the Appellant; Damon Felton, Esquire, Maryland State Teachers Association Attorney; Saurabh Gupta, Esquire, MSTA Attorney; Ms. Rita Fromm, Chief of Staff; Margaret-Ann Howie, Esquire, General Counsel; Edward Novak, Esquire, Assistant General Counsel; P. Tyson Bennett, Esquire, Legal Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

The proceedings of the hearing were recorded by a court reporter.

Board members deliberated on the case.

The hearing was concluded at 5:08 p.m.

OPEN SESSION

The Board of Education of Baltimore County met in open session at 5:15 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Frances A. S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Ms. Murphy reminded Board members of community functions and Board of Education events scheduled in May and June.

Mr. John A. Hayden, III, Board member, entered the room at 5:16 p.m.

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), and (a)(9) and upon motion of Mr. Hayden, seconded by Ms. Harris, the Board commenced its closed session at 5:18 p.m.
CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:18 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Ms. Rita Fromm, Chief of Staff; Mr. William Lawrence, Assistant Superintendent, Northwest Area; Dr. Robert Tomback, Assistant Superintendent, Northeast Area; Ms. Lisa Sampson, Assistant to the Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Mr. Lyle Patzkowsky, Assistant Superintendent, Central Area; Dr. Donald Peccia, Assistant Superintendent, Human Resources; Mr. Daniel Capozzi, Staff Relations Manager; Margaret-Ann Howie, Esq., General Counsel; Edward Novak, Esq., Assistant General Counsel; P. Tyson Bennett, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

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

Mr. Capozzi exited the room at 5:20 p.m.

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

Mr. Bennett provided legal advice to the Board regarding hearing officers’ opinions in three cases to be considered that evening.

At 5:37 p.m., Ms. O’Hare moved the Board adjourn closed session. The motion was seconded by Ms. Johnson and approved by the Board.

ADMINISTRATIVE FUNCTION

Ms. Murphy reviewed with Board members the proposed changes to the Board’s meeting configuration and scheduling.

Ms. Barbara Burnopp, Chief Financial Officer, entered the room at 5:38 p.m. Ms. Burnopp explained how purchasing matters would be presented under the Board’s proposed format.

At 6:24 p.m., Mr. Parker moved the Board adjourn from administrative function session for a brief dinner recess. The motion was seconded by Ms. Harris and approved by the Board.
OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:30 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Meredith Sears, a student at Rodgers Forge Elementary School, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Hearing no additions or corrections to the Open and Closed Minutes of April 8, 2008, Ms. Murphy declared the minutes approved as presented on the Web site.

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

SELECTION OF SPEAKERS

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

ADVISORY AND STAKEHOLDER COMMENTS

Ms. Mary Jane Dicus, a representative of the Advisory Committee for Alternative Programs, introduced Rob Brown, a student attending Western School of Technology’s evening school, who shared with Board members the benefits he has received from the program.

Ms. Maggie Kennedy, Chair of the Baltimore County Education Coalition, stated that the coalition supports a new elementary school in the Towson area.

Mr. Stephen Crum, Chair of the Career & Technology Education Advisory Council, reported on the awards banquet, where 131 CTE students were honored. Mr. Crum also announced the winners of the 2008 CTE Scholarship awards.

Ms. Susan Katz, President of the PTA Council of Baltimore County, noted that this week is Teacher Appreciation Week. Ms. Katz introduced Ms. Teresa Streb who announced that the PTA had received a $10,000 grant from the Baltimore County Department of Health for a Tobacco Prevention and Cessation Program.
ADVISORY AND STAKEHOLDER COMMENTS (cont)

Ms. Jan Thomas, Chair of the Special Education Citizens Advisory Committee, stated that the special education committee is pleased with the plan being presented to the Board this evening.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, noted that this week is Teacher Appreciation Week. Ms. Bost distributed to Board members copies of a speech given at the County Council FY09 operating budget.

SUPERINTENDENT’S REPORT

Dr. Hairston yielded his time to Ms. Johnson, who commended Milford Mill Academy’s students for a wonderful performance in the play “The Journey of People in America.” She also recognized Woodlawn High School robotics team for its outstanding achievement in robotics.

Mr. Janssen applauded the students who had participated in the 11th Annual Dance Festival held at Patapsco Center for Arts and Technology on April 26, 2008.

Ms. O’Hare congratulated those students who were recognized for their achievements as National Merit Scholars, National Achievement Scholars, and Ethics Award winners at the ceremony held on May 1.

SPECIAL ORDER OF BUSINESS

The Board approved the following resolution for Ms. Thea Jones:

WHEREAS, The International Society for Technology in Education has honored Thea Jones with their prestigious 2008 Outstanding Leader Award; and

WHEREAS, Ms. Jones, supervisor of instructional technology for Baltimore County Public Schools, was selected for this singular international honor from a pool of candidates representing up to 70 countries; and

WHEREAS, In winning this honor, Ms. Jones brings recognition to the quality of instructional technology in Baltimore County Public Schools and its use as a tool to enhance the critical learning experience between teacher and student; and

WHEREAS, Under her leadership and direction, the Office of Instructional Technology has worked to: infuse technology into the written curriculum; develop and implement e-Learning initiatives; and support instructional technology through the use of liaisons and integration teachers; now, therefore, be it

RESOLVED, That the Board of Education, herewith assembled in regular session on the sixth day of May, in the year two thousand and eight, expresses to Thea Jones, on behalf of the citizens of this county, our deepest appreciation and gratitude for her service; and be it further
SPECIAL ORDER OF BUSINESS (cont)

RESOLVED, That the Board herewith extends its best wishes for her good health, happiness, and continued success.

SPECIAL ORDER OF BUSINESS

State Superintendent of Schools

Dr. Nancy Grasmick, State Superintendent of Schools, explained that building a new elementary school or an addition is a local decision and not a state decision. However, she stressed that it is the Individual Education Plan (IEP) of an individual child that will direct both placement and services for that child.

Dr. Carol Ann Baglin, Assistant State Superintendent, Division of Special Education, reiterated Dr. Grasmick’s statement that the decision about servicing a child is determined by the IEP. Dr. Baglin noted that the least restrictive environment (LRE) is also a consideration. Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Dr. Baglin also noted that MSDE has made available to school systems a Technical Assistance Bulletin to help clarify these issues. Maryland is ranked 47 in the nation with respect to having students with disabilities in separate schools.

Ms. O’Hare asked what role the parent plays in the process in determining placement. Dr. Baglin responded that parents are part of the IEP team. The IEP team reviews the facts related to a specific child and makes the placement decision. Ms. O’Hare asked whether students at Ridge Ruxton School have been properly placed. Dr. Baglin responded that she would only know that by reviewing each individual child’s IEP.

Mr. Parker asked about the composition of the IEP team. Dr. Baglin responded several members are required; anyone that has knowledge of the child can attend. She stated that safeguards are in place to ensure that the right people are at the IEP meeting.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAMIEN B. INGRAM</td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Woodlawn Middle School</td>
<td>Woodlawn Middle School</td>
</tr>
<tr>
<td>SABRINA C. JAMES</td>
<td>Teacher/Resource</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Bridge Center</td>
<td>Woodlawn High School</td>
</tr>
</tbody>
</table>
RECOGNITION OF ADMINISTRATIVE APPOINTMENTS (cont)

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRISTY MOORE-GERMAN</td>
<td>Teacher/Special Education</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Lansdowne High School</td>
<td>Woodlawn High School</td>
</tr>
<tr>
<td>RYAN J. WARFEL</td>
<td>Teacher/Mathematics</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Cockeysville Middle School</td>
<td>Lansdowne Middle School</td>
</tr>
</tbody>
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OLD BUSINESS

Board of Education Policies

The Board Policy Committee, represented by Ms. Harris, recommended approval of six policies. This is the third reading.

On motion of Mr. Hayden, seconded by Ms. O’Hare, the Board approved the following:

- Proposed Changes to Policy 1260 – COMMUNITY RELATIONS: Community Involvement-School Volunteers
- Proposed Changes to Policy 3410 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Responsibilities and Duties
- Proposed Changes to Policy 3530 – NON-INSTRUCTIONAL SERVICES: Physical Plant Services-Safety and Security
- Proposed Deletion of Policy 6145.4 – INSTRUCTION: Curriculum-Public Performances and Exhibitions
- Proposed Deletion of Policy 6145.7 – INSTRUCTION: Curriculum-Guidelines for Drama Productions
- Proposed Deletion of Policy 6164.8 – INSTRUCTION: Health Education

REPORTS

The Board received the following reports:

A. **Board of Education Policies** – Ms. Frances Harris, Chairperson of the Board Policy Committee, stated that the Board of Education’s Policy Committee met to consider the policies presented this evening, and that the committee is recommending approval of its recommendations. This is the first reading.

- Proposed Re-adoption of Policy 3113 – NON-INSTRUCTIONAL SERVICES: Budget-Transfers and Supplements
REPORTS (cont)

- Proposed Re-adoption of Policy 3122 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Classification of Expenditures
- Proposed Re-adoption of Policy 3123 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Reporting
- Proposed Deletion of Policy 3124 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Other Source Funds
- Proposed Deletion of Policy 3131 – NON-INSTRUCTIONAL SERVICES: Auditing-External Audit
- Proposed Changes to Policy 6111 – INSTRUCTION: School Calendar
- Proposed Deletion of Policy 6161.2 – INSTRUCTION: Equipment and Supplies
- Proposed Changes to Policy 6163.1 – INSTRUCTION: School Libraries (renumbered a 6163)
- Proposed Changes to Policy 6174 – INSTRUCTION: Summer School
- Proposed Changes to Policy 6500 – INSTRUCTION: Research and Testing Assessment

B. Report on Proposed 2009-2010 School Calendar – Ms. Kara Calder, Chief Communications Officer, stated the school calendar’s objective is to advance student achievement and align activities to support teaching and learning. This is the first reading of the proposed calendar.

C. Report on Proposed Special Education Staffing Plan for 2008-2009 – Ms. Pat Lawton, Director of Special Education, and Ms. Marcella Franczkowski, Coordinator of Placement, Birth-to-Five, provided an overview of the proposed plan. Ms. Lawton noted the approved staffing plan is due to the Maryland State Department of Education on or before July 1, 2008. The review process included community input sessions and a public comment session. The following program and staffing recommendations were discussed:

- Expanding inclusive opportunities for three-year-old population
- Continuing to support early childhood inclusion
- Increasing number of home school behavior and learning support services at the middle and high school level
- Expanding the use of resource room support in home schools
- Relocating cluster classes to support consistency of instruction
- Transferring 54.0 special education teacher FTEs and 11.0 paraprofessional FTEs from Third Party Billing funding to the operating budget
REPORTS (cont)

- Collapsing 14 cluster classes in comprehensive schools and five cluster classes in public separate day schools, and
- Requesting increase in salary for personal assistants.

This is the first reading of the special education staffing plan.

PERSONNEL MATTERS

On motion of Mr. Hayden, seconded by Mr. Janssen, the Board approved the personnel matters as presented on Exhibits T, U, V, W, X, Y, and Z (Copies of the exhibits are attached to the formal minutes).

HEARING EXAMINER’S RECOMMENDATIONS

On a motion of Mr. Janssen, seconded by Mr. Parker, the Board approved that the hearing examiner’s opinion in case #08-21 be affirmed (favor-9; opposed-0). Miss Dittman did not vote.

On a motion of Mr. Janssen, seconded by Ms. Harris, the Board approved that the hearing examiner’s opinion in case #08-24 be affirmed (favor-9; opposed-0). Miss Dittman did not vote.

On a motion of Mr. Janssen, seconded by Ms. Shillman, the Board approved that the hearing examiner’s opinion in case #08-28 be affirmed (favor-9; opposed-0). Miss Dittman did not vote.

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-21 (Exhibit AA). Mr. Sines noted a change to the description of item 20. It should read, “That the Board of Education approves the Consultant Services – Architectural/Engineering (A/E) Services contract to Design Collective for the DESIGN of a new elementary school in the Towson area.” Ms. Johnson separated item 7, and Mr. Hayden separated item 20 for further discussion.

The Board approved item 1-6, 8-19, and 21.

1. JMI-635-08 Converting Microfilm Records to Digital Searchable Format and Associated Services
2. JNI-718-08 Financing – School Buses, Trucks, and Sedans
3. MWE-811-08 Grounds Equipment Trailers
4. MWE-805-08 Laboratory Testing for Potable Water
Building and Contract Awards (cont)

5. JNI-722-08 Plumbing Equipment and Supplies – Kenwood High School Technology Education Department
6. MWE-808-08 Roofing Inspection Services
8. PCR-213-06 Contract Modification: Systemic Renovation – General John Stricker Middle School
9. MBU-581-08 Roof Replacement – Arbutus Elementary School
10. MWE-810-08 Serving Lines and Kitchen Hood Replacement – Arbutus Middle School
11. JNI-710-08 Boiler Replacement – Chesapeake High School
12. MBU-574-08 Locker Rooms and Support Areas Renovations – Kenwood High School
13. JMI-638-08 Phase I Penthouse Abatement and Floor Sealing – Perry Hall High School
14. JNI-711-08 Roof Replacement – Pikesville Middle School
15. MWE-812-08 Restroom Renovations Construction Contract – Rodgers Forge Elementary School
16. MBU-571-08 Providing and Installing Split System Air Conditioners in Telecommunications Closets
17. MBU-565-08 HVAC System Upgrades – Western School of Technology
18. RGA-199-07 Fee Acceptance: Consultant Services – Architectural/Engineering Services for George Washington Carver Center for Arts and Technology
19. JMI-632-08 Request to Negotiate: Consultant Services – Architectural/Engineering Services for Woodlawn High School Auditorium and Gym Renovations

Item #7

Ms. Johnson asked what the replacement materials are. Ms. Patricia Baltzley, Director of Mathematics, responded that the replacement materials are teacher materials, student consumable books, and updated curriculum from the vendor.

The Board approved item 7.

7. MWE-820-08 Summer School Math Curriculum
BUILDING AND CONTRACT AWARDS (cont)

Item 20

Mr. Hayden asked how the school system can send out a consultant when the Board has not approved a site for the new elementary school. Mr. Sines responded that a firm conducted a site assessment study and part of that study was to review current school sites. Mr. Sines stated that the recommendation before the Board this evening is to construct a new stand-alone comprehensive elementary school on the Ridge Ruxton property. Mr. Sines also noted that any decision to defer any option will make it impossible to provide additional seats for students to occupy by September 2010. Ms. Michele Prumo, Executive Director of Planning and Support Operations, stated that a new elementary school would provide relief for Rodgers Forge Elementary. If the school system does not act tonight, Rodgers Forge Elementary would have two additional relocatables next year, bringing the number of relocatables to nine. Any further delays could mean that students would need to be annexed. Mr. Sines noted that the school system is aiming for a minimum of 400 seats, which would be the first of a multi-tiered phase to relieve overcrowding in the Towson area.

Ms. O’Hare asked why Option 1 was better than Option 2 and whether a traffic study was being considered. Mr. Sines stated that the school system has to have a minimum yield of 400 students. This is an award of contract for the design team to accommodate 400 seats or more. Mr. Sines noted that site traffic conditions are a critical part of the studies; the school system will always attempt to separate regular vehicular traffic from student transportation services, which has not yet been resolved. The school system believes it can accommodate ample parking, traffic flow, and 400-student seats.

Mr. Hayden expressed the following concerns: no geo-technical data has been reviewed; stream water is in the back of the property; and possible hazardous traffic conditions on Charles Street.

Mr. Hayden asked whether Hampton, Cromwell, and the Pleasant Plains Elementary School sites were considered in the assessment study. Mr. Sines responded that in attachment II, 24 sites were reviewed; attachment IV indicates the sites that BCPS commissioned in the study. Mr. Hayden hopes that there will be some additional consideration of the adjacent site to the proposed new elementary school.

Mr. Janssen expressed concern that if the Board approves the contract this evening, the consultant could come back and state that the school system is on a critical path and that the cost could be prohibitive. Mr. Janssen believes that the school system will not be successful in building a separate elementary school, and he will not support building an addition to Ridge Ruxton School. Mr. Sines stated that the committee amended the exhibit to remove the word “addition;” the exhibit now reflects a new elementary school in the Towson area. If the school system had hesitancy with moving this project forward and achieve the objective, the contract would not be placed on the agenda for approval.
BUILDING AND CONTRACT AWARDS (cont)

Miss Dittman asked whether other overcrowding relief would include Hampton and Stoneleigh Elementary School additions and whether the school system has begun looking at options for possible future overcrowding of middle and high schools in the Towson area. Mr. Sines responded that the FY 2010 capital improvement plan is in the process of being developed and that this site assessment will serve as the primary method for changing future relief strategies. Part of the relief strategy would be constructing permanent structures and moving away from relocatables.

Mr. Parker asked whether the new elementary school would have a separate gymnasium, cafeteria, and separate entrance. Mr. Sines responded affirmatively.

The Board approved item 20 (favor-9; opposed-1). Mr. Janssen opposed this item.

20. JMI-630-08 Request to Negotiate: Consultant Services – Architectural/Engineering (A/E) Services for Elementary School

INFORMATION

The Board received the following as information:

A. Revised Superintendent’s Rule 1260 – COMMUNITY RELATIONS: Community Involvement-School Volunteers

B. Deletion of Superintendent’s Rule 2351- Report on Monthly Fire Drills

C. Revised Superintendent’s Rule 3410 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Responsibilities and Duties

D. Revised Superintendent’s Rule 3530 – NON-INSTRUCTIONAL SERVICES: Physical Plant Services-Safety and Security

E. Deletion of Superintendent’s Rule 6145.4 – INSTRUCTION: Curriculum-Public Performances and Exhibitions

F. Deletion of Superintendent’s Rule 6145.7– INSTRUCTION: Curriculum-Guidelines for Drama Productions

G. Deletion of Superintendent’s Rule 6164.8 – INSTRUCTION: Health Education

H. MSDE Bi-annual Financial Status Report for Period Ending March 31, 2008


J. Central Area Education Advisory Council Capital Pre-budget Meeting of March 13, 2008
ANNOUNCEMENTS

Ms. Murphy made the following announcements:

- The Southeast Area Education Advisory Council will hold its capital pre-budget meeting on Monday, May 12, 2008, at Norwood Elementary School beginning at 7:00 p.m.

- The Northeast Area Education Advisory Council will hold its next meeting on Wednesday, May 14, 2008, at Glenmar Elementary School beginning at 7:00 p.m.

- The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Tuesday, May 20, 2008, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions. The Board will host the Community College of Baltimore County’s Board of Directors on Tuesday, May 20, 2008, from 6:00 p.m. until 7:30 p.m.

- The Baltimore County Board of Education will hold a public hearing to seek input about BCPS’ FY2010 Capital Budget needs on Wednesday, May 21, 2008, at 7:00 p.m. on the Greenwood campus in the ESS Building. Sign-up for the public to comment will begin at 6:00 p.m.

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

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

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

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 1210

Ms. Susan Katz stated that the PTA Council for Baltimore County fully supports the proposed changes to this policy. However, the Council offers a recommended change: the word “actively,” used in association with school staff participation in local PTAs, has been recommended for deletion. Ms. Katz asked that this word be retained.
PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 1270

Ms. Susan Katz stated that while policy 1270, as revised, falls short of completely adopting the new National Standards for Family-School Partnerships, it does acknowledge “parents/guardians, families, and community members as active partners in promoting student achievement.” Therefore, it is stronger than the previous version, and the PTA Council supports the proposed changes.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 1300

No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 4140

No one from the public signed up to speak on this policy.

GENERAL PUBLIC COMMENT

Ms. Antonia Fowler requested the Board create a supplemental budget transfer for the Baltimore County Virtual Instruction Program (BCVIP). She asked the Board to look at the big picture and consider that virtual education is a very cost-effective education alternative.

Mr. Joshua Fowler reiterated the comments made by the previous speaker and asked the Board to support the BCVIP.

Mr. Chris Parts asked that the decision-making process for school construction be open and transparent. Secondly, he asked that a clear criterion for evaluation of school sites be made available.

Ms. Cathi Forbes thanked the Board for its vote earlier on a new elementary school in the Towson area at the Ridge Ruxton school site.

Mr. Joshua Glikin stated that accountability creates results and pressure solves everything. He urged there be accountability in building the new elementary school.

Ms. Judy Weber stated that she commended the Board for its decision on a new elementary school in Towson. She hopes that parking is considered in the feasibility study.

Mr. Dennis King thanked the Board for voting to add a new elementary school in the Towson area.

Ms. Natalie Miller asked the Board for a supplemental budget transfer to continue the virtual instruction program (BCVIP).
GENERAL PUBLIC COMMENT (cont)

Ms. Mary Gregory commented that the overcrowding issue in the Towson area should never have occurred and believes that the best solution was the Mays Chapel site.

Following public comment, Mr. Janssen noted that a traffic light study had been requested by the Building and Contracts Committee for the Ridge Ruxton site.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 10:04 p.m.

Respectfully submitted,

___________________
Joe A. Hairston
Secretary-Treasurer
bhs
Board President, Ms. JoAnn C. Murphy, called the hearing to order at 7:01 p.m. In addition to Ms. Murphy, the following Board members were present: Ms. Frances A.S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona C. Johnson, Mr. Joseph J. Pallozzi, and Mr. H. Edward Parker, Jr. In addition, Dr. Joe A. Hairston, Superintendent, staff members, as well as media were present.

The following speakers addressed the Board:

1. Ms. Sharon Principe, PTSA President, Owings Mills High School – Asked the Board to fund repairs to Owings Mills High School’s track and tennis courts. Ms. Principe stated that the track has been condemned. There are huge cracks in the tennis courts, which make them unsafe for faculty and students.

2. Dr. Laurie Taylor-Mitchell, Vice President, Chatterleigh Association – Asked the Board to make a request to BCPS and the County Executive to reconsider the proposed Loch Raven High School addition. She noted that during the Board of Public Works’ meeting in Annapolis today, funding for the addition was deferred for 30 days, pending further investigation. The 400-seat addition represents a 41% increase in the capacity of the school. Dr. Taylor-Mitchell stated that there is currently not enough parking available onsite or in the neighborhood.

3. Mr. Joe Vales, Track Coach, Owings Mills High School – Asked the Board to fund a new track for Owings Mills High School. The school currently has difficulty recruiting players because of the conditions of the track. Mr. Vales stated that there are little to no relay lines and no markings for hurdles.

4. Miss Julia Rudo, Student, Owings Mills High School – Requested that the Board replace the track at Owings Mills High School. She stated that a petition was created and presented at the Northwest Area Education Advisory Council’s pre-budget meeting showing support for a new track.

5. Miss Aly Raphael, Student, Owings Mills High School – Asked the Board to fund resurfacing of the school’s track and tennis courts. As a member of the track and tennis teams, Miss Raphael stated it is difficult to play tennis when the ball hits the cracks. Students are embarrassed with having a dilapidated track.

6. Miss Jacqueline Sutton, Student, Owings Mills High School – Requested the Board consider funding in the budget to resurface the track and tennis courts at Owings Mills High School. Cracks exist throughout the tennis courts and students lose footing during intramurals. Miss Sutton stated that the track and tennis courts are used by the entire community and need to be safe.
7. Mr. Dan Marcus, Student, Owings Mills High School – Asked the Board to fund resurfacing the track and tennis courts at Owings Mills High School. Mr. Marcus stated that the tennis courts have not been repaved in the school’s 30-year history. More students would try out for track and tennis teams if the track and tennis courts were resurfaced or repaired.

8. Ms. Sistina Murray, Former Student, Hebbville Elementary School – Requested that the Board budget for air conditioning at Hebbville Elementary School. It is difficult for students to focus on their studies when the classrooms are hot.

9. Ms. Sheila Harris, Parent, Hebbville Elementary School – Asked the Board to consider funding air conditioning for Hebbville Elementary School. A speech written by Philip Harris, a former Hebbville Elementary School student, was read.

10. Ms. Fay Davenport, Teacher, Hebbville Elementary School – Asked the Board to place funding in the capital budget for air conditioning at Hebbville Elementary School. Ms. Davenport stated that staff and parents attended the Southwest Area Education Advisory Council pre-budget meeting and had a petition signed requesting air conditioning. She noted that good indoor air quality contributes to a positive learning environment for students and high performance of teachers and staff.

11. Mr. Devon Jones, Athletic Director, Owings Mills High School – Asked the Board to budget for resurfacing the track and tennis courts at Owings Mill High School. He noted that others within the community use these facilities. Mr. Jones stated that this capital budget request has been on the list for a few years; however, no funding has been available.

12. Ms. Laura Thacker, Teacher, Hebbville Elementary School – Strongly urged the Board to place in the capital budget funding for air conditioning for Hebbville Elementary School. Statistics show that hot classrooms decrease a student’s ability to learn. Classrooms do not have fans, and the county does not provide portable fans. The sun beats through the windows and heats the classrooms to temperatures well above the outdoor temperature. Seven people in the audience stood to support this request.

13. Ms. Cindy Standinger, Parent, Hebbville Elementary School – Asked the Board to fund air conditioning for Hebbville Elementary School. She stated that while her son would be leaving this school next year, she believes the school needs air conditioning. Ms. Standinger stated students have asked why offices and technology rooms are air conditioned and the remainder of the school is not.
14. **Ms. Helen Marcus, PTA Member, Owings Mills High School (OMHS)** – Strongly urged the Board to add funding in the budget for the repair or resurfacing of the track and tennis courts at Owings Mills High School. She stated that matches have to be scheduled at New Town High School because the track at OMHS has been condemned.

The hearing was concluded at 7:38 p.m.

**ADMINISTRATIVE FUNCTION**

At 7:45 p.m. the Board went into administrative function. Board President, Ms. JoAnn C. Murphy, and the following Board members were present: Ms. Frances A.S. Harris, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona C. Johnson, Mr. Joseph J. Pallozzi, and Mr. H. Edward Parker, Jr. In addition, Dr. Joe A. Hairston, Superintendent, the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Ms. Kara Calder, Chief Communications Officer; Margaret-Ann Howie, Esq., General Counsel; Edward Novak, Esq., Assistant General Counsel; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Board members received an update concerning negotiations about the fiscal year 2009 budget.

At 8:05 p.m., staff members exited the room.

Board members discussed the Superintendent’s evaluation.

The Board ended its administrative function session at 8:33 p.m.

Respectfully submitted,

__________________
Joe A. Hairston
Secretary-Treasurer

bls
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED RE-ADOPTION OF BOARD OF EDUCATION POLICY 3113 – NON-INSTRUCTIONAL SERVICES: TRANSFERS AND SUPPLEMENTS

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent’s Rule 8130, policy 3113 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3113 – NON-INSTRUCTIONAL SERVICES: Transfers and Supplements, for re-adoption. This is the third reading of this revised policy.

* * * *

- Attachment I – Policy Analysis 3113
- Attachment II – Policy 3113
Policy Analysis for  
Board of Education Policy 3113  
Transfer and Supplements

Statement of Issues or Questions Addressed
Board of Education Policy 3113 has been changed to reflect current language and an added legal reference.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3113.

Relationship to Other Board of Education Policies
Board of Education Policy 3111, Budget Planning and Preparation
Board of Education Policy 3112, Operating Budget

Legal Requirements
Annotated Code of Maryland, Education Article §§5-101, 5-105, 5-305
Charter of Baltimore County, Maryland §§711 - 712

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy 401.03, Budget Transfers
2. Montgomery County, Policy DAA, Fiscal Responsibility and Control
3. Prince George’s County, Policy 3130, Budgets – Fiscal Responsibility and Control

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy was revised to align with current law; therefore, no other alternatives were considered.

Time Line:
First reading – May 6, 2008
Public comment – May 20, 2008
Third reading – June 10, 2008
The Superintendent [of Schools] shall administer expenditures in accordance with the limits adopted by the Board of Education OF BALTIMORE COUNTY (BOARD) through the budgeting process.

Transfer of funds between categories in the operating budget, transfer of funds between projects in the capital budget, and requests for supplemental funds for the operating or capital budget shall be approved by the Board [of Education] prior to submission to the Baltimore County Council or the County Executive, as appropriate.

Legal References: Annotated Code of Maryland, Education Article §§5-101, 5-105, 5-305
[§5-101 Annual school budget
§5-105 Expenditure of revenues; transfers within and between major categories
§5-305 Separate accounts for construction funds
§711, 712 Baltimore County, MD, Charter]
CHARTER OF BALTIMORE COUNTY, MARYLAND §§711, 712
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF PROPOSED RE-ADOPTION OF BOARD OF EDUCATION POLICY – 3122 – NON-INSTRUCTIONAL SERVICES: CLASSIFICATION OF EXPENDITURES

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3122 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3122 – NON-INSTRUCTIONAL SERVICES: Classification of Expenditures, for re-adoption. This is the third reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3122
- Attachment II – Policy 3122
Policy Analysis for
Board of Education Policy 3122
Classification of Expenditures

Statement of Issues or Questions Addressed
Board of Education Policy 3122 has been reviewed, which sets forth the classification of expenditures, and has no recommended changes.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3122.

Relationship to Other Board of Education Policies
Policy 3122 has no related policies.

Legal Requirements
Annotated Code of Maryland, Education Article §5-101

Similar Policies Adopted by Other Local School Systems
Similar policies were found in reviews of Montgomery, Howard, Harford, and Anne Arundel LEAs.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.
Timeline:
   First reading – May 6, 2008
   Public comment – May 20, 2008
   Third reading – June 10, 2008
POLICY 3122

NON-INSTRUCTIONAL SERVICES [: Fiscal Services]

[Accounting and Cash Management:] Classification of Expenditures

The code of accounts for the classification of expenditures shall be based on the approved budgets and shall be consistent with generally accepted accounting principles. The account structure shall permit compliance with the budgeting and financial reporting requirements established by the Maryland State Department of Education, as published in The Financial Reporting Manual for Maryland Public Schools.

Legal Reference:  Annotated Code of Maryland, Education Article, §5-101 [§5-101, Annual school budget]

Policy
Adopted:  9/16/68  
Revised:  6/19/80  
Revised:  9/24/02  
READOPTED:  

Board of Education of Baltimore County
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF PROPOSED RE-ADOPTION OF BOARD OF EDUCATION POLICY 3123 – NON-INSTRUCTIONAL SERVICES: REPORTING

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3123 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3123 – NON-INSTRUCTIONAL SERVICES: Reporting, for re-adoption. This is the third reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3123
- Attachment II – Policy 3123
Policy Analysis for
Board of Education Policy 3123
Reporting

Statement of Issues or Questions Addressed
Board of Education Policy 3123 has been reviewed, and has been changed to reflect current language and titles. Legal references have been updated and the policy adheres to the board’s current policy editing conventions. The content is unchanged; therefore, re-adoption is appropriate.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3123.

Relationship to Other Board of Education Policies
Policy 3131, which refers to the selection of an external auditor, is the only related board policy; however, Policy 3131 is recommended for deletion.

Legal Requirements
Annotated Code of Maryland, Education Article §5-111, Reports, requires county boards to make financial reports as required by the state superintendent. Additionally, the statute requires that a uniform method of reporting be established by the county superintendent.

Similar Policies Adopted by Other Local School Systems
Similar policies were found in reviews of Montgomery, Howard, Harford, and Anne Arundel LEAs.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.
Timeline:
  - First reading – May 6, 2008
  - Public comment – May 20, 2008
  - Third reading – June 10, 2008
NON-INSTRUCTIONAL SERVICES:\ Fiscal Services\[\]

[Accounting and Cash Management:] Reporting

The Superintendent [of Schools] shall submit to the Board of Education OF BALTIMORE COUNTY (BOARD) and to appropriate Baltimore County officials[, ] monthly and annual reports regarding the status of appropriated funds. It shall also be the Superintendent’s responsibility to [prepare] PROVIDE such other financial reports as may be required by law, [or] regulation, OR GRANTING AGENCY [for any agency] of the county, state, or federal government.

School Activity Fund reporting shall be completed in accordance with the Accounting Manual for School Activity Funds.

Legal Reference: Annotated Code of Maryland, Education Article §5-111 [Reports]
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF PROPOSED DELETION OF BOARD OF EDUCATION POLICY 3124 – NON-INSTRUCTIONAL SERVICES: OTHER SOURCE FUNDS

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3124 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3124 – NON-INSTRUCTIONAL SERVICES: Other Source Funds, for deletion. This is the third reading of this policy.

* * * *

- Attachment I – Policy Analysis 3124
- Attachment II – Policy 3124
Policy Analysis for
Board of Education Policy 3124
Other Source Funds

Statement of Issues or Questions Addressed
Board of Education Policy 3124 has been reviewed and the Department of Fiscal Services is recommending that this policy be deleted, because it merely states that the Superintendent will follow the applicable law.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by deleting Policy 3124.

Relationship to Other Board of Education Policies
There are no related board policies.

Legal Requirements
Code of Maryland Regulations, 13A.02.06, General, Financial Aid to Local School Systems
20 USC §6435; 20 USC §6303
Annotated Code of Maryland, Education Article §§5-202, 5-204, 5-205, 5-206, 5-207, 5-208, 5-213

Similar Policies Adopted by Other Local School Systems
1. Frederick County, Section 205, Fiscal Procedures
2. Prince George’s County, Policy 3130, Budgets
3. Prince George’s County, Policy 3410, Classification of Expenditures
4. Harford County, Policy 06-0021-000, School Fund Accounting
5. Howard County, Policy 4030, Accountability of School Activity Funds
6. Howard County, Policy 4070, Undesignated Fund Balance Reserve
7. Anne Arundel County, Policy 410.02, Grant Funding Sources Within the School System/Mini-Grants

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy is recommended for deletion because the requirements are embodied in the law.
Timeline:
First reading – May 6, 2008
Public comment – May 20, 2008
Third reading – June 10, 2008
NON-INSTRUCTIONAL SERVICES: Fiscal Services

Accounting and Cash Management: Other Source funds

1. State

   All funds received from the State of Maryland for Baltimore County Public Schools shall be spent in accordance with state law or regulations.

2. Federal

   The Superintendent of Schools may submit applications for federal funds. All federal funds received shall be spent in accordance with state and federal laws and regulations.

Policy Board of Education of Baltimore County
Adopted: 9/18/68
Revised: 1/28/03]
DATE: June 10, 2008
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: CONSIDERATION OF THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 3131 – NON-INSTRUCTIONAL SERVICES: EXTERNAL AUDIT
ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent
RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3131 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3131 – NON-INSTRUCTIONAL SERVICES: External Audit, for deletion. This is the third reading of this policy.

* * * * *

- Attachment I – Policy Analysis 3131
- Attachment II – Policy 3131
Policy Analysis for
Board of Education Policy 3131
External Audit

Statement of Issues or Questions Addressed
Board of Education Policy 3131 has been reviewed and is recommended that this policy be deleted since it is currently a law.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by deleting Policy 3131 because annual audits are already conducted.

Relationship to Other Board of Education Policies
There are no other related board policies.

Legal Requirements
COMAR 13A.02.07, Annual Audits of Financial Statements
Annotated Code of Maryland, Education Article §5-109, Annual Audit

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Policy DDB, Annual Audit
2. Prince George’s County Policy 9260

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy is recommended for deletion because the requirement is embodied in the law and state regulations.

Timeline:
First reading – May 6, 2008
Public comment – May 20, 2008
Third reading – June 10, 2008
NON-INSTRUCTIONAL SERVICES: Fiscal Services

Auditing: External Audit

By May 1 of the fiscal year to be audited, the Superintendent shall submit for approval to the State Superintendent of Schools the name of the independent certified public accountant or firm engaged, or to be engaged, by the Board of Education. The independent certified public accountant or firm shall conduct the audit in accordance with generally accepted auditing standards. The results shall be reported within three (3) months after the close of the fiscal year to the State Superintendent and the county fiscal authority. Copies of the annual audit shall be available for public distribution.

Legal Reference: Annotated Code of Maryland, Education Article
§5-109 Annual Reports
§5-111 Reports

Policy
Adopted: 9/18/68
Revised: 1/14/03
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES OF BOARD OF EDUCATION POLICY 6111 – INSTRUCTION: SCHOOL CALENDAR

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education approve the proposed changes to Policy 6111. This is the third reading of this policy.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 6111
Statement of Issues Addressed by the Proposed Policy Revision
Staff recommends one minor change to Policy 6111 to update the proper reference to the Board of Education. Other than this change, no amendment is recommended to the policy because, upon review, Policy 6111 supports current practice and is consistent with Board of Education goals and objectives.

Cost Analysis
There will be no negative or positive fiscal impact on the system as a result of this change.

Relationship to Other Board of Education Policies
Policy 6000, Instruction
Rule 6114, Severe Weather

Legal Requirement
Annotated Code of Maryland, Education Article, §7-103, COMAR 13A.02.01.04
(Both mandate the creation of a school calendar)

Similar Policies Adopted by Other School Systems
Harford County Public Schools, Section 20 – District Management, Policy 0002-000, School Calendar

Draft of Proposed Policy
See attached.

Other Alternatives Considered by Staff
No other alternatives were considered
Timeline:
  First reading – May 6, 2008
  Public comment – May 20, 2008
  Third reading – June 10, 2008
INSTRUCTION: SCHEDULES

School Calendar

The school calendar must be developed to support the effective delivery of the instructional program. The calendar must meet legal requirements for both days and hours of instructional time and reflect school closings that are required by law. The school calendar, adopted annually by the Board of Education OF BALTIMORE COUNTY (BOARD), will ordinarily provide for more than the minimum days required by law in order to anticipate emergency closings and late openings for inclement weather or other systemwide emergencies. The school calendar must observe mandated federal, state, and Board-approved assessments.

Each year, the Superintendent [of Schools] shall submit a proposed calendar to the Board [of Education] for its approval.

Legal Reference:  Annotated Code of Maryland, Education Article, §7-103[(a), (c)]
[COMAR 13A.03.02.05]
COMAR 13A.02.01.04
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED DELETION OF POLICY 6161.2 – INSTRUCTION: EQUIPMENT AND SUPPLIES

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Humanities

RECOMMENDATION

That the Board of Education approve the deletion of Policy 6161.2. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6161.2
Statement of Issues Addressed by the Proposed Policy Revision
Policy 6161.2 is being recommended for deletion. The policy states: “The Board of Education discourages the distribution to children of free school supplies which carry advertising space.” Policy 8362 entitled ETHICS CODE: Gifts references gifts to the Board, schools, and offices within the school system and states: “To be acceptable, a gift must meet the following criteria . . . not imply endorsement of any business or product.” Policy 8360 defines gift as: “the transfer of anything of economic value, regardless of the form, without adequate and lawful consideration. . . .” Therefore, Policy 6161.2 violates Ethics Code Policy 8362.

Cost Analysis
There will be no fiscal impact on the system as a result of the proposed deletion.

Relationship to Other Board of Education Policies
Deletion will not affect any other Board policy. However, related Superintendent’s Rule 6161.3 entitled INSTRUCTION Supplementary Materials is scheduled for revision and will need to reflect the deletion as well as the concepts contained in the Ethics Code policies.

Legal Requirement
Deletion does not affect legal requirements.

Similar Policies Adopted by Other School Systems
Policies for Montgomery County (Board of Education Policy IIB entitled Instructional Resources Evaluation and Selection and Board of Education Policy CNA entitled Informational Materials and Announcements), Prince Georges County (Board of Education Policy 6180.1 entitled Evaluation and Selection of Classroom Instructional Materials), and Howard County (Board of Education Policy 8040 entitled Selection of Instructional Materials) were reviewed. There are no policies similar to Policy 6161.2.

Draft of Proposed Policy
See attached.

Other Alternatives Considered by Staff
N/A

Timeline:
First reading – May 6, 2008
Public comment – May 20, 2008
Third reading – June 10, 2008
INSTRUCTION

Equipment and Supplies

The Board of Education discourages the distribution to children of free school supplies which carry advertising space.
DATE: June, 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES OF BOARD OF EDUCATION POLICY 6163.1 – INSTRUCTION: INSTRUCTIONAL SERVICES-SCHOOL LIBRARIES (renumbered to 6163)

ORIGINATOR:

RESOURCE Dale R. Rauenzahn, Acting Assistant Superintendent, STEM
PERSON(S): Della Curtis, Coordinator, Library Information Services

RECOMMENDATION

That the Board of Education approve the proposed changes to Policy 6163.1. This is the third reading of this policy.

*****

Attachment I – Policy Analysis
Attachment II – Proposed Policy 6163.1 (renumbered to 6163)
Policy Analysis for Proposed Changes to the Policy 6163.1 School Libraries (renumbered as 6163) and Rule 6163.1 Relationship of Media Specialists or Librarians to the School Faculty

Statement of Issues Addressed by the Proposed Policy
This policy and rule were last revised in 1968. Since that time significant library media program and technology changes have occurred. The proposed revision reflects current library media program standards, expectations, and support to the educational community. In addition, it clearly defines the instructional support to teachers.

Cost Analysis and Fiscal Impact on School System
There is no fiscal impact on the school system.

Relationship to Other Board of Education Policies
6161P  Equipment, Books, and Materials
6161.2P  Equipment and Supplies
6163.2P  Selection of Instructional Materials - Philosophy

Legal Requirement
COMAR
13A.05.04.01  Public School Library Programs. A. Each local school system shall establish in each school a unified school library media program for the use of all students which shall include, but not be limited to: 1) An organized and centrally managed collection of instructional materials and technologies; 2) Instruction emphasizing information literacy skills integrated into all content areas; 3) Appropriate materials and technologies to support the instructional program.

13A.12.03.03  Library Media Specialist. A. Definitions 1) In this regulation, the following terms have the meanings indicated. 2) Terms Defined. a) "Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.

Similar Policies Adopted by Other Local School Systems
Montgomery County Public Schools Regulation EDA-RA School Library Media Center adopted a similar comprehensive policy and rule that is proposed by BCPS. The regulation specifies components of a quality library media program, services, facilities, and staffing. The Harford County Public Schools’ Policy 06-0022-00 School Libraries specifies that all schools shall have library media centers.
Draft of Proposed Policies – (see attached)

Other Alternatives Considered By Staff
N/A

Timeline:
  First reading – May 6, 2008
  Public comment – May 20, 2008
  Third reading – June 10, 2008
INSTRUCTION: INSTRUCTIONAL SERVICES

School Libraries

The Board of Education OF BALTIMORE COUNTY (BOARD) recognizes that [an effective school library is] SCHOOL LIBRARY MEDIA CENTERS PROVIDE STUDENTS AND STAFF EQUITABLE ACCESS TO THE PRINT AND DIGITAL RESOURCES CRITICAL TO SUPPORTING 21ST CENTURY TEACHING AND LEARNING. THE BOARD FURTHER RECOGNIZES THAT STATE CERTIFIED LIBRARY MEDIA SPECIALISTS ARE CRITICAL PARTNERS WITH TEACHERS IN INTEGRATING INFORMATION AND TECHNOLOGY LITERACY SKILLS WITH ALL CURRICULA BY COLLABORATING AND CO-TEACHING TO POSITIVELY IMPACT THE ACHIEVEMENT OF ALL STUDENTS. [an important and integral part of the instructional resources of each elementary and secondary school.]

Hence, the schools shall provide and maintain adequate school libraries AND ENSURE SUFFICIENT STAFFING. The Superintendent [of Schools] shall develop rules, regulations and procedures to insure the quality of content in these libraries and their systematic maintenance as current resources for teachers, STUDENTS, AND THEIR FAMILIES [and pupils]. [He] THE SUPERINTENDENT shall annually request sufficient funds to maintain these services [at a high level], using the standards of the American Library Association AND THE MARYLAND SCHOOL LIBRARY MEDIA PROGRAM STANDARDS as [a] guideS.

Legal References:

Code of Maryland Regulations (COMAR)
- 13A.05.04.01 Public School Library Programs
- 13A.12.03.03 Library Media Specialist

Policy
Board of Education of Baltimore County
Adopted: 11/21/68
REVISED: _____
DATE:       June 10, 2008
TO:         BOARD OF EDUCATION
FROM:       Dr. Joe A. Hairston, Superintendent
SUBJECT:    CONSIDERATION OF THE PROPOSED CHANGES TO BOARD
            OF EDUCATION POLICY 6174 – CURRICULUM EXTENSIONS,
            INSTRUCTION: SUMMER SCHOOL

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

RECOMMENDATION

That the Board of Education approve the proposed changes to
Policy 6174. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6174
Statement of Issues Addressed By the Revised Policy
The Department of Student Support Services is in the process of reviewing policies in the 6000 series. The department is recommending revisions to the policy. The current policy is general in nature and preserves the school system’s flexibility to change the summer program as needed. It is our goal to raise summer school student comprehension levels as measured by HSAs and Baltimore County Public Schools’ final exams.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated or contemplated by this revision.

Relationship to Other Board Policies
None

Legal Requirement
COMAR 13A.03.02.05 Other Provisions for Earning Credit

Similar Policies Adopted by Other School Systems
PRINCE GEORGE’S COUNTY BOARD OF EDUCATION
Policy Number 5117 Supplemental Learning Opportunities and Promotion and Retention.
http://www.pgcps.org/~board/policy/

MONTGOMERY COUNTY BOARD OF EDUCATION
MCPS Policies & Regulations Handbook, CG Special Programs Administration, CGA-RA Special Programs Administration, Summer School Program – General

Draft of Proposed Policy (see attached)
Board of Education Policy 6174

Other Alternatives Considered by Staff
The Department of Student Support Services did not consider other alternatives.

Timeline:
First reading – May 6, 2008
Public comment – May 20, 2008
Third reading – June 10, 2008
INSTRUCTION: Curriculum Extensions

Summer School

The Board of Education OF BALTIMORE COUNTY (BOARD) may conduct a summer school program each year. Its purpose is to provide additional opportunities for [pupils] STUDENTS to receive [remedial instruction] ACADEMIC SUPPORT and participate in enrichment activities. Summer school attendance does not in any way guarantee promotion for [pupils] STUDENTS. They may, however, earn credits toward high school graduation which may result in a [revision] CHANGE of class placement in the high school.


COMAR 13A.03.02.05 OTHER PROVISIONS FOR EARNING CREDIT

Policy Board of Education of Baltimore County
Adopted: 11/21/68
REVISED: ________
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 6500 - INSTRUCTION: RESEARCH AND TESTING

ORIGINATOR:

RESOURCE PERSONS: Stacy Shack, Acting Executive Director
Department of Research, Accountability, and Assessment

RECOMMENDATION

That the Board of Education approve the proposed changes to Policy 6500. This is the third reading of this policy.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6500
BOARD OF EDUCATION OF BALTIMORE COUNTY
Policy Analysis for Proposed Changes to the
Policy 6500 – Research and Testing

Statement of Issues Addressed by the Proposed Policy
This policy was last revised in 2002. The changes in this Policy reflect that the Superintendent shall ensure all standardized testing is administered and reported in accordance with federal and state mandates and more clearly describe the Board’s direction to staff. Staff is also requesting that the policy sub series be re-titled as “Research and Assessment.”

Cost Analysis and Fiscal Impact on School System
There is no fiscal impact on the school system.

Relationship to Other Board of Education Policies
Board of Education Ethics Policies, Policy 8360, et seq.

Legal Requirement
Annotated Code of Maryland, Education Article §7-204, Assessment of Testing;
20 USC §1232h;
20 USC §1232g.

Similar Policies Adopted by Other Local School Systems
Howard County Public Schools (8120, 3030)
Prince George’s County Public Schools (6139, 5124.1)
Montgomery County Public Schools (ILA-EA)
Anne Arundel County Public Schools (604.01, 609)

Draft of Proposed Policy
Attached

Other Alternatives Considered By Staff
None considered
Timeline:
  First reading – May 6, 2008
  Public comment – May 20, 2008
  Third reading – June 10, 2008
INSTRUCTION: Research and [Testing] ASSESSMENT

Research and [Testing] Assessment

[All countywide standardized tests and questionnaires administered under the auspices of the Baltimore County Public Schools, including those originating outside of the school system, shall be reviewed and approved by the Department of Assessment and Student Data prior to their administration.]

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THE IMPORTANCE OF RESEARCH AND ASSESSMENT TO THE EDUCATIONAL PROCESS. RESEARCH CONDUCTED SHALL BE ALIGNED WITH THE GOALS IN THE BLUEPRINT FOR PROGRESS AND SHALL BE CONDUCTED IN SUCH A WAY AS TO SAFEGUARD THE PRIVACY OF ALL INDIVIDUALS INVOLVED.

THE BOARD RECOGNIZES ITS ACCOUNTABILITY FOR PROVIDING FOR STUDENT AND SCHOOL SUCCESS. THE SUPERINTENDENT SHALL BE RESPONSIBLE FOR ESTABLISHING AN ASSESSMENT PROGRAM THAT INCLUDES STATE-MANDATED, SYSTEM-SELECTED, AND CURRICULUM-EMBEDDED TESTS. THE ASSESSMENTS SHALL BE ADMINISTERED TO:

1. EVALUATE THE PROGRESS OF STUDENTS AND SCHOOLS IN MEETING THE GOALS OF THE BLUEPRINT FOR PROGRESS
2. IMPROVE CLASSROOM INSTRUCTION AND CURRICULAR PROGRAMS
3. PROVIDE INFORMATION AND FEEDBACK TO STUDENTS AND PARENTS.

The [Department of Assessment and Student Data] SUPERINTENDENT shall [insure] ENSURE that all standardized testing is administered and reported in accordance with ALL APPLICABLE federal and state mandates.

THE SUPERINTENDENT SHALL ESTABLISH PROCEDURES FOR APPROVING AND CONDUCTING RESEARCH, FOR DATA COLLECTION, DATA ANALYSIS, AND DATA REPORTING IN ORDER TO FULFILL FEDERAL AND STATE REQUIREMENTS AND TO ENSURE THE LEGAL AND ETHICAL USE OF THE RESULTING INFORMATION.
Baltimore County Public Schools

Date: June 10, 2008

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Consideration of the Proposed Calendar, School Year 2009-2010

Originator: Kara Calder, Chief Communications Officer

Resource Person(s):

Recommendation

That the Board of Education approve the Proposed Calendar for School Year 2009-2010. This is the third reading of the proposed calendar.

Attachment I – Proposed 2009-2010 School Calendar
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
<th>Pupil Days</th>
<th>Teacher Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>21 (F)</td>
<td>Administrative &amp; Supervisory Personnel Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24(M)</td>
<td>Teachers on Duty</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>26(W)</td>
<td>Systemwide professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31(M)</td>
<td>Opening Day for Students</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>September</td>
<td>7(M)</td>
<td>Labor Day—Schools and Offices Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28(M)</td>
<td>Yom Kippur – Schools and Offices Closed</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>October</td>
<td>12(M)</td>
<td>Columbus Day*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16(F)</td>
<td>Professional Development Day/MSTA Convention—Schools Closed for Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>5(Th)</td>
<td>First Marking Period Ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6(F)</td>
<td>Assessment Day for All Schools*** and/or Professional Development Day for All Schools—Schools Closed for all Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11(W)</td>
<td>Veterans Day*</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>19(Th)</td>
<td>Distribution of Report Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-20(M-F)</td>
<td>American Education Week</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>23(M)</td>
<td>Elementary Conference Day—Schools Closed for Elementary Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26-27(Th-F)</td>
<td>Thanksgiving Holiday—Schools and Offices Closed</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>December</td>
<td>15(T)</td>
<td>Bill of Rights Day*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23(W)</td>
<td>Christmas/Winter Break Begins at End of School Day</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>January</td>
<td>4(M)</td>
<td>Schools Reopen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15(F)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday *</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>18(M)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday Observed—Schools and Offices Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28(Th)</td>
<td>Second Marking Period Ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29(F)</td>
<td>Assessment Day for All Schools*** and/or Professional Development Day for All Schools—Schools Closed for all Students</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>February</td>
<td>11(Th)</td>
<td>Distribution of Report Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12(F)</td>
<td>Lincoln’s Birthday*</td>
<td></td>
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<tr>
<td></td>
<td>15(M)</td>
<td>Presidents’ Day—Schools and Offices Closed</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>22(M)</td>
<td>Washington’s Birthday*</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>March</td>
<td>25(Th)</td>
<td>Maryland Day*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26(F)</td>
<td>Easter/Spring Break Begins at the End of the School Day</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Event</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>6(T)</td>
<td>Schools Reopen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16(F)</td>
<td>Third Marking Period Ends—Assessment Day for Elementary and Middle Schools**—Schools Close 3 Hours Early for Elementary and Middle School Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>3(M)</td>
<td>Distribution of Report Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17(M)</td>
<td>PreK/K Conference Day—no Pre-K or Kindergarten sessions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>28(F)</td>
<td>Last Day for Seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31(M)</td>
<td>Memorial Day Observed—Schools and Offices Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>1-10 (T-Th)</td>
<td>Commencement Exercises</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>14(M)</td>
<td>Flag Day*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-17 (W,Th)</td>
<td>Assessment Days****: Schools close 3 Hours Early for High School Students; Teachers on Duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17(Th)</td>
<td>Assessment Day**: Schools Close 3 Hours Early for Elementary and Middle School Students; Teachers on Duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18(F)</td>
<td>Last Day of Classes for Students; Schools Close 3 Hours Early for Students; Teachers on Duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>2(F)</td>
<td>Summer School teachers on duty</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5(M)</td>
<td>Independence Day Observed – Schools and Offices Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6(T)</td>
<td>Summer School begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>6(F)</td>
<td>Summer School ends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pupil Days 187  
Teacher Days 195

*Schools open with appropriate exercises OR appropriate exercises to be scheduled on the school day prior

**ASSESSMENT DAYS/SITE BASED PROFESSIONAL DEVELOPMENT - Elementary and middle schools will be given time for parents, teachers, and students to meet and/or assess progress and/or participate in development activities.

***ASSESSMENT DAY/SITE BASED PROFESSIONAL DEVELOPMENT - Elementary and middle schools will be given time for parents, teachers, and students to meet and/or assess progress and/or participate in development activities; High Schools will be given time to assess progress and plan for upcoming semester and/or participate in development activities.

****ASSESSMENT DAYS- High schools will have the opportunity to administer traditional final exams or to use alternative assessment procedures.

If schools are closed seven days due to emergency conditions, it will be necessary to alter the school calendar. Additional days may be scheduled as required at the end of the school year. Depending on the use of emergency closing time, the calendar may be reduced if the time is not needed to meet the minimum required days/hours. One-half days may be modified. Teacher duty days will not exceed 191.
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED SPECIAL EDUCATION STAFFING PLAN FOR 2008-2009

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities
Pat Lawton, Director
Marcella Franczkowski, Coordinator

RECOMMENDATION

That the Board of Education approve the proposed Special Education Staffing Plan for 2008-2009. This is the third reading.

*****
SPECIAL EDUCATION STAFFING PLAN FOR 2008-2009

I. Assurance

This staffing plan is developed consistent with the procedures provided by the Maryland State Department of Education for the purpose of ensuring that personnel and other resources are available to provide a free appropriate public education (FAPE) to each student with a disability in the least restrictive environment (LRE) as determined by an Individualized Education Program (IEP) team. In accordance with The Code of Maryland Regulations, COMAR 13A.05.02.13D, this staffing plan includes:

- Evidence of maintenance of effort within the meaning of 34 CFR 300.231 and COMAR 13A.02.05.
- Evidence of public input.
- Staffing patterns of service providers of special education and related services, including paraprofessionals.
- The number and type of service providers needed to provide FAPE to each student with a disability in the LRE.
- How the staffing plan will be used to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE to each student with a disability in the LRE.
- The number of special education teachers and paraprofessionals assigned to schools.
- The number of vacancies reported and how FAPE is provided when vacancies occur.

II. Introduction

Vision and Mission Statement

Vision: Baltimore County Public Schools’ graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society. Within Baltimore County Public Schools, the Office of Special Education (OSE) supports this vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that young children and students (birth-to-21 years of age) with disabilities achieve in the LRE to the maximum extent appropriate.

Mission: The Office of Special Education provides vision, leadership, and expertise to schools and offices regarding the implementation of curricular and instructional initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. It is the commitment of this office that these students have access to a full continuum of services while being educated with nondisabled peers to the maximum extent possible.

Goal: The Office of Special Education seeks to improve the performance of students with disabilities and close the achievement gap by maximizing inclusive educational opportunities with exposure to rigorous instruction through the provision of a continuum of services in the natural environment and schoolhouse.
Philosophy and Guiding Principles

In Baltimore County Public Schools (BCPS), services provided to students with disabilities align directly to the Blueprint for Progress by utilizing the key strategies to achieve the Performance Indicators for Student Progress. The Master Plan further defines how the school system will ensure that all students will graduate from high school and reach high standards, as established by BCPS and state proficiency levels in reading, language arts, mathematics, science, and social studies. Key strategies of Goal 1 and Goal 5 of the Master Plan include the following:

- Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English language learners (ELL), special education, gifted and talented, and honor students.
- Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- Educate all students with disabilities in accordance with the objectives defined in the students’ IEPs so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
- Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.

In an effort to objectively examine and continue to advance the quality of education delivered to all students in Baltimore County, BCPS participated in a curriculum management audit during the 2006-2007 school year. Results of the audit, shared with the Board of Education in March 2007, provided recommendations for improving all areas that support the delivery of quality instruction. The following recommendation provides a basis for enabling the OSE to promote initiatives that support the achievement of students with disabilities:

- Recommendation 9: Develop and implement system planning focused on goals to ensure equal access for students to all comparable programs, services, and opportunities for student success; take steps to eliminate the achievement gap among student groups; and act to allocate resources on the basis of need.

During the 2003-2004 school year, BCPS engaged in an independent evaluation of the special education program operated by BCPS. The purpose of the study was to verify that special education services and programs were provided to students with IEPs in a free and appropriate manner and in the LRE as defined by the Individuals with Disabilities Education Act (IDEA), as reauthorized in 1997. Since the completion of the study and report to the Board in May 2004, recommendations from the Independent Evaluation of the Baltimore County Public Schools’ Special Education Program Report (The Barber Report) have provided a foundation for improving the delivery of special education services. The Barber Report recommended that BCPS:

- Revise staffing practices to anticipate special education staffing needs.
- Increase the placement of students with disabilities in their home schools.
- Provide sufficient staffing and other incentives for school administrators to bring students with IEPs back to their home schools in a systematic manner.
III. Maintenance of Effort

The proposed Board of Education budget for FY09 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY08. The federal passthrough grant for FY09 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds. Due to a federal proposal that would eliminate reimbursement under the Medicaid program, the FY09 proposed budget reflects a redirection of Third Party Billing funded special education positions to the operating budget.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Budget for Special Education¹</th>
<th>Special Revenue Fund Budget for Special Education²</th>
<th>Total</th>
<th>% Change</th>
<th>General Fund Operating Budget for BCPS¹</th>
<th>Total Special Revenue Fund Budget²</th>
<th>Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$115,424,473</td>
<td>$32,552,999</td>
<td>$147,977,472</td>
<td>8.22%</td>
<td>$922,937,045</td>
<td>$74,893,927</td>
<td>$997,830,972</td>
<td>5.70%</td>
</tr>
<tr>
<td>2006</td>
<td>$127,149,810</td>
<td>$36,940,320</td>
<td>$164,090,130</td>
<td>10.89%</td>
<td>$989,888,387</td>
<td>$84,487,154</td>
<td>$1,074,375,541</td>
<td>7.67%</td>
</tr>
<tr>
<td>2007</td>
<td>$127,516,910</td>
<td>$39,164,514</td>
<td>$166,681,424</td>
<td>1.58%</td>
<td>$1,056,091,475</td>
<td>$88,158,694</td>
<td>$1,144,250,169</td>
<td>6.50%</td>
</tr>
<tr>
<td>2008</td>
<td>$139,150,546</td>
<td>$36,359,258</td>
<td>$175,509,804</td>
<td>5.30%</td>
<td>$1,135,301,441</td>
<td>$85,259,525</td>
<td>$1,220,560,966</td>
<td>6.67%</td>
</tr>
<tr>
<td>2009</td>
<td>$146,647,086</td>
<td>$30,921,032²</td>
<td>$177,568,118</td>
<td>1.17%</td>
<td>$1,188,362,348</td>
<td>$75,645,140³</td>
<td>$1,264,007,488</td>
<td>3.56%</td>
</tr>
</tbody>
</table>

Sources of Data

¹ Based on modified budgets in AMS for FY2005 - FY2008 and FY2009 Board Proposed Operating Budget

² Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2005 - FY2008

³ Third Party Billing funded special education positions transferred to the operating budget for FY2009

IV. Staffing Patterns for Special Education and Related Services

Determination and Monitoring of Special Education Staffing and Programs/Services

The major considerations in recommending a staffing plan are the intensity of students’ individual needs, the number of students based on census data, teacher responsibilities and time required beyond direct services. When making recommendations about staffing and caseloads, the focus must be on the services and supports needed to implement the students’ IEPs in the LRE. The following principles have guided the development of the Baltimore County Public Schools’ staffing model:

- Appropriate supports and related services to meet students’ needs in order to be successful in the LRE.
- Services and supports required by the students’ IEPs.
- Federal and state laws, regulations, and policies governing special education.
- Parental participation.
Special education staff reviewed the October 26, 2007, census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE.

The Office of Special Education is committed to collaboration with all curricular offices to provide a coordinated instructional program to meet the diverse needs of all students with and without disabilities. Services are provided to support schools in the effective implementation of the curriculum and to meet the instructional needs of students. Additionally, the OSE works with the Department of Human Resources in the recruitment and retention of staff, and increasing the number of teachers meeting the highly qualified status.

Each year the OSE analyzes student needs and program enrollment data to determine the programmatic needs that will support educating students in the least restrictive environment. IDEA requires that students with disabilities must be educated with nondisabled peers to the maximum extent possible. BCPS strives to provide a continuum of special education and related services ranging from consultative services to self-contained classes in separate schools. Services to students with disabilities are offered in their home school, or as close to their home school as possible.

The annual process of planning for special education programs requires calculated coordination, forecasted design, and collaboration with the strategic planning office, physical facilities, and special education with the support of executive leadership. The instructional environment must be planned for and appropriately designed to accommodate the needs of students with disabilities. While the majority of students with disabilities are educated in the general education classroom, some students will require programming in a self-contained classroom.

**Process for Monitoring Caseloads - Resolving Staffing Concerns**

Staffing concerns may be raised by a variety of stakeholders. When parents have concerns, it is recommended that they meet with the principal of the school. When administrators have staffing concerns, a principal may choose to consult with the OSE for assistance with the utilization of staff in order to implement a student’s IEP. All requests for additional staffing are routed through the area assistant superintendents to the Department of Human Resources for ultimate approval by the deputy superintendent of business services. Upon request, the OSE provides technical support. Additionally, the OSE monitors special education staffing needs on an ongoing basis by analyzing staff utilization charts, monthly enrollment figures in self-contained cluster programs, and the annual October child count.

Staff members from the OSE conduct school visits through the program review and support process (PRASP). During the course of the school year, the supervisor of PRASP and the compliance resource teacher, in collaboration with the area specialists and resource teachers, conduct staff development to ensure school staff is in compliance with IDEA, COMAR and BCPS procedures. Formal reports of findings are shared with area assistant superintendents, school-based administrators, and the OSE leadership staff. Each formal review may include up to three visits. During program reviews, staff observe the implementation of IEPs, review student records, and interview service providers about accommodations noted on the IEP. School administrators receive feedback in the form of commendations and recommendations for improvement.
Compliance Action Plan is generated, if necessary. Consistent with recommendations for improvement, technical assistance and staff development are offered to school staff. Follow-up visits are scheduled at six-month intervals to assure that recommendations are implemented.

**Process for Monitoring Caseloads - Resolving Vacancies**

The Department of Human Resources provides data and monitors the certification status of teachers and vacancies by school for special education positions. The Department of Human Resources, in collaboration with the OSE, arranges recruiting trips, job fairs, and partnerships with local colleges and universities in an attempt to fill all vacancies in a timely manner with the most qualified candidates. Conditionally certified teachers receive professional development, tuition reimbursement, and information on certification opportunities, such as cohorts conducted by colleges and universities. The Department of Human Resources also monitors conditional teachers’ compliance with certification requirements.

The OSE works collaboratively with the Department of Human Resources to fill vacancies as they arise. The majority of vacancies occur because of resignations or retirements, while others result from promotions, additional staffing allocations, and approved extended leaves. Principals contact the personnel officer in the Department of Human Resources who is responsible for hiring special education teachers whenever they learn of a vacancy in their building. The personnel officer provides the principal with names of qualified candidates to interview.

**Data Communication Timeline**

Staffing in BCPS is based upon census data gathered every year on the last Friday in October and thereafter verified by MSDE. Data collection, maintenance, and retention procedures to assure schools are providing accurate information are as follows:

- **July** By July 1, all schools have their current verification listing available in TIENET, the BCPS Web-based IEP system. The verification list identifies IEPs that are past due and those that are due prior to the October child count date. Area reports, by school, of IEPs current and past due totals are available in TIENET.

- **October** All special education staff have access to the verification listing in TIENET. IEP chairs and special education department chairs are sent reminders regarding IEPs in need of review, prior to the last Friday in October.

- **January** All schools have their current verification listing available to them in TIENET. Area reports, by school, of IEPs current and past due totals are available in TIENET.

- **February** Projected lists of students transitioning to next level (elementary to middle and middle to high) are sent to all schools with explanation and directions. IEP chairs and special education department chairs are notified by TIENET Reports of Grade 12 students with projected exit dates and graduation status (diploma or certificate) for verifications and/or corrections.
• April All special education staff are sent reminders to review and finalize all completed TIENET documents prior to the end of the school year.

Effective July 1, 2007, MSDE directed that all IEPs written for students in Maryland be completed on the Maryland Statewide IEP. BCPS began converting to the required Maryland Statewide IEP format on Tuesday, May 15, 2007. TIENET continues to be the software used to generate IEPs within BCPS and is in accordance with the MSDE requirement.

V. Number and Type of Service Providers

Special Education Services

BCPS provides a continuum of special education and related services ranging from consultative services to self-contained classes in separate schools. Special education staffing is determined by set ratios applied to student counts within specific program titles. The current special education staffing plan language reflects the philosophy that special education is a service to students, not a place. Input obtained from parents, administrators, and school-based staff was used in developing the new descriptions of service.

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students’ IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY09.

Below is a description of each service available within the school system.

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staff Ratios Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and Toddlers (1 &amp; T)</td>
<td>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Many children receive multiple services including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</td>
<td>• Infants and Toddlers services are provided in “natural environments,” which may include the home, childcare setting, or other community setting such as a library.</td>
<td>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs. Current ratio for Infants and Toddlers: 32.5 students 1 teacher</td>
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<tr>
<td>(12 months - 36 months)</td>
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</tr>
<tr>
<td>Child Find (Age 3-Age 21)</td>
<td>Child Find services maintain a system for locating, assessing, and identifying children from age 3 through age 21 who may have a suspected disability and may need special education and related services. Referrals for Child Find services for school age students (Grades K-12) are sent to the BCPS home school for the Child Find process. Referrals for Child Find services for three and four-year-old students are sent to one of the four Child Find Assessment Centers.</td>
<td></td>
<td>Each center includes the following: 1 FTE team leader, 1 FTE SLP, .8 FTE psychologist, .6 FTE nurse, .3 FTE OT, and .3 FTE PT. An audiologist is utilized by the Child Find center when needed.</td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
<td>Service Delivery Model</td>
<td>Staff Ratios Proposed for FY09</td>
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<tr>
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<tr>
<td><strong>Inclusive Education (IE)</strong> (Preschool – Grade 12)</td>
<td>Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include instruction in home settings or in parentally-placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small group resource support (both pullout and pull-in); co-teaching; and consultation with general education teachers.</td>
<td>• Community based supports are provided in “natural environments,” such as the home or a childcare setting for students ages 3 and 4                                                                                                               • Inclusion in general education classes for part of or all of the school day with an evolving emphasis on co-teaching and differentiation</td>
<td>Community-based: 20 students 1 teacher</td>
</tr>
<tr>
<td><strong>Early Childhood Learning Support (ECLS)</strong> (Age 3 - Age 5)</td>
<td>Students with IEPs in need of early childhood learning support services are those students who demonstrate significant delays that impact their ability to learn in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include highly structured learning environment; use of developmentally appropriate practices; specialized instruction as identified by a student’s IEP team; use of multi-sensory lessons; and positive behavioral supports.</td>
<td>• Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student</td>
<td>Inclusion: 12.4* students 1 teacher .5 paraprofessional *Operating budget funds 15 to 1 ratio; supplemental passthrough grant reduces ratio to 12.4 to 1.</td>
</tr>
<tr>
<td><strong>Adapted Learning Support (ALS)</strong> (Grades 1 - 12)</td>
<td>Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Services offered may include adaptations and modifications to the complexity and amount of the general education curriculum; specialized instructional strategies and materials; adjustments in pacing; reduction in output; and alternative methods for demonstrating skill acquisition.</td>
<td>• Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student</td>
<td>9 students 1 teacher 1 paraprofessional</td>
</tr>
<tr>
<td><strong>Behavior and Learning Support (BLS)</strong> (Grades 1 - 12)</td>
<td>Students with IEPs in need of behavior and learning support services are those whose complex learning needs impact their ability to be successful in the general education setting in school. Students requiring these services usually have normal intelligence but may not be achieving academically due to emotional and behavioral difficulties. Services offered may include a structured learning environment; behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; and availability of crisis intervention.</td>
<td>• Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student</td>
<td>Self-Contained: 9 students 1 teacher 1 paraprofessional</td>
</tr>
<tr>
<td><strong>Public, Separate Day School:</strong> * Operating budget funds 15 to 1 ratio; supplemental passthrough grant reduces ratio to 12.4 to 1.</td>
<td>1 teacher 1 paraprofessional</td>
<td>7.5 students 1 teacher 1 paraprofessional</td>
<td>Additional Support: 1 behavior intervention support staff per school</td>
</tr>
<tr>
<td><strong>Communication and Learning Support (CLS)</strong> (Age 3 – Age 21)</td>
<td>Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs result from being diagnosed with Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include a highly structured learning environment; use of visually-based strategies; emphasis on the development of language and social skills; use of sensory processing techniques; and the development of individualized behavioral strategies.</td>
<td>• Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student</td>
<td>9 students 1 teacher 1 paraprofessional</td>
</tr>
</tbody>
</table>
Service Description | Service Delivery Model | Staff Ratios Proposed for FY09
--- | --- | ---
**Functional Academic Learning Support (FALS) (Age 3 – Age 21)**
Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include instruction in a functional life skills curriculum, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.
- Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student
- Public, separate day school
- College campuses

| Self-Contained: | 10 students | 1 teacher | 1 paraprofessional |
| Public, Separate Day School: | 7.5 students | 1 teacher | 1 paraprofessional |
| College Campuses: | 10 students | 1 teacher | 2 paraprofessionals |

**Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)**
Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include communication development; speech and language therapy; aural rehabilitation; instructional support; use of ALDs; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.
- Inclusion in general education for part or all of the day
- Itinerant services, resource services
- Self-contained classes

| Self-Contained: | 9 students | 1 teacher | 1 paraprofessional |

**Related Services and Support Staff**

Below is an explanation of how related services and additional support staff are provided within BCPS. Decisions on whether students need additional support services are made by IEP teams based on the services needed to implement IEPs in the LRE.

Related service staffing allocation recommendations are made collaboratively through the Office of Special Education, Office of Student Support Services, and the Department of Human Resources. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county. All recommendations are reviewed by executive leadership with final approval at the Superintendent’s staff level.

The following workload/caseload factors are considered when determining appropriate allocation of related services and additional support staff:

- The intensity of service and classroom modifications required by IEPs and 504 plans.
- The specific needs of the school and community including the impact of special education programs and inclusive services.
- The impact of preschool and nonpublic enrollment for speech language services.
- The participation in grade level/interdisciplinary/departmental teams, student support teams (SST), instructional support teams (IST), and individualized educational program teams (IEP team), and infants and toddlers transition teams.
- The amount of time a provider is involved with consultation with school staff.
- The assessment needs of the school student population, including report writing and developing collaborative IEPs.
- The number of schools that are serviced by an individual therapist or itinerant teacher; travel time.
- The ongoing maintenance of equipment.
- The amount of time a student is involved in BCPS sponsored after-school activities (for interpreters).
- The number of parents/guardians who are deaf/hard of hearing and request an interpreter for equal access under the Americans with Disabilities Act (ADA).

<table>
<thead>
<tr>
<th>Related Services</th>
<th>Description</th>
<th>Number of Service Providers Proposed for FY09</th>
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</thead>
<tbody>
<tr>
<td>Adapted Physical Education (APE)</td>
<td>Adapted Physical Education is a comprehensive program for students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. The APE consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs. The APE consultation team serves all schools on an as-needed basis and spends additional time providing professional development to teachers and educational workshops to parents.</td>
<td>3.6 FTE</td>
</tr>
<tr>
<td>Assistive Technology (AT)</td>
<td>Assistive technology are services available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The Assistive Technology program is a countywide, interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The AT staff complete the evaluation of specific technology needs and provide training to students, staff, and parents.</td>
<td>4.6 FTE</td>
</tr>
<tr>
<td>Audiology (Aud)</td>
<td>Audiology services in BCPS are provided in the clinical and educational setting, and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and sounds field systems for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to students, staff, and parents regarding hearing loss, hearing status, and equipment. Diagnostic services for infants and toddlers (birth to 3 years) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.</td>
<td>4.0 FTE</td>
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<tr>
<td>Description</td>
<td>Number of Service Providers Proposed for FY09</td>
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</tr>
<tr>
<td>Interpreting/transliterating Services (Int)</td>
<td>13.5 FTE</td>
<td></td>
</tr>
<tr>
<td>Job Coach Services (JC)</td>
<td>2.0 FTE</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>49.7 FTE</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy (PT)</td>
<td>20.3 FTE</td>
<td></td>
</tr>
<tr>
<td>Speech Language Services (SL)</td>
<td>168.1 FTE</td>
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</tr>
</tbody>
</table>

- **Interpreting/transliterating Services (Int):** Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services for students include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extracurricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.

- **Job Coach Services (JC):** Job coach services are provided to students who need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small group support and training to students and business staff. The increased supervision assists the student in developing appropriate work behavior and interpersonal communication skills.

- **Occupational Therapy (OT):** The goal of occupational therapy services is to enable students with disabilities to be functional participants in their educational environment. Occupational therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) helping school teams devise strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; 2) helping teachers understand the sensorimotor aspects of school activities such as writing, eating, and handling materials, in order to address problems in those areas; and 3) developing activities to improve fine motor control, to improve oral motor control for feeding, or to promote sensorimotor development (body awareness, postural control, eye-hand coordination).

- **Physical Therapy (PT):** The goal of physical therapy services is to enable students with disabilities to achieve functional independence in the school environment. Physical therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) activities to improve large muscle control and balance, to promote sensorimotor development (body awareness, postural control), and/or to promote independence in functional mobility skills.

- **Speech Language Services (SL):** The purpose of the speech and language program in BCPS is to provide services to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction, and learning. Speech language pathologists (SLPs) are assigned to all schools in the county based upon individual student needs. Speech language pathologists use a continuum of service delivery models including consultation, individual, small group, and classroom collaboration as determined by the students’ IEPs.
<table>
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<tr>
<th>Description</th>
<th>Number of Service Providers Proposed for FY09</th>
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<tbody>
<tr>
<td><strong>Transition (Trans)</strong></td>
<td></td>
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<tr>
<td>Transition services are designed to assist students with disabilities to move from public school into post-school activities such as training, college, employment, independent living. During transition planning, the team identifies the need for transition goals in the areas of employment, social/emotional, daily living/health, recreation/leisure, community access, mobility, and communication. Transition services must be addressed in the student’s IEP when a student reaches 14 years of age in BCPS. The transition facilitator assists the team in determining appropriate transition services and providing information for anticipated services and support services beyond the school system. The student must also be involved in the decision making process.</td>
<td>13.0 FTE</td>
</tr>
<tr>
<td><strong>Vision (Vis)</strong></td>
<td></td>
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<tr>
<td>Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools. Itinerant vision services are provided to students attending comprehensive schools and special schools by certified teachers of the visually impaired. Orientation and mobility specialists provide services, which assess the student’s ability to move independently and efficiently in the school and community and provide instruction as stated in the IEP. Primarily, itinerant teachers of the visually impaired teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum with modifications and accommodations, including technologies that are identified in students’ IEPs.</td>
<td>6.0 FTE</td>
</tr>
<tr>
<td><strong>Student Support Services (systemwide positions)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior Intervention</strong></td>
<td>Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services, which assist schools in creating a quality support program that employs positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and schoolwide positive behavior support programs in an effort to maximize student success.</td>
</tr>
<tr>
<td><strong>School Counselor Services</strong></td>
<td>School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of schoolwide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with student support service teams, IEP teams, and teacher teams in a consultative role.</td>
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<tr>
<td>Description</td>
<td>Number of Service Providers Proposed for FY09</td>
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</tr>
<tr>
<td>School Nurse Services</td>
<td>School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP team in assessing students’ health status and strategizing how to accommodate students’ health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.</td>
</tr>
<tr>
<td>School Psychologist Services</td>
<td>School psychologists provide 12-month consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP team, school psychologists: 1) review response to intervention assessments/data for students suspected of having an educational disability; 2) conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) provide staff development to improve learning and behavior within inclusive school environments.</td>
</tr>
<tr>
<td>School Social Work Services</td>
<td>School social workers provide consultative, individual, and group therapeutic counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning.</td>
</tr>
</tbody>
</table>

**Special Area Staffing and Nurses for Public, Separate Day Schools**

Special education positions are utilized to fund art, music, physical education, library, and school counseling in public, separate day schools.

Recommendations for school nurses in public, separate day schools are based upon a staffing formula. As with all Baltimore County Public Schools, each public, separate day school receives a base allocation of one nurse. Additional nurses may be provided based upon the percentage of students requiring nursing interventions during community instruction; and supplemental nursing indicators, including the number of procedures/medications that can only be performed by a nurse.

**Role of the Personal Assistant**

Personal assistants (PA) work with special and general educators by providing support and assistance to individual students with moderate/severe disabilities to meet requirements necessary for participation in the school environment. The need for a PA is determined on an individual
basis by an IEP team after the use of all natural supports available within a building have been tried and deemed inadequate.

**Role of the General Education Service Providers**

The majority of students with disabilities spend all or part of their day being taught by general educators. Professional and paraprofessional staff from a variety of domains (general education, special education, related services, etc.) implements the IEP. All general educators who have students with disabilities in their classrooms are made aware of students’ needs by participating in the IEP team process, as well as receiving individual copies of a “Snapshot IEP” (a summary of the IEP). General education teachers provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2008-2009 school year, a total of 6,069.2 general education teachers are proposed in the FY09 budget to support the provision of FAPE. In addition, general education teachers:

- Participate and present information regarding the child's academic, socio-emotional, and behavioral performance in the classroom.
- Discuss strategies implemented to assist the student.
- Evaluate the effectiveness of specific team recommendations and participate in the follow-up of these recommendations.
- Participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions and strategies for the student and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the child.
- Provide expertise regarding the general education curriculum and the general education environment.

**Role of Building Administrators**

Building administrators are responsible for providing the necessary leadership, coordination, and support to teaching staff, both general and special education teachers, ensuring that students in each school are provided with FAPE. For the 2008-2009 school year, a total of 437.5 FTE administrators are proposed in the FY09 budget to support the provision of FAPE.

In order to further the provision of FAPE for special education students, administrators provide school-based professional development for special and general educators to set high expectations for all students. In addition, building administrators are responsible for providing support and feedback to all staff through the appraisal process to ensure that special education services are delivered in accordance with IDEA.

Building administrators are instrumental in helping to develop and monitor the schedules of staff members in order to maximize services to students with disabilities in the LRE. Administrators provide common planning time for general and special educators to work together to plan differentiated lessons that engage all students and provide the necessary modifications to address students’ individual needs. Also, by providing time in the schedule for special educators and related service providers to test students for annual reviews and re-evaluations, administrators support staff efforts to maintain compliance in all areas of the IEP process.
VI. Public Input Process

The Office of Special Education in collaboration with the Special Education Citizens’ Advisory Committee (SEACAC) conducted two special education community forum meetings in September 2007 and April 2008 to gather public input/comment to refine/revise the staffing plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. These included individual family US mailings, posted flyers, advertisements on the BCPS Web site, and in the Hand-In-Hand publication, and a public release announcement. Representatives from the board of education, area office administrators, curriculum office personnel, Special Education Citizens’ Advisory Committee members, Office of Special Education personnel, principals and parents/family members attended. Information received from the community forums, email, telephone, and US mail were reviewed and used by the Staffing Plan Workgroup Committee during the development of the 2008-2009 staffing plan (see Appendix B for items pertaining to the September 2007 meeting; see Appendix C for items pertaining to the April 2008 meeting). A summary of the comments from the various community forums includes:

Commendations:
- Quality of school-based service delivery.
- Commitment to students with disabilities and special needs.

Recommendations:

Instruction & Service:
- Continue to provide a systemic approach for creating inclusive education.
- Increase availability of special education programs/services in the home school.
- Offer full-day programs for the youngest students with autism.
- Concern for appropriate number of hours of service recommended for related services (speech language, OT, PT).
- Concern regarding Mod-MSA/Mod-HSA and MSA/HSA assessment tools and availability.

Professional Development:
- Provide additional professional development to all staff supporting students with disabilities on such topics as best practices for inclusive education, positive behavior strategies, and disability awareness (including professional development for personal assistants).

Staffing:
- Decrease the suggested staffing ratio of 9 students to 1 teacher for cluster communication and learning support classes.
- Decrease the suggested staffing ratio of 7.5 students to 1 teacher in special schools.
- Provide a lower staffing ratio to support inclusive educational practices (co-teaching).
- Investigate alternative staffing patterns for schools and classes (e.g., 1 teacher, 2 paraprofessionals vs. 1 teacher, 1 paraprofessional, 2 or more personal assistants).
- Decrease staffing ratio for students in the Infants and Toddlers Program.
**Personal Assistants:**
- Increase rate of pay and/or incentives (tuition for community college educational coursework, tuition for education degrees).
- Examine extending benefits to personal assistants.
- Examine systemic resources to recruit and retain personal assistants.
- Examine systemic resources to plan for effective training and professional development of personal assistants.

**Staffing Plan Process – Timeline**

The procedures used in the development of the staffing plan are as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Details</th>
</tr>
</thead>
</table>
| August – September 2007 | Staffing plan workgroup reviews current *Special Education Staffing Plan for 2007-2008*  
  - August 23, 2007, work session  
  - September 6, 2007, work session |
| September 24, 2007 | Public input sessions held to review current *Special Education Staffing Plan for 2007-2008* at 5 locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Ridge-Ruxton School (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area) |
  - October 3, 2007, work session  
  - November 15, 2007, work session  
  - December 6, 2007, work session  
  - January 10, 2008, work session |
| March 2008 | Proposed *Special Education Staffing Plan for 2008-2009* submitted to area assistant superintendents and executive leadership |
| April 1 – June 1, 2008 | Proposed *Special Education Staffing Plan for 2008-2009* is adjusted, if necessary, in response to County Executive and County Council budget determinations |
| April 14, 2008 | Proposed Special Education Staffing Plan for 2008-2009 presented to Special Education Citizens’ Advisory Committee |
| April 23, 2008 | Proposed Special Education Staffing Plan for 2008-2009 submitted as an exhibit item for May 6, 2008, Board Meeting |
| April 28, 2008 | Public input sessions held to review proposed *Special Education Staffing Plan for 2008-2009* at 5 locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Ridge-Ruxton School (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area) |
| May 6, May 20, and June 10, 2008 | Board of Education provides three readings for approval of the *Special Education Staffing Plan for 2008-2009* (includes public comment opportunity) |
| July 1, 2008 | Due date by which BCPS must have an approved *Special Education Staffing Plan for 2008-2009* |
**Professional Development**

High quality professional development is essential to the BCPS mission to provide a quality education for all students with disabilities. All activities will ensure the quality and alignment of all BCPS professional development initiatives for student learning.

The core goal of professional development is to improve the instructional practices of all general and special educators in order to increase student achievement. BCPS professional development programs will reflect the best available research and practices in teaching, learning, and leadership as cited in *Maryland’s Professional Development Standards for Teachers*. High quality professional development activities are sustained, intensive, and focused on student learning. Developed with extensive participation from all stakeholders, these activities improve classroom management skills and advance teacher understanding of research-based instructional strategies.

The OSE will collaborate with the content offices to address the needs of identified audiences. These audiences include both general and special educators, as well as support personnel (e.g. paraeducators, service providers, cafeteria workers, bus drivers, and attendants). The professional development plan should also consider the roles of school leaders who will supervise the implementation of instruction and appropriate accommodations. Professional development will model the use of resources for differentiation of core, supplemental, and intervention programs. A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement each student’s IEP. Collaborating with stakeholders will allow opportunities to provide professional development that enhances the use of instructional adaptations and accommodations to support the home school connection.

Countywide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, parents, and paraprofessionals, to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D).

**VII. Evaluation**

A staffing plan committee was established to evaluate the *Special Education Staffing Plan for 2007-2008* and to draft the *Special Education Staffing Plan for 2008-2009*. Representatives serving on this committee included parents, school-based administrators, related services personnel, as well as staff from the Offices of Student Support Services, Law, Special Education, and the Department of Humanities (see Appendix E).

In order to determine the effectiveness of the *Special Education Staffing Plan for 2007-2008* during the 2007-2008 school year, the plan was monitored continuously. The goal is to serve most students with IEPs in their home school, in the least restrictive environment (LRE) while increasing student achievement. The chart below indicates a steady increase in the percentage of students instructed in LRE A (inside general education 80% or more of the school day) for the last four years.
Percent of Special Education Students (6 through 21) by LRE (includes students receiving only speech/language services)

<table>
<thead>
<tr>
<th>LRE Environment (See Appendix F for definitions)</th>
<th>October 2004</th>
<th>October 2005</th>
<th>October 2006</th>
<th>October 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Inside gen ed 80% or more</td>
<td>58.1%</td>
<td>62.3%</td>
<td>64.5%</td>
<td>63.6%</td>
</tr>
<tr>
<td>B Inside gen ed 40 -79%</td>
<td>8.8%</td>
<td>9.0%</td>
<td>9.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>C Inside gen ed &lt; 40%</td>
<td>24.9%</td>
<td>20.0%</td>
<td>18.3%</td>
<td>16.1%</td>
</tr>
<tr>
<td>F Public separate day school</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>G, I Nonpublic Placements (G - Private separate day school, I - Private residential)</td>
<td>4.0%</td>
<td>4.6%</td>
<td>4.0%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Data source: Office of Student Data, October Child Count

Figure 1: Special Education Students by Least Restrictive Environment (LRE), Ages 6 -21 2004-2007

As depicted in Figure 1, the LRE data demonstrates the following patterns from October 2004 to October 2007:

- The number of students receiving service inside general education settings 80% or more of the school day (LRE A) has increased by 5.5 percentage points.
- The number of students receiving service inside general education settings between 40% and 79% of the school day (LRE B) has increased by 1.2 percentage points.
- The number of students receiving service inside general education settings less than 40% of the school day (LRE C) has decreased by 8.8 percentage points.
• The number of students receiving service in public separate day schools (LRE F) has
decreased by 0.6 percentage points.
• The number of students receiving service in nonpublic settings [private separate day
schools (LRE G) and private residential (LRE I)] has increased by 0.4 percentage points.

Additionally, as part of the evaluation process, *Maryland School Assessment* (MSA) and *Alternate
Maryland School Assessment* (Alt-MSA) performance data for elementary and middle schools and
*High School Assessment* (HSA) results were reviewed. The *Individuals with Disabilities
Education Act* (IDEA) of 1997 clarified that all students with disabilities are to have access to
instruction focused on the same skills and knowledge as all other students, and that their
achievement is to be measured with the same district and statewide assessment programs as used
for all students (and adding an alternate assessment for those students unable to participate in the
general assessment) as specified under *No Child Left Behind*. The key to addressing student
achievement is to maintain the same high expectations for students with disabilities as those held
for all students. Students with disabilities must have access to a rigorous curriculum; highly
qualified teachers; and an array of strategies and interventions that will improve learning.

An analysis of general education and special education student performance data indicates a trend
of continuous improvement at the elementary and middle school levels (see graphs below).

![Figure 2](image1.png)  ![Figure 3](image2.png)

*Data source: Department of Research, Accountability, and Assessment; Cognos*

**Elementary School Achievement Results**

In the area of reading, Figure 2 shows a 29.0 percentage point increase in the percentage of
students with disabilities scoring proficient and advanced from 36.9% in 2002-2003 to 65.9% in
2006-2007. The reading achievement gap between general education and special education
student groups has decreased from 34.5 percentage points to 20.2 percentage points during the
same time period, a 14.3 percentage point decrease. Likewise, in the area of mathematics, Figure
3 shows an increase from 35.2% proficient and advanced in the special education subgroup from
2002-2003 to 63.9% proficient in 2006-2007, a 28.7 percentage point increase. During this same
span, the math achievement gap between students receiving special education services and general
education students decreased by 5.5 percentage points.
The increased student achievement in elementary schools demonstrates a significant level of improvement for students with disabilities. From 2002-2003 to 2006-2007, the rate of improvement for students receiving special education services has been greater than that of their non-disabled peers.

Figure 4: Middle School MSA and Alt-MSA Reading Percent Proficient and Advanced

<table>
<thead>
<tr>
<th>School Year</th>
<th>General Education</th>
<th>Special Education</th>
</tr>
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<tbody>
<tr>
<td>2002-03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td></td>
<td></td>
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<tr>
<td>2005-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data source: Department of Research, Accountability, and Assessment; Cognos

Middle School Achievement Results

In the area of reading, Figure 4 shows an increase in the special education subgroup in the percentage scoring proficient and advanced from 21.3% in 2002-2003 to 35.7% in 2006-2007, a 14.4 percentage point increase. The reading achievement gap between general education and special education student groups has decreased by 4.8 percentage points, from 44.8 percentage points to 40.0 percentage points during the same time period. Similarly, in the area of mathematics, Figure 5 shows an increase in the special education subgroup from 9.8% scoring proficient and advanced in 2002-2003 to 30.1% scoring proficient and advanced in 2006-07, a 20.3 percentage point increase. During this same span, the math achievement gap between students receiving special education services and general education students decreased by 0.8 percentage points.

While increases in student achievement are positive, an increased rate of improvement is needed to ensure 100% of students will be scoring in the proficient or advanced range by 2014.
Another component of the monitoring process evaluates high school achievement, including the comparison of special education students to general education students in meeting the high school assessment graduation requirements (see Figure 6) and student performance disaggregated by content (see Figure 7).

Figure 6:

<table>
<thead>
<tr>
<th>HSA Graduation Requirements</th>
<th>10th Grade for Class of 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Class</td>
<td></td>
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<tr>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
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<tr>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>24.5%</td>
</tr>
<tr>
<td>Non Special Education</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

Data source: Department of Research, Accountability, and Assessment; Cognos

High School Achievement Results

The results in Figure 6 represent the graduating class of 2009 at the end of Grade 10. At the end of 2006-2007 school year, the first year that the data was reported by the percentage of students meeting the High School Assessment (HSA) graduation requirements, the special education subgroup had 24.5% meeting the HSA graduation requirements as compared to 71.3% for general education students.

The graduating class of 2009 will be the first class of students that are required to take and pass all four HSAs to earn a diploma, including the Modified HSA requirements. For students unable to pass the individually administered assessments, alternate paths are available including the Combined Score Option and/or the Bridge Plan for Academic Validation.
High School Achievement Results

The results in Figure 7 represent the diploma bound students in the graduating class of 2009 at the end of Grade 10. At the end of 2006-2007 school year, 77.0% of the general education students and 32.6% of the students receiving special education services had passed the Algebra/Data Analysis HSA. In the area of biology, 73.9% of the general education students and 30.2% of the students receiving special education services had passed the Biology HSA. In English, 71.6% of the general education students and 21.5% of the students receiving special education services had passed the English HSA. In Government, 82.3% of the general education students and 41.0% of the students receiving special education services had passed the Government HSA.

To ensure that all students meet the high school assessment graduation requirements by the end of the 2008-2009 school year, the quality and intensity of the instructional program will need to be reevaluated.

Staffing Results

Staffing allocations made during the spring of 2007 were reviewed during the school year. In accordance with the Process for Resolving Staffing Concerns, 27.9 additional teachers and 18.7 paraprofessional positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.
The Department of Human Resources reported, at the outset of the 2007-2008, one vacancy for a special education teacher. By April 2008, the number of reported vacancies was 1.5 FTE due to resignations, retirements, illnesses, and additional staffing allocations at the elementary level. No vacancies were reported at the middle and high school level. Of the 1.5 FTE vacancies, 1.0 FTE is for the provision of special education services in a self-contained class; these professional positions require highly qualified status as well as special education certification. These vacancies are filled by long-term substitutes until qualified candidates are located and hired. Special education has been identified as a critical shortage area by the Maryland State Board of Education (MSDE). No students were moved to other classrooms or other schools because of the unavailability of staff.

Challenges continue for Baltimore County Public Schools in securing occupational therapists, physical therapists, and speech-language pathologists. There is a critical shortage of these related service providers throughout the nation. As of April 2008, there are 18.0 FTE vacancies for related services (10.8 FTE for speech/language; 7.0 FTE for occupational therapy; 0.2 FTE for physical therapy). These vacancies are covered by agency personnel through contracted services.

As of April 2008, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

**Evaluation Outcomes**

Sufficient time is included during the preparation of the staffing plan for 2008-2009 school year to provide educators and related service providers the ability to consult with each other and families about staffing needs. Based on information received from the community forums, monitoring of current staffing allocations and school feedback, the staffing plan committee discussed themes for consideration with a focus to improve achievement for students with disabilities in the least restrictive environment. Topics included:

- Expanding the provision of services and analyzing the current staffing for children in the infants and toddlers program.
- Increasing the availability of inclusive service options for the early childhood population.
- Providing early intervention services to young children (Preschool through Grade 2).
- Expanding the provision of services and analyzing the current staffing guidelines for students on the autism spectrum.
- Reducing the number of students with disabilities receiving special education services in the regular education setting less than 40% of the school day.
- Increasing the number of home school programs for students receiving adapted learning support services at the middle school level.
- Improving support to schools with behavioral and learning support services.
- Increasing the recruitment and the retention of personal assistants.
- Improving the quality and effectiveness of instructional models in self-contained classes.
- Increasing the capacity of a schoolhouse to implement co-teaching models and differentiated instruction.
- Intensifying and targeting professional development for special education and general education teachers in best practices for inclusive education and improving the achievement of students with disabilities.
In response to the identified needs and the commitment of BCPS to close the achievement gap for students with disabilities while receiving services in the least restrictive environment, the following supports and initiatives are recommended for the 2008-2009 school year:

Services/Staffing
- Expanding inclusive opportunities for three-year olds with IEPs by redirecting current self-contained models to include typically-developing peers.
- Continuing to support early childhood inclusion by providing differentiated, small group instruction to students with disabilities, as well as students who are at risk for future academic difficulties.
- Increasing the number of home school adapted learning support programs to complete the countywide roll-out for all middle school students to receive adapted learning support services in the least restrictive environment in their home school.
- Expanding the use of resource room support in home schools, rather than more restrictive placements in self-contained service models to support students with disabilities.
- Relocating cluster classes to support consistency of instruction and a continuum of special education services in one schoolhouse.
- Transferring 54.0 special education teacher FTEs and 11.0 paraprofessional FTEs from Third Party Billing funding to the operating budget.
- Collapsing 14 cluster classes in comprehensive schools and 5 cluster classes in public separate day schools.
- Increasing the salary for personal assistants.
- Continuing to monitor and evaluate best practices for the allocation of staffing.

Curriculum and Instruction
- Collaborating with the Office of Early Childhood to develop, implement, and provide site-based support to countywide early childhood learning support service delivery and instructional models.
- Supporting the implementation of the three tier elementary reading model, which allows for data driven small group targeted instruction for all students.
- Partnering with the Office of Mathematics PreK-12 to develop mathematics intervention models using tiered, differentiated instruction for the PreK–12 continuum.
- Developing, implementing, and providing site-based support to countywide adapted learning support service delivery and instructional models.
- Continuing to work collaboratively with general education support staff in the areas of English/language arts, math, social studies, and science to improve achievement for diploma-bound students with disabilities.
- Developing, implementing, and providing site-based support to middle and high schools regarding effective co-teaching models and co-planning practices.
- Building instructional capacity for secondary special education department chairs, including a series of ongoing professional development workshops.
- Participating in the Curriculum Development Work Group as assigned by the chief academic officer to ensure differentiation within curricula.
Evaluation

- Collaborating with the Office of Research, Accountability, and Assessment to evaluate the effectiveness of implemented programs.
- Collaborating with the Office of Research, Accountability, and Assessment to analyze systemic, school, and student performance data (See Appendix G).
- Participating in the Assessment, Monitoring, and Evaluation Work Group as assigned by the chief academic officer.

Professional Development

- Collaborating with the Office of Professional Development to conduct and support countywide and school-based professional development workshops for administrators, teachers, and support personnel to support the achievement of all students.
- Providing ongoing professional development in collecting and analyzing data to drive instruction and regroup students as needed.
- Supporting the implementation of the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents, as well as enhances, communication related to student academic progress for students, parents, educators, and support staff.
- Providing ongoing professional development to Behavior and Learning Support (BLS) services through summer BLS Academy.
- Conducting and supporting countywide professional development to high school department chairs in collaboration with the Offices of Science and Social Studies to expand the use of Kurzweil software program in instruction.
- Collaborating with Towson University to develop the course, *Differentiated Instruction and Meaningful Application*, for administrators and teachers.
- Participating in the Professional Development Work Group as assigned by the chief academic officer.

The staffing plan committee will monitor the *Special Education Staffing Plan for 2008-2009* throughout the school year to gather information for future recommendations.
List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

Appendix C - Spring Special Education Community Forums

Appendix D - Countywide Professional Development

Appendix E - Special Education Staffing Plan Committee

Appendix F - Glossary of Terms

Appendix G - Additional Student Performance Data
## Special Education Staffing

### School Based Teachers

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Communication and Learning Support</td>
<td>9 to 1</td>
<td>730</td>
<td>81.1</td>
<td>786</td>
<td>87.3</td>
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<td>Outreach</td>
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<td>6.9</td>
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<td>5.8</td>
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<td>Behavior and Learning Support</td>
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<td>111.0</td>
<td>924</td>
<td>102.7</td>
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<td>Special Schools</td>
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<td>271</td>
<td>36.1</td>
<td>263</td>
<td>35.1</td>
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<td>Adapated Learning Support</td>
<td>13 to 1</td>
<td>1,917</td>
<td>147.5</td>
<td>1,382</td>
<td>106.3</td>
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<td>Functional Academic Learning Support</td>
<td>10 to 1</td>
<td>439</td>
<td>43.9</td>
<td>359</td>
<td>35.9</td>
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<td>Preschool - Early Chd Learning Support²</td>
<td>9 to 1</td>
<td>602</td>
<td>55.7</td>
<td>601</td>
<td>55.6</td>
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<td>White Oak</td>
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<td>19.9</td>
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<td>Inclusive Education</td>
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<td>337.5</td>
<td>5,483</td>
<td>365.5</td>
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<td>Alternative Schools</td>
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<td>Behavior Intervention Support</td>
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<tr>
<td>Special Area/Special Schools</td>
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<tr>
<td>All Day Kindergarten - Early Chd Learning Support</td>
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<tr>
<td>Crossroads</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Growth Factor</td>
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<tr>
<td><strong>Total Instructional and Support</strong></td>
<td></td>
<td>10,231</td>
<td>1,593.1</td>
<td>9,981</td>
<td>1,633.2</td>
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### School Based Administration

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<tbody>
<tr>
<td>Principal - Special Education</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principals - Special Education</td>
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<td>School Based Clericals - Special Education</td>
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<tr>
<td><strong>Total Administrative</strong></td>
<td></td>
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</thead>
<tbody>
<tr>
<td><strong>Total Positions - Special Education</strong></td>
<td></td>
<td>1,610.2</td>
<td>1,650.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.
2. Preschool is staffed at a ratio of 9 to 1 for full-day and 18 to 1 for half-day.

### Centralized Support Teachers³

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<thead>
<tr>
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<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Adapted PE</td>
<td>3.6</td>
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<td>3.6</td>
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<tr>
<td>Infants and Toddlers⁴</td>
<td>942</td>
<td>25.0</td>
<td>942</td>
<td>25.0</td>
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<tr>
<td>Transition Facilitators</td>
<td>10.0</td>
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<td>10.0</td>
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<tr>
<td>Communication and Learning Support</td>
<td>2.0</td>
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<td>2.0</td>
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</tr>
<tr>
<td>NW/SW Regional Team</td>
<td>3.0</td>
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<tr>
<td>School Support Resource Teachers</td>
<td>3.0</td>
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<tr>
<td>Child Find Resource Teachers</td>
<td>1.0</td>
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<td>1.0</td>
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<tr>
<td><strong>Total Centralized Support Teachers</strong></td>
<td></td>
<td>47.6</td>
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<tbody>
<tr>
<td><strong>Total Child Count</strong></td>
<td></td>
<td>13,699</td>
<td>13,382</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Centralized support teachers are funded by the Office of Special Education. See page 157.
4. Infants and Toddlers are not counted in the total; MSDE counts these children separately.

Data Source: BCPS, Proposed Operating Budget Fiscal Year 2009
YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 24, 2007 7:00 p.m. to 8:00 p.m

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved Baltimore County Public Schools' (BCPS) Staffing Plan for 2007-2008. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-09. These community sessions will also provide an opportunity for parent input on other issues regarding Special Education.

What is the Baltimore County Public Schools Staffing Plan?

- The Staffing Plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (free, appropriate, public education).

Where are the community sessions being held?

- Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.
- Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.
- Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.
- Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.
- Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204.

Why is community input needed?

- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.
- To provide comments/recommendations for changes to the BCPS Special Education Staffing Plan.

If I can't attend the meeting, are there other ways to provide input?

- The community can provide written comment through February by sending an email to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204.

To preview the 2007-08 “BCPS Special Education Staffing Plan,” visit:

www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

For more information contact the Office of Special Education, 410-887-3660.
BALTIMORE COUNTY PUBLIC SCHOOLS

Superintendent’s Bulletin Request Form

Date of Publication: September 7, 2007
Name: Marcella Franczkowski
Title: Coordinator, Special Education
Supervisor: Pat Lawton, Director, Special Education

Nature of Communication: Informational X Action required

SPECIAL EDUCATION COMMUNITY FORUM MEETINGS

Five community forums have been scheduled to gather public input regarding the approved Baltimore County Public Schools’ (BCPS) Special Education Staffing Plan for 2007-2008. All forums will be held on Monday, September 24, 2007, from 7:00 p.m. to 8:00 p.m. in each geographic area of BCPS, as listed below. The input gathered through these forums will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-2009. These meetings will also serve as a forum for parents to share input on other special education topics. All principals are asked to publicize these meetings in school newsletters, to distribute the attached flyer to students at their earliest convenience, and to post the flyer in their buildings.

These special education community forums will be held:
Monday, September 24, 2007, from 7:00 p.m. to 8:00 p.m. at these locations:
* Charlesmont Elementary, 7800 W. Collingham Dr., Baltimore, MD 21222
* Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133
* Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
* Joppa View Elementary, 8727 Honeygo Blvd., Baltimore, MD 21128
* Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204

Questions regarding this information should be directed to:
Name: Marcella Franczkowski, Coordinator, Placement & Birth to Five
Phone Number: x3660

Attachments, if any will be sent via: email interoffice (check one)

Approved by: ________________________________ Date: __________________________
(Signature of Division Head)

Date Submitted: _________________
Time Submitted: _________________
You're Invited!

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved BCPS Staffing Plan for 2007-08. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-09. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

Meetings will take place on Monday, September 24, 2007, from 7:00 to 8:00 PM at these locations:

* Ridge Ruxton, 6916 Charles Street, Towson, MD 21204
* Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128
* Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
* Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133
* Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222

Community members who are not able to attend may provide written comment through February by sending an email to: staffingplan@bcps.org or by writing to the BCPS Office of Special Education at 6901 Charles Street, Towson, MD 21204.

If you want to know more about special education programs and staffing, you can find it in the staffing plan for Special Education. The plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (Free, Appropriate, Public Education).

To preview the 2007-08 "BCPS Special Education Staffing Plan", visit: www.bcps.org/offices/special_ed/staffing_plan.html

SECAC Sets Agenda for the New School Year!
Don’t miss the first meeting!

The Baltimore County Special Education Citizens' Advisory Committee will have its first meeting of the 2007-2008 school year; Monday, September 10th at the ESS Building at 7PM. Our presenters will be Dr. Sonia Diaz, Chief Academic Officer for BCPS, and Ms. Patricia Lawton, BCPS Director of Special Education. Dr. Diaz joined our school system last year and Ms. Lawton has been an educator with BCPS and was appointed the Director of Special Education, beginning July 1, 2007.
Advocating for Continuous Improvement

The Special Education Community Forum was held on September 24, 2007. Parents, educators, caregivers, special educators, administrators, school board members, assistant superintendents, and concerned citizens spent an evening together examining ways to improve the educational programs for students with disabilities. Meetings were held in all five regions of the county. This event is part of the process for developing an annual staffing plan for students receiving special education services in Baltimore County Public Schools. Special education staff collected a variety of thoughts and opinions about the public’s perspective on special education programs for the children in our county.

**Commodations:** Participants expressed satisfaction with the quality of special education instructional services, and acknowledged BCPS’ commitment to students with disabilities.

**Recommendations:** Participants provided testimony for the following areas of need: professional development, staffing, personal assistants, instruction and services and transportation.

Professional development was suggested in the following areas: best practices for inclusive education; assistive technology; social skills training, and bullying prevention. It was suggested that training be provided on those topics to not only general and special educators, but other service providers as well, such as para-professionals, additional adult assistants, bus drivers and attendants. Participants felt that the special area teachers, including art, physical education and music should also be involved in the training. A need for parent development in the area of IEP process and special education services was expressed.

There were numerous requests to increase special education staffing in order to decrease the current student/teacher ratio in the program areas of inclusive education, autism, infants and toddlers, and special schools. It was felt that the current ratios are not meeting the needs of the students in these programs.

Many participants expressed appreciation for the increase in the rate of pay for personal assistants, but felt that it is still not adequate enough for the job that is required. All agreed that the rate of compensation for this group needs to be increased.

In the areas of instruction and services, concerns for the appropriate number of hours of service for related services, such as speech/language, OT, PT were expressed. Other topics included were availability of the Mod-MSA assessment tool for qualifying students and the need for a full-day program for the youngest students with autism.

Some participants felt that school buses are overcrowded and that the bus ride is too long for students with disabilities.

The next Special Education Community Forum is scheduled for April 28, 2008.

Postcard invitations will be sent in the spring to all families of students with IEPs.

(Revised date as of 1/10/08)
YOU ARE INVITED TO ATTEND THE UPCOMING SPECIAL EDUCATION COMMUNITY FORUM

Monday, April 28, 2008  7:00 p.m. to 8:00 p.m

The Office of Special Education and the Special Education Citizens’ Advisory Committee (SECAC) are asking for your input on the proposed Baltimore County Public Schools’ Staffing Plan for 2008-2009. These community sessions also provide an opportunity for parent input on other issues regarding Special Education.

What is the Baltimore County Public Schools Staffing Plan?
- The Staffing Plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (free, appropriate, public education).

Where are the community sessions being held?
- Charlesmont Elementary, 7800 W. Colltingham Drive, Baltimore, MD 21222.
- Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.
- Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.
- Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.
- Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204.

Why is community input needed?
- To provide comments/recommendations for changes to the draft of the 2008-09 BCPS Special Education Staffing Plan.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

If I can’t attend the meeting, are there other ways to provide input?
- The community can provide written comment through April by sending an email to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204

To preview the 2008-09 “BCPS Special Education Staffing Plan,” visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 4/17/08

For more information contact the Office of Special Education, 410-887-3660.
Baltimore County Public Schools (BCPS)

Special Education Community Forum

On behalf of the Office of Special Education, please accept this invitation as an opportunity to:

- Provide comments and recommendations for changes to the draft 2008-2009 “BCPS Special Education Staffing Plan”
- Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools

If you are unable to attend but have information you would like to share, please send an e-mail to: STAFFINGPLAN@BCPS.ORG

or write to us: Baltimore County Public Schools Staffing Plan Office of Special Education 6901 Charles Street Towson, MD 21204-3711

The draft of the proposed 2008-09 “BCPS Special Education Staffing plan” will be available on April 17, 2008. Visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

When? Monday, April 28, 2008 7 p.m. to 8 p.m.

Where? Choose one of five convenient locations

CHARLESMONT ELEMENTARY (Gymnasium) 7800 W. Collingham Drive • Baltimore, MD 21222

CHURCH LANE ELEMENTARY (Library) 3820 Fernside Road • Randallstown, MD 21133

DOGWOOD ELEMENTARY (Gymnasium) 7215 Dogwood Road • Baltimore, MD 21244

JOPPA VIEW ELEMENTARY (Cafeteria) 8727 Honeygo Blvd • Perry Hall, MD 21128

RIDGE RUXTON SCHOOL (Cafeteria) 6916 Charles Street • Towson, MD 21204
<table>
<thead>
<tr>
<th>Sponsoring Department/Office</th>
<th>Title</th>
<th>Description</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Special Education New Teacher Orientation</td>
<td>This all day training session provided participants with information regarding compliance and instruction for students’ with special needs. Topics included: case management, collaboration/co-teaching, behavior management, and the IEP team process.</td>
<td>Special educators and related service providers new to Baltimore County</td>
</tr>
<tr>
<td>Special Education</td>
<td>New IEP Team Chair Training - August 2007</td>
<td>These trainings provided new IEP team chairs with the skills necessary to facilitate the IEP team process, including the completion of all required documentation.</td>
<td>New IEP team chairs</td>
</tr>
<tr>
<td>Special Education</td>
<td>Countywide IEP Team Chair Trainings</td>
<td>This series of trainings focused on ongoing and emerging issues related to special education. Topics varied according to systemic needs.</td>
<td>IEP team chairs</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil 3000 Supporting Student Success in Biology</td>
<td>This hands-on lab session provided high school science department chairs with an overview of the myriad of features of the Kurzweil 3000 software program. Attendees learned how to differentiate instruction for students struggling with reading, comprehension, and writing utilizing the adapted textbook and curriculum items. At the completion of the session, participants were able to customize the learning environment, determine features appropriate for different learning styles, and began to develop a plan for integration within their buildings.</td>
<td>Science department chairs</td>
</tr>
<tr>
<td>Special Education</td>
<td>Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement</td>
<td>The Office of Special Education offered a course designed for special education teachers new to Baltimore County on Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement.</td>
<td>Special education teachers new to Baltimore County</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>Special Education</td>
<td>FALS &amp; CALS/ ALT-MSA monthly meetings</td>
<td>These trainings provided support for teachers working with certificate bound students encompassing topics relating to ALT-MSA and behavioral strategies.</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Special Education, Physical Education</td>
<td>TIENET Training (2 separate sessions)</td>
<td>These sessions trained physical education teachers to use the TIENET system to input IEP goals.</td>
<td>PE teachers</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Boardmaker V.6 Level 1</td>
<td>This hands-on lab session provided an opportunity for experienced and novice Boardmaker users to learn how to create motivating and functional visual displays to support the curriculum. New and exciting ways to use this flexible software program were introduced.</td>
<td>Occupational therapists, paraeducators, speech pathologists, and teachers</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Writing with Symbols- Literacy Support</td>
<td>This training incorporated visual strategies into instruction to support literacy and learning as facilitated by the use of Writing with Symbols. Participants learned how to use the program to create adapted literacy activities.</td>
<td>Special education teachers, speech &amp; language pathologists, paraeducators, and teachers</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil 3000 2, Scanning, Editing and Integration Strategies</td>
<td>This session provided an opportunity to learn the in's and out's of scanning and editing documents. In addition, strategies for integrating the program into the curriculum and daily instruction were reviewed. Sharing and discussing challenges and successes inherent to technology integration was encouraged.</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education Dept Chair/Team Leaders and Elementary Building Representatives Meeting</td>
<td>This series of trainings focused on improving the teaching and learning of students’ with a variety of disabilities. Topics included positive behavior management strategies, responsive teaching, and information regarding students with autism and multiple disabilities.</td>
<td>Secondary department chairs/team leaders, elementary building representatives</td>
</tr>
<tr>
<td>Special Education</td>
<td>BCC-ASA</td>
<td>These monthly meetings included participants in the partnership between BCPS and the Baltimore Chesapeake Chapter of the Autism Society of America.</td>
<td>Educators, paraeducators, related service providers, and families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Make and Take</td>
<td>These trainings were designed for parents of 3-4 year old students with Autism Spectrum Disorder on a variety of topics to support their growth at home and in school.</td>
<td>Families of young students with Autism</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education - MOD-MSA and HSA training</td>
<td>This training was designed to assist school staff in determining which of their students may be eligible for a modified state assessment program.</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
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<tr>
<td>Special Education, Assistive Technology</td>
<td>Boardmaker Level I</td>
<td>This hands-on session acquainted participants with the wide variety of features of the Boardmaker V.6 software program. The focus of the session was creating basic adaptations to the curriculum using visual strategies.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Click Your Way to Writing Success: Clicker 5 and Cloze Pro</td>
<td>This lab session provided an overview of Clicker 5, a writing support and multimedia tool which enables students to write with whole words, phrases, or pictures. Cloze Pro is a tool that enables the creation of a cloze activity from any text in seconds. This hands-on session prepared participants to return to the classroom with functional tools to enhance student success.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Overlay Maker</td>
<td>This session provided the participants with hands-on opportunities to create interactive and motivating overlays for the IntelliKeys connected to the curriculum.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Level I</td>
<td>This training focused on an introduction to the Kurzweil 3000 software program. Participants learned to navigate and customize the program to meet individual student needs.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Level I</td>
<td>This training focused on an introduction to the Kurzweil 3000 software program. Participants learned to navigate and customize the program to meet individual student needs.</td>
<td>High school special education department chairs, and technology support personnel</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Programming for and Meeting the Needs of Students Using the SETT Framework</td>
<td>This series of sessions focused on using the SETT (Student, Environment, Tasks, and Tools) framework to create appropriate and functional goals, objectives, and tasks for students.</td>
<td>Maiden Choice staff</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Using Kurzweil 3000 to Enhance Student Achievement</td>
<td>This presentation was offered in collaboration with the Secondary Office of Social Studies. Information on the Kurzweil Project was provided along with an overview of the potential inherent to the software.</td>
<td>Secondary principals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Make and Take</td>
<td>This Make and Take workshop provided an opportunity for new speech language pathologists to gain a better understanding of the use of visual strategies. Participants created a series of products to be used with students.</td>
<td>New Speech &amp; Language Pathologists</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Co: Writer</td>
<td>This hands-on session highlighted the features of this word prediction program. Curriculum integration was the focus.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
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<tr>
<td>Special Education, Assistive Technology</td>
<td>Classroom Suite: Motivating, Captivating and Functional MultiMedia</td>
<td>This hands-on session provided the attendee with an overview of how to customize this multimedia software program. Using the content neutral framework, participants created ready to use activities to fit their student's needs and the curriculum.</td>
<td>General and special educators, related service providers, and paraprofessionals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Overview</td>
<td>This school-based presentation highlighting the features and benefits of Kurzweil 3000.</td>
<td>Scotts Branch staff</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Assistive Technology (AT) Software Overview</td>
<td>This hands-on session focused on the myriad of strategies built into Microsoft Word. A brief overview of AT related software was also provided.</td>
<td>Special education office resource staff</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Level 2</td>
<td>This session focused on scanning, editing, and integrating the product into the curriculum.</td>
<td>General and special educators, related service providers, and paraprofessionals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Click Your Way to Writing Success: Clicker 5 and Cloze Pro</td>
<td>This series of 4 sessions focused on adapting the elementary curriculum with a wide variety of software programs. Enrollment in one or all four was offered. Samples of adapted curriculum activities were provided.</td>
<td>General and special educators, related service providers, and paraprofessionals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Project</td>
<td>This session brought together a collaborative team of high school Social Studies department chairs, Science department chairs, Special Education department chairs, and technology liaisons from every Baltimore County high school. The agenda included an overview of the Kurzweil project, what to expect and when, demonstrations from both Social Studies and Science featuring the integration of the program into the curriculum, along with student reactions. Participants were provided with time to collaborate and begin creating an action plan detailing the use and integration of the program and hardware components into their buildings.</td>
<td>High school social studies, science and special education department chairs, technology liaisons, central office staff from the offices of social studies, science, and special education</td>
</tr>
<tr>
<td>Special Education</td>
<td>Summer Behavior Academy</td>
<td>These three-day sessions trained and assisted school teams as they developed or revised the BLS program procedures and a BLS handbook for their school.</td>
<td>Secondary schools that have implemented Behavior and Learning Support (BLS) Programs within the past five years</td>
</tr>
<tr>
<td>Special Education</td>
<td>TIENET Training</td>
<td>This training provided users technical assistance in navigating the TIENET system.</td>
<td>Special educators, related service providers, IEP chairs, and administrators</td>
</tr>
<tr>
<td>Special Education</td>
<td>Statewide IEP Training</td>
<td>These training sessions familiarized users with the Statewide IEP and provided guidance in developing high quality and compliant IEPs.</td>
<td>Special educators, related service providers, IEP chairs, and administrators</td>
</tr>
<tr>
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<tr>
<td>Special Education</td>
<td>Exit Document Training</td>
<td>This session provided the information needed to complete the Maryland Exit Document on line. The 10 components of the Exit Document were explained and the procedures and time line discussed to assist high school staff with compliance of IDEA and COMAR regulations regarding the Exit Document.</td>
<td>High school special education case managers and personnel</td>
</tr>
<tr>
<td>Special Education</td>
<td>Middle School Department Chair and Team Leader Meetings</td>
<td>This four part professional development series focused on differentiation strategies for planning and delivering high quality instruction.</td>
<td>Special education middle school department chairs/team leaders</td>
</tr>
<tr>
<td>Special Education and Social Studies</td>
<td>American Government, Geography, and Economics Legislation Workshops</td>
<td>These sessions were designed to provide content background on each of the four goals tested on the American Government High School Assessment.</td>
<td>Special educators - teaching social studies (Nifty-Nine schools targeted )</td>
</tr>
<tr>
<td>Special Education</td>
<td>Informal Assessments To Use When Completing an Annual IEP</td>
<td>This three session series focused on identifying and administering informal assessments in the areas of reading, math, written language, and behavior in order to determine present levels of performance and monitor progress on IEP goals.</td>
<td>All special educators</td>
</tr>
<tr>
<td>Special Education and Mathematics</td>
<td>Supporting Differentiation for All Classroom Teachers</td>
<td>During these ten sessions, 10-general education teachers and 10-special education teachers worked collaboratively to create a mathematics differentiation document, by grade level. The document identified core learning goals for each grade level in the area of mathematics and provided alignment information with Scott Foresman, Addison Wesley, Investigations and other supplemental resources. The document provided teachers with additional teaching strategies and differentiation techniques to assist struggling learners with acquisition of core mathematic skills.</td>
<td>10- general educators and 10- special educators were selected to participate</td>
</tr>
<tr>
<td>Special Education: Southeast Area: Selected Schools</td>
<td>Teachers and Paraeducators Working Together to Promote Success for All Students</td>
<td>This session provided participants with a working definition of the roles and responsibilities of the general educator and the paraeducator. Participants identified specific tasks paraeducators use to increase student performance. Participants were also provided with information on the development of effective collaborative relationships.</td>
<td>General and special educators and paraprofessionals</td>
</tr>
<tr>
<td>Special Education</td>
<td>County-wide Child Find Training for All Child Find Staff</td>
<td>The Office of Special Education provided training to all Child Find staff members regarding BCPS high quality assessments, IEP team meetings, and LRE decision making. Presentation information included updates regarding new services and programs for young children, TIENET and IDEA updates, and procedural changes regarding children transitioning from Infants and Toddlers.</td>
<td>Special educators, paraeducators, related service providers and psychologists working for Child Find</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
<td>Title</td>
<td>Description</td>
<td>Audience</td>
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</tr>
<tr>
<td>Special Education</td>
<td>County-wide Child Find Training for All Child Find Staff</td>
<td>The Office of Special Education provided training to all Child Find staff members regarding LRE trends and data and the Program Review and Support Process (PRASP).</td>
<td>Special educators, paraeducators, related service providers and psychologists working for Child Find</td>
</tr>
<tr>
<td>Special Education</td>
<td>Maryland Model for School Readiness and the Early Childhood Accountability System (ECAS)</td>
<td>These sessions focused on a review of the Early Childhood Accountability System (ECAS) and the Maryland Model for School Readiness (MMSR) procedures and data, as well as strategies for strategic observation and assessment.</td>
<td>General and special educators, and related service providers working with young children</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Strategies for Differentiating Read Play &amp; Learn</td>
<td>This session provided strategies for differentiating lessons from the preschool curriculum.</td>
<td>Preschool special educators</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Early Childhood Guided Reading for Kindergarten Teachers</td>
<td>This session provided strategies for guided reading as integrated into the curriculum.</td>
<td>General and special education kindergarten teachers</td>
</tr>
<tr>
<td>Special Education</td>
<td>PRT/DTT Training</td>
<td>This training provided specific intervention techniques to be used with children on the autism spectrum, as well as those with other complex developmental needs.</td>
<td>Service coordinators, paraeducators, service providers, and parents</td>
</tr>
<tr>
<td>Special Education</td>
<td>Annual Infants &amp; Toddlers Program Meeting: Research Related to Infants Born Prematurely/Infants Development from Birth to One</td>
<td>This session provided an overview of the Infants &amp; Toddlers program targeted priorities, current research related to premature infants and the impact of early intervention services and supports, and developmental milestones in all areas from birth to age one.</td>
<td>All infants &amp; toddlers staff, service coordinators, service providers, paraeducators, families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Infants &amp; Toddlers Program Orientation</td>
<td>This session provided an overview of program policies and procedures related to evaluation and assessment, as well as eligibility determination, and IFSP development.</td>
<td>All new employees, service coordinators, paraeducators, service providers, and families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Infants &amp; Toddlers Program Orientation</td>
<td>This session provided an overview of program policies and procedures related to IFSP development, including functional outcomes, meaningful strategies, and measurable criteria.</td>
<td>All new employees, service coordinators, paraeducators, service providers, and families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Data Training</td>
<td>This session reviewed the I&amp;T database and trained participants on generating reports for program monitoring.</td>
<td>Infants &amp; toddlers site supervisors and data entry staff</td>
</tr>
</tbody>
</table>

Appendix D
Appendix E

**Special Education Staffing Plan Committee**  
**2008-2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office/Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Renard</td>
<td>Coordinator, Compliance &amp;</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td></td>
<td>School Support</td>
<td></td>
</tr>
<tr>
<td>Bailey, Carl</td>
<td>Committee Member</td>
<td>Special Education Citizen's Advisory Committee</td>
</tr>
<tr>
<td>Briganti, Nancy</td>
<td>Principal</td>
<td>Maiden Choice School</td>
</tr>
<tr>
<td>Considine, Jean</td>
<td>Parent Coordinator</td>
<td>BCPS</td>
</tr>
<tr>
<td>Cowles, Stephen</td>
<td>Staff Attorney, Compliance</td>
<td>Superintendent of Schools Law Office</td>
</tr>
<tr>
<td>Dennis, Cindy</td>
<td>Coordinator, Elementary</td>
<td>Office of Mathematics PreK-12</td>
</tr>
<tr>
<td>Ennels, Stephanie</td>
<td>Fiscal Officer</td>
<td>Division of Curriculum and Instruction</td>
</tr>
<tr>
<td>Feeley, Nancy</td>
<td>Supervisor, School Support</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Franczkowski,</td>
<td>Coordinator, Placement and</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Marcella</td>
<td>Birth to Five</td>
<td></td>
</tr>
<tr>
<td>Hart, Michelle</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Hartman, Elisa</td>
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<td>Community</td>
</tr>
<tr>
<td>Hoffman, Sharon</td>
<td>Supervisor, Early Childhood</td>
<td>Office of Language Arts PreK-12</td>
</tr>
<tr>
<td>Kidder, Margaret</td>
<td>Coordinator</td>
<td>Office of Psychological Services</td>
</tr>
<tr>
<td>Lawton, Pat</td>
<td>Director</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Marchineck, Linda</td>
<td>Specialist</td>
<td>Department of Research, Accountability &amp; Assessment</td>
</tr>
<tr>
<td>McGowan, Diane</td>
<td>Specialist, Placement</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Miller, Heather</td>
<td>Coordinator, Secondary</td>
<td>Office of Language Arts PreK-12</td>
</tr>
<tr>
<td>Nelson, Kelly</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Neville, Betsy</td>
<td>Coordinator, Alt-MSA and Related Services</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Rigopoulos, Mary Ann</td>
<td>Principal</td>
<td>Oliver Beach Elementary School</td>
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<tr>
<td>Saroff, Sharon</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Taylor, Phillip</td>
<td>Principal</td>
<td>Cockeysville Middle School</td>
</tr>
<tr>
<td>Thomas, Jan</td>
<td>Chairperson</td>
<td>Special Education Citizen's Advisory Committee</td>
</tr>
<tr>
<td>Tucker-Smith, Nicole</td>
<td>Supervisor</td>
<td>Department of Professional Development</td>
</tr>
<tr>
<td>White, Verletta</td>
<td>Executive Director</td>
<td>Department of Professional Development</td>
</tr>
</tbody>
</table>
Glossary of Terms

Definitions (available from Maryland Report Card - http://www.mdreportcard.org)

**Alternate Maryland School Assessment (ALT-MSA)** - The Alternate Maryland School Assessment (ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading and mathematics objectives.

Eligible students participate in the ALT-MSA in Grades 3-8 and 10.

The statewide performance standards reflecting three levels of achievement: Basic, Proficient, and Advanced are reported for the ALT-MSA.

**High School Assessments (HSA)** - The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students including middle school students taking high school level courses must take the High School Assessment after they complete the appropriate course. These courses currently include English 2, government, algebra/data analysis, and biology.

All students receive a score for each test they take. Scores are also reported for the state, school systems, and schools. The passing scale scores for three of the content areas have been established. They are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>412</td>
</tr>
<tr>
<td>Biology</td>
<td>400</td>
</tr>
<tr>
<td>English 2</td>
<td>396</td>
</tr>
<tr>
<td>Government</td>
<td>394</td>
</tr>
</tbody>
</table>

**Maryland School Assessment (MSA)** - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading and mathematics. The MSA test measures basic as well as higher level skills. Science will be added to the assessment requirement as early as 2008.

The MSA test produces a score that describes how well a student masters the reading and mathematics content specified in the Maryland Content Standards. Each child will receive a score in each content area that will categorize their performance as Basic, Proficient, or Advanced.

**Performance Level Standards** - Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland standards are divided into three levels of achievement:
• **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
• **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
• **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

**Special Education** - The number and percentage of special education program participants - students with disabilities who have current Individualized Education Plans (IEPs).

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*Definitions (available from Maryland Statewide Individualized Education Program [IEP] Process Guide - [http://cte.jhu.edu/iepprocessguide](http://cte.jhu.edu/iepprocessguide))*

**Special Education Placements (6-21)**

**LRE A - In Regular Education Settings 80% or more of the time.** 6-21 year old student enrolled in a comprehensive school that receives special education and related services inside general education settings 80% or more of the school day.

This may include students with disabilities placed in:
• Regular class with special education/related services provided within regular classes.
• Regular class with special education/related services provided outside regular classes.
• Regular class with special education services provided in resource rooms.

**LRE B - In Regular Education Settings Between 40% and 79% of the time.** 6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education settings between 40% to 79% of the school day.

These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities.

This category may include students placed in:
• Resource rooms with special education/related services provided within the resource room.
• Resource rooms with part-time instruction in a regular class.

**LRE C - In Regular Education Settings Less Than 40% of the time.** 6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education setting less than 40% of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities.
This category may include students placed in:
- Self-contained special classrooms with part-time instruction in a regular class.
- Self-contained special classrooms with full-time special education instruction on a regular school campus.

**LRE F - Public Separate Day School.** 6-21 year old student who receives special education and related services for greater than 50% of the school day in a public separate day facility that does not house programs for students without disabilities.

**LRE G - Private Separate Day School.** 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private separate day facility that does not house programs for students without disabilities.

**LRE I - PRIVATE Residential Facility.** 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private residential facility.
Additional Student Performance Data

Figure 1: Elementary School MSA Reading Proficient Rates by Least Restrictive Environment

Figure 1 displays the consistency of the elementary MSA Reading Proficiency rates over the last three years by LRE. Although each group has decreased over a three year period, two of the three groups have increased since last year.

Figure 2: Elementary School MSA Mathematics Proficient Rates by Least Restrictive Environment

Elementary school MSA mathematics scores have increased in the general education class and the resource/combined program groups since last year and also since 2004-05. The separate class group saw a decrease of 4 percentage points since last year but only 2.8 percentage points since 2004-05.

Data source: Cognos
Elementary school Alt-MSA proficiency rates continue to be very high in both reading and mathematics. An increase of 2.5 percentage points and 6.9 percentage points are shown in Figure 3 from 2004-05 and 2005-06 to 2006-07 respectively in reading. Mathematics scores have increased 7.0 percentage points over the same time period.

Data source: Cognos

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>95.2</td>
<td>91.3</td>
</tr>
<tr>
<td>2005-2006</td>
<td>90.8</td>
<td>91.3</td>
</tr>
<tr>
<td>2006-2007</td>
<td>97.7</td>
<td>98.3</td>
</tr>
</tbody>
</table>
Figure 4 displays the consistency of the middle school MSA Reading Proficiency rates over the last three years by LRE. Although each group has decreased over a three year period, the trend appears consistent in all 3 groups.

Figure 5:

Middle school MSA mathematics scores have increased in the general education class and the resource/combined program groups since 2005-06 and also since 2004-05. The separate class group saw a decrease of 4 percentage points since last year but only 2.8 percentage points since 2004-05.

Data source: Cognos
Middle school Alt-MSA proficiency rates continue to be very high in both reading and mathematics. An increase of 5.9 percentage points and 4.5 percentage points are shown in Figure 6 from 2004-05 and 2005-06 to 2006-07 respectively in reading. Mathematics scores have increased 9.9 percentage points since 2004-05 and 3.4 percentage points since 2005-06.

Data source: Cognos
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO POLICY 3215 – NON-INSTRUCTIONAL SERVICES: CONTRACTS

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3215 is scheduled for review in school year 2008. It is recommended that the Board of Education review the proposed revisions in Policy 3215 – NON-INSTRUCTIONAL SERVICES: Contracts. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3215
- Attachment II – Policy 3215
Policy Analysis for
Board of Education Policy 3215
Contracts

Statement of Issues or Questions Addressed
Board of Education Policy 3215 was revised to reflect current editing conventions. It requires no substantive amendment. The policy directs the superintendent to establish appropriate procedures concerning the award and execution of contracts.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by incorporating minor edits to Policy 3215.

Relationship to Other Board of Education Policies
There is no relationship of this policy with other Board of Education policies.

Legal Requirements
There are no legal requirements for Policy 3215.

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy DE 405, Purchasing Authority
2. Montgomery County, Policy DJB, Bid Awards
3. Harford County, Policy 16-0002-000, Contracts

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy is being revised to reflect current editing conventions; therefore, no other alternatives were considered.

Timeline:
First reading – June 10, 2008
Public comment – July 8, 2008
Third reading – August 12, 2008
NON-INSTRUCTIONAL SERVICES: Purchasing

Contracts

I. With respect to the award and execution of a contract for expenditures approved by the Board of Education of BALTIMORE COUNTY (BOARD), the Superintendent of Schools shall establish administrative procedures wherein necessary contracts and agreements shall be executed to reflect the range of equipment, supplies, commodities, services, including construction or renovation projects, regardless of the funding source.

II. The procedures shall provide for the issuance of a contract or agreement to document the scope, surety, responsibilities of the parties, terms and conditions of performance, and authorization for payment. [The contracts and agreements shall be executed in conformance with pertinent law and regulations including the obtaining of such approvals as are required for the legal execution of these documents.]
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 3230 – NON-INSTRUCTIONAL SERVICES: QUALIFICATION OF BIDDERS

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3230 is scheduled for review in school year 2008. It is recommended that the Board of Education review the proposed revisions in Policy 3230 – NON-INSTRUCTIONAL SERVICES: Qualification of Bidders. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3230
- Attachment II – Policy 3230
Policy Analysis for
Board of Education Policy 3230
Qualification of Bidders

Statement of Issues or Questions Addressed
Board of Education Policy 3230 has been revised to clarify language that applies to the qualification of all vendors. It also adds consulting to the list of items that the policy addresses.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3230, because the process already exists.

Relationship to Other Board of Education Policies
Board of Education Policy 3200, Purchases from Minority and Small Business Enterprises
Board of Education Policy 3215, Contracts
Board of Education Policy 3231, Vendor Performance Evaluation

Legal Requirements
Maryland Education Code, Annotated, §5-112, requires that awards be made to the “lowest responsible bidder” (emphasis added). Although the statute does not define the term, it is implied that vendors should be qualified to perform services.

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy DEB, Bidding Procedures
2. Montgomery County, Policy DJA, MCPS Procurement Practices
3. Prince George’s County, Policy 3323, Business and Non-instructional Operations

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
Staff believes it is appropriate to have a board policy directing the establishment of administrative procedures for evaluating vendors’ ability to perform on a given contract.

Timeline:
    First reading – June 10, 2008
    Public comment – July 8, 2008
    Third reading – August 12, 2008
POLICY 3230

NON- INSTRUCTIONAL SERVICES: Purchasing

Qualification of [Bidders] VENDORS

VENDORS SEEKING [Bidders, for State or County funded] contracts[,] shall provide evidence of their ability to perform the scope, responsibilities, terms, and conditions of an award of contract [approved by the Board of Education of Baltimore County].

The Superintendent [of Schools] shall establish [administrative procedures] RULES to define, evaluate, and document the VENDORS’ [bidders’] ability to perform satisfactorily within the requirements of a given contract or agreement for commodities, CONSULTING, services, equipment, supplies, and on construction or renovation projects. [This documentation shall conform with all pertinent laws and regulations.]
**RECOMMENDATION**

In accordance with Superintendent's Rule 8130, policy 3240 is scheduled for review in school year 2008. It is recommended that the Board of Education approve the revisions in Policy 3240 – NON-INSTRUCTIONAL SERVICES: Modification of Award of Contract. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3240
- Attachment II – Policy 3240
Policy Analysis for  
Board of Education Policy 3240  
Modification of Award of Contract

Statement of Issues or Questions Addressed
Board of Education Policy 3240 was last updated in 1999 and the proposed revision clarifies the wording related to change order contingencies on capital construction projects. The policy also removed outmoded references to prior organizational structures.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3240.

Relationship to Other Board of Education Policies
There is no relationship of this policy with other Board of Education policies.

Legal Requirements
Annotated Code of Maryland, Education Article §5-112

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy DE 405, Purchasing Authority
2. Anne Arundel County, Policy DEA 405.01, Purchasing Procedures
3. Montgomery County, Policy DJA, MCPS Procurement Practices

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy was revised to clarify practice and organizational responsibility; therefore, no other alternatives were considered.

Timeline:
First reading – June 10, 2008
Public comment – July 8, 2008
Third reading – August 12, 2008
NON-INSTRUCTIONAL SERVICES: Purchasing

Modification of Award of Contract

I. Following the execution of a contract, the Board of Education OF BALTIMORE COUNTY (BOARD) reserves the right to authorize modifications in the scope of work outlined in the contract documents. SUCH MODIFICATIONS ARE OR MAY BE known as: Rescission of a Contract, Extension of a Contract, or Issuance of Change Orders[.]. [they] MODIFICATIONS shall be subject to approval[: (1)] by the Board [of Education] if the [cost of same shall be] MODIFICATION IS equal to or exceedS the statutory bid limit, or if the [total] modification exceeds the CONTINGENCY allocation ORIGINALLY APPROVED. [for the project and (2)] MODIFICATIONS SHALL BE SUBJECT TO APPROVAL by the Superintendent [of Schools or designee] if the [cost of same shall be] MODIFICATION IS less than THE statutory bid limit [per modification as long] OR IF GREATER THAN THE STATUTORY BID LIMIT as LONG AS the CONTINGENCY allocation ORIGINALLY APPROVED [for the project] is not exceeded.

[1. Rescission of a Contract – shall be defined as the termination or withdrawal of an award bidder (contractor) from a contract previously approved by the Board. The rescission of the contract shall nullify the award (in whole or in part) pending resolution of potential damages or forfeit of designated surety (bid/performance/payment bond) to the school system.

2. Extension of a Contract – shall be defined as an increase in the award of the contract for a dollar value which meets or exceeds the statutory limit for bidding, or when the original specification grants the school system the option to adjust the term of the contract. In exercising such an option, the parties agree to honor the scope, responsibilities, terms, and conditions of the original specifications.

3. Issuance of a Change Order – shall be defined as a modification to an existing contract document (or purchase order) for a construction, renovation, or major maintenance project.]

[4].II. All modificationS of the award of contractS shall take into consideration the availability of funds (capital or operating budget) for the project or the purchase.

III. The Superintendent shall establish [administrative procedures] RULES for modification of contract documents in accordance with THIS POLICY[pertinent laws and regulations].
Legal Reference:  *Annotated Code of Maryland*, Education Article, §5-112

Policy                  Board of Education of Baltimore County
Adopted:  1/11/74
Revised:  10/22/87
Revised:  7/13/99
REVISED:  _________
DATE: June 10, 2008
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 3250 – NON-INSTRUCTIONAL SERVICES: CONSULTANTS
ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent
RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3250 is scheduled for review in school year 2008. It is recommended that the Board of Education review the proposed revisions in Policy 3250 – NON-INSTRUCTIONAL SERVICES: Consultants. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3250
- Attachment II – Policy 3250
Policy Analysis for  
Board of Education Policy 3250  
Selection of Construction Consultants

Statement of Issues or Questions Addressed  
Board of Education Policy 3250 was revised to clarify that its application is limited to the process for selecting consultants for construction projects. The selection of consultants for non-construction services will be included in policy 3230, Qualification of Bidders. The amendments also establish a Qualification-based Selection as the process to follow when selecting construction consultants.

Cost Analysis and Fiscal Impact on School System  
The Board will not incur additional costs by amending Policy 3250.

Relationship to Other Board of Education Policies  
Board of Education Policy 3230, Qualification of Bidders  
Board of Education Policy 3260, On-call Consultants

Legal Requirements  
There are no legal requirements for Policy 3250.

Similar Policies Adopted by Other Local School Systems  
1. Montgomery County, Policy DJA, MCPS Procurement Practices  
2. Prince George’s County, Policy 7211.1, Architectural and Engineering Services  
3. Harford County, Policy 18-0001-000, Selection of Architectural and Engineering Firms

Draft of Proposed Policy  
Attached

Other Alternatives Considered by Staff  
The policy is being revised to clarify only consultants for construction projects for the selection process.

Timeline:  
First reading – June 10, 2008  
Public comment – July 8, 2008  
Third reading – August 12, 2008
POLICY 3250

NON-INSTRUCTIONAL SERVICES: Purchasing

SELECTION OF CONSTRUCTION Consultants

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) IS COMMITTED TO THE EFFECTIVE AND EFFICIENT USE OF RESOURCES IN CONSTRUCTION PROJECTS, CAPITAL IMPROVEMENTS, AND MAJOR MAINTENANCE. THE BOARD BELIEVES THAT THE SELECTION OF QUALIFIED CONSULTANTS FOR ITS CAPITAL PROJECTS SUPPORTS ITS COMMITMENT TO SOUND FISCAL AND RESOURCE MANAGEMENT. SELECTION PROCESSES SHOULD BE COMPLETED BY THE ADMINISTRATIVE STAFF PRIOR TO THE SUBMISSION OF ANY RECOMMENDATIONS FOR APPROVAL BY THE BOARD.

THE BOARD HEREBY DIRECTS THE SUPERINTENDENT TO ESTABLISH RULES FOR A QUALIFICATIONS-BASED SELECTION PROCESS FOR CONSULTANTS, WHICH SHALL INCLUDE ARCHITECTS, ENGINEERS, SURVEYORS, AND CONSTRUCTION MANAGERS.

[The Superintendent shall establish procedures for selecting consultants to perform work for Baltimore County Public Schools.

Consultants for Capital Protects and Major Maintenance

Consultants for capital projects, major maintenance, or renovations may be classified as architects, engineers, landscape architects, surveyors, and/or construction managers. The qualification and selection procedures shall be applied to the process prior to submitting recommendations to the Board of Education for approval. The procedures shall include any administrative procedures issued by the State of Maryland, Interagency Committee for Public School Construction where state funds may be involved. These procedures shall apply when selecting firms for services on construction projects.

Consultants (Others)

The school system shall, whenever possible, utilize the formal bid process for the selection of consultants for such services as: educational, financial, management, personnel, or technology related, in accordance with Board policy for contracted services. A recommendation for award of contract shall be presented to the Board of Education for approval should the services have a dollar value which meets or exceeds the statutory limitation for bidding.

Agreements for individuals designated as contracted employee shall be excluded from this process.]
POLICY 3250

Policy
Adopted: 8/12/76
Revised: 11/1/90
Revised: 7/13/99
REVISED: __________
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 3260 – NON-INSTRUCTIONAL SERVICES: ON-CALL CONSULTANTS (ARCHITECTS, ENGINEERS, AND SURVEYORS)

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

RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent's Rule 8130, policy 3260 is scheduled for review in school year 2008. It is recommended that the Board of Education review the proposed revisions in Policy 3260 – NON-INSTRUCTIONAL SERVICES: On-call Consultants (Architects, Engineers, and Surveyors). This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3260
- Attachment II – Policy 3260
Policy Analysis for
Board of Education Policy 3260
On-call Consultant (Architects, Engineers, and Surveyors)

Statement of Issues or Questions Addressed
Board of Education Policy 3260 has been revised to increase the dollar limit for projects that can use on-call consultants from $1,000,000, established in 1998, to $2,000,000.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3260; however, the system will realize increased efficiencies because consultants need not be approved as often.

Relationship to Other Board of Education Policies
Board of Education Policy 3250, Selection of Construction Consultants, authorizes the use of on-call consultants.

Legal Requirements
Annotated Code of Maryland, Education Article, §4-117

Similar Policies Adopted by Other Local School Systems
1. Montgomery County Policy DJA, MCPS Procurement Practices
2. Harford County Policy Selection of Architectural and Engineering Firms
3. Anne Arundel County Policy DE-Purchasing Authority

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy is being revised to reflect an increase in the dollar limit to maximize staff efficiency; therefore, no other alternatives were considered.

Timeline:
   First reading – June 10, 2008
   Public comment – July 8, 2008
   Third reading – August 12, 2008
NON-INSTRUCTIONAL SERVICES: Purchasing

On-Call Consultant (Architects, Engineers, and Surveyors)

The Board of Education of Baltimore County (BOARD) believes that the maintenance and construction of its facilities contributes to the quality of the educational program. The Board [of Education] often requires the expert services of design and engineering professionals to supplement and to advise its own staff, and believes that the selection procedures of these professionals should be established by the Superintendent.

The Board [of Education] hereby directs the Superintendent to establish [procedures] RULES for the selection of on-call consultants for school construction and renovation projects where the estimated construction cost does not exceed [$1,000,000] $2,000,000.

LEGAL REFERENCES: ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-117
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8311 – INTERNAL BOARD OPERATIONS: MEETINGS

PRESENTERS: Frances A. S. Harris

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

RECOMMENDATION

That the Board of Education review the proposed changes to Policy 8311. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 8311
Policy Analysis for
Board of Education Policy 8311
Meetings

**Statement of Issues or Questions to be Addressed by the Proposed Policy**
The recommended revisions to Policy 8311 will specify that public comment is welcome at business meetings.

**Cost Analysis and Fiscal Impact on the School System**
No fiscal impact is anticipated or contemplated by this revision.

**Relationship to Other Board of Education Policies**
Policy 8311 establishes the manner in which the public will participate in Board of Education meetings, and references “business meetings.”

**Legal Requirements**
No legal requirements exist for public comment.

**Similar Policies Adopted by Other Local School Systems**
1. Calvert County, Policy 1110, *Regarding Board of Education Meetings*
2. Frederick County, Policy 102.4, *Conduct of Meetings*
3. Howard County, Policy 1000, *Civility*
4. Prince George’s, Bylaw 9366, *Order of Business: Parliamentary Procedure*
5. Washington County, Policy BDDE, *Rules of Order for Meetings*

**Draft of Proposed Policy**
Attached

**Other Alternatives Considered by Staff**
Board members considered leaving the current format unchanged.

**Timeline:**
- First reading – June 10, 2008
- Public comment – July 8, 2008
- Third reading – August 12, 2008
INTERNAL BOARD POLICIES: Operations

Meetings

I. [1.] [Regular] BUSINESS Meetings

   A. [Regularly scheduled] BUSINESS meetings may be held to conduct the business of the Board OF EDUCATION OF BALTIMORE COUNTY (BOARD) AND TO RECEIVE PUBLIC COMMENT. [for the purpose of the review and evaluation of the school program, or the development and discussion of policy.]

II. WORK SESSIONS

   A. WORK SESSIONS MAY BE HELD FOR THE PURPOSE OF THE REVIEW AND EVALUATION OF THE SCHOOL PROGRAM AND/OR THE DEVELOPMENT AND DISCUSSION OF BOARD POLICY.

III. [2.] The Board [of Education]’s meetings shall be conducted pursuant to the most recent edition of Robert’s Rules of Order; [, unless state law or Board policy controls] HOWEVER, WHERE STATE LAW OR BOARD POLICY EXISTS, THE APPLICABLE STATE LAW OR BOARD POLICY WILL CONTROL.

Legal ReferenceS: Annotated Code of Maryland, Education Article §4-107 [Meetings; officers; expenses.]
Annotated Code of Maryland, State Government Article §§10-501 to -512 [et seq.] (Open Meetings Act)

Policy Board of Education of Baltimore County
Adopted: 4/13/72
Revised: 7/10/07
REVISED: ____________
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 8315 – INTERNAL BOARD OPERATIONS: MEETINGS-PARTICIPATION BY THE PUBLIC

PRESENTERS: Frances A. S. Harris

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

RECOMMENDATION

That the Board of Education review the proposed changes to Policy 8315. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 8315
Policy Analysis for  
Board of Education Policy 8315  
*Meetings: Participation by the Public*

**Statement of Issues or Questions Addressed**
Board of Education Policy 8315 describes the manner in which the public is invited to participate at Board of Education meetings. The policy has been amended to clarify that public comment will be solicited at business meetings of the Board and to define the term “stakeholder.”

**Cost Analysis and Fiscal Impact on School System**
The Board will not incur additional costs by amending Policy 8315.

**Relationship to Other Board of Education Policies**
Board of Education Policy 8311, *Meetings*
Board of Education Policy 8312, *Meetings: Time and Places*
Board of Education Policy 8313, *Meetings: Notice*
Board of Education Policy, 8314, *Meetings: Agenda*
Board of Education Policy 8330, *Minutes*
Board of Education Policy 1220, *Citizens’ Advisory Groups*

**Legal Requirements**
No legal requirements exist requiring public participation at local Board of Education meetings.

**Similar Policies Adopted by Other Local Schools Systems**
1. Allegany County Policy, BDDH, *Public Participation at Board Meetings*
2. Anne Arundel County, Policy 202.02, *Public Participation at Board Meetings*
3. Baltimore City Policy, Article I – Section 103.05, *Public Participation at Board Meetings*
4. Calvert County Policy, 1110, *Regarding Board of Education Meetings*
5. Caroline County Policy, XII.120.40, *Sounding Board Session*
6. Carroll County Policy, BEDH, *Citizen Participation at Board Meetings*
7. Cecil County Policy, BDD, *Procedures for the Board of Education Meetings*
9. Dorchester County, Policies 180.5 *Public Attendance; 180.6 Public Comment; 180.7 Public Presentations*
10. Frederick County, Policy 102, *Meetings*
11. Garrett County, Policy 103.1, *Public Meeting Procedures*
12. Harford County, Policy 22-0008-000, *Public Participation at Board Open Meetings or Public Hearings*
13. Howard County Policy 2040 *Public Participation in Meetings of the Board*
14. Kent County, Policy Section BED, *Public Participation in Open Meetings of the Board*
15. Montgomery County, Board of Education Web site, *Public Participation*
16. Prince George’s County, Policy 8345, *Public Comment and Board of Education Member Participation at Board of Education Meetings*
17. St. Mary’s County, Policy BEDH, Public Participation at Board Meetings
18. Somerset County, Policy 100-10 Request for Audience Discussion or Presentation of Proposal(s) to the Board of Education and Policy 100-12 Public Participation
19. Talbot County, Policy BDDH, Public Participation at Board Meetings
20. Washington County, Policy BDDE, Rules of Order for Meetings
21. Wicomico County, Board of Education Meetings
22. Worcester County, Policy A-3, Organization and Meetings

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
Board members considered leaving the current format unchanged.
Timeline:
   First reading – June 10, 2008
   Public comment – July 8, 2008
   Third reading – August 12, 2008
INTERNAL BOARD POLICIES: Operations

Meetings: Participation by the Public

I. Citizens of the county have the expressed right and are encouraged to attend all public meetings of the Board OF EDUCATION OF BALTIMORE COUNTY (BOARD) and to observe the deliberation of its members. [The following procedures are adopted to preserve the orderly transaction of business of the Board and to provide proper opportunities for legitimate and objective discussion and analysis of educational issues within the Board’s jurisdiction:]

II. [1.] Any citizen who wishes to address the Board at one of its BUSINESS [public] meetings must complete the requisite sign-in form prior to the opening of each meeting, and provide the AGENDA ITEM OR EDUCATIONAL topic he/she wishes to discuss.

III. [2.] It is the practice of the Board to [invite the public to address the Board of Education] PROVIDE AN OPPORTUNITY FOR STAKEHOLDER GROUPS TO REPORT THE RESULTS OF THEIR MEETINGS AND GROUP ACTIVITIES at each of its [regularly scheduled public] BUSINESS meetings. FOR THE PURPOSE OF THIS POLICY, STAKEHOLDER GROUPS ARE IDENTIFIED AS EACH OF THE BOARD’S DESIGNATED AND RECOGNIZED EXCLUSIVE BARGAINING UNITS, THE PTA COUNCIL OF BALTIMORE COUNTY, THE BALTIMORE COUNTY STUDENT COUNCIL, AND ADVISORY GROUPS CREATED BY THE BOARD.

Policy       Board of Education of Baltimore County
Adopted: 4/13/72
Revised: 2/20/07
REVISED: ________
Baltimore County Public Schools

Date: June 10, 2008

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Report on SpringBoard

Originator:

Resource: Yvonne Barhight, Acting Assistant Superintendent, Humanities
Person(s): Heather Miller, Coordinator, Language Arts PreK-12

Information

That the Board of Education receives an update on the progress of SpringBoard.

*****
SpringBoard is a College Board college-preparatory curricular support that utilizes rigorous, relevant, and motivating lessons and activities to promote active student engagement and ownership of learning. The goal of SpringBoard is to provide students with the foundational and higher-level thinking skills necessary for success in rigorous high school courses (such as AP or IB), college, and beyond. The curricular supports provided by SpringBoard reflect College Board standards and are aligned to national and state standards. Based on the premise that students can achieve high standards, SpringBoard is designed to increase academic rigor for students, close the achievement gaps among AYP subgroups, increase diversity in AP courses, and empower teachers to improve and/or enhance instruction.

For the past three years, MSA scores in reading have remained static or have dropped slightly for the middle school grades. SAT verbal scores have declined and an increasing number of BCPS graduates are enrolled in non-credit bearing courses in two-year and four-year colleges. Despite the rise for the last five years in AP participation, the pass rate for the AP exams is at a five-year low, having dropped 1.9 percentage points since 2003. These data points seem to indicate that as a district, better preparation is needed for students to be successful in rigorous courses in high school, college, and beyond. It is with this in mind, Baltimore County Public Schools is integrating the College Board SpringBoard program into the Language Arts 8 Curriculum.

Baltimore County Public Schools will utilize the SpringBoard Level III support in conjunction with the Language Arts 8 Curriculum for standard Language Arts 8 students to reinforce best teaching practices in language arts education and augment student achievement. The Office of Language Arts will revise the current curriculum for Grade 8 to follow the unit outlines of SpringBoard. The appropriate materials from the Language Arts 8 Curriculum guide will be supplemented with the learning strategies and activities provided by SpringBoard to improve the delivery of instruction. The English/language arts strategies (which mirror the learning activities stressed within the AVID program) focus on reading, writing, oral literacy, and collaboration. These research-based, “promising practices” help students track and express their learning and guide teachers into the habit of using such practices on a daily basis.

SpringBoard, designed to meet the diverse needs of students through differentiated instruction, will provide a more engaging and rigorous classroom and curriculum. Daily exposure to these best teaching practices will enhance critical thinking skills and student preparation for accelerated classes, college, and beyond.
All Grade 8 standard language arts classes will begin implementation of the integrated curriculum in August 2008. The Office of Language Arts has developed a comprehensive timeline for implementation of SpringBoard in Grade 8 which includes the following milestones: training of administrators in monitoring, May 2008; initial training of teachers, summer 2008; integration of Language Arts 8 Curriculum with SpringBoard supplement, summer 2008; purchase and distribution of all curricular materials, summer 2008; monitoring of program, school year 2008-2009; evaluation of program, spring 2009; recommendation for expansion, spring 2009.

Extensive and on-going professional development is planned for teachers, administrators, and instructional support staff, beginning with training for administrators on tools for monitoring instruction. Teachers will receive a four-day training in the summer of 2008 (or, during September) to become familiar with the materials, teaching strategies, and curricular integration. Additionally, teachers will learn what the SpringBoard classroom looks like, the County expectations for implementation, and the systemwide monitoring process. Follow-up sessions are scheduled for the fall of 2008, which will address the emerging needs of the teachers. Additional workshops will be scheduled for the spring of 2009. Select teachers and instructional support staff will be provided training to become certified national trainers.

Monitoring of the revised curriculum will primarily be the responsibility of administrators, instructional leaders (department chairs), and Office of Language Arts personnel. A customized five-minute walk-through guide and a Program Implementation Rubric for administrators will be developed (summer 2008); periodic, systemwide monitoring is crucial for the success of this endeavor and will require support from all administrative levels. Additionally, the Office of Language Arts staff will develop the criteria and description of the components of a SpringBoard classroom, including word walls, displays of student work, and portfolios.

Evaluation of the integrated curriculum will be conducted in conjunction with the Department of Research, Assessment, and Accountability using an evaluation template designed by the University of Maryland for program evaluation in BCPS. Future sources of information will include SAT scores, AP enrollment and passing scores, and the number of students enrolled in non-credit bearing courses in college.
## RECOMMENDED TRANSFERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>YVONNE K. BARHIGHT</td>
<td>Director Office of Language Arts</td>
<td>Assistant Principal Sandy Plains Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>(Replacing Katherine Hartman, recommended for transfer to Assistant Principal, Middleborough Elementary School)</td>
<td></td>
</tr>
<tr>
<td>SHERRI BELL</td>
<td>Principal Winand Elementary School</td>
<td>Assistant Principal Glyndon Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>(Replacing Anne Gorman, child rearing leave)</td>
<td></td>
</tr>
<tr>
<td>PHILLIP H. BYERS</td>
<td>Principal Middleborough Elementary School</td>
<td>Principal Sandalwood Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>(Replacing James Wolgamott, retiring)</td>
<td></td>
</tr>
<tr>
<td>ROSALIE V. DADDURA</td>
<td>Principal Battle Monument School</td>
<td>Principal Grange Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>(Replacing Nancy Sudek, retired)</td>
<td></td>
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<tr>
<td>KATHERINE E. HARTMAN</td>
<td>Assistant Principal Sandy Plains Elementary School</td>
<td>Assistant Principal Middleborough Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>(Replacing Janet Roesner, transferring to Instructional Coach/Mentor, Dogwood Elementary School)</td>
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<tr>
<td>MERRY C. MACER</td>
<td>Principal on Assignment Department of Professional Development</td>
<td>Principal on Assignment Office of Equity and Assurance</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>(Replacing Cheryl Brooks, transferred to Assistant Principal, Halstead Academy)</td>
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# BALTIMORE COUNTY PUBLIC SCHOOLS
## TOWSON, MARYLAND 21204
### June 10, 2008

## RETIREMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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<tbody>
<tr>
<td>Bruno Baran</td>
<td>Art Teacher</td>
<td>Chesapeake High</td>
<td>32.0</td>
<td>07/01/08</td>
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<tr>
<td>Susan Barker</td>
<td>Classroom Teacher</td>
<td>Pine Grove Elementary</td>
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<tr>
<td>Deborah Bernfeld</td>
<td>Resource Teacher</td>
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<td>James Carothers</td>
<td>Vocal Music Teacher</td>
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<tr>
<td>Amber Clary</td>
<td>Special Ed Early Child</td>
<td>Seven Oaks Elementary</td>
<td>14.8</td>
<td>05/01/08</td>
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<tr>
<td>Christine Clary</td>
<td>Kindergarten Teacher</td>
<td>Edmondson Hghts Elementary</td>
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<tr>
<td>Darlene Codd</td>
<td>Para-Special Education</td>
<td>Martin Blvd Elementary</td>
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<td>07/01/08</td>
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<tr>
<td>Charles Dembach</td>
<td>Assistant Principal</td>
<td>Overlea High</td>
<td>39.0</td>
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<tr>
<td>Mary Anne Desimone</td>
<td>Classroom Teacher</td>
<td>Oakleigh Elementary</td>
<td>21.9</td>
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<tr>
<td>Rosina Dibiasi</td>
<td>Bus Attendant</td>
<td>Cockeysville Service Center</td>
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<td>Katie Dupree</td>
<td>Kindergarten Teacher</td>
<td>Chapel Hill Elementary</td>
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<tr>
<td>Rebecca Fink</td>
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<tr>
<td>Arlene Fleischmann</td>
<td>Personnel Officer</td>
<td>Greenwood H.R.</td>
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<td>Deborah Frank</td>
<td>Lib Sci Media</td>
<td>Glyndon Elementary</td>
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<tr>
<td>Sheila Garrity</td>
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<td>Rosalie Giese</td>
<td>Reading Teacher</td>
<td>Randallstown Elementary</td>
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<tr>
<td>Carolyn Grimsley</td>
<td>Principal</td>
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<tr>
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<td>Dorothy Hamilton</td>
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<td>Woodmoor Elementary</td>
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<td>Patricia Hook</td>
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<td>Baltimore Highlands</td>
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<tr>
<td>NAME</td>
<td>POSITION</td>
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<td>YRS. OF SERVICE</td>
<td>EFFECTIVE DATE</td>
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<tr>
<td>Carol Hull</td>
<td>Classroom Teacher</td>
<td>Stoneleigh Elementary</td>
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<tr>
<td>James Krum</td>
<td>Science Teacher</td>
<td>Loch Raven High</td>
<td>34.0</td>
<td>07/01/08</td>
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<tr>
<td>Diana Lassahn</td>
<td>Guidance- Secondary</td>
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<tr>
<td>John MacHale</td>
<td>Social Worker</td>
<td>Sandy Plains Elementary</td>
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<tr>
<td>Francesca Moore</td>
<td>Classroom Teacher</td>
<td>Jacksonville Elementary</td>
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<tr>
<td>Mary O’Hara</td>
<td>Classroom Teacher</td>
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<td>Virginia Paskoff</td>
<td>Classroom Teacher</td>
<td>Hillcrest Elementary</td>
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<td>Barbara Penhallegon</td>
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<tr>
<td>Debra Peroutka</td>
<td>Kindergarten Teacher</td>
<td>Fullerton Elementary</td>
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<td>Susan Pulling</td>
<td>Spec Ed Self Contained</td>
<td>Arbutus Elementary</td>
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<td>Naomi Richardson</td>
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<tr>
<td>Barbara Roberts</td>
<td>Guidance Secretary</td>
<td>Arbutus Middle</td>
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<td>David Robson</td>
<td>Library Science Media</td>
<td>Towson High</td>
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<td>Betty Rounsaville</td>
<td>Social Studies Teacher</td>
<td>Golden Ring Middle</td>
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<tr>
<td>Donna Sener</td>
<td>Reading Specialist</td>
<td>Oakleigh Elementary</td>
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<tr>
<td>Terry Shiflett</td>
<td>Spec Ed Inclusion</td>
<td>Sandy Plains Elementary</td>
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<td>Middleborough Elementary</td>
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<tr>
<td>Nancy Vogel</td>
<td>Special Ed Inclusion</td>
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<td>Edward Walder</td>
<td>Technology Education</td>
<td>Hereford High</td>
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<tr>
<td>Catherine Walsh</td>
<td>Social Studies Teacher</td>
<td>Deep Creek Middle</td>
<td>20.0</td>
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<td>Louise Wiley</td>
<td>Kindergarten Teacher</td>
<td>Victory Villa Elementary</td>
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<td>Karen Williams</td>
<td>Classroom Teacher</td>
<td>Warren Elementary</td>
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<tr>
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<td>Principal</td>
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<tr>
<td>Robert Woods</td>
<td>Mathematics Teacher</td>
<td>Patapsco High</td>
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<td>Donna Wright</td>
<td>Para-Special Education</td>
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<tr>
<td>Phyllis Zaremba</td>
<td>Classroom Teacher</td>
<td>Rodgers Forge Elementary</td>
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# BALTIMORE COUNTY PUBLIC SCHOOLS
## TOWSON, MARYLAND 21204

June 10, 2008

**RETIREMENTS**

Addendum

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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<tbody>
<tr>
<td>Sharon Slivecky</td>
<td>Fiscal Supervisor III</td>
<td>Food Services</td>
<td>20.0</td>
<td>10/01/08</td>
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</table>
ELEMENTARY – 8

Chadwick Elementary School
Ellen F. Sapinkopf, 07/01/08, 14.0 yrs.
Speech/Language Pathologist

Featherbed Lane Elementary School
Catherine E. Everhart, 07/01/08, 8.0 yrs.
Grade 4

Johnnycake Elementary School
Connie E. Creitz, 07/01/08, 2.0 yrs.
ESOL

Dawn A. Johns, 07/01/08, 3.0 yrs.
Special Education – Self-Contained

Scotts Branch Elementary School
Annie A. Mitchell, 07/01/08, 3.0 yrs., 7.0 mos.
Kindergarten

Seventh District Elementary School
Michelle C. Wenzell, 07/01/08, 5.0 yrs.
Grade 4

Summit Park Elementary School
Susan D. Lauterbach, 07/01/08, 14.0 yrs.
Grades 1 and 2

Winfield Elementary School
Jacqueline G. Dickson, 07/01/08, 3.0 yrs.
Library Science Media

SECONDARY – 22

Catonsville High School
Sara K. Baker, 07/01/08, 1.0 yr.
Special Education – Inclusion

Pamela J. McAteer, 07/01/08, 7.0 yrs.
Social Studies

Chesapeake High School
Cora E. Elliott, 07/01/08, 1.0 yr.
Special Education – Self-Contained

Erin A. Schaller, 07/01/08, 1.0 yr.
Mathematics

Deep Creek Middle School
Jennifer M. Forgnoni, 07/01/08, 8.0 yrs.
Science

Deer Park Middle/Magnet School
Winona E. Gilmore, 07/01/08, 8.0 yrs.
Special Education – Self-Contained

Dulaney High School
Sylvie Van Helden, 07/01/08, 4.0 yrs.
Art

Eastern Technical High School
Katherine H. Yienger, 07/01/08, 4.0 yrs.
Science

Franklin Middle School
Jeffrey A. Bradbury, 07/01/08, 7.0 yrs.
Mathematics

Franklin High School
Katherine J. Midland, 07/01/08, 1.0 yr.
English

Hereford Middle School
Hilary J. Blanchard, 07/01/08, 2.0 yrs., 7.0 mos.
Science

Kenwood High School
Michael B. James, 07/01/08, 10.0 yrs.
Reading

Jaime M. Johnson, 07/01/08, 6.0 yrs.
Science
RESIGNATIONS

June 10, 2008

Parkville Middle School
Shane Kress, 07/01/08, 3.0 yrs.
Technology Education

Parkville High School
Melissa A. Edelman, 07/01/08, 3.0 yrs.
Social Worker

Patapsco High School
Ben P. Krasnoff, 07/01/08, 3.0 yrs. 9.0 mos.
Special Education – Inclusion

Jennifer E. Skahill, 07/01/08, 3.0 yrs.
English

Ridgely Middle School
Monica M. Wiedel, 07/01/08, 4.0 yrs.
Art

Western School of Technology & Science
Kristie A. Killam, 07/01/08, 13.0 yrs.
Vocational

Woodlawn Middle School
Christian M. Root, 07/01/08, 2.0 yrs.
Science

Woodlawn High School
Tyrone L. Jones, 07/01/08, 1.0 yr.
ROTC

Gary W. Willow, 07/01/08, 3.0 yrs., 7.0 mos.
Social Studies

CENTRAL OFFICES - 1
Office of Special Programs Prek-12
Danielle S. Crossley, 07/01/08, 2.0 yrs., 7.0 mos.
Specialist

RESIGNATIONS FROM LEAVE - 1
Michele M. Cline, granted Unusual and Imperative Leave, 07/01/07-06/30/08, resigning 07/01/08, 17.0 yrs.
LEAVES

CHILD REARING LEAVES

JENELLE PAGANO ABNETT – (Special Education) Formerly Logan Elementary School
Effective September 24, 2008, through June 30, 2010

ANNE NEE GORMAN – (Assistant Principal) Glyndon Elementary School
Effective July 1, 2008, through June 30, 2010

CLaire NICOLE HOLMES GRIBBEN – (Reading) Relay Elementary School
Effective June 20, 2008, through June 20, 2010

KATHLEEN MCAVENEY MCKERCHER – (Facilitator) Sandalwood Elementary School
Effective July 23, 2008, through June 30, 2009

BETH ANNE BOWKER MCNULTY – (Guidance Counselor) Glenmar Elementary School
Effective June 4, 2008, through June 4, 2010

EDUCATIONAL LEAVES

SUSAN ALEXANDER – (Paraeducator) Seven Oaks Elementary School
Effective July 1, 2008, through June 30, 2009

DORIANNE WEAVER – (Paraeducator) Padonia International Elementary School
Effective August 1, 2008, through June 30, 2009

PERSONAL LEAVES

ERIN B. HANCOCK – (Special Education) Parkville High School
Effective July 1, 2008, through June 30, 2009

ADAM S. HERB – (Elementary) Padonia International Elementary School
Effective July 1, 2008, through June 30, 2009

JUDI A. MARANIC – (Special Education) Middle River Middle School
Effective July 1, 2008, through June 30, 2009

UNUSUAL OR IMPERATIVE LEAVES

LAURA ABDUR-RAHMAN – (Reading) New Town High School
Effective July 1, 2008, through June 30, 2009

DAWN FRANCIK CIOCIOLA – (Kindergarten) Formerly Colgate Elementary School
Effective July 1, 2008, through June 30, 2009

DOP: 6/11/2008
UNUSUAL OR IMPERATIVE LEAVES continued

AMANDA CRUMP-BUTLER – (Elementary) Formerly Westchester Elementary School
Effective July 1, 2008, through June 30, 2009

SHARON M. HEWITT – (Library Science, Media) White Oak School
Effective July 1, 2008, through June 30, 2009

KRISTEN PEITZ O’NEILL – (Reading) Edgemere Elementary School
Effective July 1, 2008, through June 30, 2009

KERRY CULLEN PAWLISKE – (Resource Technology) Franklin Elementary School
Effective July 1, 2008, through June 30, 2009

RESCINDED CHILD REARING LEAVE (Board Agenda April 8, 2008)

CHILD REARING LEAVE

KASEY BURTON DRUMMOND – (English) Franklin High School
### BALTIMORE COUNTY PUBLIC SCHOOLS
#### RECOMMENDED APPOINTMENTS

**JUNE 10, 2008**

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JERRY L. DALTON</strong></td>
<td>Independent Consultant</td>
<td>Coordinator, Psychometrician</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td></td>
<td>Department of Research, Accountability, and Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(New Position)</strong></td>
</tr>
<tr>
<td><strong>STACEY L. DURKOVIC</strong></td>
<td>On Sabbatical Leave</td>
<td>Principal</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td>Previously Assistant Principal</td>
<td>Prettyboy Elementary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Replacing Carolyn Grimsley, retiring)</strong></td>
</tr>
<tr>
<td><strong>LIGERI P. KOURTESIS</strong></td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td>New Town Elementary School</td>
<td>Middleborough Elementary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Replacing Phillip Byers, transferring to Principal, Sandalwood Elementary School)</strong></td>
</tr>
<tr>
<td><strong>LYNETTE M. MITZEL</strong></td>
<td>Program Specialist</td>
<td>Supervisor, Athletics</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td>Maryland Public Secondary</td>
<td><strong>Office of Athletics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schools Athletic Association</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Replacing Jill Masterman, retired)</strong></td>
</tr>
<tr>
<td><strong>JENNIFER M. MULLENAX</strong></td>
<td>Assistant Principal</td>
<td>Assistant to the Area</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td>Chapel Hill Elementary School</td>
<td>Assistant Superintendent, Central Area</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Replacing Heather Lageman, on loan to the Maryland State Department of Education)</strong></td>
</tr>
<tr>
<td><strong>PAMELA A. OLIVER-JONES</strong></td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td>Pinewood Elementary School</td>
<td>New Town Elementary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Replacing Ligeti Kourtesis, recommended for appointment to Principal, Middleborough Elementary School)</strong></td>
</tr>
<tr>
<td><strong>KATHLEEN V. OWENS</strong></td>
<td>Teacher/Reading</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td><strong>(Effective July 1, 2008)</strong></td>
<td>Golden Ring Middle School</td>
<td>Windsor Mill Middle School</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Replacing Sharon Harris, promoted to Principal at the Imagine Discovery Public Charter School)</strong></td>
</tr>
<tr>
<td>NAME</td>
<td>FROM</td>
<td>TO</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>ROBERT J. SNYDER</strong></td>
<td>Retired Assistant Principal</td>
<td>Coordinator, Quality Management Systems</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Sollers Point Technical High School</td>
<td>Department of Research, Accountability, and Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(New Position)</td>
</tr>
<tr>
<td><strong>JUAN F. STEPTER</strong></td>
<td>Previously Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Chesapeake High School</td>
<td>Overlea High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Charles Demback, retiring)</td>
</tr>
</tbody>
</table>
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: APPOINTMENT TO THE CENTRAL AREA EDUCATION ADVISORY COUNCIL

ORIGINATOR: Lyle Patzkowsky, Assistant Superintendent, Central Area

RESOURCE PERSON(S):

RECOMMENDATION

That Ms. Melanie Brockman be appointed as a member of the Central Area Education Advisory Council.

*****
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: APPOINTMENT TO THE CENTRAL AREA EDUCATION ADVISORY COUNCIL

ORIGINATOR: Lyle Patzkowsky, Assistant Superintendent, Central Area

RESOURCE PERSON(S):

RECOMMENDATION

That Ms. Laura Mullen be appointed as a member of the Central Area Education Advisory Council.

*****
DATE: June 10, 2008

TO: BOARD OF EDUCATION – Closed Session

FROM: Dr. Joe A. Hairston, Superintendent

TITLE: APPOINTMENT OF HEARING EXAMINERS

ORIGINATOR: Margaret-Ann F. Howie, Esquire, General Counsel

RESOURCE PERSONS:

RECOMMENDATION

That the Board of Education appoint Gregory A. Szoka, Esq. and Edward J. Gutman, Esq. as hearing examiners for its panel in accordance with Board of Education Policy 8339 (II).

*****
2008-2009

Supplement

to the

MASTER AGREEMENT

between the

The Council of Administrative and Supervisory Employees (CASE)

and the

Board of Education of Baltimore County

July 1, 2008 – June 30, 2012
Article IV
Professional Rights and Privileges

4.6 Upon request, each employee shall have the right to review, at a time mutually convenient for the employee and the appropriate administrator, the contents of his/her file in the central office, excepting, however, any confidential references submitted as a part of the pre-hiring selection process. At the employee’s request, a witness of his/her choice may accompany the employee in such a review. The review shall be made in the presence of the administrator responsible for the safekeeping of such files.

4.6.1 All items entered in the personnel file of a CASE member will be open to that member by appointment and available to no one else, except his/her superiors, others with a business need-to-know, and those responsible for keeping the files, without the member’s written permission.

4.6.2 Material of a negative nature shall not be placed in an employee’s file without his/her knowledge. Except for evaluation forms, material of a negative nature may be removed from the employee’s file after five (5) years upon the employee’s request and subject to the approval of the superintendent of schools or his/her designee.

4.6.3 Employee files maintained other than in the central file shall be available for review.

Article VII
Evaluation

7.1 It is the Board’s desire that each CASE member receive yearly feedback on work performance. The appraiser may choose to use the appraisal form and the procedures found in Appraisal of School-Based Administrators, the Manual for the Evaluation of Instructional and Professional Support Personnel, or an appropriate alternative format such as narrative. A formal evaluation must include a specific rating. Informal feedback will not contain a summary rating.

7.2 When conducting a formal evaluation, the standard evaluation form or a mutually agreed alternative will provide an overall rating of “Satisfactory” or “Unsatisfactory”.

7.3 If an area of an evaluation has been rated as “Needs Improvement”, comments related to the area(s) needing improvement shall be included in, or attached to, the evaluation by the evaluator.

7.4 No member shall receive an overall rating of “Unsatisfactory” without having been given written suggestions for improvement, advance warning of an unsatisfactory rating, and having both the opportunity and sufficient time to address the areas of weakness. In any year in which an employee is not evaluated, it shall be assumed that the employee’s performance is satisfactory.

7.5 Members shall be given the name and specific complaint of any person who complains about a member, within a reasonable period of time, if the complaint is to be given
consideration in the member’s evaluation or filed in the member’s personnel file. The member shall be given the opportunity, in writing, to respond to a complaint. The response will be attached to the filed document and reviewed by the appropriate administrator. All such complaints shall be held confidential.

7.6 The member shall be given a copy of the completed written evaluation and will be given three (3) duty days to sign and return the evaluation. The member’s signature indicates receipt of the evaluation but not necessarily agreement with the evaluation.

7.7 A member may attach a written response to the evaluation.

7.8 Matters related to evaluation may be subject to the grievance process only for reasons of arbitrariness or failure to follow procedures.

Article XI
Reimbursement

Transportation Reimbursement

11.3 Reimbursement will be made monthly and no less than quarterly. No reimbursement of less than fifteen dollars ($15.00) will be paid to an employee for any period of time, except for the final reimbursement of the fiscal year, which may be submitted for less than fifteen dollars ($15.00). Final reimbursement reports must be submitted by June 30 for ten (10) month employees, or within seven (7) days of the close of a fiscal year for all other employees in order to receive reimbursement.
Memorandum of Understanding Between the Council of Administrative and Supervisory Employees (CASE) and the Board of Education of Baltimore County

CASE understands and supports the rationale for the superintendent’s plan to provide stipends to the administrative teams at the schools submitted to the Maryland State Department of Education for alternative governance/restructuring planning. The stipends are subject to continued funding.

This memorandum of understanding is specific and unique to schools undergoing alternative governance/restructuring planning, and shall be reviewed and updated each year, as necessary, by representatives of the Board and CASE.

This memorandum of understanding expires on June 30, 2012, unless it is mutually agreed by both parties to renew it.

For the Board: For CASE:

Name Date Name Date

Memorandum of Understanding Between the Council of Administrative and Supervisory Employees (CASE) and the Baltimore County Board of Education

CASE and the Board of Education agree to the provisions of a stipend program for a limited number of administrative teams at specific schools based on an analysis of z-scores. The stipends are subject to continued funding.

This memorandum of understanding expires on June 30, 2012, unless it is mutually agreed by both parties to renew it.

For the Board: For CASE:

Name Date Name Date
DATE: June 10, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

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

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.
Recommendations for Award of Contracts
Board Exhibit – June 10, 2008

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

1. **Contract Modification:** Amendment #3 to the BCPS Pulaski Lease
   **Contract #:** RGA-165-06

   **Term:** 1 year, 10 mos.   **Extension:** 5 years   **Contract Ending Date:** 6/30/15
   **Estimated annual award value:** $1,042,330
   **Estimated total award value:** $7,296,310

   **Description:**
   On August 9, 2005, the Board approved a lease for office space at 9600 Pulaski Park Drive, Suites 305, 306, and 307 containing 26,400 square feet for the relocation of the Offices of Math, Science, and Media Services from the ESS building. The lease calls for a 3 percent annual increase in the cost of the lease at the time of the extension.

   An amendment to the current lease of the Pulaski office space is needed, since approximately 3,900 square feet is no longer necessary at 9600 Pulaski Park Drive, Suite 101, as of October 10, 2008. Offices that have been occupying these premises will be relocating to the central area.

   **Recommendation:**
   Award of contract modification is recommended to:

   **Merritt Management Corp, LLC**
   **Address:** Baltimore, MD

   **Responsible school or office:** Department of Planning and Support Operations
   **Contact person:** Michele Prumo
   **Funding source:** Operating budget
   **PDK Audit Alignment:** None
   **Explanatory Details:** The PDK Audit does not address this item.
2. **Contract Modification:** Amendment #8 to the BCPS Timonium Lease  
   **Contract #:** RGA-134-05  
   **Term:** 4 years  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/13  
   **Estimated annual award value:** $1,325,606  
   **Estimated total award value:** $5,544,286  

**Description:**  
On August 8, 2004, the Board approved Amendment #7 to the current contract lease to provide for an additional 4,200 square feet to accommodate the requirements for secure and confidential storage of testing materials and to provide secure storage for seasonal physical educational equipment. The total square footage being leased is 62,475.

An amendment to the current lease of the Timonium office space is needed to provide an additional 20,349 square feet to accommodate the relocation of approximately six offices in the Department of Human Resources. These offices need to be relocated due to construction of an elevator in the Human Resources Building, Greenwood Campus, which will cause the loss of office space. The additional square footage will also provide office space for instructional technology and career and technology education. The new total square footage being leased will be 82,824. The lease calls for a 3 percent annual increase in the cost of the lease. Additionally, this amendment includes the return to the landlord of 4,200 square feet which will no longer be needed.

**Recommendation:**

Award of contract modification is recommended to:

- **Merritt Management Corp, LLC**  
  - **Baltimore, MD**

** Responsible school or office:** Department of Planning and Support Operations

**Contact person:** Michele Prumo

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** PDK Audit does not address this item.
3. **Contract**: Biology Curriculum Textbooks and Support Materials  
**Contract #:** RGA-176-08  

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>0</th>
<th><strong>Contract Ending Date:</strong></th>
<th>Until replaced</th>
<th><strong>Estimated total award value:</strong></th>
<th>$226,706</th>
</tr>
</thead>
</table>

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

**Description:**

This contract consists of student textbooks and materials as well as teacher materials to replace the current instructional materials for the biology course originally purchased in 1997.

*Biology* by Miller and Levine was selected using the process outlined in Policy and Rule 6163.2. This textbook provides the best match to the BCPS biology curriculum and the MSDE High School Core Learning Goals for biology (Goal 3.0). The program provides a flexible sequence of topics that can be rearranged into a personalized curriculum that matches the sequence preferred by the BCPS system. The professional development and supplemental materials included in the teacher ancillary package will benefit new and veteran teachers as they plan for instruction. Multiple teaching strategies are suggested throughout the text and ancillary materials, and content and approaches to instruction are differentiated for all students, *i.e.* English language learners (ELL), special needs, below-level, on-level, and advanced. The “Review Section” for each lesson provides opportunities for teachers to assess student learning daily through questions that are framed in a style of the high school assessment (HSA). Student Workbook B is also provided to differentiate instruction and text features for students with reading difficulties.

**Recommendation:**

Award of contract is recommended to:

<table>
<thead>
<tr>
<th>Pearson Prentice Hall</th>
<th>Lebanon, IN</th>
</tr>
</thead>
</table>

**Responsible school or office:** Office of Science PreK-12
<table>
<thead>
<tr>
<th>Contact person:</th>
<th>George Newberry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding source:</td>
<td>Operating budget</td>
</tr>
<tr>
<td>PDK Audit Alignment:</td>
<td>Recommendation A.3.1.</td>
</tr>
<tr>
<td>Explanatory Details:</td>
<td>Recommendations provided on pages 352-353 of the PDK Audit report identify rigor, prerequisite skills, teaching strategies to guide instruction, differentiation strategies, including strategies for re-teaching and extension, and making connections to other content areas, specifically mathematics and language arts, as needs or areas for improvement of existing science curricula.</td>
</tr>
</tbody>
</table>
4. **Contract:** Board of Education Hearing Examiner  
   **Contract #:** RGA-178-08

   **Term:** 1 year  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/09

   **Estimated annual award value:** $130,000  
   **Estimated total award value:** $130,000

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

**Description:**

The Board retains the services of hearing examiners for cases that are referred to him/her pursuant to Board of Education Policy 8339. Each of the persons listed is currently serving in the capacity of hearing examiner.

**Recommendation:**

Award of contract is recommended to:

- John A. Austin, Esquire  
  Towson, MD
- Jeff Griffith, Esquire  
  Westminster, MD
- Gordon L. Peltz, Esquire  
  Towson, MD
- Carolyn H. Thaler, Esquire  
  Towson, MD

**Responsible school or office:** Law Office

**Contact person:** Margaret-Ann F. Howie, Esq.

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
5. **Contract:** Explore Colleges  
   **Contract #:** RGA-174-08

   **Term:** 4 years  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/12  
   **Estimated annual award value:** $45,000  
   **Estimated total award value:** $180,000

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

**Description:**

This contract consists of motor coach transportation and escorted walking tours of campuses with an Explore Colleges’ staff member. Explore Colleges structures campus visits to ensure the students have an opportunity to preview, first-hand, the culture and the environment of the colleges and universities. During each visit, in addition to a comprehensive tour, information is provided regarding tuition rates, board, housing information, test scores, and GPA requirements.

**Recommendation:**

Award of contract is recommended to:

   Explore Colleges  
   Hunt Valley, MD

   **Responsible school or office:** Special Programs, PreK-12  
   **Contact person:** Sonja Karwacki  
   **Funding source:** Gear Up Grant  
   **PDK Audit Alignment:** None  
   **Explanatory Details:** The PDK audit does not address this item.
6. **Contract:** Microsoft Premier Support Services  
**Contract #:** JMI-643-08

**Term:** Until replaced  
**Extension:** N/A  
**Contract Ending Date:** Until replaced  
**Estimated annual award value:** $100,000

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

**Description:**

This contract consists of Microsoft Premier Support Services that will provide a single point of contact for technical issues involving Microsoft products. Direct support from Microsoft is critical in emergency situations that require immediate and personal assistance.

Superintendent’s Rule 3215 creates guidelines and procedures for sole-source procurement only under specific guidelines. The rule permits a sole-source contract when the Office of Purchasing determines that it would be advantageous or that it would be impractical to seek or utilize another source when the requirement is only available from a single source and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration.

**Recommendation:**

Award of contract is recommended to:

Microsoft Corporation  
Redmond, WA

**Responsible school or office:** Department of Technology

**Contact person:** Michael Goodhues

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
7. **Contract:** Produce  
**Contract #:** MBU-584-08

**Term:** 1 year  
**Extension:** 2 years  
**Contract Ending Date:** 6/30/11  
**Estimated annual award value:** $950,000  
**Estimated total award value:** $2,850,000

**Bid issued:** March 6, 2008  
**Pre-bid meeting date:** N/A  
**Due date:** April 3, 2008  
**No. of vendors issued to:** 6  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**  
This contract consists of supplying produce for the Food and Nutrition Services program.

**Recommendation:**  
Award of contract is recommended to:

Keany Produce Company  
Landover, MD

**Responsible school or office:** Office of Food and Nutrition Services

**Contact person:** Karen Levenstein

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
8. **Contract:** Reasonable Accommodations for Disabilities Online Training Course  
   **Contract #:** RGA-175-08

   **Term:** 2 years  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/10

   **Estimated first year award value:** $25,990  
   **Estimated second year award value:** $15,802  
   **Estimated total award value:** $41,792

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

**Description:**

This contract consists of providing an online training course for administrators and supervisors to comply with the Americans with Disabilities Act. The contract provides up to 2,500 course uses over a 24-month period. The course is designed to inform administrative staff about the board’s policies on accommodating disabilities and the confidentiality of medical information. The course will include a question and answer whiteboard to answer employees’ specific questions. At the conclusion of the course, employees will be able to take a quiz to validate their understanding of the policy and print documentation to validate that they have completed the course.

**Recommendation:**

Award of contract is recommended to:

   - Globalcompliance.com  
   - Charlotte, NC

**Responsible school or offices:**  
   - Department of Human Resources  
   - The Law Office

**Contact person:**  
   - Dr. Frances D. Allen  
   - Margaret-Ann Howie, Esq.

**Funding source:**  
   - Operating budget

**PDK Audit Alignment:**  
   - None

**Explanatory Details:**  
   - The PDK Audit does not address this item.
9. Contract: Sixth Grade Mathematics Curriculum Textbooks and Support Materials
   Contract #: RGA-172-08

   Term: N/A   Extension: 0   Contract Ending Date: Until replaced
   Estimated total award value: $303,586

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

Description:

This contract consists of student textbooks, materials, and teacher materials to replace the current instructional materials for the sixth grade mathematics course originally purchased in 1997.

*EnVision Math 2009* was selected using the process outlined in Policy and Rule 6163.2. This textbook provides the best match to the BCPS middle school mathematics curriculum and the MSDE Voluntary State Curriculum for grade 6. The textbook provides a smooth transition from the elementary mathematics program. The program provides a flexible sequence of topics that can be rearranged into a personalized curriculum that matches the sequence preferred by the BCPS system. The professional development included in the “Mathematic Background for Teachers” and the “Language of Math” sections will benefit new and veteran teachers as they plan for instruction. Multiple teaching strategies are used throughout, and material exists for all types of abilities and learning styles. The differentiated instruction includes leveled activities for all students, i.e. English language learners (ELL), special needs, below-level, on-level, and advanced. The text contains a blend of skill practice, application problems, constructed response-type problems and multiple choice problems. The “Quick Check” for each lesson provides opportunity for teachers to assess student learning daily through problems that can be framed in a MSA style.

Recommendation:

Award of contract is recommended to:

Pearson Scott Foresman

Upper Saddle River, NJ

Responsible school or office: Office of Mathematics PreK-12

Contact person: Patricia Baltzley

Funding source: Operating budget

PDK Audit Alignment: Recommendation A.3.1 with specific references to sixth grade mathematics
Explanatory Details:

On page 351 of the PDK Audit report, specific mention is made of the curriculum guide for sixth grade mathematics: “Revise the curriculum guide for sixth grade mathematics. The quality of that guide, developed in 1999, is lower than the quality of the guides for Grades K-5, developed in 2006, and Algebra I, developed in 2005. (See Finding 2.2) In addition, the internal consistency of the sixth grade guide is not as strong as that of Algebra I. (See the mathematics portion of Finding 2.3)”
10. **Contract:** Metal Storage Building – Dundalk Grounds  
    **Contract #:** PCR-218-08

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$308,700</td>
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</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>30,870</td>
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</tr>
<tr>
<td>Estimated total award value:</td>
<td>$339,570</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bid issued: April 24, 2008  
Pre-bid meeting date: April 30, 2008  
Due date: May 15, 2008  
No. of vendors issued to: 4  
No. of bids received: 2  
No. of no-bids received: 0

**Description:**

This project consists of the demolition of the existing metal building structures and replacement with a new metal storage building.

**Recommendation:**

Award of contract is recommended to:

Jerry DeBar Construction, Inc.  
Reisterstown, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Jerry DeBar Construction, Inc.</th>
<th>Orfanos Contractors, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$230,000</td>
<td>$249,500</td>
</tr>
<tr>
<td>Alternate No. 1 ADD: Heating, Ventilation and Electrical work</td>
<td>$69,500</td>
<td>$62,700</td>
</tr>
<tr>
<td>Alternate No. 2 ADD: Provide Motorized Door Operators</td>
<td>$2,600</td>
<td>$2,500</td>
</tr>
<tr>
<td>Alternate No. 3 ADD: Provide 8 Feet High Plywood at Perimeter Walls</td>
<td>$6,600</td>
<td>$7,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$308,700</strong></td>
<td><strong>$321,700</strong></td>
</tr>
</tbody>
</table>
11. **Contract:** Off Hour Corridor Separation – Various Elementary Schools  
**Contract #:** MBU-570-08

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$468,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>$46,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$514,800</td>
<td></td>
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</tr>
</tbody>
</table>

- **Bid issued:** April 24, 2008  
- **Pre-bid meeting date:** May 1, 2008  
- **Due date:** May 16, 2008  
- **No. of vendors issued to:** 5  
- **No. of bids received:** 4  
- **No. of no-bids received:** 0

**Description:**

This project consists of the addition of security doors within corridors to give the Baltimore County Department of Recreation and Parks access to the gymnasiums and restrooms in various elementary schools during non-duty school hours.

**Recommendation:**

Award of contract is recommended to:

- Huntington & Hopkins, Inc.  
  Hunt Valley, MD

- **Responsible school or office:** Department of Physical Facilities  
- **Contact person:** Michael G. Sines  
- **Funding source:** Capital budget  
- **PDK Audit Alignment:** None  
- **Explanatory Details:** The PDK audit does not address this item.
Contract: Off Hour Corridor Separation – Various Elementary Schools
Contract #: MBU-570-08

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Huntington &amp; Hopkins, Inc.</th>
<th>RWC Contracting Corporation</th>
<th>JLN Construction Services, LLC</th>
<th>Most, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid for 25 Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berkshire ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norwood ES</td>
<td></td>
<td></td>
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<tr>
<td>Dundalk ES</td>
<td></td>
<td></td>
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<tr>
<td>Shady Spring</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hernwood ES</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Harford Hills ES</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Carney ES</td>
<td></td>
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<tr>
<td>Charlesmont ES</td>
<td></td>
<td></td>
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<tr>
<td>Deep Creek ES</td>
<td></td>
<td></td>
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<tr>
<td>Elmwood ES</td>
<td></td>
<td></td>
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<tr>
<td>Sparks ES</td>
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<td></td>
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<tr>
<td>Seneca ES</td>
<td></td>
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<tr>
<td>Sussex ES</td>
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<td></td>
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<tr>
<td>Deer Park ES</td>
<td></td>
<td></td>
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<tr>
<td>Colgate ES</td>
<td></td>
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<tr>
<td>Chase ES</td>
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<tr>
<td>Edgemere ES</td>
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<td></td>
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<tr>
<td>Perry Hall ES</td>
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<tr>
<td>Stoneleigh ES</td>
<td></td>
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<tr>
<td>Gunpowder ES</td>
<td></td>
<td></td>
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<tr>
<td>Powhatan ES</td>
<td></td>
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<tr>
<td>Reisterstown ES</td>
<td></td>
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<tr>
<td>Logan ES</td>
<td></td>
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</tr>
<tr>
<td>Martin Boulevard ES</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Victory Villa ES</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total Base Bid</td>
<td>$468,000</td>
<td>$473,800</td>
<td>$596,875</td>
<td>$698,114</td>
</tr>
</tbody>
</table>
12. **Contract**: Parking Lot and Drop Loop Addition – Harford Hills Elementary School  
**Contract #**: MWE-819-08  

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
</table>

- Estimated annual award value: $516,302  
- Estimated contingency amount: 51,630  
- Estimated total award value: $567,932

- Bid issued: April 24, 2008  
- Pre-bid meeting date: May 7, 2008  
- Due date: May 19, 2008  
- No. of vendors issued to: 9  
- No. of bids received: 4  
- No. of no-bids received: 0

**Description:**

This project will provide a new parking area to accommodate 76 spaces; a student drop-off loop with a separate entrance; water quality treatment; the replacement of sections of sidewalk; and widening of the existing driveway.

**Recommendation:**

Award of contract is recommended to:

- Meekins Construction, Inc.  
  Finksburg, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Meekins Construction, Inc.</th>
<th>The American Asphalt Co., Inc.</th>
<th>Melvin Benhoff Sons</th>
<th>Central Maintenance Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A Lump Sum Item:</td>
<td>$398,332</td>
<td>$422,625</td>
<td>$445,204</td>
<td>$536,024</td>
</tr>
<tr>
<td>Part B Unit Price Items:</td>
<td>$117,970</td>
<td>$109,000</td>
<td>$125,840</td>
<td>$118,160</td>
</tr>
<tr>
<td>Total for Base Bid: Sum of Part A and Part B</td>
<td>$516,302</td>
<td>$531,625</td>
<td>$571,044</td>
<td>$654,184</td>
</tr>
</tbody>
</table>
13. **Contract:** Moving Relocatable Classrooms – Hillcrest Elementary and Catonsville Middle Schools  
**Contract #:** MBU-583-08

<table>
<thead>
<tr>
<th>Term: N/A</th>
<th>Extension: N/A</th>
<th>Contract Ending Date: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$387,000</td>
<td></td>
</tr>
<tr>
<td>Estimated contingency amount:</td>
<td>38,700</td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>$425,700</td>
<td></td>
</tr>
</tbody>
</table>

- **Bid issued:** May 1, 2008  
- **Pre-bid meeting date:** May 13, 2008  
- **Due date:** May 21, 2008  
- **No. of vendors issued to:** 4  
- **No. of bids received:** 2  
- **No. of no-bids received:** 0

**Description:**  
This project consists of the removal and relocation of two single classroom units at Hillcrest Elementary School and relocation of two single classroom units and one quad classroom unit at Catonsville Middle School. This work will also include demolition, transport of classroom units, the construction of new foundations, and related architectural, structural, mechanical, electrical, and other requirements incidental to the project.

**Recommendation:**

Award of contract is recommended to:

Jan-El Contracting, Inc.  
Monkton, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does address this item.

| Bidders’ Names |  
|----------------|----------------|
| Jan-El Contracting, Inc. | J-L Services, Inc. |

| Item 1 -- Base Bid (Both Schools) |  
|-----------------------------------|----------------|
|                                   | $387,000   |
|                                   | $510,265   |
14. **Contract:** Boiler Replacement – Lutherville Elementary School  
**Contract #:** PCR-210-08

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A  
**Estimated annual award value:** $189,300  
**Estimated contingency amount:** 18,930  
**Estimated total award value:** $208,230

**Bid issued:** April 24, 2008  
**Pre-bid meeting date:** May 2, 2008  
**Due date:** May 19, 2008  
**No. of vendors issued to:** 5  
**No. of bids received:** 2  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal and installation of two boilers with related piping and valves.

**Recommendation:**

Award of contract is recommended to:

Chasney & Co., Inc.  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chasney &amp; Co., Inc.</td>
<td>$189,300</td>
</tr>
<tr>
<td>Denver-Elek, Inc.</td>
<td>$283,660</td>
</tr>
</tbody>
</table>
15. Contract: Playgrounds – Vincent Farm Elementary School
   Contract #: JNI-799-08

   Term: 1 year   Extension: N/A   Contract Ending Date: N/A
   Estimated annual award value: $48,000
   Estimated contingency amount: 4,800
   Estimated total award value: $52,800

   Description:

   This project consists of the purchase and installation of two playgrounds at Vincent Farm Elementary School – one composite structure for use by children between the ages of 2-5 years old, and one with stationary equipment for climbing and upper body strength intended for children between the ages of 5-12 years old. Baltimore County Public Schools (BCPS) will piggyback an existing Baltimore County Department of Recreation and Parks contract.

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

   Recommendation:

   Award of contract is recommended to:

   West Recreation, Inc.   Queenstown, MD
   Responsible school or office: Department of Physical Facilities
   Contact person: Michael G. Sines
   Funding source: Capital budget
   PDK Audit Alignment: None
   Explanatory Details: The PDK audit does not address this item.
16. **Request to Negotiate:** Design Consultant Services for the Chesapeake High School HVAC Renovations

**Contract #:** JMI-633-08

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

**Description:**

Professional architectural/engineering (A/E) services will be required to assist Baltimore County Public Schools (BCPS) with the Chesapeake High School HVAC renovations. The services will include preparing schematic design, design development phase, construction document phase, assisting with bidding, construction administration phase services, preparing estimates, and making state submissions.

On April 29, 2008, the Qualification Committee met and reviewed the “expressions of interest” submitted by thirteen (13) consultants. This information was reviewed and graded with the Qualification Committee stating that the Selection Committee should consider the four (4) most qualified firms.

On May 1, 2008, the Selection Committee met and discussed the Qualification Committee’s report. On May 13, 2008, the Selection Committee interviewed four (4) qualified firms that were recommended by the Qualification Committee. The Selection Committee recommends, based on the result of the interviews, approval be granted to conduct contract negotiations with the URS Corporation for the Chesapeake High School HVAC renovation project.

**Recommendation:**

Approval is recommended to negotiate with:

- **URS Corporation**  
  **Hunt Valley, MD**

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
17. **Request to Negotiate:** Design Consultant Services for the Loch Raven High School HVAC Renovations  
**Contract #:** JMI-633-08

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated modification amount:</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value:</td>
<td>To be negotiated and approved by the Board of Education</td>
<td></td>
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</tbody>
</table>

**Description:**

Professional architectural/engineering (A/E) services will be required to assist Baltimore County Public Schools (BCPS) with the Loch Raven High School HVAC renovations. The services will include preparing schematic design, design development phase, construction document phase, assisting with bidding, construction administration phase services, preparing estimates, and making state submissions.

On April 29, 2008, the Qualification Committee met and reviewed the “expressions of interest” submitted by thirteen (13) consultants. This information was reviewed and graded with the Qualification Committee stating that the Selection Committee should consider the four (4) most qualified firms.

On May 1, 2008, the Selection Committee met and discussed the Qualification Committee’s report. On May 13, 2008, the Selection Committee interviewed four (4) qualified firms that were recommended by the Qualification Committee. The Selection Committee recommends, based on the result of the interviews, approval be granted to conduct contract negotiations with Kibart, Inc. for the Loch Raven High School HVAC renovation project.

**Recommendation:**

Approval is recommended to negotiate with:

- **Kibart, Inc.**  
  **Towson, MD**

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
18. **Fee Acceptance:** Consultant Services – Architectural/Engineering (A/E) Services for a New Elementary School

**Contract #:** JMI-630-08

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A  
**Estimated annual award value:** $1,600,000  
**Estimated modification amount:** N/A  
**Estimated total award value:** Not-to-exceed $1,600,000

**Description:**

On May 6, 2008, the Board approved the Department of Physical Facilities to initiate contract negotiations with Design Collective for a new elementary school on the Ridge Ruxton Elementary School site. The Department of Physical Facilities has negotiated a not-to-exceed cost of $1,600,000 for preparing the schematic design, completing the design development phase and construction document phase; assisting with bidding, performing construction administration phase services; preparing estimates; and making state submissions for the construction of a new elementary school in the Towson area.

**Recommendation:**

Award of contract is recommended to:

- **Design Collective**  
  Baltimore, MD  
- **Responsible school or office:** Department of Physical Facilities  
- **Contact person:** Michael G. Sines  
- **Funding source:** Capital budget  
- **PDK Audit Alignment:** None  
- **Explanatory Details:** The PDK audit does not address this item.
Baltimore County Public Schools

Date: June 10, 2008

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Consideration of the Student Meal Prices for 2008-2009 School Year

Originator: J. Robert Haines, Esq., Deputy Superintendent

Resource Person(s): Michele Prumo, Executive Director, Planning and Support Operations
Karen Levenstein, Director, Office of Food and Nutrition Services

Recommendation

That the Board of Education approve the proposed student meal prices for school year 2008 – 2009.

*****
The price charged to students for the complete lunch meal is established upon review of the full cost of a meal. Included in the meal prices are expenses related to the cost of food, employee salaries and benefits, equipment repairs and replacement, cleaning and paper supplies, staff training, office/food warehouse expenses, and administrative costs. The effects of rising food costs, i.e., bread and cereal-14%, milk and dairy items-40%, other supply increases-5%, are significantly influencing the cost of meals to students.

The Superintendent’s Rule 3330 states, “Student meal prices shall be established to recover up to, but not exceed, the full cost of the meal minus the federal and state subsidies.”

For the period 1992 – 2004, lunch meal prices remained constant at $1.60 per meal. Student meal prices were adjusted in FY05 by 20 cents and by 40 cents in both FY06 and FY07 bringing the price to the current price of $2.60 for lunch at the secondary school level. There were no increases in FY08. Other local education agencies are in the process of reviewing the affect of higher fuel prices, transportation surcharges, and rising food costs for the purpose of adjusting their meal prices to cover increased costs.

The amount of reimbursement from the USDA is governed by federal law and is determined each July. In recent years, it has increased an average of three to four percent a year. The current rate is $2.47 per lunch for free meals served to students. The Office of Food and Nutrition Services operates as an enterprise fund charging fees for food programs.

The overall projected breakdown for 2008 – 2009 is outlined below:

<table>
<thead>
<tr>
<th>2008 – 2009</th>
<th>Projected: Revenues, Expenses, and Meal Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 29,881,009.00</td>
<td>Total expense for lunch meals</td>
</tr>
<tr>
<td>÷ 8,594,327</td>
<td>Projected lunch meals</td>
</tr>
<tr>
<td>$3.48</td>
<td>Lunch meal cost</td>
</tr>
<tr>
<td>- 3.02</td>
<td>Paid lunch meal revenues (federal/state subsidies, student payment)*</td>
</tr>
<tr>
<td>$0.46</td>
<td>Revenue shortage/loss per paid lunch meal</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$2.50</td>
<td>$.40</td>
<td>$2.90</td>
</tr>
<tr>
<td>Secondary</td>
<td>$2.60</td>
<td>$.40</td>
<td>$3.00</td>
</tr>
</tbody>
</table>

*Federal and state Child Nutrition Program reimbursements do not cover the full cost of lunch meals. À la carte profits are used to make up the shortages.
COMMUNITY RELATIONS: Community Involvement

Relationship with Parent Teacher (STUDENT) AssociationS

[1. Guidelines for Principals in Developing Positive Working Relationships with PT(S)A.]

I. [Through the years,] Parent-Teacher-(Student) Associations (PT(S)A) [have] play[ed] an important role in improving schools by fostering broad understanding of school programs; [encouraging and supporting the establishment of new services;] encouraging public support for program improvements; building positive relationships among school staff[s] MEMBERS, students, [and] parents, AND COMMUNITY; and keeping the school informed about community needs[, desires,] and concerns.

II. PT(S)A [have accomplished these results best when the organization has had strong leadership and has maintained its identity as a strong,] ARE independent [group] ORGANIZATIONS THAT [, yet] maintain[ing] close working relationships with SCHOOLS [the principal and staff]. Both the school and its PT(S)A exist to promote the education of each student. [In working toward this jointly-held goal, the following guidelines have been developed with and agreed upon by officers of the PTA Council of Baltimore County:] UNDER MOST PT(S)A BYLAWS, THE PRINCIPAL SERVES AS A MEMBER OF THE PT(S)A EXECUTIVE COMMITTEE BOARD OF DIRECTORS.

A. The principal is legally responsible for the school’s program and, in this capacity, serves AS the educational leader and final decision-maker at each school.

B. THE PRINCIPAL SHOULD COLLABORATE WITH THE PT(S)A IN A MANNER THAT SUPPORTS EFFECTIVE EXCHANGE OF INFORMATION AND AIDS IN DECISION MAKING.

III. [In providing leadership and making decision, however, principals recognize the schools are an integral part of their communities and cannot operate in isolation. Each principal should establish the following processes for informing and soliciting the views of staff, students, and parents to aid in his/her leadership and decision-making roles. ] ACTIVITIES TO SUPPORT COLLABORATION SHOULD [They] include:
[a.]A. Providing [extensive] COMPREHENSIVE, current information about Board policies, SUPERINTENDENT’S RULES, and LOCAL SCHOOL procedures AND ADVISING PT(S)A SO THAT PT(S)A ACTIVITIES ARE IN COMPLIANCE WITH ALL POLICIES, RULES, AND PROCEDURES

[b.]B. Offering [advice and] recommendations to the PT(S)A [membership] ABOUT WAYS THE ORGANIZATION CAN SUPPORT SCHOOL GOALS AND BE AN EFFECTIVE COMMUNITY ADVOCATE FOR THE SCHOOL AND SCHOOL SYSTEM [and, to the fullest extent possible, supporting PT(S)A programs and efforts]

[c.]C. Encouraging total community support for the PT(S)A AND ITS PROGRAMS

[d. ]Seeking the advice of parents of specific student groups or grade levels on issues that have implications for them in particular

[e.]D. Engaging in [full and frank] discussions with the PT(S)A [or affected parents and students] WHEN THERE ARE COMMUNITY CONCERNS ABOUT ASPECTS OF THE SCHOOL PROGRAM AND/OR OPERATIONS [concerning the background of issues and alternative courses of action] AND KEEPING THE PT(S)A INFORMED ABOUT PROGRESS TOWARD RESOLUTION OF CONCERNS AS APPROPRIATE.

[f. ]Involving the PT(S)A executive committee and membership in the study and discussion of issues prior to making decisions or changes

[g. ]Cooperating in formal and informal surveying of community opinion

[h.]E. [Continuing efforts to interpret]INFORMING THE PT(S)A ABOUT HOW the curriculum, instructional methods, and [organization patterns in]OPERATIONS OF the school [showing how these] meet student needs. [and demonstrating their relationship to the County program of studies]

[i. ]Keeping the PT(S)A and others informed about progress toward the resolution of educational concerns within the school community.]

[The following are recommended roles for principals in connection with certain PT(S)A activities:]

[a. Elections]
F. [The principal shall] Encouraging the PT(S)A nominating committee to select a slate of officers THAT [which] is as representative as possible of the entire membership, including new parents and those from diverse geographical, racial, and socio-economic backgrounds.

[b. Membership]

G. [The principal shall] Assisting the membership committee [in securing names and addresses of new parents and class lists, upon request. These lists must be used with discretion and should not include unlisted telephone numbers.] WITH OPPORTUNITIES TO PROMOTE PT(S)A MEMBERSHIP.

[c. Fundraising]

[The principal shall make facilities available for appropriate fund-raising activities which enhance the school program, and shall make certain the activities are in accordance with policies of the Board of Education and established rules]

[d. Programs]

[The principal shall serve as a resource person to the PT(S)A program committee by:]

[(1) Identifying areas of interest or concern that may serve as the focus for PT(S)A programs to foster greater parent understanding

Encouraging staff participation and student involvement

Helping to identify speakers or other resource people

Urging programs that focus on educational activities or concerns.]

[e. Publications]

H. REVIEWING PT(S)A COMMUNICATIONS AND [The principal shall] Assisting AS APPROPRIATE with the [PT(S)A in duplicating and distributing publications to the extent possible, on a predetermined schedule] DISTRIBUTION of PT(S)A INFORMATION. All PT(S)A materials should
be identified as such, and editorials or other articles of opinion shall be signed by their author(s).

I. PROVIDING ACCESS TO INTEROFFICE MAIL AND A SCHOOL MAILBOX DESIGNATED FOR PT(S)A USE ONLY.

[f. PT(S)A Executive Committee]

[Under most PT(S)A bylaws, the principal serves as a full member of the executive committee in his capacity as the educational leader of the school. The principal gives guidance and advice when problems arise or whenever he/she may help to resolve an issue.]

[g. PT(S)A Budget and Expenditures]

J. [The principal’s role] ASSISTING in the development of the PT(S)A budget [is, on request, to] BY SUGGESTING ways to enhance the school program. Final determination of the budget and methods for fundraising are the responsibility of the PT(S)A, except when these decisions may conflict with or duplicate school programs. [The principal provides any information necessary to help the PT(S)A make good budgetary decisions, but the decision must be that of the association.] When PT(S)A funds are provided for the principal to spend on school projects, he/she keeps accurate records and makes periodic reports on these expenditures to the PT(S)A.

K. [h.] Establishing a PT(S)A in a new school WITH THE [The principal shall encourage the establishment of a PT(S)A and should seek the] ASSISTANCE of the PTA Council of Baltimore County (PTACBC). [’s area vice president.]

[i. General]

IV. The principal should become familiar with the following to aid in his/her understanding of the PT(S)A and to develop positive working relationships:

A. General knowledge of national, state, and county PT(S)A policies and the bylaws of the school PT(S)A. [with special emphasis on membership, fundraising, nonpartisanship, and other important issues]

B. The PTA Council of Baltimore County, its publications, training and workshop opportunities, and the role of the PTACBC. [area vice presidents and other county officers in providing assistance to local PT(S)A.]
[(3) The right of the PT(S)A to use interoffice mail and a school mailbox.]

[Also see the statements on fund raising in the policies “Use of School Facilities” and “Relationship with Private Business…” in this series.]

Related Policies:
- Board of Education Policy 1260, School Volunteers
- Board of Education Policy 1270, Parent/Guardian and Family Involvement
- Board of Education Policy 1300, Use of School Facilities
- Board of Education Policy 2342, Teacher attendance at PTA meetings
- Board of Education Policy 2361, Student Carriers

Rule
Approved: 2/10/77
Edited: 7/23/79
Revised: 2/26/81

Superintendent of Schools
NON-INSTRUCTIONAL SERVICES [: Fiscal Services]

Classification of Expenditures

THIS RULE SETS FORTH THE DEFINITION, PURPOSE, AND CLASSIFICATION OF INDIRECT COSTS FOR GRANT BUDGETS.

Indirect Costs

I[1]. As used in this rule, indirect costs are defined as those allocations of administrative expenditures necessary to manage grant programs. [Fiscal Services shall charge all grants indirect costs.]

[2. This rule sets forth the definition, purpose and classification of indirect costs for grant budgets.]

II[3]. THE DEPARTMENT OF Fiscal Services shall establish procedures to ensure that all grant budgets include indirect costs, and to account for indirect cost funds collected in accordance with the Financial Reporting Manual for Maryland Public Schools.

III. ANNUALLY, THE MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) CALCULATES THE INDIRECT COST RATE PLAN FOR BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS). THE DEPARTMENT OF FISCAL SERVICES WILL APPLY THIS RATE TO ALL GRANTS, UNLESS PROHIBITED BY THE GRANTING AGENT.

IV[4]. All grant managers shall include indirect costs when the budget is prepared and submitted, except where the charging of indirect costs is prohibited by the granting agent.

[5. Annually, the Maryland State Department of Education (MSDE) calculates the indirect cost rate plan for Baltimore County Public Schools. This rate will be applied to all grants, unless prohibited by the granting agent.]

V[6]. THE DEPARTMENT OF Fiscal Services will be responsible for collecting indirect costs from the grants. Funds will be allocated to the indirect cost recovery fund.
VI[7]. THE DEPARTMENT OF Fiscal Services WILL prepare[s] the proposed draft of expenditures from indirect cost recovery funds with input from BCPS staff, for approval by the superintendent.

VII[8]. THE DEPARTMENT OF Fiscal Services will prepare AN indirect cost recovery budget for inclusion in the operating budget in the special revenue fund.

Rule
Approved: 9/24/02
Superintendent of Schools
Revised: __________
INSTRUCTION: CURRICULUM EXTENSIONS

Summer School

The summer school program should provide academic support for those students who have made a reasonable effort to attend school regularly and have demonstrated an attempt to do a reasonable amount of academic work. The program should encourage students to form good work habits. Those students who cannot conform to reasonable demands of the summer school program should not be permitted to deter progress of those students who are demonstrating a desire to improve themselves. Admission to the summer school program shall be limited to those students who will benefit from the educational experience.

I. SUMMER SCHOOL ELIGIBILITY

A. [1.] To be eligible for enrollment in summer school [review course(s)] a student shall:

1. [a.] Pass two out of the four quarters during the regular school year.

2. [b.] Be absent no more than 20% of class time during the school year and have no more than fifteen (15) absences the last quarter.

3. [c.] Be enrolled in the course to be reviewed during the entire last quarter of the regular school year.

Long-term or chronic illness certified by a physician, or other unique circumstances as determined by the principal shall not count against a student in establishing eligibility to enroll. MUST OBTAIN PERMISSION FROM THE HOME SCHOOL PRINCIPAL.

II. [2.] Summer School Attendance and Grading

A. If a student is to receive the maximum educational benefit from the summer school program, regular class attendance is necessary.

B. To be eligible to receive a passing grade and receive credit in summer school a student must:

1. [a.] Be present during the first week of summer school instruction.
2. [b.] Be absent no more than 20 [%] PERCENT of class time during summer school.

3. [c.] Satisfactorily complete all course requirements.

4. [d.] Be on the summer school rol[e]L as of the last day of summer school.

C. The policies and procedures governing student behavior shall be the same as those in effect during the regular school year.

[Related Policies:  Also see Rule “Factors Involved in Grading,” Series 5000, Students.]

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2007 and FY2008 General Fund Revenue Budget. Figure 2 provides an overview of the FY2008 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of April 2007 and 2008. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.
### General Fund Revenue Budget by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>FY2007 Adjusted</th>
<th>FY2008 Adjusted</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore County</td>
<td>606,237,744</td>
<td>617,722,410</td>
<td>$11,484,666</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>438,286,990</td>
<td>506,997,547</td>
<td>$68,710,557</td>
</tr>
<tr>
<td>Other</td>
<td>15,550,941</td>
<td>10,581,484</td>
<td>$(4,969,457)</td>
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<tr>
<td>Total Revenue</td>
<td>1,060,075,675</td>
<td>1,135,301,441</td>
<td>$75,225,766</td>
</tr>
</tbody>
</table>

**Figure 1**

### Year-to-Date Comparison

- **Baltimore County** – The FY2008 county appropriation increased $11.5 million, 1.9% over the FY2007 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is $437.1 million, 70.8% of the budget, as compared to $461.7 million, 76.2% of the budget, for FY2007.

- **State of Maryland** – The FY2008 state appropriation increased $68.7 million, 15.7% over the FY2007 budget. The increase is the result of the fifth year of the Maryland *Bridge to Excellence in Public Schools Act*. The majority of state funds are received bi-monthly in equal installments. As of April 2008, five of the state payments have been received.

- **Other Revenues** – The other revenue budget is comprised of re-appropriation of funds from the prior year’s fund balance, out-of-county living arrangement payments from other local education agencies, which are estimated to be $4 million and are generally collected at year-end, tuitions and sundry revenues. The year-to-date revenue includes the re-appropriation of $2.5 million of the prior year’s fund balance, and tuition and other revenues of approximately $3.9 million. The decrease in other revenue when compared to the prior year is primarily the result of less appropriation of prior year’s fund balance.
Total expenditures and encumbrances – Year-to-date expenditures and encumbrances through April 2008, are $915.2 million, 80.6% obligated, compared to $866.2 million, 81.7% obligated, for the same period in FY2007. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 78% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., Instructional Salaries, Special Education, Student Personnel, Health Services, and Transportation) average 80% of budget, which is in line with the percentage of the school year that has elapsed.

The increase of $42 million in budgeted salary expense is attributable to salary restructuring for all employees, and costs for additional positions required to expand full-time kindergarten, the Crossroads Center, and other new programs.

The non-salary expenditures are budgeted for an overall increase of $33.9 million, or 8.9% over the prior year. The increases in these expenditures are in a number of categories throughout the budget, including $5.6 million in Other Instructional Costs category related to replacing computer network.
equipment and software in all schools; an increase of $1.2 million in Mid-level Administration, which is the result of the expenditure for student assessment software; an increase of $2.1 million in Fixed Charges for additional tuition reimbursements paid to teachers for course work; an increase of $2 million in Transportation for increased fees paid to private bus contractors because of increased rates; and, an increase of $3.6 million in non-public placement costs in Special Education to reflect costs increases resulting from changes in required administrative processes. Additionally, an increase has been budgeted in Fixed Charges of $17.1 million, due primarily to additional payroll related costs, which increase as salaries are increased and cost increases in health insurances.

Year end budget transfer requests were approved by the Board at its May 6th meeting and have been submitted to the County Council for its approval. These budget transfers will realign funds by category with projected year-end expenses.

![Figure 3](image-url)

- **Administration and Mid-level administration** – Year-to-date FY2008 administrative non-salary expenditures and encumbrances are comparable with the prior year. Mid-level administration non-salary expenditures are budgeted for an increase due to student assessment software. The expenditures for contracted services and for supplies as a percentage of the budget were greater last year than at this time in the current year. Year end budget appropriation transfers into these categories of $1.6 million have been requested and are awaiting County Council approval. These transfers have been requested in order to provide funding to correct scrivener’s errors, to fund unachieved turnover savings, and to make other year end adjustments.

- **Instructional salaries** – The budget for instructional salaries was increased by $20.6 million in FY2008 to include additional funding for salary restructuring and step increases. The budget increase also resulted from added instructional positions required to expand full-day kindergarten programs, for the Crossroads Center, and other programs.

- **Instructional textbooks and supplies** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was
decreased by 15.1 %, or approximately $3.5 million for the year. The decrease was a result of a budget item in the prior year related to county-wide expenditure for math textbooks and for reading materials for grades 7 and 8. To date, $16.6 million, 83% of the FY2008 budgeted textbooks and supplies funds has been committed; the remaining budget will be spent during the school year to purchase additional consumable classroom supplies, library books and other media. A year-end budget appropriation transfer into this category has been requested in order to cover revised start up costs at Vincent Farm Elementary School and to reclassify expenditures related to the AdvancePath program.

- **Other instructional costs** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. The budgeted funds in this category were increased $5.3 million primarily relating to expenditures for computer network upgrades. To date, $16.1 million, 90% of the FY2008 budgeted funds have been committed. In the prior year, $11.2 million, 89.6% had been committed. A year-end budget appropriation transfer of $1.38 million has been requested for this category to provide funding to reclassify capital expenditures related to the AdvancePath program and to reflect principals’ reallocation of school budgets.

- **Special education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2008 salary budget includes increased funding for salary restructuring, step increases, and the cost of staff to support additional services. $36 million (91%) of the FY2008 special education non-salary budget is for private placement of children in non-public schools. To date, 92.5% of the budgeted funds for private placement, $33.1 million, have been committed, compared with 94.5% of non-public placement funds committed at April 2007.

- **Student personnel and Health services** – Year-to-date FY2008 non-salary expenditures for student personnel are currently over budget. A year-end budget appropriation transfer has been requested to offset a scrivener’s error in the initial budget. Expenditures in health services are currently in line with the budget.

- **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased $2.1 million, which can be attributed primarily to additional expenditures for private bus contractors resulting from an increase in contractor rates. A year-end budget appropriation transfer of $1.5 million has been requested to cover the cost of unbudgeted summer school transportation costs and to provide funding for rising diesel fuel costs.

- **Operation of plant** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The
The non-salary expenditure budget for this category has increased $3.3 million, 6.8% over the prior year. This increase is attributable to anticipated additional cost of telephone services of $1 million for conversion to fiber optic technology and for expected increase in utility costs of $2.6 million. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $35 million. Other expenditures in this category include the cost of building rent, $3.6 million; property insurance, $1.6 million; trash removal, $1.2 million, and other related expenditures. As of April 2008, 90.4% of the non-salary budget has been committed, which is comparable to the prior year. A year-end budget transfer request has been submitted to utilize $4.2 million of anticipated utility costs savings to provide funding in other budget categories.

- **Maintenance of plant and capital outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The non-salary expenditure budget for this category increased $1.5 million, or 9.5% over the prior year. This increase includes additional costs for contracted services to maintain and replace building systems throughout the schools. Year-to-date non-salary expenditures and encumbrances are $14.3 million, 83.6% of the budgeted amount, as compared with $12.9 million, and 82.3% in the prior fiscal year. A budget transfer request has been submitted to transfer estimated personnel turnover savings expected in the Maintenance of Plant category to other categories. Capital Outlay non-salary expenditures are 28.1% expended at April 2008, as compared to 101% expended in April 2007. This decrease is attributable to $877,000 included in the FY2008 non-salary budget, which will not be utilized in this category. A year-end budget appropriation transfer has been requested to reclassify these budgeted funds to the appropriate categories to cover anticipated expenditures for the AdvancePath program.

- **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 71% and 23% of the fixed charges budget, respectively. The FY2008 budget includes an increase of $12 million resulting from increases in premiums for health insurance and costs related to new positions. Year-to-date FY2008 expenditures and encumbrances are in line with the budget.
### Expenditures and Encumbrances

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<td>$1,135,301,441</td>
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<tr>
<td>Total Encumbrances</td>
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<tr>
<td>Total Expenditures</td>
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</tr>
<tr>
<td>Percentage</td>
<td>76.4%</td>
<td>75.1%</td>
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Baltimore County

<table>
<thead>
<tr>
<th>Category</th>
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<td>Percentage</td>
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State of Maryland

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<td>79.2%</td>
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Other

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<tr>
<td>Percentage</td>
<td>89.2%</td>
<td>79.8%</td>
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### Note

The percentages shown are based on the budget as of April 30, 2007, and April 30, 2008, respectively. The differences in percentages are due to adjustments made based on the actual revenues and expenditures for the fiscal year.