TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, September 25, 2001
5:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for September 25, 2001

IV. MINUTES

Consideration of the Report of the Board of Education Retreat, August 26, 2001 — Exhibit A

V. SUPERINTENDENT'S REPORT

VI. REPORTS

A. Report on Proposed Revisions to Boundary Change Practices — (Ms. Flynn) Exhibit B

B. Report on Computer Repair Technical Career Completer Program - Chesapeake High School — (Ms. Bailey) (Ms. Bonham) Exhibit C

VII. NEW BUSINESS

A. Consideration of consent to the following personnel matters: — (Mr. Grimsley)

1. Retirements — Exhibit D
2. Resignations — Exhibit E
3. Leaves of Absence — Exhibit F
4. Deceased — Exhibit G

B. Consideration of consent to the following contract awards: — (Ms. Burnopp) (Mr. Gay)

1. Auctioneering Services — Exhibit H
2. CISCO Products
3. Contracted Services: Sylvan Learning
4. Flexible Benefits Administrator (Second One-Year Extension)

VII. NEW BUSINESS (Cont.)

5. Gasoline, Fuel Oil, Diesel Fuel (Second Year of Contract)

6. Parts Washer (One-Year Extension)

7. Prefabricated Traffic Signs

8. Tractors, Grounds Equipment, and Accessories

C. Consideration of consent to the following Building Committee recommendations: (Building Committee)

1. Science Room Renovations – Dulaney High School Exhibit I

2. Science Room Renovations – Owings Mills High School Exhibit J

3. Construction Contracts – New Town High School Exhibit K

4. Fee Acceptance – Construction Administration Services for Science Room Renovations – Dulaney High School Exhibit L

5. Fee Acceptance – Construction Administration Services for Science Room Renovations – Owings Mills High School Exhibit M

6. Change Order – Consultant Design Services for Major Maintenance Renovation Project – Riderwood Elementary School Exhibit N

7. Change Order – Construction Administration Services for IT Cabling – Various Schools Exhibit O

8. Change Order – Major Maintenance Renovation Project - Glenmar Elementary School Exhibit P

9. Change Order – Major Maintenance Renovation Project - Johnnycake Elementary School Exhibit Q

10. Change Order – Major Maintenance Renovation Project - Owings Mills Elementary School Exhibit R

VIII. INFORMATION

A. Revised Rule 6130 – Magnet Schools Admission Exhibit S

B. Revised Rule 4118.1 – Procedure for Penalizing or Terminating Teachers on Tenure Whose Work is not Satisfactory Exhibit T

IX. ANNOUNCEMENTS

X. PUBLIC COMMENT

A. Constituent Groups

B. Proposed Changes to Rule 1230 – Area Educational Advisory Councils

C. General Comments

Next Board Meeting October 11, 2001
7:30 P.M. Greenwood

A

RETREAT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Sunday, August 26, 2001

The Board of Education of Baltimore County, Maryland, met in open session for retreat on Sunday, August 26, 2001, at 11:05 a.m. in the Greenwood Administration Building Board Room. President Donald L. Arnold and the following Board members were present: Ms. Maria R. Cirincione, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Carolyn Ross-Holmes, Mr. James R. Sasiadek, and Mr. Sanford V. Teplitzky. In addition, Dr. Joe A. Hairston, Superintendent of Schools; staff members; Mr. Mark Beytin, President of the Teachers' Association of Baltimore County (TABCO); Ms. Cheryl Bost, Vice President of TABCO; and Mr. Robert Anzelc, Executive Director of TABCO, were present.

AGENCY FEE

Dr. Poff, Assistant to the Superintendent for Governmental Relations, provided a brief history of this issue with respect to Baltimore County schools and noted TABCO's requested change in contract language in the agency fee clause.

Ms. Jung entered the room at 11:10 a.m.

Dr. Poff cited an example of how agency fee affects Baltimore City schools. He noted that the Board could be responsible for the collection of fees for non-members, and that the condition of agency fee could detract potential teachers from coming to Baltimore County.

Mr. Grimsley, Executive Director for Human Resources, reviewed the status of agency fee in other Maryland school districts. He noted that the Board's response to TABCO's request would impact negotiations with other groups. In Baltimore County, approximately 25% of teachers are non-members of TABCO. He urged the Board to deal with this issue within the negotiations process.

Mr. Grzymski inquired as to how TABCO's proposal compares with other County agencies. Mr. Grimsley responded that approximately 90% of the County's firefighters and police officers have agency fees that were bargained.

Mr. Beytin shared his belief that if the Board would agree to TABCO's request, it would solidify the partnership between the two groups. He also stated that the law under which TABCO must operate affects teachers hired after 1997, approximately 900 teachers. TABCO's records indicate about 75%-76% membership and membership continues to increase. Mr. Beytin noted that TABCO loses about 800-900 members each year through resignations, retirements, etc. The added revenue that would be realized, should TABCO's request be approved, would allow them to add staff that was eliminated about five (5) years ago during a financial hardship and to support initiatives to provide better service to the school system and teachers. Mr. Beytin noted the estimated agency fee for each teacher would be between $360-$385. Of that figure, approximately $112 would go to TABCO.

Mr. Grzymski inquired where the balance of the money would go. Mr. Beytin responded the balance would be split between the Maryland State Teachers Association and the National Education Association.

AGENCY FEE (Cont.)

Mr. Sasiadek noted that TABCO provides services to non-members. He asked if monitoring was taking place to determine if more non-members were being served than members, to which Mr. Beytin responded there was not.

Ms. Jung asked if TABCO anticipates less participation on the part of teachers if agency fee is put in place. Mr. Beytin stated that in other counties where agency fee has been put in place, membership has gone up significantly. He also stated that TABCO is trying to change the perception of agency fee so people understand that everyone is working together to solve problems.

Mr. Grzymski asked if Mr. Beytin had any concerns about recruiting. Mr. Beytin responded that he did not feel it would be an issue and informed the Board that at the recent New Teacher Orientation, 375 new members were enrolled.

Mr. Arnold acknowledged the good relationship between the Board and TABCO.

Mr. Hayden moved that the student Board member be allowed to sit in on the upcoming closed session on negotiations. The motion was seconded by Mr. Kennedy and approved by the Board.

At 12:03 p.m., Mr. Sasiadek moved the Board go into closed session to discuss matters relative to negotiations, pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(9). The motion was seconded by Ms. Jung and approved unanimously by the Board.

CLOSED SESSION MINUTES

The Board discussed a matter dealing with negotiations for a particular group of employees.

At 12:48, Mr. Kennedy moved the Board come out of closed session. The motion was seconded by Mr. Sasiadek and approved by the Board.

OPEN SESSION MINUTES

The Board of Education reconvened in open session at 12:48 p.m.

FACILITIES UPDATE

Mr. Robert Haines, Deputy Superintendent for Fiscal Services, reported that in a few days, 3D/I would be updating the materials sent to the Board recently.

FACILITIES UPDATE (Cont.)

Mr. Kennedy inquired about the number of classrooms not cleaned in time for the opening of school. Mr. Wingerd, Maintenance/Operations Administrator, indicated that all classrooms would be cleaned and ready for teachers and students by the opening of school on September 4.

Many Board members were pleased to see the early announcement of the delay in the opening of Randallstown Elementary School.

Mr. Hayden expressed concern about boilers being replaced in time for the heating season. Mr. Cassell, Capital Program Administrator, assured Mr. Hayden that all boilers will be up and running by October 15.

Mr. Sasiadek inquired about the Inverness school. Mr. Haines indicated a presentation will be made to the Board when information from the County has been received and reviewed.

Mr. Hayden referenced recent correspondence from the Disabilities Commission with regard to ADA issues in our schools. Ms. Johns, Deputy Superintendent for Curriculum and Instruction, stated that the Commission's concern deals with the school system's lack of a plan for seeing that all BCPS facilities are accessible. Mr. Cassell noted that, upon completion, school renovations taking place now will meet minimum ADA standards. Dr. Hairston stated the need for a thorough assessment in this area, a commitment to do what is needed, and to obtain funding to do the work.

At 1:17 p.m., Mr. Arnold announced a break for lunch.

The retreat was reconvened at 1:45 p.m.

STAFFING UPDATE

Mr. Grimsley provided a summary of vacancies to date within the school system. He noted that of forty-three (43) professional vacancies, thirty-four (34) are teachers. Of that thirty-four (34), seven (7) are for New Town Elementary School. He stated the potential for vacancies on opening day is in the mid-teens. In those positions, we can place provisional teachers or long-term substitutes, if necessary. In other areas, there are thirty-seven (37) instructional assistant vacancies and twenty-three (23) bus driver vacancies. Mr. Grimsley noted that most of the bus driver vacancies are a result of the loss of a contractor in the Southwest Area.

Mr. Kennedy expressed concern about teaching spaces at New Town Elementary School and its impact on the library, cafeteria, and other areas. Ms. Johns indicated additional teaching spaces are available and should not impact the areas mentioned by Mr. Kennedy. She also anticipates the leveling off of enrollment so that class size will be that of most schools. However, she stated if enrollment continues to increase, staff will work with the school to provide relief.

STAFFING UPDATE (Cont.)

Dr. Hairston noted that of New Town's estimated enrollment, 40-60 students will be coming from private schools. Mr. Teplitzky suggested publicizing the fact that students are transferring from private schools to Baltimore County Public Schools.

With regard to a site for a New Town Middle School, Dr. Hairston indicated he had met recently with Senator Hollinger and Delegates Zirkin and Finifter. He also shared with them the system's desperate need for sites in north central Baltimore County and the northeast area of the county.

BOARD GOALS

Sharing an observation with respect to policies, Dr. Hairston asked the Board to consider establishing a Policy Review Committee.

Ms. Howie's Power Point presentation helped Board members understand what policies are, the organizational structure of the existing manuals, the status of current policies, and the Superintendent's recommendations.

Board members decided to start the review process with the 8000 series, which deals with the Board of Education.

As an example of policy review, Mr. Arnold suggested an ad hoc committee could examine the area of Special Education and develop a proposed position to be reviewed, and eventually approved, by the Board. Mr. Teplitzky shared his uncertainty about what position the Board could adopt in this area, other than agreeing to comply with the law to the best extent possible, and noted that much of what drives the Board in Special Education is the law. Mr. Arnold stated the committee could look at Special Education issues and areas where the Board could better facilitate. Mr. Teplitzky cautioned against setting up a structure for implementation and reminded everyone that the Board's role is to develop policy.

Ms. Jung agreed with Mr. Teplitzky. Noting that our lobbying efforts on the local and state level are good, she pointed out a weakness of the Board and staff with respect to its lobbying efforts at the federal level.

Mr. Kennedy stated Special Education was too broad an area to review and suggested looking at particular areas of concern in Special Education.

Board members discussed ideas/concerns and potential goals and ways to convey that information to the Superintendent.

With respect to the goal of closing the achievement gap, Mr. Hayden suggested a report in the next couple of months and another one before the end of the school year describing what actions have and are being taken to address this issue.

BOARD GOALS (Cont.)

Mr. Teplitzky commented the Board should agree on its short- and long-term goals and share them with the Superintendent. He suggested Dr. Hairston could advise the Board as to whether policies are in place to achieve the goals or if policies are needed to assist the Superintendent and staff in achieving those goals.

Mr. Arnold suggested the development of a yearly agenda for the Board.

Board members were asked to submit their proposed list of goals to Ms. Zepp by September 4th. Mr. Arnold and Mr. Sasiadek will then review the list with the Superintendent for presentation on September 11th.

TITLE I UPDATE

Mr. Boone, Executive Director for Federal and State Programs, briefly explained the purpose of the update. Ms. Cassell, Coordinator of Title I and Grant Assistance, provided information with regard to Public Law 106-554 and its impact on school improvement.

As an example of additional support and services for the identified schools, Woodlawn Middle School and Sussex Elementary School, Mr. Boone stated that local and reconstitution funds for Woodlawn Middle School have led to the Professional Development Academy this past summer.

Explaining the transfer options that will become available to the students of Woodlawn and Sussex, Mr. Boone stated that eligible receiving schools must not be overcrowded, nor have a magnet program. Plans to begin the special transfer procedures will begin after the September 30th enrollment data has been reviewed. Information will be provided to the families in a timely fashion and community meetings will be scheduled. The procedures allow for the opening of school with a stable environment and a clear focus.

Mr. Sasiadek asked how a situation would be handled where a student who transfers out of one of these two schools into an eligible school is absent frequently because, under our policy, transportation is not provided. Mr. Boone stated that as principal of the child's new home school, he/she is responsible to use all of the school's resources—PPW's, social workers, counselors—to work with the child and the family, just as they would with any other child in that school.

In reviewing the proposed procedures, Mr. Boone noted that only students whose home school is Woodlawn Middle or Sussex Elementary are eligible for special transfer. Students attending private school or who are being home schooled are not eligible. He also noted that PL 106-554 is currently one-year legislation.

Ms. Cassell and Mr. Boone reviewed the "Projected Implementation Timeline" for the special transfer option and the timeline for the appeal process. Mr. Boone commented that within a week of receiving the September 30th enrollment data, eligible receiving schools will be identified.

TITLE I UPDATE (Cont.)

Mr. Hayden shared his concern about parents of affected students not being notified earlier of the situation and their transfer option. Mr. Kennedy also inquired about compacting the schedule. Mr. Boone responded the schedule will provide schools an opportunity to present themselves, as well as share information with parents in a timely fashion. The schedule also allows for staff review of accurate data.

LEGISLATIVE AGENDA

Mr. Kennedy asked his colleagues to consider the state association's legislative agenda. This information was sent to Board members earlier in the month.

FUTURE RETREATS

Mr. Arnold asked that future retreat topics be tied in with the Board's goals.

Mr. Grzymski suggested Board members contact Mrs. Zepp with regard to the format of future retreats.

MEETINGS WITH VARIOUS GROUPS

Board members reviewed a list of potential groups with whom they wish to meet during this school year. Letters of invitation will include the Board's goals for the year, and groups will be asked to limit their discussion to how the group and the Board can work together to achieve those goals.

At 4:17 p.m., Ms. Jung moved the Board go into closed session to discuss personnel matters pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1). The motion was seconded by Mr. Sasiadek and unanimously approved by the Board.

CLOSED SESSION MINUTES

Dr. Hairston discussed with the Board a potential vacancy and applicants for this position.

The retreat was concluded at 4:38 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

dz

B

Revised

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: September 25, 2001

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Boundary Procedures**

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S) Donna Flynn, Executive Director of Assessment

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INFORMATION

Boundary Change Practices need to be amended to reflect the new organization. The proposed changes substitute the following terms:

- Department of Assessment and Student Data for Office of Research and Data Analysis
- Executive Leadership Team for Superintendent's Staff
- Executive Director of Schools for Area Superintendent

Because these are editorial changes only, Policy 8130, which addresses policy changes, does not require a full policy analysis.

Terms in brackets are to be deleted, and capitalized terms are to be added in the proposed revised document

DF/jmg
Attachment(s)

BOARD OF EDUCATION OF BALTIMORE COUNTY
BOUNDARY CHANGE PRACTICES

STATEMENT OF INTENT

The Board of Education recognizes its obligation to provide a uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children. With the advice of the Superintendent, the Board of Education will establish geographical attendance areas for each school. The Board recognizes the importance of community involvement in the educational process.

In order to garner community input at the beginning of the boundary change process, the Board of Education is establishing this framework which provides an opportunity for a school/community-based recommendation to be presented to the Superintendent for specific boundary changes. The following school boundary practices have been established to provide school boundaries that are in the best interest of students.

PROCEDURE

1. During October, the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA** will analyze the September 30 enrollment data from the schools. At [a Superintendent's Staff] **AN EXECUTIVE LEADERSHIP TEAM** meeting in October, the [Office of Research and Data Analysis) **DEPARTMENT OF ASSESSMENT AND STUDENT DATA** will identify those schools which exceed state capacity based on their full-time equivalent enrollment as well as situations where enrollments are exceptionally low. Based on this analysis, the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM** will identify the schools for which boundary changes will be considered.

2. After the presentation to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM**, the [area Superintendent] **EXECUTIVE DIRECTORS FOR SCHOOLS** responsible for any school(s) considered for boundary changes will appoint a Boundary Study Committee composed of parents, teachers, administrators, and other representatives from the schools and communities involved. The Boundary Study Committee will review information prepared by the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA**, gather input from the community, and develop several boundary change options.

3. The [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will host a community forum in which the boundary change options developed by the Boundary Study Committee will be presented to all members of the community who wish to attend. The public will be informed at least ten calendar days prior to the community forum by school newsletters and community newspapers of the time, date, and location of this community forum. The Boundary Student Committee will work with the individuals and groups at the community forum to receive input and assistance

concerning the several boundary change options.

4. Following the community forum, all information and suggestions will be organized and processed by the [Office of Research and Data Analysis] **OFFICE OF ASSESSMENT AND STUDENT DATA** for review by the Boundary Study Committee. The Boundary Study Committee will then provide the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** with the best boundary change option, which the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will review, approve, modify, alter, and/or reject.

5. The approved/altered boundary change option will be submitted to the Board of Education as the Superintendent's recommendation. The Superintendent's recommendation will be presented to the Board of Education at least ten (10) calendar days prior to the Board's Public Hearing on the boundary change. Copies of the Superintendent's recommendation will be sent to each school affected by the boundary change and, upon request, to interested parties. The Board of Education will also receive copies of the proposals considered by the Boundary Study Committee, including any rationales for rejection of a proposal by the Boundary Study Committee.

6. A public hearing on the Superintendent's recommendation will be held by the Board of Education at least ten (10) calendar days prior to final action by the Board on this item.

7. The above steps may be condensed in case of emergency.

THE FRAMEWORK FOR THE BOUNDARY STUDY COMMITTEE

The following framework for the Boundary Study Committee, including the organization and duties and the suggestions for possible areas to be considered, are advisory.

ORGANIZATION AND DUTIES OF THE BOUNDARY STUDY COMMITTEE

The Boundary Study Committee is to develop several boundary change options to be presented to the appropriate [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** for presentation at the community forum. Following the community forum, the Boundary Study Committee will review all information gathered at the community forum. The Boundary Study committee shall make a recommendation to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** of what it considers to be the best boundary change option.

I. Boundary Study Committee
   A. Boundary Study Committee Co-Chairpersons
      1. Selected by the Superintendent
      2. Duties
         a. Chair Boundary Study Committee meetings
         b. Organize dissemination of information to the affected community.
         c. Co-chair the community forum
         d. Present the Boundary Study Committee recommendation to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS**
         e. Assist the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** with the presentation of the best boundary change option to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM**

   B. Recorder
   A. Elected by Boundary Study Committee members at the second meeting
   B. Duties
      a. Attends all committee meetings
      b. Takes minutes of committee discussions and actions. (Secretarial assistance and mailing of minutes will be provided by [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA** staff.)

   C. Committee Members
   A. Committee members will endeavor to work with the [Area Superintendent and the Office of Research and Data Analysis] **EXECUTIVE DIRECTOR OF SCHOOLS AND THE DEPARTMENT OF ASSESSMENT AND STUDENT DATA** to:

a. Receive and review information on the housing developments and neighborhoods included in the study area using maps and data provided by staff
b. Serve as representatives of the affected schools and interested individuals from the affected neighborhoods
c. Seek input from the interested individuals from the affected neighborhood to identify concerns and preferences
d. Provide input to the Boundary Study Committee as a representative of the affected neighborhood, not as an individual
e. Provide, where necessary, information from the Boundary Study Committee to interested individuals in the affected neighborhoods
f. Identify the various boundary options.
    1. Determine which neighborhoods and/or areas should be in the core boundary area to attend each affected school (i.e., the areas which will definitely be included in the attendance area for each affected school).
    2. Determine which neighborhoods and/or areas are considered optional and can be assigned to one or more different schools in the various boundary options.
g. Plan, attend, and assist with the facilitation of the community forum.
    1. Assist in the preparation and/or dissemination of publicity concerning the community forum.
    2. Work with staff to develop handouts which summarize the advantages or disadvantages of each of the boundary options.
    3. Help the boundary Study Committee develop answers to frequently asked questions about the process and the various boundary options.
    4. Serve as small-group facilitators to answer questions and gather information for the Boundary Study Committee.
h. Make recommendation to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** of the best boundary change option.

II. [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS**
    A. Advise the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM** concerning schools which may require boundary adjustments.

B. Schedule meetings with principals, in concert with the [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA,** to provide orientation to the boundary study process.
C. Appoint Boundary Change Committee members.
D. Schedule, attend, and facilitate Boundary Study Committee meetings.
E. Direct the research of the [Research and Data Analysis] Department of Assessment and Student Data staff.
F. Coordinate communication throughout the boundary change process.
G. Host the community forum.
H. Present the Boundary Study Committee's best boundary change option to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM.**

III. School Principals

A. Identify and contact parents and teachers to serve on the Boundary Study Committee and recommend those individuals to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS.**

1. Seek the advice of the PTA Executive Board to identify parent(s) representatives to be appointed to the Boundary Study Committee.
   a. Parent representatives should have the time to devote to the Boundary Study Committee.
   b. Parent representatives should represent potentially affected areas and/or neighborhoods.
2. Seek the advice of the school's Faculty Council to identify teacher(s) representatives to be appointed to the Boundary Study Committee.
3. Explain to potential parent and teacher representatives the Boundary Study Committee member duties, organization, and time commitment and obtain that individual's commitment to actively serve on the Boundary Study Committee before final selection.

B. Attend, or provide a representative to, the Boundary Study Committee meetings and serve as a technical advisor.
C. Assist the Boundary Study Committee in communication efforts.
   1. When requested by the Boundary Study Committee, use the school newsletter or other forms of parent communication to assist in the dissemination of information.
   2. Make appropriate presentations to various school-based groups and/or at PTA meetings of information that would be of assistance to the Boundary Study Committee.
   3. Be knowledgeable of all Boundary Study Committee activities in order to respond to parent inquiries.
D. Remain impartial in assisting the Boundary Study Committee with the determination of options.

IV. [Office of Research and Data Analysis] **DEPARTMENT OF ASSESSMENT AND STUDENT DATA**

A. Meet with affected principals to provide orientation to the Boundary Study Committee process.
   1. Review boundary study parameters (extent of relief being sought for each school involved).
   2. Review location of potentially affected neighborhoods.

B Work with [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** in planning first Boundary Study Committee meeting.

C. When requested by the Boundary Study Committee, provide geographic and statistical data as well as other technical assistance.

D. Organize and process information and report results of the Boundary Study Committee and the community forum.

E. Review Boundary Study Committee recommendation.

F. Organize information and data to be presented to the [Superintendent's Staff] **EXECUTIVE LEADERSHIP TEAM**.

V. Baltimore County Public Schools Budget, Physical Facilities, Transportation, and other Offices
   A. Provide data, input, and feedback to all proposals throughout the process.
   B. Consider the implications of boundary changes when developing budgets, physical facilities, transportation networks, and other services.

SUGGESTIONS FOR POSSIBLE CONSIDERATION BY THE BOUNDARY STUDY COMMITTEE

The Baltimore County Public Schools' Belief Statement asserts that "improved student achievement requires families and communities to be partners in the education process." In order to encourage community support in the educational process, the boundary change process has been revised to garner community input at the initial stages of the boundary setting discussions. The Boundary Study Committee provides a framework to obtain and to refine community input for recommending new school boundaries to the Area Superintendent.

In order to prepare for its recommendation to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS**, the Boundary Study Committee may consider any, all, several, or none of the following topics. These topics are provided only for Committee discussion and to provide a framework to develop the various boundary options. The topics are not intended to represent an exhaustive list of all the topics that could be considered when reviewing boundary changes.

The topics provided below are not meant to be a complete list. It is recognized that some topics of consideration may be mutually exclusive and/or contradictory. The listing of these topics is to provide a numerical reference system, but does not indicate a hierarchy, order of priority, or any implied priority or desirability. The best option recommended by the Boundary Study Committee to the [Area Superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** need not satisfy all of the topics listed below.

The final plan adopted by the Board of Education may include any or none of these topics of consideration.

1. Establish and adjust school boundaries throughout the county in a manner which insures efficient use of available space.
    A. Identify schools which are overcrowded or underenrolled by comparing the State Capacity of each facility with its full-time equivalent enrollment.
    B. Apply the guideline of 90% ("Whenever a school's FTE enrollment reaches 90% of its state capacity, the school is overcrowded." Conversely, by MSDE practice, a school with an FTE enrollment that is 65% or less of its state capacity is considered underutilized.)
    C. Avoid overcrowding facilities.
    D. Minimize costs.

2. Reassign school attendance areas only when other reasonable and educationally sound choices are not immediately available.
    A. Explore ways of using existing space more efficiently.
    B. Consider annexing certain grades or programs to nearby facilities with spare capacity.
    C. Where possible, use relocatable classrooms to relieve overcrowding due to short-term enrollment increases.

3. Maintain a commitment to long-range planning decisions.
    A. Where feasible, maintain the community school concept.
    B. Attempt to insure that students attend the schools closest to their homes.
    Sample Options:
        i. Whenever possible, attempt to keep communities together.
        ii. In order to serve students at the closest possible school, consider employing a domino effect when locations of available school facilities and student clusters are not contiguous.
        iii. When establishing boundary lines, attempt to follow natural boundaries, such as railroads, creeks, major highways, election districts, existing school boundaries, and locations of feeder schools.

    C. Where possible, eliminate existing satellite zones (areas districted to a school that are outside of its community boundary).
    Sample Options:
        i. Attempt to employ satellite zoning only for special purposes and for a pre-determined time period. (Any satellite zoning plan should designate the contiguous school which will be expected to serve students in the satellite area as soon as circumstances permit.)

ii. As new subdivisions are approved and overcrowd a school, consider assigning the children from the newly developing neighborhoods to other attendance areas with available space rather than disrupt students from existing neighborhoods. (Realize, however, that this tends to create undesirable satellite areas which are usually served by facilities that are a greater distance away than schools serving established residences.)

4. Relate proposed boundary adjustments to customary student assignment patterns for progression through school.
   A. Whenever possible, develop boundary change proposals which insure that feeder school patterns from elementary to middle to high school keep developments, neighborhoods, and communities together.
   B. Where feasible, develop boundary change proposals which insure that elementary school boundaries do not overlap middle school boundaries, and middle school boundaries do not overlap high school boundaries.
   C. Reassign elementary school students no more than once every 3 years.
   D. Phase in high school redistricting when possible, beginning with grade 9 students.
   E. Develop options which reflect the diversity of the population within the entire cluster of schools under consideration.
   F. Reject options which foster racial or socioeconomic isolation.

5. Examine the effects of boundary adjustments on the instructional programs of all schools involved.
   A. Examine the effect of boundary adjustments on the instructional programs of both the sending and receiving schools.
   B. Adjust enrollment projections by school to assist in staffing, scheduling, and distribution of supplies and materials when boundary changes are implemented.

6. Develop boundary adjustment proposals that allow students to be transported in the most efficient and feasible manner.
   A. Maximize the number of students who can walk to school.
   B. Minimize travel time and maximize safety for students who must be transported.
   C. Avoid bussing students past a school which has the same grade levels.
   D. Avoid duplicate bus runs on the same streets for schools with the same grade levels.
   E. Transport toward town centers rather than toward the countryside to minimize special trips to school for parents and guardians.

7. Come to a consensus on proposed options by prioritizing the needs unique to the situation under study.

A. Develop proposals which meet the above criteria to the greatest extent possible.
B. Recognize that there is not a single scenario which will please everybody.
C. Keep in mind that decisions approved and implemented by the Board of Education become precedents that may influence decisions made in similar situations for years to come.

7/10/86
Revised 9/7/93
Edited 11/7/94
REVISIONS PROPOSED 12/7/99

BALTIMORE COUNTY PUBLIC SCHOOLS

C

DATE: September 25, 2001

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Computer Repair Technician Career Completer Program for Chesapeake High School

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Phyllis Bailey, Executive Director of Special Programs, PreK-12
Charlene Bonham, Manager, Career and Technology Education
Rhonda Hoyman, Supervisor, Technical Programs
Michael Linkins, Principal, Chesapeake High
Michael Shealey, Supervisor, Technology Education

INFORMATION

The purpose of this report is to advise the Board of Education of the proposed computer repair technician career completer program. This program will open in September, 2002.

The Offices of Career and Technology developed the Chesapeake High School Computer Repair Technician Career Completer Program proposal in conjunction with the school administration and many Baltimore County Public Schools' stakeholders. (Appendix I). This program proposal represents contributions from the Executive Director, PreK-12 Special Programs; Southeast Executive Director of Schools; Manager, Offices of Career and Technology Education; Supervisor, Technology Education; Supervisor, Technical Programs; Principal Chesapeake High School; Executive Director, Fiscal Services; Director of Budget; Executive Director, Facilities; Special Assistant, Facilities; Territory Manager, International Division, Alcatel Networking; Account Executive, K-12 Education, Dell.

The Education Investment Prospectus (Appendix II) describes the Computer Repair Technician Program in the context of the field of Information Technology.

Appendix I – List of Stakeholders

Appendix II – Education Investment Prospectus

BALTIMORE COUNTY PUBLIC SCHOOLS

Computer Repair Technician Program, Chesapeake High School

LIST OF STAKEHOLDERS

Phyllis Bailey	Executive Director, PreK-12 Special Programs
Ann Glazer	Southeast Executive Director of Schools
Charlene Bonham	Manager, Offices of Career and Technology Education
Michael Shealey	Supervisor, Technology Education
Rhonda Hoyman	Supervisor, Technical Programs
Michael Linkins	Principal, Chesapeake High School
Barbara Burnopp	Executive Director, Fiscal Services
Michael Goodhues	Director of Budget
Donald Krempel	Executive Director, Facilities
John Damron	Special Assistant, Facilities
Larry Graff	Territory Manager, International Division, Alcatel Networking
Kevin Clark	Account Executive, K-12 Education, Dell

An Education Investment Prospectus

Review Document Only
June 12, 2001

The Chesapeake *High*

21st CENTURY

INFORMATION TECHNOLOGY PROJECT

Implementation 2001 to 2004

Baltimore County Public Schools

Chesapeake High School

Michael Linkins, Principal

BCPS Southeastern Area Office

Ann Glazer, Southeast Executive Director of Schools

Division of Physical Facilities

Johnny Damron, Special Assistant

Offices of Career & Technology Education

Charlene Bonham, Manager CTE

Mike Shealey, Supervisor, Tech. Ed.

Rhonda Hoyman, Supervisor, Technical Programs

Chesapeake IT Project Approval Process & Timeline

Reference - BCPS CTE Program Approval Process

ELEMENT	PROJECT TIME
Blueprint for Progress & CTE Strategic Plan	Ongoing
Schools Create and Update 3-Year Comprehensive CTE Program Plan	Completed - Chesapeake HS Program Committee
Schools Seeking Additions or Major Changes Prepare Request and Justification Form	Completed - Chesapeake HS Program Committee
Area Office Administrative Review & Approval: Plan & Proposal	Completed - Feb., 2001
CTE Offices: Department of Curriculum & Instruction - Preliminary Review & Approval	Completed - April, 2001
BCPS Technology Education Graduation Requirement Committee Review & Approval	Completed – September, 2001
BCPS Career and Technology Education Advisory Council - Review & Endorsement	Completed - September, 2001
Division Impact Review Division of Facilities	Completed - May 31, 2001
Division Impact Review Division of Educational Support Services	Completed - May 31, 2001
Division Impact Review Business Services	Completed - May 31, 2001
Division Impact Review Information Technology	Completed – April 2, 2001
CTE Offices: Department of Curriculum & Instruction - Final Review & Approval	Completed - June, 2001
Deputy Superintendent Review & Approval	Completed – June 13, 2001
Superintendent's Executive Cabinet Review & Approval	Completed –September 17, 2001
Board of Education Information	Proposed Schedule – Sept. 25,, 2001
BCPS Budget Submission Review & Approval	Proposed – October, 2001

The Chesapeake High 21st Century Information Technology Project

This project is designed to expand the Career & Technology Education program offerings for students at Chesapeake High School. The program will ensure students have opportunities to acquire skills and knowledge consistent with the career demands of the evolving information technology economy and workplace. The CITP project will involve major additions to the schedule of Advanced Technology and Technical Programs course offerings and laboratory facilities of Chesapeake High.

The Need

The Advanced Technology and Technical Program course structure of Chesapeake High has evolved little during the 20 years since the school opened. Current Technology Education course offerings are limited and reflect the "old" and out-of-date nature of Technology Education laboratory facilities.

In the past 10 years, Chesapeake High has struggled to keep pace with the diverse nature of its student population, and the changing nature of area business and industry. At the center of the changes in the Chesapeake business community has been a shift from heavy manufacturing to service and information technology-based logistics and logistics support businesses. The key career skills and knowledge elements in the Chesapeake service area business economy are information technology skills.

The nature of the new information technology driven society demands that students have a new level of technology literacy - **IT literacy**. The new IT skills students will need in the workplace, and in the course of daily life activities include:

- knowledge of system concepts related to information and telecommunications networks,
- knowledge and skill in the use of IT data acquisition, processing, transmission and management technology,
- knowledge and skill in the use of computers in IT system sensing, processing and control applications,
- the ability to apply academic capabilities in complex problem solving situations,
- and the ability to work cooperatively and effectively in work group settings.

The new IT literacy and occupational competencies students will develop as a result of the addition of the learning opportunities provided by this project will serve all levels of student interest and ability. The new courses will allow students to develop "high tech" computer and telecommunications service and maintenance application skills, and the technology systems knowledge necessary for the IT work place of today and tomorrow. The new learning opportunities available within the courses to be implemented as part of this project are appropriate for all students, both those entering employment upon high school graduation and those continuing their education technically or academically in college or technical school.

See attachment: "Greater Baltimore Information Technology Worker Study 2001," Maryland Department of Labor, May, 2001 for supporting IT labor demand data.

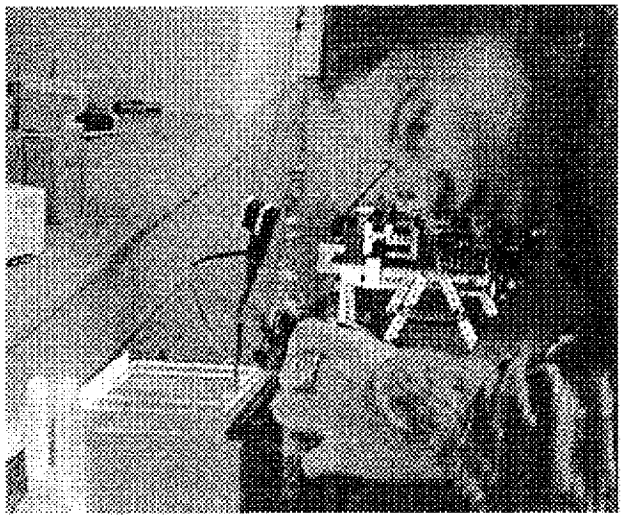
CITP & BCPS - A System View

Dr. Joe Hairston, as he assumed leadership of the Baltimore County Public Schools in the summer of the 2000, identified these challenges for the school system:

> "To grow and improve, we must continue to adapt to changing conditions and expectations. An organization which fails to adapt is one that is soon left behind and replaced by other more dynamic institutions. In our school system, there will be change over time, but all changes will be carefully planned ..."
>
> " We have the awesome responsibility of producing the next generation of citizens and the world's workforce, the decision-makers and thinkers of the future. We have the responsibility to shape the future to be what we want it to be for our children."

The Chesapeake 21st Century Information Technology Project is a direct response to the challenges of vision and leadership presented in Dr. Hairston's speech.

The project will provide Chesapeake High School with an entirely new level of capability for providing all students with rigorous educational experiences applicable to the information technology driven workplace, home, and recreation spaces of the next century.



The added value of the educational experience for students provided by the Chesapeake Information Technology Project investment will quickly be returned to the community in increased tax income paid by the students served as they become IT skilled employees in the skilled workforce of tomorrow.

BCPS Key Strategies - The CITP Connection

The *Chesapeake Information Technology Project* will focus on the following system-wide strategies and relevant benchmarks as project implementation proceeds and success is measured:

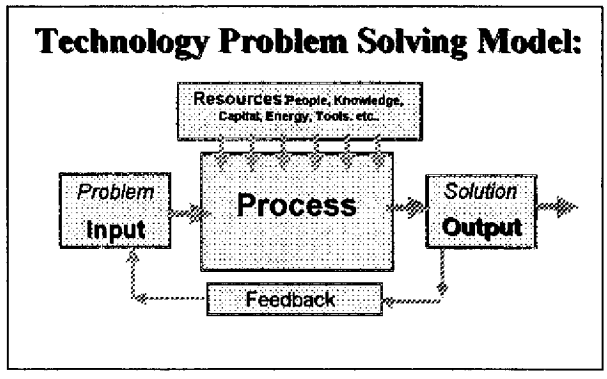
- ***Set high and consistent expectations*** *and institutionalize continuous feedback processes and support systems to ensure that quality daily instruction and continually increasing student achievement occur in all schools*

• ***Focus on the consistent and systematic implementation*** *of the Essential Curriculum in all content areas, as revised and aligned with the Maryland Content Standards, Learning Outcomes, and Core Learning Goals*
• ***Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students*** *by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligence*
• ***Develop and implement countywide formative milestone assessments****, aligned with curriculum and instruction, that will enable staff to make more informed instructional decisions based on student achievement data*
• ***Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society*** *and to meet the data access needs of staff members*
• ***Implement system-wide processes to strengthen communication among schools, homes, and the community*** *and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability and to ensure a quality organization*
• ***Implement programs that will develop in students a strong values system*** *and promote positive behavior and ethical decision-making*
• ***Provide the necessary student support services*** *that will enable all students to maximize their educational opportunities*
• ***Recruit and maintain a quality work force*** *and provide for the needs of employees*
• ***Provide differentiated professional development*** *for all personnel that is aligned with system goals, focused on research-based practices, and designed to increase the quality of programs and services*
• ***Assess the organizational performance of the Baltimore County Public Schools against world class standards****; identify strengths and opportunities for improvement; and put needed processes in place to address organizational, management, communication, and other identified gaps*
• ***Provide safe and well-maintained facilities that enhance the implementation of instructional programs.***

A Systematic Approach - The CITP Project

The implementation of this project will center around four areas:

1. **Curriculum & Program Development**
2. **Staff Recruiting & Development**
3. **Equipment & Resource Procurement**
4. **School Facilities Development**



Each of the four elements will involve leadership collaboration among the school, school system departments and offices, community business partners, and parent advisory groups. The process model for the implementation of the project will follow the technology process model, shown here:

1. Curriculum & Program Development

The new Information Technology program planned for the project will include the following new courses: [*New Course Titles & Numbers For 2001/2002*]

Computer Technology Fundamentals - 55.5310.0-.5 Credit [Basic Grad. Credit - Match]
[Commercial program match: Heathkit "Computer Concepts"]
Information Systems Cabling Technology - 55.5330.0-.5 Credit
[Commercial program match: Heathkit Computer Cabling: Copper & Fiber Optic]
Computer Technology Service & Maintenance I - 55.5320.0- 1.0 Credit
[Commercial program match: Heathkit "Computer Service & Troubleshooting I"]
Computer System Peripheral & A+ Certification - 55.5326.0-.5 Credit
[Commercial program match: Heathkit " Printers Service & A+"]

In addition to the new course that will form the content base of the CITP advanced technology program, the following existing courses and planned future course offerings could be serviced using the facilities: Existing Advanced Technology Education courses offerings:
Drafting & CAD Technology- 55.4010.4- 1 Credit
Architectural Drafting & Design- 55.4200.4- 1 Credit
Digital and Analog Electronics I- 55.5100.4- 1 Credit
Digital & Analog Electronics II- 55.5110.4- 1 Credit
Introduction to Networking I- 55.5210.4 - .5 Credit [Basic Grad. Credit - Match]
[Commercial program match: "Cisco Networking Semester 1"]
Introduction to Networking II- 55.5220.4- .5 Credit
[Commercial program match: "Cisco Networking Semester 2"]
Advanced Networking I- 55.5230.4- .5 Credit
[Commercial program match: "Cisco Networking Semester 3"]
Advanced Networking II- 55.5240.4- .5 Credit
[Commercial program match: "Cisco Networking Semester 4"]
Planned future Advanced Technology Education course offerings:
Telecommunication Systems Technology
Information Systems Component Service & Maintenance
Introduction to Digital Control Technology
Animatronics & Technology Systems
Computer Control & Sensing In Engineering & Medicine
Computer Design & Prototype Development For Manufacturing

The program will be implemented in two stages during the 2002/03 and 2003/04 school years. The implementation plan for course offerings is as follows:

Scheduling Course Codes:

A -Computer Technology Fundamentals - 55.5310.0. 5 Credit [Basic Grad. Credit - Match]
[Commercial program match: Heathkit "Computer Concepts"]
B - Information Systems Cabling Technology - 55.5330.0-.5 Credit
[Commercial program match: Heathkit Computer Cabling: Copper & Fiber Optic]
C - Computer Technology Service & Maintenance I - 55.5320.0-.1.0 Credit
[Commercial program match: Heathkit "Computer Service & Troubleshooting I"]
D - Computer System Troubleshooting, Peripheral & A+ Certification - 55.5326.0-.5 Credit
E - Drafting & CAD Technology- 55.4010.4- 1 Credit
F - Digital and Analog Electronics I- 55.5100.4- 1 Credit

Scheduling Pattern 2002/03: Program Start-up [Based on 4 period day]

Periods →	1	2	3	4	Semester:
28 students per period max. enrollment.	A	A	C		Fall 1
	B	B	C		Fall 2
	A	C	D	E	Spring 1
	B	C	D	E	Spring 2

Scheduling Pattern 2003/04 Full Program Implementation

Periods →	1	2	3	4	Semester:
28 students per period max. enrollment.	C	D	A	E	Fall 1
	C	D	B	E	Fall 2
	D	A -I	C	F	Spring 1
	D	B - I	C	F	Spring 2

2. Staff Recruiting & Development

The single most important element of this project is the human resource element - the teacher or teachers who will be teaching the IT courses. Finding and hiring qualified teaching personnel in today's market place will require incentives and a commitment to continue technical training to ensure they are able to use the resources purchased to support instruction.

Annual funding for continued technical training will be required to support the program with competent teaching staff.

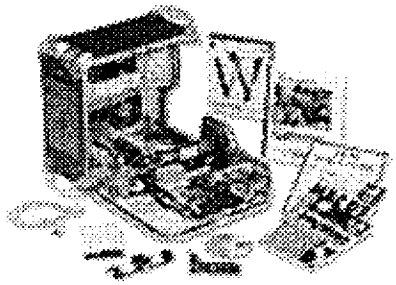
3. Equipment & Resource Procurement

Four areas of support will be necessary to ensure the program remains current in terms of IT technology: Major Equipment &

Training Systems, Text & Reference Materials, Minor Equipment & Tools, and Consumable Resources.

Major Equipment & Training Systems:

- Furniture, Student Desks
- Furniture, Learning Stations
- Student & Instructor Seating
- Drill Press, 15" Ped. Type
- Soldering Station & Learning System [Heathkit or equal]
- Computer Technology Fundamentals Learning System [Heathkit or equal]
- Information Systems Cabling Learning System - [LJ or equal]
- Computer Technology Service & Maintenance Learning System [Heathkit or equal]
- Computer System Peripheral & A+ Certification Learning System [Heathkit or equal]
- Drafting & CAD Learning System [AutoCad or equal]
- Digital and Analog Electronics Learning System [LabVolt or equal]
- Student Computers
- Digital Projection System
- Instructors Resource Station
- Network Learning Station Package [Routers & Switches]
- Computer Service Benches
- Printers & Peripherals



Text & Reference Materials:

- Computer Tech. & Peripheral Reference Materials [Hard copy & digital]
- Computer Technology Fundamentals Learning System Tests & References
- Information Systems Cabling Learning System Tests & References
- Computer Technology Service & Maintenance Learning System Tests & References
- Computer System Peripheral & A+ Certification Learning System Tests & References
- Drafting & CAD Learning System Tests & References
- Digital and Analog Electronics Learning System Tests & References
- Network Learning Station Package Tests & References

Minor Equipment & Tools:

- Instrument & Maintenance Tools Package & Panel
- Student service tools packages

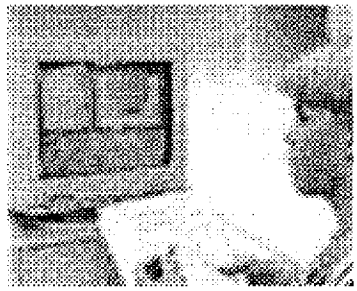
Consumable Resources:

- Cabling & Wiring Supplies
- Soldering & Component Service Kits

School Facilities Development

Changes required to existing Technology Education laboratory [room A10] at Chesapeake High:

- Electrical Panel Retrofit
- Electrical Surge Suppression
- Wiremold/IT Service
- Electrical Supplies
- Lighting Fixtures [36]
- Power Poles [12]
- Project Contingency @ 10%
- Construct 12' X 24" Information Technology Equipment Service Room within the laboratory.



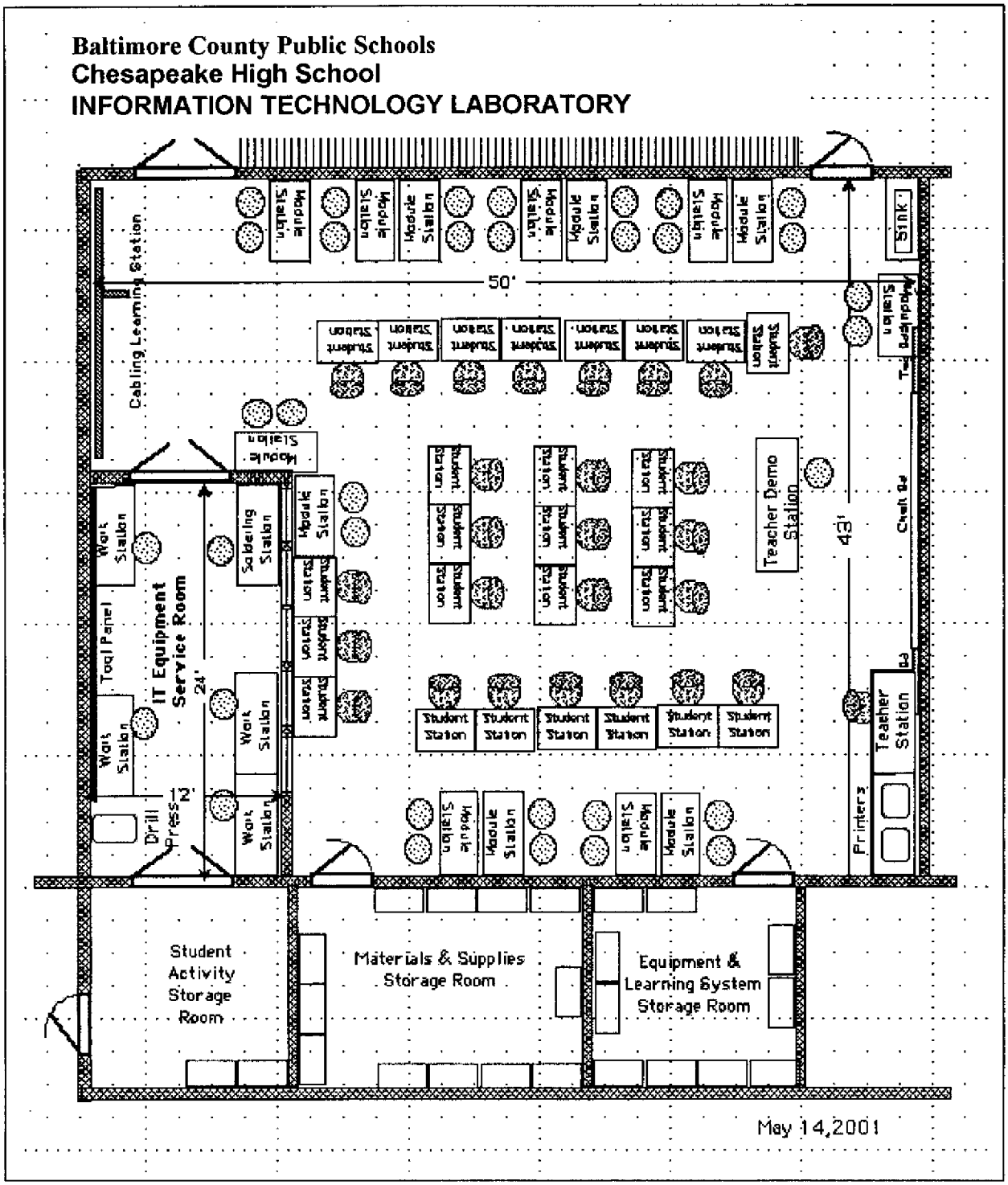
Budget Projections

	Projected Total :	**$ 316,535.00**
Staffing Position (salary and benefits estimate)	$	62,000.00
Staff Recruiting & Development	$	6,925.00
Major Equipment & Training Systems	$	180,680.00
Text & Reference Materials	$	1,500.00
Minor Equipment & Tools	$	8,350.00
Consumable Resources	$	7,080.00
School Facilities Development	$	50,000.00

Phase I Funding Requirements, 2002/03 **$ 292,665.00**

Phase II Funding Requirements, 2003/04 **$ 23,870.00**

Laboratory Plan



Facility Modifications & Up-Grading Requirements: [$27,390.00]

- Electrical system up-dating
- IT network services at learning stations
- Construct 12' X 24" IT Equipment Service Room
- Painting
- Flooring maintenance
- Ceiling maintenance

The Chesapeake High □21st CENTURY□INFORMATION TECHNOLOGY PROJECT

Budget Item	Unit	Projected Unit Cost	No. Units	Projected Cost - Set Up: Pre School Year 2002/03	Projected Cost Phase 1: School Year 2002/03	Projected Cost Phase 2: School Year 2003/04	Projected Total
				$ 10,925.00	$ 219,740.00	$ 85,870.00	$ 316,535.00
Staff Recruiting & Development							$ 68,925.00
• Training stipend, daily cost	each	$ 140.00	15	$ 2,100.00			
• Contract Training, consultant services, daily	each	$ 200.00	5		$ 1,000.00		
• New teacher incentative - LT computer & printer	each	$ 3,200.00	1	$ 3,200.00			
• CAD Software Training, daily	each	$ 125.00	5	$ 625.00			
Staffing Position	each					$ 62,000.00	
Equipment & Resource Procurement							$ 180,680.00
• Furniture, Student Desks, Learning Stations, Instructor Seating & Storage Cabinetry	each	$ 22,000.00	1		$ 22,000.00		
• Student & Instructor Seating	each	$ 65.00	52		$ 3,380.00		
• Drill Press, 15" Ped. Type	each	$ 600.00	1		$ 600.00		
• Computer Technology Fundamentals Learning System [Heathkit or equal]	each	$ 1,100.00	14		$ 15,400.00		
• Information Systems Cabling Learning System - [LJ or equal]	each	$ 3,200.00	14		$ 44,800.00		
• Computer Technology Service & Maintenance Learning System [Heathkit or equal]	each	$ 1,550.00	14		$ 21,700.00		
• Computer System Peripheral & A+ Certification Learning System [Heathkit or equal]	each	$ 600.00	14		$ 8,400.00		
• Drafting & CAD Learning System [AutoCad or equal]	each	$ 300.00	14		$ 4,200.00		
• Digital and Analog Electronics Learning System [LabVolt or equal]	each	$ 400.00	14			$ 5,600.00	
• Student Computers	each	$ 1,300.00	28		$ 36,400.00		
• Digital Projection/Presentation System	each	$ 6,500.00	1		$ 6,500.00		
• Instructors Resource Station	each	$ 3,500.00	1		$ 3,500.00		
• Network Learning Station Package [Routers & Switches]	each					$ -	
• Computer Service Benches	each	$ 450.00	6			$ 2,700.00	
• Printers & Peripherals	each	$ 5,500.00	1		$ 5,500.00		
Text & Reference Materials:							$ 1,500.00
• Computer Tech. & Peripheral Reference Materials [Hard copy & digital]	each	$ 1,500.00	1			$ 1,500.00	
• Computer Technology Fundamentals Learning System Tests & References	Provided w/ learning system						
• Information Systems Cabling Learning System Tests & References	Provided w/ learning system						
• Computer Technology Service & Maintenance Learning System Tests & References	Provided w/ learning system						
• Computer System Peripheral & A+ Certification Learning System Tests & References	Provided w/ learning system						
• Drafting & CAD Learning System Tests & References	Provided w/ learning system						
• Digital and Analog Electronics Learning System Tests & References	Provided w/ learning system						
• Network Learning Station Package Tests & References	Provided w/ learning system						
Minor Equipment & Tools:							$ 8,350.00
• Instrument & Maintenance Tools Package & Panel	each	$ 4,500.00	1			$ 4,500.00	
• Student service tools packages	each	$ 550.00	7		$ 3,850.00		
Consumable Resources:							$ 7,080.00
• Cabling & Wiring Supplies	each	$ 12.00	90			$ 1,080.00	
• Soldering & Component Service Kits	each	$ 40.00	150			$ 6,000.00	
School Facilities Development							$ 50,000.00
• Electrical Panel Retrofit	each	$ 5,000.00	1		$ 5,000.00		
• Electrical surge Suppression	each	$ 1,000.00	1		$ 1,000.00		
• Wiremold/IT Service	each	$ 3,000.00	1		$ 3,000.00		
• Electrical supplies	each	$ 2,500.00	1		$ 2,500.00		
• Lighting Fixtures [36]	each	$ 175.00	36		$ 6,300.00		
• Power Poles [12]	each	$ 200.00	12		$ 2,400.00		
• Construct 12' X 24" Information Technology Equipment Service Room within the laboratory. 24' wall @ $75 per foot, with double door @ $2900, and other facility modifications and up grades. .	each	$ 22,310.00	1	$ 5,000.00	$ 22,310.00		
• Project Contingency @ 10%	each	$ 2,490.00	1			$ 2,490.00	

H

BALTIMORE COUNTY PUBLIC SCHOOLS

Division of Business Services
Department of Fiscal Services
Office of Purchasing
(410) 887-4334
FAX (410) 887-7831
1940-G Greenspring Drive
Timonium, MD 21093

To: Dr. Joe A. Hairston
Superintendent

From: Patrick M. Fannon, Controller

And

Richard L. Gay, Purchasing Manager
Office of Purchasing

Jack S. Nichols, Purchasing Agent
Office of Purchasing

Date: September 4, 2001

Re: **Recommendations for Award of Contracts**
Board Exhibit – September 25, 2001

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

1. <u>Auctioneering Services</u> **Estimated Award Value: $10,000**
Two-year Extension **Express Auction Services**
Contract #2-209-99

A three-year bid to retain a qualified and experienced auctioneer capable of providing the highest net cash return on sales of BCPS equipment, furniture and vehicles (school buses, cars, trucks vans, trailers, etc.) was issued on August 13, 1998 to 19 vendors. Proposals were received from two vendors. A no-bid response was received from one vendor. Award of contract was approved by the Board of Education in October 1998.

Responsibilities of the auctioneer include: Place advertising in local and distant media as directed by BCPS and notify dealers in Maryland and surrounding states; compose a brochure for every auction that contains sufficient detail of each sale item; collect and be responsible for all monies; issue and notarize bills-of-sale; and present a settlement statement to BCPS within 30 days following the auction.

The bid was designed to provide two one-year extensions of contract upon the request of BCPS. The award bidder has agreed to honor all pricing, terms, and conditions of the original proposal. Extension of the contract through September 2003 is recommended to **Express Auction Services, Baltimore, MD** in the estimated amount of $10,000.00. Funding will be provided by revenues generated by the auction(s).

2. **CISCO Products** **Four-Year Estimated Award Value: $500,000**
Contract # 5-515-02 **Digicon Corporation**

A four-year bid was issued on August 2, 2001 for the purchase of CISCO products to 71 vendors. Proposals were received from eight vendors. Four bidders submitted no-bid responses. One bidder was rejected for failing to meet all specifications.

The bid specifications were designed to allow the Department of Technology to purchase CISCO products as needed to upgrade and maintain the network for Baltimore County Public Schools. The bid allowed the bidders to offer a flat percent off all the products on the manufacturer's price list and a flat percent off "off-site" maintenance. The products purchased through this bid will be installed by personnel in the Department of Technology.

Award of contract is recommended to the responsive bidder, meeting all specifications, submitting the highest percent off:

Bidder	Location	Product	Service
Digicon Corporation	**Rockville, MD**	**38.5%**	**30%**
SARCOM	Upper Marlboro, MD	38.5%	13.5%
Disys	Chantilly, VA	38.1%	30.2%
Worldcom	Baltimore, MD	38%	0%
One Source Communications	Owings Mills, MD	36.0%	32%
Attronica	Gaithersburg, MD	36%	30%
PC University	Long Island City, NY	33.3%	33.3%
Bell Tech Logix	Columbia, MD	32.5%	32.5%
CDWG	Vernon Hills, IL	No Bid	
CISCO Systems	Columbia, MD	No Bid	
Continental Resources	Silver Spring, MD	No Bid	
Unisys	Timonium, MD	No Bid	

The estimated contract value is $500,000 over the four years of the contract. Funding will be provided by the operating budget of the Department of Technology, Capital Projects and TIM's (Technology in Maryland) grants awarded to individual schools.

3. **Contracted Services: Sylvan Learning** **Award Value: $120,000**
Sylvan Learning Systems, Inc.

Woodlawn Middle School wishes to enter into a contract with Sylvan Learning Systems, Inc. The focus will be instructional support in reading and study skills for approximately 100 students in grade six. Students entering the program are evaluated through a series of pretests and Sylvan conferences with faculty and school administrators. Following their selection, students will have a unique and individualized program designed for them.

Among the responsibilities of the contract, Sylvan must provide a minimum of two informational meetings and presentations to parents. The first meeting is designed to orient the parents to the program, and the second meeting provides a report of the students' progress. Meetings are scheduled with parents every other month throughout the student's enrollment in the Sylvan program. Additionally, Sylvan provides weekly attendance reports, monthly summary reports, and a final progress report on each student to the school administrator.

Staff that is hired, trained, and evaluated by Sylvan will provide instruction. Sylvan personnel are Maryland certified teachers who provide instruction during the school day as well as in after school activities. In addition to the instruction, Sylvan agrees to maintain a fully equipped learning

center with sufficient computers to ensure a ratio of one computer to three students, a phone, photocopier, and any other equipment necessary to provide the program.

The contract also includes a performance guarantee, i.e., a guarantee that requires a specific number of hours for direct instruction, instructional progress documented by assessment tools, and additional hours of service (at no charge) to respond to any student(s) who fails to achieve the established improvement goals. The evaluation of the program is the responsibility of Baltimore County Public Schools. This evaluation will be established in consultation with Sylvan.

An award in the amount of $120,000 is recommended to **Sylvan Learning Systems, Baltimore, MD** to provide all aspects of this program. Funding will be provided through grant funds from MSDE to support the reconstitution. program.

4. **Flexible Benefits Administrator** — **Estimated Award Value: $30,000**
Second One-year Extension — **Hunt, Dupree, Rhine and Associates**
Contract #2-201-98

A two-year bid to select a vendor to provide flexible benefits administration for health care and dependent care spending accounts was issued on April 30, 1998 to 18 vendors. Proposals were received from six vendors. An award of contract was approved by the Board of Education in July 1998 as was a one-year's extension in September 2000 to Hunt, DuPree, Rhine and Associates, Greenville, SC. There are currently 606 employees participating in the health care spending account and 204 employees participating in the dependent care spending account. Employees are allowed to contribute a maximum amount per family to the health care and dependent care spending accounts. Claims to the spending accounts are processed on a monthly basis.

The bid was designed to provide two one-year extensions of contract upon the request of BCPS. The award bidder has agreed to honor all pricing, terms, and conditions of the original proposal. Extension of contract through September 2002 is recommended to **Hunt, Dupree, Rhine and Associates, Greenville, SC** in the estimated amount of $30,000. Funding will be provided by the Office of Benefits.

5. **Gasoline, Fuel Oil, Diesel Fuel** — **Estimated Award Value: $4,058,615**
Second Year of Contract
Contract #4-446-00

A two-year bid for the purchase of gasoline, fuel oil, and diesel fuel was issued on April 6, 2000 to 26 vendors by Baltimore County Public Schools, serving as the lead jurisdiction for the Baltimore Regional Cooperative Purchasing Committee of the Baltimore Metropolitan Council. Proposals were received from eight vendors. The award of contract was approved by the Board of Education on June 13, 2000 for the period of July 1, 2000 through June 30, 2002.

The specifications were designed to allow potential bidders to submit proposal with a fixed factor which is added to the OPIS price on a weekly basis. (OPIS: Oil Price Information Service Index is based upon the "average" of the Baltimore, MD Refiner to Reseller prices, FOB Terminal, as listed in OPIS; prices for the purchase of products are based on the OPIS rate of the Monday preceding delivery and may only change as the new OPIS price becomes available). The bid "factor" remains constant during the term of the contract.

Award of contract was made to **C. Hoffberger Company, Baltimore, MD; Petroleum Traders Corporation, Fort Wayne, IN; and Twin Pines Fuels, LLC, Aston, PA** with an estimated award value of $4,058,615. Funding will be provided through the operating budgets of the Offices of Maintenance and Transportation.

6. **Parts Washer** — **Estimated Award Value: $16,300**
One-year Extension — **Safety-Kleen Services, Inc.**
Contract #2-213-99

A two-year bid to provide the necessary equipment and service to properly maintain the cleaning efficiency of all automotive parts washers and to dispose of the hazardous waste materials was issued November 12, 1998 to 12 vendors. Responses were received from two vendors. The bid covered 24 pieces of equipment located throughout BCPS's repair facilities, that is, Cockeysville Service Center, Dundalk Bus Facility, Kenwood Truck Center and seven satellite bus lots. Award of contract was approved by the Board in October 1999.

The bid was designed to provide a one-year extension of contract upon the request of BCPS. The award bidder has agreed to honor all pricing, terms, and conditions of the original proposal. Extension of contract through October 2002 is recommended to **Safety-Kleen, Baltimore, MD** in the amount of $16,300. Funding will be provided through the operating budget of the Office of Transportation.

7. **Prefabricated Traffic Signs** — **Projected Award Value: $50,000**
Baltimore County Government Contract — **Shannon Baum Signs**
Contract # 201991

A bid for the purchase of prefabricated traffic signs was issued by the Baltimore County Government and includes provisions for the utilization of the contract by other governmental agencies, universities, and school districts within the state. The contract was awarded to **Shannon Baum Signs, Eldersburg, MD**. Funding for the purchase of numerous signs of various sizes and varied lettering will be funded through the operating account of the Office of Grounds.

8. **Tractors, Grounds Equipment and Accessories** — **Projected Award Value: $36,660.27**
State of Maryland Contract — **Turf Equipment and Supply Company**
Contract #001B2900038

A bid for the purchase of tractors, grounds equipment and accessories was issued by the State of Maryland and includes provisions for the utilization of the contract by other governmental agencies, universities, and school districts within the state. The contract was awarded to **Turf Equipment and Supply Company, Jessup, MD** who offered 17% off list for commercial wide area mowers with accessories. The Office of Grounds anticipates that one Toro Groundsmaster 4000D tractor and mower, driven by one operator, will exceed the work of two of the current BCPS owned six-foot mowers requiring one operator each. The unit comes with a full two-year warranty.

The purchase of the tractor and mower will be funded through the operating account of the Office of Grounds.

I

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Award of Contract - Science Room Renovations
Dulaney High School

On September 7, 2001, eight (8) bids were received for the renovation of science rooms at Dulaney High School - Bid #5-517-02. This project consists of replacing all laboratory casework, lighting, flooring, ceilings, and heating and ventilation systems in seven science rooms and three prep rooms. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Century Construction, Inc., the lowest responsive bidder, in the amount of $1,035,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $103,500.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project # 666 – Alterations/Code Updates/Restorations.

APPROVED:

Donald H. Krempel, Ph.D.
Executive Director

Baltimore County Public Schools
Science Rooms Renovation – Dulaney High School
Bid Number: 5-517-02
September 25, 2001

	Bidder's Name							
	Century Construction, Inc.	North Point Builders, Inc.	Lyons Construction	Jack H. Kidd Associates, Inc.	Phillips Way, Inc.	JAK Construction	Chilmar Construction	Bob Porter Company
Base Bid Price:	**$1,035,000.00**	$1,068,200.00	$1,075,000.00	$1,152,000.00	$1,160,000.00	$1,185,000.00	$1,204,000.00	$1,457,000.00

J

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Award of Contract - Science Room Renovations
Owings Mills High School

On September 11, 2001, six (6) bids were received for the renovation of science rooms at Owings Mills High School - Bid #5-518-02. This project consists of replacing all laboratory casework, lighting, flooring, ceilings, and heating and ventilation systems in six science rooms, seven prep rooms, and one student project room. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Chilmar Corporation, the lowest responsive bidder, in the amount of $998,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $99,800.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project # 666 – Alterations/Code Updates/Restorations.

APPROVED:

Donald F. Kriempel, Ph.D.
Executive Director

Baltimore County Public Schools
Science Rooms Renovation – Owings Mills High School
Bid Number: 5-518-02
September 11, 2001

	Bidder's Name						
	Chilmar Corporation	Phillips Way, Inc.	Century Construction	Lyons Construction	JAK Construction	Jack Kidd Associates, Inc.	Bob Porter Company
Base Bid Price:	**$998,000.00**	$1,065,000.00	$1,065,000.00	$1,068,000.00	$1,131,000.00	$1,132,000.00	$1,363,000.00

K

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe Hairston

FROM: Department of Physical Facilities

RE: Award of Various Construction Contracts
New Town High School

On September 13, 2001, bids were received for two construction packages associated with the construction of New Town High School - Bid #5-521-02. Attached is a summary of the bid results. The Department of Physical Facilities recommends approval of the awards to the lowest responsive bidders for the referenced construction packages in the total amount of $7,106,325.00.

Package #	Bid Package	Contractor	Amount
15A	Mechanical	Towson Mechanical, Inc.	$ 4,106,325.00
16A	Electrical	The Crown Electrical Company	$ 3,000,000.00

At this time, we request approval of a 10% Change Order Allocation in the amount of $710,632.50 to cover any unforeseen conditions and minor changes to the contract which will be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for these bid packages is available in the Capital Project #625 – New Town High School.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS
NEW TOWN HIGH SCHOOL
PACKAGE 15A – MECHANICAL CONTRACT

	Bidder's Name		
	Towson Mechanical, Inc.	G. E. Tignall & Company, Inc.	C&H Mechanical Corporation
Base Bid Price:	**$4,093,000.00**	$4,192,000.00	$4,416,000.00
Alternate #1: *Provide Air Conditioning for Gymnasium*	**$13,325.00**	$28,500.00	$15,500.00
Base Bid Plus Alternate #1	**$4,106,325.00**	$4,220,500.00	$4,431,500.00

BALTIMORE COUNTY PUBLIC SCHOOLS
NEW TOWN HIGH SCHOOL
PACKAGE 16A – ELECTRICAL CONTRACT

	Bidder's Name		
	Crown Electrical Company	Blumenthal-Kahn Electrical LTD	Primo Electric Company
Base Bid Price:	**$2,670,000.00**	$2,797,900.00	$3,247,600.00
Alternate #1: *Air Conditioning Gymnasium*	**N/A**	N/A	N/A
Alternate #2: *Install conduit below floor slab*	**$150,000.00**	$68,900.00	$48,700.00
Alternate #3: *Separate neutral for each lighting circuit*	**$85,000.00**	$54,800.00	$8,000.00
Alternate #4: *Use MC cable in lieu of flexible galvanized conduit*	**$50,000.00**	$211,600.00	$128,200.00
Alternate #5: *Provide Lighting of Tennis Courts*	**$45,000.00**	$24,100.00	$39,230.00
Base Bid Plus All Alternates	**$3,000,000.00**	$3,157,300.00	$3,471,730.00

L

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Fee Acceptance - Construction Administration Services for Science Room Renovations – Dulaney High School

On September, 12, 2000, the Board of Education approved the architectural firm of Grieves, Worrall, Wright, & O'Hatnick, Inc. (GWWO) to provide design services for the renovation of science rooms at Dulaney High School. At this time, the Department of Physical Facilities requests approval to utilize the services of GWWO to provide construction administration services in conjunction with this project. These services will include attending preconstruction and progress meetings, reviewing and approving submittals, reviewing of requests for information, issuing proposal requests, reviewing and recommending change orders, reviewing and approving contractor's request for payment, reviewing contractor's close-out documentation, and providing final completion documentation.

The Department of Physical Facilities has negotiated a fee of $36,191.42 for Grieves, Worrall, Wright, & O'Hatnick, Inc. to provide construction administration services at Dulaney High School. At this time, we request the Board's approval of this negotiated fee.

Funding for these services is available in Capital Budget Project #666 – Alterations/Code Updates/Restorations.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

M

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Fee Acceptance - Construction Administration Services for Science Room Renovations – Owings Mills High School

On September, 12, 2000, the Board of Education approved the architectural firm of Grieves, Worrall, Wright, & O'Hatnick, Inc. (GWWO) to provide design services for the renovation of science rooms at Owings Mills High School. At this time, the Department of Physical Facilities requests approval to utilize the services of GWWO to provide construction administration services in conjunction with this project. These services will include attending preconstruction and progress meetings, reviewing and approving submittals, reviewing of requests for information, issuing proposal requests, reviewing and recommending change orders, reviewing and approving contractor's request for payment, reviewing contractor's close-out documentation, and providing final completion documentation.

The Department of Physical Facilities has negotiated a fee of $35,592.44 for Grieves, Worrall, Wright, & O'Hatnick, Inc. to provide construction administration services at Owings Mills High School. At this time, we request the Board's approval of this negotiated fee.

Funding for these services is available in Capital Budget Project #666 – Alterations/Code Updates/Restorations.

APPROVED:

Donald R. Krempel, Ph.D.
Executive Director

N

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Change Order – Consultant Design Services for Major Maintenance Renovation Project – Riderwood Elementary School

On March 29, 2001, the Board of Education approved a negotiated fee with Gilbert Architects to provide design services under the Major Maintenance Renovation Program at Riderwood Elementary School. In order to complete this project, it has become necessary to provide additional structural and mechanical design services to implement the HVAC upgrades. The Department of Physical Facilities has received a proposal from the consultant in the amount of $15,300.00 to complete the additional scope of work. This fee has been reviewed by 3D/International and was found reasonable. Based upon this review, we recommend approval of a change order in the amount of $15,300.00 with Gilbert Architects to provide additional structural and mechanical design services for HVAC upgrades as stipulated above.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

O

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Change Order - Construction Administration Services for IT cabling
Various Schools (Phase I Elementary Schools)

On October 11, 2000, the Board of Education approved a negotiated fee with Buchart-Horn, Inc. to provide design services under the Major Maintenance Renovation Program at various Elementary schools. In order to complete this project, it has become necessary to provide additional construction administration services to implement IT wiring upgrades. The Department of Physical Facilities has received a proposal from the consultant in the amount of $48,850.00 to complete the additional scope of work. This fee has been reviewed by 3D/International and was found reasonable. Based upon this review, we recommend approval of a change order in the amount of $48,850.00 with Buchart-Horn, Inc. to provide additional construction administration services for IT wiring upgrades as stipulated above.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

P

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Change Order – Major Maintenance Renovation Program
Glenmar Elementary School

On December 5, 2000, the Board of Education approved an award of contract with Chilmar Corporation to perform work under the Major Maintenance Renovation Program at Glenmar Elementary School. In order to complete this project, it has become necessary to provide electronic controls for the new Library and Gymnasium duct heating coils in the respective air handling units. The new electronic controls replace the existing pneumatic controls.

The Department of Physical Facilities has received a proposal from the Contractor in the amount of $24,052.65 to complete the additional scope of work. This cost has been reviewed by our consultant for this project and found reasonable. Based upon this review, we recommend approval of a change order in the amount of $24,052.65 for the new electronic controls in the duct heating coils of these air handling units.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

Q

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Change Order – Major Maintenance Renovation Program
Johnnycake Elementary School

On March 29, 2001, the Board of Education approved an award of contract with Phillips Way, Inc. to perform work under the Major Maintenance Renovation Program at Johnnycake Elementary School. In order to complete this project, it has become necessary to incorporate additional wiremold raceway containing duplex receptacle outlets with the associated conduit and wiring. These additional receptacles are a necessary part of the power requirements needed to support the new IT work. This additional work was not included in the original scope of work for this project.

The Department of Physical Facilities has received a proposal from the Contractor in the amount of $30,064.00 to complete the additional scope of work. This cost has been reviewed by our consultant for this project and negotiations are on-going. Based upon this review, we recommend approval of a change order in the not-to-exceed amount of $30,064.00 with Phillips Way, Inc. to provide the additional wiremold raceway system for the new IT work.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

R

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent
Towson, Maryland 21204-3711

BOARD EXHIBIT

September 25, 2001

TO: Dr. Joe A. Hairston

FROM: Department of Physical Facilities

RE: Change Order – Major Maintenance Renovation Program
Owings Mills Elementary School

On December 5, 2000, the Board of Education approved an award of contract with Gladwynne Construction Company to perform work under the Major Maintenance Renovation Program at Owings Mills Elementary School. In order to complete this project, it has become necessary to remove existing deteriorating plaster from wall surfaces in ten (10) classrooms and four (4) storage rooms, and provide these areas with new metal stud partition walls with relocated electrical outlets. This work was not included in the original scope of work for this project.

The Department of Physical Facilities has received a not-to-exceed proposal from the Contractor in the amount of $50,000.00 to complete the additional scope of work. This cost has been reviewed by our consultant for this project and negotiations are on-going. Based upon this review, we recommend approval of a change order in the not-to-exceed amount of $50,000.00 with Gladwynne Construction Company to provide the new water service lines.

Funding for this Change Order is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

S

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: September 25, 2001

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Rule 6130 – Instruction: Magnet Schools and Programs, Magnet Schools Admission

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S) Phyllis Bailey, Executive Director of Special Programs, PreK-12
Jeanne Paynter, Coordinator, Gifted & Talented Education and Magnet Programs
Risa Schuster, Ombudsman

INFORMATION

The Magnet Policy was approved by the Board of Education on April 20, 1999 (Appendix I) and concurrently a Superintendent's Rule was developed. The intent of the policy and accompanying rule was to establish a systemwide mission and procedures for the diverse magnet school programs.

Appendix II contains revisions to the Superintendent's Rule 6130 to reflect the current organizational structure and the positions to be involved in the appeal process regarding Magnet Schools Admissions. The key element of the revision is a change from a four-part appeal process to a three-part process, eliminating the role of the Area Office. The procedure established for the revised appeal process is that the initial appeal will be made to the Executive Director of Special Programs, PreK-12, and if necessary, to the Superintendent, and finally to the Board of Education. The revised procedures are aligned with the recently revised Rule 5140, Students: Enrollment and Attendance.

Appendix I – Policy 6130– Instruction: Magnet Schools and Programs
Appendix II – Superintendent's Rule 6130 – Instruction: Magnet Schools and Programs, Magnet Schools Admissions

Appendix I

6130

INSTRUCTION

Magnet Schools and Programs

The Board of Education of Baltimore County is committed to providing quality educational opportunities for all students, regardless of background, by providing each student an educational environment that enhances that student's educational success. The Board of Education is also committed to encouraging all parents to play active roles in their children's education and to increasing the educational choices available to parents and students in the public schools.

The Board supports magnet schools and programs as one tool for achieving these goals. First, the Board of Education believes that magnet schools and programs should promote educational excellence and offer to students with different interests, talents, and aptitudes, distinct choices that may enhance their educational success. The Board of Education also believes that magnet schools and programs should be used to develop innovative instructional practices and promote systemic reform. Lastly, magnet schools and programs are a tool for the promotion of diversity within schools. As defined by the Board of Education, diversity includes racial, ethnic, economic, gender, and special needs populations.

Legal References: Annotated Code of Maryland, Education Article, §4-109

Policy
Adopted: 4/20/99

Board of Education
of Baltimore County

Appendix II
6130

INSTRUCTION: Magnet Schools and Programs

Magnet Schools Admission

1. Definition of Magnet Schools and Magnet Programs

As used in this rule, magnet schools and programs are defined as those schools and programs with a specialized curriculum or those with an emphasis on instruction that is different from that generally offered in other schools throughout the school system. Magnet schools and programs can be total-school or school-within-a-school programs.

2. Access to Magnet Schools and Programs

a. To promote equal educational opportunities for all students, it is the goal of the school system to provide all interested students with a fair opportunity for access to magnet schools and programs. To carry out this goal, the Superintendent directs central office staff to assist each magnet school and program in developing equitable recruitment strategies and to recruit a pool of applicants which reflects the diversity of the school system as a whole.

b. At the elementary level, the school system shall not employ any academic or other admissions criteria for determining whether a student is eligible for a magnet school or program. For magnet secondary schools and programs that have academic or other admissions criteria, each year the Superintendent or superintendent's designee shall review and approve those criteria to determine that they are educational related to the specialized curriculum or instructional strategy.

c. Where school-within-a-school magnet programs exist, the principal shall promote interaction, for as much of the school day as possible, between those students participating in the magnet program and those students who do not. Students residing in the attendance area of a school housing a magnet program also may apply for admission to the program under the procedures set forth in subsection 4 of this rule.

3. Transportation

a. The school system shall provide transportation to students who reside in the attendance area of a magnet school or program in accordance with the standards established by the Department of Transportation, as set forth in Board of Education Policy 3410.

b. Transportation to secondary school magnet schools and programs will be provided from community pick-up points located in each of the five geographic areas.

4. Admissions

a. The Superintendent or the superintendent's designee, together with a representative of each magnet school and program, annually shall designate the number of available seats by grade for each magnet school or program for the following school year.

b. Each year, the Superintendent or superintendent's designee shall assess the extent to which each magnet school program's enrollment reflects the diversity of the school system as a whole. Based on this analysis, the Superintendent or designee may set recruitment goals for groups that are underrepresented in magnet schools or programs. "Recruitment" may include efforts such as targeted mailings, but shall not create any priority or preference for admission.

c. The Superintendent or superintendent's designee shall make magnet applications and brochures available at all schools and at the central office. Magnet applications and brochures will be distributed to the parents of students currently attending kindergarten and the fifth and eighth grades in the Baltimore County Public Schools.

d. Students who wish to apply to a magnet school or program outside of their attendance area must apply for a special permission transfer in accordance with the procedures set forth in Board Policy and Superintendent's Rule 5140. Students must complete the "Application for Special Transfer" form and attach it to the completed magnet school or program application. The magnet school principal will approve the special permission transfer in accordance with the procedures set forth in Board Policy and Superintendent's Rule 5140. Special permission transfer students are required to qualify for magnet schools or programs according to the approved program criteria and will be selected according to the procedures set forth in 4e and 4f of Board Policy and Superintendent's Rule 6130. Parents/GUARDIANS are responsible for providing transportation to and from the special permission magnet school or program.

When the special permission student completes the terminal grade of a magnet school or program, the student will attend the subsequent middle or high school serving his/her area of residence, unless the student is accepted in a magnet school or program outside of the student's attendance area.

e. Elementary Schools and Programs

(1) All students otherwise eligible to attend the elementary grades of the Baltimore County Public Schools shall be eligible to apply for elementary magnet schools and programs within their targeted attendance areas.

(2) Siblings: Kindergarten applicants applying to elementary magnet schools and programs who have a sibling who is attending the magnet school and who will continue to attend that school the next year will be placed in the magnet school and program. The applicant must apply within the regular application period in order to receive sibling priority for placement. For purposes of this rule, a sibling shall be defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child living in the same household.

(3) All elementary school applications must be forwarded to the central office, where the Superintendent or superintendent's designee will conduct a centralized random lottery to determine student enrollment.

(4) If there are fewer qualified applications than seats available for any elementary magnet school program, the school system shall admit all eligible students to fill the available seats. If there are more applications than seats available for an elementary magnet school and program, the school system will apply the kindergarten sibling priority process. This is followed by the random lottery selection process.

(5) After the lottery selection process, the school system will inform magnet schools and programs of the students selected so these students may be notified by the schools. Students offered a seat will inform a magnet school or program by the designated deadline whether the seat will be accepted.

f. Secondary Schools/Programs

(1) All students interested in applying for a secondary magnet school and program must complete a written application and submit it to the appropriate magnet school between designated dates from October to mid-[January] DECEMBER. A student may apply to programs in up to three magnet schools within the student's magnet attendance area or by special permission transfer.

(2) All applications for secondary magnet schools and programs will be reviewed at the school for which admission is sought to determine the eligibility of each applicant under any criteria approved in 2b. Each secondary school will notify applicants who are not eligible for that magnet school and program.

(3) If there are fewer applicants than seats available for any secondary magnet school and program, the school shall admit all qualified students to fill the available seats. If there are more applicants than seats available for a secondary magnet school and program, the local school, using criteria appropriate to the specific magnet program, will screen applicants to

determine the number of qualified candidates. Where recruitment goals for under represented groups have been established, the pool will be evaluated to determine the extent to which the goals have been reached. The list of qualified applicants will be forwarded to the central office where a random lottery will be conducted to select students to fill the available seats.

(4) At the middle school level where the number of qualified applicants exceeds the number of available seats, up to 10% of the seats may first be filled with candidates who show exceptional commitment and promise in the specialized program as evidenced by their performance on the approved entrance criteria. The remaining seats will be filled using the centralized random lottery selection process from the remaining pool of qualified applicants.

(5) At the high school level where the number of qualified applicants exceeds the number of available seats, up to 20% of the seats may first be filled with candidates who show exceptional commitment and promise in the specialized program as evidenced by their performance on the approved entrance criteria. The remaining seats will be filled using the centralized random lottery selection process from the remaining pool of qualified applicants.

(6) After the lottery selection process, the school system will inform magnet schools and programs of the students selected so these students may be notified by the schools. Students offered seats shall inform the magnet school and program by the designated deadline if the seat will be accepted.

5. Waiting Lists

a. A waiting list will be generated randomly for each oversubscribed magnet school and program. The waiting list will be maintained until the second semester of that school year.

b. After an annually designated date in March, qualified students who are new to the system and who have not previously applied may apply or be added to a waiting lists or lists.

c. Elementary and secondary students on waiting lists who are offered assignments to a magnet school or program must accept the assignment within the specified time or apply for the next annual selection process.

6. Withdrawals

a. Students admitted to the magnet schools and programs ACCORDING TO THE PROCEDURES IN SECTION 4A - F OF THIS RULE may remain in these schools and programs as long as their parents are residents of [the school system] BALTIMORE COUNTY, and the student has not been withdrawn to attend another school, public or private. If a family moves out of the attendance area of the magnet school or program, transportation will not be provided.

b. Any request for temporary leave from a magnet school or program must be approved, in advance of such leave of absence, by the principal of the school. A leave of absence from the magnet school and program shall be considered in the following situations:

(1) If a family is moving out of Baltimore County temporarily, a leave of absence may be granted for a maximum of one (1) year.

(2) A student also may be granted a leave of absence from the magnet school and program for the period of time necessary to complete any of the following: a stay as a patient in a hospital for an extended period of time; acceptance into a board approved alternative education program or another exceptional education program; or enrollment in a licensed full-time substance abuse treatment program.

c. Students who violate the provisions of Board of Education Policy 5550, *Disruptive Behavior*, or Board of Education Policy 5540, *Alcoholic Beverages and Drugs*, shall be suspended and expelled in accordance with applicable Board of Education policies and Superintendent's rules. When students who have been expelled are ready to return to their program of study, they may return to the magnet school and program from which they were expelled.

d. Students in danger of failing in their prime areas of study at mid-year will be informed of their status. Counseling regarding the propriety of a student's continuation in magnet schools and programs will take place at the end of the school year.

Any decision by the administration to withdraw a student from a magnet school or program because of academic failure must be approved by the [area superintendent] EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS OR DESIGNEE. The administration of the magnet school or program shall explain the basis of the withdrawal to the student's parents/guardians.

A student who transfers out of a magnet program housed in a comprehensive school will be transferred to the student's home school.

e. Parents/GUARDIANS may remove students from magnet schools and programs and return them to their home schools. Principals of the students' home schools shall not deny admission to such students.

7. Appeals

a. Denials of admission to magnet schools MAY BE APPEALED BY THE PARENT/GUARDIAN AND MUST [first] be [appealed] MADE in writing to the EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS within ten (10) calendar days from the date of the school's denial letter OR THE POSTMARKED DATE, WHICHEVER IS LATER. THE EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS OR DESIGNEE WILL RESEARCH AND EVALUATE THE APPEAL AND ISSUE A WRITTEN DECISION.

b. [If the denial is upheld, the next level of appeal must be submitted, in writing, to the appropriate area superintendent within ten (10) calendar days from the date of the denial letter from the Office of Gifted and Talented Education and Magnet Programs. The area superintendent or designee will issue a written opinion.]

IF THE APPEAL IS DENIED BY THE EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS OR DESIGNEE, THE WRITTEN DECISION WILL INFORM THE PARENT (S)/GUARDIAN(S) OF THE RIGHT TO APPEAL, IN WRITING, TO THE SUPERINTENDENT WITHIN FIFTEEN (15) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER OR THE POSTMARKED DATE, WHICHEVER IS LATER.

c. [If the denial is upheld at the area superintendent's level, the parent may appeal in writing to the Superintendent, within fifteen (15) calendar days of the date of the area superintendent's decision. The Superintendent's decision may then be appealed to the Board of Education within thirty (30) calendar days of the denial letter pursuant to Section 4-205 of the Education Article of the Annotated Code of Maryland and Board of Education Policy 8339.]

DENIALS OF MAGNET ADMISSIONS BY THE EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS OR DESIGNEE MUST BE APPEALED IN WRITING TO THE SUPERINTENDENT WITHIN FIFTEEN (15) CALENDAR DAYS OF THE DATE OF THE EXECUTIVE DIRECTOR OF PREK-12 SPECIAL PROGRAMS' OR DESIGNEE'S DENIAL LETTER OR THE POSTMARKED DATE, WHICHEVER IS LATER. THE SUPERINTENDENT OR DESIGNEE WILL RESEARCH AND EVALUATE THE APPEAL AND ISSUE A WRITTEN DECISION.

D. IF THE APPEAL IS DENIED BY THE SUPERINTENDENT OR DESIGNEE, THE WRITTEN DECISION WILL INFORM THE PARENT(S)/GUARDIAN(S) OF THE RIGHT TO APPEAL IN WRITING TO THE BOARD OF EDUCATION WITHIN (THIRTY) 30 CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER IN ACCORDANCE WITH SECTION 4-205 OF THE EDUCATION ARTICLE OF THE ANNOTATED CODE OF MARYLAND AND BOARD OF EDUCATION POLICY 8339, INTERNAL BOARD POLICIES: OPERATIONS, APPEAL BEFORE HEARING EXAMINER. AN APPEAL WILL BE CONSIDERED TIMELY FILED, IF, WITHIN THE ALLOTTED TIME PERIOD, IT HAS BEEN DELIVERED TO THE BOARD OF EDUCATION, POSTMARKED, OR DEPOSITED IN THE U.S. MAIL AS REGISTERED OR CERTIFIED MAIL.

Legal references: Annotated Code of Maryland
Education Article, §4-205

Rule
adopted: 4/20/99
revised: 1/23/01

Superintendent of Schools

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BALTIMORE COUNTY PUBLIC SCHOOLS

Date: September 25, 2001

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Rule 4118.1– Tenure and Non-Tenure Teachers

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business

RESOURCE PERSON(S) Randall Grimsley, Executive Director of Human Resources
William Lawrence, Executive Director of Schools

INFORMATION

Appendix I is the Policy 4118 which was adopted by the Board of Education on August 29, 1968. Subsequently, the Superintendent Rule 4118.1 was developed.

Appendix II contains revisions to the Superintendent's Rule 4118.1 to reflect the current organization. The changes can be identified by text typed in bold and caps is new wording and text in brackets reflects the deletions to the document.

WL/sr

Appendix I – Policy 4118 - Tenure and Non-Tenure Teachers
Appendix II – Superintendent's Rule 4118.1 – Tenure and Non-Tenure Teachers

PERSONNEL: Professional

Permanent: Tenure and Non-Tenure

A teacher with a Professional Certificate must teach two (2) years successfully before being granted tenure.

Teachers shall be asked annually whether they intend to accept reemployment in the school system and will be required, as appropriate, to indicate their plans.

Also see the policy entitled "Employment," in this article.

Legal Reference: Ann. Code of Pub. Gen. Laws of Md. Art. 77
#110 Classes of teachers' certificates
State Board of Education Bylaw
13.06.02.01B Regular (Teacher's) Contract

Policy
adopted: 8/29/68

Board of Education
of Baltimore County

PERSONNEL: Professional

Permanent: Tenure and Non-Tenure

Procedure for Penalizing or Terminating Teachers on Tenure Whose Work is not Satisfactory

1. Special attention will be given the teacher by the principal and other appropriate staff members. [Conferences will be held with the teacher.] **THE PRINCIPAL WILL HOLD POST-OBSERVATION CONFERENCES WITH THE TEACHER.** The principal or other appropriate staff members will give the teacher a summary of the conference, listing the weaknesses or shortcomings [which] that made his/her work less than satisfactory.

2. One or more follow-up conferences will be held by the principal and/or other appropriate staff members to evaluate with the teacher his/her progress in relation to the shortcomings indicated in paragraph 1 above. [A written report of these conferences] **A MID-YEAR EVALUATION** shall be prepared for the teacher and the appropriate [area superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS BY JANUARY 15.** [as in paragraph 1 above.]

3. If the teacher's work continues to be less than satisfactory, the appropriate [area superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will advise the teacher in writing [before the end of March] **ON OR BEFORE MARCH 15** that unless his/her work improves, a recommendation will be made to the Superintendent of Schools that for the following school year his/her certificate be rated second-class, which will result in the freezing of the teacher's salary step. This letter will identify the teacher's major **AREAS IN NEED OF IMPROVEMENT.** [shortcomings and will also encourage the teacher to consider his/her problems carefully with his/her principal and /or supervisor.]

4. If the teacher's work has not improved to the point where it is fully satisfactory [and promises to continue to be so], the [area superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will confer with the Superintendent. After **THEY REVIEW** [a review of] the file, if the Superintendent approves, the [area superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will prepare a letter for the signature of the Superintendent of Schools advising the teacher that his/her certificate is being rated second-class and his/her salary step will be frozen for the ensuing school year. This will be mailed [prior to June 1.] **ON OR BEFORE JUNE 1.**

5. During the year in which the teacher's certificate is rated second-class, a number of visitations and conferences will be made by the principal and [supervisor] **OTHER APPROPRIATE PERSONNEL**, and if the teacher's work is not fully satisfactory, he/she will receive a letter, [during the month of February] **ON OR BEFORE MARCH 1**, from the [area superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** advising

him/her that unless his/her work materially improves, a recommendation to terminate his/her services at the end of the school year will be made to the Superintendent of Schools.

NOTE: If a teacher has had his/her certificate rated second-class [within the past few years] **AND HAS** improved sufficiently to be restored to first-class, and then again is doing less than satisfactory work, steps 3 and 4 may be eliminated for such a person, and step 5 applied immediately.

6. If the teacher's work continues to be less than satisfactory, the [area superintendent] **EXECUTIVE DIRECTOR OF SCHOOLS** will confer with the teacher. At this point, depending upon the individual circumstances, the possibilities of retirement or resignation will be **DISCUSSED** [considered] with the teacher, and if neither of these is selected voluntarily by the teacher, he/she will be advised that a recommendation to terminate his/her employment will be made to the Superintendent of Schools.

7. A summary of the case will be prepared **BY THE APPROPRIATE EXECUTIVE DIRECTOR OF SCHOOLS** for the Superintendent of Schools with a recommendation that the teacher be dismissed.

8. If the Superintendent of Schools agrees with the conclusions reached in the previous steps, he/she will recommend the teacher's dismissal by the Board of Education. [Prior to] **ON OR BEFORE** May 1, the Superintendent of Schools shall notify the teacher, in writing, of his/her recommendation, and the teacher shall be given an opportunity for a hearing [before the Board of Education upon not less than ten (10) days' notice.] **CONSISTENT WITH BOARD OF EDUCATION POLICY AND STATE LAW.**

[9. The Superintendent of Schools shall notify the teacher, in writing, of the action of the Board of Education.]

While every attempt will be made to follow the time schedule outlined above, this may not be possible in a case where major deterioration of a teacher's work develops late in the school year.

This [regulation] **RULE** relates only to teaching performance and does not in any manner limit the power of the Superintendent of Schools to recommend the dismissal of a teacher for immorality, willful neglect of duty, insubordination or misconduct in office, including knowingly failing to report suspected child abuse [, in accordance with the law].

Legal Reference: Annotated Code of [Pub. Gen. Laws of] Maryland, [Article 77
#62 Nomination, assignment, transfer and recommendations as to principals and teachers, etc.
#114 Suspension or dismissal of teachers, principals, supervisors, assistant superintendents, or other professional assistants]
EDUCATION ARTICLE, §6-202

Rule
approved: 5/11/72
revised: 3/16/81
revised: 3/25/93
REVISED:

Superintendent of Schools