

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, July 9, 2002
 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 Tuesday, July 9, 2002
- IV. MINUTES
 - Consideration of the open and closed session minutes for May 28, 2002, and the Report of the Board of Education Work Session, June 10, 2002 Exhibit A
- V. ELECTION OF OFFICERS FOR THE 2002-2003 SCHOOL YEAR
- VI. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM JUNE 11, 2002 (Mr. Grimsley)
- VII. OLD BUSINESS
 - A. Consideration of revisions to Policy 3111 – Budget: Planning and Preparation (Ms. Burnopp)
Exhibit B
 - B. Consideration of revisions to Policy 3112 – Budget: Operating Budget (Ms. Burnopp)
Exhibit C
 - C. Consideration of revisions to Policy 3113 – Budget: Transfers and Supplements (Ms. Burnopp)
Exhibit D
 - D. Consideration of revisions to Policy 5550 – Disruptive Behavior (Mr. Rauenzahn)
Exhibit E
 - E. Consideration of Special Education Staffing Plan (Mr. Boone)
Exhibit F
- VIII. REPORTS
 - A. Report on Proposed Revisions to Policy 3122 – Classification of Expenditures – and New Rule 3122 – Classification of Expenditures (Ms. Burnopp)
Exhibit G
 - B. Report on Proposed Revisions to Policy [6153] 6104 –Field Trips and Foreign Travel (Ms. Bailey)
Exhibit H
 - C. Report on FY 2004 Capital (State and County) and Operating Budget Schedules (Ms. Burnopp)
Exhibit I

VIII. REPORTS (Cont.)

- D. Report on Proposed Revisions to Policy 6111 and New Rule 6111- (Ms. Norman)
School Calendar Exhibit J

IX. NEW BUSINESS

- A. Consideration of consent to the following personnel matters: (Mr. Grimsley)
1. Retirements Exhibit K
 2. Resignations Exhibit L
 3. Non-Renewal of Contract Exhibit L-1
 4. Leaves of Absence Exhibit M
 5. Rehired Retired Principals Exhibit N
 6. Deceased Exhibit N-1
 7. Appointments/Transfers Exhibit O
- B. Consideration of consent to the following contract awards: (Ms. Burnopp)
(Mr. Gay)
Exhibit P
1. Assistive Technology Software
 2. Child Care Centers - Lease Agreement
 3. Contract – Interest in Property
 4. Contracted Services: Fingerprinting and Background Investigative Services – Three-Year Bid
 5. Contracted Services: Programmer – Second One-Year Extension
 6. Equipment Contract: Technology Education Furniture and Equipment – Two-and-One-Half Year Bid
 7. Food Service: Equipment
 8. Music: School Instrument Repair Services
 9. Paper: Computer
 10. Printing: Continuous Forms
 11. Curriculum: Elementary Math Kits
 12. Library Services – Security System

IX. NEW BUSINESS (Cont.)

- C. Consideration of consent to the following Building Committee recommendations: (Building Committee)
1. ADA Ramps – Maiden Choice School [Exhibit Q](#)
 2. Window Replacement – Ridge Ruxton Center [Exhibit R](#)
 3. Systemic Renovations – White Oak School [Exhibit S](#)
 4. Hazardous Material Abatement – Winand Elementary School [Exhibit T](#)
 5. Locker Replacement – Middle River Middle School [Exhibit U](#)
 6. Fee Acceptance – Design and Construction Administration Services for Reroofing Project – Hereford Middle School [Exhibit V](#)
 7. Fee Acceptance – Design and Construction Administration Services for Reroofing Project – Lansdowne Middle School [Exhibit W](#)
 8. Fee Acceptance – Design and Construction Administration Services for Reroofing Project – Overlea High School [Exhibit X](#)
 9. Fee Acceptance – Design and Construction Administration Services for Reroofing Project – Perry Hall Elementary School [Exhibit Y](#)
 10. Fee Acceptance – Construction Inspection Services – Various Elementary Schools [Exhibit Z](#)
 11. Fee Acceptance – Roofing Inspection Services – Various Schools [Exhibit AA](#)
 12. Change Order – Design Services for New Addition – Woodlawn High School [Exhibit BB](#)
 13. Change Order – Systemic Renovations – Battle Monument School [Exhibit CC](#)
 14. Change Order – Science Room Renovations – Dulaney High School [Exhibit DD](#)
 15. Change Order – Window Replacement - Norwood Elementary School [Exhibit EE](#)
 16. Change Order – Science Room Renovations – Woodlawn High School [Exhibit FF](#)
 17. Change Order – Major Maintenance Renovation Project – Cromwell Valley Elementary Regional Magnet School [Exhibit GG](#)

IX. NEW BUSINESS (Cont.)

- 18. Change Order – Major Maintenance Renovation Project – McCormick Elementary School Exhibit HH
 - 19. Change Order – Major Maintenance Renovation Project – Milbrook Elementary School Exhibit II
 - 20. Change Order – Major Maintenance Renovation Project – Pine Grove Elementary School Exhibit JJ
 - 21. Change Order – Major Maintenance Renovation Project – Powhatan Elementary School Exhibit KK
 - 22. Change Order – Major Maintenance Renovation Project – Woodbridge Elementary School Exhibit LL
- D. Consideration of FY2002 Year-End Budget Appropriation Transfer (Ms. Burnopp)
(Mr. Goodhues)
Exhibit MM

X. INFORMATION

- A. Revised Rule 3611 – Tuition Fees Exhibit NN
- B. Field Trips and Foreign Travel Exhibit OO

XI. ANNOUNCEMENTS

- A. Constituent Groups
- B. Revisions to Policy 6111 – School Calendar
- C. General Public Comment

Next Board Meeting August 13, 2002
7:30 P.M. Greenwood



TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, May 28, 2002

The Board of Education of Baltimore County, Maryland, met in open session at 4:38 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Maria R. Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzynski, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, and Mr. James R. Sasiadek. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Arnold informed Board members of a national conference to be held in the fall. Board members interested in attending were asked to contact Ms. Zepp.

Mr. Teplitzky entered the room at 4:40 p.m.

Mr. Arnold announced that starting in June, Board committee reports would be included on the agenda.

Mr. Arnold discussed with Board members a matter dealing with electronic mail addresses.

Mr. Kennedy asked Dr. Krempel to discuss an issue dealing with air conditioning at the Maiden Choice School. Dr. Krempel stated that air conditioning for the school was originally in the base bid, but when the job was budgeted, code issues hadn't been included. The scope of the project was reduced in order to fund the code issues, and air conditioning for the multipurpose room and the gym were included as Add Alternates. Dr. Krempel expressed confidence that the funding can be found to do the air conditioning work.

Mr. Kennedy shared his concern about how misinformation can cause parent fears and concerns about school construction projects if communication with parents does not occur. Ms. Jung shared her concern that the school system does not always provide proactive communication to parents and the community when dealing with these situations. Dr. Krempel stated communication issues might arise because of differing levels of involvement among project school administrators. Ms. Ettinger stated the school system must find ways to support and assist school administrators to equalize this situation.

At 5:00 p.m., Mr. Sasiadek moved the Board go into closed session to discuss personnel matters, to consult with counsel regarding a potential settlement, and to discuss a matter directly related to the contents of a bid or proposal pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), and (a)(14). The motion was seconded by Mr. Hayden and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley reviewed the appointments on tonight's agenda.

CLOSED SESSION MINUTES

Ms. Saffran-Brinks provided legal advice to Board members with respect to potential litigation.

Ms. Saffran-Brinks reviewed a potential settlement with the Board.

Ms. Saffran-Brinks discussed a contract to be considered by the Board this evening.

Ms. Howie advised the Board of a matter regarding potential litigation.

At 7:03 p.m., Mr. Teplitzky moved to adjourn the closed session for a brief dinner recess. The motion was seconded by Mr. Hayden and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:42 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Maria R. Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, and Mr. Sanford V. Teplitzky. In addition Dr. Joe A. Hairston, Superintendent of Schools; staff members; members of various civic, employee, and community organizations were present as was the media.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Dan McMenamin, a student at Towson High School, and a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

Hearing no additions or corrections to the open and closed session minutes of April 23, 2002, Mr. Arnold declared the minutes approved as presented.

Mr. Arnold informed the audience of the various sessions in which Board members had participated earlier in the afternoon.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

The administrative appointments approved at the May 14, 2002, meeting were recognized by Mr. Randall Grimsley, Executive Director for Human Resources.

REPORTS

The Board received the following reports:

- A. Update on Proposed Revisions to Policy 5550 – Dr. Mohler updated the Board on revisions made to Policy 5550 as a result of comments made at the last meeting. The additional revisions deal with cell phones and harassment. Mr. Arnold noted the public will have an opportunity to comment on the proposed revisions later in the meeting.
- B. Report on Special Education Staffing Plan – Mr. Ronald Boone, Executive Director of Federal and State Programs; Ms. Marjorie Rofel, Director of Special Education Compliance and Placement; and Ms. Jean Satterfield, Director of Special Education Instruction, provided an overview of the staffing plan. Mr. Boone noted that in the Baltimore County Public Schools (BCPS), services provided to students with disabilities align directly with the *Blueprint for Progress* by utilizing Key Strategies to achieve the Indicators of Student Progress. The BCPS mission statement states schools are staffed in a manner that result in improving academic rigor at all levels. It was noted that even though this is a two-year plan, in the future, staffing plans will be developed annually. Mr. Boone described the three factors used to develop the staffing plan.

Ms. Rofel described the continuum of special education services in BCPS. She stated that consistent with state and federal regulations, whenever appropriate, BCPS seeks to provide services in neighborhood schools. She described how services are provided to students who require special education classroom instruction for most of the day.

Ms. Satterfield noted that a continuation of special education services has been offered since 1975. She stated in the early 1990's, there was a move to include students with moderate-severe disabilities. Presently, BCPS continues to offer the continuum because parents are equal partners in the IEP process.

Mr. Boone listed the legal requirements for the staffing plan as cited in the *Code of Maryland Regulations (COMAR)*. Ms. Rofel noted that there are no specific formulas for determining the staffing patterns and explained how staff determined the ratios included in the plan. Ms. Satterfield provided an update on the inclusion aspects of the staffing plan.

Ms. Ettinger thanked the Citizens Advisory Committee for Special Education and its Chair, Teresa LaMaster, for the thought provoking letter sent to Board members. She also stated she was excited to hear references

REPORTS (Cont.)

in the presentation about increased collaboration between special education teachers and regular education teachers.

- C. Report on the Technology Plan – Ms. Thea Jones, Supervisor in Instructional Technology, provided an overview of the work of the task force convened by Dr. Hairston in March 2001 to review the existing technology plan for Baltimore County Public Schools. Since that time, the Maryland State Department of Education has requested all local school systems to revise their technology plans so they are aligned with the guidelines set forth in the No Child Left Behind Act. Ms. Jones stated the plan presented tonight would allow the school system to become eligible to apply for federal and state funding over the next three years.

Mr. Gregory Barlow, Executive Director of Technology, stated that the “Framework for Technology Implementation 2002-2005” is the strategic plan that guides the implementation of technology in Baltimore County Public Schools. He also noted that the “Framework” shows solid direction but remains flexible to allow us to react to the changing needs and demands within and outside of the school system.

Through a Power Point™ presentation, Ms. Jones and Mr. Barlow reviewed the eight objectives for the document, as well as how technology can change the learning environment.

Mr. Grzymiski, noting the large amount of funding needed over the next three years to carry out the plan, expressed a need to educate people outside of the system of the critical nature of this plan.

Mr. Kennedy emphasized the critical need for professional development, particularly for teachers who may feel intimidated or uncomfortable with computers. He shared his hope that the funding authorities will recognize these technology needs, as well as needs in other areas.

Dr. Hayman expressed concern that professional development for parents is currently not available countywide. He also suggested revising the BCPS web site with regard to recruitment. Mr. Barlow stated that his department is working with Human Resources to make several improvements in that area. He noted that substantial gains in revising the web site have been made, citing the Benefits web page.

Dr. Hayman questioned the scheduling of some of the programs shown on Channel 73. He also stated there were other Channel 73 issues that need to be reviewed in order to make the programming relevant to the

REPORTS (Cont.)

students and the audience it is trying to reach.

Ms. Jung inquired as to our status for soliciting private funds or seeking hardware companies to work with us. Mr. Barlow stated the school system looks to vendors for services more so than hardware, and he assured Ms. Jung that we are asking for assistance. Ms. Jones noted the Board approved a key piece of collaborative purchasing a few years ago when the school system entered into a joint agreement with the University of Maryland for Microsoft software. She also noted that Ms. Curtis in Library Information Services is looking into group purchasing.

Ms. Ettinger stated one of the keys to making progress in the area of technology is to have meaningful impact analysis with regard to the impact of technology on student achievement and also with regard to our ability to utilize data in a way that is meaningful. This information could be shared with funding authorities. Mr. Barlow stated that the greatest single contributor to that analysis will be the development of a data warehouse system. Ms. Ettinger also echoed Mr. Kennedy's comments about the importance of providing assistance to those teachers who might be uncomfortable with technology.

- D. Report on the Magnet Schools Program Performance – Ms. Donna Flynn, Executive Director of Assessments, and Ms. Jean Wode, Specialist in Research and Evaluation, provided a review of magnet school programs via a Power Point™ presentation. The presentation included the goals from the 1995 Strategic Plan for Magnet Schools, elementary and secondary magnet themes for 2001-2002, and objectives of the current evaluation of magnet schools programs. Ms. Flynn noted the final report from the consultant is due September 1, 2002.

Mr. Hayden expressed his disappointment that the timing of the team's visits might exclude most seniors.

Dr. Hayman shared his concern that nearly one-half of the magnet school students come from the Northwest and Central Areas. He also noted that there are only 216 elementary magnet students from the Southwest and Southeast Areas. Dr. Hayman also shared his disappointment that staff and the Board will not receive the report until the fall, which will probably mean any changes to the program will not occur until the following school year. Finally, Dr. Hayman voiced his concern that in some magnet school programs, students cannot continue their course of study after middle school.

REPORTS (Cont.)

Mr. Teplitzky voiced his hope that the consultant will look at the greater policy issues, rather than just the statistics. He recalled a superintendent who was controversial introduced magnet schools. At the time, the school system and the Board recognized there was no commitment to continue funding these programs.

Mr. Teplitzky echoed his concern over the statistics mentioned by Dr. Hayman, but questioned whether students in the Southeast and Southwest Areas applied for seats in the magnet programs but couldn't get in because the programs were full or because students did not have an interest in attending magnet schools. He stated that students' desires to remain in comprehensive schools do not indicate a failure of the magnet program. Mr. Teplitzky shared his hope that the consultant will talk to students who chose not to attend magnet schools.

He also stated there is a budget issue to be considered. If there is going to be funding of magnet programs, money has to be found for the comprehensive schools so there's not inequity in funding between magnet schools and comprehensive schools.

PERSONNEL MATTERS

On motion of Mr. Teplitzky, seconded by Mr. Kennedy, the Board approved the personnel matters as presented on Exhibits F, G, H, I, J, and K, and K-1. (Copies of the exhibits are attached to the formal minutes.)

CONTRACT AWARDS

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved items 1-11. Mr. Hayden abstained from discussion and voting on item 2.

1. eCatalog Contracts
 - a. Library Instructional Media
 - b. Medications and First Aid Supplies
 - c. Music: Instrumental Supplies
 - d. Music: Vocal Supplies
 - e. Physical Education Supplies and Equipment
 - f. School/Office Supplies and Classroom Paper
2. Food Service: Bread Products – Two-Year Bid
3. Food Service: Ice Cream Products

CONTRACT AWARDS (Cont.)

4. Food Service: Paper Products
5. Food Service: Produce – Two-Year Bid
6. Food Service: Small Wares
7. Fuel Oil, Gasoline and Diesel Fuel – Two-Year Bid
8. Printing: School Calendars
9. Printing: Student Handbooks
10. Software: Web Content Management System
11. Carnegie Learning Cognitive Tutor Curricula

Ms. Jung noted that the Board spends a great deal of time reviewing and discussing personnel matters and contract awards prior to the public meeting.

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-8. The Board approved these recommendations.

1. Parking Lot Improvements – Middle River Middle School
2. Parking Lot Improvements – General John Stricker Middle School
3. Parking Lot Improvements – Scotts Branch Elementary School
4. Bleacher Replacement – Hereford High School
5. Entrance Steps Reconstruction – Kenwood High School
6. Parking Lot Lighting – Ridgely Middle School
7. Change Order – Major Maintenance Renovation Project – Relay Elementary School
8. Change Order – Electrical Contract – New Town High School

FEE ACCEPTANCE

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved a request for fee acceptance for construction management services for systemic renovation projects at various elementary schools.

ANNOUNCEMENTS

Mr. Arnold made the following announcements:

- On Monday, June 10, 2002, the Board will conduct a work session on the achievement gap at 6:30 p.m. at Greenwood.
- On Wednesday, June 12, 2002, the Southeast Area Educational Advisory Council will hold a planning meeting at the Southeast Area Office at 7:30 p.m.
- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, June 11, 2002, at Greenwood. The meeting will begin with an open session at 5:00 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions.

Mr. Arnold reminded speakers to refrain from discussing any matter that might come before the Board in the form of an appeal or any personnel matters.

PUBLIC COMMENT

Mr. Thomas Raybon, President of the Baltimore County Student Councils (BCSC), introduced the President of BCSC for 2002-03, Amethyst Danesie. Thomas also recognized Dr. Hairston; members of the Board; Ms. Barbara Fuller, BCSC advisor; Ms. Phyllis Bailey; and Ms. Maria Cirincione for their support during the past school year.

Ms. Danesie noted BCSC has already begun its work for the next school year and stated BCSC is looking forward to working with the Board next year.

Ms. Karen Yarn, a representative of the Citizens Advisory Committee for Gifted and Talented Education, noted the group's gratitude for the cooperation of a number of staff members during the school year.

Ms. Teresa LaMaster, Chair of the Citizens Advisory Committee for Special Education, thanked Dr. Mohler for his responsiveness to some of the concerns raised at the last Board meeting with regard to Policy 5550. With regard to the Special Education Staffing Plan, Ms. LaMaster noted the large parent turnout at the recent public hearings. Ms. LaMaster also noted

PUBLIC COMMENT (Cont.)

that parents questioned how the stated ratios were determined and the justification for the ratios. She disagreed the plan creates additional accountability. Ms. LaMaster expressed concern at the number of special education students who drop out of school, when compared with Montgomery and Howard Counties. She also noted that the school system is understaffed in the area of instructional assistants when compared to other counties.

Ms. Meg O'Hare, Chair of the Northeast Area Educational Advisory Council, referenced an article that recently appeared in The Sun accusing Baltimore County Public Schools of being unresponsive to County officials. She read a Letter to the Editor, which she wrote and was not published, which refutes The Sun's claim. Ms. O'Hare thanked Bill Lawrence for his hard work this past year. Joan Brauner was also congratulated on her promotion. Dr. Krempel and Carney Elementary School were thanked for helping to establish a World War II Honor Roll on Carney grounds. Ms. O'Hare recognized the Board's appointment of a new member to the Northeast Area Educational Advisory Council and also suggested the creation of a leadership position for middle schools.

Mr. Boyd Crouse, Chair of the Southeast Area Educational Advisory Council, commended Mr. Barlow for the Technology Implementation Plan. He also expressed his hope that funding for the plan would be forthcoming. Mr. Crouse noted a recent article in The Sun regarding construction incidents in the Baltimore County Public Schools and a statement contained in the article that inferred the number of incidents that occurred in Baltimore County Public Schools was small, statistically speaking. Mr. Crouse praised school officials for the manner in which incidents this year were handled and hoped lessons were learned from these experiences. Mr. Crouse thanked the school communities who hosted advisory council meetings this year as well as the personnel who made presentations. He also thanked the members of the Southeast Area council. Mr. Crouse noted the group's growth and its more active approach to the school system and processes. Finally, Mr. Crouse thanked the Coalition of Stakeholders and the Board of Education for their evolving partnership.

Ms. Laura Nossel, Chair of the PTA Council of Baltimore County, reminded the Board and audience that the ParentMobile is another way parents are exposed to technology. With regard to the Magnet School presentation, Ms. Nossel shared her hope that parental perceptions about the program would be included in the consultant's report. Dr. Mohler was thanked for addressing PTA concerns about the cell phone policy. Ms. Nossel pointed out that parents should not be overlooked when it comes to grants (for the technology plan). She stated parents have the skill, expertise, and time to research available grants and fill out applications. Sharon Norman and the Calendar Committee were thanked for their work on the proposed school calendar. Ms. Nossel raised concerns about the number of early dismissals that are proposed. She stated PTA Council's view that instructional time should be maximized. With regard to parent participation on committees, Ms. Nossel shared her desire that committee meetings be held at times convenient for parents. Ms. Bost was congratulated on her selection as Baltimore County's Teacher of the Year.

PUBLIC COMMENT (Cont.)

Mr. Mark Beytin, President of the Teachers' Association of Baltimore County, thanked staff for its responsiveness to teachers' needs with regard to school construction projects and the opening of school in August. Speaking about high stakes testing, Mr. Beytin voiced his concern about future testing in Maryland—what the test will be, who will have input on the new tests, and if the input will be done in a timely and appropriate manner. He asked Board members to be strong participants in this endeavor. With regard to budget issues, Mr. Beytin expressed the need for the Board and TABCO to work together to make certain those seeking election and re-election understand the needs of Baltimore County Public Schools.

No one from the public signed up to speak to the proposed revisions for Policies 3111, 3112, and 3113.

The following person addressed the Board with regard to the proposed revisions to Policy 5550 – Disruptive Behavior:

Susan Katz, President of the Owings Mills High School PTSA – Asked the Board to reconsider banning cell phones on buses.

The following persons addressed the Board with respect to the proposed school calendar for 2003-04:

Jasmine Shriver, a representative from the PTA Council of Baltimore County – Noted her participation on the Calendar Committee. She stated that very few concerns have been voiced about the proposed calendar and there has been no comment on the pre-Labor Day opening. Ms. Shriver thanked Ms. Norman for making the committee meetings more parent friendly.

Mary Pat Kahle, a member of the Calendar Committee – Thanked Ms. Norman for her excellent leadership and facilitative skills of the committee. She voiced her personal concern about the loss of instructional time and asked the Board to seek ways to restore that time.

Ms. Kelli Nelson commended the Office of Special Education for moving toward an annual plan and the public input process. She also commended staff for its receptive and timely responses to questions. Ms. Nelson asked the Board to consider the questions forwarded by Ms. LaMaster. She also asked the Board to consider appropriate and mandatory training for general education teachers. Ms. Nelson expressed concern about the change of inclusion ratios with no explanation. She urged the Board to establish a task force this year that includes equal numbers of parents, community members, and staff to look at best practices in the state and the nation that will focus on ratios, teacher training, decreasing the over-identification of minority students in Special Education, the positive impact of increased literacy interventions, and other factors.

PUBLIC COMMENT (Cont.)

Ms. Laura Nossel, speaking on behalf of Oakleigh Elementary School parent Bonnie Daffron, shared Oakleigh's students' overwhelming success in exceeding its original goal of reading 10,000 books in the Reading Across America program. To date, the students have read 13,500 books. A closing ceremony will be held tomorrow afternoon. Ms. Nossel noted the program was a collaborative effort between students, staff, and parents.

Ms. Jasmine Shriver commended the efforts of the Office of Special Education with regard to the Special Education Staffing Plan, but stated the plan provides only disjointed and obscure data regarding ratios and cited examples of her claim.

Ms. Mary Pat Kahle noted the Board's absence at the recent staffing plan hearings. She shared parents' safety concerns about housing ED programs in large middle and high schools. Ms. Kahle asked the Board for justification for having six (6) special educators in six (6) alternative schools. She noted two omissions of data in the plan that describe staffing used in the identification of students with disabilities and data describing non-public placement staffing. Ms. Kahle urged the Board to aggressively pursue reducing class size for regular education students. She also urged Board members to obtain and read a copy of the testimony from the hearings.

At 10:42 p.m., Mr. Sasiadek moved to adjourn the open session. The motion was seconded by Mr. Kennedy and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

REPORT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND,
WORK SESSION ON THE ACHIEVEMENT GAP

Monday, June 10, 2002

President Donald L. Arnold called the work session to order at 6:36 p.m. at Greenwood. In addition to Mr. Arnold, the following Board members were present: Ms. Phyllis E. Ettinger, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, and Mr. James R. Sasiadek. Also present were Dr. Joe A. Hairston, Superintendent of Schools, and staff members.

Mr. Arnold informed the audience the work session was a result of a recommendation from the Board's Curriculum Committee.

Ms. Ettinger, Chair of the Curriculum Committee, provided an overview of tonight's meeting. Numerous staff members were recognized for their efforts in preparing the materials sent to Board members for the work session. She stated tonight's focus is on key policy issues of teacher quality and teacher training for diverse student populations.

Dr. Hayman, a member of the Curriculum Committee, suggested the existence of a state of emergency within the Baltimore County Public Schools—that being the achievement gap between majority and minority students. He stated this issue must take first priority among the issues the Board and school system must address. Dr. Hayman also stated the state of emergency exists for three imperatives: political, economic, and moral. He suggested the following ways the Board can make a difference:

1. Establish policies and procedures to guarantee the achievement gap is eliminated, and establish a timeframe to eliminate the gap.
2. Implement programs to eliminate the gap.
3. Provide funding to support this effort.

Dr. Hayman shared his concern with the number of non-certificated teachers in Baltimore County. He noted that the majority of non-certificated teachers are placed in high poverty schools. He stated that parents need to assume responsibility in the effort to eliminate the achievement gap, as well.

Ms. Margaret-Ann Howie, Legal Counsel to the Superintendent, reviewed the type of information to be discussed with the Board so it can establish a framework to discuss policy issues related to teacher quality. She stated staff believes there are four policy issues that could be impacted by the discussion of teacher quality—recruitment, staff development, teacher assignment, and staff retention. Ms. Howie reminded the Board of her recent presentation to them on issues related to Title I and the No Child Left Behind Act. She highlighted a few sections of the No Child Left Behind Act as they relate to teacher quality:

1. The people who are to be hired by the school system.

2. Requirements for new elementary and new secondary school teachers.
3. Requirements for teachers who are not new to the profession.

Ms. Howie explained the legal requirement of teacher placement under Title I and noted there are legal requirements to be followed in this area in the TABCO Master Agreement and in state law.

Mr. Randall Grimsley, Executive Director of Human Resources, highlighted some research and funding issues. He noted the findings of The Educational Trust that showed how the quality of teaching had a positive impact on average and less-than-average students, and test scores increased. Mr. Grimsley also spoke of The Trust's findings regarding experienced and non-experienced teachers.

With regard to funding issues, Mr. Grimsley stated that Baltimore County's starting salary ranking has declined. He noted, however, Baltimore County has a very attractive compensation package. Mr. Grimsley provided a brief history of a few ideas designed to attract teachers to low performing schools. He stated the Mentoring Program is effective in supporting new, inexperienced teachers. Finally, Mr. Grimsley reviewed recruitment efforts and costs.

Mr. Hayden inquired as to Baltimore County's current starting salary rank and how it compares regionally. Mr. Grimsley stated Baltimore County's starting salary of \$32,500 ranks 11th. He noted in large districts close to Philadelphia and Pittsburgh, the starting salaries are close to \$38,000. In Northern Virginia, the starting salary is in the same range. Next school year, Anne Arundel and Harford Counties will probably have higher starting salaries than Baltimore County.

Ms. Ettinger inquired about recruiting in areas where there may be excess teachers. Dr. Smeallie stated that Personnel looks at data provided by organizations such as the Mid-Atlantic Association of School, College, and University Staffing to assist in determining such areas. He noted that recruitment trips to the West Coast may not be successful, as many young college graduates from that area have many ties to that area and are unlikely to move to the East Coast. However, there have been recruitment trips to Michigan and Minnesota. Dr. Smeallie noted that recruiting trips are reviewed annually.

Ms. Ettinger stated that, in the future, it would be helpful to the Board to have fiscal notes included with the incentive strategies that the Board may consider. She also suggested providing the experience of school districts in dealing with incentive plans.

Dr. Hayman inquired about the disparity between the number of provisionally certified teachers in the Central and Southwest Areas. In providing a response, Dr. Smeallie stated candidates are asking to visit multiple schools and are shown several schools with similar characteristics. Dr. Hayman disagreed with this practice and suggested candidates should be assigned to the schools where they are needed. Dr. Smeallie responded by saying that as an

employer, Baltimore County Public Schools tries to match a candidate's background, skill, and experience to the appropriate school and assured Dr. Hayman candidates are not allowed to select their job assignment.

Ms. Ettinger noted that federal law will force us to change our practices. Ms. Howie stated that new hires for 2002-2003 in Title I supported programs will have to be highly qualified. By 2005-2006, all teachers must be highly qualified. Ms. Ettinger stated that the situation is now a matter of how we will change our practices, how quickly, and how effectively. She continued by saying the school system's challenge is to integrate the realities of federal law, our needs, and the job market. Ms. Ettinger voiced her distress with the information provided in the Teacher Certification Report and stressed that strategies and policies need to be developed to place teachers where they are needed.

Dr. Smeallie stated in today's market, quality teachers expect to visit the site where they may be working. They expect to meet with the person to whom they will be reporting, and they expect to see the employment setting. He stated that these candidates force us, as an employer, to listen to them and show them options. Dr. Smeallie concluded his comments by saying it is incumbent upon the school system to consider incentives to make people want to be at a particular school. They won't succeed if they are forced to work at a particular school.

Mr. Kennedy spoke of the need for our funding authorities to fully understand the requirements of the law. Ms. Howie stated that the law provides funding for teacher training and teacher mentor programs to help existing teachers become "highly qualified." Dr. Smeallie added that federal officials will be firm about meeting the deadlines. He noted that there will be a majority of school systems that won't be in compliance. He shared his belief that Baltimore County probably will not be in compliance by the start of the 2002-03 school year, despite the efforts of Personnel to meet the federal law.

Ms. Jung noted that filling vacancies in Title I schools must be a priority for recruiters, and Dr. Smeallie confirmed that it is his department's priority. He noted, however, that a candidate sent to a Title I school may like the school, but if the assignment isn't what he/she has done most, the candidate might inquire about other vacancies that might be a better match. Personnel will first put them in contact with another Title I school before referring them to a non-Title I school.

Ms. Jung inquired about recruitment overseas. Dr. Smeallie responded that international recruitment is difficult because of several INS requirements.

Mr. Sasiadek noted we must find a way to connect new hires with children, families, fellow teachers, and the community. He stated that up until now, the system has used a segmented approach. He stated that we need to look at the problem of recruitment and retention as a whole, which would include asking local authorities for additional funding so we can attract more qualified candidates, offer outstanding programs that offer support to teachers after they are hired, and provide programs to guide them through their professional growth.

Ms. Ettinger asked the Board to focus its discussion on policy issues, and she summarized some of the issues discussed earlier in the evening. She stated her desire to see where our policies are, whether they are meeting our needs, or if adjustments need to be considered. She reminded everyone that tonight’s discussion focused on only two items and that there are many other issues which impact student achievement and the achievement gap that deserve discussion. Ms. Ettinger shared her belief that the key to student achievement is attracting and retaining qualified teachers and placing them where they are needed so students can achieve the way they ought to and in the way the school system is obligated to help them achieve. She asked to see the policies that relate to the four (4) areas mentioned by Ms. Howie at the beginning of the work session and for a policy analysis to help the Board determine how existing policies help or hinder our efforts.

Mr. Kennedy suggested the system conduct its own study to determine the impact of reduced class size on student achievement.

Dr. Hayman shared his hope that the Board would take a definitive step and make a formal announcement indicating the achievement gap in Baltimore County would be eliminated by a specific date. That announcement would show the public that the Board is serious about the issue. He also suggested the need to have policies that mandate diversity training for every school system employee and that address non-certificated teachers.

Mr. Arnold and Ms. Ettinger summarized for staff the information requested by Board members. Mr. Sasiadek also suggested looking at current successful practices in our schools.

Ms. Ettinger summarized the evening’s discussion.

The work session was concluded at 8:55 p.m.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: **Dr. Joe A Hairston, Superintendent**
SUBJECT: **Non-Instructional Services: Fiscal Service Policy Revisions**
ORIGINATOR: **J. Robert Haines, Deputy Superintendent, Business Services**
RESOURCE
PERSON(S): **Barbara Burnopp, Executive Director, Fiscal Services**

INFORMATION

Policy 3111 – Budget: Planning and Preparation was updated as part of the initiative of the Division of Business Services to update outdated Board Policies. The policy was adopted in 1968 and revised in 1980. Changes have been reviewed twice by the Board Policy Review Committee, and reflect previous comments from Board Members.

Attachment I – Board Policy 3111

NON-INSTRUCTIONAL SERVICES: Fiscal Services

Budget: Planning and Preparation

The Superintendent of Schools shall prepare the annual operating [budget] and capital budgetS to be submitted to the Board of Education in accordance with THE ANNOTATED CODE OF MARYLAND, rules and regulations of the MARYLAND State Board of Education, and the policies established by the Board of Education of Baltimore County. IF SIGNIFICANT CHANGE IN POLICY IS NECESSARY, THE NEW POLICY SHALL BE SUBMITTED TO THE BOARD OF EDUCATION FOR APPROVAL.

In planning the funds to be included in the budget requests, the Superintendent of Schools shall [consider the recommendation of members of the staff and shall arrange for public hearings to consider recommendations of the community] IDENTIFY THE SYSTEM GOALS BY CONSIDERING INPUT FROM THE COMMUNITY, THE AREA EDUCATIONAL ADVISORY COUNCILS, STAFF, AND OTHER STAKEHOLDER GROUPS. [If these recommendations involve a significant change in policy, the new policy shall be submitted to the Board of Education for approval prior to the inclusion of funds in the budget.]

Legal Reference: *Annotated Code of Maryland*, Education Article.

- §4-205(k) Powers and duties of county superintendent, annual budget; securing funds from local authorities
- §5-101 Annual school budget

Policy

Adopted: 9/18/68

Revised: 6/19/80

Revised: _____

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BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: **Dr. Joe A Hairston, Superintendent**

SUBJECT: **Non-Instructional Services: Fiscal Service Policy Revisions**

ORIGINATOR: **J. Robert Haines, Deputy Superintendent, Business Services**

**RESOURCE
PERSON(S):** **Barbara Burnopp, Executive Director, Fiscal Services**

INFORMATION

Policy 3112 – Budget: Operating Budget was updated as part of the initiative of the Division of Business Services to update outdated Board Policies. The policy was adopted in 1968 and revised in 1980. Changes have been reviewed twice by the Board Policy Review Committee, and reflect previous comments from Board Members.

Attachment I – Board Policy 3112

NON-INSTRUCTIONAL SERVICES: Fiscal Services

Budget: Operating Budget:

1. Proposed Budget

The budget document as recommended by the Superintendent of Schools shall be submitted to the Board of Education in January, IF POSSIBLE. IN THEIR BUDGET DELIBERATIONS, THE BOARD SHALL CONSIDER INPUT FROM THE COMMUNITY AND OTHER STAKEHOLDER GROUPS THROUGH PUBLIC HEARINGS AND/OR OTHER MEANS. [In February,] The Board of Education shall approve an operating budget for submission to the County Executive of Baltimore County NOT LESS THAN 45 DAYS BEFORE THE DATE FOR LEVYING LOCAL TAXES OR ON AN EARLIER DATE ON OR AFTER MARCH 1, AS MAY BE REQUESTED BY THE COUNTY FISCAL AUTHORITY [as required by State Law].

2. Adopted Budget

FOLLOWING ACTION BY THE BALTIMORE COUNTY COUNCIL, the Board of Education shall adopt an operating budget for the fiscal year AND FORWARD A COPY TO THE STATE SUPERINTENDENT WITHIN 30 DAYS AFTER APPROVAL [following action by the County Council].

Legal Reference: *Annotated Code of Maryland*, Education Article

§4-205(k)	Powers and duties of county superintendent, annual budget; securing funds from local authorities
§5-101	Annual school budget
§5-102	Submission of AND REDUCTIONS to budget
§5-103	Budget amount

Policy

Adopted: 9/18/68

Revised: 6/19/80, _____

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Board of Education
Of Baltimore County

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BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: **Dr. Joe A Hairston, Superintendent**

SUBJECT: **Non-Instructional Services: Fiscal Service Policy Revisions**

ORIGINATOR: **J. Robert Haines, Deputy Superintendent, Business Services**

**RESOURCE
PERSON(S):** **Barbara Burnopp, Executive Director, Fiscal Services**

INFORMATION

Policy 3113 – Budget: Transfers and Supplements was updated as part of the initiative of the Division of Business Services to update outdated Board Policies. The policy was adopted in 1968. Changes have been reviewed twice by the Board Policy Review Committee, and reflect previous comments from Board Members.

Attachment I – Board Policy 3113

NON-INSTRUCTIONAL SERVICES: Fiscal Services

Budget: Transfers and Supplements

The Superintendent of Schools shall administer expenditures in accordance with the [approved budgets.] LIMITS ADOPTED BY THE BOARD OF EDUCATION THROUGH THE BUDGETING PROCESS.

[Any] Transfer of funds between categories [of] IN the operating budget, TRANSFER OF FUNDS BETWEEN projects in the capital budget, AND REQUESTS FOR SUPPLEMENTAL FUNDS FOR THE OPERATING OR CAPITAL BUDGET shall be approved by the Board of Education prior to [any other processing required by law.] SUBMISSION TO THE BALTIMORE COUNTY COUNCIL OR THE COUNTY EXECUTIVE AS APPROPRIATE.

Legal References: *Annotated Code of Maryland*, Education Article

- §5-101 Annual school budget
- §5-105 Expenditure of revenues; transfers within and between major categories
- §5-305 Separate accounts for construction funds
- §711, 712 BALTIMORE COUNTY, MD, CHARTER

Policy

Adopted: 9/18/68

Revised: _____

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CAPITALS show additions to text

Board of Education
Of Baltimore County



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Revision of Board of Education Policy 5550**
ORIGINATOR: Christine M. Johns, Deputy Superintendent of Curriculum and Instruction
RESOURCE PERSON(S): Dr. Donald Mohler, Executive Director for Student Support Services
Mr. Dale Rauenzahn, Director, Student Support Services

RECOMMENDATION

That the Board of Education accept the proposed revisions to Board of Education Policy 5550.

Changes to Board of Education Policy 5550 were presented at the May 14th Board of Education meeting and then revisions were shared with the Board on May 28, 2002. A discussion was held at the June 11, 2002 Board of Education meeting, and a decision was postponed until the July 9, 2002 meeting.

DIM/dim
Appendix I – Board of Education Policy 5550

STUDENTS: Conduct

Disruptive Behavior

[Behavior which interferes with the normal function of a school or disrupts or interferes with the academic process constitutes a violation of the rights of others to utilize the services and facilities of the school. Students are expected to exhibit proper behavior on school property, on school buses, and at off-site school-sponsored activities. Students who are responsible for disruptive behavior are subject to discipline including suspension or expulsion in accordance with the procedures outlined in the policy and rule, "Suspension or Expulsion," in this series.

Given below are some examples of offenses which will subject a student to discipline. The list is not exhaustive, and there may be additional offenses for which a student can be suspended or expelled.]

STUDENTS ARE EXPECTED TO FOLLOW THE CODE OF CONDUCT ON SCHOOL PROPERTY, ON SCHOOL BUSES, AND AT OFF-SITE SCHOOL-SPONSORED ACTIVITIES. A STUDENT'S BEHAVIOR IS DISRUPTIVE WHEN IT INTERFERES WITH THE NORMAL FUNCTION OF A SCHOOL. A STUDENT'S BEHAVIOR IS DISRUPTIVE WHEN THAT BEHAVIOR INTERFERES WITH THE ACADEMIC PROCESS OR VIOLATES THE RIGHTS OF OTHERS TO UTILIZE THE SERVICES AND FACILITIES OF THE SCHOOL. STUDENTS WHO TAKE PART IN DISRUPTIVE BEHAVIOR ARE SUBJECT TO DISCIPLINE THAT MAY INCLUDE SUSPENSION OR EXPULSION ACCORDING TO THE PROCEDURES OUTLINED IN THE POLICY AND RULE 5560, "SUSPENSION OR EXPULSION."

BELOW ARE SOME STUDENT OFFENSES FOR WHICH DISCIPLINE WILL BE IMPOSED. THE LIST DOES NOT COVER ALL BEHAVIORS OR ACTIONS. THERE MAY BE ADDITIONAL OFFENSES FOR WHICH A STUDENT CAN BE SUSPENDED OR EXPELLED.

Category I – Examples of offenses [which] THAT may result in suspension:

- a. Academic dishonesty (cheating on tests, copying term papers, forging signature of teacher and/or parent)
- [b. Disrespect to teacher/staff]
- [c.] B FAILURE TO FOLLOW A DIRECTION SUCH AS, BUT NOT LIMITED TO, failure to report to office when directed BY SCHOOL STAFF to do so

POLICY 5550

- [d.]C Fighting
- [e.]D Gambling
- [f.]E Harassment (nuisance phone calls to students or staff members; continued comments or passing of unofficial notes to another individual that he/she does not wish to hear or receive)
- [g.]F Igniting matches or lighters (when not a part of the instructional program)
- [h.]G Leaving school grounds without permission
- [i.]H Non-prescription violation (possession of non-prescription medications)
- [j.]I Personal health, when [one's state of health threatens the health of others] A STUDENT KNOWINGLY USES HIS OR HER STATE OF HEALTH TO THREATEN THE HEALTH OF OTHERS
- [k.]J [Possession and/or] Use of ELECTRONIC COMMUNICATION DEVICES, SUCH AS a pager (beeper), portable telephone, OR ANY WIRELESS COMMUNICATION DEVICE (WHICH ARE NOT PART OF THE EDUCATIONAL PROGRAM) DURING REGULAR INSTRUCTIONAL SCHOOL HOURS. *REGULAR INSTRUCTIONAL HOURS ARE DEFINED AS BEGINNING AT THE OPENING BELL FOR THE SCHOOL DAY AND CONCLUDING AT THE DISMISSAL BELL FOR THE SCHOOL DAY. STUDENTS INVOLVED IN BEFORE, AFTER-SCHOOL, AND WEEKEND INSTRUCTIONAL ACTIVITIES SHALL NOT USE ELECTRONIC COMMUNICATION DEVICES WITHIN THE ASSIGNED AREA OF THE ACTIVITY FROM THE BEGINNING OF THE SCHEDULED ACTIVITY UNTIL ITS CONCLUSION.* THE DEVICE MUST BE TURNED OFF AND STORED IN THE LOCKER, BOOKBAG, AUTOMOBILE, OR PURSE DURING SCHOOL HOURS AND WHILE BEING TRANSPORTED ON THE BUS. THE BAN ON THE USE OF ELECTRONIC DEVICES APPLIES TO BUSES USED FOR ALL SCHOOL RELATED ACTIVITIES.
- [l.]K Refusing to cooperate with school rules and regulations

- [m.]L Refusing to cooperate with school transportation regulations
- [n.]M Refusing to do assigned work
- [o.]N Refusing to serve detention
- [p.]O [Tardiness] UNEXCUSED LATENESS (class/classes)
- [q.]P [Tardiness] UNEXCUSED LATENESS (school day)
- [r.]Q UNEXCUSED ABSENCE OR [T]Truancy (class/classes)
- [s.]R UNEXCUSED ABSENCE OR [T]Truancy (school day)
- [t.]S Unauthorized sale or distribution [, not otherwise described] IN SCHOOL OF ITEMS, GOODS, OR SERVICES NOT RELATED IN ANY WAY TO THE SCHOOL OPERATION, (E.G., sale of football pools [; sale of items in school not related in any way to the school operation])
- [u.]T Use and/or possession of tobacco or cigarette rolling paper
- [v.]U Using [foul] OBSCENE or abusive language
- [w.] Verbal assault on a student.]

Category II – Examples of offenses for which the student [normally would] MAY be suspended and which may result in expulsion:

- a. Assault ON INDIVIDUAL(S)
- b. Assault and/OR battery on a student
- [c.] Chronic disruption of the school program and/or activities]
- [d]C Conspiracy OR PLANNING between two or more persons to commit a Category III offense
- [e.]D [Deprivation through intimidation of another individual's right to attend school or classes] INTERFERING WITH ANOTHER STUDENT'S RIGHT TO ATTEND SCHOOL OR CLASSES

- [f.]E Destruction and/or vandalism of school property, personal property of students and/or [faculty;] FACULTY. THIS INCLUDES receipt, sale, possession, or distribution of property stolen from Baltimore County Public Schools. Restitution is required, either monetary or school work project
- [g.]F Disruptive behavior [which] THAT results in the interference with the normal school program, INCLUDING REPEATED CATEGORY I OR II OFFENSES
- [h.]G Distribution, attempt to distribute, or possession with the intent to distribute a non-controlled substance [upon the representation that the substance is] THAT IS REPRESENTED AS a controlled dangerous substance
- [i.]H Extortion OR TAKING MONEY OR POSSESSIONS FROM ANOTHER STUDENT(S) BY THREAT OR CAUSING FEAR AND INTIMIDATION
- [j.] Failure to assume responsibility for or control of his/her behavior]
- [k.]I Fire alarm/false fire report/bomb threat
- [l.]J Harassment for any reason including, but not limited to, [sexual, racial, religious, and ethnic differences] RACE, SEXUAL DIFFERENCES, GENDER, RELIGION, *DISABILITY*, OR NATIONAL ORIGIN
- [m.]K Indecent exposure
- [n.] Insubordination (disobeying a directive from an administrator, teacher, or any staff member)]
- [o.]L Non-prescription violation (misuse of non-prescription medications) including failure to have medications administered by school nurse or delegated personnel
- [p.]M Participating in and/or inciting a school disruption

- [q.]N Possession and/or detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)
- [r.]O Possession of a look-alike weapon of any kind
- [s.]P Possession of a pocketknife
- [t.]Q Possession, use, or distribution of controlled and/or drug paraphernalia
- [u.]R Prescription violation (possession of prescribed medication)
- [v.]S Purchase of a non-controlled substance that has been represented to be a controlled dangerous substance
- [w.]T Theft and/or knowingly possessing stolen property
- [x.]U Trespassing
- [y.]V Use and/or possession of tobacco or cigarette rolling paper, repeated offense
- [z.]W Violation of the Telecommunications Acceptable Use Policy

Category III – Examples of offenses which shall result in expulsion:

- a. Arson
- b. Assault and battery on a staff member
- c. Distribution and/or sale of alcohol
- d. Distribution and/or sale of controlled dangerous substances (illegal drugs)
- e. Possession and/or use of a firearm on school property (one-year expulsion)
- f. Possession of alcohol
- f. Possession of controlled dangerous substances (illegal drugs)

- h. Possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable) which shall include, but not be limited to, pellet gun, paintball gun, stun gun, BB gun, flare gun, nail gun¹
- i. Possession or use of a real weapon of any kind which shall include, but not be limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product
- j. Prescription violation (misuse of prescribed medications) including failure to have medications administered by school nurse or delegated personnel
- k. Robbery
- l. Striking a staff member WHO IS intervening in a fight or other disruptive activity (intentional or unintentional)
- m. Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance
- n. Use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable)²
- o. Use of a look-alike weapon of any kind which shall include, but not be limited to, switchblade knife, hunting knife, star knife, pocket knife, razors including straight or retractable razor, nunchaku, spiked glove, or spiked wristband
- p. Use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol
- q. Use of any intoxicants which causes a loss of self-control or inebriation and which shall include glue and solvents
- r. Use of a pocketknife or any object as a weapon
- s. Violent behavior which creates a substantial danger to persons or property

The provisions of this policy apply in all situations in which students are involved, including: (1) school activities on property owned by the Board of Education; (2) travel on school buses; (3) off-site school-sponsored activities; (4) on-site or off-site school-related problems which are the result or cause of disruptive behavior on school grounds; and (5) violent acts of behavior which occur off school property and pose a threat to the safety of students and faculty or disrupt the learning environment.

Legal References: Gun Free Schools Act of 1994, 20 U.S.C. §3351
Annotated Code of Maryland, Education Article,
§7-305 , Suspension and Expulsion
Code of Maryland Regulations (“COMAR”)
13A.08.01.11 Disciplinary Action
13A.08.01.17 School Use of Reportable Offenses
13A.08.01.04(B) [Truancy] UNLAWFUL ABSENCE
13A.02.04.01.-07. Tobacco-Free School Environment

Policy
adopted: 7/13/78
revised: 6/24/82
revised: 6/14/84
revised: 6/19/86
revised: 5/28/87
revised: 6/16/88
revised: 5/10/90
revised: 5/23/91
revised: 7/1/92
revised: 9/12/95
revised: 7/2/96
revised: 8/6/96
revised: 6/9/97
revised: 6/12/01
REVISED:

Board of Education
of Baltimore County

¹ The use of permanently inoperable rifles by JROTC students shall not be a violation of this policy during instructional time and at any other times when under the direct supervision of JROTC instructors.

² [The use of permanently inoperable rifles by JROTC students shall not be a violation of this policy during instructional time and at any other times when under the direct supervision of JROTC instructors.] SEE NOTE 1 ABOVE.

BALTIMORE COUNTY PUBLIC SCHOOLS
Department of Federal and State Programs
Office of Special Education

Towson MD 21204

ESS Building

410- 887- 3660

Special Education Staffing Plan
2001-2003

Assurance

This Staffing Plan is submitted consistent with the procedures provided by the Maryland State Department of Education for the purpose of ensuring that personnel and other resources are available to provide a free, appropriate public education [FAPE] to each student with a disability in the least restrictive environment as determined by an IEP team. The Staffing Plan includes: evidence of maintenance of effort (See Appendix A), staffing patterns of service providers, type of providers needed (See Appendix B), and a description of how this staffing plan meets the requirements of the State Regulation.

Background

The Code of Maryland Regulations requiring local school systems to develop staffing plans went into effect in July of 1999. These regulations eliminated state-mandated ratios; rather, each local school system is to define the continuum of special education and related services and to establish staffing ratios. When developing the initial staffing plan, special education staff chose to develop a two-year plan. The two-year plan promoted a proactive approach to the staffing plan requirement. The plan is required to document the data input process and procedures used by the school system to determine the numbers and types of service providers needed to ensure the provision of a free, appropriate public education. The two-year plan is intended to not only allow staff to meet the MSDE requirements of describing the process utilized to staff schools and to meet the needs of students for the upcoming year, but also to utilize the plan to request staffing for the following school year. In other words, a two-year plan describes the staffing process for year one and is designed to be connected to the budget cycle for year two of the plan. This document, originally submitted to MSDE in October of 2000, is a revision focused on staffing for 2002-2003. This plan and future plans will be reviewed and reissued annually in a timeline more consistent with the budget cycle and MSDE technical assistance bulletins.

Philosophy

The mission of the Office of Special Education is to support the schools in providing a quality education for all eligible students based on their individual education programs. This support will develop the content knowledge, skills, and attitudes that will enable students with disabilities to reach their maximum potential as responsible, productive citizens and life-long learners.

All students in Baltimore County should have access to educational services provided by personnel who are sufficiently and adequately trained. Systemwide school improvement and the mission of quality education necessitate that staff be deployed on the basis of identified instructional needs. Appropriate and child-centered special education staffing should be based on the assurance that each student with a disability is provided a free, appropriate public education (FAPE). The provision of FAPE requires the development and implementation of services and supports that provide opportunities for higher levels of academic achievement and skill development. Staffing decisions by a local school system must be based upon the provision of instructional services and supports to students with disabilities in accordance with a student's Individualized Education Program (IEP) in the Least Restrictive Environment (LRE). In the Baltimore County Public Schools, services provided to students with disabilities align directly with the *Blueprint for Progress* by utilizing the Key Strategies to achieve the Indicators of Student Progress. As the BCPS Mission Statement denotes, we support staffing schools in a manner that results in improving academic rigor at all levels and improving student achievement.

Discussion

Description of Special Education Services in BCPS

Intensities of service were eliminated from the State regulations because they no longer represented special education service delivery systems as defined by federal law (The Individuals with Disabilities Education Act). Many students with disabilities receive a combination of special education and related services, often across classroom settings. Students may be in regular classrooms for most of the day while still receiving extensive special education services. Over the last three years in Baltimore County, there has been an increase in the disability categories of emotional disturbance, autism, and other health impaired students. These students' IEPs often call for placement in small, structured, special education classes.

The majority of students with disabilities receive special education supports within regular classrooms. On December 1, 2001 approximately 68% of the students with Individualized Education Plans (IEPs) received services in the regular classroom. This figure includes students receiving only speech language services. Excluding speech only students, 36% of students with IEPs are fully included, 60% are fully included or included for the majority of the school day with some resource support. The preference for serving students in regular classrooms is sound educational practice and is required by federal and state law. This preference presents many challenges from a staffing point of view. School administrators must balance grouping large numbers of students with IEPs in classrooms or spreading students with IEPs across many

classrooms. When large numbers of students with disabilities are placed in concentrated classes, the class may, in fact, become a defacto special education class. When students are spread across many classes, the special education teacher will have a difficult time implementing the services on students' IEPs in all subjects. Inclusion has increased the need for instructional assistants. With increasing numbers of students with disabilities in regular classrooms, the instructional assistant, with direction from the special education teacher, is able to support both students with disabilities and regular education teachers. Adequate teacher and assistant staffing for students in inclusive environments is critical to student success.

General education teachers have staff development supports along with special education teachers. Baltimore County is well known for training and providing mentoring supports to new teachers and to teachers working in schools with large numbers of untenured teachers. General education staff has been included, on a limited basis, in training activities provided by the Office of Special Education and is provided opportunities to attend state and national conferences. Ongoing collaboration between regular and special education has resulted in consistently increased joint training of teachers and support staff. MSDE funding supports conference attendance, stipends for training, and consultant fees. Baltimore County provides support to general education teachers through the Instructional Support Team [IST] model, the Pupil Services Team and the Teacher Student Support Team [TSST] model.

BCPS Continuum of Service

Special Education options can be described as:

- students receiving periodic services in inclusive environments provided by special education teachers and instructional assistants
- students receiving primary instruction in inclusive environments with some special education pull-out instruction
- students receiving intensive services in inclusive environments provided by special education teachers, instructional assistants and/or one-on-one personal assistants
- students in self-contained classes or special schools for those students whose nature and severity of disability is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily:
 - special schools for severely and profoundly disabled
 - special schools/classes for emotionally disturbed
 - special education classes: preschool, autistic, life skills
 - special education classes: functional, adaptive

Guiding Principles

The major considerations in recommending a staffing plan are student needs and teacher responsibilities. When making staffing decisions and determining caseloads, the focus should

be directed towards the services and supports necessary to fully implement the student's IEP in the LRE. The following principles have guided the development of the Baltimore County Public Schools' staffing model:

- caseload and staffing decisions are based on providing the services and supports students need in order to be successful, rather than on a specific category or severity of the disability;
- services and supports required by the student's IEP are crucial factors in determining caseloads;
- flexibility to address changes in the factors affecting caseload and staffing which may occur throughout the school year;
- compliance with federal and state law, regulation, and policies governing special education; and
- participation of parent(s), which is crucial.

Staff from the Office of Special Education conducts school visits and compliance reviews. During the course of the school year, the Specialist for IEP Services in collaboration with the cluster leaders conducts compliance reviews in schools. For FY 02 twelve formal compliance reviews will occur. Each formal review includes a minimum of three visits. In conjunction with Monitoring for Continuous Improvement when schools are visited for compliance, observations of IEP implementation occurs, and students' records are reviewed utilizing MSDE developed criteria. School administrators participate in a follow-up meeting where they receive feedback in the form of commendations and recommendations for improvement. Consistent with recommendations for improvement, the Specialist for IEP Services provides staff development and follow-up to assure that recommendations are implemented.

Data Communication Timeline

In developing the staffing plan for 2001-2003, dialogue has occurred and will continue with representatives of the following groups: Citizens' Advisory Committee for Special Education; Partners for Success Centers; Special Education staff, Baltimore County Commission on Disabilities; and representatives of Baltimore County from the County Executive's Office. The factors in determining caseloads include: demographics, personnel certification/license, experience and training, school size, travel time, transportation, and case management demands. Data is collected from schools based on IEPs, information from school improvement plans, and the information collected during the annual budgetary planning process. Data collection, maintenance, and retention procedures to assure schools are providing accurate information are as follows:

IEP Data Collection: Timeline for Communication with Schools:

- **September** Current Verification List sent to all schools with explanation and directions. (See Appendix C)
Current Listing of IEP Annual Review Dates in Chronological Order.
Current Listing of IEP 3-Year Re-Evaluation Dates in Chronological Order.
Total summary of all special education students by disability.

- **October** Current listing of IEPs in need of review prior to December census sent to all schools with explanation and directions.
- **November** Current Listing (2nd Request) of IEPs in need of review prior to December census sent to all schools with explanation and directions.
Notification sent to special education cluster leaders listing schools with IEPs needing updating by November 30.
- **January** Current Verification List sent to all schools with explanation and directions. Current listing of IEP annual review dates in chronological order.
Current listing of IEP 3-Year re-evaluation dates in chronological order.
- **February** Projected lists of students' transitioning to next level (elementary to middle, middle to high school) sent to all schools with explanation and directions.
- **April** Reminder to send IEP data sheets prior to end of school year.

In addition, the BCPS Department of Human Resources provides data (See Appendix D) and monitors the certification status and vacancies by school for special education positions. Extensive efforts such as recruiting trips, job fairs, and relationships with local colleges and universities are utilized in the attempt to fill all vacancies in a timely fashion with the most qualified candidates. Provisionally certified teachers receive: professional development, tuition reimbursement, information on certification opportunities and cohorts conducted by local colleges and universities. The Department of Human Resources monitors provisional teachers' compliance with certification requirements.

Staffing Model

Beginning with the 2001-02 school year, staffing was allocated based on a program model reflecting the needs of students in Baltimore County. This model was utilized to request and provide schools with staffing for 2002 and will be utilized in 2003.

For school year 2002-03, the staffing recommendation for inclusion will be 14.5:1:5. As with past school years, special revenue funds will be used as available to supplement this ratio. As of the publication of this document, staffing has been provided which lowers the system ratio to 13:4:1. Special education teachers who instruct included students serve students in regular classrooms in collaboration with regular classroom teachers. They also, as needed, pull students out of regular classrooms for instruction and support students to improve study skills. The pairing of a special education teacher and an instructional assistant is critical. The role of instructional assistants working with included students is to support students with IEPs in regular classrooms. Working under the direction of the special education teacher and in collaboration with the regular education teacher, the instructional assistant provides instructional support to identified students with disabilities. The special education teacher is responsible for planning for students with disabilities while implementation is collaboratively provided by the special education teacher, the regular education teacher, and the instructional assistant. The Office of Special Education recommends movement toward a goal of 11:1:1 ratio for inclusion. In arriving

at these recommendations the special education staff matched the available hours in a special education teachers' and assistants' workday, the instructional framework of elementary and secondary schools, and the multiple classroom locations where students with IEPs receive instruction. A step-by-step review of the process is as follows, staff:

- calculated the total minutes in a special educator's day
- subtracted from the total planning time, lunch time, before and after school time
- subtracted from the total time estimated for attending team, testing students, collaborating with other staff members
- reviewed the instructional structure of the school day: elementary, middle and high
- considered the number of classes where students would be included
- divided available teacher time by the number of classrooms, and the anticipated time needed in each classroom.

For the 2001-02 school year, BCPS was awarded a competitive discretionary grant by the MSDE for the purpose of identifying an effective model for inclusion for the county. This grant is consistent with reorganization of the Office of Special Education. The reorganization emphasizes the importance of a strong instructional program for students with disabilities. Identified staff is aligned to focus on developing and implementing an effective model for inclusion. Student achievement data will be an integral part of establishing a systemic inclusion model.

For students whose needs cannot be met satisfactorily in the regular classroom, even with the use of supplemental aids and services, we support for 2003 utilization of the self-contained ratios recommended in the BCPS staffing plan for 2000-2002. The ratios for students in self-contained classes in Baltimore County are:

- special schools for severely and profoundly disabled (recommended ratio 7:1:1; 2002 ratio 7.5:1:1)
- special schools/classes for emotionally disturbed (2002 ratio 9:1:1 plus a crisis intervention teacher for each program)
- special education classes--preschool, autistic, life skills (2002 ratio 9:1:1)
- special education classes--functional, adaptive (recommended ratio 13:1:1; 2002 ratio 13.2:1:1)

(See Appendix E)

Prior to July of 1999, staffing ratios were explicitly stated in the Code of Maryland Regulations. The ratios were based upon level and then hours of service. In the regulation, the ratio for students who received 1 to 3 hours of special education instruction per week was 30:1:1. The ratio for students in self-contained classes was 13:1:1 at the elementary level and 15:1:1 at the secondary level. Finally, the ratio for special education schools was 9:1:1.

- Drawing upon their collective experiences, special education staff met over a number of sessions to dialogue and analyze past and present staffing patterns. Dialogue was conducted with MSDE.
- The Staffing Plans of other jurisdictions were reviewed and compared to BCPS preliminary ratios.

- In formulating the staffing recommendations, staff considered individual students' needs, direct and indirect services, number of students to be served, frequency of services provided, supports for school personnel, location of services, collaboration with general education, and organizational structure of elementary, middle and high.
- At this time, there is no set formula in the Baltimore County Public Schools for determining these ratios. The proposed work group, with considerable parent membership, will consider whether a move to a more restrictive formula is desirable, and will forward recommendations for next year's Staffing Plan to the Superintendent and the Board of Education.

Describing ratios by disability types might appear contradictory to the requirement that the staffing plan reflect students' needs rather than be based on specific category or severity of disability. This is not so. In a school system with over 13,000 students receiving special education and related services, there must be a baseline from which to establish programs and staffing. Individual decisions will always drive class sizes based upon the needs of students as indicated in their Individualized Educational Programs. Factors considered when distributing positions to schools include: teacher planning time, assessment time, parent contacts, IEP preparation, team meeting attendance, direct vs. indirect instruction, location and frequency of services, and collaboration time.

When the initial staffing plan was developed its impact on the need for additional special education teachers and instructional assistants was significant. The special education staff, therefore, requested that BCPS phase in the ratios in the plan.

Distribution of Staff

For FY 2003, the special education office recommended staffing as detailed below:

Special Education Teachers

Special education positions were provided for the following areas:

- Itinerant, vision, and deaf and hard of hearing teachers
- transition facilitators
- autism support
- Infants and Toddlers
- adapted physical education
- college outreach
- Child Find assessment

Crisis Intervention Staff:

Crisis intervention staffing is allocated for each of the schools providing self-contained programs for students with emotional disturbance.

Special School /Special Area Staffing is determined for: Battle Monument, Maiden Choice, Ridge Ruxton, and White Oak.

Special education positions are utilized to fund art, music, physical education, library, reading, and school counseling in these schools.

Distribution of special education positions to schools:

Working with the Offices of Research and Data Analysis, December 1, 2001 census data was reviewed and the staffing ratios were applied to determine the recommended staffing for each school. Special education staff reviewed computer generated recommended staffing by school and considered individual student IEPs, projected program movement, school placements, and development of new programs (See appendix F).

Distribution of instructional assistant positions:

Instructional assistants are critical not only in self-contained classes and schools, but in assisting students served in an inclusion model. They have a valuable roll in the Infants and Toddlers Program as co-providers of special instruction in natural environments, especially for children on the PDD spectrum, and as providers of Infants and Toddlers specialized service coordination which every participating child/family receives per Federal and State regulations. Instructional assistants for special schools are assigned giving consideration to the unique needs of students in these programs. At a minimum, an instructional assistant is assigned for each special education classroom teacher in the special schools. Special education staff ensure that instructional assistant positions are assigned to schools based on enrollments.

Distribution of Personal Assistants

There are currently approximately 400 students in Baltimore County with personal assistants and the numbers continue to grow. The students with personal assistants are typically those whose disabilities, whether physical, behavioral, or cognitive, require that the student have one-on-one attention for most or all of the school day. The salary of personal assistants was increased for school year 2000-2001 from \$5.40 per hour to \$7.50 per hour. This increase followed the recommendations of a work group that met during the spring of 2000. For FY 2002, personal assistants received a 3% increase to \$7.75 per hour. Beginning with September 2000, schools have been required to thoroughly document efforts to utilize existing supports prior to recommending personal assistants. School staff will identify strategies to increase the independence of students utilizing personal assistants.

Parent and personnel concerns regarding staffing are addressed as follows:

A concerned parent speaks with a school-based parent contact person. The contact consults with the appropriate coordinator and/or cluster leader. Together they review the specific situation, the school's staffing allocation, the utilization of staff, and alternative solutions. As necessary, the coordinator or cluster leader consults with the directors of special education. When the Office of Special Education cannot satisfactorily address staffing concerns, the staff identifies solutions and contacts the appropriate Executive Director. The special education staff will respond to the concerned parent.

Maintenance of Effort

The approved Board of Education budget for FY03 identifies funds allocated to the special

education program, which exceed the amount of funds allocated to the program in FY02. The federal passthrough application for FY03 identifies additional special education positions and services to be funded with federal funds. These additional funds have not been used to reduce the level of local expenditures from the prior year. The application also details staff funded through local funds. Local staffing for special education will also increase for FY03.

Special Education Services

Adapted Physical Education

Adapted Physical Education (APE) is a comprehensive program of (a) assessment; (b) developmental activities, physical fitness, games, sports, and rhythmical movements individualized for the interests, abilities, and limitations of students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. Advocacy for students with disabilities, including disability awareness, is also a part of the program. APE provides positive movement experiences and opportunities for individuals with disabilities to acquire and enhance motor/fitness, cognitive, and affective behaviors. The APE consultation program assists teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs that are based on the BCPS *Essential Curriculum*.

The APE consultation team serves all schools on an as needed basis and spends additional time providing in-service training to teachers and educational workshops to parents. Currently, the APE consultation team has 3.6 teachers to service the needs of physical education teachers in the school system.

Assistive Technology

Assistive Technology Services are provided for students ranging in age from birth through 21 years of age. Support is available for individual students identified through either the IFSP or IEP process as requiring additional support for accessing their educational program. Staffing currently includes a full-time facilitator and special educator, as well as a part-time occupational therapist and two part-time speech language pathologists. The role of each staff member includes evaluation of specific technology needs, training of student, staff, and parent and follow-up to ensure success. Additionally, staff members support the philosophy of increasing technology use in all special education programs through the provision of professional development training. As awareness of assistive technology programs grows and more students are identified, additional staff support is required to facilitate successful inclusion of the student in the least restrictive environment and successful integration of a wide range of technology supports with the classroom setting.

Audiology

Audiologists in Baltimore County Public Schools' provide services in the clinical and educational setting. BCPS audiologists complete hearing screenings and assessments. Audiologists also recommend, distribute, and monitor Assistive technology, such as FM systems, sound field systems, etc. for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to faculty and staff, as well as parents regarding hearing loss, the child's

hearing status, and equipment. Most Infants and Toddler audiology services are provided by the Department of Health at no cost to the school system.

Interpreters

BCPS employs sign language interpreters for students who are deaf and hard of hearing with the understanding that cued speech transliterators or oral interpreters would be employed if recommended by an IEP team. Presently, sign interpreters are assigned on a student-by-student basis, according to IEP team approval. These services are delivered at students' home schools, magnet schools, and cluster schools. Interpreters also provide services to students for after-school activities (e.g., school sponsored sport teams, school clubs, school concerts, etc.) and to parents and teachers who are deaf and hard of hearing at education-related activities and events.

In addition to BCPS staff interpreters, freelance interpreters and agency interpreters are hired in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and ADA (Americans with Disabilities Act). Currently, BCPS pays approximately \$11,000 per month to agencies for interpreting services.

Occupational Therapy

Occupational Therapists' (OT) caseloads are determined on an individual basis, according to students' IEPs. This is a labor-intensive process that generally averages approximately 7 direct students and 3 periodic students per day of assignment. This average includes time needed for assessments, teams, and consultations with staff. Factors in this determination include the number of schools an OT serves (often 7 or 8 for 1.0 FTE), the number of 504 cases on a caseload, travel time, and any time that is needed to supervise OT Assistants. For Infants and Toddlers, OT services are also provided in natural environments.

Physical Therapy

Physical Therapists' (PT) caseloads are determined in a similar fashion, although PTs generally serve more schools (often 17 for 1.0 FTE). Physical therapists' loads are heavier than OTs because physical therapists are extremely hard to find, even for agencies. BCPS has not hired new PTs recently and expect to contract an average of 140 hours per month. In recent years, the school system has reduced its reliance on contracted OTs and PTs. When candidates are available, we do convert contracted services dollars in order to hire therapists.

Speech Language Pathology

The American Speech and Hearing Association (ASHA) recommend a maximum student to therapist ratio of 40 to 1. The ASHA recommendation for special populations, such as preschool infants and toddlers, hearing impaired, special schools, and autism, is 25:1. Current therapist ratios in Baltimore County average 45 to 52 for a full time, school-based therapist. The related service resource staff, in collaboration with the Coordinator of Special Student Programs and based upon students' IEPs, determine related services allocations. Staff assignments are made in collaboration with principals according to unique program needs. When making speech language therapist assignments, consideration is given to time needed for implementation of services on students' IEPs, participation in team meetings, testing and assessment, student observation, collaboration with teachers IEP preparation, consultation, and parent contacts. Additionally, speech-language pathologists assigned to Infants and Toddlers are required by

federal and state regulations to provide service in natural environment settings, such as the home or daycare (See Appendix G).

Student Support Services

Student Support Services staff members include: psychologists, nurses, pupil personnel workers and school counselors. These individuals are integral to the process of identifying and providing service to children with disabilities. Positions are funded by the local operating fund and by grants. For FY03, three additional psychologists and three social workers are recommended from special education grants to increase supports for students with disabilities. Formulas are applied when staffing schools; for example, one counselor per elementary, one nurse per school. Schools receive adjustments in allocations when necessary to assure implementation of IEPs. Data regarding the needs of students with disabilities is taken into account when psychologists and social workers are assigned to schools.

Special Education Programs

Adapted

This program serves students who have a wide variety of disabilities. Students in this program receive the curriculum needed to get a high school diploma in a modified format in a self-contained setting. Students are educated in comprehensive schools and are included whenever possible.

Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- 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 systemwide processes to strengthen communication among schools, homes, community, and school system support staff in order to foster greater understanding, increased involvement, greater accountability, and quality organization.
- Provide the necessary student support services to enable all students to maximize their educational opportunities.

Staffing Guidelines: 13:1:1

Autism

Baltimore County Public Schools currently provides a broad continuum of services for students with autism. Some students are fully included within their home school; others are placed in self-contained adapted or functional programs; while others are in special schools. Many students with autism are in specifically designed, self-contained programs in comprehensive schools. There are currently self-contained special education classrooms specifically for students who fall along the autism spectrum in thirteen Baltimore County schools.

In each classroom there is a teacher and instructional assistant. Related services, particularly speech language therapy and occupational therapy, are integrated into the classroom program. The program is highly structured, visually based, and utilizes a variety of teaching techniques that are known to benefit students with autism. Some of the techniques utilized include the TEACCH method, discrete trials, incidental teaching techniques, and "floor-time." Every classroom has access to high- and low-tech communication systems, such as PECS, voice output devices, communication picture boards, computers and other assistive technology, and sensory integration equipment.

Communication between school and home is vital to student success, therefore, every student has a communication book that goes back and forth between home and school on a daily basis. In addition, each site offers parent workshop opportunities to gain strategies and materials to use with their children in the home.

Two autism resource teachers support the program. They work with programs by assisting in training staff, developing and updating IEPs, placing students, and supporting families. Often, resource teachers assist in program development and implementation to ensure successful outcomes for these students.

Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- 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 systemwide processes to strengthen communication among schools, homes, community, and school system support staff in order to foster greater understanding, increased involvement, greater accountability, and quality organization.
- Provide the necessary student support services to enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1:1

College-based Life Skills

College-based Life Skills Programs are designed for students with moderate mental retardation, ages 19-21, who will receive a Certificate and who are eligible for the Governor's Transitioning Youth Initiative. The goals of the program for students are to interact with non-disabled peers, experience authentic community and daily living instruction, transition from school to work, maintain competitive or supported employment, utilize appropriate social and communication skills, self-advocate, access support services, utilize mobility training, participate in community and college recreational/leisure activities, and participate in credited or audited college courses.

Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program – IMAP.

Key Strategies

- 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 intelligences.
- 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 systemwide 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 a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1:1

Deaf and Hard-of-Hearing

BCPS provides a continuum of services for students who are deaf and hard of hearing ranging from full inclusion in the students' neighborhood schools to self-contained classrooms. In the inclusive setting, students may receive a combination of support from BCPS' professionals, including but not limited to audiology, interpreting, speech and language, itinerant, and assistive technology services. In the cluster program, students receive direct instruction by a certified teacher with inclusion in the general education setting when appropriate. Countywide cluster classes have been established within the community schools and offer a comprehensive curriculum. Presently, instruction is presented in a variety of settings through one of the following communication modalities: oral communication, total communication (signs and speech), and American Sign Language. Students with cochlear implants are provided with support to maximize the impact of this new technology.

A full-time itinerant teacher for students who are deaf and hard of hearing averages 15-20 hours per week of direct services. The number of indirect/consultative hours, travel time to various schools, the number of assessments and observations, the variability of the students' needs, and team attendance impact the caseload.

The itinerant teacher's role includes: direct instruction for the student, support to faculty and staff, assistance with classroom modifications and accommodations, and information to the

family. The type (direct, indirect, consultative) and amount of services provided by the itinerant teacher are determined at the IEP team based on the needs of the individual student.

Key Strategies

- 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 intelligences.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1:1

An appropriate ratio for a pre-kindergarten class or a primary or intermediate class is nine, with a teacher and an IA in the room. By secondary school age most hearing-impaired students, very appropriately are included in regular classes. If students still require a secondary self-contained class the recommended ratio is 9:1:1. Several factors, including the low incidence of this disability, Baltimore County's provision of both oral and total communication programs, differing communication philosophies of families, and the varying academic and social needs of this age group, may make it difficult to maximize this ratio.

Emotional Disturbance

The needs of students with emotional disturbances are addressed through the *Essential Curriculum* combined with behavior management programs, crisis intervention, and counseling and/or therapeutic supports. The focus of these programs is to support instruction through a highly structured classroom environment.

The Individualized Education Plans for these students are provided within a full range of programs and services, ranging from less restrictive to more restrictive environments. Some students may be able to achieve academic success within an inclusive setting, given the necessary classroom modifications and behavior supports. Other students may require a more restrictive setting, such as cluster or outreach programs that are located in comprehensive schools. Such programs are designed to provide necessary structure and support for these students, with the potential for gradual inclusion when students demonstrate readiness.

For those students who require an even more restrictive setting, White Oak is a special school providing an array of supports and services to facilitate the educational, behavioral, and social-emotional development of elementary-aged students. Chatsworth School, a magnet elementary, serves a similar but much smaller population.

Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- 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 systemwide 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 a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1:1

Functional Program

The program is designed to meet the needs of students with mild to high moderate mental retardation. The instructional program is aligned with the Essential Curriculum for students in the Functional Program, as well as the Maryland Learning Outcomes and Core Learning Goals, as appropriate, for the students. Instruction is content oriented with a strong emphasis on practical application to daily living. Students in the model may be working toward a Maryland High School Diploma or toward a Maryland State Certificate.

Key Strategies

- To improve achievement for all students with mild mental retardation
- To consistently and systematically implement the Essential Curriculum for students in the Functional Program, as well as the Maryland Content Standards, Learning Outcomes, and Case Learning Goals, as appropriate
- To enhance student learning through the consistent identification and implementation of instructional practices that incorporate knowledge of lesson and unit planning, student learning styles, and ongoing diverse assessment
- To incorporate in the instructional program a strong system of values that encourages responsible behavior and decision-making.

Staffing Guidelines: 13:1:1

Inclusion

Inclusion programs are designed to provide support and related services to students with disabilities who are educated in the general education classroom for part or all of the school day. In most cases, these students attend their home schools. Generally, included students are instructed by regular and special education teachers and/or instructional assistants working collaboratively within the regular education classroom. Students who are included may be served in the regular education classroom and in small group instruction for remediation, and skill development, as needed.

Key Strategies

- To provide students with disabilities the opportunity to access the general education curriculum (I.D.E.A. '97)
- To serve students with disabilities in their home schools
- To support BCPS' system goal, "To improve achievement for all students."

Staffing Guidelines: 13.5:1:.5

Infants and Toddlers

Infants and Toddlers is an interagency program that provides special education and related services to eligible children from birth through 2 years of age. The Board of Education staff provides the majority of services. These children (1,131 from 12/1/00 to 12/1/01) are enrolled in the Infants and Toddlers program, but not in the Baltimore County Public Schools. The numbers of students served by Infants and Toddlers had increased significantly (17% in the past 5 years). For FY 2002, Infants and Toddlers received an additional 2.0 teachers from the special education allocation, 5 instructional assistants, and increased speech-language support (.8 FTE). The Infants and Toddlers program's need for additional staff is due to increased number of children served, increased complexity of disability, and the home-based nature of the services provided by the program which is required by Federal and State regulations. Additional staff will be hired for FY 03 as a result of an infusion of State money from MSDE and the federal government to address the provision of the required 12-month service for every child, provision of services in natural environments, and timeline compliance.

The Infants and Toddlers Program is a collaborative model of service provision involving staff from the Baltimore County Public Schools, Department of Health, Department of Social Services, and several private agencies including PACT, Helping Children with Special Needs, Maryland Therapy Network, Head Start (YMCA of Central Maryland), Healthy Families Program (Abilities Network), Maryland School for the Deaf, Maryland School for the Blind, the Kennedy Krieger Institute and the Aliza Brandwine Program. The program is for children and their family, birth through 2 years of age, with developmental delays or for those who have medical risk factors that may cause future developmental delays. From 12/01/00 to 12/01/01, 1,658 children were referred to the single point of entry. Each child/family is assigned a service coordinator, an assessment is completed in all areas of development, and the health status of the child is reviewed.

An Individualized Family Service Plan is completed for each eligible child/family within 45 calendar days of the referral date. If not eligible, the child is referred, with parent permission, to appropriate community programs. Services provided include special instruction (special education), nursing, assistive technology, speech-language pathology, specialized service coordination, physical therapy, occupational therapy, social work and/or psychology. Services are provided 12 months per year for each child. Parents are partners in the assessment process, the IFSP development process, and in the provision of ongoing service. Children are re-evaluated on an ongoing basis, and the IFSP is reviewed at least every six months. Children are evaluated for Part B eligibility and a transition meeting is held with the family before the child is 33 months of age.

Infants and Toddlers contracts an average of 100 hours per month with private agencies for SLP, OT, and PT services provided to families that are not Medicaid eligible. Additionally, these private agencies provide on an average 500 PT, OT, or SLP sessions to children participating in the Infants and Toddlers program whose families are Medicaid eligible, at no cost to the school system.

Key Strategies

- 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 intelligences
- Promote a multicultural perspective in curriculum and instructional strategies
- 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 systemwide 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
- 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
- Provide safe and well-maintained facilities that will enhance the implementation of instructional programs
- Maintain community and legislative support for the school system and obtain the funding levels necessary to provide quality educational opportunities in all schools.

Life Skills

Life Skills Programs are designed for students with moderate to severe mental retardation and multiple disabilities who will receive the Maryland High School Certificate. The goals are for students to work toward their maximum independence in the areas of personal management, community, career/vocational, and recreation and leisure. Infused into each of these content domains are functional academics, communication, interpersonal skills, and decision-making. Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program – IMAP.

Key Strategies

- 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 intelligences.
- 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 systemwide 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.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1:1

Preschool

Baltimore County Public Schools currently provides a broad continuum of services for children ages 3-5 who have been diagnosed with disabilities and/or developmental delays. Some children receive related services only (speech/language therapy, occupational therapy and physical therapy) at their local elementary school. Some children are fully included in the pre-kindergarten program at their local elementary school. However, many preschool-aged children with disabilities and/or developmental delays are in self-contained programs that provide specifically designed instruction and related services.

In each classroom there is a teacher and an instructional assistant. Related services, including speech language therapy, occupational therapy and physical therapy, are integrated into the classroom program. The preschool program focuses on readiness skills for academic success: language remediation and enrichment (oral language skills, receptive and expressive language, basic concepts, vocabulary, auditory awareness, literacy); expanding general knowledge; increasing social competence; developing adaptive skills (feeding, dressing, toileting); fine and

gross motor skills; and physical well-being. Every classroom has access to high and low tech communication systems, such as voice out-put devices and communication picture boards, computers, and other assistive technology.

Communication between school and home is an important component of the preschool program. Through home visits, parent workshops, and communication notebooks, families are encouraged to extend the use of specific strategies and techniques that the special education teacher and/or therapists are using with their child to the home setting.

There are five parent coordinators that assist families in the transition of their children from the Infants and Toddlers Program to Baltimore County preschool, special education programs.

Key Strategies

- 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 intelligences.
- 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 systemwide 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.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1:1

Visual Impairment

Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools.

Certified vision teachers provide specialized itinerant services to students attending comprehensive schools. Their primary roles are: to teach specific skills (e.g., Braille) so that the students can participate in the *Essential Curriculum* and to assist with the modifications and accommodations, including technology, that are identified in students' IEPs.

Key Strategies

- 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 intelligences

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- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

6/5/02

State and County Funding for Special Education
FY '98 through FY '03

APPENDIX A

DRAFT

Fiscal Year	<u>SPECIAL EDUCATION</u>				<u>TOTAL BCPS BUDGET</u>				Comparison - % Change
	General Fund Operating Expenditures ¹	Special Revenue ²	Total	% Change	General Fund Operating Budget for BCPS ¹	Total Special Revenue ²	Total	% Change	
1998	\$ 72,896,608	\$ 8,985,000	\$ 81,881,608		\$ 632,599,806	\$ 36,361,808	\$ 668,961,614		
1999	\$ 73,750,153	\$ 13,409,698	\$ 87,159,851	6.45%	\$ 652,497,806	\$ 57,025,942	\$ 709,523,748	6.06%	0.38%
2000	\$ 79,660,783	\$ 14,917,733	\$ 94,578,516	8.51%	\$ 682,588,408	\$ 55,759,912	\$ 738,348,320	4.06%	4.45%
2001	\$ 87,823,837	\$ 18,279,524	\$ 106,103,361	12.19%	\$ 754,898,202	\$ 62,852,093	\$ 817,750,295	10.75%	1.43%
2002	\$ 93,058,373	\$ 19,611,694	\$ 112,670,067	6.19%	\$ 788,214,468	\$ 77,559,014	\$ 865,773,482	5.87%	0.32%
2003	\$ 96,597,459	\$ 25,414,757	\$ 122,012,216	8.29%	\$ 806,283,994	\$ 91,369,207	\$ 897,653,201	3.68%	4.61%
6 Yr. Total	\$ 503,787,213	\$ 100,618,406	\$ 604,405,619		\$ 4,317,082,684	\$ 380,927,976	\$ 4,698,010,660		
5 Yr Change	\$ 23,700,851 32.51%	\$ 16,429,757 182.86%	\$ 40,130,608 49.01%	-50.99%	\$ 173,684,188 27.46%	\$ 55,007,399 151.28%	\$ 228,691,587 34.19%		14.82%

Sources of data

¹ General Fund Operating Expenditures report out of BRASS-Special Education

² Special Revenue includes Infants & Toddlers, Special Ed, & 3rd Party Billing from Budget books

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Special Ed. STAFFING (F.T.E.)

Disability	Student Count	Existing Teaching Positions		Existing I.A. Positions	
		General Fund	Special Fund	General Fund	Special Fund
Autism	357	36.0	5.2	38.2	3.0
Outreach	44	4.0	-	8.0	-
Emotionally Disturbed	923	98.0	9.1	89.6	17.5
Special Schools	347	47.0	-	-	59.0
Functional/ Adaptive	3,943	312.0	11.4	313.7	-
Lifeskills	529	50.0	-	56.8	-
Preschool	324	32.0	-	29.3	0.7
White Oak	175	20.0	-	1.0	32.0
Inclusion	3,490	223.0	26.8	33.2	50.4
Subtotal	10,132	822.0	52.5	569.8	162.6
Speech/Language students served in inclusion	2,737				
Non-Public Placement	443				
TOTAL	13,312				
Alternative Schools		6.0	-	-	-
Adapted PE		3.6	-	-	-
Infants & Toddlers *	1,200	20.0	3.7	5.0	2.7
Crisis Intervention		27.5	2.0	1.0	-
Special Area/ Special Schools		26.0	8.4	-	-
Transition		10.0	1.0	-	-
Autism Support		1.0	1.0	-	-
Total		916.1	68.6	575.8	165.3

FY03 Teaching Positions		FY03 I.A. Positions	
General Fund	Special Fund	General Fund	Special Fund
39.7	5.5	38.2	7.0
4.9	0.1	8.0	-
102.6	9.5	89.6	22.5
46.2	3.4	-	59.0
298.7	16.0	313.7	1.0
52.9	5.9	56.8	2.0
27.0	1.3	29.3	
20.0	1.5	1.0	32.0
233.0	26.8	33.2	64.1
825.0	70.0	569.8	187.6
6.0	-	-	-
3.6	-	-	-
20.0	3.7	5.0	2.7
24.5	6.5	1.0	-
26.0	8.4	-	-
10.0	1.0	-	-
1.0	2.0	-	-
916.1	91.6	575.8	190.3

* Infants/ Toddler not included in the Total Child County

SCHOOL VERIFICATION LISTING FOR SPECIAL EDUCATION STUDENTS

All Students and Services, as of 04/29/2002

Please Send Part IV's (Computer IEP -Special Ed and Related Services Report)

To Marilyn Richards - Student Data - ESS Building

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Sample Elementary

Last Name	First	ID#	GR	Last IEP	Review this Spring	"3 Yr" Re-eval	Due?	Fed Code	Services	Hours Env Week	D/I	Home School
STUDENT	John	333222999	02	12/05/2001		12/13/2003		04	Speech	C 01	D	Sample Elem
STUDENT	Mary	333222999	04	06/13/2001	<NEED	06/07/2003		04	Speech	C 01	B	Sample Elem
STUDENT	Mary	333222999	KG	04/27/2001	<NEED	04/12/2003		04	Speech	B 01	D	Sample Elem
STUDENT	John	333222999	03	03/13/2002		11/19/2003		04	Speech	C 01	D	Sample Elem
STUDENT	John	333222999	04	02/06/2002		05/02/2002	<NEED	09	Class Inst	B 17	B	Sample Elem
	Mary	333222999	02	04/04/2001	<NEED	03/14/2003		13	Class Inst	B 25	B	Sample Elem
									OT	C 01	B	Sample Elem
									PE	B 01	D	Sample Elem
									PT	C 01	B	Sample Elem
									Speech	B 02	B	Sample Elem
									Transportation	E 90	D	Sample Elem
STUDENT	John	333222999	PS	11/14/2001		11/14/2004		04	Speech	B 01	D	
STUDENT	John	333222999	02	08/30/2001		08/30/2004		09	Class Inst	A 07	B	Sample Elem
									Speech	C 01	D	Sample Elem
STUDENT	John	333222999	05	01/23/2002		05/03/2002	<NEED	09	Class Inst	C 13	B	Sample Elem
STUDENT	John	333222999	PS	10/10/2001		11/13/2003		15	Class Inst	B 90	D	Sample Elem
									OT	B 90	D	Sample Elem

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Sample Elementary

Last Name	First	ID#	GR	Last IEP	Review this Spring	"3 Yr" Re-eval	Due?	Fed Code	Services	Hours Env Week	D/I	Home School
STUDENT	John	333222999	01	12/12/2001		12/08/2004		04	Speech	C 01	D	Sample Elem
STUDENT	John	333222999	02	12/21/2001		10/06/2002		04	Speech	B 02	B	
STUDENT	Mary	333222999	05	02/06/2002		02/04/2004		09	Class Inst	B 24	D	Sample Elem
									Speech	C 01	D	Sample Elem
STUDENT	John	333222999	02	03/14/2001	<NEED	03/23/2003		04	Speech	C 01	B	
STUDENT	Mary	333222999	03	05/23/2001	<NEED	04/28/2003		04	Speech	A 90	B	Sample Elem
STUDENT	John	333222999	01	06/13/2001	<NEED	06/07/2003		04	OT	C 90	I	Sample Elem
									Speech	C 03	B	Sample Elem
STUDENT	John	333222999	01	06/06/2001	<NEED	06/02/2004		04	Class Inst	A 19	I	Sample Elem
									Speech	C 01	B	Sample Elem
STUDENT	John	333222999	01	04/18/2001	<NEED	04/18/2004		04	Speech	C 01	D	Sample Elem
			03	04/04/2001	<NEED	01/12/2004		01	Class Inst	C 25	B	Sample Elem
									OT	C 01	B	Sample Elem
									Speech	C 01	I	Sample Elem
STUDENT	John	333222999	01	04/25/2001	<NEED	02/25/2003		04	OT	C 90	D	Sample Elem
									Speech	C 01	B	Sample Elem
STUDENT	Mary	333222999	05	11/14/2001		11/30/2003		04	Speech	C 01	D	Sample Elem

SCHOOL VERIFICATION LISTING FOR SPECIAL EDUCATION STUDENTS

All Students and Services, as of 04/29/2002

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Sample Elementary

Last Name	First	ID#	GR	Last IEP	Review this Spring	"3 Yr" Re-eval	Due?	Fed Code	Services	Env	Hours Week	D/I	Home School
STUDENT	John	333222999	02	02/14/2001	<NEED	02/09/2003		04	Speech	C	01	B	Sample Elem
STUDENT	John	333222999	PS	03/13/2002		09/13/2004		04	Class Inst	B	10	D	
									Speech	C	90	I	
STUDENT	John	333222999	05	03/13/2002		02/16/2005		04	Speech	C	01	D	Sample Elem
STUDENT	John	333222999	KG	03/26/2002		03/02/2005		04	Class Inst	C	03	D	Sample Elem
									Speech	C	01	D	Sample Elem
STUDENT	John	333222999	05	06/11/2001	<NEED	06/07/2003		08	Class Inst	A	07	B	Sample Elem
STUDENT	John	333222999	01	11/07/2001		10/01/2003		01	Class Inst	B	24	D	Other Elem
									Speech	B	01	D	Other Elem
									Transportation	B	90	I	Other Elem
STUDENT	John	333222999	PS	05/23/2001	<NEED	05/24/2004		04	Speech	B	01	D	
STUDENT	John	333222999	PS	11/14/2001		11/10/2004		04	Speech	B	01	D	
STUDENT	John	333222999	PS	05/25/2001	<NEED	05/25/2004		15	Class Inst	C	05	B	Sample Elem
									PT	C	01	B	Sample Elem
									Speech	B	90	B	Sample Elem
									Transportation	E	90	D	Sample Elem
STUDENT	John	333222999	04	11/20/2001		11/20/2004		09	Class Inst	C	10	D	Sample Elem

SCHOOL VERIFICATION LISTING FOR SPECIAL EDUCATION STUDENTS

All Students and Services, as of 04/29/2002

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Sample Elementary

Last Name	First	ID#	GR	Last IEP	Review this Spring	"3 Yr" Re-eval	Due?	Fed Code	Services	Hours Env Week	D/I	Home School
									OT	C 90	I	Sample Elem
STUDENT	John	333222999	03	02/14/2001	<NEED	02/13/2004		04	Speech	C 01	D	Sample Elem
STUDENT	John	333222999	04	11/14/2001		09/12/2004		09	Class Inst	B 25	D	Sample Elem
STUDENT	John	333222999	04	04/18/2001	<NEED	04/21/2002	<NEED	04	Speech	C 01	B	Sample Elem
STUDENT	Mary	333222999	KG	06/13/2001	<NEED	06/11/2004		04	Speech	C 01	D	Sample Elem

SCHOOL VERIFICATION LISTING FOR SPECIAL EDUCATION STUDENTS

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Sample Elementary

Last Name	First	ID#	GR	Last IEP	Review this Spring	"3 Yr" Re-eval	Due?	Fed Code	Services	Hours Env Week	D/I	Home School
STUDENT	John	333222999	03	04/04/2001	<NEED	04/16/2002	<NEED	04	Class Inst	B 22	B	Sample Elem
									OT	C 90	B	Sample Elem
									Speech	C 02	B	Sample Elem
STUDENT	Mary	333222999	04	06/06/2001	<NEED	06/06/2004		09	Class Inst	B 07	D	Sample Elem

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Baltimore County Public Schools
Special Educator Staffing Information

<u>Total of Spec Ed Teachers:</u>	<u>% Cert</u>	<u>No. Certified</u>	<u>%Prov</u>	<u>No. Prov</u>	<u>% Tenured</u>	<u>No. Tenured</u>	<u>% Non- Tenured</u>	<u>No. Non- Tenured</u>	<u>Avg Exp (Years)</u>
1,047	87%	911	13%	136	79%	824	21%	223	14
<u>Other BCPS Teachers:</u>									
7,151	88%	6,323	12%	828	79%	5,633	21%	1,518	14

**Special Education
Cluster and Home School
Self-Contained Program Data
May 10, 2002**

AP DIX E

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Schools		Area	level	# of st. +/- St. Cap.	% over/under St. Cap.	Autism		Life Skills		ED		Pre (Non-Cat.)		K (Non-Cat.)		Functional		Adapted		DHH		
School	Cluster					class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class
Carroll Manor Elementary	Reier	C	E	-120	-28.6%																	
Cromwell Valley Elementary	Reier	C	E	-11	-2.5%																	
Fifth District Elementary	Reier	C	E	-29	-9.4%																	
Halstead Academy	Reier	C	E	-122	-19.0%							1*	7*(4,5)									
Hampton Elementary	Reier	C	E	-46	-12.4%														1	9		
Jacksonville Elementary	Reier	C	E	-143	-20.3%														2	15		
Lutherville Elementary	Reier	C	E	-37	-8.4%							3*	3(4)	1	10							
Oakleigh Elementary	Reier	C	E	-148	-24.4%					1	12					1	13					
Padonia Elementary	Reier	C	E	** -146	-36.3%	2	11					1*	3(3)	1	6*(4,5)							
Pinewood Elementary	Reier	C	E	-188	-29.6%							1*	3(4)	9					2	20		
Pleasant Plains Elementary	Reier	C	E	-111	-19.0%											1	11					
Pot Spring Elementary	Reier	C	E	-13	-2.5%																	
Prettyboy Elementary	Reier	C	E	13	3.0%															1*(K-5)	13	
Riderwood Elementary	Reier	C	E	-55	-9.9%														2	20		
Ridge Ruxton	Spakowski	C	E	Special School																		
Rodgers Forge Elementary	Reier	C	E	6	1.3%																	
Seventh District Elementary	Reier	C	E	** -202	-37.5%							1	10							1*(1-5)	10	
Sparks Elementary	Reier	C	E	-10	-2.2%							1*	3(4,5)	11	1*	(pre)						
Stoneleigh Elementary	Reier	C	E	-47	-9.1%																	
Timonium Elementary	Reier	C	E	-123	-24.3%	3	22															
Villa Cresta Elementary	Feeley	C	E	-193	-25.7%							2	23	1	8						4	17
Warren Elementary	Reier	C	E	-102	-22.5%											1	8					
White Oak Elementary	Feeley	C	E																			
Cockeysville Middle	Reier	C	M	-344	-29.2%	1	2	1	8												H	
Dumbarton Middle	Reier	C	M	-285	-25.6%															3	35	
Hereford Middle	Reier	C	M	-133	-11.8%											H					H	
Loch Raven Academy	Reier	C	M	-87	-8.0%												1	9				
Ridgely Middle	Reier	C	M	-17	-1.6%					4	41						1	14				
Carver Center	Reier	C	H	-39	-5.1%																H	
Dulaney High	Reier	C	H	-193	-9.7%				1	9												
Hereford High	Reier	C	H	-27	-2.2%											H					H	
Loch Raven High	Reier	C	H	-114	-10.3%																H	
Towson High	Reier	C	H	21	1.6%				1	5	3	19					1	14			2	26
Towson University	Reier	C	H	Outreach Life Skills					1	8												

**Special Education
Cluster and Home School
Self-Contained Program Data
May 10, 2002**

AP DIX E

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Schools		Area	level	# of st. +/- St. Cap.	% over/under St. Cap.	Autism		Life Skills		ED		Pre (Non-Cat.)		K (Non-Cat.)		Functional		Adapted		DHH			
School	Cluster					class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.
Carney Elementary	Feeley	NE	E	-197	-27.5%	4	34																
Chapel Hill Elementary	Feeley	NE	E	-103	-16.5%																		
Elmwood Elementary	Glass	NE	E	-28	-5.1%							1	15	1*	(4,5)	11							
Essex Elementary	Glass	NE	E	-120	-23.3%	4	30																
Fullerton Elementary	Glass	NE	E	-60	-11.1%																		
Glenmar Elementary	Glass	NE	E	-82	-18.6%															3	40		
Gunpowder Elementary	Feeley	NE	E	-90	-15.5%															2	24		
Harford Hills Elementary	Reier	NE	E	-82	-20.9%			1	9											2	24		
Joppa View Elementary	Feeley	NE	E	-127	-18.9%							2*	(3,4)	9	2*	(4,5)	26						
Kingsville Elementary	Feeley	NE	E	-10	-2.3%			1	4														
Martin Boulevard Elementary	Glass	NE	E	-30	-8.7%												3	18					
McCormick Elementary	Glass	NE	E	0	0.0%																		
Middlesex Elementary	Glass	NE	E	** -272	-35.8%							2	11*(3)	2	9*(4,5)				3	33			
Orems Elementary	Glass	NE	E	-74	-20.3%							1	8	1	8*(4,5)								
Perry Hall Elementary	Feeley	NE	E	-67	-11.7%															2	20		
Pine Grove Elementary	Reier	NE	E	-61	-10.8%																		
Red House Run Elementary	Glass	NE	E	-109	-20.2%					2	27	3	22										
Seven Oaks Elementary	Feeley	NE	E	-27	-5.7%							1*	(3)	11	1*	(4,5)	12	H		H			
Shady Spring Elementary	Glass	NE	E	6	1.1%																		
Victory Villa Elementary	Glass	NE	E	-80	-17.4%												2	19					
Golden Ring Middle	Glass	NE	M	9	1.0%			1	10								H		H				
Middle River Middle	Glass	NE	M	-152	-14.8%												H		H				
Parkville Middle	Feeley	NE	M	69	6.3%					4	63						H		H				
Perry Hall Middle	Feeley	NE	M	-179	-10.7%			1	12								1	16	H				
Pine Grove Middle	Reier	NE	M	-83	-6.7%	1	10												H	1	28	1	10
Stemmers Run Middle	Glass	NE	M	-284	-22.7%					2	28						H		H				
Eastern Technical	Feeley	NE	H	72	5.7%																		
Essex Community College	Glass	NE	H	Outreach Life Skills				1	17														
Kenwood High	Glass	NE	H	234	15.3%					H	3	60					H		H				
Overlea High	Glass	NE	H	-89	-7.2%			1	13	2	19						H		H				
Parkville High	Feeley	NE	H	-215	-10.4%	1	8	H	1	3	H	4	16									1	6
Perry Hall High	Feeley	NE	H	71	3.4%			3	29	H	1	28					2	17					

**Special Education
Cluster and Home School
Self-Contained Program Data
May 10, 2002**

AP DIX E

DRAFT

Schools		Area	level	# of st. +/- St. Cap.	% over/under St. Cap.	Autism		Life Skills		ED		Pre (Non-Cat.)		K (Non-Cat.)		Functional		Adapted		DHH	
School	Cluster					class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.
Battle Grove Elementary	Feeley	SE	E	** -187	-38.6%													2	24		
Battle Monument Elementary	Spakowski	SE	E	Special School						2	15										
Bear Creek Elementary	Feeley	SE	E	-108	-18.1%	4	24														
Berkshire Elementary	Feeley	SE	E	-73	-16.7%																
Charlesmont Elementary	Feeley	SE	E	-117	-23.6%							1*(3)	11	1*(4,5)	13	2	18				
Chase Elementary	Glass	SE	E	-28	-6.8%																
Chesapeake Terrace Elementary	Feeley	SE	E	-97	-28.8%											2	18				
Colgate Elementary	Feeley	SE	E	-59	-16.2%																
Deep Creek Elementary	Glass	SE	E	52	12.7%																
Dundalk Elementary	Feeley	SE	E	23	3.8%																
Eastwood Elementary	Feeley	SE	E	15	8.5%							2*(3,4)	16	1	9			1	13		
Edgemere Elementary	Feeley	SE	E	-42	-8.1%																
Grange Elementary	Feeley	SE	E	-68	-13.3%																
Hawthorne Elementary	Glass	SE	E	-192	-28.8%												2	28			
Logan Elementary	Feeley	SE	E	-49	-9.1%			2	15												
Mars Estates Elementary	Glass	SE	E	-52	-9.4%							1	10	1*(4,5)	10			2	16		
Middleborough Elementary	Glass	SE	E	3	1.0%							4	27								
Norwood Elementary	Feeley	SE	E	42	7.8%																
Oliver Beach Elementary	Glass	SE	E	-61	-19.6%														3	29	
Sandalwood Elementary	Glass	SE	E	-122	-20.4%														1	7	
Sandy Plains Elementary	Feeley	SE	E	-250	-30.4%					3	33										
Seneca Elementary	Glass	SE	E	-9	-2.2%														1	3	
Sussex Elementary	Glass	SE	E	-120	-23.5%																
Deep Creek Middle	Glass	SE	M	-226	-20.3%					2	20									H	H
Dundalk Middle	Feeley	SE	M	** -397	-39.5%					2	20									H	H
General John Stricker Middle	Feeley	SE	M	-253	-21.7%					3	35									H	H
Holabird Middle	Feeley	SE	M	-276	-25.5%			2	26											H	H
Sparrows Point Middle	Feeley	SE	M	-107	-16.0%															H	
Chesapeake High	Glass	SE	H	-154	-14.4%					1	17									H	
Dundalk Community College	Feeley	SE	H	Outreach Life Skills				1	9												
Dundalk High	Feeley	SE	H	-133	-8.5%			2	25											H	H
Inverness Center	Feeley	SE	H	Alternative School																	
Patapsco High	Feeley	SE	H	102	7.6%					3	36									H	H
Sollers Point/SE Tech	Feeley	SE	H	Technical Magnet																	
Sparrows Point High	Feeley	SE	H	92	13.8%															H	

**Special Education
Cluster and Home School
Self-Contained Program Data
May 10, 2002**

AP DIX E

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Schools		Area	level	# of st. +/- St. Cap.	% over/under St. Cap.	Autism		Life Skills		ED		Pre (Non-Cat.)		K (Non-Cat.)		Functional		Adapted		DHH		
School	Cluster					class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class	# st.	class
Arbutus Elementary	Funn	SW	E	-17	-3.8%														2	30		
Baltimore Highlands Elementary	Funn	SW	E	-104	-16.0%														1	11		
Catonsville Elementary	Funn	SW	E	-91	-19.8%														2	21		
Chadwick Elementary	Schweer	SW	E	72	17.1%																	
Dogwood Elementary	Schweer	SW	E	83	16.4%					2	24											
Edmondson Heights Elementary	Schweer	SW	E	-71	-10.5%							2	13			2	14		1	16		
Featherbed Lane Primary	Schweer	SW	E	54	7.3%							1	6	1	11	1	13					
Featherbed Lane Intermediate	Schweer	SW	E																			
Halethorpe Elementary	Funn	SW	E	-60	-14.1%					2	24	2	18									
Hebbsville Elementary	Schweer	SW	E	-83	-14.0%							2	20						2	21		
Hillcrest Elementary	Funn	SW	E	-90	-13.3%					2	25										1	5
Johnnycake Elementary	Schweer	SW	E	21	3.5%	4	36															
Lansdowne Elementary	Funn	SW	E	43	11.7%							1	8	1	10							
Maiden Choice	Spakowski	SW	E	Special School																		
Powhatan Elementary	Schweer	SW	E	46	13.2%											1	8					
Relay Elementary	Funn	SW	E	-49	-10.0%											2	19					
Riverview Elementary	Funn	SW	E	-202	-29.8%											1	6		2	30		
Westchester Elementary	Funn	SW	E	-76	-14.7%							1	12	1	8							
Westowne Elementary	Funn	SW	E	** -190	-32.5%	2	16					1	8	1	10	1	10					
Winfield Elementary	Schweer	SW	E	-146	-26.3%														2	16		
Woodbridge Elementary	Schweer	SW	E	-79	-16.2%							2	14			2	19					
Woodmoor Elementary	Schweer	SW	E	-11	-1.7%														2	17		
Arbutus Middle	Funn	SW	M	-169	-15.7%					3	32								3	39		
Catonsville Middle	Funn	SW	M	16	2.6%	1	10	1	12												1	6
Lansdowne Middle	Funn	SW	M	-205	-21.0%					2	19					1	12	H				
Meadowood Education Center	Funn	SW	M	Alternative School																		
Southwest Academy	Schweer	SW	M	171	15.4%											H		H				
Woodlawn Middle	Schweer	SW	M	-42	-4.0%			1	10	H	2	16				H		H				
Catonsville Community College	Funn	SW	H	Outreach Life Skills				1	14													
Catonsville High	Funn	SW	H	-411	-22.6%			3	27							H		H			1	3
Catonsville Center	Funn	SW	H	Alternative School																		
Lansdowne High	Funn	SW	H	-315	-20.6%			1	12	H	4	30				H		H				
Western School of Technology	Funn	SW	H	-85	-7.6%					5	35											
Woodlawn High	Schweer	SW	H	255	16.1%											H		H				

APPENDIX F
DRAFT

pupil/staff ratio >> SCHOOL	Special Education Students and Calculated Staff by School and Program, December 2001											Count
	9.0 Autism	9.0 College Outreach	9.0 ED/White Oak	13.0 Func EI	13.0 Func Sec	14.5 Inclusion	9.0 Life Skills	9.0 Pre-School	11.0 Service Plan	0.0 Speech	7.0 SPH	
Carroll Manor	0.1	0	0	0.2	0	1.2	0	0	0.2	NA	0	1.7
Carver Sch/Arts	0.3	0	0.2	0	1	2	0	0	0	NA	0	3.5
Cockeysville Md	0.1	0	0.1	0	2.1	1.8	0.4	0	0	NA	0	4.5
Cromwell Magnet	0	0	0.1	0.3	0	0.6	0	0	0	NA	0	1
Dulaney High	0.2	0.6	0.3	0	2.8	3.8	0.4	0	0	NA	0	8.1
Dumbarton Mid	0.3	0	0.2	0	2.5	1.4	0	0	0	NA	0	4.4
Fifth District	0.1	0	0	0.5	0	0.1	0	0	0	NA	0	0.7
Halstead Acad	0	0	0	1.2	0	1.2	0	0.8	0.1	NA	0	3.3
Hampton	0.3	0	0	0.5	0	0.8	0	0.1	0.2	NA	0	1.9
Hereford High	0.4	0	0.7	0	2.1	3.9	0.2	0	0	NA	0	7.3
Hereford Middle	0.4	0	0.2	0	1.5	3.1	0.2	0	0	NA	0	5.4
Jacksonville EI	0.4	0	0.1	1.1	0	1.3	0.2	0	0.1	NA	0	3.2
Loch Raven Acad	0.1	0	0.9	0	2.6	2.6	0.4	0	0	NA	0	6.6
Loch Raven High	0.1	0	0.4	0	1.8	2.1	0	0	0	NA	0	4.4
Lutherville EI	0.1	0	0	0.2	0	0.5	0	2.7	0.1	NA	0	3.6
Oakleigh	0	0	1.3	0.9	0	1.2	0.8	0	0	NA	0	4.2
Padonia	0.6	0	0	0.9	0	0.1	0	1.3	0	NA	0	2.9
Pinewood	0.1	0	0	1.5	0	0.7	0.2	0.6	0	NA	0	3.1
Pleasant Plains	0	0	0	0.8	0	0.8	0.2	0	0.1	NA	0	1.9
Pot Spring	0	0	0	0.2	0	0.3	0	0	0.1	NA	0	0.6
Prettyboy	0.1	0	0	0.7	0	1	0	0	0	NA	0	1.8
Riderwood	0.4	0	0	1.2	0	1.2	0.2	0.1	0	NA	0	3.1
Ridge	0	0.1	0	0	0	0	0	0	0	NA	22.1	22.2
Ridgely Middle	0.4	0	3.6	0	1.9	1.4	0.8	0	0	NA	0	8.1
Rodgers Forge	0.1	0	0	0.4	0	0.6	0	0	0.3	NA	0	1.4
Seventh Dist	0	0	0	0.6	0	0.2	0.2	0	0	NA	0	1
Sparks	0	0	0	0.2	0	0.8	0	1.1	0.1	NA	0	2.2
Stoneleigh	0	0	0	0.8	0	0.3	0	0	0.4	NA	0	1.5
Timonium	1.9	0	0	0.8	0	0.6	0	0	0	NA	0	3.3
Towson High	0.4	0.3	1.8	0	2.8	2.2	1	0	0.1	NA	0	8.6
Villa Cresta	0.2	0	0.4	2	0	1.1	0	2.3	0.1	NA	0	6.1
Warren	0.2	0	0	0.7	0	0.3	0.6	0	0	NA	0	1.8
White Oak	0.3	0	17.1	0	0	0	0	0	0	NA	0	17.4
Bedford	0.1	0	0	0.6	0	0.5	0	0	0	NA	0	1.2

APPENDIX F
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Campfield LrnCt	0.6	0	0	1.2	0	1	0	4.4	0	NA	0	7.2
Cedarmere Elem	0.3	0	0.2	2.1	0	0.5	0	0	0	NA	0	3.1
Chatsworth	0.4	0	5.7	2.4	0	0.3	0.2	0	0	NA	0	9
Church Lane El	0.2	0	0.2	0.3	0	0.8	0	0	0	NA	0	1.5
Deer Park Elem	0.1	0	0.1	1.9	0	0.6	0	0	0	NA	0	2.7
Deer Park Mid	0.3	0	2.1	0	4.5	2.3	0.2	0	0	NA	0	9.4
EVENING HIGH	0	0	0	0	0	0.1	0	0	0	NA	0	0.1
Fort Garrison	0.2	0	0	2.4	0	1.9	0	0	0.1	NA	0	4.6
Franklin Elem	0.2	0	0	1.8	0	1.4	0.2	0	0	NA	0	3.6
Franklin High	0.1	0	1.2	0	2.3	5.9	0.4	0	0	NA	0	9.9
Franklin Middle	1.3	0	1.4	0	3.2	3.7	0	0	0.3	NA	0	9.9
Glyndon Elem	0	0	0.1	0.4	0	1.5	0	0	0.7	NA	0	2.7
Hernwood Elem	3.3	0	0	0.9	0	0.7	0	0	0	NA	0	4.9
Milbrook	0.2	0	0.1	1.1	0	0.5	0	0	0.2	NA	0	2.1
Milford Mill Ac	0.1	0.2	0.9	0	3.8	2.2	1.8	0	0	NA	0	9
New Town Elem	0.1	0	1.7	0.8	0	0.6	0	0	0	NA	0	3.2
NonPublic	0	0	0	0	0	0	0	0	0	NA	0	0
Old Court Mid	0	0	2.7	0	3.8	3.7	0.3	0	0	NA	0	10.5
Owings Mills	0.1	0	0	0.5	0	1.2	0	0	0	NA	0	1.8
Owings Mills HS	0.8	0	1.2	0	3.9	2.1	0.3	0	0	NA	0	8.3
Pikesville High	0	0	4	0	1.2	1.9	0	0	0	NA	0	7.1
Pikesville Mid	0.2	0	0.4	0	3.9	3	1.9	0	0.5	NA	0	9.9
Randallstown El	0	0	0.2	0.5	0	0.9	0	0	0	NA	0	1.6
Randallstown HS	0	0.2	0.8	0	5.5	4	0.7	0	0	NA	0	11.2
Reisterstown	0	0	0	1.3	0	0.6	0	0.3	0.2	NA	0	2.4
Scotts Branch	0.2	0	0.1	1.6	0	0.3	0.2	0	0.2	NA	0	2.6
Sudbrook Magnet	0	0	0.2	0	0.8	0.6	0	0	0	NA	0	1.6
Summit Park	0.1	0	0.2	1.2	0	0.5	0.7	0.7	0.5	NA	0	3.9
Timber Grove	0.1	0	0.7	0.8	0	0.5	0.2	0	0.1	NA	0	2.4
Wellwood	0.1	0	0	0.3	0	0.5	0	0	0.5	NA	0	1.4
Winand	0.2	0	0	1.6	0	1	1.8	0	0.2	NA	0	4.8
Carney	3	0	0	1.9	0	0.1	0	0	0.1	NA	0	5.1
Chapel Hill	0	0	0	0.3	0	0.5	0	0	0	NA	0	0.8
Eastern Tech	0.2	0	0	0	2.1	1.7	0	0	0	NA	0	4
Elmwood	0	0	0.2	0.6	0	0.1	0	1	0	NA	0	1.9
Essex	1.3	0	0	1.2	0	0.6	0	0.2	0.1	NA	0	3.4
Fullerton	0.1	0	0	0.9	0	1.4	0	0	0.2	NA	0	2.6

APPENDIX F
DRAFT

Glenmar	0.1	0	0.1	2.6	0	0.5	0.1	0	0.1	NA	0	3.5
Golden Ring Mid	0.2	0	0.8	0	4.7	4.8	1.1	0	0.1	NA	0	11.7
Gunpowder	0	0	0	1.8	0	1	0.1	0	0	NA	0	2.9
Harford Hills	0	0	0	2.2	0	0.6	0.3	0	0.2	NA	0	3.3
Home Asn/Sec	0	0	0.1	0	0.3	0.2	0	0	0	NA	0	0.6
Joppa View	0.2	0	0	1	0	0.8	0	2.1	0.2	NA	0	4.3
Kenwood High	0.2	0.1	3.4	0	9.5	8	0.8	0	0	NA	0	22
Kingsville	0	0	0	0.3	0	0.8	0.2	0	0.1	NA	0	1.4
Martin Blvd.	0	0	0.1	1.9	0	0.3	1.1	0	0.2	NA	0	3.6
McCormick	0.1	0	0	1	0	0.6	0	0	0	NA	0	1.7
Middle River	0	0	0.9	0	5.5	3.9	1.1	0	0.1	NA	0	11.5
Middlesex	0	0	0.1	3.9	0	1	0.2	1.1	0	NA	0	6.3
Orems	0	0	0	0.5	0	0.3	0	0.7	0	NA	0	1.5
Overlea High	0.2	0.6	2.4	0	7	4.2	1.3	0	0.1	NA	0	15.8
Parkville High	0.6	0	1.4	0	5.9	3.2	0.7	0	0	NA	0	11.8
Parkville Mid	0	0	4	0	3.8	2.8	0.1	0	0	NA	0	10.7
Perry Hall Elem	0	0	0.1	2.5	0	0.1	0.1	0	0.1	NA	0	2.9
Perry Hall High	0.1	0.8	2.1	0	5.8	4.8	2.9	0	0	NA	0	16.5
Perry Hall Mid	0.3	0	0.6	0	4.3	4.3	1.7	0	0.1	NA	0	11.3
Pine Grove Elem	0.2	0	0	0.3	0	1	0	0.1	0	NA	0	1.6
Pine Grove Mid	1	0	0	0	5.2	1.7	0	0	0	NA	0	7.9
Red House Run	0.1	0	1.9	1.5	0	0.8	0	1.6	0.1	NA	0	6
Rosedale Alt	0	0	0.1	0	0.4	0.9	0	0	0	NA	0	1.4
Seven Oaks	0	0	0	1	0	0.6	0	2.3	0.3	NA	0	4.2
Shady Spring	0.1	0	0.2	0.4	0	0.9	0	0	0.1	NA	0	1.7
Stemmers Run Md	0.1	0	3.9	0	5.2	3.2	0.8	0	0	NA	0	13.2
Victory Villa	0.1	0	0.1	0.8	0	0.9	0.9	0	0	NA	0	2.8
Arbutus elem	0	0	0.1	2.7	0	0.4	0	0	0.2	NA	0	3.4
Arbutus Middle	0.2	0	3.1	0	4.8	3.4	0	0	0	NA	0	11.5
Baltimore Hinds	0.2	0	0.3	0.8	0	1.6	0	0	0	NA	0	2.9
Catonsville Alt	0	0	0	0	0.1	0.1	0	0	0	NA	0	0.2
Catonsville El	0.2	0	0.2	1.5	0	1	0	0	0.1	NA	0	3
Catonsville Hgh	0.2	0.7	0.8	0	3.6	4	2.2	0	0	NA	0	11.5
Catonsville Mid	1.1	0	0.4	0	1.5	2.9	0.8	0	0	NA	0	6.7
Chadwick	0	0	0.1	1.4	0	0.2	0.2	0	0	NA	0	1.9
Dogwood	0	0	2.3	0.7	0	0.8	0	0	0.1	NA	0	3.9
Edmondson Hgts	0.1	0	0.3	1.6	0	0.9	1.1	1.2	0.2	NA	0	5.4

APPENDIX F
DRAFT

EVENING HIGH	0	0	0.1	0	0	0	0	0	0	NA	0	0.1
Featherbed Int	0	0	0.1	0.7	0	0.4	0	0	0	NA	0	1.2
Featherbed Pri	0	0	0	1.7	0	0.6	0.8	0	0	NA	0	3.1
Halethorpe	0.1	0	1.7	0.5	0	0.3	0	0.9	0.2	NA	0	3.7
Hebbsville Elem	0	0	0.2	2.3	0	1.2	0.1	0	0	NA	0	3.8
Hillcrest Elem	0.2	0	2.3	0.7	0	1	0	0.6	0.1	NA	0	4.9
Home Asn/Sec	0	0	0.3	0	0.1	0.1	0	0	0	NA	0	0.5
Home/Asn EI	0	0	0.1	0.1	0	0	0	0	0	NA	0	0.2
Johnnycake Elem	3.2	0	0.2	0.4	0	1.2	0.1	0.1	0	NA	0	5.2
Lansdowne Elem	0	0	0	2.3	0	1.3	0	0.4	0	NA	0	4
Lansdowne High	0.2	0.4	2.9	0	4.2	4.8	1.2	0	0	NA	0	13.7
Lansdowne Mid	0.1	0	1.9	0	3.1	3.5	0.4	0	0	NA	0	9
Maiden Choice	0	0	0	0	0	0	0	0	0	NA	16.4	16.4
Meadowood Ctr	0	0	0.1	0	0.5	0.2	0	0	0	NA	0	0.8
Powhatan Elem	0	0	0.1	0.5	0	0.3	0.6	0	0	NA	0	1.5
Relay	0.1	0	0	0.8	0	0.4	0.8	0.1	0.1	NA	0	2.3
RICA CEC	0	0	3.9	0	0.3	0	0	0	0	NA	0	4.2
Riverview	0.1	0	0.2	2.2	0	1	0.3	0	0	NA	0	3.8
Southwest Acad	0.3	0	0.6	0	3.4	5	1.4	0	0	NA	0	10.7
Westchester EI	0.1	0	0	0.9	0	0.8	0	0.9	0.1	NA	0	2.8
Western Tech	0.1	0	2.6	0	1.3	2.1	0	0	0	NA	0	6.1
Westowne Elem	0.7	0	0.1	1.5	0	0.6	0.8	0.1	0.1	NA	0	3.9
Winfield Elem	0	0	0	1.3	0	0.8	0	0	0	NA	0	2.1
Woodbridge Elem	0.2	0	0	1.2	0	0.8	1.3	0.7	0	NA	0	4.2
Woodlawn High	0.1	0	1.7	0	8.2	7.2	1.6	0	0	NA	0	18.8
Woodlawn Middle	0	0	2.3	0	5.2	3	1.1	0	0	NA	0	11.6
Woodmoor	0	0	0.2	1.8	0	0.8	0.1	0	0	NA	0	2.9
Battle Grove	0.1	0	0.1	1.6	0	0.5	0.1	0	0	NA	0	2.4
Battle Monument	0	0	0	0	0	0	0	0	0	NA	10.9	10.9
Bear Creek	3	0	0.1	1.1	0	0.5	0	0.2	0	NA	0	4.9
Berkshire	0	0	0	0.8	0	0.3	0	0	0	NA	0	1.1
Charlesmont	0.2	0	0.3	2.1	0	0.4	1.6	1.3	0.1	NA	0	6
Chase	0	0	0	0.5	0	1.4	0	0	0	NA	0	1.9
Chesapeake High	0.2	0	2.6	0	4.8	4.5	0.3	0	0	NA	0	12.4
Chesapeake Ter	0	0	0.1	0.5	0	0.4	1.6	0	0	NA	0	2.6
Colgate	0	0	0	0.4	0	0.4	0	0	0	NA	0	0.8
Deep Creek Elem	0	0	0	1.6	0	0.6	0	0	0	NA	0	2.2

APPENDIX F
DRAFT

Central Area Staff	7.6	1	27.4	15.7	21.1	39.2	5.8	9	1.9	0	22.1	150.8
Northwest Area Sta	9.3	0.4	24.2	23.7	32.9	45.3	8.9	5.4	3.5	0	0	153.6
Northeast Area Sta	8.2	1.5	22.5	26.6	59.7	56.6	13.5	9.1	2.2	0	0	199.9
Southwest Area Sta	7.5	1.1	29.2	27.6	36.3	52.7	14.9	5	1.2	0	16.4	191.9
Southeast Area Sta	5.9	0.8	18	24.9	37.8	44.9	15.4	5.5	0.8	0	10.9	164.9
Total Staff	38.5	4.8	121.3	118.5	187.8	238.7	58.5	34	9.6	0	49.4	861.1

Baltimore County Public Schools
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APPENDIX G

DRAFT

SCHOOL NAME	TBP	I/T	RP	TP	PP	LH	Local	Total SLP Positions
Carroll Manor Elementary							0.7	0.7
Carver Center for Arts *							0.0	0.0
Cen. Child Find (White Oak)							0.5	0.5
Cen. Child Find (White Oak)							0.5	0.5
Central I/T - White Oak						0.2		0.2
Central I/T - White Oak							0.5	0.5
Central I/T - White Oak		0.2					0.8	1.0
Central Facilitator ESS							1.0	1.0
Cockeysville Middle							0.6	0.6
Cromwell Valley Magnet							0.5	0.5
Dulaney High *							0.0	0.0
Dumbarton Middle							0.4	0.4
Fifth District Elementary							0.5	0.5
Halstead Academy							1.0	1.0
Hampton Elementary							1.0	1.0
Hereford High *							0.0	0.0
Hereford Middle							0.2	0.2
Hereford Middle							0.2	0.2
Jacksonville Elementary			0.4					0.4
Jacksonville Elementary							1.0	1.0
Loch Raven Academy							0.5	0.5
Loch Raven High *							0.0	0.0
Lutherville Elementary							1.0	1.0
Lutherville Elementary							0.4	0.4
Oakleigh Elementary							0.8	0.8
Padonia Elementary							0.6	0.6
Padonia Elementary							0.6	0.6
Pinewood Elementary							0.3	0.3
Pinewood Elementary							1.0	1.0
Pleasant Plains Elementary							0.8	0.8
Pot Spring Elementary							0.8	0.8
Prettyboy Elementary							0.8	0.8
Riderwood Elementary			1.0					1.0
Riderwood Elementary						0.2		0.2
Ridge Ruxton School							1.0	1.0
Ridge Ruxton School							0.9	0.9
Ridge Ruxton School							0.1	0.1
Ridgely Middle							0.5	0.5
Rodgers Forge Elementary							0.8	0.8
Seventh District Elementary							1.0	1.0
Sparks Elementary						1.0		1.0
Stoneleigh Elementary							1.0	1.0
Timonium Elementary							1.0	1.0
Timonium Elementary							1.0	1.0
Timonium Office Building								
Timonium Office Building								
Towson High School* (Home School)							0.8	0.8
University Union								
Villa Cresta Elementary							1.0	1.0
Villa Cresta Elementary							0.5	0.5
Villa Cresta Elementary					0.6		0.2	0.8
Warren Elementary							0.8	0.8

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APPENDIX G

DRAFT

SCHOOL NAME	TBP	I/T	RP	TP	PP	LH	Local	Total SLP Positions
White Oak School							0.8	0.8
White Oak School							0.5	0.5
Carney Elementary							1.0	1.0
Carney Elementary							1.0	1.0
Chapel Hill Elementary			1.0					1.0
Eastern Technical High *							0.0	0.0
Elmwood Elementary					0.2		0.8	1.0
Essex Elementary							1.0	1.0
Essex Elementary					0.5		0.1	0.6
Fullerton Elementary							1.0	1.0
Glenmar Elementary							0.1	0.1
Glenmar Elementary							1.0	1.0
Golden Ring Middle							0.5	0.5
Gunpowder Elementary							1.0	1.0
Harford Hills Elementary							0.9	0.9
Joppa View Elementary						0.7		0.7
Joppa View Elementary							1.0	1.0
Kenwood High *							0.0	0.0
Kingsville Elementary							1.0	1.0
Martin Boulevard Elementary							1.0	1.0
McCormick Elementary							1.0	1.0
Middle River Middle							0.5	0.5
Middlesex Elementary							0.4	0.4
Middlesex Elementary					0.5		0.5	1.0
NE I/T: Eastern Family Resource Ctr.		0.4					0.4	0.8
NE I/T: Eastern Family Resource Ctr.							0.6	0.6
NE Facilitator (Pine Grove Mdl.)							0.6	0.6
Orems Elementary							1.0	1.0
Overlea High *							0.0	0.0
Parkville High * (Home School)							0.8	0.8
Parkville Middle							0.5	0.5
Perry Hall Elementary							1.0	1.0
Perry Hall High *							0.0	0.0
Perry Hall Middle						0.1		0.1
Perry Hall Middle							0.4	0.4
Perry Hall Middle							0.1	0.1
Pine Grove Elementary							0.8	0.8
Pine Grove Middle							0.4	0.4
Pine Grove Middle							0.3	0.3
Pine Grove Middle							0.5	0.5
Red House Run Elementary							1.0	1.0
Rosedale Alternative *							0.0	0.0
Seven Oaks Elementary							0.3	0.3
Seven Oaks Elementary	1.0							1.0
Shady Spring Elementary			1.0					1.0
Stemmers Run Middle						0.5		0.5
Victory Villa Elementary							1.0	1.0
Bedford Elementary							0.5	0.5
Cedarmere Elementary							0.8	0.8
Chatsworth School							0.2	0.2

Baltimore County Public Schools
Speech Language Pathologist Assignments - Master
Funding Sources
2002-2003
Proposed

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SCHOOL NAME	TBP	I/T	RP	TP	PP	LH	Local	Total SLP Positions
Chatsworth School							1.0	1.0
Church Lane Elementary							0.8	0.8
Deer Park Elementary			0.1				0.8	0.9
Deer Park Middle							0.4	0.4
Fort Garrison Elementary							0.4	0.4
Fort Garrison Elementary							0.8	0.8
Franklin Elementary							0.1	0.1
Franklin Elementary							1.0	1.0
Franklin High *							0.0	0.0
Franklin Middle							0.7	0.7
Glyndon Elementary							1.0	1.0
Glyndon Elementary							0.1	0.1
Hernwood Elementary	1.0							1.0
Hernwood Elementary							0.8	0.8
Hernwood Elementary							0.2	0.2
Milbrook Elementary							1.0	1.0
Milford Mill Academy *							0.0	0.0
New Town Elementary			1.0					1.0
New Town Elementary							0.2	0.2
NW Early Childhood Learning Ctr.					0.6			0.6
NW Early Childhood Learning Ctr.					1.0			1.0
NW Early Childhood Learning Ctr.					0.6			0.6
NW I/T (Hannah More)							1.0	1.0
NW I/T (Hannah More)		0.8					0.2	1.0
NW Facilitator (Millbrook Elem.)							0.5	0.5
Old Court Middle							0.4	0.4
Owings Mills Elementary							0.3	0.3
Owings Mills Elementary							0.9	0.9
Owings Mills High * (Home School)							1.0	1.0
Pikesville High *							0.0	0.0
Pikesville Middle			0.6					0.6
Randallstown Elementary							0.5	0.5
Randallstown High *							0.0	0.0
Reisterstown Elementary							1.0	1.0
Reisterstown Elementary							0.2	0.2
Scotts Branch Elementary							0.8	0.8
Sudbrook Magnet Middle							0.4	0.4
Summit Park Elementary							1.0	1.0
Summit Park Elementary	0.2						0.1	0.3
Timber Grove Elementary							1.0	1.0
Wellwood Elementary							1.0	1.0
Winand Elementary					0.1		0.3	0.4
Winand Elementary							0.6	0.6
Battle Grove Elementary							0.8	0.8
Battle Monument							1.0	1.0
Battle Monument								
Bear Creek Elementary							1.0	1.0
Bear Creek Elementary					0.4		0.6	1.0
Berkshire Elementary							0.7	0.7
Charlesmont Elementary							0.6	0.6
Charlesmont Elementary					0.4		0.4	0.8

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SCHOOL NAME	TBP	I/T	RP	TP	PP	LH	Local	Total SLP Positions
Chase Elementary							1.0	1.0
Chesapeake High *							0.0	0.0
Chesapeake Terrace Elementary							0.3	0.3
Chesapeake Terrace Elementary							0.3	0.3
Colgate Elementary					0.3		0.5	0.8
Deep Creek Elementary			1.0					1.0
Deep Creek Middle							0.4	0.4
Dundalk Elementary							0.2	0.2
Dundalk Elementary							1.0	1.0
Dundalk High *							0.0	0.0
Dundalk Middle							0.2	0.2
Eastwood Center					0.5		0.5	1.0
Eastwood Center				0.2				0.2
Edgemere Elementary							1.0	1.0
Gen. John Stricker Middle							0.4	0.4
Grange Elementary	1.0							1.0
Hawthorne Elementary							1.0	1.0
Hawthorne Elementary							0.2	0.2
Holabird Middle							0.4	0.4
Inverness Center *							0.0	0.0
Logan Elementary	1.0							1.0
Mars Estates Elementary							0.2	0.2
Mars Estates Elementary							1.0	1.0
Middleborough Elementary							1.0	1.0
Middleborough Elementary							0.2	0.2
Norwood Elementary							1.0	1.0
Oliver Beach Elementary							0.7	0.7
Patapsco High * (Home School)							1.0	1.0
Sandalwood Elementary			1.0					1.0
Sandy Plains Elementary							1.0	1.0
SE Child Find							0.5	0.5
SE Child Find							0.2	0.2
SE I/T (Battle Monument)							1.0	1.0
SE I/T (Battle Monument)		0.2				0.2		0.4
SE Facilitator (Battle Monument)							0.5	0.5
Seneca Elementary							1.0	1.0
Sparrows Point High *							0.0	0.0
Sparrows Point Middle							0.2	0.2
Sussex Elementary							1.0	1.0
Arbutus Elementary							1.0	1.0
Arbutus Middle						0.4		0.4
Baltimore Highlands Elementary							1.0	1.0
Catonsville Educ. Center							0.5	0.5
Catonsville Elementary	0.8							0.8
Catonsville High* (Home School)							0.8	0.8
Catonsville Middle							0.4	0.4
Chadwick Elementary							0.6	0.6
Chadwick Elementary						0.2		0.2
Dogwood Lane Elementary							0.8	0.8
Edmondson Heights Elementary							1.0	1.0
Edmondson Heights Elementary					0.4		0.1	0.5

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SCHOOL NAME	TBP	I/T	RP	TP	PP	LH	Local	Total SLP Positions
SE	TP - Teacher Passthrough							
SW	PP - Preschool Passthrough							
Floater								



Division of Special Education/Early Intervention Services
Special Education Staffing Plan

**Technical
Assistance
Bulletin
2**

May 2000

The Code of Maryland Regulations (COMAR) 13A.05.02.13D(1) requires each public agency to submit a staffing plan. The staffing plan must be in writing approved by the Local Board of Education and submitted to the Maryland State Department of Education (MSDE) for approval. A Staffing Model Task Force, comprised of representatives from public agencies, parents, advocates, and professional organizations conducted an review and analysis of staffing issues, including a review of other states' regulations related to class size and caseloads for special education and related services. Local perspectives and concerns about staffing issues were considered. The task force has developed a State resource document to assist public agencies develop staffing plans to address the issues. This technical assistance bulletin provides public agencies with preliminary guidance as they develop their local staffing plans.

<p>1. What is a staffing plan?</p>	<p>A staffing plan documents the data, input process, and procedures used by an agency to determine the numbers and types of service providers needed to ensure the provision of a free appropriate public education (FAPE). A quality staffing plan should consider identified student needs, teacher responsibilities, and the constraints specific to varied educational services and settings.</p>
<p>2. What are the required elements of a staffing plan?</p>	<p>COMAR 13A.05.02.13D requires the public agency's staffing plan to include the following:</p> <ul style="list-style-type: none"> ✓ Evidence of maintenance of effort within the meaning of 34 C.F.R. §300.231 and COMAR 13A.02.05; ✓ Staffing patterns of services providers of special education and related services; ✓ The number and type of service providers needed to provide a free appropriate public education (FAPE) to each student with a disability in the least restrictive environment (LRE); and ✓ How the staffing plan ensures personnel and other resources are available to provide FAPE to each student with a disability in the LRE.

<p>3. What information is to be included in the staffing plan?</p>	<p>A public agency's staffing plan should include sufficient narrative information that describes the processes and "evidence of need" factors used by an agency to determine their staffing needs. This includes, but is not limited to:</p> <ul style="list-style-type: none"> ✓ Did the public agency have public input in the development of the plan? ✓ Are public agency improvement strategies incorporated into the plan? ✓ What data was reviewed and analyzed? <ul style="list-style-type: none"> ▫ Personnel data ▫ Certification ▫ Student IEPs ▫ Transportation ▫ SSIS data ✓ How are the time requirements and staffing needs for instruction, assessments, supervision, student observations, and planning considered? ✓ What local accountability procedures are used to review the public agency's staffing plan to ensure implementation of IEPs, address concerns of personnel and parents, and adjust the plan to changing needs? ✓ What are the procedures to be followed to resolve staff and/or parent concerns? ✓ How will the public agency evaluate the effectiveness of the plan? ✓ How will public agency personnel use the staffing plan to address school improvement planning and the budgetary process?
<p>4. How does a public agency determine its staffing patterns of service providers?</p>	<p>A public agency should consider the following guiding principles throughout the decision making and planning process. These principles have been identified to assist public agencies to develop local staffing patterns. There must be:</p> <ul style="list-style-type: none"> ◇ A determination that caseload and staffing decisions are based on providing the services and supports a student needs in order to receive a FAPE, rather than on a specific category of disability or severity of disability;

<p>4. How does a public agency determine its staffing patterns of service providers? (continued)</p>	<ul style="list-style-type: none"> ◆ A recognition that the services and supports required by the student's individualized education program (IEP) are crucial factors in determining caseloads; ◆ Flexibility to address changes in the factors affecting caseload and staffing which may occur throughout the school year; and ◆ Compliance with federal and State law, regulation, and policies governing special education. <p>There is no specific formula for determining staffing patterns. It is important for a public agency to analyze the number of service providers needed and how these resources will be allocated within a public agency. When making staffing decisions and determining caseloads, the public agency should focus on the identification of the services and supports necessary to fully implement IEPs of students with disabilities in the LRE in order to provide a FAPE. A public agency will be required to specify the staffing formula as a component of the Local Application for Federal Funds and to provide supporting documentation.</p>
<p>5. What factors should a public agency use to determine its staffing patterns?</p>	<p>Staffing patterns should focus on the services and supports necessary to implement the IEPs of students with disabilities in the LRE. The factors and information used by a public agency will vary dependent upon local data. A public agency should consider the following in determining its staffing patterns:</p> <ul style="list-style-type: none"> ✓ Individual student needs; ✓ Direct and/or indirect services; ✓ Number of students to be served; ✓ Natural proportions of students with disabilities in the general population; ✓ Frequency of services provided; ✓ Supports for personnel on behalf of students; ✓ Location of services; ✓ Continuum of placements; ✓ Organizational structure of elementary, middle, and high schools; ✓ Collaboration with general education; and ✓ Linkages to school improvement plans and initiatives.

<p>6. How does a public agency demonstrate maintenance of effort?</p>	<p>Maintenance of effort is demonstrated when a public agency's use of federal special education funds are not used to reduce the level of expenditures from local funds for the education of students with disabilities below the level of those expenditures for the preceding fiscal year. [34 CFR §300.231(a)]</p> <p>There are exceptions to the maintenance of effort rule identified in 34 CFR §300.232.</p>
<p>7. How does a public agency determine the number and type of service providers needed to provide FAPE?</p>	<p>Staffing patterns include the total number of students to receive special education and related services. From the staffing patterns a public agency must determine the number of service providers needed to ensure that each student with a disability receives the services identified on the student's IEP.</p> <p>The number of students served by an individual service provider will vary based upon the needs of students, the location of services, and other duties required of service providers, such as case management, service coordination, assessments, meetings, travel time for itinerant staff, etc. A service provider is considered to be serving an appropriate number of students if the service provider is able to implement the IEPs of all students for whom the individual is assigned instructional responsibility.</p> <p>Below are some factors to be considered when determining individuals caseload:</p> <ul style="list-style-type: none"> ✓ How much time is allocated for class/student planning/preparation? ✓ How much time is specified for the provision of direct services on the IEP? ✓ How much time is specified for the provision of indirect services on the IEPs? ✓ What is (are) the location(s) for service(s)? ✓ What is the frequency of service delivery? ✓ How much time is needed for providing supports to other professionals on behalf of students? ✓ Is the service provider responsible for the supervision of support personnel, e.g., paraprofessionals, assistants, or aides?

<p>8. Which service providers should be included in the staffing plan?</p>	<p>All personnel used by a public agency to provide special education and related services to students with disabilities should be included. This also includes contractual personnel.</p> <p>Service providers are individuals who provide special education and related services to students with disabilities. These individuals include:</p> <ul style="list-style-type: none"> ✓ General educators ✓ Special educators ✓ Related service providers; and ✓ Other individuals determined appropriate. <p>[COMAR 13A.05.02.03B(3)]</p>
<p>9. When is the staffing plan submitted to MSDE?</p>	<p>A public agency's local board must approve the plan prior to submission to MSDE. The locally approved staffing plan is submitted to the MSDE by July 1 annually with the Local Application for Federal Funds. MSDE will review an agency's staffing plan and advise the public agency if there is a need for additional information or revision. If revisions are needed, a public agency must resubmit its revised staffing plan by September 30.</p>

For more information, call 410-767-0244

MARYLAND STATE DEPARTMENT OF EDUCATION *Nancy S. Grasmick, State Superintendent of Schools
 * Carol Ann Baglin, Assistant State Superintendent, Division of Special Education/Early Intervention Services*
 200 West Baltimore Street * Baltimore, MD 21201

Special Education Strategic Plan for Professional Development

System Priorities: To improve achievement for all students

System Key Strategies: Strategies 1, 2, 3, 4, 6, 7, 10, and 12

Systemic Professional Development Objective: To plan, coordinate, monitor, and evaluate professional development for teachers, administrators and para-professionals to improve compliance with IDEA and increase instructional capacity

Evaluation: An ongoing evaluation plan will include: 1) surveys to assess participants' needs and satisfaction with training; 2) questionnaires to assess participants' ability to transfer learning; 3) data reports aligned with appropriate indicators of progress; 4) parent surveys to assess satisfaction with services provided to schools and; 5) monitoring of the implementation of the content.

Focus Area: Compliance

Required or Optional	Activities	Office/Staff Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Writing Effective Educational Assessments Using the <i>W-J-III Achievement Battery</i>	Marcella Franczkowski	6 half-day sessions	2, 3, 4, 5, 6	Special Ed personnel who adm. ed. assess. & write IEP	Office of Special Education	10/22; 11/5; 11/7; 11/26; 11/27; 12/6; 12/7; 12/13; 12/14; 1/11/02	Holiday Inn, Timonium
Required	"Writing IEPs Using Measurable Goals and Objectives"	IEP Support Team	Spring 2002	1, 3, 6, 10, 12	IEP Chairmen	Office of Special Education	TBA	TBA
Required	"Streamlining the IEP Process"	IEP Support Team	Spring 2002	10	IEP Chairmen	Office of Special Education	TBA	TBA
Optional	Role of Personal Assistants in Supporting Students' Instructional Needs, Physical, and Behavioral	Peggy Stout	Spring 2002	10	IEP Chairmen Teachers	Office of Special Education	TBA	TBA

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Required or Optional	Activities	Office/Staff Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	IEP Team Training	M. Rofel and Bev Andress	Full day		New IEP chairs.		August 14, Sept. 25	White Oak
Required	IEP Update Training	M. Rofel and Bev Andress	½ day		All IEP chairs.		12/3; 12/7; 12/11; 2/7	ESS & other offices
Required	IMPA Training	Sara Egorin-Hooper and Paul Mazza	½ day 10/22, 23 and 11/27				8-9:45 and 10-11:45	ESS, 114
	Life Skills/Functional/Autism Curriculum-based Assessment	Sara Egorin-Hooper	10/25 ½ day		Teachers		8-11:30	Catonsville MS library
	Life Skills Think Tank	Sara Egorin-Hooper	1/2/02		Teachers		8-3:30	Days Hotel
	SWAP Meet of ideas and IMAP update	Sara-Egorin-Hooper	2/21/02		Teachers		8-11:30	Perry Hall MS
	Support Meeting – LS/Autism/Functional	Sara Egorin-Hooper	3/14/02 6/8/02		Teachers Teachers		8-11:30 8-11:30	Cockeysville ESS, 114

Focus Area: Deaf and Hard of Hearing

Required	"Literacy – It All Connects"	Services for Students Who are Deaf and Hard of Hearing, Diane Perkins	November 21, 2001	1, 3, 4, 6, 10, 12	Service providers for DHH	National Deaf Education Center	8:30-12:30	Parkville HS
Required	Interpreters Workshop: Skills Development for Health and Family Studies	[same as above]	January 2, 2002	1, 2, 7, 10	[same as above]	Office of Special Ed. and Region III Fed. Dept. of Ed. Interpreters Grant	9:30-2:30	TBA

Required or Optional	Activities	Office/Staff Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Update on Cochlear Implants: Technology, Maintenance, Research Implications for Auditory Neuropathy	[same as above]	Jan. 2, 2002	1, 3, 6	[same as above]	Pending	8:30-12:00	TBA
Required	Interpreters Workshop Skills Development PE and School Sponsored Sports Teams	[same as above]	January 25, 2002	1, 2, 7, 10	[same as above]	Office of Special Ed. and Region III Fed. Dept. of Ed. Interp. Grant		
Optional	Reading and Writing Together	[same as above]	TBA	1, 2, 3, 7, 10, 12	[same as above]	Laurent Cler. Nat'l Deaf Ed. Center		

Focus Area: OT, PT, SLP, AT Supports for Instruction

Required	Orientation: New OT Staff	OT Facilitator	August 14, 2001	1, 3, 10, 11	OT staff	Office of Special Ed.	8:30-3:30	Perry Hall HS
Required	Key Note speaker focusing on diag. tools for variety of s/I disorders	Robin Bosley and facilitators	August 29, 2001	3, 6, 1, 12	SLPs	None	8:15-12:30	Sparks El.
Required	Conference: Motor Control, Motor Learning, Motor Development	OT and PT Facilitators with 5 county Task Force	October 19, 2001	1, 3, 10, 11, 12	OT/PT Facilitators	Partially funded by MSDE	8:30-4:30	Sheraton, Columbia
Optional	Inservice: Sensory Strategies	OT Facilitator	November 8, 2001	1, 3, 10, 11, 12	OT staff	NA	12:30-3:30	Ridge/Ruxton
Optional	Inservice: How to Prepare Effective Presentations	OT Facilitator	December 13, 2001	1, 7, 10, 11, 12	OT staff	NA	12:30-3:30	Ridge/Ruxton
Required	Workshop: Working with Students with Down Syndrome (projected)	OT and PT Facilitators	January 2, 2002	1, 3, 10, 11, 12	OT and PT staff	Special Education	8:30-3:30	Ridge/Ruxton
Required	Inservice: Case Presentation	PT Facilitator	September 20, 2001	1, 3, 10, 11, 12	PT staff	NA	1:00-3:30	Ridge/Ruxton

Required or Optional	Activities	Office/Staff Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Required	Inservice: Strategies for Providing Service to Students ECP	PT Facilitator	November 8, 2001	1, 3, 10, 11, 12	PT staff	NA	1:00-3:30	Ridge/Ruxton
Optional	Inservice: Roles and Responsibilities of Adapted PE and PT	PT Facilitator	December 13, 2001	1, 3, 7, 10, 11, 12	PT and PE staff		1:00-3:30	Ridge/Ruxton
Required	Diagnostic Tools for a Variety of Speech/Language Disorders. Topics include: Assessment on voice, fluency, articulation, language, pragmatic, and Assistive technology	Robin Bosley and 4 SLP facilitators	August 29, 2001	1, 3, 7, 10, 11	Speech Language Pathologists	NA	8:15-12:30	Sparks El.
Required	Intro to Roles and Res. Of the SLP and procedures for services; Third Party reimbursement procedures.	Robin Bosley and facilitators	August 13 & 14, 2001	1, 3, 7, 11, 12	SLPs	New Teachers and Sp. Ed.	8:30-3:30	Perry Hall MS and HS
Optional	Writing assessment reports	Robin Bosley and facilitators	October 22, 2001	1, 3, 5, 7, 11, 12	SLPs	None	AM or PM session	Cockeysville Middle
Required	IMAP and role of SLP. Variety of follow up presentations from August.	Robin Bosley and facilitators	November 21, 2001	1, 3, 10, 11, 12	SLPs	None	8:30-12	Essex Elem.
Required for 1 st yr. SLPs; Optional 2 nd yr. SLPs	County procedures for lesson plans; IMAP; Therapy Techniques	Robin Bosley and facilitators	Nov. 30, 2001; Jan. 25, 2002 Mar. 6	1, 3, 10, 11, 12	1 st and 2 nd year SLPs	None	2:30 PM	Lutherville Lab El.
Focus Area: Assistive Technology - Compliance								
Optional	Inservice: Assistive Technology and Compliance IEP	OT Facilitator	September 13, 2001	1, 6, 10, 12		NA	12:30-2:00	Greenwood

Required or Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Make and Take The Kissing Hand	Dept. of Technology, Special Ed.	August 22, 2001 and September 14, 2001	Strategies: 2, 3, 4, Indicators: 3, 4	Teachers	Technology paid for materials	9:00-4:00	Cockeysville MS
Optional	Boardmaker Software Integration Training	Jeanne Noorisa	October 11, 2001	[same as above]	[same as above]		[same as above]	
Optional	IntelliPics Software Integration Training	Marsye Kaplan	October 11, 2001	[same as above]	[same as above]		[same as above]	
Optional	Humpty Dumpty Sat on a Chair: Visual Strategies to Support Behavior Mgt.	Dept. of Technology, Special Ed.	October 11, 2001	Strategies 2, 3, 6 Indicators: 3, 4	[same as above]		4:00-6:00	
Optional	IntelliTalk II Software Integration	Heather Rasmussen	October 25, 2001	[same as above]	[same as above]		1:00-3:00	
Optional	Visual Strategies in Guided and Self-Directed Reading	Dept. of Technology, Special Ed.	November 1, 2001	[same as above]	[same as above]		4:00-6:00	
Optional	Make and Take The Snowy Day	Dept. of Technology, Special Ed.	December 14, 2001	[same as above]	[same as above]	NA		
Optional	Preschool Session TBA	[same as above]	January 10, 2002	[same as above]	[same as above]		4:00-6:00	
Optional	Boardmaker Software Integration	J. Noorisa	January 25, 2002	[same as above]	[same as above]		9:00- 11:00	
Optional	IntelliTalk II Software Integration	H. Rasmussen	January 25, 2002	[same as above]	[same as above]		1:00-3:00	
Optional	Visual Strategies to Support Writing and Working with Words	Dept. of Technology, Special Ed.	February 7, 2002	[same as above]	[same as above]		4:00-6:00	
Optional	Make and Take Maryland Unit	[same as above]	March 8, 2002	[same as above]	[same as above]		8:30-4:00	
Optional	Preschool TBA	[same as above]	April 11, 2002	[same as above]	[same as above]		4:00-6:00	

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Required or Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Sharing Your Wheels: Sharing of Integrated materials created as a result of trainings.	Dept. of Technology, Special Ed.	May 23, 2002	Strategies: 2, 3, 6 Indicators: 3, 4	Teachers	NA	4:00-6:00	YBA
Optional	IntelliMathics Software Integration Training	Maryse Kaplan	2 training TBA	[same as above]	[same as above]	NA	TBA	TBA

Focus Area: Infants and Toddlers

Required	Parent behavior/infant mental health and orientation to Infants and Toddlers	Tom Stengel	2001 New Tch.Orient. to I & T. Follow-up at area sites	Strategies 1, 3, 4, 5, 7	New teachers/paraeducators	I&T	August 14, 15, 16	Perry Hall HS, I&T sites, single point of entry site
Required	I&T service coordination training	Tom Stengel	2, half day sessions	Strategies 7, 10, 26, 27, 28	New teachers/paraeducators; PT, OT, and SLP staff from private agencies; Health Dept. nurses	NA	TBA	TBA
Required	Team Building	Tom Stengel, Peggy Florio	Half-day sessions	Strategies 7, 26	I&T staff from public and private agencies	I&T Abilities Network	August 24, 2001	ESS Building
Optional	I&T Overview	Debbie Rhodes	Half-day session	Strategies 7, 32	Physicians, Franklin Sq. Medical System	I&T, Franklin Sq. Hospital	November 12, 2001	Franklin Sq. Hospital
Required	Situational Leadership	S. Chapman, R. Fratelle	Full-day session	Strategies 7, 29, 32	Administrative staff from I&T private and public agencies	McCormick, Inc., I&T	November 2, 2001	McCormick Hunt Valley
Required	Statewide Early Intervention and Early Childhood Conference	MSDE	3, full day sessions	Strategies 1, 3, 4, 5, 6, 26, 27, 32	I&T staff of public and private agency partners, parents, ICC members	MSDE and Office of Special Education	December 6, 7, 8	Baltimore Convention Center

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Required or Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional/parents	Transition from I&T to preschool and special education	I&T team leaders	10 area specific 2, hour-long sessions	Strategies 1, 3, 4, 6, 7, 26, 31	Parents	I&T and Special Education	December 1 and May 2	I&T sites
Required	IFSP training updates	Tom Stengel	10, one-hour sessions	Strategies 1, 3, 4, 5, 6, 7	Private and public agency, I&T staff	I&T	Dec. 2001/ April, 02	I&T sites

Focus Area: Preschool

Optional	Overview of the Infants and Toddlers and Preschool Special Education Programs	Tom Stengel, Marisa Conner	2001 New Teacher Orientation	Strategy 12	New I&T and preschool sp.ed teachers	Special Education	August 13, 2001	Perry Hall Middle
Required	"Read, Play, Learn Literacy Activities for Young Children" Presenter: Dr. Toni Linder	Marisa Conner	August 27, 2001 for initial training with follow up in schools	Strategy 12	All preschool special ed teachers	Office of Special Education	August 27, 2001	Cockeysville Middle

Special Education Strategic Plan for Professional Development

System Priorities: To improve student achievement in all subjects with an emphasis on mathematics, English/language arts, social studies/history, and science. To increase the number of students successfully completing their courses of study

System Key Strategies: Strategies 1, 2, 3, 4, 5, and 6

Systemic Professional Development Objective: To plan, coordinate, monitor, and evaluate professional development programs for teachers and administrators in all content areas to improve instructional practices

Evaluation: An ongoing evaluation plan will include: 1) surveys to assess participants' needs and satisfaction with program; 2) questionnaires to assess participants' ability to transfer learning; and 3) data reports aligned with appropriate indicators of progress.

Focus Area: Instruction

Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Differentiation of Instruction	Judy Glass, Maureen Thornton	2001 new teacher orientation with follow-up at the local school	Strategy 12 Indicators 2, 3, 4	New special education teachers of diploma-bound students	Special Education	August 13, 2001	Perry Hall Middle
Required	Backmapping of the MLOs and Orientation to the new reading series	Judy Glass	August 2001 for initial trainings with monthly follow-up	Strategy 12 Indicators 2, 3, 4	Special Education Instructional Resource Teachers	Special Education	August 27, 2001 and monthly on various Wednesday afternoons	ESS Bldg., Greenwood
Required	"Collaborative Teaching"	Joyce Reier Bev Andress	August 2001	3	New special education teachers	Dept. of Professional Development	New Teacher Induction	Perry Hall HS
Optional	Implementing middle school reading	Judy Glass and special	TBA	Indicators 2, 3, 4, and 6	Middle school special	Special Education	TBA	TBA

APPENDIX I

DRAFT

	instruction for diploma-bound students with disabilities	educational support teachers			education teachers			
Required Optional	Activities	Person(s) Responsible	Timeline	Alignment to Indicators of Progress	Intended Audience	Budget Source	Specific Dates for Activities	Location
Optional	Implementing Houghton-Mifflin's <i>A Legacy of Literacy</i> and the Open Court Phonics Kits for students with disabilities	Judy Glass, Nancy Feeley, Jaye Scarborough, Terri Janiak, Maureen Thornton	November 1 and 2, 2001	Indicators 2, 3, and 5	All teachers of diploma-bound students in self-contained classrooms	Special Education	Nov. 1 and 2	Perry Hall Middle, Cockeysville Middle
Optional	Wilson Language Training remedial reading program	Judy Glass, Terri Janiak	April 23, 24, 2002		Teachers	Special Education	8:15am-2:30pm	Perry Hall MS
Optional	Content Training: English; Biology; Government	Judy Glass	April 9; April 18; April 30		Teachers	Special Education	12:00-2:30	ESS, Rm. 114

Comparison of Ratios for Students with Disabilities Based on Staff Plans 2000

APPENDIX J
DRAFT

School System	Comments	Inclusion/Resource	Self-contained	More Recent Comparisons as Available
Anne Arundel	Based on LRE code - hours of service, not disability. Categories - Resource Teacher, Modified Self-contained, Cluster Self-contained	Resource (out <21%) 40:1 elementary; 50:1 secondary Resource Combined (out 21% to 60%) 18:1	Separate Class: Elementary 10:1 Secondary 12:1	Appears to be consistent with 2000
Baltimore City	Based on hours of service: Category- Cat. 1 = <5 hrs. Cat. 2 = <5 hrs. >15 hrs. Cat. 3 = >15 hrs. Unit Counts: Category 1x1 + Category 2x3) ÷ 16 = FTE Category 1 = 1 unit Category 2 = 3 units	Resource - Elementary 1 per 6 units Middle 1 per 6 units High 1 per 6 units	Elementary 12:1 Middle 15:1 High 60 Pupil Periods:1	Not Available
Howard County	Based on ratios	Elementary 6:1:1 Middle 7:1:1 High 8:1:1 PreSchool (half day) 6:1:1		Based on hours of service on IEPs Elementary - up to 120 instructional hours 2 teachers, 3 I.A.'s. more than 120 instructional hours - 3 teachers, 3 I.A.'s. Middle - minimum 3 teachers, 3 I.A.'s High - range from 4 teachers, 4 I.A.'s to 13 teachers, 7 I.A.'s.

Comparison of Ratios for Students with Disabilities Based on Staff Plans 2000

APPENDIX J
DRAFT

School System	Comments	Inclusion/Resource	Self-contained	More Recent Comparisons as Available
Frederick County	Based on ratios	K-12 Elementary 22:1 Middle 24:1 High 26:1	Challenges I & II 7:1:2-3 SET Program 9:1:1 PreK 9:1:1	Appears unchanged
Harford County	Difficult to determine from plan. Appears to be ratio based on hours and weighted figures.			Not Available
Prince George's County	Plan doesn't explain how staff distributed.			Ratios - Separate class 9 students - 1 teacher, 1 I.A. Non-categorical 12 students- 1 teacher. Separate class orthopedic 7 students - 1 teacher, 1 I.A. Separate class emotionally disturbed 7 students - 1 teacher, 1 I.A. Separate class deaf & hard of hearing - 7 students, 1 teacher, 1 I.A.

Comparison of Ratios for Students with Disabilities Based on Staff Plans 2000

APPENDIX J
DRAFT

School System	Comments	Inclusion/Resource	Self-contained	More Recent Comparisons as Available
Montgomery Co.	Staff plan based on number of general ed students. Very detailed for resource, self-contained by ratio.	Resource - at least 1 special ed resource teacher in every school. 3 teacher:2.25 I.A. for every 450 gen. ed students. 1teacher: .75 I.A. for each additional 150 students.	Cluster Programs K-5 13:1: .75 grade 6-12 15:1: .75 GT/LD K-5 13:1: .75 School Based Learning Ctrs. Elem. 9:1: .75 Secondary 9:1: .75 Functional/Life Skills Elem. 10:1: .75 Secondary 10:1: .75 ED Elem. (k-5) 10:1:1.5 Middle 9:1:1.215 High 9:1:1.215 Autism 6:1:1.75	3 year plan proposed 2002-05 Summary - Minimum of 2 teachers for all elementaries. Add reading special education teacher in every middle and high. Autism 6:1:1.75 ED (el.) 10:1:1.5/9:1:1.2 Adapted 13:1:75 Community-based 6:1:1.5

Summary of
Mediation/Due Process Hearings

APPENDIX K

DRAFT

<u>Year</u>	<u>Number of Requests</u>	<u>Mediated</u>	<u>Pending</u>	<u>Parent Proposal Awarded</u>	<u>School System Proposal Awarded</u>	<u>Request Withdrawn</u>
1999-00	13	9	0	2	2	0
2000-01	14	5	2	0	2	5
2001-02*	15	6	5	2	1	1

*as of 1/3/02



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: New Superintendent's Rule 3122 – Classification of Expenditure – Indirect Costs

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

RESOURCE PERSON(S): Barbara Burnopp, Executive Director, Fiscal Services
Patrick Fannon, Controller

INFORMATION

That the Board of Education review the revised Superintendent's Policy and new Rule 3122 – NON-INSTRUCTIONAL SERVICES: Fiscal Services – Classification of Expenditures – Indirect Costs.

Policy 3122 – Classification of Expenditures was updated as part of the initiative of the Division of Business Services to update outdated Board Policies. The policy was adopted in 1968 and revised in 1980. Changes have been reviewed by the Board Policy Review Committee. The Superintendent's rule was created to establish a consistent practice in the Baltimore County Public Schools related to indirect costs.

NON-INSTRUCTIONAL SERVICES: Fiscal Services

Accounting and cash management: Classification of Expenditures

The code of accounts for the classification of expenditures shall be based on the approved budgets and shall be consistent with [good accounting practices] **GENERALLY ACCEPTED ACCOUNTING PRINCIPLES**. The account structure shall permit compliance with the budgeting and financial reporting requirements established by the Maryland State Department of Education, AS **PUBLISHED IN *THE FINANCIAL REPORTING MANUAL FOR MARYLAND PUBLIC SCHOOLS***.

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

Policy
Adopted: 9/16/68
Revised: 6/19/80
Revised: _____

Board of Education
of Baltimore County

NON-INSTRUCTIONAL SERVICES: Fiscal Services

Classification of Expenditures

Indirect Costs

1. As used in this rule, indirect costs are defined as those allocations of administrative expenditures necessary to manage grant programs. Fiscal Services shall charge all grants indirect costs.
2. This rule sets forth the definition, purpose and classification of indirect costs for grant budgets.
3. Fiscal Services shall establish procedures to ensure that all grant budgets include indirect costs, and to account for indirect cost funds collected in accordance with the *Financial Reporting Manual for Maryland Public Schools*.
4. All grant managers shall include indirect costs when the budget is prepared and submitted, except where the charging of indirect costs is prohibited by the granting agent.
5. Annually, the Maryland State Department of Education (MSDE) calculates the indirect cost rate plan for Baltimore County Public Schools. This rate will be applied to all grants, unless prohibited by the granting agent.
6. Fiscal Services will be responsible for collecting indirect costs from the grants. Funds will be allocated to the indirect cost recovery fund.
7. Fiscal Services prepares the proposed draft of expenditures from indirect cost recovery funds with input from BCPS staff for approval by the superintendent.
8. Fiscal Services will prepare indirect cost recovery budget for inclusion in the operating budget in the special revenue fund.

Rule

Approved:

Superintendent of Schools



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Field Trip and Foreign Travel Policy 6153 (new 6104)
ORIGINATOR: Phyllis Bailey

RESOURCE
PERSON(S): Danae Farley

RECOMMENDATION

That the Board of Education approve the Field Trips and Foreign Travel Policy 6153 (new 6104)

Policy 6153 (new 6104) -- Field Trips and Foreign Travel -- was last revised in April 1995 as a result of a committee study which focused on transportation issues related to field trips. In July 1996, an interoffice memo provided administrators with an updated permission form. However the numbers, cost, complexity, and possible safety and liability issues involved in field trips have increased. A comparison of BCPS Policy 6153 with comparable policies of other school systems indicated that the BCPS policy needed to be far more inclusive and specific. In addition to comparison with other school systems, the work of a study group which developed a field trip manual, under the leadership of Fran Allen, Manager, Risk Management, was also incorporated as accompanying rules and forms which were developed to support the policy and rules.

The Policy was presented to the Board of Education Ad Hoc Policy Review Committee, the Curriculum & Instruction Staff, and the Executive Leadership Staff for response and suggestions.

Appendix I – Field Trip Policy 6153 (new 6104)

Instruction

FIELD TRIPS AND FOREIGN TRAVEL

The Board of Education recognizes the field trip as an integral part of the instructional program.

Field trips are most effective when they[:] DEMONSTRATE RECOGNITION OF STUDENTS' NEEDS, INTERESTS, AND ABILITIES AS EVIDENCED BY CAREFUL PLANNING; they SHALL BE DESIGNED TO support, [and] enhance, AND EXTEND, classroom instruction and curriculum at all levels; AND they SHALL capitalize on [community] resources including historic sites, museums, and cultural exhibits, expandING students' horizons beyond the immediate community. WHEN PARTICIPATING IN FIELD TRIPS, STUDENTS HAVE THE OPPORTUNITY TO develop and foster skills in real world settings AS WELL AS TO apply information learned in an academic setting to a practical setting. AS AN OUTGROWTH OF PARTICIPATION IN FIELD TRIPS, STUDENTS SHALL ENGAGE IN REFLECTION AND MEANINGFUL FOLLOW-UP.

FIELD TRIPS SHALL BE AVAILABLE TO ALL BALTIMORE COUNTY PUBLIC SCHOOL STUDENTS AS PART OF A PLANNED PROGRAM CLEARLY ALIGNED TO AND A LOGICAL OUTGROWTH OF THE ESSENTIAL CURRICULUM. ENRICHMENT THROUGH FIELD TRIPS IS NOT INTENDED TO SUPPLANT THIS ESSENTIAL CURRICULUM. WHILE FIELD TRIPS SERVE AS ONE MEANS FOR BROADENING STUDENT EXPERIENCES, THE SAFETY AND SECURITY OF THE STUDENTS, AS WELL AS THE APPROPRIATE USE OF INSTRUCTIONAL TIME AND PERSONNEL, ARE FOREMOST IN IMPORTANCE. WHILE ON AN APPROVED FIELD TRIP, PARTICIPATING STUDENTS ARE EXPECTED TO ADHERE TO BEHAVIOR EXPECTATIONS OUTLINED IN BOARD POLICY 5550, STUDENTS: CONDUCT, DISRUPTIVE BEHAVIOR AND BOARD POLICY 5560, STUDENTS: CONDUCT, SUSPENSION OR EXPLUSION.

THE BOARD OF EDUCATION FURTHER RECOGNIZES THAT SECONDARY STUDENTS MAY DESIRE TO PARTICIPATE IN FOREIGN TRAVEL PROGRAMS WHICH PROVIDE A UNIQUE OPPORTUNITY FOR STUDENTS TO BROADEN THEIR KNOWLEDGE OF OTHER CULTURES. IT IS THE EXPECTATION OF THE BOARD OF EDUCATION THAT THE STAFF SHALL CONSIDER THE SAFETY AND SECURITY OF STUDENTS IN PLANNING AND GRANTING APPROVAL FOR FOREIGN TRAVEL. FURTHER, THE STAFF SHALL INFORM THE SUPERINTENDENT OF THE FOREIGN TRAVEL PROGRAMS OPERATING IN THE BALTIMORE COUNTY PUBLIC SCHOOLS.

SPECIFIC INFORMATION SHALL BE MADE AVAILABLE TO PARENTS, GUARDIANS, AND INTERESTED PERSONS REGARDING THE EDUCATIONAL VALUE RELATED TO THE CURRICULUM, AND THE RISKS OF FINANCIAL LOSS, AND LOGISTICS. WHILE FOREIGN TRAVEL IS A VEHICLE FOR EXTENDING STUDENT EXPERIENCES, THE APPROPRIATE USE OF INSTRUCTIONAL TIME AND PERSONNEL IS FOREMOST IN IMPORTANCE. WHILE ON APPROVED FOREIGN TRAVEL, PARTICIPATING STUDENTS ARE EXPECTED TO ADHERE TO BEHAVIOR EXPECTATIONS OUTLINED IN BOARD POLICY 5550, STUDENTS: CONDUCT DISRUPTIVE BEHAVIOR AND BOARD POLICY 5560, STUDENTS: CONDUCT SUSPENSION OR EXPLUSION.

THE BOARD OF EDUCATION DOES NOT ASSUME FINANCIAL LIABILITY FOR FIELD TRIPS OR FOREIGN TRAVEL, INCLUDING BUT NOT LIMITED TO, REFUNDS OR CANCELLATIONS FOR ANY REASON.

Legal Reference:

Code of Maryland Regulations (COMAR)

COMAR 13A.08.01.01, GENERAL REGULATIONS: ATTENDANCE

Also see POLICY 5550, STUDENTS: CONDUCT, DISRUPTIVE BEHAVIOR
POLICY 5560, STUDENTS: CONDUCT, SUSPENSION OR EXPULSION
POLICY 8363, ETHICS CODE: CONFLICT OF INTEREST
POLICY 8362, EITHICS CODE: GIFTS

Policy

adopted: 11/21/68

revised: 4/25/95

revised: 2002

Board of Education
of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: **Dr. Joe A. Hairston, Superintendent**

SUBJECT: **FY2004 Capital (State and County) and Operating Budget –Schedules**

ORIGINATOR: **J. Robert Haines, Deputy Superintendent, Business Services**

**RESOURCE
PERSON(S):** **Barbara Burnopp, Executive Director, Fiscal Services**

INFORMATION

In the past, Board Members and the public have requested advance notice of important dates connected to the capital and operating budgets. The attached initial schedules outline those important dates and the process to be followed.

The processes are similar to those followed in previous years; however, the capital request process has been streamlined to consolidate the state and county processes into one process at the Board level.

Attachment I – FY2004 Operating Budget Schedule

Attachment II – FY2004 Capital Budget – State/County Request Schedule

FY 2004 OPERATING BUDGET SCHEDULE

June 20, 2002 - Present proposed operating budget schedule to Business Services

June 24, 2002 – Present proposed operating budget schedule to Executive Staff

July, 2002 – Closing Budget Appropriation Transfer for FY2002, and tuition charges for Non-Resident Students to the Board

August 1 – 7 – Pre-budget meetings with the Executive Staff and Strategic Planning

August 8 – 16 – Pre-budget meetings with the Executive Directors

September 9 - Grants and General Fund Instructions to Offices

September 30 – October 4 - BRASS Training and FY04 Budget Assistance Sessions and Timonium and Food Services labs for Office Budgets

October, 2002 – Revenue Supplement – Aging Schools to the Board

October 10 to 31 – Area Pre-Budget Hearings

October 11 – Office Budget Requests Due to the Office of Budget and Reporting (OBR).

Early November – Review by the Deputy Superintendents

Mid-November – Review by the Executive Staff

Early December – Meet with County Officials

January 14 – Superintendent Presents FY2004 Proposed Budget to the Board

***January 29** – Board Public Hearing (Snow date – January 30, 2003)

***February 4** – Board Work Session (Snow date – February 5, 2003)

February 26 – Board Adopts FY2004 Budget

February 10 –General Fund Budget Instruction to schools

February 28 –FY2004 Proposed Budget due to the County Executive

February, 2003 – FY03 Special Revenue Supplement (if necessary)

*** March 3 to April 11** - County Executive Staff Reviews Board Budget Proposal

* **March 3 to May 16** – Schools Allocate Budget Allotments

April, 2003 - FY03 General Fund Supplement (if necessary)

* **April 12** - County Executive Presents FY2004 Budget Recommendations to the County Council

***April 28 – May 9** – BRASS training and assistance for schools

* **April 16 to May 24** – County Council Reviews Budget Request and holds public hearings on all county budgets

***May 16** – School Budget requests are due to the OBR

* **May 27** – County Council Adopts FY2004 Budget

June 10 – Board Approves FY2004 Budget Book

July 1 – FY2004 Funds Available

* Tentative

Specific to Board of Education

FY 2004 CAPITAL BUDGET STATE/COUNTY REQUEST SCHEDULE

June 20, 2002 – Present proposed capital schedule to Business Services

June 24, 2002 – Present proposed capital schedule to Executive Staff

July/August – Meet with offices and schools to finalize project requests

***August 29** – Meet with Deputy Superintendents, Executive Director Fiscal Services, Executive Director Facilities, and the Office of Strategic Planning to discuss Capital and FY04 State request.

September 9 – State/County Request to Executive Staff

***Week of September 9** – Meet with County officials

***September 17** – Distribution of request to the Board and to the public

September 24 – Present proposed State/County capital request to Board

***September 26** – Public Hearing – 6:30 p.m. – ESS Board Room

***September 30** – Board Work Session – 6:30 p.m. – ESS Board Room

October 10 – Board votes on proposed State/County capital request

October 15 – State request due to the State Interagency Committee for Public School Construction (IAC)

***November** – State Interagency Committee for Public School Construction (IAC) issues recommendation (State request)

***December** – Appeal to IAC (State request)

***January** – Appeal to Board of Public Works (BPW) (State Request)

***January 15** – The County capital budget is submitted to the County Office of Budget and Finance and forwarded to the Office of Planning and Zoning. The County Executive conducts an overview meeting with the Planning Board in January.

***Late January** – Presentation to the County Planning Board (County request)

***January – March** – County capital budget is reviewed by County agencies.

***April** – State Legislature approves State Capital Budget

***April 15** – The County Executive submits the proposed County capital budget to the County Council by April 15.

***May** – BPW approves IAC recommendations (State request)

***May 20** – The County Council adopts FY04 County capital budget.

June 10 – Board Approves FY2004 Budget Book

July 1 – FY2004 Funds Available

* Tentative

Specific to Board of Education

BALTIMORE COUNTY PUBLIC SCHOOLS

J

DATE: July 9, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: School Calendar Policy Revision (Policy 6111)
ORIGINATOR: Sharon Norman, Director, Office of Communications

Recommendation

**That the Board of Education accept the proposed revisions
to Policy 6111 (School Calendar)**

This revision is part of the initiative of the Division of Curriculum and Instruction to update the 6000 policy series.

After two reviews by the Board Policy Review Committee, the revised policy was presented to the Board of Education at the June 11, 2002 meeting. Changes proposed by Board members have been incorporated, and the policy is being brought before the Board for its consideration at the July 9, 2002 meeting.

This policy was adopted in 1968 and has not been revised in the interim. A Superintendent's Rule has been developed to clarify implementation practices for the development of the systemwide school calendar.

Originator: Sharon Norman

Attachment 1 – Revised Policy 6111
Attachment 2 – Superintendent's Rule 6111

INSTRUCTION: SCHOOL CALENDAR

THE SCHOOL CALENDAR MUST BE DEVELOPED TO SUPPORT THE EFFECTIVE DELIVERY OF THE INSTRUCTIONAL PROGRAM. The school calendar adopted annually by the Board of Education will ordinarily provide for more than the minimum days AND HOURS required by law IN ORDER TO ANTICIPATE EMERGENCY CLOSINGS AND LATE OPENINGS FOR INCLEMENT WEATHER OR OTHER SYSTEM WIDE EMERGENCIES.

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

Legal Reference: *Annotated Code of Maryland*, Education Article, §7-103 (a), (c)
COMAR 13A.03.02.05
COMAR 13A.02.01.04

Policy
Adopted: 11/21/68

Board of Education
of Baltimore County

INSTRUCTION: SCHOOL CALENDAR

TO SUPPORT THE STAFF IN MEETING THESE EXPECTATIONS AND IN DEMONSTRATING A SENSITIVITY TO THE NEEDS OF PARENTS, TEACHERS, AND OTHER STAKEHOLDERS, A CALENDAR COMMITTEE COMPOSED OF REPRESENTATIVES FROM STAKEHOLDER GROUPS WILL ASSIST IN THE DEVELOPMENT OF A PROPOSED CALENDAR THAT WILL BE PRESENTED TO THE BOARD OF EDUCATION FOR ITS CONSIDERATION. THE SUPERINTENDENT WILL DESIGNATE APPROPRIATE STAFF TO SERVE ON THE COMMITTEE, AND STAKEHOLDER REPRESENTATION WILL INCLUDE GROUPS SUCH AS THE FOLLOWING: PARENT TEACHERS ASSOCIATION COUNCIL OF BALTIMORE COUNTY, AREA ADVISORY COUNCILS, BALTIMORE COUNTY STUDENT COUNCILS, AND THE TEACHERS ASSOCIATION OF BALTIMORE COUNTY.

FOLLOWING THE DEVELOPMENT OF A DRAFT CALENDAR, COMMITTEE REPRESENTATIVES WILL SEEK FEEDBACK FROM STAKEHOLDERS AND CONSIDER THIS FEEDBACK IN DEVELOPING A FINAL PROPOSAL FOR PRESENTATION TO THE BOARD OF EDUCATION. THE CALENDAR FOR ANY GIVEN SCHOOL YEAR, ONCE APPROVED, WILL BE SHARED WITH THE PUBLIC AT LEAST ONE YEAR PRIOR TO THE YEAR IN WHICH IT IS TO BE IMPLEMENTED.

Rule

Superintendent of Schools

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

RETIREMENTS

<u>NAME</u>	<u>POSITION</u>	<u>SCHOOL/OFFICE</u>	<u>YRS. OF SERVICE</u>	<u>EFFECTIVE DATE</u>
Sandra Barber	Teacher	Perry Hall Middle	31.0	7-1-02
Marsha D. Baumeister	Principal	Dumbarton Middle	30.0	9-1-02
Donna Belinko	Guidance Counselor	Parkville High	36.0	7-1-02
Jesse Bradford	Teacher	Parkville Middle	34.5	7-1-02
Linda Carey	Guidance Counselor	Middle River Middle	33.0	7-1-02
Donald Carneal	Teacher	Battle Grove Elem.	35.0	7-1-02
Orville H. Carroll	PPW	Student Support Services	31.0	7-1-02
Carolyn Chanoski	Physical Therapist	Pine Grove Elem.	27.0	7-1-02
Eileen Collomb	Teacher	Hampton Elem.	17.0	7-1-02
Donna G. Flynn	Executive Director	Greenwood	30.5	7-1-02
Donnamarie Gaines	Speech/Lang. Path.	Parkville High	26.0	7-1-02
Jean Gieser	Guidance Counselor	Stemmers Run Middle	30.0	7-1-02
Alicia Giro	Teacher	Towson High	30.0	7-1-02
Wade Hall	Teacher	Loch Raven Tech. Acad.	31.0	7-1-02
Ronald Hoge	Teacher	Ridgely Middle	29.0	7-1-02
Janine M. Kelly	Asst. Principal	Perry Hall Middle	30.0	8-1-02
Victor Kilian	Teacher	Carver Center	35.0	7-1-02
Sandra L. Kroh	Principal	Cedarmere Elem.	32.0	7-1-02
Sharon Lauer	Teacher	Chapel Hill Elem.	30.0	7-1-02
Stephen J. Letnaunchyn	Mentor	Southwest Academy	31.0	7-1-02
Mary Jacqe Marchione	Director	Dept. of Staff Development	32.5	7-1-02
Paul T. McAndrew	Teacher	Middle River Middle	34.0	7-1-02
Donald I. Mohler	Executive Director	ESS-Fed. & State Program	30.0	7-1-02
Sonja Morton	Teacher	Hebbsville Elem.	28.0	7-1-02
Melvin W. Mossovitz	Supervisor	Timonium-Adult Ed	33.0	7-1-02
Janine Paciarelli	Teacher	Cockeysville Middle	30.0	7-1-02
Charles F. Patrick	Asst. Principal	Cockeysville Middle	40.0	7-1-02
Margaret P. Penhallegon	Personnel Officer II	Human Resources	38.0	7-1-02
George Poff	Asst. to the Super.	Greenwood Admin.	33.0	7-1-02

Jerilyn Roberts	Principal	Woodlawn Middle	30.0	9-1-02
Doris E. Robinson	Specialist	Home & Hospital	30.0	7-1-02
Linda Rubel	Secretary II	Chatsworth School	24.0	7-1-02
Paula Schwartzman	Teacher	Sudbrook Magnet Middle	32.0	7-1-02
Flora Smith	Guidance Counselor	Hampton Elem.	32.0	7-1-02
Anita L. Steele	Teacher	Pot Spring Elem.	32.0	7-1-02
Margaret A. Stout	Teacher	Dept. of Staff Development	32.0	7-1-02
Jean Sullivan	Teacher	Cockeysville Middle	26.6	7-1-02
Mary Thayer	Teacher	Chesapeake High	28.0	7-1-02
Dale T. Trott	Teacher	Rodgers Forge Elem.	26.5	7-1-02
Linwood Van Horn	Teacher	Randallstown High	36.0	7-1-02
Mary Willey	Secretary I	Glenmar Elem.	15.0	7-1-02
Philip J. Young	Psychologist	Student Support Services	29.0	7-1-02

As of 7/5/02

As of 5/23/02

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

RESIGNATIONS

ELEMENTARY – 40

Baltimore Highlands Elementary School

Jennifer J. Johnson, 06/30/02, 5.0 yrs.

Battle Grove Elementary School

Jennifer Burgett, 06/30/02, 4.0 yrs.

Claire D. Johnson, 06/30/02, 2.6 yrs. (Psychologist)

Bear Creek Elementary School

Susan B. Knabe, 06/30/02, 6.5 yrs.

Catonsville Elementary School

Suzanne Baldelli, 06/30/02, 2.0 yrs.

Jennifer L. Griffith, 06/30/02, 1.0 yr.

Laurie M. Herwig, 06/30/02, 3.0 yrs.

Chesapeake Terrace Elementary School

Janice A. Menear, 06/30/02, 1.0 yr.

Susan T. Neidhardt, 06/30/02, 13.0 yrs.

Edmondson Heights Elementary School

Elizabeth R. Anderson, 06/30/02, 6.0 yrs.

Elmwood Elementary School

Kelly Seward, 06/30/02, 6.0 yrs.

Featherbed Lane Elementary – Primary

Erica L. Aument, 06/30/02, 5.0 yrs.

Franklin Elementary School

Teresa Collini, 06/30/02, .9 mos.

Glenmar Elementary School

Danielle R. Rafferty, 06/30/02, 2.0 yrs.

Kelly E. Winchell, 06/30/02, .8 mos.

Grange Elementary School

Kristina R. Antolick, 06/30/02, 1.0 yr.

Halstead Academy

DOP: 7/10/02

Lisa A. Forrester, 06/30/02, 2.0 yrs.

Rebecca L. Spencer, 06/30/02, 4.0 yrs.

Hebbsville Elementary School

Jennifer L. Kuntz, 06/30/02, 1.0 yr.

Hernwood Elementary School

Kristy A. Zelenz, 06/30/02, 1.0 yr.

Hillcrest Elementary School

Mona L. Guha, 06/30/02, 4.0 yrs.

Johnnycake Elementary School

Yvonne Harris, 06/30/02, 1.0 yr.

Batya L. Novick, 06/30/02, 2.0 yrs.

Joppa View Elementary School

Diane M. Marimow, 06/30/02, 9.0 yrs.

Logan Elementary School

Kelly L. Hartman, 06/30/02, .5 mos.

Amy L. Polk, 06/30/02, 3.0 yrs.

Mars Estates Elementary School

Adrian C. Gill, 06/30/02, 3.0 yrs.

Middlesex Elementary School

Pamela Duncan, 06/30/02, 6.0 yrs.

Cynthia C. Malek, 06/30/02, 1.8 yrs.

Norwood Elementary School

Laurie A. Buchinski, 06/30/02, 2.0 yrs.

Sheryl H. Geitner, 06/30/02, 2.0 yrs.

Powhatan Elementary School

Heather J. Sunderland, 06/30/02, 4.6 yrs.

Randallstown Elementary School

Kerri A. Oswick, 06/30/02, 5.0 yrs.

Riverview Elementary School

Amy M. Fish, 06/30/02, 4.0 yrs.

Scotts Branch Elementary School

Michelle L. Livingston, 06/30/02, 3.0 yrs.

Sparks Elementary School

Allison R. Allinder, 06/30/02, 2.0 yrs.

Timber Grove Elementary School

Barbara J. Parker, 06/30/02, 11.0 yrs.

Victory Villa Elementary School

Dana A. Lynch, 06/30/02, 2.0 yrs.

Ann G. Sills, 06/30/02, 1.0 yr.

White Oak School

Joan Rusnak, 06/30/02, 4.0 yrs.

SECONDARY – 50**Carver Center for Arts and Technology**

Felicia Albright, 06/30/02, 1.0 yr.

Claudia L. Friedlander, 06/30/02, 1.0 yr.

Catonsville High School

Jeanne M. McCarthy, 06/30/02, 10.0 yrs.

Chesapeake High School

Jesse J. Varsalone, 06/30/02, 3.0 yrs.

Deep Creek Middle School

Andrea E. Coughlan, 06/30/02, .6 mos

Stephen D. Merkel, 06/30/02, .8 mos.

Deer Park Middle Magnet School

Monica D. Shuman, 06/30/02, 6.0 yrs.

Lisa A. Weber, 06/30/02, 2.0 yrs.

Dundalk High School

Rachael E. Gurian, 06/30/02, 3.0 yrs. (Guidance)

Dundalk Middle School

Jennifer L. Lamb, 06/30/02, 5.0 yrs.

Susan A. Ritmiller, 06/30/02, 2.0 yrs.

Franklin High School

Kathleen D. Mongold, 06/30/02, 13.0 yrs.

Melissa A. Purdy, 06/30/02, 6.0 yrs.

General John Stricker Middle School

Carolyn R. Fender, 06/30/02, 3.0 yrs.

Kenwood High School

Walter J. Koss, 06/30/02, 3.0 yrs.

Lansdowne Middle School

Shelly R. Huggins, 06/30/02, 9.0 yrs.

Abbe R. Schoenfeld, 06/30/02, 3.0 yrs.

Shannon D. Tolley, 06/30/02, 3.0 yrs.

Loch Raven Technical Academy

Kelly M. Guthrie, 06/30/02, 4.0 yrs.

Jeremiah R. Tabb, 06/30/02, 1.0 yr.

Middle River Middle School

Jeffrey T. Burch, 06/30/02, 8.0 yrs.

Milford Mill Academy

Andrea K. Clark, 06/30/02, 6.0 yrs.

Suzan Eichhorn, 06/30/02, .7 yrs

Casandra M. Hale, 06/30/02, 3.7 yrs.

Claire M. Rankin, 06/30/02, 1.7 yrs. (Nurse)

Old Court Middle School

Jason R. DeJoy, 06/30/02, 1.0 yr.

Brian L. Durham, 06/30/02, 1.0 yr.

Owings Mills High School

Tommy L. Coburn, 06/30/02, 8.0 yrs.

Parkville High School

Christopher D. Weiss, 06/30/02, 6.0 yrs.

Parkville Middle School

Rebecca L. Evert, 06/30/02, 1.0 yr.

Patapsco High School

Christopher S. Cooper, 06/30/02, 1.0 yr.

Eric J. Held, 06/30/02, .5 mos.

Perry Hall Middle School

Janice E. Wagner, 06/30/02, 14.0 yrs.

Pikesville Middle School

Dawn E. Gibson, 06/30/02, 2.0 yrs.

Pine Grove Middle School

Julia A. Perkins, 06/30/02, 6.0 yrs.

Randallstown High School

Dylan E. Fagan, 06/30/02, 4.0 yrs.

Kenneth P. Gehosky, 06/30/02, 3.8 yrs.

Renee D. Reid, 06/30/02, 2.7 yrs.

Sollers Point/Southeastern Technical

Patricia S. Lynch, 06/30/02, 9.0 yrs. (Guidance)

Southwest Academy

Christopher F. Chyr, 06/30/02, 2.0 yrs.

Tiffany B. Friend, 06/30/02, 4.0 yrs.

Sparrows Point High School

Christa L. Alexander, 06/30/02, 5.0 yrs.

Stemmers Run Middle School

Matthew D. Hipszer, 06/30/02, 2.0 yrs.
Dianne B. Kestler, 06/30/02, 14.0 yrs.

Sudbrook Magnet Middle School

Bridgette M. Russell, 06/30/02, 2.0 yrs.

Western School of Technology

Joanne D. Read, 06/30/02, 28.0 yrs.

Woodlawn High School

Wanda M. Brown, 06/30/02, 5.0 yrs.
Keith D. Waters, 06/30/02, 1.0 yr.

Woodlawn Middle School

Megan D. Bennett, 06/30/02, 2.8 yrs.
Drue E. Hoffman, 06/30/02, 2.0 yrs.

Bear Creek Elementary School

Amber M. Harris, 06/30/02, 6 yrs.

ADMINISTRATORS – 2**Middleborough Elementary School**

Celeste W. Klima, 06/30/02, 21.0 yrs.
(Principal)

Gunpowder Elementary School

Sue A. Torr, 07/05/02, 15.8 yrs.
(Assistant Principal)

CENTRAL OFFICES – 1**Department of Human Resources**

Deborah Lee, 06/30/02, 2.4 yrs.
(Benefits Manager)

RESCIND (Board Agenda April 23, 2002)**SEPARATIONS FROM LEAVE – 28**

Lynn E. Bacon, granted Child Rearing Leave, 07/01/00-06/30/02, resigning 06/30/02, 3.5 yrs.
Laura K. Bailey, granted Child Rearing Leave, 07/01/00-06/30/02, resigning 06/30/02, 10.0 yrs.
Donna Basik, granted Unusual or Imperative Leave, 07/01/01-06/30/02, resigning 06/30/02, 4.0 yrs.
Michele O. Bennetta, granted Unusual or Imperative Leave, 06/30/01-06/30/02, resigning 06/30/02, 19.0 yrs.
E. Ramsey Bigham, granted Child Rearing Leave 04/18/01-06/30/02, resigning 06/30/02, 5.0 yrs.
Nicole F. Fall, granted Unusual or Imperative Leave, 07/01/01-06/30/02, resigning 06/30/02, 9.0 yrs.
Deborah A. Gaiser, granted Child Rearing Leave, 05/08/00-06/30/02, resigning 06/30/02, 5.0 yrs.
Melissa A. Garvin, granted Child Rearing Leave, 07/01/00-06/30/02, resigning 06/30/02, 11.0 yrs.
Amy J. Glasl, granted Child Rearing Leave, 02/14/02-06/30/04, resigning 05/31/02, 14.0 yrs.
Judith R. Hughan, granted Unusual or Imperative Leave, 07/01/01-06/30/02, resigning 06/30/02, 11.0 yrs.
Tara A. Korn, granted Child Rearing Leave, 09/06/00-06/30/02, resigning 06/30/02, 3.0 yrs.
Clare Kruft, granted Unusual or Imperative Leave, 09/29/01-06/30/02, resigning 06/30/02, 18.0 yrs.
Sarah R. Lachman, granted Child Rearing Leave, 11/28/00-06/30/02, resigning 06/30/02, 8.0 yrs.
Carol J. Lininger, granted Child Rearing Leave, 03/10/00-03/10/02, resigning 06/30/02, 4.0 yrs.
Amy J. Michels, granted Unusual or Imperative Leave, 10/15/01-06/30/02, resigning 06/30/02, 12.0 yrs.
Amy E. Norris, granted Personal Leave, 07/01/01-06/30/02, resigning 06/30/02, 4.0 yrs.
Linda B. Norris, granted Unusual or Imperative Leave, 06/01/01-06/30/02, resigning 06/30/02, 11.0 yrs.
Kazimiera W. Patterson, granted Unusual or Imperative Leave, 03/31/01-06/30/02, resigning 06/30/02, 3.7 yrs.
Michelle R. Perkins, granted Child Rearing Leave, 07/12/01-06/30/02, resigning 04/30/02, 1.8 yrs.
Amy S. Phillips, granted Unusual or Imperative Leave 07/01/01-06/30/02, resigning 06/30/02, 5.0 yrs.
Gail N. Rauch-Tilstra, granted Unusual or Imperative Leave, 07/01/01-06/30/02, resigning 06/30/02, 12.0 yrs.
Kristen D. Ritchey, granted Child Rearing leave, 07/01/01-03/26/02, resigning 03/26/02, 8.0 yrs.
Mary E. Saunders, granted Unusual or Imperative Leave, 07/01/01-06/30/02, resigning 06/30/02, 4.0 yrs.
Mary C. Simmons, granted Child Rearing Leave, 01/06/00-06/30/02, resigning 04/18/02, 7.8 yrs.
Kimberly W. Stone, granted Child Rearing Leave, 07/01/00-06/30/02, resigning 04/24/02, 6.8 yrs.
Julie E. Tabb, granted Unusual or Imperative Leave, 07/01/01-06/30/02, resigning 06/30/02, 21.0 yrs.
Danielle J. Thomas, granted Unusual or Imperative Leave, 08/06/01-06/30/02, resigning 06/30/02, 5.0 yrs.
Lauren E. Wierprecht, granted Child Rearing Leave, 08/04/00-06/30/02, resigning 06/30/02, 13.0 yrs.

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

LEAVES

ACADEMIC LEAVES

JONATHAN T. BRICE – Randallstown High School
Effective July 1, 2002 through June 30, 2003

JODY LYNN FULTON – Halethorpe Elementary School
Effective August 2, 2002 through June 30, 2003

CHILD REARING LEAVES

LAURA B. BARTON – Owings Mills Elementary School
Effective July 19, 2002 through June 30, 2004

JILL B. JOSEPH - Hernwood Elementary School
Effective August 23, 2002 through June 30, 2004

AMY M. REY – Dundalk Middle School
Effective September 12, 2002 through June 30, 2004

TRACI YOUNG SIEGLER – Deep Creek Middle School
Effective September 15, 2002 through June 30, 2003

EVELYN K. SPRATT – Dundalk Middle School
Effective September 24, 2002 through June 30, 2004

KELLY M. WAGNER – Kingsville Elementary School
Effective October 13, 2002 through June 30, 2004

PERSONAL LEAVE

JOHN P. BRITT – Dulaney High School
Effective July 1, 2002 through June 30, 2003

LISA M. HIRSCHY – Victory Villa Elementary School
Effective July 1, 2002 through June 30, 2003

BARBARA A. LOUGHLIN – Perry Hall Middle School
Effective July 1, 2002 through June 30, 2003

TERESA ANN MESSEC – Pulaski Park Office (Building Service Worker)*
Effective May 20, 2002 through May 20, 2003

UNUSUAL OR IMPERATIVE LEAVES

MARA LAUREN EGORIN – Hereford Middle School
Effective July 1, 2002 through June 30, 2003

ANGELA P. GASIOR – Grange Elementary School
Effective July 1, 2002 through June 30, 2003

DEBORAH A. HULTING – Pinewood Elementary School
Effective July 1, 2002 through June 30, 2003

BRIDGET KURCOBA – Westowne Elementary School
Effective July 1, 2002 through June 30, 2003

JIRI MASER – Ridgely Middle School (Building Service Worker)*
Effective July 1, 2002 through June 30, 2003

EILEEN M. NOLAN – Inverness Center
Effective July 1, 2002 through June 30, 2003

EXTENSION UNUSUAL OR IMPERATIVE LEAVES

LISA C. MEAGHER – On Leave
Effective July 1, 2002 through June 30, 2003

RESCINDED SABBATICAL LEAVE

JONATHAN T. BRICE – Randallstown High School
Effective July 1, 2002 through June 30, 2003

*Non-member Maryland State Retirement System & Pension System

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

REHIRED RETIRED PRINCIPALS

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
<u>MARSHA D. BAUMEISTER</u> (Effective September 1, 2002)	Principal Dumbarton Middle School	Principal Dumbarton Middle School
<u>JERILYN C. ROBERTS</u> (Effective September 1, 2002)	Principal Woodlawn Middle School	Principal Woodlawn Middle School

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

DECEASED

The Board gratefully acknowledges the service of the employee listed below:

DAWN L. HART
Special Education
Woodlawn High School
April 19, 2002

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

JULY 9, 2002

RECOMMENDED APPOINTMENTS

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
<u>STEPHEN E. ARNOLD</u> (Effective July 10, 2002)	Special Education Department Chair Perry Hall High School	Assistant Principal Perry Hall High School
(Replacing Richard Gudel, transferring to English Department Chair, Perry Hall High School)		
<u>MARY G. DEPETRIS</u> (Effective July 10, 2002)	Mentor Middlesex Elementary School	Assistant Principal Halethorpe Elementary School
(Replacing Barbara Otakie, retiring)		
<u>KATHLEEN A. EGAN</u> (Effective July 10, 2002)	Teacher/Social Studies Eastern Technical High School	Specialist Office of Instructional Technology
(Replacing Nancy Null, transferring to Teacher/Classroom)		
<u>ADRIAN C. GILL</u> (Effective July 10, 2002)	Teacher/Crisis Intervention Mars Estates Elementary School	Pupil Personnel Worker Office of Pupil Personnel Services
(Replacing Orville Carroll, retiring)		
<u>KATHLEEN J. HARMON</u> (Effective July 10, 2002)	Senior Director, Corporate Benefits Automatic Data Processing	Benefits Manager Department of Human Resources
(Replacing, Deborah Lee, resigned)		
<u>KENDRA V. JOHNSON</u> (Effective July 10, 2002)	Teacher/Middle School Classroom Old Court Middle School	Assistant Principal Cockeysville Middle School
(Replacing Charles Patrick, retiring)		
<u>ROBERT J. KEMMERY</u> (Effective July 1, 2002)	Principal Eastern Technical High School	Executive Director Student Support Services
(Replacing Donald Mohler, retiring)		
<u>PENELOPE E. MARTIN-GALLOP</u> (Effective July 10, 2002)	Teacher/Instrumental Music Deer Park Magnet Middle School	Assistant Principal Deer Park Magnet Middle School
(Replacing Stephanie Savick, rescinded appointment)		

MARIA L. MCCLUNG
(Effective July 10, 2002)

Teacher/Social Studies
Woodlawn High School

Assistant Principal
Woodlawn High School

(New Position)

JULIA C. OLMEDO
(Effective July 10, 2002)

Teacher/Special Education
Hawthorne Elementary School

Assistant Principal
Orems Elementary School

(Replacing Rosanne Reimer, transferring to Resource Teacher, Stemmers Run Middle School)

FRANK L. ROTH
(Effective July 10, 2002)

Guidance Counselor
Elmwood Elementary School

Pupil Personnel Worker
Homeless Liaison and Title I

(New Position)

GHASSAN SHAH
(Effective July 10, 2002)

Economic Planner
Baltimore City Planning

Planning Administrator
Department of Auxiliary Services

(New Position)

BARBARA L. SKILLMAN
(Effective July 10, 2002)

Teacher/Resource
Office of Instructional Technology

Specialist
Office of Instructional Technology

NELLIE M. SLATER
(Effective July 10, 2002)

Facilitator
Martin Boulevard Elementary
School

Assistant Principal
McCormick Elementary School

(Replacing Kevin Lindsey, appointed Principal, McCormick Elementary School)

JUAN F. STEPTER
(Effective July 10, 2002)

Teacher/Business Education
Overlea High School

Assistant Principal
Chesapeake High School

(Replacing Sandra Eanet, transferring to Mentor position)

SUSAN C. STYGLER
(Effective July 10, 2002)

Teacher/Middle School Classroom
Pikesville Middle School

Assistant Principal
Arbutus Middle School

(Replacing Margaret Sholl, appointed Principal, Arbutus Middle School)

JAMIE M. TUCKER
(Effective July 10, 2002)

Supervisor
Department of Elementary
Programs – Music

Coordinator
Department of Elementary
Programs – Music

(Replacing Clinton Marshall, transferred to Area Manager, Department of Auxiliary Services)

PATRICIA D. VOGEL
(Effective July 10, 2002)

Teacher/Classroom
Arbutus Elementary School

Assistant Principal
Westowne Elementary School

(Replacing Lisa Wilson, appointed Principal, Middleborough Elementary School)

RICHARD W. WEBER
(Effective July 10, 2002)

Assistant Principal
Western Heights Middle School

Assistant Principal
Perry Hall Middle School

(Replacing Janine Kelly, retiring)

JANE A. WETZEL
(Effective July 10, 2002)

Teacher/Spanish
Kenwood High School

Assistant Principal
Patapsco High School

(Replacing Jeffrey Fisher, transferring to Towson High School)

CHERYL A. WHITTAKER
(Effective July 10, 2002)
School

Teacher/Special Education
Grange Elementary School

Assistant Principal
Gunpowder Elementary

(Replacing Sue Torr, resigning)

LAWRENCE WILLIAMS
(Effective July 10, 2002)

Teacher/Physical Education
Randallstown High School

Assistant Principal
Loch Raven High School

(Replacing Suzanne Bridges, retiring)

DIANE J. YOUNG
(Effective July 10, 2002)

Principal Intern
Baltimore City Public Schools

Assistant Principal
Eastern Technical High School

(Replacing Margaret Johnson, appointed Principal, Dundalk High School)

CARLA ZAMERELLI-CLIFFORD
(Effective July 10, 2002)

Teacher/Resource
Department of Assessment and
Student Data

Supervisor of Internal Assessment
Department of Assessment and
Student Data

(Replacing Mandi Kirsh, appointed Coordinator, Department of Assessment and Student Data)

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

JULY 9, 2002

RECOMMENDED APPOINTMENTS

ADDENDUM

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
<u>KIKI M. GEIS</u> (Effective July 10, 2002)	Assistant Principal Lansdowne Middle School	Principal Lansdowne Middle School
(Replacing Tom DeHart, transferring to Lansdowne High School)		

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

RECOMMENDED TRANSFERS

NAME

FROM

TO

JEFFREY A. FISCHER
(Effective July 10, 2002)

Assistant Principal
Patapsco High School

Assistant Principal
Towson High School

(Replacing Jane Barranger, appointed Principal, Towson High School)

PATRICK S. MCCUSKER
(Effective July 10, 2002)

Principal
Lansdowne High School

Principal
Eastern Technical High School

(Replacing Robert Kemmery, recommended for appointment to Executive Director, Student Support Services)

**BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204**

July 9, 2002

RECOMMENDED TRANSFERS

ADDENDUM

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
<u>THOMAS E. DEHART</u> (Effective July 10, 2002)	Principal Lansdowne Middle School	Principal Lansdowne High School

(Replacing Patrick McCusker, transferring to Principal, Eastern Technical High School)

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 28, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Recommendations for Award of Contracts
Board Exhibit – July 9, 2002
ORIGINATOR: Robert Haines, Deputy Superintendent of Business Services
RESOURCE
PERSON(S): Patrick Fannon, Controller; Rick Gay, Purchasing Manager

RECOMMENDATION

That the Board of Education approves the recommendations for award of contracts Board Exhibit for the July 9, 2002 board meeting.

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.

MA/xxx

Appendix I – Recommendations for Award of Contracts – Board Exhibit

3. **Contract – Interest in Property**

**Estimated Annual Revenue: \$700
Richardson Farms**

From April 30, 2002 until May 17, 2002 Baltimore County Public Schools Office of Purchasing advertised on the Public Notices section of our website for proposals to farm 9.7 acres of vacant property belonging to BCPS at 6025 Ebenezer Road. We received only one proposal from **Richardson Farms** for the amount of \$700.00 per year. BCPS is proposing a one-year lease with four one-year extensions. The property is located next to land that is already managed by **Richardson Farms** and would otherwise lie dormant if not farmed by Richardson. There are no plans at this time by BCPS to use the land for any other purpose.

Since this is revenue, no funding is required from the budget.

4. **Contracted Services: Fingerprinting
& Background Investigative Services
Three-Year Bid**
Anne Arundel County Public Schools Contract # 00-46

**Estimated Annual Value: \$200,000
Estimated Award Value: \$600,000
Kroll Background America, Inc.**

A three-year bid to qualify and select a contractor to provide contracted services for "Fingerprinting and Background Investigative Services" was issued by the Anne Arundel County Public Schools in their Solicitation Number 00-46 on September 20, 1999. An award of contract was made by the Board of Education for Anne Arundel County Public Schools to the **Kroll Background America, Inc., Hampstead, MD 21704**. This agreement has a multi-agency clause that allows other jurisdictions to participate in the contract under the same terms and conditions.

The Office of Purchasing is recommending participating in the solicitation issued to **Kroll Background America, Inc.**, by contracting with them for a period of three (3) years for fingerprinting and background investigative services under the same terms and conditions established by Anne Arundel County Public Schools. An option to extend the contract for two additional one-year terms was included. Other than administrative costs this contract would not be an expense to the BCPS Board of Education and/or Schools, as applicants pay the contractor directly for all fees.

The cost to process any applicant applying for a position would be \$66.00 paid by the new hire. This amount includes the fee of \$42.00 which is currently being charged by the Maryland Criminal Justice Information Service for background checks. Also included within this fee is a flat fee of \$24.00 which is the administrative fee for **Kroll Background America, Inc.**

For the purposes of this Agreement the Contractor shall:

- Provide adequate staffing to perform fingerprinting and background investigative services for the BCPS. Minimally, this shall include one person dedicated for duty on site during the hours of operation. This person's location of duty is at the Baltimore County Public Schools office located at 9610 Pulaski Park Drive, Suite 204, Baltimore, MD 21220, or, as designated by the Board.
- Accept appointment requests via telephone, in-person, and from Human Resources for fingerprinting and background investigative services.
- Assist the employee in completing all required forms to process the background investigation and the INS (Immigration Naturalization Services) Form I-9. The Contractor shall review and ensure all application information is complete.
- Fingerprint the applicant on required fingerprinting cards.
- Identify any applicants who have disclosed a criminal background to the Office of Investigations and Records Management for screening
- Process all appropriate paperwork.
- Provide billing and statistical information to the Board.
- Send fingerprinting paperwork to the Maryland Criminal Justice Information Service by first class mail and manage all billing requirements with them for the stated services.
- Provide completed commercial background investigation requests to the Office of Investigations and Records Management. The contractor shall process commercially sourced "Background Investigation" requests from BCPS. The contractor receives the requests through a secure internet access system and is responsible for conducting the background investigation in accordance with the specifications.
- Provide a full time representative on site with a toll free number that is available for emergency requests and customer support needs.
- Provide additional fingerprinting services at other Board locations to accommodate new hires, whenever BCPS specifies.
- Maintain for BCPS a retention of all records for a minimum of five years from the date of termination of the contract and provide copies of these records upon the request of BCPS. BCPS will pay reasonable reproduction costs.

- Accept payment from the applicant for their services.
- Provide BCPS with a summary of all itemized billings for all services billed on a monthly basis.
- Provide payment directly to the Criminal Justice Information Service for State and Federal government background checks.
- Provide payment directly for all billing requirements for commercial background investigations.
- Provide complete confidentiality of any and all information provided by the Board, and gathered and/or developed by the Contractor in the performance of this contract.
- Reprocess data and prints that are rejected by the Criminal Justice Information Service for the State at no additional fee to the Board.
- Flag those records of applicants that have need for further investigation by the Baltimore County Public Schools.

If BCPS requests additional services the cost per person could vary depending upon the various additional investigations required. The type of investigations will vary depending upon the position applied for by the applicant. This funding is provided by the employee.

5. **Contracted Services: Programmer** **Estimated Award Value: \$80,000**
Second One-Year Extension **Stephen Smith & Associates**
Contract # 2-237-00

A bid for programming and analysis support services was issued January 13, 2000 to 17 vendors. Proposals were received from two vendors. One vendor submitted a no-bid response. Award of contract was approved by the Board of Education in February 2000 to **Stephen Smith Associates** at \$37.00/hour and extended in June 2001 for an additional year.

The contractor is assigned to Information Technology's Student Data Team that supports student accounting processes, report card production, mandatory government reports and the in-school Columbia system.

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, term and conditions of the original proposal. Extension of contract is recommended to **Stephen Smith & Associates, Baltimore, MD**, in the estimated award value of

\$80,000. Funding will be provided through the operating budget of the Department of Information Technology

6. **Equipment Contract: Technology** **Estimated Award Value: \$302,754**
Education Furniture & Equipment
Two and One Half Year Bid
Contract # 7-701-02

A bid for technology education furniture and equipment for Woodlawn and New Town High Schools Technology Laboratories was issued April 11, 2002 to 29 vendors. The contract will end December 20, 2004. Responses were received from 17 vendors of which two vendors submitted no bid responses. Awards are recommended to the lowest bidder meeting all specifications as follows:

Maryland Center for Career & Technology Education, Baltimore, MD
CAD software

Baltimore Stage Lighting, Baltimore, MD
Overhead lighting package

B & H Photo Video Pro Audio, Inc., New York, NY
Intercom communicator system

Educational Technology, Hauppauge, NY
Video recorder, digital camera still CD, digital camera floppy disk, palm calculator, printers, PC editing video software

Grainger, Inc., Timonium, MD
Lab maintenance: machines, service buildings and electrical service, pneumatic power packages: compressors, storage tanks and brad nailer and accessories, lab tools: clamps and vises and 32 piece tool set

Glover Equipment, Cockeysville, MD
Workbenches, chairs, desks

Kelvin Electronics, Melville, NY
Electricity learning system, electronic learning system, communication activity pack-laser, communication activity pack-radio enterprises

Kunz, Inc, Baltimore, MD
Microphone cable, speakers, video editing software

Landon Systems, Westminster, MD
13" color TV sets

Midwest Technology, Sioux City, IA
Band saw, Sanitizing tool panel

Paxton-Patterson, Chicago, IL
Drill press, hot wire cutter, miter box saw, oven, power hand tools, strip heater, table saw

School Specialty, Mansfield, OH
Computer carts

Washington Professional Products, Wheaton, MD
DVD recorder, audio console, digital camcorder, CD player, sound mixer and speakers, studio communications system, teleprompter, video light package, editing recorder, microphone cable

Funding will be provided through capital funds allotted to each school for furniture, fixtures and equipment.

7. **Food Service: Equipment** **Estimated Award Value: \$162,822**
Contract #4-447-02

A bid for the purchase and delivery of Food Service equipment for various schools was issued on May 16, 2002 to 31 vendors. Responses were received from nine vendors of which four were no-bid responses.

Award of contract is recommended to the lowest bidders meeting all specifications:

American Energy Restaurant Equipment, Inc., Springfield, VA	\$87,453
Convection Oven (double), Convection Oven (single), Refrigerator (Reach-In, 2 door), Serving Counters, Merchandiser, Holding & Display Cabinet, Fryer	
Calico Industries, Inc., Annapolis Junction, MD	\$27,840
Refrigerator	
DePalo & Sons, Inc., Baltimore, MD	\$19,532
Slicer, Kettle (40 gal), Storage Cabinets, Table	
Essbar Equipment Company, Wilmington, DE	\$27,997
Steamers (Hypersteam), Convection Oven, Tables, Counter Top Merchandiser	

The estimated award value of the contract is \$162,822. Funding will be provided by the Office of Food and Nutrition Services.

**8. Music: School Instrument Repair Services
Contract # 4-431-02**

Estimated Award Value: \$40,000

A bid for the annual price agreement for the repair of musical instruments and the purchase of various materials and supplies (instructional books, sheet music, reeds, etc.) was issued on March 14, 2002 to 14 vendors. Responses were received from seven vendors of which one was a no-bid response.

The objective of the specifications was for vendors to submit a fixed hourly rate for the repair services and a discount allowance from published list prices for materials and supplies for a period of one year. With this concept, more than one vendor may be awarded a contract, which allows the Office of Music and all schools contract pricing and immediate access for routine supplies and services.

Awards are recommended to the bidders meeting all specifications. The estimated award value is \$40,000. The Office of Music will provide funding for the repairs and funding for the supplies will be provided by the operating budget of each school.

REPAIR SERVICES

	<u>Standard Hourly Rate</u>	<u>Percentage Markup for Parts</u>
Hess Music, Manchester, MD	\$34.00/hour	20%
Menchey Music Services, Inc., Hanover, PA	\$35.00/hour	25%
Music & Arts Center, Timonium, MD	\$20.00/hour	50%
Music Land, Bel Air, MD	\$40.00/hour	20%
Stu's Music Shop, Westminster, MD	\$34.00/hour	20%

MATERIALS AND SUPPLIES

Discount from Published Pricing

	<u>Instrument Accessories</u>	<u>Music Supplies</u>
Hess Music	25%	35%
Menchey Music Services	25%	25%
Music & Arts	25%	25%
Music Land	30%	20%
Stu's Music Shop	20%	20% - 25%

9. **Paper: Computer** **Estimated Award Value: \$23,494**
Contract #4-445-02 **Maryland Business Forms**

A bid for the purchase of computer paper for all schools and central offices was issued on May 2, 2002 to 18 vendors. Responses were received from five vendors of which three were no-bid responses.

The paper is delivered to Distribution Services for delivery to the Office of Information Technology, schools and central offices on an as needed basis.

Maryland Business Forms, Inc., Glyndon, MD	\$23,494
Moore North America, Laurel, MD	\$27,342

Award is recommended to the lowest bidder meeting all specifications, **Maryland Business Forms, Inc.** in the estimated amount of \$23,494. Funding will be provided by the Office of Information Technology and the operating budgets of the individual schools and offices.

10. **Printing: Continuous Forms** **Estimated Award Value: \$26,445**
Contract #4-446-02

A bid for the printing of continuous forms was issued on May 2, 2002 to 20 vendors. Responses were received from nine vendors of which one was a no-bid response.

Award of contract is recommended to the bidders meeting all specifications:

Performa DocuCom Services, Bowie, MD	\$18,475
Maryland Business Forms, Glyndon, MD	\$5,006
Consolidated Graphic Communications, Harrisburg PA	\$2,316
Better Business Forms, Baltimore, MD	\$648

The estimated award value of the contract is \$26,445. Funding will be provided by the Office of Information Technology.

11. **Curriculum - Elementary Math Kits** **Estimated Award Value: \$98,658**

There is currently no consistent mathematics curriculum in the BCPS Pre-Kindergarten program that addresses the Maryland Content Standards and Maryland Learning Outcomes. The *Pre K Mathematics Program* addresses the Maryland Learning Outcomes in a language rich curriculum and coordinates perfectly with the total Pre Kindergarten curriculum, as the development of language skills is one of the primary focuses of the program.

This curriculum program will enable the Department of Elementary Programs to improve achievement for all students in the Pre Kindergarten program, which will positively effect their achievement in the Kindergarten program. The content and methods used in the *Pre K Mathematics Program* support the content of the BCPS Kindergarten Mathematics program. One of the goals of the BCPS Pre-Kindergarten program is to help prepare students for Kindergarten particularly in the area of language development. It is an integrated program that addresses mathematical concepts in the world of the three-year-old using language, cultural connections, literature, and art.

Superintendent's Rule 3215 creates guidelines and procedures for sole source procurement only under specific guidelines. The rule permits a sole source contract when the Office of Purchasing determines "that it would be advantageous or [that it would be] impractical to seek or utilize another source when the requirement is only available from a single source, and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration. Superintendent's Rule 3209 paragraph 2. (A) Requires "All purchases of textbooks, computer software, and other materials are subject to the published procedures, authority, and scrutiny of the office of Purchasing." While Board Policy 3210 paragraph 2 has been interpreted to mean that we are required to formally bid instructional material in accordance with section 5-112 and section 7-106 of the Annotated Code of Maryland, section 5-112 (b) (3) (ii) 1. indicates that 5-112 does not apply if the County Board determines in the written specification that a particular manufacturer's product is required to maintain compatibility of service or equipment. Office of Purchasing procedure OP4002.4 indicates that a sole source purchase may arise from the following conditions: Copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology), which ensure a compatible learning environment for students/faculty at various school sites.

This program is currently being piloted in ten Baltimore County Schools with positive results. The BCPS Elementary Mathematics Office considered collaborating with the BCPS Early Childhood office to write our own Pre Kindergarten Mathematics Program. This one-time-only purchase is a more cost effective and time efficient way of establishing a pre-kindergarten mathematics program. The Office of Elementary Mathematics previewed this new *Pre K Mathematics Program* and found it supported the rationale for teaching mathematics to the young child. This program is based on the same national and local standards that support our BCPS elementary mathematics curriculum. The publisher has used research based best practices in designing an age appropriate mathematics program for the Pre K child. This publisher also publishes the textbook program being used in grades 1-5 in Baltimore County Public Schools.

Funding will be provided from redirected resources.

12. **Library Services – 3M Library Security System**

Estimated Award Value \$97,200

The 3M Library Detection System tracks the proper check out of library books by students thus protecting BCPS \$10.529 million investment. It will also assist library media specialists with collection accountability and provide an effective way to manage the flow of information resources in and out of the library media center. The system is provided by the 3M Company, St. Paul, MN, and owns the patents on certain parts of the technology for the detection system that reads the "Tattle-Tape" identification strip placed in each library book. 3M's product interfaces with the security system strips that are affixed by our book vendors at the time of purchase. 3M's hardware and security system strips are a "mother - daughter product relationship." That is, the functioning of the system depends of how the software and hardware interface. This purchase will complete the project that began in the late 1980's when the Security Office purchased the systems for high schools.

It has been determined that in accordance with Board of Education Policy 3215 and Superintendent's Rule 3215 that this procurement does qualify and meet the criteria to be considered a sole source procurement. Because this system already exists at several schools in BCPS and because it has been determined that it is the only technology compatible with our current "Tattle – Tape" The Office of Purchasing has determined "that it would be advantageous or [that it would be] impractical to seek or utilize another source when the requirement is only available from a single source, and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration.

Funding will be provided from redirected resources.

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Award of Contract – ADA Accessible Ramps at Maiden Choice School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Eugene Vurgaftman, Civil Engineer, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – ADA Accessible Ramps at Maiden Choice School.

Appendix I

**Recommendation for Award of Contract
ADA Accessible Ramps – Maiden Choice School
July 9, 2002**

On June 20, 2002, two (2) bids were received for constructing ramps at Maiden Choice School – Bid #5-501-03. This project consists of ramps at four locations to provide accessible egress from the cafeteria. A summary of the bid results is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Melvin Benhoff Sons, Inc., the lowest responsive bidder, in the amount of \$56,208.90 for the Base Bid plus Add Alternate #1. This Add Alternate is for the provision of aluminum handrailing in lieu of steel pipe railing.

At this time, we are also requesting approval of a 10% Change Order Allocation in the amount of \$5,620.00 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 through the Maryland State QZAB Program.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director

Baltimore County Public Schools
Maiden Choice School – ADA Accessible Ramps
Bid Number: 5-501-03
Bid Due Date: June 20, 2002

	Bidder's Name	
	Melvin Benhoff Sons, Inc.	RWC Contracting Corporation
Base Bid Price:	\$57,208.90	\$59,252.00
Add Alternate #1: <i>Provide Aluminum Handrailing in Lieu of Steel Piping</i>	(\$1,000.00)	\$2,530.00
Add Alternate #2: <i>Widen existing walkways</i>	\$19,734.00	\$7,425.00
Base Bid plus Add Alternate #1:	\$56,208.90	\$61,782.00



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Award of Contract – Window Replacement at Ridge Ruxton School**
ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services
RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Window Replacement at Ridge Ruxton School.

Appendix I

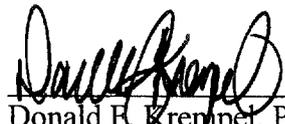
Recommendation for Award of Contract Window Replacement at Ridge Ruxton School July 9, 2002

On May 28, 2002, four (4) bids were received for replacing the windows at Ridge Ruxton School – Bid #5-573-02. This project consists of the demolition of existing windows, asbestos abatement, and replacing with new vented windows and venetian blinds. A summary of the bid results is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Orlando Sales Painting, Inc., the lowest responsive bidder, in the amount of \$398,000.00 for the Base Bid plus Add Alternate #1. This Add Alternate is to provide a new storefront main entrance.

At this time, we are also requesting approval of a 10% Change Order Allocation in the amount of \$39,800.00 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 through the Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director

**Baltimore County Public Schools
Ridge Ruxton School – Window Replacement
Bid Number: 5-573-02
Bid Due Date: May 28, 2002**

	Bidder's Name			
	Orlando Sales Painting	Spear Window and Glass	Constantine Commercial Construction	E. Pikounis Construction Company
Base Bid Price:	\$380,000.00	\$395,500.00	\$390,500.00	\$409,830.00
Add Alternate #1: <i>Provide new storefront entranceway with doors.</i>	\$18,000.00	\$19,190.00	\$26,500.00	\$30,270.00
Base Bid plus Add Alternate #1:	\$398,000.00	\$414,690.00	\$417,000.00	\$440,100.00

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Award of Contract – Systemic Renovations at White Oak School**
ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Leonard Collevocchio, Mechanical Engineer, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Systemic Renovations at White Oak School.

Appendix I

Recommendation for Award of Contract Systemic Renovations at White Oak School July 9, 2002

On June 20, 2002, seven (7) bids were received for systemic renovations at White Oak School - Bid #5-560-02. This project consists of upgrading the heating and ventilation system, replacing temperature controls, replacing the chiller and cooling tower, replacing the fire alarm systems, and providing an accessible toilet 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 Phillips Way, Inc., the lowest responsive bidder in the amount of \$1,495,000.00 for the Base Bid and Add Alternates #2, #3 and #4. These add alternates include replacing the heating and cooling coils in the air handlers, replacing exhaust fans, and installing a media retrieval system.

At this time, we also request approval of 10% Change Order Allocations in the amounts of \$149,500.00 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 the Capital Budget Project #665 – Major Maintenance.

APPROVED:


Donald F. Krempel, Ph.D.
Executive Director

**Baltimore County Public Schools
White Oak School – Systemic Renovations
Bid Number: 5-560-02.
Bid Due Date: June 20, 2002**

	Bidder's Name						
	Phillips Way	Jack Kidd Associates	RWC	North Point Builders	E. Pikounis Construction	James Ancel	JAK Construction
Base Bid	\$1,412,000	\$1,628,500	\$1,734,000	\$1,862,000	\$1,844,000	\$1,921,000	\$2,070,000
Alternate #1: <i>Replace main electrical switchboard</i>	\$35,000	\$43,500	\$50,000	\$39,000	\$44,400	\$38,000	\$67,000
Alternate #2: <i>Replace heating and cooling coils in air handling units</i>	\$39,000	\$48,500	\$52,000	\$64,000	\$74,000	\$58,000	\$60,000
Alternate #3: <i>Replace exhaust fans</i>	\$24,000	\$34,500	\$29,700	\$35,000	\$52,000	\$49,000	\$57,000
Alternate #4: <i>Install a Media Retrieval System</i>	\$20,000	\$26,500	\$24,500	\$23,000	\$20,700	\$20,000	\$33,000
Alternate #5: <i>Replace the intercom system</i>	\$105,000	\$62,000	\$103,000	\$115,000	\$110,400	\$107,000	\$86,400
Alternate #6: <i>Replace the security system</i>	\$72,000	\$10,500	\$15,000	\$9,000	\$6,800	\$8,000	\$15,000
Alternate #7: <i>Paint ceilings</i>	\$45,000	\$44,000	\$47,000	\$45,000	\$22,750	\$46,000	\$138,000
Base Bid Plus Alternates #2, #3 & #4:	\$1,495,000	\$1,738,000	\$1,840,700	\$1,984,000	\$1,990,700	\$2,048,000	\$2,220,000

T

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Award of Contract – Hazardous Material Abatement at Winand Elementary School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Phillip E. Schied, Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Hazardous Material Abatement at Winand Elementary School.

Appendix I

**Recommendation for Award of Contract
Hazardous Material Abatement at Winand Elementary School
July 9, 2002**

As part of the Major Maintenance Renovation Project at Winand Elementary School, it has become necessary to provide additional asbestos abatement. The inner lining of the exhaust chimneys for the boilers was found to contain asbestos. This material was not identified during the original building survey and therefore not included under the contract for the General Contractor for this project. In order to remove this asbestos-containing lining, the Department of Physical Facilities requests approval to utilize our on-call abatement Contractor.

At this time, the Department of Physical Facilities recommends approval of a not-to-exceed contract in the amount of \$60,000.00 with A-L Abatement, Inc. to provide additional asbestos abatement services at Winand Elementary School. Funding for this work is available through the Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krympel, Ph.D.
Executive Director

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BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Award of Contract – Locker Replacement at Middle River Middle School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
J. Kurt Buckler, Head of Engineering, Office of Engineering and Construction
George J. Colburn, Special Projects Supervisor, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Locker Replacement at Middle River Middle School.

Appendix I

Recommendation for Award of Contract –Locker Replacement at Middle River Middle School July 9, 2002

On June 26, 2002, three (3) bids were received for the replacement of the lockers at Middle River Middle School – Bid #3-324-03. This project consists of furnishing and installing new hall lockers including built-in combination locks under the base bid and an add alternate for new lockers with built-in combination locks for the gymnasium locker rooms. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Penco Products, Inc., the lowest responsive bidder, in the amount of \$148,141.00 for the Base Bid plus the Add Alternate.

At this time, we also are requesting approval of a 10% change order allocation in the amount of \$14,814.00 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 through the Capital Budget Project #665 – Major Maintenance.

Approved:



Donald F. Kempel, Ph.D.
Executive Director

Baltimore County Public Schools
Middle River Middle School – Locker Replacement
Bid Number: 3-324-03
Bid Due Date: June 26, 2002

	Bidder's Name		
	Penco Product, Inc.	Partition Plus, Inc.	Steel Product, Inc.
Base bid:	\$92,375.00	\$84,700.00	\$85,765.00
Add Alternate #1: <i>Provision of new lockers with locks for gym locker rooms:</i>	\$55,766.00	\$71,770.00	\$73,737.00
Base Bid Plus Add Alternate #1:	\$148,141.00	\$156,470.00	\$159,502.00



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Fee Acceptance – Design Services and Construction Administration for Reroofing Project at Hereford Middle School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Cornell S. Brown, Administrator, Office of Comprehensive Maintenance and Construction
MacArthur Chavis, Project Administrator, Office of Comprehensive Maintenance and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance - Design Services and Construction Administration for Reroofing Project at Hereford Middle School.

Appendix I

**Request for Fee Acceptance
Design Services and Construction Administration for Reroofing Project
at Hereford Middle School
July 9, 2002**

The Fiscal Year 2003 Capital Budget includes funding for replacing the roof at Hereford Middle School. This project will require a consultant to prepare the necessary construction documents to replace the existing roof. On March 13, 2001, the Board approved the selection of Gale Associates, Inc. as an on-call roofing consultant. The Department of Physical Facilities has negotiated a fee of \$53,490.00 for the consultant to perform the design, prepare the construction documents, assist in the bidding phase, and provide construction administration services for this reroofing project.

The Department of Physical Facilities recommends acceptance of this negotiated fee of \$53,490.00 with Gale Associates, Inc. Funding for these services is available in the Capital Budget Project #671 - Roof Replacement.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Fee Acceptance – Design Services and Construction Administration for Reroofing Project at Lansdowne Middle School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Cornell S. Brown, Administrator, Office of Comprehensive Maintenance and Construction
MacArthur Chavis, Project Administrator, Office of Comprehensive Maintenance and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance - Design Services and Construction Administration for Reroofing Project at Lansdowne Middle School.

Appendix I

**Request for Fee Acceptance
Design Services and Construction Administration for Reroofing Project
at Lansdowne Middle School
July 9, 2002**

The Fiscal Year 2003 Capital Budget includes funding for replacing the roof at Lansdowne Middle School. This project will require a consultant to prepare the necessary construction documents to replace the existing roof. On March 13, 2001, the Board approved the selection of Gale Associates, Inc. as an on-call roofing consultant. The Department of Physical Facilities has negotiated a fee of \$48,426.00 for the consultant to perform the design, prepare the construction documents, assist in the bidding phase, and provide construction administration services for this reroofing project.

The Department of Physical Facilities recommends acceptance of this negotiated fee of \$48,426.00 with Gale Associates, Inc. Funding for these services is available in the Capital Budget Project #671 - Roof Replacement.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Fee Acceptance – Design Services and Construction Administration for Reroofing Project at Overlea High School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Cornell S. Brown, Administrator, Office of Comprehensive Maintenance and Construction
MacArthur Chavis, Project Administrator, Office of Comprehensive Maintenance and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance - Design Services and Construction Administration for Reroofing Project at Overlea High School.

Appendix I

**Request for Fee Acceptance
Design Services and Construction Administration for Reroofing Project
at Overlea High School
July 9, 2002**

The Fiscal Year 2003 Capital Budget includes funding for replacing the roof at Overlea High School. This project will require a consultant to prepare the necessary construction documents to replace the existing roof. On March 13, 2001, the Board approved the selection of Nelson-Salabes Architects, Inc. as an on-call roofing consultant. The Department of Physical Facilities has negotiated a fee of \$59,301.00 for the consultant to perform the design, prepare the construction documents, assist in the bidding phase, and provide construction administration services for this reroofing project.

The Department of Physical Facilities recommends acceptance of this negotiated fee of \$59,301.00 with Nelson-Salabes Architects, Inc. Funding for these services is available in the Capital Budget Project #671 - Roof Replacement.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Fee Acceptance – Design Services and Construction Administration for Reroofing Project at Perry Hall Elementary School
ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Cornell S. Brown, Administrator, Office of Comprehensive Maintenance and Construction
MacArthur Chavis, Project Administrator, Office of Comprehensive Maintenance and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance - Design Services and Construction Administration for Reroofing Project at Perry Hall Elementary School.

Appendix I

Request for Fee Acceptance
Design Services and Construction Administration for Reroofing Project
at Perry Hall Elementary School
July 9, 2002

The Fiscal Year 2003 Capital Budget includes funding for replacing the roof at Perry Hall Elementary School. This project will require a consultant to prepare the necessary construction documents to replace the existing roof. On March 13, 2001, the Board approved the selection of Nelson-Salabes Architects, Inc. as an on-call roofing consultant. The Department of Physical Facilities has negotiated a fee of \$42,664.00 for the consultant to perform the design, prepare the construction documents, assist in the bidding phase, and provide construction administration services for this reroofing project.

The Department of Physical Facilities recommends acceptance of this negotiated fee of \$42,664.00 with Nelson-Salabes Architects, Inc. Funding for these services is available in the Capital Budget Project #671 - Roof Replacement.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Fee Acceptance – Construction Inspection Services at Various Elementary Schools**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Phillip E. Schied, Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance – Construction Inspection Services at Various Elementary Schools.

Appendix I

Request for Fee Acceptance Construction Inspection Services at Various Elementary Schools July 9, 2002

On May 31, 2002, 3D/International terminated their inspection contracts with the various consultants who were providing construction inspection services to 43 schools under Phase II of our Major Maintenance Renovation Program. The termination of these contracts resulted in no inspectors being present on any of these renovation projects – a completely unacceptable and dangerous situation. In order to maintain the necessary inspectors on all projects (thus avoiding possible construction problems) plus allowing the 43 projects to continue uninterrupted so that substantial completion could be obtained prior to students returning this coming school year, the Department of Physical Facilities, under Superintendents Rule 3215, has asked the Purchasing Office to issue purchase orders/contracts, pending Board of Education approval, to these vendors because the current situation, if not corrected, would endanger public health and safety for the continued operation of these facilities.

Because there was not sufficient time from the termination of 3D/International's services and immediate action had to be taken, we were unable to satisfy the board requirements for the competitive process and award as defined in Superintendent's Rule 3250. Pending approval by the Board of Education, the Department of Physical Facilities will enter into contract with the same firms who were under contract with 3D/International for the same inspection services as stated in their previous contract. The same inspectors will continue to monitor the work which they have been doing for the past months.

In order to provide for construction inspections for the Phase II Elementary Schools under the Major Maintenance Renovation Program, the Department of Physical Facilities requests approval to utilize the services of the consultants previously under contract with 3D/International. Listed below are the consultants and the respective not-to-exceed dollar amounts for their contracted services.

DFI, Inc.	\$320,000.00
Avalon, Inc.	\$200,000.00
KCI, Inc.	\$200,000.00
JMT, Inc.	\$150,000.00
RKK, Inc.	\$100,000.00
CDG, Inc.	\$100,000.00

Each of these firms is either approved under our existing on-call services bid agreements or is pre-qualified with Baltimore County Public Works. All inspectors are familiar with their respective schools. Funding for these services is available from the Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Fee Acceptance – Roofing Inspection Services at Various Schools**
ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Cornell S. Brown, Administrator, Office of Comprehensive Maintenance and Construction
MacArthur Chavis, Project Administrator, Office of Comprehensive Maintenance and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

Fee Acceptance – Roofing Inspection Services.

Appendix I – Request for Fee Acceptance

Appendix I

**Request for Fee Acceptance
Roofing Inspection Services at Various Schools
July 9, 2002**

Beginning with Fiscal Year 2001, each school system in Maryland is required to inspect their school roofs twice a year for roof replacement projects to be eligible for State funding. The Department of Physical Facilities requests approval to contract the services of a roofing inspector to assist with these mandated inspections. To obtain these services, the Department of Physical Facilities will utilize the "on-call" inspection service agreement established by the Baltimore County Department of Public Works. The Department of Physical Facilities requests the approval of the Board of Education to enter into a contract with DFI, Inc. for one inspector for the not-to-exceed amount of \$55,904.00 for Fiscal Year 2003.

Funding for this contract is available from the Operating Budget of the Office of Comprehensive Maintenance and Construction.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director

BB

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Approval of Change Order – Design Services for New Addition at Woodlawn High School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Randolph Smith, Architectural Coordinator, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order.

Design Services for New Addition at Woodlawn High School.

Appendix I

Request for Approval of Change Order for Design Services for New Addition at Woodlawn High School July 9, 2002

On October 10, 2000, the Board of Education approved a negotiated fee with SHW Group, Inc. to provide design services associated with the new addition at Woodlawn High School. The school administration has requested that an existing cosmetology classroom be relocated to the new addition and that the existing cosmetology classroom in the existing building be converted into the Science Department Office. The former Science Department Office was demolished to provide a connecting corridor into the new addition. In order to accommodate this request, the Department of Physical Facilities has requested that the design consultant prepare a design for relocating this classroom.

At this time, the Department of Physical Facilities requests approval of a change order in the not-to-exceed amount of \$5,750.00 with SHW Group, Inc. to provide necessary mechanical and electrical design services and cabinet arrangements to accommodate a cosmetology classroom in the new addition. Funding for this Change Order is available from Capital Budget Project # 090 - Woodlawn High Addition.

APPROVED:



Donald F. Krenpel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Request for Change Order – Systemic Renovations at Battle Monument School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Clarence Foard, Mechanical Engineer, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order request.

Request for Change Order – Systemic Renovations at Battle Monument School.

Appendix I

Request for Change Order Systemic Renovations at Battle Monument School July 9, 2002

On January 29, 2002, the Board of Education approved an award of contract with RWC Contracting Corporation to perform systemic renovations at Battle Monument School. Part of this project consists of removing and replacing the underground heating and domestic water mains that are encased in a buried conduit between Battle Monument School and Charlesmont Elementary School. It has been determined during the construction of this project that there is an asbestos containing material within the buried conduit.

The Department of Physical Facilities has received a proposal from RWC Contracting Corporation in the amount of \$45,000.00 to perform the additional work of removal and disposal of the asbestos containing materials. This price has been reviewed by our consultant and found reasonable. Based upon this review, we recommend approval of a change order in the amount of \$45,000.00 with RWC Contracting Corporation

Funding for this change order is available through the Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Approval of Change Order – Science Room Renovation at Dulaney High School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Randolph Smith, Architectural Coordinator, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order.

Change Order – Science Room Renovation at Dulaney High School.

Appendix I – Request Approval of Change Order

Appendix I

Request for Approval of Change Order for Science Room Renovation at Dulaney High School July 9, 2002

On September 25, 2001, the Board of Education approved an award of contract with Century Construction, Inc. to renovate the science rooms at Dulaney High School. While cutting into the floor slab for the installation of new piping, the contractor cut into an electrical duct bank damaging the conduit and electrical feeder cables. This duct bank was shown on the school's "as-built" drawings as being in an entirely different location than in which it was encountered in the floor slab. Given that this was an unlocatable item, it qualifies as an unforeseen condition. The contractor has been requested to prepare a proposal to complete the necessary repair work.

At this time, the Department of Physical Facilities requests approval of a change order in the not-to-exceed amount of \$22,302.25 with Century Construction, Inc. to replace the damaged conduit and the electrical feeder cables. Funding for this Change Order is available from Capital Budget Project # 666 – Alterations/Code Updates/Restorations.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Request for Change Order – Window Replacement at Norwood Elementary School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order request.

Request for Change Order – Window Replacement at Norwood Elementary School.

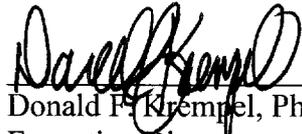
Appendix I

Request for Change Order Window Replacement at Norwood Elementary School July 9, 2002

On March 26, 2002, the Board of Education approved an award of contract with KNZ, Inc. to replace the windows at Norwood Elementary School. In order to complete this project it has become necessary to remove and replace the asbestos containing transite panels found above the existing windows. Installation of the new windows is not possible without disturbing these panels therefore requiring the removal and proper disposal of the transite panels. The contractor was requested to provide a proposal for this additional work.

At this time, the Department of Physical Facilities requests approval of a change order in the amount of \$71,078.78 with KNZ, Inc. to remove and dispose of the transite panels found above the windows and replace them with new aluminum panels. Funding for this change order is available through the Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Approval of Change Order – Science Room Renovation at Woodlawn High School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
Randolph Smith, Architectural Coordinator, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order.

Change Order – Science Room Renovation at Woodlawn High School.

Appendix I – Request Approval of Change Order

Appendix I

Request for Approval of Change Order for Science Room Renovation at Woodlawn High School July 9, 2002

On September 25, 2001, the Board of Education approved an award of contract with Jack H. Kidd Associates, Inc. to renovate science rooms at Woodlawn High School. The original scope of work conformed to standard practices and did not provide for locks on the new science room cabinets. At the request of the school administration at Woodlawn High School, the Department of Physical Facilities has asked that the contractor provide a proposal to furnish and install locks for the cabinetry.

At this time, the Department of Physical Facilities requests approval of a negotiated change order in the amount of \$16,316.00 with Jack H. Kidd Associates, Inc. for the provision and installation of locks for the science room cabinets. Funding for this Change Order is available from Capital Budget Project # 666 – Alterations/Code Updates/Restorations.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS



DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Request for Change Order – Major Maintenance Renovation Project at Cromwell Valley Elementary Regional Magnet School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Renovations Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a change order.

Request for Change Order – Major Maintenance Renovation Project at Cromwell Valley Elementary Regional Magnet School.

Appendix I – Request for Change Order.

**Request for Change Order
Major Maintenance Renovation Project
at Cromwell Valley Elementary Regional Magnet School
July 9, 2002**

On January 29, 2002, the Board of Education approved an award of contract to Phillips Way, Inc. for the Major Maintenance Renovation Project at Cromwell Valley Elementary Regional Magnet School. The award was based on the Base Bid plus Add Alternates #2 and #4 which include the replacement of the boilers and unit ventilators. Alternate #1 consisted of the replacement of all pneumatic automatic temperature control (ATC) valves for the unit ventilators along with new direct digital Controls (DDC) controllers. Alternate #1 was not awarded due to existing budget constraints.

During the course of construction, it has been determined that the existing pneumatic ATC valves are beyond repair and must be replaced. The contractor has agreed to install the new DDC controllers at the unit ventilators for the same price submitted for Alternate #1 under the original bid documents.

At this time, the Department of Physical Facilities recommends approval of a change order in the not-to-exceed amount of \$23,000.00 with Phillips Way, Inc. to install DDC controllers for all the unit ventilators at Cromwell Valley Elementary Regional Magnet School. Funding for this change order is available in the Capital Budget Project #665 – Major Maintenance.

APPROVED:


Donald F. Krempe, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Request for Change Order –Major Maintenance Renovation Project at McCormick Elementary School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Renovations Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a change order.

Request for Change Order – Major Maintenance Renovation Project at McCormick Elementary School.

Appendix I

Request for Change Order Major Maintenance Renovation Project at McCormick Elementary School July 9, 2002

On January 29, 2002, the Board of Education approved an award of contract with RWC Contracting Company to perform the Major Maintenance Renovation Project at McCormick Elementary School. The contract documents for this project were developed using the space above the corridor ceilings as a return air plenum. Although ducted returns are preferable, the existing construction does not provide the physical space required to accommodate ductwork. During construction, it has been identified that existing corridor walls do not extend to the underside of the roof deck as shown on the original building plans. Code requires that all corridor walls, where ceiling spaces are used as plenums, prevent the movement of smoke in the event of a fire. The costs associated with extending the corridor walls to the underside of the roof deck far exceed the cost required to modify the relief air system. Relief air will now be transferred between classrooms rather than utilizing the corridor ceiling space as a plenum.

At this time, the Department of Physical Facilities recommends approval of a change order in the not-to-exceed amount of \$55,000.00 with the RWC Contracting Company, to revise the relief air system at McCormick Elementary. Funding for this change order is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krempel, Ph.D.
Executive Director

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Request for Change Order –Major Maintenance Renovation Project at Milbrook Elementary School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Renovations Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a change order.

Request for Change Order – Major Maintenance Renovation Project at Milbrook Elementary School.

Appendix I

Request for Change Order Major Maintenance Renovation Project at Milbrook Elementary School July 9, 2002

On December 18, 2001, the Board of Education approved an award of contract with James W. Ancel, Inc. to perform the Major Maintenance Renovation Project at Milbrook Elementary School. The contract documents for this project were developed using the space above the corridor ceilings as a return air plenum. Although ducted returns are preferable, the existing construction does not provide the physical space required to accommodate ductwork. During construction, it has been identified that existing corridor walls do not extend to the underside of the roof deck as shown on the original building plans. Code requires that all corridor walls, where ceiling spaces are used as plenums, prevent the movement of smoke in the event of a fire. The costs associated with extending the corridor walls to the underside of the roof deck far exceed the cost required to modify the relief air system. Relief air will now be transferred between classrooms rather than utilizing the corridor ceiling space as a plenum.

At this time, the Department of Physical Facilities recommends approval of a change order in the not-to-exceed amount of \$30,000.00 with the James W. Ancel, Inc. to revise the relief air system at Milbrook Elementary. Funding for this change order is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:


Donald F. Kempel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Request for Change Order – Major Maintenance Renovation Project at Pine Grove Elementary School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Renovations Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a change order.

Request for Change Order – Major Maintenance Renovation Project at Pine Grove Elementary School.

Appendix I – Request for Change Order.

**Request for Change Order
Major Maintenance Renovation Project at Pine Grove Elementary School
July 9, 2002**

On January 29, 2002, the Board of Education approved an award of contract with Phillips Way, Inc. to perform the Major Maintenance Renovation Project at Pine Grove Elementary School. The original contract award was for the Base Bid only due to the available funding. Subsequently, the replacement of unit ventilators was added to the scope of work at the March 26, 2002 meeting of the Board of Education. During the course of construction, it has been discovered that the existing supply and return lines for the unit ventilators are beyond repair and must be replaced. The contractor has agreed to replace the existing supply and return lines, as well as the installation of isolation valves, for a not-to-exceed price of \$40,000.00.

At this time, the Department of Physical Facilities recommends approval of a change order in the not-to-exceed amount of \$40,000.00 with Phillips Way, Inc. to install new supply and return lines for the unit ventilators at Pine Grove Elementary School. Funding for this change order is through Capital Budget Project #665 – Major Maintenance.

APPROVED:


Donald F. Krempel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: Request for Change Order –Major Maintenance Renovation Project at Powhatan Elementary School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Renovations Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a change order.

Request for Change Order – Major Maintenance Renovation Project at Powhatan Elementary School.

**Request for Change Order
Major Maintenance Renovation Project at Powhatan Elementary School
July 9, 2002**

On January 29, 2002, the Board of Education approved the award of contract with McAlister-Schwartz, Company to perform the Major Maintenance Renovation Project at Powhatan Elementary School. The contract documents for this project were developed using the space above the corridor ceilings as a return air plenum. Although ducted returns are preferable, the existing construction does not have the physical space required to accommodate ducting. During construction, it has been identified that existing corridor walls do not extend to the underside of the roof deck as shown on the original building plans. Code requires that all corridor walls, where ceiling spaces are used as plenums, prevent the movement of smoke in the event of a fire. The costs associated with extending the corridors walls to the underside of the roof deck far exceed the cost required to modify the relief air system. Relief air will now be transferred between classrooms rather than utilizing the corridor ceiling space as a plenum.

At this time, the Department of Physical Facilities recommends approval of a change order in the not-to-exceed amount of \$45,000.00 with the McAlister-Schwartz, Company, to revise the relief air system at Powhatan Elementary. Funding for this change order is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:


Donald F. Krempe, Ph.D.
Executive Director

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BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **Request for Change Order –Major Maintenance Renovation Project at Woodbridge Elementary School**

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director, Department of Physical Facilities
Richard Cassell, Administrator, Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Renovations Program Manager, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a change order.

Request for Change Order – Major Maintenance Renovation Project at Woodbridge Elementary School.

Appendix I – Request for Change Order.

**Request for Change Order
Major Maintenance Renovation Project at Woodbridge Elementary School
July 9, 2002**

On December 18, 2001, the Board of Education approved an award of contract with Jack H. Kidd, Associates, Inc. to perform the Major Maintenance Renovation Project at Woodbridge Elementary School. The contract documents called for the existing ceiling tiles to be removed and reinstalled at the conclusion of the required mechanical and electrical work. Replacement of all ceiling tiles was identified during design as an alternate. Unfortunately, due to budget constraints, the alternate was not chosen at that time of award. Routine sample testing during construction identified the presence of asbestos in the existing ceiling tiles. All the existing tiles must be removed and properly disposed.

At this time, the Department of Physical Facilities recommends approval of a change order in the not-to-exceed amount of \$53,000.00 with Jack H. Kidd, Associates, Inc. to replace the existing ceiling tiles at Woodbridge Elementary. Funding for this change order is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:



Donald F. Krenpel, Ph.D.
Executive Director



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **Baltimore County Public Schools FY2002 Year-End Budget Appropriation Transfer**

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

RESOURCE PERSON(S): Barbara Burnopp, Executive Director, Fiscal Services
Mike Goodhues, Director, Budget & Reporting

RECOMMENDATION

That the Board of Education members approve the year-end closing Budget Appropriation Transfer (BAT).

This year-end Budget Appropriation Transfer is a request to the County to reappropriate funds between categories. Fiscal Services sets deadlines each spring to provide for a timely closure of financial books as of June 30th. As part of that process, decisions are made to transfers funds between categories to balance General Fund appropriations for the fiscal year.

BALTIMORE COUNTY PUBLIC SCHOOLS

FY2002 BUDGET APPROPRIATION TRANSFER
SUMMARY OF DECREASES BY CATEGORY

003 Instructional Salaries - \$4,500,960

\$4,500,960 is projected to be available in Instructional Salaries due to turnover savings greater than the amount originally budgeted.

012 Fixed Charges - \$1,350,288

\$1,350,288 is available in Fixed Charges due to savings related to vacant positions and an increase in reimbursements from grant and enterprise funds .

BALTIMORE COUNTY PUBLIC SCHOOLS

FY2002 BUDGET APPROPRIATION TRANSFER SUMMARY OF INCREASES BY CATEGORY

002 Mid-Level Administration - \$170,475

An increase of \$170,475 is necessary to reflect the actual allocations made by the schools during the fiscal year.

004 Instructional Textbooks and Supplies \$3,751,048

An increase of \$3,751,048 in Instructional Textbooks and Supplies will be used to acquire new and replacement curriculum materials, textbooks, classroom supplies, and student and teacher furnishings.

005 Other Instructional Supplies - \$658,481

An increase of \$658,481 in Other Instructional Supplies will be used to augment the purchase of student computers on a one-time basis.

007 Pupil Personnel - \$165,000

An increase of \$165,000 in Pupil Personnel is necessary to cover an anticipated salary shortfall due to unrealized turnover.

008 Student Health Services - \$367,200

An increase of \$367,200 in Student Health Services is necessary to cover an anticipated salary shortfall due to unrealized turnover.

011 Maintenance of Plant - \$739,044

An increase of \$739,044 will provide funds to purchase relocatables to replace leased units, and contractual services for air quality issues, and plumbing, electrical and HVAC supplies.



BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 9, 2002

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Rule 3611 – Tuition and Fees: Non-Residents

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

RESOURCE PERSON(S): Barbara Burnopp, Executive Director, Fiscal Services

INFORMATION

Prior to the beginning of each school year, the Superintendent revises the Tuition Fees for Non-resident students.

Attached is a page that shows FY2002 and the new FY2003 tuition rates.

The calculations are based on the County appropriation (less Debt Service and Capital Pay-Go funds) for the current fiscal year 2003, and split between elementary and secondary levels based on proportionate salary costs. The result is divided by the projected enrollment for each level to arrive at the per pupil tuition fee for non-resident students.

Therefore, the Superintendent has revised the Non-Residents tuition fees and the second attached sheet is the new Rule 3611.

Attachment I – FY02 and FY03 Non-resident Tuition Rates

Attachment II – Rule 3611 (revised 7/9/02) – Tuition Fees: Non-residents

REVISION

NON-INSTRUCTIONAL SERVICES: Fees, Gifts and Property Disposition

Tuition Fees: Non-residents

The yearly tuition fees for non-resident students, calculated on the basis of the proportionate share of county costs, effective July 1, 2002, will be as follows:

	<u>FY02</u>	<u>FY03</u>
Half-day Kindergarten	(\$2,628)	\$2,731
Full-day Kindergarten.....	(\$5,256)	\$5,461
Elementary	(\$5,256)	\$5,461
Secondary	(\$4,967)	\$4,858

Rule

Approved: 6/23/73

Revised: 7/10/86

Revised: 8/13/87

Revised: 8/11/88

Revised: 8/10/89

Revised: 8/16/90

Revised: 8/15/91

Revised: 8/13/92

Revised: 9/24/92

Revised: 8/10/93

Revised: 9/2/94

Revised: 8/8/95

Revised: 8/6/96

Revised: 8/12/97

Revised: 8/11/98

Revised: 8/10/99

Revised: 8/8/00

Revised: 8/14/01

Revised: 7/9/02

NON-INSTRUCTIONAL SERVICES: Fees, Gifts and Property Disposition

Tuition Fees: Non-residents

The yearly tuition fees for non-resident students, calculated on the basis of the proportionate share of county costs, effective July 1, 2002, will be as follows:

Half-day Kindergarten	\$2,731
Full-day Kindergarten.....	\$5,461
Elementary	\$5,461
Secondary	\$4,858

Rule

Approved: 6/23/73

Revised: 7/10/86

Revised: 8/13/87

Revised: 8/11/88

Revised: 8/10/89

Revised: 8/16/90

Revised: 8/15/91

Revised: 8/13/92

Revised: 9/24/92

Revised: 8/10/93

Revised: 9/2/94

Revised: 8/8/95

Revised: 8/6/96

Revised: 8/12/97

Revised: 8/11/98

Revised: 8/10/99

Revised: 8/8/00

Revised: 8/14/01

Revised: 7/9/02

Superintendent of Schools

**BALTIMORE COUNTY PUBLIC SCHOOLS
Superintendent's Bulletin Request Form**

Date: 6-26-02
Name: Phyllis Bailey *PAB*
Title: Executive Director of Special Programs, PreK-12

Supervisor: Chris Johns

Nature of Communication: X **Informational** __ **Action required**

Field Trips and Foreign Travel

As a result of the Board Meeting of 10-23-01 the following statement was approved regarding out-of-state and overnight field trips. This statement remains in effect for the Baltimore County Public Schools until the Board of Education revisits the issue. This statement should be communicated to staff and parents and remains as follows:

Because of concerns for student welfare and safety, all foreign travel trips remain cancelled. It is imperative that all BCPS personnel understand that if they are arranging foreign field trips on their own, that BCPS assumes no liability for the trip. Parents must be notified that BCPS is not affiliated with the trip and assumes no financial responsibility.

Out-of-state field and overnight field trips will be reviewed on a case-by-case basis. The entire approval process for proposals for out-of-state and overnight field trips MUST be completed 60-days prior to the departure date of the trip on Board of Education of Baltimore County (BEBCO) form 9908593, which is available through the distribution center. At this time, the approval process to be utilized for out-of-state and overnight field trips is the following:

- ❑ Initial approval of the proposal will be by the principal, including review of financial arrangements, as well as the refund/cancellation policies.
- ❑ The proposal will then be submitted to the supervisor of the content area for approval in terms of educational benefit and the relationship of the proposal to the curriculum.
- ❑ The proposal will then be submitted to the appropriate Executive Director of Schools for conditional approval, based on all the information provided.

Once a conditional approval has been given, the request will be reviewed during the week prior to the field trip by the appropriate Executive Director of Schools. If events suggest that travel is unsafe, approval for out-of-state and overnight field trips will be rescinded. All communications to all parents/guardians regarding field trips should state clearly that **Baltimore County Public Schools is not financially liable for losses due to cancellation.**

Day field trips within the State of Maryland are not cancelled at this time. Principals should use their discretion in approving all day field trips. In particular, all field trips outside of the immediate Baltimore/Metropolitan area should be assessed as to the site to be visited, the condition of the roads, and the safety and security of the students.

At this time, we are in the process of reviewing and revising Policy 6153 Field Trips and the accompanying Rule and we will be moving this forward in the near future.

At this time, Policy 6153 Field Trips (new Policy 6104) will be presented to the Board of Education at the July 9th Board Meeting.

Questions regarding this information should be directed to:

Name: Phyllis Bailey

Phone Number: 2280

Approved by:

Date:

(Signature of Division Head)

Bulletin # and Date: