

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, May 25, 2004
4:30 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 May 25, 2004
- IV. MINUTES
Consideration of the Open and Closed Minutes of April 20, 2004 Exhibit A
- V. SUPERINTENDENT'S REPORT
- VI. SPECIAL ORDER OF BUSINESS – Recognition of Francesca Cirincione (Mr. Sasiadek)
- VII. OLD BUSINESS
Consideration of the Proposed Staffing Plan for Special Education 2004-2005 (Third Reading) (Mr. Boone) Exhibit B
- VIII. REPORTS
 - A. Report on Special Education (exhibit to follow) (Dr. Lou Barber) Exhibit C
 - B. Report on Proposed Changes to Policy 1270 – Community Relations: Parent/Family Involvement (First Reading) (Ms. Fleischmann) Exhibit D
 - C. Report on Proposed Policy [4144] 3143 – Personnel: Professional – Compensation and Related Employee Benefits – Normal Biweekly Pay (First Reading) (Ms. Burnopp) Exhibit E
 - D. Report on Proposed Changes to Policy 5550 – Disruptive Behavior (First Reading) (Ms. Satterfield) Exhibit F
- IX. NEW BUSINESS
 - A. Consideration of consent to the following personnel matters: (Mr. Grimsley)
 - 1. Retirements Exhibit G
 - 2. Resignations Exhibit H
 - 3. Leaves Exhibit I
 - 4. Appointments/Transfers Exhibit J

IX. NEW BUSINESS (cont)

- B. Consideration of consent to the following contract awards: (Mr. Fannon)
Exhibit K
1. Consultant for EEO and Employment Law Professional Development
 2. Contracted Services – Auctioneering Services
 3. Contracted Services – Interpreter For The Deaf and Hard of Hearing
 4. Contracted Services – Lease Renewal for Pulaski Park Drive
 5. Contracted Services – Programming Services (extension)
 6. Audio-Visual Equipment
 7. Financing – School Buses
 8. Food Service – Food Products
 9. Food Service – Paper Products
 10. Food Service – Small Wares
 11. Food Service – Uniform Shirts
 12. Printing – School Calendars
 13. Snack Vending
 14. Software – Computerized Maintenance Management System (CMMS)
 15. Telephone Supplies and Equipment (extension)
- C. Consideration of consent to the following Building Committee Recommendations: (Building Committee)
1. Award of Contract – Science Room Renovations at Loch Raven High School Exhibit L
 2. Award of Contract – Science Room Renovations at Perry Hall High School Exhibit M
 3. Award of Contract – Science Room Renovations at Pikesville High School Exhibit N
 4. Award of Contract – Science Room Renovations at Woodlawn High School Exhibit O
 5. Award of Contract – Roofing Replacement and Masonry Repair at Food Services Warehouse Exhibit P
 6. Award of Contract – Boiler Replacement at Western School of Technology Exhibit Q

IX. NEW BUSINESS (cont)

- 7. Award of Contract for the Hazardous Material Abatement at Sparrows Point Middle/High Schools Exhibit R

- 8. Award of Contract – Fire Alarm Systems Upgrades at Cockeyville Middle School, Loch Raven Academy, and Western School of Technology Exhibit S

- D. Consideration of deletion of Policies 6164.6 and 6164.7 – Instruction: Speech and Hearing (Mr. Boone)
Exhibit T

X. INFORMATION

- A. Revised Rule 1270 - COMMUNITY RELATIONS: Parent/Family Involvement (First Reading) Exhibit U

XI. ANNOUNCEMENTS

- A. Constituent Groups
- B. Public Comment – Proposed School Calendar 2005-2006 (Second Reading)
- C. General Public Comment

Next Board Meeting
7:30 PM

June 8, 2004
Greenwood

TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, April 20, 2004

The Board of Education of Baltimore County, Maryland, met in open session at 4:37 p.m. at Greenwood. Mr. Donald L. Arnold and the following Board members were present: Miss Francesca Cirincione, Mrs. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Mr. John Hayden, III, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Joy Shillman, and Mr. James Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Arnold reminded Board members of upcoming functions for April and May 2004. Board members were asked to return the housekeeping list to Ms. Stiffler.

Dr. Hairston reviewed with Board members the letter sent to Mr. Sasiadek from the County council concerning overcrowded conditions in schools. Dr. Hairston also distributed a book to Board members entitled "Good to Great" by Jim Collins.

Mr. Arnold reviewed the status of the NFUSSD Conference to be hosted by the Baltimore County Board of Education in 2005.

Mrs. Ettinger inquired about staff support for the conference. Dr. Hairston advised that the Office of Professional Development would be working with the Board of Education. Mr. Arnold noted that this is an opportunity to showcase Baltimore County's school system to other districts throughout the United States.

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

Dr. Hayman requested a copy of the magnet school proposal referenced in the magnet school resolution approved March 9, 2004. He also requested a copy of the minority recruitment plan from the Office of Personnel.

At 4:56 p.m., Mr. Hayden moved the Board go into closed session to discuss personnel matters and to discuss matters related to the negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), and (a)(9). The motion was seconded by Mr. Kennedy and unanimously approved by the Board.

Miss Cirincione left the room at 4:56 p.m.

CLOSED SESSION MINUTES

Mr. Nevett Steele, Jr. introduced Mr. Thomas Bostwick, Assistant County Attorney. He reviewed with Board members a potential settlement.

Mr. Sasiadek entered the room at 5:16 p.m.

CLOSED SESSION MINUTES (cont)

Miss Cirincione re-entered the room at 5:18 p.m.

Ms. Christine Johns, Deputy Superintendent of Curriculum and Instruction entered the room at 5:20 p.m.

Mr. Randy Grimsley, Executive Director of Human Resources, reviewed with Board members personnel matters to be considered this evening.

Mr. Grimsley and Mr. Dan Capozzi, Manager of Human Resources-Staff Relations, reviewed with Board members matters relating to negotiations with the bargaining units.

At 6:03 p.m., Mr. Walker moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Grzymiski and approved by the Board. The Board hosted members of the Department of Recreation and Parks for dinner.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 7:33 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Miss Francesca Cirincione, Mrs. Phyllis E. Ettinger, Mr. Thomas G. Grzymiski, Dr. Warren Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Joy Shillman, and Mr. James Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Eric DeMatt and Henry Herr with Boy Scout Troop 143, followed by 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 Minutes of February 25, 2004, and the open and closed minutes of March 9, 2004. Mr. Sasiadek declared the minutes approved as presented on the website.

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

SUPERINTENDENT'S REPORT

Dr. Hairston reported that the Optimist Club of Dundalk, Inc. has honored Mr. Edward Fangman, Principal of Sollers Point Technical High School, with its Humanitarian of the Year award.

Dr. Hairston read to the Board a report published by the Baltimore Pathfinders for Autism Organization, noting that Baltimore County is known for having a “phenomenal” autism program. Dr. Hairston expressed his appreciation to staff for making this an outstanding program.

RECOGNITION OF ADVISORY COUNCIL APPOINTMENT OF MARCH 23, 2004

Mr. Grimsley recognized Mr. M. Noel Levy, whose appointment to the Northwest Area Education Advisory Council was approved at the March 23rd meeting.

OLD BUSINESS

Mr. Kennedy moved that the Board approve the Proposed Board Meeting Schedule for 2004-2005 (Exhibit B).

Ms. Jung requested that the two Muslim holidays be included on the calendar. Mr. Sasiadek stated the holidays and events listed are related to Board activities.

Mr. Hayden entered the room at 7:49 p.m.

Dr. Hayman stated that the NSBA Council of Urban Boards of Education (CUBE) dates were not included in the calendar. Dr. Hayman qualified his approval of the calendar with the understanding that this addition would be made.

The motion was seconded by Mr. Walker and approved by the Board. Mr. Hayden abstained from voting.

REPORTS

The Board received the following reports:

- A. **Recognition of student at Sudbrook Middle Magnet School** – Ms. Angela Heffner, Government and Public Affairs Manager at Comcast, recognized Scott AuCoin, sixth grader from Sudbrook Magnet Middle School as Baltimore County’s winner in the “Bravo, On With the Show”. Sudbrook Magnet Middle School will receive \$1,000 towards funding their arts program. Ms. Heffner presented a citation to Scott on behalf of the County Executive.

REPORTS (cont)

- B. **Recognition of Pupil Personnel Worker Week, May 2-8, 2004** - On motion of Mr. Kennedy, seconded by Mr. Hayden, the Board adopted a Resolution proclaiming May 2-8, 2004 as Pupil Personnel Worker Week.
- C. **Recognition of School Psychology Week, May 2-8, 2004** - On motion of Mr. Walker, seconded by Mr. Kennedy, the Board adopted a Resolution proclaiming May 2-8, 2004 as School Psychology Week.
- D. **Proposed Staffing Plan for Special Education 2004-2005 (First Reading)** – Mr. Boone, Executive Director of Federal and State Programs, provided an overview of the proposed plan. This year a staffing plan workgroup was organized in order to provide a more comprehensive plan with involvement from all stakeholders, including Citizen’s Advisory Committee for Special Education and the community. Mr. Boone noted the approved staffing plan is due to the Maryland State Department of Education on or before July 1, 2004. The review process includes three community input sessions scheduled for May 3, 2004 and a public comment session on May 11, 2004.

Mr. Hayden asked what portion of the budget is being projected for 2005 for placements. Mr. Boone stated that non-public placement would be approximately \$35 million, which includes state funding. In regards to Maintenance of Effort, Mr. Boone noted that Maintenance of Effort, as described in COMAR, reflects placement of more money into special education than the previous year.

Ms. Shillman asked for clarification on neighborhood schools. Mr. Boone stated these numbers are staffing guidelines and ratios. He also noted this language would be changed in the next draft of the plan.

Ms. Shillman inquired about assistants for general education teachers. Mr. Boone stated that Instructional Assistants do not instruct, therefore, a language change would be made to this section of the plan.

Ms. Jung expressed concern that the process for requesting additional staffing at schools is cumbersome. Mr. Boone stated the process is effective, moves rapidly, and allows for consistency and oversight.

In regards to the Inclusion Project, Ms. Judy Glass, Director of Special Education, responded this is the second year of a grant through MSDE, which involves funds for training of staff in planning, co-teaching, extra planning time and instructional materials. Ms. Jung asked whether this would help teachers that currently do not have special education training with Ms. Glass responding affirmatively.

REPORTS (cont)

Ms. Jung inquired about reducing the number of cluster programs. Ms. Barbara Cheswick, Student and Program Placement Coordinator, stated the goals have been outlined in a five-year plan. The plan also emphasizes inclusive opportunities for students in kindergarten, resource rooms at the elementary level, and behavioral services for students with emotional disturbances and other significant behavioral concerns at the secondary level.

Mr. Boone noted two key areas of improvement needed in special education:

- Least Restrictive Environment
- Identification and representation of African-Americans in Special Education

In regards to recruitment and dual certification for teachers, Mr. Boone referred the question to Human Resources; however, he noted that the highly qualified teacher rate in BCPS is currently 89.8%.

Ms. Jung asked Mr. Boone about the school system's relationship with local colleges. Mr. Boone responded that the Office of Math is working with Goucher College for special educators to participate in their college algebra and geometry course. He also noted the UMBC has expressed interest in setting up a partnership with BCPS.

Mrs. Ettinger complimented Mr. Boone, staff, and citizens advisory council for a productive collaboration. She was pleased to hear about the need for early intervention programs. In regards to ratios, Mrs. Ettinger asked if the ratio was referring to a particular school or system-wide. Mr. Boone responded the ratio is a staffing guideline within existing resources. Mr. Boone noted his office has used the staffing guidelines that teachers and staff believe are effective and financially sound. Mrs. Ettinger expressed concern over communication and understanding with concerned parents who see the staffing guidelines as a cap. She commented that, as composition of classes change over the course of the year, parents become alarmed and come to believe BCPS is not adhering to the staffing guidelines. Mrs. Ettinger noted the importance of being proactive and providing effective communication to parents. She, along with Ms. Jung, would also like to see data in regards to highly qualified teachers, the distribution of highly qualified teachers in the system, and how they are assigned.

Mr. Arnold entered the room at 8:27 p.m.

In regards to the high school assessments (HSA) and potential requirements on graduation, Mr. Boone stated data is being solicited for Algebra I and Biology. He noted the issues come under highly vigorous course requirements pushed by *NCLB* predominately in math. Mr. Boone commented that once the data is received and reviewed, the information would be provided to the Board.

REPORTS (cont)

Ms. Murray entered the room at 8:30 p.m.

Mrs. Ettinger asked Mr. Boone is it his observation that the major obstacles to many youngsters who would otherwise be diploma bound would experience difficulty with the math requirement. Mr. Boone responded that math would be a major factor but not the only factor.

Mr. Kennedy asked if there would be fiscal constraints with the recommended plan. Mr. Boone responded there are fiscal realities and priorities set, which are set wisely and carefully. He noted the budget is solid and solidly researched.

Mr. Hayden expressed concern with *NCLB* mandating all students will graduate by 2013. He asked what room in our system is there for non-diploma bound students and what resources are available to ensure all students can graduate from high school. Mr. Boone states *NCLB* sets a percentage of students who will not be in a diploma-track within each school system and holds the school system responsible for any students who are beyond that percentage. Baltimore County Public Schools is under the 1% set by *NCLB*. Mr. Hayden commented that state standards are being reviewed now for what it will take for a student to graduate from high school. He raised concerns that parents and the community are not aware of the proposed requirements for high school graduation.

Mr. Grzynski inquired about the service delivery for Infants and Toddlers and Pre-School. Mr. Boone responded that Infants and Toddlers service depends on the need of the students. For Pre-school, the school system makes an effort to move children into their natural environment with their non-disabled peers. He noted the ratio chart included in the staffing plan is updated as enrollment in schools and budget is amended.

Mr. Walker commented on a work session the Board attended in Annapolis in regards to high school graduation requirements. He indicated parents in other states who were not informed of the new graduation requirements have filed lawsuits. To that end, Mr. Walker asked who is responsible for notifying parents of special education students about the HSA testing. Ms. Glass responded that graduation requirements are discussed during the standard annual review from the third grade and on. In regards to children with IEP's, Mr. Boone stated the responsibility is with the IEP team during annual review and his office's responsibility to audit the degree by which the IEP team completes the review and report any issues to executive leadership. Mr. Boone commented that his office would closely monitor communication of the HSA testing to parents. Mr. Walker asked whether any incentives are offered to special education teachers outside of Baltimore County. Mr. Boone deferred the question to Human Resources.

REPORTS (cont)

With regards to the community input forums, Mr. Walker inquired about an agenda for all three sessions. Ms. Cheswick responded that an agenda and script for each school site is prepared to ensure consistency throughout the forums. Mr. Boone commented that his department's role at the forums is to ensure the purpose of the meeting is accomplished as well as address the community's concerns.

Dr. Hairston reminded the Board that any lawsuit from the federal level would be the responsibility of this school system. Mr. Walker stated that most of the lawsuits are against the state and not the local school board system. Dr. Hairston responded that local school boards would have some responsibility since students are enrolled in those schools. Mr. Walker continued to express concern over communication of the HSA testing to parents and the community.

In regards to highly qualified recruiting and partnering with colleges, Dr. Hayman submits that Coppin State College would be an excellent source for special education teachers. He also recommended Johns Hopkins, which has an alternative education program. Dr. Hayman commented that the number of students in special education dictates staffing plans and ratios. During the work group sessions, Dr. Hayman ask if any discussion would occur regarding:

- Identification and placement of students in special education (placement based on behavior versus special needs)
- Over-representation of males and African-Americans in special education

Dr. Hayman stated these are two areas that need to be addressed since budget and quality of instruction are affected.

Mr. Boone recognized the community members for their outstanding work in developing the recommended plan.

- E. **Summary of School Legislation** – Dr. George Poff, Assistant to the Superintendent, Government Relations, reviewed key pieces of legislation considered by the General Assembly that affect Baltimore County.

Teachers' Retirement and Pension Systems – Reemployment of Retired Teachers – Forestalling "sunset" was unsuccessful. During the recent Session, numerous legislative proposals were introduced to extend the sunset date and specify the conditions under which a candidate might be reemployed in the county from which he/she retired. None of these proposals was successful. Therefore, as of June 30, 2004, the ability of an employee to retire and be rehired by his/her former employer without an earnings limitation ceases to exist.

REPORTS (cont)

Task Force to Study the Maryland Teachers' Pension System and the Teachers' Retirement System failed. This legislation would have established a 27-member task force to review and evaluate the adequacy of the two systems and, if deemed necessary, make recommendations for changes. Changes to the benefits structure of the Maryland Teachers' Pension and Retirement Systems have left our State with one of the least attractive systems in our nation.

Public School Construction Assistance Act of 2004 was unsuccessful. This legislation, introduced by the Speaker and the Chairs of Ways & Means and Appropriations, was pre-filed as a "place holder" to potentially address the recommendations of the Task Force on School Facilities. This Bill would have required that specified amounts of State and local revenue from recordation and transfer taxes be dedicated to school construction for FY 2005 through 2008. The Baltimore County share to be dedicated to school construction was estimated to be about \$5 million. This Bill passed the House of Delegates, went to the Senate, but never emerged from the Senate Budget and Taxation Committee.

HB 199 - Public School Construction – Modular Construction passed.

HB 345 (SB 245) Bridge to Excellence in Public Schools Act – Trigger Provision – Repeal has passed and is in effect. Should this legislation have failed to pass, and the potential trigger have been actuated, Baltimore County Public Schools likely would not have received the approximately \$38 million increase in Bridge to Excellence funds that we will receive in FY 2005.

Dr. Poff commented that the Governor's office has indicated that the budget for next year, without additional resources from slots and/or tax revenues, could have potential cuts in aid to local governments with regards to employers' share of retirement costs.

HB 1230 (SB 787) Public School Facilities Act of 2004 passed.

PERSONNEL MATTERS

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

In regards to retired/rehired changes, Ms. Jung asked if surrounding counties would be contacted to recruit teachers. Mr. Grimsley noted BCPS is in a position to bring back retired teachers on a part-time basis. He commented that 66 of the 165 retired/rehired employees were coming back to the school system on a part-time basis. Dr. Arrington stated BCPS is in the process of contacting surrounding school systems to inquire about sharing information on retired/rehired teachers. Dr. Arrington also stated that a survey was disseminated to all retired/rehired teachers regarding continued employment on a part-time basis.

PERSONNEL MATTERS (cont)

Additionally, BCPS has visited colleges, screened 800 applicants, and conducted formal interviews. Dr. Arrington noted that 45% of student teachers are hired. He stated BCPS is also utilizing on-line technology recruitment service for more visibility and national exposure to our school system. Ms. Jung inquired whether English-speaking countries would be contacted for recruiting teachers. Dr. Arrington stated no. Ms. Jung asked what is different in recruitment this year, with Dr. Arrington responding technology usage.

Mr. Hayden encouraged a job fair that would be accessible for educators throughout the state to assist in obtaining highly qualified teachers.

Mr. Walker asked whether an incentive for special education teachers existed. Dr. Arrington responded that teachers would receive a \$2000 signing bonus when signing a contract before June 30, 2004.

NEGOTIATIONS

On motion of Mrs. Ettinger, seconded by Dr. Hayman, the Board approved the negotiated master agreement with American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME) as presented on Exhibit J.

On motion of Mrs. Ettinger, seconded by Mr. Walker, the Board approved the negotiated master agreement with Baltimore (County Instructional) Assistants and Clerical Employees, Inc. (BACE) as presented on Exhibit J.

On motion of Mrs. Ettinger, seconded by Mr. Arnold, the Board approved the negotiated master agreement with Professional Staff Nurses' Association (PSNA) as presented on Exhibit J.

On motion of Mrs. Ettinger, seconded by Mr. Kennedy, the Board approved the negotiated master agreement with Teachers' Association of Baltimore County (TABCO) as presented on Exhibit J.

CONTRACT AWARDS

On motion of Mr. Kennedy, seconded by Mrs. Ettinger, the Board approved items 1a through 1e, 1h, and 1j through 1w (Exhibit K).

1. eCatalog Contracts (a through w)
 - a. eCatalog--Art Photo Supplies
 - b. eCatalog--Art Supplies
 - c. eCatalog--Audio-Visual Supplies
 - d. eCatalog--Family Studies Supplies
 - e. eCatalog--Handwriting Materials
 - h. eCatalog—Library Instructional Media
 - j. eCatalog--Media Supplies--Elementary
 - k. eCatalog--Media Supplies—Secondary

CONTRACT AWARDS (cont)

- l. eCatalog--Media Supplies--Special Education
- m. eCatalog--Medications and First Aid Supplies
- n. eCatalog--Music--Instrumental Supplies
- o. eCatalog--Music--Vocal Supplies
- p. eCatalog--Physical Education Supplies and Equipment
- q. eCatalog--Science Supplies
- r. eCatalog--Technology Education Equipment and Supplies
- s. eCatalog--Textbooks—Elementary School
- t. eCatalog--Textbooks—High School
- u. eCatalog--Textbooks—Middle School
- v. eCatalog--Textbooks—Special Education School
- w. eCatalog--Unique Office Supplies

Items 1f, 1g, and 1i

In regards to item 1f, Ms. Shillman commented that the exhibit did not reference a particular sport. Mr. Gay stated the item was for all sports. Ms. Shillman inquired about the football equipment being separated in item 1g. Mr. Gay responded that since football is a major sport, the catalog separation is easier for coaches and athletic directors to search for the information.

Regarding item 1i, Ms. Shillman expressed concern that the math supplies cost less than football. Mr. Gay commented that the estimated award values are based on expenditures over the last several years. Math supplies include inexpensive items such as compasses, calculators, and protractors, which are not as high-cost items such as football equipment.

On motion of Ms. Shillman, seconded by Mr. Hayden, the Board approved items 1f, 1g, and 1i (Exhibit K).

- f. eCatalog--Interscholastic Athletic Equipment and Supplies
- g. eCatalog--Interscholastic Football Supplies and Equipment
- i. eCatalog—Math Supplies

On motion of Mr. Walker, seconded by Mr. Kennedy, the Board approved items 2, 4, 7, 8, 9, 10 and 12. Mrs. Ettinger separated items 5 and 6. Mr. Grzyski separated item 3. Ms. Shillman separated item 11. Mr. Hayden did not vote on item 7 (Exhibit K).

- 2. Contracted Services – Preventative Maintenance, Start-up, Shutdown, and Repair of Chillers, Cooling Towers, Condensers and Other AC Equipment
- 4. Diesel Anti-freeze
- 7. Food Service: Bread Products
- 8. Food Service: Dairy and Related Products
- 9. Gasoline and Diesel Fuel
- 10. Lubricants and Motor Oils
- 12. Supplies Contract—Sport Floor-care Finish, Cleaner, and Mop Treatment

Item #3

Mr. Grzynski commented that the Board of Education of Baltimore County would be hosting the NFUSSD Conference in 2005. This contract is to reserve the hotel for that event. Mr. Gay stated this award value represents the total liability to BCPS should the conference be cancelled. Historically, the rooms set aside have always been filled. It is believed there is low risk potential for the conference.

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved item 3.

3. Contracted Services – Marriott’s Hunt Valley Inn - Baltimore

Items #5 and #6

Mrs. Ettinger asked how the one-minute fluency measures would work in the classroom. Ms. Jane Lichter, Coordinator, Language Arts-Elementary Program, stated this measure is a quick screening test of a child’s overall reading health to help identify children at an early age who are potential risks for future reading difficulties. She noted that two feedback sessions were conducted with 100 teachers to get honest feedback on implementation. Teachers believed the tests biggest strength was in adjusting instruction the next day. Mrs. Ettinger asked how many times per year this test would be administered to students. Ms. Lichter responded every child in kindergarten through second grade would be tested three times per year. Mrs. Ettinger asked how the effectiveness of DIBELS would be measured and on what basis future decisions would be made. Ms. Lichter stated DIBELS is one part of an assessment and intervention model used to work with children at an early age to assess their needs. She stated there is a plan to work with children who have slight needs or children with significant needs. Mrs. Ettinger expressed concern over budget implications in the future with this program. She suggested BCPS assess the impact, gather data, and present the analysis, when appropriate, to make a case for both continuing this approach and expanding it.

In regards to item #6, Mrs. Ettinger asked whom this program is intended to serve. Ms. Simon, Coordinator, English and Reading-Secondary Programs, stated the program was piloted at Dundalk High School and Deer Park Magnet Middle School. The intention is to serve students who are rated basic on the MSA in grades 7 and 8 in the middle school and grade 9 at the high school level. Mrs. Ettinger asked how *Fast Track* would interface with the reading program that has been developed for the middle school level. Ms. Simon responded there is potential for using *Fast Track* program at grade 6; however, this year the school system will utilize the *Scott Foresman Reading* material. Mrs. Ettinger asked how the effectiveness of the program would be measured and what if BCPS would like to make modifications to the product. Ms. Simon noted the contract is a price lock-in for five years.

On motion of Mrs. Ettinger, seconded by Mr. Walker, the Board approved items 5 and 6.

5. Dynamic Indicators of Basic Early Literacy Skills
6. *Fast Track* Intervention Curriculum Materials

Item #11

Ms. Shillman asked whether the contract could continue after two years. Mr. Gay responded affirmatively. Ms. Shillman inquired whether this course could be used at the middle and high school levels. Mr. Gay stated this course would be used at the elementary level only. Ms. Shillman asked about multiculturalism and differentiation strategies. Ms. Linda Schoenbrodt, Coordinator, Mathematics-Elementary Programs stated that teachers would be learning and viewing on-line strategies to assist students in achieving the objectives.

On motion of Ms. Shillman, seconded by Mr. Walker, the Board approved item 11.

11. *Mathematics Yes*, Online Professional Development

Ms. Grzynski commented that a demonstration of the eCatalog would take place at the Budget and Audit Committee meeting on Tuesday, April 27, 2004.

Ms. Jung raised a concern with obesity and the type of foods in vending machines. She requested information of what the school system is doing to address healthier foods to lessen obesity.

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-10 (Exhibits L through T). The Board approved these recommendations. Mr. Arnold and Mr. Hayden abstained from voting on item 9 (Exhibit T).

With respect to item 3, Mr. Hayden remarked on the sizable difference between the lowest bid and the next lowest bid. Dr. Krempel stated he verifies the bids with the engineer's estimates to ensure the bid is viable.

1. Award of Contract – ADA Upgrades at Chesapeake Terrace Elementary School
2. Award of Contract – ADA Upgrades at Mars Estates Elementary School
3. Award of Contract – ADA Upgrades at Rodgers Forge Elementary School
4. Award of Contract – Reroofing Project at Parkville Middle School
5. Award of Contract – Reroofing Project at Overlea High School
6. Award of Contract – Reroofing Project at Owings Mills Elementary School
7. Award of Contract – Boiler Replacement at Randallstown High School
8. Award of Contract – Exterior Door Replacements at Dulaney High, Middleborough Elementary, and Halethorpe Elementary Schools
9. Contract Modifications – Construction Management Services at New Town High School

INFORMATION

The Board received the following as information:

- A. Office of Third Party Billing Annual Report for 2002-2003
- B. Calendar Adjustment for 2003-2004
- C. Revised Rule 5140 – STUDENTS: Enrollment and Attendance
- D. Southwest Area Educational Advisory Council Meeting Minutes of February 18, 2004

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

- The Southwest Area Educational Advisory Council will meet on Wednesday, April 21 at Western High School at approximately 7:30 p.m.
- On Sunday, April 25, 2004, the Baltimore County Board of Education will hold a retreat at the Cromwell Valley Park in Towson, Maryland, at 10:00 a.m. The meeting is open to the public. Immediately following the retreat, the Baltimore County Board of Education will adjourn to a closed session to discuss legal advice and personnel matters. In accordance with Section 10-508(a)(1)(i) and (ii) and (a)(7), the meeting is closed to the public.
- The Northwest Area High School Report Information and Comment Meeting will take place on Tuesday, April 27 at 7:00 p.m. at Randallstown High School.
- The Baltimore County Board of Education will conduct a work session on the Master Plan Progress Report on Tuesday, April 27, 2004. The meeting will take place in Room 114 of the ESS Building located on the Greenwood campus, 6901 Charles Street, Towson, MD, at 7:30 p.m. The meeting is open to the public.
- The Northeast Area Educational Advisory Council will meet on Wednesday, May 5 at Stemmers Run Middle School. The meeting will begin at approximately 6:30 p.m.
- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, May 11, 2004, 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 at all open sessions. The Board will host the Baltimore County Student Council Officers for dinner on May 11 from 6:00 – 7:30 p.m.

Mr. Sasiadek reminded speakers to refrain from discussing any matters that might come before the board in the form of an appeal, as well as any personnel matters.

STAKEHOLDER GROUPS

Mr. Don Schlam, Advisory Committee for Alternative Programs representative and Program Administrator for the Baltimore County Local Management Board, briefly talked about the HIPPY program. Ms. Marguerite Pittman, HIPPY parent, commented on how the program is positively influencing her children. She noted both of her children have developed a large vocabulary and have been awarded certificates for reading. Ms. Pittman encourages all parents to try the HIPPY program with their preschool youngsters.

Ms. Vicki Schultz-Unger, representative for the Baltimore County Education Coalition, reported on the activities of the coalition. She announced the coalition with support from TABCO is meeting in Annapolis this evening with the Baltimore County delegation and communicating that full funding for education must remain a high priority. She voiced her concerns over adequate facilities and school construction funds. Ms. Schultz-Unger noted the coalition met with the County Council and discussed the budget process. Ms. Kelli Nelson noted some areas talked about during the meeting were teachers' salaries by retaining highly qualified teachers, NCLB, the AYP, and the transition center. She voiced her disappointment with the outcome of HB1.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County (TABCO), noted teachers are dedicated, valuable and concerned about all aspects of education. Ms. Bost commended Dr. Hairston for placing compensation for all employees as a top priority in his FY05 budget proposal. She publicly commended the County Executive for support and funding compensation for teachers in the budget package presented. Along with competitive salaries, Ms. Bost stated the school system must equally address obstacles standing in the way to obtain and retain highly qualified teachers.

Ms. Karen Yarns, Chair of the Advisory Committee for Gifted/Talented Education, thanked Dr. Jeanne Paynter's office for the middle school college awareness program held at Deer Park Middle School. She announced the final meeting for this school year would be held on May 12, 2004 at 7:30 p.m. in the ESS Building.

Ms. Kelli Nelson, Chair of the Advisory Committee for Special Education, thanked the Board for their in-depth questions during the proposed special education staffing report. She voiced her concern with the request of data not yet contained in the report. With regards to Maintenance of Effort, she stated the percentage increases in the report are a national trend and are continuing to rise. She mentioned the need for a web-based IEP system to accurately collect and report data. Ms. Nelson is anticipating that the public forums will help gather information as well as educate the public. She also stated more funding is necessary and suggested combining IAD funds with other funds. With regards to high school diplomas, Ms. Nelson remarked the need for clear direction by the State.

Dr. Ella White Campbell, Chair of the Minority Achievement Advisory Group, was pleased that many concepts were infused throughout the system in the curriculum and instruction materials as well as staff development.

STAKEHOLDER GROUPS (cont)

Ms. Vicki Schultz-Unger, Coordinator of the Area Educational Advisory Councils, announced that the area advisory councils have been addressing the issue of high school assessments in local meetings. There will be a joint area educational advisory council meeting on Tuesday, May 4th.

Ms. Meg O'Hare, Chair of the Northeast Area Educational Advisory Council, noted the middle school task force recommendation was the topic at their April 14th meeting held at Stemmers Run Middle School. She commented that Stemmers Run Middle School has been utilizing the middle school task force mentoring program. She also commented that Stemmers Run Middle School was the most improved middle school from 1999 through 2002. Finally, Ms. O'Hare announced the elementary science fair on May 22 at New Town High School with 76 elementary schools participating.

Mr. Stephen Crum, representative of the Southeast Area Educational Advisory Council, shared his concern regarding too many curricula and not enough time. He stated that while reading and math are mandated, less emphasis is placed on art, physical education, and career technology. Mr. Crum noted the need to extend the academic year. He suggested two approaches: 1) add another period to the end of the day, or 2) change from a 2-semester school year to a 3-semester school year.

PUBLIC COMMENT

Mr. Lee Thomassen, teacher at Dumbarton Middle School and a member of the Citizens Advisory Board (CAB) for Indoor Environment Quality in Schools, expressed concern over indoor environment quality issues in public schools. Mr. Thomassen referenced County Council Resolution 143-03 that urges the Baltimore County Board of Education "to establish an environmental assessment advisory committee to assist the Department [of Education] to evaluate its current building maintenance and testing procedures and to establish effective policies and practices to ensure the quality of the indoor environment in Baltimore County Public Schools..." Mr. Thomassen announced that the next CAB meeting would be held on May 19, 2004 at 6:30 p.m. in Councilman Bartenfelder's district office.

ADJOURNMENT

At 10:43 p.m., Mr. Kennedy moved to adjourn the open session. The motion was seconded by Mr. Walker and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: May 25, 2004

To: **BOARD OF EDUCATION**

From: Dr. J. Hairston, Superintendent

Subject: **PROPOSED 2004-2005 STAFFING PLAN**

Originator: Ronald Boone, Executive Director, Federal and State Programs

Resource Staff: Judith Glass, Director of Special Education
Barbara Cheswick, Coordinator of Program Placement

RECOMMENDATION

That the Board of Education will review and approve the proposed 2004-2005 Staffing Plan. COMAR 13A.05.02.14 requires local education agencies to submit a staffing plan consistent with the Maryland State Department of Education's procedures. Required components of the plan include: evidence of maintenance of effort, evidence of public input, staffing patterns of service providers, number and type of providers needed, and a description of how the Staffing Plan assures available resources so that students are provided a free, appropriate, public education in the least restrictive environment and evidence of local school board approval. The approved plan must be submitted to MSDE by July 1, 2004.

A Staffing Plan Workgroup was organized in May of 2003. The workgroup is composed of parent representatives, school-based administrators, professional development personnel and special education staff. The workgroup met in June, September, November and December, 2003, and February, 2004. The focus of their meetings was review and make revisions to the current 2003-04 staffing plan. In October of 2003, three public input sessions were held to gather further input on the plan. Information obtained from BCPS budget hearings, communication with special education staff, school administrators, and parents, and a rubric provided by MSDE in March, 2004 were considered in the rewriting and ongoing editing of the plan. In order to extend opportunities for input, three additional community meetings were conducted on May 3, 2004.

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 (DRAFT 5/1/04)
2004-05

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 (LRE) as determined by an Individualized Education Program (IEP) team. In accordance with The Code of Maryland Regulations (COMAR) 13A.05.02.13D this Staffing Plan includes:

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

Vision and Mission Statement

Vision: Baltimore County Public Schools' graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multi-cultural society.

Within Baltimore County Public Schools, the Office of Special Education supports this vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that students with disabilities achieve in the LRE to the maximum extent appropriate.

Mission: The mission of the Baltimore County Public Schools' Office of Special Education is to support the schools in providing a quality education for all eligible students based on the individual education program (IEP) in accordance with federal and state mandates. This support will facilitate the development of content knowledge, skills, and attitudes within the schools to enable young children and students (birth to 21 years of age) with disabilities to reach their maximum potential as responsible, productive citizens and lifelong learners.

Philosophy and Guiding Principles

In Baltimore County Public Schools (BCPS), services provided to students with disabilities align directly to the *Blueprint for Progress* by utilizing the Key Strategies to achieve the Performance Indicators for Student Progress. The *Master Plan* further defines how we will ensure all students graduate from high school. Key Strategies of Goal 5 of the Master Plan include the following:

- ⌚ Educate all students with disabilities in accordance with the objectives defined in the students' IEPs so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
- ⌚ Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.

Determination of Special Education Staffing

The major considerations in recommending a staffing plan are students' needs and teacher responsibilities and time required beyond direct services. When making staffing decisions and determining caseloads, the focus is directed towards the services and supports necessary to fully implement the students' IEPs 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 services and supports students need in order to be successful.
- Services and supports required by the students' IEPs are crucial factors in determining caseloads.
- Flexibility is important to address changes in the factors affecting caseload and staffing which may occur throughout the school year.
- It is necessary to comply with federal and state law, regulation, and policies governing special education.
- Parental participation is crucial and valued.

BCPS provides a continuum of special education services ranging from consultative services to self-contained classes in separate schools. Special education staff reviewed the October 31, 2003, census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE. The Office of Special Education works with the Office of Position Management in the staff allocation process.

Parental concerns regarding staffing are directed to the principal of the school. Principals may choose to consult with the Office of Special Education for assistance with the utilization of staff in order to implement a student's IEP. All requests for additional staffing are routed through the Executive Directors of Schools to the Office of Position Management for ultimate approval by the Deputy Superintendent of Curriculum and Instruction. Upon request, the Office of Special Education provides technical support. Additionally, the Office of Special Education monitors the assignment of special education staff on an ongoing basis by analyzing Staff Utilization charts, monthly enrollment figures in self-contained cluster programs, and data collected through school audits submitted by schools on an annual basis.

Staff members from the Office of Special Education conduct school visits and compliance reviews. During the course of the school year, the specialist for compliance, in collaboration with cluster leaders and resource teachers, conducts audit reviews in schools. Formal reports of findings are shared with Executive Directors of Schools, school-based administrators, and the Office of Special Education leadership staff. Each formal review includes a minimum of three visits. During compliance audits, staff observes the implementation of IEPs and reviews students' records utilizing records developed by MSDE. 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 compliance provides staff development and follow-up to assure that recommendations are implemented.

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

The Office of Special Education works collaboratively with the Department of Human Resources to fill vacancies as they arise. The majority of vacancies occur because of resignations or retirements, with others resulting from promotions and approved extended leaves. Principals contact the personnel officer in the Department of Human Resources who is responsible for hiring special education teachers whenever they learn of a vacancy in their building. The personnel officer, upon learning of a vacancy, provides the principal with names of qualified candidates to interview. This school year has had a smaller number of vacancies occur than last year and we have been able to proceed through most of the year with minimal or no vacancies.

BCPS remains committed to providing a continuum of special education services within each school. Our goal is to serve most students with IEPs in their home school. At the same time, we must continue to focus on providing services to students with IEPs in the LRE. It is our goal to have 80% of students with IEPs instructed in general education classes at least 60% of the school day (LRE A+B). During the 2003-04 school year, the Office of Special Education developed an LRE Improvement Plan under the direction of MSDE. One component of the improvement process was to provide professional development to school-based administrators in analyzing

their LRE data and developing action plans to serve more students in the general education classroom. In addition, eleven schools are participating in an Inclusion Project that is designed to improve inclusive practices in their schools through training in collaborative planning and co-teaching models.

A critical reason for providing a continuum of services at each home school is to reduce the number of cluster programs. This goal is outlined in the five-year plan. The five-year plan also emphasizes inclusive opportunities for students in kindergarten, resource rooms at the elementary level, and behavioral services for students with emotional disturbances and other significant behavioral concerns at the secondary level.

Data Communication Timeline

Staffing in BCPS is based upon census numbers gathered every year on October 31st and thereafter verified by MSDE. Data is collected from schools based on IEPs 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:

- **September** **Current Verification List sent to all schools with explanation and directions. Current listing of IEPs in need of review prior to October 31 census sent to all schools with explanation and directions.**

- **October** **Current Listing (2nd request) of IEPs in need of review prior to October 31 census sent to all schools with explanation and directions. Notification sent to special education cluster leaders listing schools with IEPs needing updating by October 3.**

- **January** **Current Verification List sent to all schools with explanation and directions. Current listing sent to all schools of IEP 3-year re-evaluation dates in chronological order.**

- **February** **Projected lists of students' transitioning to next level (elementary to middle and middle to high) sent to all schools with explanation and directions.**

- **April** **Reminder to send IEP data sheets to end of school year.
*Additional reports sent as requested by schools.**

Staffing Plan Process –Timeline

July 1 – October, 2003	Staffing Plan workgroup reviews current plan <ul style="list-style-type: none"> • June 30, 2003, work session • Sept. 4, 2003, work session • October 27, 2003, Public Input Sessions (3 sites)
November 1 – December 12, 2003	Staffing Plan workgroup focuses on preparing draft of 04-05 Plan <ul style="list-style-type: none"> • November 6, 2003, work session • December 4, 2003, work session
December 19, 2003	Proposed 04-05 Staffing Plan submitted to the Superintendent
February 26, 2004	Workgroup reviews and revises proposed 04-05 Staffing Plan
March, 2004	Proposed 04-05 Staffing Plan submitted to the Board of Education as an information item
April 1 – June 1, 2004	Staffing Plan is adjusted, if necessary, in response to County Executive and County Council budget determinations and May public input sessions.
April 20 – June 1, 2004	Board of Education provides three readings for approval of the 04-05 Staffing Plan at its April (1) and May (2) meetings. (Includes public comment opportunity.)
May 3, 2004	Public input sessions held for the proposed 04-05 Staffing Plan
June , 2004	Due date for the submission of the Special Education Staffing Plan to Maryland State Department of Education is July 1, 2004. BCPS' goal is to submit the Staffing Plan prior to the due date.

Assessment of 2003-04 Plan and Public Input

A Staffing Plan workgroup was established to evaluate the 03-04 plan and to draft the 04-05 Staffing Plan. Representatives serving on this workgroup included parents, school principals, related services personnel, Department of Professional Development staff, and representatives from the Office of Special Education. The workgroup recommended that the 04-05 plan include the following:

- ⌚ reflection of a transition to a service model as opposed to a program model.
- ⌚ clarification and provision of consistent language to describe services.
- ⌚ reduction of the number of attachments.

Two public input meetings were also held in October of 2003 and May of 2004 in order to gather additional input/comments. The Office of Special Education used a variety of ways to publicize the public input meetings in order to solicit a representative sample of stakeholders. Representatives from the Board of Education, area office administrators, curriculum office personnel, Special Education Citizens' Advisory Committee members, Office of Special Education personnel, and parents attended. From the information received during public input sessions, email, telephone, and US mail, it appears that constituents are supportive of the current plan. A similar process for the evaluation of the plan for next year is expected.

Maintenance of Effort

The approved Board of Education budget for FY05 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY04. The federal passthrough application for FY05 will continue to fund special education positions and related services with federal funds. The application will also detail staff funded through local funds. The Board of Education approved budget for FY05 provides for an increase in local staffing for special education.

Fiscal Year	General Fund Budget for Special Education ¹	Special Education Special Revenue ²	Total	% Change	General Fund Operating Budget for BCPS ¹	Total Special Revenue ²	Total	% Change
1998	\$ 72,896,611	\$ 10,401,089	\$ 83,297,700		\$ 633,400,343	\$ 44,361,264	\$ 677,761,607	
1999	\$ 73,750,153	\$ 13,409,698	\$ 87,159,851	4.64%	\$ 652,497,806	\$ 57,025,942	\$ 709,523,748	4.69%
2000	\$ 79,660,783	\$ 14,917,733	\$ 94,578,516	8.51%	\$ 682,588,408	\$ 55,759,912	\$ 738,348,320	4.06%
2001	\$ 87,975,847	\$ 19,897,299	\$ 107,873,146	14.06%	\$ 756,471,528	\$ 73,336,327	\$ 829,807,855	12.39%
2002	\$ 95,926,970	\$ 19,611,697	\$ 115,538,667	7.11%	\$ 791,410,448	\$ 77,559,014	\$ 868,969,462	4.72%
2003	\$ 97,057,516	\$ 26,958,755	\$ 124,016,271	7.34%	\$ 808,290,758	\$ 97,490,642	\$ 905,781,400	4.24%
2004	\$ 108,030,169	\$ 27,747,041	\$ 135,777,210	9.48%	\$ 872,988,129	\$ 71,031,343	\$ 944,019,472	4.22%
2005 ³	\$ 115,405,740	\$ 32,552,999	\$ 147,958,739	8.97%	\$ 923,380,732	\$ 74,893,927	\$ 998,274,659	5.75%
Total	\$ 730,703,789	\$ 165,496,311	\$ 896,200,100		\$ 6,121,028,152	\$ 551,458,371	\$ 6,672,486,523	

Sources of data

¹ Adjusted Budget for FY2004

² Special Revenue includes Infants & Toddlers, Special Education, & Third Party Billing from budget books

³ Superintendent's Request

Special Education Services

BCPS provides a variety of services for students with disabilities. In the past, special education staffing has been determined by set ratios applied to student counts within specific program titles. In the future, the Special Education Staffing Plan language will reflect that special education is a service to students, not a place or program. The language changes in this year's Plan reflect the beginning of that transition. Below is a description of each service available within the school system. Decisions for how students are to receive the services are made by an IEP team based on the services needed to implement the students' IEPs in the LRE.

Services for Infants and Toddlers

The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health and Baltimore County Office of Social Services, provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Services are provided in "natural environments," such as the home or a childcare setting. Many children receive multiple services including special instruction, related therapies, and health services. A dedicated service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP. The model addresses the provision of a 12-month service plan for every child, family support, services in the natural environment, and a 45-day compliance timeline.

Services for Preschool (Ages 3, 4) and Kindergarten Students

The Preschool/Kindergarten Program provides a continuum of services for students three through five years of age with disabilities and/or developmental delays. Delivery models include inclusion in general education preschool/kindergarten classes and self-contained classes.

Staffing Guidelines: 9:1:1

Services For Diploma Bound Students (Grades 1-12)

Inclusion

Inclusion services 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 day. In most cases, these students attend their home schools. Generally, included students are instructed by general education teachers, special education teachers, and/or instructional assistants working collaboratively within the general education classroom.

Staffing Guidelines: 12.4:1:0.5

Resource Room

Resource room services 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 day. In most cases, these students attend their home schools. Students who receive resource room

services are served through a combination of inclusion and pullout services. They may be served in the general education classroom and in small group instruction for intervention/acceleration and skill development, as needed.

Staffing Guidelines: 12.4:1:0.5

Self-Contained Services

These services are provided for students who have a wide variety of disabilities. Self-contained services vary depending upon the needs documented in students' IEPs. The services provided could include behavioral supports and modified instruction. Students in diploma bound self-contained classes are educated in comprehensive schools, or public, separate day schools.

Staffing for these services varies dependent upon the supports required to provide the services. The following guidelines are used:

Self-Contained Academic Staffing Guidelines: 13:1:1

Self-Contained Behavioral Staffing Guidelines: 9:1:1

Self-Contained Hard of Hearing Staffing Guidelines: 9:1:1

Public, Separate Day School Staffing Guidelines (White Oak): 7.5:1:1

Services for Non-Diploma Bound Students (Grade 1 – Age 21)

Inclusion

Inclusion services 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 day. In many cases, these students attend their home schools. Generally, included students are instructed by general education teachers, special education teachers and/or instructional assistants working collaboratively within the general education classroom.

Staffing Guidelines: 12.4:1:0.5

Resource Room

Resource room services 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 day. In many cases, these students attend their home schools. Students who receive resource room services are served through a combination of inclusion and pullout services. They may be served in the general education classroom and in small group instruction for intervention and skill development, as needed. Students will often work on appropriate levels of the voluntary state and life skills curriculum that parallel what the general education students in the class are learning. They are assessed using the Alternate MSA.

Staffing Guidelines: 12.4:1:0.5

Self-Contained Services

These services are provided for students who have a wide variety of disabilities. Self-contained services vary dependent upon the needs documented in a student's IEP. The services provided could include behavioral supports, modified instruction, instruction in life skills and functional

academics. Students in non-diploma bound, self-contained classes are educated in comprehensive schools, public, separate day schools or on college campuses. Staffing for these services varies dependent upon the supports required to provide the services. The following guidelines are used:

Self-Contained Life Skills Staffing Guidelines: 10:1:1

Self-Contained Autism Guidelines: 9:1:1

Public, Separate Day Schools (Battle Monument, Maiden Choice, Ridge Ruxton, White Oak)

Staffing Guidelines: 7.5:1:1

Support Services

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

Crisis Intervention

Crisis intervention staffing is allocated for each of the schools providing self-contained programs for students with emotional disturbance and related disorders. The baseline staffing is 1.0 teacher for crisis intervention for each of these schools.

Special Area Staffing and Nurses for Public, Separate Day Schools

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

Recommendations for school nurses in public, separate day schools are based upon a staffing formula. As with all Baltimore County Public Schools, each public, separate day school receives a base allocation of one nurse. Additional nurses may be provided based upon:

- The percentage of students requiring nursing interventions during community instruction
- Supplemental nursing indicators – number of procedures/medications that can only be performed by a nurse

Instructional Assistants

Instructional assistants are assigned giving consideration to the unique needs of students in special education programs. Guidelines for the assignment of instructional assistants include the following: one instructional assistant for each self-contained class and .5 instructional assistant for each inclusion teacher in neighborhood schools. Special education staff ensures that instructional assistant positions are assigned to schools based on enrollment.

Special Education Related Services

Staffing allocation recommendations are made by the related services team leaders in collaboration with the coordinator of related services, coordinator of student and program placement, Office of Position Management and school administrators. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county. The Director of Special Education and the Executive Director of

Federal and State Programs review recommendations with final approval at the Superintendent's staff level.

The following workload /caseload factors are considered when determining appropriate allocation of Related Services personnel:

- The intensity of service and classroom modifications required by individual IEPs and 504 plans.
- Specific needs of the school and community including the impact of special education programs and inclusive services.
- The impact of preschool and non-public enrollment for speech language services.
- Participation in Teacher Student Support Team, TSST, Instructional Support Team, IST, Student Support Team, SST, and Individualized Educational Program Team, IEP team.
- Assessment needs of the school, including report writing and developing collaborative IEPs.
- The number of schools that are serviced by an individual therapist or itinerant teacher; travel time.
- Ongoing maintenance of equipment.
- The amount of time a student is involved in BCPS sponsored after-school activities (for interpreters).
- The number of parents / guardians who are Deaf / Hard of Hearing and request an interpreter for equal access under ADA.

Adapted Physical Education

Adapted Physical Education (APE) is a comprehensive program of assessment; 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 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 physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs.

The APE consultation team serves all schools on an as needed basis and spends additional time providing inservice training to teachers and educational workshops to parents.

Assistive Technology

Assistive technology is available for students identified through the IEP team process as requiring additional support for accessing their educational program. The Assistive Technology Program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist and speech language pathologists. The Assistive Technology staff completes the evaluation of specific technology needs and provides training to students, staff and parents.

Audiology

Audiologists in BCPS 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 and sound field systems for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to staff and parents, regarding hearing loss, the hearing status, and equipment. Most Infants and Toddlers Audiology services are provided by the Department of Health.

Interpreters

Sign language interpreters are employed for students who are deaf and hard of hearing. Also, oral interpreters or cued speech transliterators are used if recommended by the IEP team. 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.

Occupational Therapy

Occupational therapy practitioners address neurophysiological, sensori-neuromotor, and developmental delays, which are negatively impacting a student's ability to acquire skills and to benefit from their educational program. As part of the school team, occupational therapists assess students, determine the need for any services, accommodations, and/or adapted equipment, and participate in the development of the IEP. Occupational therapists also participate in the determination of technology-related needs, consult with school personnel, families, and other service providers, and participate in transition planning for middle and high school students.

Physical Therapy

The purpose of the physical therapy program is to enable students with disabilities to achieve functional independence in the school environment. Physical therapists provide direct and indirect services to students as recommended by the IEP Team in order to implement the student's educational program. Services may include recommending strategies, modifications, and adaptive aids in order to improve school performance and to include disabled students in school activities. Physical therapists also develop activities to improve large muscle control and balance to promote sensori-motor development (body awareness, postural control), and /or to promote independence in functional skills.

Speech Language Services

The purpose of the BCPS speech and language program is to provide service to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction and learning. Speech language pathologists [SLPs] are assigned to all schools in the county based on individual school need. Speech language pathologists use a continuum of service delivery models including consultation, individual, small group and classroom collaboration as determined by the students' IEPs.

BCPS EVALUATION OF SPECIAL EDUCATION
EXECUTIVE SUMMARY
MAY 2004
REPORT BY LOU BARBER AND ASSOCIATES
PREPARED FOR THE BALTIMORE COUNTY BOARD OF EDUCATION

The study was to conduct an independent evaluation of the special education program operated by the Baltimore County Public Schools (BCPS) to determine the following:

1. Is special education staffing appropriate?
2. Are the programs contracted with other providers cost effective?
3. Is the BCPS able to maintain compliance with state and federal requirements within the resources available?
4. Do programs operated within the BCPS exceed federal and state mandates and is the BCPS compliant with state and federal laws?
5. Are appropriate steps taken to assure the Least Restrictive Environment for all students including the following?
 - ③ Are environments at schools open and welcoming to students and parents?
 - ③ Has the BCPS planned for appropriate space for special education classrooms, related services and instructional services personnel?
 - ③ Are all special education program options age appropriate for the students being served?
 - ③ Is the teaching staff appropriately certificated for the students being served?
 - ③ Does the BCPS provide for maximum interaction between special education students and their non-disabled peers?
 - ③ Do special education students matriculate with their non-disabled peers?
 - ③ Does the BCPS provide for all students, including the disabled in their local neighborhood school?
6. Are the professional development activities of the BCPS appropriate?
 - ③ Are professional development activities designed for all student needs, including the students with disabilities?
 - ③ Are professional development activities open to special education personnel and, if so, to which special education personnel?
 - ③ How does the BCPS determine what professional development activities will be provided each year?
 - ③ What personnel are involved in determining professional development activities?
 - ③ Are special education and general education parents involved in determining professional development activities?
 - ③ Are federal and state funded comprehensive professional development monies spent in an appropriate manner?
7. Has the BCPS established and implemented appropriate cost containment procedures with regard to special education programs?
8. A review of the funding of the BCPS as it relates to the above issue will be made.
9. Does the BCPS have an appropriate transportation system for the provision of services to children with disabilities and are travel times appropriate?

10. What are the implications for the BCPS of the number of foster home children placed within the school system?
- ③ Is the BCPS impacted by these placements and to what degree?
 - ③ Are children placed in group homes provided for in an appropriate manner?
 - ③ Are some schools impacted in an inappropriate manner, with regard to their ability to provide compliant services to students with disabilities?
 - ③ Are these students assessed and placed in a compliant and timely manner?
11. Recommendations.

Study Methodology:

Site visits were made at 20 high schools, middle schools and elementary schools, as well as the four special education sites. Approximately 40 focus groups were held, 4 parent input meetings were held and approximately 100 documents were reviewed.

Discussion and Recommendations:

1. Is the special education staffing appropriate?

The BCPS is commended for providing a high level of staffing in the areas of support from school psychologists, school nurses, and counselors. The school system's special education administrative structure is currently poorly organized and leads to confusion of responsibilities across the school system for parents, staff and related agencies. Authority to carry out special education programs and services on behalf of special education students is not vested in personnel with an appropriate level of authority within the school system. The current special education administrative structure is somewhat dysfunctional as BCPS level administrators have assignments that are too heavy to be carried out with the level of support required. The BCPS needs to reorganize the Office of Special Education in order to provide adequate content and conceptual assistance to schools and areas for both general and special education. Inservice activities need to be provided based upon the needs of students and parents and related to the general education instructional program as well as special education programs and services.

Specific recommendations offered to restructure the Special Education Administration:

1. Align five special education Cluster Leaders to the five area Executive Directors of Schools to provide special education leadership support consistent with the manner in which general education is supported. Each Cluster Leader should have an appropriate title and some degree of authority commensurate with the level of responsibility being assigned.
2. Remove cluster leader responsibilities from 3 of the 4 Coordinators at the central office level and assign the 3 to the Director of Special Education to work in coordination with the Executive Directors of Elementary and Secondary Education. Responsibilities for the Coordinators should include program improvement in the areas of instruction, including systemwide coordinated inservice for general and special education, LRE

coordination including meaningful broad based coordination of a full continuum of instructional settings, and improved related services activities which are delivered in a fair and equitable manner across the school system.

Currently, there are seven Cluster Leaders, and the proposed restructuring would create eight positions; five Cluster Leaders and three Coordinators. The result of the reorganization proposed above would be the addition of one position.

3. Continue to support proactive recruitment of high quality special education personnel by the Department of Human Resources.

2. Are the programs contracted with other providers cost effective for the BCPS and should the BCPS consider alternative delivery systems?

In some areas of special education, contracting for services has not been cost effective for the BCPS. The BCPS has generally staffed in accordance with an identified and current student population, not considering required services caused by new or revised IEPs. Trend analysis should be completed in each area of special education services for which the BCPS has significant contracts. The BCPS should consider revising its recruitment and staffing practices to anticipate staffing needs that have been shown through the analysis to be prudent, thereby reducing the need for contracting after the school year begins and saving funds.

3. Is the BCPS able to maintain compliance with state and federal requirements within the resources available?

The BCPS has major issues of non-compliance with IDEA and COMAR in the area of LRE. The System has for the last decade followed a process by which students with disabilities are often grouped in programs within areas of the school system or Clusters and are not generally accommodated within their home schools. The BCPS must recognize the compliance issues that this practice creates and begin immediately to revise this process. Specific plans need to be developed and efforts need to be expended to increase the placement of students with disabilities in their home school settings. Inservice training programs need to be developed and conducted with IEP teams to ensure their understanding of the law and implementation of the new direction.

4. Do programs operated within the BCPS exceed federal or state mandates and is the BCPS compliant with state and federal laws, in regard to IDEA 97?

The special education program does not exceed federal and state laws and regulations. However, compliance issues with the federal and state law and regulations were noted in the following areas: Over-representation of African American males in special education classes; and the use of cluster programs to provide services to children with disabilities in placements outside of the home school. The use of crises rooms is a questionable practice and should be review by the BCPS to determine if this practice is sound or should be discontinued.

The BCPS is commended on the quality of the audit unit and the effectiveness of the personnel in assisting the systems in maintaining compliance. The impact of the audit unit was demonstrated through a review of schools and interviews with staff. However, it is recommended that the central office administration require the Executive Directors of Schools to use information regarding violation of federal and state laws and regulations as part of the evaluation for site level administrators. It is also recommended that the site level administrative evaluation process include a behavior plan for correcting violations of special education laws and regulations.

5. Are appropriate steps taken to assure the Least Restrictive Environment for all students including the following:

5.1 Are environments at schools open and welcoming to students and parents?

5.2 Has the BCPS planned for appropriate space for special education classrooms, and related services and instructional services personnel space?

5.3 Are all special education program options age appropriate for the students being served?

5.4 Is the teaching staff appropriately certificated for the students being served?

5.5 Does the BCPS provide for maximum interaction between special education students and their non-disabled peers?

5.6 Do special education students matriculate with their non-disabled peers?

5.7 Does the BCPS provide for all students, including the disabled in their local neighborhood school?

Although there are a number of positive efforts that are currently being implemented to provide a more robust LRE continuum of supports, services, and programs throughout BCPS, this progress is insufficient to meet the urgency to more fully implement the LRE requirements of IDEA and COMAR. Given the fact that the BCPS ranks in the bottom quartile in school systems throughout Maryland relative to LRE is a strong indication of the pressing need for change. Clearly, the BCPS is not in full compliance with IDEA and COMAR.

There are other forces that compel proactive change by the BCPS. This past year, 27 out of 163 schools did not meet AYP because of special education. For another 32 schools, special education was among the reasons for not meeting AYP. Clearly, there is a need for the BCPS to bring about aggressive changes to improve the achievement outcomes for students with disabilities. These changes must be consistent with federal and state LRE requirements.

Through a number of on- and off-site Study activities, extensive data and information has been gathered. This Report contains a summary of federal and state LRE requirements, a review of the methodology that was used to conduct study activities, and a snapshot of the current LRE programs and services within the BCPS. A summary of

LRE strengths, challenges, and overall recommendations have been made. The BCPS is urged to build on many examples of innovative LRE efforts that have been initiated by the BCPS and carry out the following:

1. Work across special education, general education, and support services to develop and implement a Comprehensive LRE Implementation Plan that is aggressive and reflects a sense of urgency for more fully implementing the LRE requirements of IDEA and COMAR.
2. Provide staffing, resources, and incentives to support the implementation of a 3-5 year Comprehensive LRE Implementation Plan. Re-examine the use of existing resources to determine the level of efficiency, effectiveness, and fairness of their distribution and use.
3. Require Executive Directors of Schools, school principals, and other school administrators to develop and implement aggressive school-based LRE strategies within the SIPs to systematically move toward the vision, goals, and timelines of the BCPS Comprehensive LRE Implementation Plan.
4. Implement strong accountability for school administrators for the implementation of school-based LRE plans/strategies.

6. Are the professional development activities of the BCPS appropriate for the special education students being served with regard to the following?

6.1 Are professional development activities designed for all student needs.

6.2 Are professional development activities open to special education personnel and if so which special education personnel?

6.3 How does personnel determine what professional development activities will be provided each year?

6.4 What personnel are involved in determining professional development activities?

6.5 Are special education and general education parents involved in determining professional development activities?

6.6 Are federal and state funded comprehensive professional development monies spent in an appropriate manner?

It is recommended that special education professional development activities be based upon a comprehensive needs assessment of all personnel. The comprehensive, coordinated system of professional development to address legal and professional obligations to students with disabilities should be long-range, systemwide, and based on the common core knowledge and skills essential for those serving students with disabilities. In addition, the system must include an evaluation process to establish future training needs. The implementation of NCLB also requires that the professional development needs of the staff be addressed to ensure success of all students in meeting the proficiency levels required.

7. Has the BCPS established and implemented appropriate cost containment procedures with regard to special education programs?

The BCPS is to be commended for the outstanding documentation produced related to procedures and processes in the area of business services. The Staffing Plan developed by the BCPS is an excellent document. The school system is also to be commended for addressing the need for cost containment. However, to pursue any greater cost savings, it is recommended that the school system pursue stronger communication and coordination between fiscal services and special education. One recommendation to assist in this endeavor would be the creation of a position in the Office of Special Education that has responsibility to support the fiscal oversight of the budget. This position should be staffed at a professional level to ensure communication among equals in the linkage with the Fiscal Services Department. Regular quarterly, or at a minimum mid-year reviews should be conducted between fiscal services and special education to review budget figures and anticipate financial needs prior to the end of the year. In addition, consideration should be given to the reorganization of the presentation of financial information in the area of special education to ensure that a comprehensive perspective of positions and costs is presented that is understandable for non-fiscal personnel.

The BCPS should also review trends over the past few years to analyze staffing needs. The school system should anticipate more realistic staffing needs and allocate positions on a proactive basis to avoid costly contracting of services.

Training needs should be addressed through a comprehensive Professional Development Plan described in the report. Training areas should include professional development for IEP Teams regarding the fiscal implications of their decisions, related services criteria, and provisions for allocation of personnel assistants.

8. A review of the funding of the BCPS as it relates to the above issues will be made.

Data presented indicates that the BCPS is generally in the norm of other school systems within the State in relation to percentage of students served, levels of service, per pupil expenditures, and non-public school placements. It is important to note, however, that the federal government has overall concerns regarding the LRE placements, supports, and services across the State of Maryland. The BCPS ranks in the bottom quartile when compared with other school systems within Maryland in LRE statistics.

9. Does the BCPS have an appropriate transportation system for the provision of services to children with disabilities and are travel times appropriate?

The school system operates a large, efficient transportation system in a compliant manner. Costs of operating this system can be reduced by increased provision of educational services to special education students in home schools. There is a need to

provide inservice activities for Transportation Department personnel. It is also necessary for the School System to find a way to improve the transportation of students with IEPs for community-based instruction.

10. What are the implications for the BCPS of the number of foster home children placed within the School System?

10.1 Is the BCPS impacted by these placements and to what degree?

10.2 Are children placed in group homes provided for in an appropriate manner?

10.3 Are some schools impacted in an inappropriate manner with regard to their ability to provide compliant services to students with disabilities?

10.4 Are these students assessed and placed in a compliant and timely manner?

The BCPS is significantly impacted by a large number of students placed in Baltimore County Public Schools by public agencies. This impact is felt as a hardship on the students being placed, by the foster care providers, and by individual school site personnel. Some schools are highly impacted by the process as placement in foster care facilities tends to be grouped in certain sections of the school system. The effect of this impaction requires personnel at these schools to spend large amounts of time on these students, thereby reducing staff time for other students within the school.

It is recommended that the BCPS personnel work with the State Legislature to increase funding for the school system as a highly impacted school system and to pass legislation that requires school systems to send student personnel files upon request in a timely manner. In the meantime, a strong interagency agreement initiated by the BCPS is needed to remedy this critical problem.

11. Other Findings

The following is a listing of areas that were discovered through the course of the study, but were not specifically questioned within the scope of this study:

There appears to be wide disparity in how special education support has been distributed throughout the school system. Some schools appeared to have adequate materials and supplies, while other schools did not appear to have a reasonable amount of the supplies and materials necessary to operate the school. In addition, there were differences between schools in the number of support staff assigned. Part of this may be due to the inability to fill positions in certain schools within the school system.

Although the school environment at many schools was clean, neat and inviting, several schools within the system exhibited an environment that was not welcoming. One example of this issue was a school where the special education classrooms were in the basement and the walls had holes that had not been repaired and a window that had been broken and was then covered with plywood. The difference in maintenance of schools appeared to be related to the socio-economic status of the community.

The differences in school facilities were also observed in instructional staff. While many schools exhibited outstanding instructional personnel doing very meaningful, creative instruction, other schools had unqualified staff providing instruction that did not appear to engage students, nor did it appear to be standards-based. Although all professions will have good, better, and best practitioners, the concern was that there appeared to be a relationship between less qualified staff and the socio-economic status of the community where the school was located.

Commendations and Recommendations:

The report includes a comprehensive listing of commendations and recommendations related to the areas of inquiry.

**INDEPENDENT EVALUATION OF THE
BALTIMORE COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION PROGRAM**

Prepared by

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May 2004

BALTIMORE COUNTY PUBLIC SCHOOLS

REPORT BY
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FOREWORD

We would like to thank Superintendent Dr. Joe A. Hairston, Deputy Superintendent of Curriculum and Instruction Christine Johns, and the Board of Education for supporting this study. Throughout the study, Executive Director Ron Boone and Director Judy Glass assisted in the research by providing the Consultants with firsthand knowledge of the overall operational programs of the Baltimore County Public Schools. We would also like to thank the staff of the Department of Federal and State Programs and the Office of Special Education for their assistance and support, particularly Administrative Assistant Maura Taylor who provided great assistance in scheduling meetings, interviews and gathering documents, as needed. We would also like to recognize the staff of the Office of Special Education who assisted the Consultants in the study. Throughout the study, staff facilitated the Consultants' efforts by making time available for interviews and site visitations. A special note of thanks is extended to the Citizens Advisory Committee for Special Education (CACSE). Chairwoman Kelli Nelson and Vice Chairwoman Jasmine Shriver provided assistance and ongoing support for this study.

I. ISSUES AND CONCERNS

The purpose of this study was to conduct an independent evaluation of the special education program operated by the Baltimore County Public Schools (BCPS).

The major activities of the Consultants were to:

1. Determine if the BCPS special education staffing is appropriate as it is currently structured, in view of the Individuals With Disabilities Education Act (IDEA) 97, and is staffing appropriate, including staffing of administration, psychologists, nurses, and other support personnel and;
2. Are the programs contracted with other providers cost effective for the BCPS and should the BCPS consider alternative delivery systems, and;
3. Is the BCPS able to maintain compliance with state and federal requirements within the resources available, and;
4. Do programs operated within the BCPS exceed federal and state mandates and is the BCPS compliant with state and federal laws; and;
5. Are appropriate steps taken to assure the Least Restrictive Environment for all students including the following?
 - ③ Are environments at schools open and welcoming to students and parents, and;
 - ③ Has the BCPS planned for appropriate space for special education classrooms, related services and instructional services personnel, and;
 - ③ Are all special education program options age appropriate for the students being served, and;
 - ③ Is the teaching staff appropriately certificated for the students being served, and;
 - ③ Does the BCPS provide for maximum interaction between special education students and their non-disabled peers, and;

- ③ Do special education students matriculate with their non-disabled peers, and;
 - ③ Does the BCPS provide for all students, including the disabled in their local neighborhood school?
6. Are the professional development activities of the BCPS appropriate for the special education students being served with regard to the following:
- ③ Are professional development activities designed for all student needs, including the students with disabilities, and;
 - ③ Are professional development activities open to special education personnel and, if so, to which special education personnel, and;
 - ③ How does the BCPS determine what professional development activities will be provided each year, and;
 - ③ What personnel are involved in determining professional development activities, and;
 - ③ Are special education and general education parents involved in determining professional development activities, and;
 - ③ Are federal and state funded comprehensive professional development monies spent in an appropriate manner?
7. Has the BCPS established and implemented appropriate cost containment procedures with regard to special education programs?
8. A review of the funding of the BCPS as it relates to the above issue will be made.
9. Does the BCPS have an appropriate transportation system for the provision of services to children with disabilities and are travel times appropriate?
10. What are the implications for the BCPS of the number of foster home children placed within the school system?
- ③ Is the BCPS impacted by these placements and to what degree, and;
 - ③ Are children placed in group homes provided for in an appropriate manner, and;
 - ③ Are some schools impacted in an inappropriate manner, with regard to their ability to provide compliant services to students with disabilities, and;

③ Are these students assessed and placed in a compliant and timely manner?

11. Recommendations will be made in all areas of the study.

II. BACKGROUND

The Study was undertaken during the months of September, 2003 through May, 2004. Interviews were conducted with a wide range of BCPS personnel, including special education support personnel, site level personnel, and both general and special education staff. Interviews were also conducted with leadership from the Citizen Advisory Committee for Special Education. Meetings were held with the Executive Directors of Schools for the 5 geographic areas within the BCPS. Several parent input sessions were scheduled across the system at varying times and locations. Notification of parent input sessions was distributed and input from parents and others was welcomed by the Consultants, through e-mail, mail and telephone calls. The Consultants regularly attended CACSE monthly meetings and provided information on the progress of the study and received comments and other input from members of the CACSE. Two meetings were conducted with Maryland State Department of Education staff, including one of these meetings with the Assistant Superintendent for Special Education. Several meetings were conducted with personnel from related organizations and advocacy groups.

Site visits were made at high schools, middle schools and elementary schools, as well as the four special education sites. An effort was made to gain information and input from schools within all geographic areas of the school system. Interviews were conducted with the administrative and support staff, the Office of Special Education, including the Executive Director of State and Federal Programs, and the Director of Special Education. Interviews were also conducted with psychologists, speech and language therapists and other related service personnel, such as transition facilitators and nurses. Meetings were held with administrative personnel from the Departments of Human Resources, Technology, and Transportation. A review of the financial support for several Maryland school districts was made in order to determine comparisons of staffing and support for special education, as well as financial support for special education within the State.

Baltimore County Public Schools provides educational services to approximately 108,000 students within Baltimore County. The school system provides services to approximately 14,000 special education students and approximately 1,600 pre-school students, including infants and toddlers programs.

The demographic make up of the communities served by the school system is both complex and dynamic. The BCPS basically surrounds the City of Baltimore on 3 sides

and the communities surrounding the city are greatly influenced by the city. The geographic area of the county is made up of a number of communities representing very diverse populations. It is important to understand that some of the issues raised by the study, such as the placement of students in foster homes within the school system, reflect many of the issues of a dynamic and changing population base. It is likely that this dynamic population base will continue for some time with the issue of population mobility within the school system.

The county has changed greatly in the period after 1990. The population of the county has increased from 692,134 to 754,292, an increase of 9 percent. The minority population has grown from 84,541 to 151,600, an increase of 79 percent. The number of public schools has grown from 146 to 162. BCPS student enrollment has grown from 86,841 to over 108,000 an increase of 23 percent. Minority enrollment has grown from 18,069 to 42,928 in 2002, an increase of 138 percent. ESOL enrollment has grown from 873 to 2,123 in 2002 an increase of 143 percent. Free and reduced priced meals has grown from 12.6 percent of the student population to 27.2 percent in 2002. The number of teachers employed by the school system has grown from 5,300 FTE to 6,989 FTE in 2000, an increase of 32 percent.

All state and federal special education funds flow directly to the BCPS, and the school system is responsible for all required reporting under IDEA and Maryland law and regulations. The BCPS is responsible for ensuring that all students with disabilities residing within the school system have access to special education programs and services, as appropriate to meet their individual needs, as required by Code of Maryland Administrative Regulations (COMAR) and the IDEA.

III. STUDY DESIGN

The study was designed to complete a review of all documents related to the provision of special education programs and services to students within the BCPS. The purpose of the study was also to verify that special education services and programs were being provided to students with Individual Education Programs (IEPs) in a free and appropriate manner and in the least restrictive environment (LRE) as defined by the IDEA, as reauthorized in 1997. The process used to make these determinations included: a review of documents, a review of records, interviews and site visitations. The consultant team was comprised of individuals with extensive experience in special education law, finance, program and transportation. The study was to make recommendations concerned with improving the delivery of services in efficient and cost effective ways, while maintaining or improving the education level to students with IEPs.

The Study was undertaken during the months of September, 2003 through May, 2004. Approximately 150 BCPS staff were interviewed, either in individual interviews or in

group interviews. Approximately 100 documents were reviewed.

A total of 20 elementary, middle, and high schools were visited with some schools receiving more than one visit. The following schools were visited: Battle Monument; Bear Creek; Chatsworth; Chesapeake High; Deep Creek Middle; Dogwood; Dulaney High; Franklin Middle; Lansdowne High; Maiden Choice; Pikesville High; Pine Grove Middle; Randallstown High; Ridge Ruxton; Ridgely Middle; White Oak; Winfield; Woodlawn High; and Woodlawn Middle.

Approximately 40 focus groups were held with a wide range of BCPS personnel including principals and other school administrators, special education support personnel, general and special education teachers, psychologists, speech and language therapists, and other related services personnel such as transition facilitators, counselors, and nurses. Numerous meetings were held with individuals. Meetings were held with administrative personnel from the Departments of Human Resources, Technology, Transportation, and Student Support Services. In addition, two meetings were held with staff from the Maryland State Department of Education, including the State Assistant Superintendent for Special Education. Several meetings were conducted with personnel from the Maryland Disability Rights Advocates, the Baltimore County Disability Council and the Citizens Advisory Council on Special Education.

Three parent input sessions were scheduled across the school system at varying times and locations. Notification of parent input sessions was distributed and input from parents and others was welcomed by the Consultants through e-mail, mail, telephone calls and at the annual Staffing Plan meetings.

A review of the staffing support for several Maryland school systems was made in order to determine comparisons of staffing and support for special education, as well as financial support for special education within the state.

All information gathered was reviewed and an analysis completed comparing the process and procedures used in BCPS and those required in either Federal law and regulations or Maryland law and regulations, including:

1. The Individuals with Disability Education Act (P. L. 105-17) and Regulations. (IDEA)
2. Code of Maryland Administrative Regulations (COMAR).
3. No Child Left Behind Act.

For a list of documents see Appendix 1.

IV. FINDINGS AND DISCUSSION

This section of the report is concerned with the major issues defined in Chapter I.

1. Is the BCPS's special education staffing appropriate as it is currently structured, in view of IDEA 97, and is staffing appropriate, including staffing of administration, psychologists, nurses, and other support personnel?

Site visits, interviews with BCPS personnel, and a review of the system's special education documents and correspondence provided evidence that the BCPS is well organized for administration of general education. However, special education services are not administratively supervised in the same geographic pattern. This well-developed area organization takes into account the needs of a large population covering a large geographic area. The organizational structure for the administration of general education and all the related parts of administration is developed in five areas, with each region having an Executive Director of Schools, who reports directly to the Superintendent. However, special education is organized for administration and leadership over seven areas of the school system with Cluster Leaders who report centrally to the Director of Special Education. While the system was reorganize in June of 2001 in order to bring a consistent structure, Special Education has had a greater challenge adjusting. This causes confusion for parents, general educators and related agency personnel. It also has the effect of providing an image of two administrations within the school system. Of particular concern is the fact that the Department of Federal and State Programs and the Office of Special Education, have responsibility for communicating federal and state legal requirements and supporting schools in meeting these requirements. However, the Executive Directors of Schools within the five areas supervise and evaluate the principals. Thus, legal compliance within the schools is not assured unless the Executive Directors of Schools, principals, and other school administrators have a commitment and a desire to make their schools compliant.

Any restructuring of staffing including administrative staffing must be provided in a manner which causes a blending of general education and special education. The special education delivery system needs to parallel the general education administrative structure of the school system as a whole.

Interviews with the Executive Directors of Schools of the five areas provided support for an organizational structure for special education, which reflects the organizational structure of the school system as a whole. Special education cluster leaders provided input that they felt at a disadvantage in dealing with site principals as they were teachers, supervisors and other support personnel, with little or no real authority to affect change, even though they have the responsibilities to assure federal and state legal compliance. A consistent level of service is lacking across the BCPS when comparisons are made of similar programs between areas. What appears to be a commendable

practice within one area may not even exist in other areas of the system, and certainly not to the same degree. For example, the transition program at one high school maybe commendable and may hardly exist at another high school in another area of the system.

The administrative structure for special education is unique in that the program is administered centrally with several coordinators providing both program administrative duties within the regions and also having leadership responsibilities for curriculum, compliance and provision of programs in the least restrictive environment, (LRE). Coordinators for special education instruction, related services and LRE, must also carry assignments as Cluster Leaders for regions within the BCPS. These staff roles and responsibilities need to be revisited.

The BCPS reported employing 81.5 FTE psychologists, as well as utilizing grant funds for additional intern staff. This level of staffing would indicate that the ratio of psychologists to the total enrollment in the school system would be approximately 1330:1. Nationally, information on the number of psychologists employed is approximately 1750:1. Therefore, the BCPS has a higher number of psychologists employed than national averages. However, it should also be noted that the National Association of School Psychologists (NASP) recommends a ratio of 1000:1.

BCPS provides nursing services at a higher level than the national average. The BCPS reported employing a nurse for all 162 schools and more than one nurse at special schools. The total number of nurses reported was 167 nurses that would result in a ratio of nurses to total enrollment in the school system of approximately 650:1. The BCPS also employs health assistants, with the majority of the health assistants supported from the Third Party Billing revenue. Numbers vary dramatically across the nation with respect to nursing services at schools. A study that was completed in California identified the current staffing levels for school nurses to be approximately 1890:1. The National Association of School Nurses recommends a ratio of 750:1. It is clear, however, that the BCPS has implemented a priority in providing nursing services and exceeds national norms.

The BCPS also provides counselors and social workers throughout the schools. Information from the school system indicated that there are 275 FTE counselors serving the 162 school sites. In addition, there are 41.1 social workers who each serves an average of 45 cases. These services demonstrate a good focus on providing support services. The BCPS should be commended for the ability to maintain a highly qualified and competent staff of individuals in these areas.

With respect to other support personnel, it should be noted that the transition program of the BCPS is less than would be expected, with a few site specific exceptions. Transition personnel work very diligently at finding work experience for students with disabilities from age 14 and older. While the attitudes of these individuals is very positive and they

try very hard to provide students with meaningful transition activities, their case loads are very high, they do not have any assistance with job coaching and the efforts that are being made are based upon individual efforts and not based upon a planned process equally provided across the school system. While their efforts are extensive, the outcome for students is less than is expected by the transition section of IDEA. While most of the activities being provided are positive, little is done for onsite work experience with a skilled job coach. Most successful transition programs provide some level of job coaching for these students in transition from high school to adult life.

Conclusions and Recommendations; The BCPS is commended for providing a high level of staffing in the areas of support from school psychologists, school nurses, and counselors. The school system's special education administrative structure is currently poorly organized and leads to confusion of responsibilities across the school system for parents, staff and related agencies. Roles and responsibilities of key special education personnel should be revisited with regard to assignments. The current special education administrative structure is somewhat dysfunctional as BCPS level administrators have assignments that are too heavy to be carried out with the level of support required. The BCPS needs to reorganize the Office of Special Education in order to provide adequate content and conceptual assistance to schools and areas for both general and special education. Inservice activities need to be provided based upon the needs of students and parents and related to the general education instructional program as well as special education programs and services.

Specific recommendations are offered to restructure the Special Education Administration:

1. Align five special education Cluster Leaders to the five area Executive Directors of Schools to provide special education leadership support consistent with the manner in which general education is supported.
2. Remove cluster leader responsibilities from 3 of the 4 Coordinators at the central office level and assign the 3 to the Director of Special Education to work in coordination with the Executive Directors of Elementary and Secondary Education. Responsibilities for the Coordinators should include program improvement in the areas of instruction, including systemwide coordinated inservice for general and special education, LRE coordination including meaningful broad-based coordination of a full continuum of instructional settings and improved related services activities which are delivered in a fair and equitable manner across the school system.

Currently there are seven Cluster Leaders, and the proposed restructuring would create eight positions; five Cluster Leaders and three Coordinators. The result of the reorganization proposed above would be the addition of one position.

3. Continue to support proactive recruitment of high quality special education personnel by Human Resources.

2. Are the programs contracted with other providers cost effective for the BCPS and should the BCPS consider alternative delivery systems?

Meetings with school system personnel, parents and agencies across the system provided evidence that the practice of contracting for some services is not cost effective for the BCPS.

Each school year the BCPS staff attempts to project the number of special education personnel that will be required in the coming school year. When an unexpected situation arises, the staff still must provide services to identified special education students. When no placement option is available within the system, staff resolves this by contracting for services and placements with non-public schools. This is caused, in part, by special education staff not providing for unexpected program needs during the budgeting process. Since the delivery of services to students with disabilities is based upon rigid timelines and the assumption that staff will be qualified, unexpected vacancies or unexpected student growth creates a situation which requires the BCPS to respond with an appropriate placement for a given student or students. While this provides for a conservative approach and ensures that the system will not be overstaffed, it does not take into account the need for additional programs and classes throughout the school year based on staff turnover and growth within the student population. Consistent with this practice, the Department of Human Resources begins a recruitment program based upon the information received as to the number of staff that must be recruited. The BCPS has generally not recruited personnel based on realistic projected growth in the special education program. As a result, after the school year has begun and additional positions are needed, the school system is at a disadvantage in trying to recruit and fill open positions.

Nationally in the field of special education, there is a shortage of qualified special education professionals. In some fields, such as Speech and Language Specialists, there is an extreme shortage of personnel adequately trained to provide these required and mandated services. The issue for the BCPS is that if a student is identified as requiring a service or program and no school system staff is available, the service still must be provided. The solution the BCPS has used to meet this crisis is to provide the service by contract with a non-public school or agency, or contracted personnel because all the FTEs are allocated.

These non-public school or agency placements normally cost the school system a great deal more than the costs would be if the service was provided by a district employee. The same is true with respect to contract personnel. For example, in the field of speech

therapy the costs are in excess of two times as much for each student placed. More information on this issue is presented later in this report.

Conclusions and Recommendations: In some areas of special education, contracting for services has not been cost effective for the BCPS. The BCPS has generally staffed in accordance with an identified and current student population, not considering staff turnover trends and pupil population growth based on new and/or revised IEPs. Trend analysis should be completed in each area of special education services that the BCPS has significant contracts. The BCPS should consider revising their recruitment and staffing practices to anticipate staffing needs that have been shown through the analysis to be prudent, thereby reducing the need for contracting after the school year begins and saving funds.

3. Is the BCPS able to maintain compliance with state and federal requirements within the resources available?

This issue is concerned with the BCPS's special education program maintaining compliance with the mandates of the Federal Law, the IDEA, and the COMAR.

Reviews of materials, correspondence and interviews with district and site level personnel provided evidence that there is ongoing non-compliance. Parent input sessions provided evidence of many compliance related issues regarding educational needs of individual students. While this is a concern of the study, the issue that the study must address is if there is evidence of systemwide non-compliance. The due process established by the state has adequate measures for correction of non-compliance. The BCPS, within the past two years, has implemented its own audit process for dealing with non-compliance on a school-by-school basis. It should be noted that this audit process is exemplary, and the system is commended for the effectiveness and quality of the process.

Review of materials, records, correspondence and interviews with central office level and site level personnel provided evidence that there is some ongoing non-compliance with special education laws and regulations. Interviews with parents provided evidence of a number of concerns with LRE related issues, in particular, the inconsistent use of LRE/inclusive practices for students with disabilities. Clearly, issues related to LRE are paramount in what is occurring within the school system. This is also the area of major concern related to non-compliance.

For many years, the BCPS has followed a process by which some students with disabilities are grouped in programs away from their home school, which they would attend if they were not disabled. The IDEA requires that unless the child's IEP requires some other arrangement, the child is educated in the school that the he or she would

attend if non-disabled. (34 CFR § 300.552) The system has chosen to place some students in cluster programs as a convenience for the administration and not because students could not attend their home school. Issues such as lack of space are used to justify these more restrictive placements. This process is complicated by the apparent need for students to earn their way out of these settings in order to return to school with their non-disabled peers. In certain areas within the school system this is further complicated by large numbers of out of school system students being placed within the school system by agencies and judges. A review of the IEP form provides evidence that the form itself contributes to this by not requiring any justification for not being able to provide services in the home school. The BCPS must begin a process to discontinue this and move toward increasing the placement of these students in home school settings.

This issue will be addressed in detail further within this report. No evidence was found of the BCPS exceeding the requirements of IDEA or Maryland law and regulations. In addition, no evidence was found that resource availability was an issue with respect to maintaining compliance with state and federal requirements.

Conclusions and Recommendations: The BCPS has major issues of non-compliance with IDEA and COMAR in the area of LRE. The BCPS has developed a process by which students with disabilities are often grouped in programs within regions of the school system or clusters and are not generally accommodated within their home schools. The BCPS must recognize the compliance issues that this practice creates and begin immediately to revise this process. Specific plans need to be developed and efforts need to be expended to increase the placement of students with disabilities in their home school settings. Inservice training programs need to be developed and conducted with IEP teams to ensure their understanding of the law and implementation of the new direction.

4. Do programs operated within the BCPS exceed federal or state mandates and is the BCPS compliant with state and federal laws, in regard to IDEA 97 and regulations?

Interviews with parents, site personnel, central office personnel, review of records and materials provided evidence that the BCPS programs do not exceed federal or state mandates. The BCPS operates many programs which are compliant with both federal and state law and regulations. However, issues related to LRE, over representation of African American students in special education, and the failure to place foster youth in programs in a timely manner are indications that the BCPS special education program is not compliant with regard to the state and federal laws including IDEA 97 and Section 504 of the Rehabilitative Act of 1973.

During site visitation, the Consultants observed the use of “Crisis” rooms for time out for some students. The use of crisis rooms is a questionable practice and the effectiveness of such a practice is also questionable. The BCPS should review this practice and determine if it provides sound educational practice. It might be a better procedure to help schools develop efficient and effective schools which provide a more hospitable atmosphere for students.

The BCPS operates a school monitoring system, whereby complaints at given schools are audited by the Office of Special Education. This audit process, initiated in the past two years is exemplary and is commended for the quality and effectiveness of both the process and, recently, the number of schools which following an audit have voluntarily corrected non-compliance procedures and processes.

The issues related to LRE were noted previously and will be discussed in more detail further in this report. The issue related to over-representation of African American students in special education has been documented through communication with the Maryland State Department of Education. The October 31, 2003, pupil count for students in special education within BCPS shows that there were 1,567 African American female and 3,533 African American male students enrolled in special education out of 14,012 total students enrolled in special education. When compared with the total population of 108,792 students enrolled in BCPS, there were 19,584 African American females and 20,350 African American males enrolled.

African American females enrolled in special education represented 11.2% of the total special education population, while African American males enrolled in special education represented 25.2% of the population. This compares to African American females representing 18% and African American males 18.7% of the total BCPS population. It is interesting to note that if you look at ethnicity, without consideration of gender, the African-American population served within special education is consistent with the percentage of the total population. In other words, 36.4% of the African American population is served within special education and the African-American population represents 36.7% of the total population served within BCPS.

Clearly there is over representation of African American males in BCPS special education programs. This over representation is increased by a significant number of African American male students with existing IEPs moving into the BCPS as a result of a large number of foster home placements within the County.

It is important to understand that while the large number of foster home placements causes the percentage of African American males to be larger, it does not, however, reduce the requirement for the school system to work to reduce this over representation. It should also be noted that of all groups represented by ethnicity and gender, white males are the most over represented population in special education with 41% of the total special education population contrasted with a total district population of white

males of 29%. See the graph below for further clarification.

Special Education Students			Total BCPS Students		
By Ethnic/Gender Group			By Ethnic/Gender Group		
October 31, 2003			September 30, 2003		
Ethnic/Gender	Active IEP's Count		Ethnic/Gender	Total	
-----	=====		-----	-----	
AfAm F	1,567	11.18%	AfAm F	19,584	18.00%
AfAm M	3,533	25.21%	AfAm M	20,350	18.71%
Amln F	23	0.16%	Amln F	240	0.22%
Amln M	65	0.46%	Amln M	302	0.28%
Asn F	80	0.57%	Asn F	2,272	2.09%
Asn M	149	1.06%	Asn M	2,420	2.22%
Hsp F	76	0.54%	Hsp F	1,381	1.27%
Hsp M	171	1.22%	Hsp M	1,397	1.28%
Wht F	2,639	18.83%	Wht F	29,469	27.09%
Wht M	5,709	40.74%	Wht M	31,377	28.84%
	=====	=====		=====	=====
Count	14,012		Count	108,792	

The above data from the BCPS shows the actual count on specific count days and does not show variations with MSDE data which shows the actual numbers reduced by non-public school placements.

Conclusions and Recommendations: The special education program does not exceed federal and state laws and regulations. However, compliance issues with the federal and state law and regulations were noted in the following areas: Over representation of African American males in special education classes; and the use of cluster programs to provide services to children with disabilities in placements outside of the home school. The use of crisis rooms is a questionable practice and should be review by the BCPS to determine if this practice is sound or should be discontinued.

The BCPS special education office is commended on the quality of the audit unit and the effectiveness of the personnel in assisting the systems in maintaining compliance. The impact of the audit unit was demonstrated through a review of schools and interviews with staff. However, it is recommended that the Superintendent require the Executive

Directors of Schools to use information regarding violation of federal and state laws and regulations as part of the evaluation for site level administrators. It is also recommended that the site level administrative evaluation process include a behavior plan for correcting violations of special education laws and regulations.

5. Are appropriate steps taken to assure the Least Restrictive Environment for all students including the following:

5.1 Are environments at schools open and welcoming to students and parents?

5.2 Has the BCPS planned for appropriate space for special education classrooms, and related services and instructional services personnel space?

5.3 Are all special education program options age appropriate for the students being served?

5.4 Is the teaching staff appropriately certificated for the students being served?

5.5 Does the BCPS provide for maximum interaction between special education students and their non-disabled peers?

5.6 Do special education students matriculate with their non-disabled peers?

5.7 Does the BCPS provide for all students, including the disabled in their local neighborhood school?

To present a thorough discussion regarding the Least Restrictive Environment requirements, a presentation of the federal requirements is important to establish the context.

Individuals with Disabilities Education Act (IDEA):

Question 5 of the Special Education Program Review deals with the extent to which the BCPS is educating students with disabilities within the least restrictive environment (LRE). According to COMAR 13A.05.01.10A and the Individuals with Disabilities Education Act (IDEA) (34 CFR §300.550), each local education agency (LEA)/public agency shall ensure that:

- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are non-disabled; and
- That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In the provision of LRE, each LEA/public agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. (34 CFR §300.551)

In the determination of LRE programs and services for each child with a disability, including a preschool child with a disability, each school district/public agency shall ensure that the placement decision is made by an IEP Team (COMAR 13A.05I01.10C) composed of a group of persons knowledgeable about the child, reviewing the meaning of the evaluation data and various placement options. The child's placement must be determined at least annually, be based on the child's Individual Education Program (IEP), and be as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child must be educated in the school that he or she would attend if non-disabled. In selecting LRE programs and services, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. A child may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. (34 CFR §300.552)

Each IEP must contain a statement regarding how the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for non-disabled children). Regardless of placement, all students must have access to the general education curriculum. Under COMAR 13A.05.01.10C(1)(e), the team must also consider transportation if not attending the home school. The IEP must also contain a statement of how the child will be educated and participate with other children with disabilities and nondisabled children. The IEP must also contain an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class. (34 CFR §300.347)

Students with disabilities must participate in district and state assessments, with or without accommodations, or be provided an alternate assessment. The type of assessment must be contained within the child's IEP, along with needed accommodations and modifications. (34CFR 300.347)

Each LEA/public agency shall ensure that each child with a disability participates with nondisabled children in nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic services defined in Section 300.306. (34 CFR §300.553)

IDEA has a strong preference for educating students with disabilities in classes with appropriate aids and supports. Each LEA/public agency shall make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placements. (34 CFR §300.551)

In carrying out its responsibility to place students in the LRE, the LEA must to the “maximum extent appropriately educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as ‘supplementary aids and services,’ along with their nondisabled peers in the school they would attend if not disabled, unless a student’s IEP requires some other arrangement. Placement decisions shall not be based on the category of disabling condition, service delivery system, availability of space and services, curriculum content or methods, or administrative convenience. This requires an individualized inquiry into the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed to facilitate the student’s placement in the regular educational environment before a more restrictive placement is considered.” (OSEP Memorandum – 95-9)

“In implementing IDEA’s LRE provisions, the regular classroom in the school the student would attend if not disabled is the first placement option considered for each disabled student before a more restrictive placement is considered. If the IEP of a student with a disability can be implemented satisfactorily with the provision of supplementary aids and services in the regular classroom in the school the student would attend if not disabled, that placement is the LRE placement for that student. However, if the student’s IEP cannot be implemented satisfactorily in that environment, even with the provision of supplementary aids and services, the regular classroom in the school the student would attend if not disabled is not the LRE placement for that student.” (OSEP Memorandum –95-9)

“Under IDEA, lack of adequate personnel or resources does not relieve school districts of their obligations to make FAPE (Free Appropriate Public Education) available to each disabled student in the least restrictive educational setting in which his or her IEP can be implemented. The public agency has an affirmative responsibility to ensure the supply of sufficient numbers of teachers who are qualified, with needed aids and services, to provide services to students with disabilities in regular educational environments and to provide necessary training and support services to students with disabilities. The Department encourages States and school districts to develop innovative approaches to address issues surrounding resource availability. Factors that

could be examined include cooperative learning, teaching styles, physical arrangements of the classroom, curriculum modifications, peer mediated supports, and equipment, to mention a few.” (OSEP Memorandum – 95-9)

School districts may not make placements based solely on factors such as category of disability, severity of disability, and configuration of delivery system. According to OSEP, however, “the following factors are relevant in determining if a placement is appropriate under IDEA:

- The educational benefits available to the disabled student in a traditional classroom, supplemented with appropriate aids and services, in comparison to the educational benefits to the disabled student from a special education classroom;
- The non-academic benefits to the disabled student from interacting with nondisabled students, and the degree of disruption of the education of other students, resulting in the inability to meet the unique needs of the disabled student.” (OSEP Memorandum – 95-9)

Each LEA must have on file with the SEA (State Education Agency) information to demonstrate that all personnel necessary to carry out the requirements of IDEA within the jurisdiction of the agency are appropriately and adequately prepared, consistent with the requirements of IDEA. (34 CFR §300.221)

No Child Left Behind (NCLB):

In addition to understanding IDEA, it is important to also put the issue of LRE within the context of the more recent federal legislation of No Child Left Behind. The overall aim of NCLB is to have all students performing at proficient levels in mathematics and reading by 2014 and to close the achievement gaps of students, including those with disabilities. If students with disabilities are to meet this goal, they must have meaningful access to the general education curriculum as well as remediation and intensive intervention. Consistent with NCLB requirements, students with disabilities must be educated by qualified general and special education personnel and be provided scientifically based instruction. Schools must meet adequate yearly progress (AYP), as defined by the state, of all students, including those with disabilities.

Both IDEA and NCLB emphasize the critical importance of parental involvement in the planning and implementation of programs and services for all students, including those with disabilities. Therefore, parents of students with disabilities must be meaningful partners in the educational process.

With the above LRE requirements of IDEA and the challenges of NCLB in mind, a number of Study activities were carried out in order to respond to Question 5 to determine the extent to which the BCPS is meeting the LRE requirements of IDEA. An exhaustive list of materials related to LRE were reviewed within the District and from the Maryland State Department of Education. This list of materials has been included within the Study Methodology presented earlier in this report. In addition, a number of focus groups and forums were held to discern staff and parent perceptions regarding LRE issues within the District. The following is a listing of the groups that met to discuss LRE strengths, issues, and challenges:

Type of Group	Date	Number of Participants
Focus Group – Resource Teachers	December 1, 2003	8
Parent Forum	December 1, 2003	32
Focus Group - Principals	November 4, 2003	8
Focus Group - Teachers	November 4, 2003	9
Focus Group – School Principals	November 4, 2003	8
School Psychologists	November 3, 2003.	7
Focus Group – Parents	November 3, 2003.	13
Focus Group – Parents	October 14, 2003	10
Focus Group – Middle and High School Teachers	October 14, 2003	6
Focus Group – Special Education Teachers	October 13, 2003	7
Focus Group – Elementary School IEP Chairs/Asst. Principals	October 13, 2003	8
Middle/High School Focus Group	October 13, 2003	7
Focus Group - School IEP and Special Education Department Chairs	October 13, 2003	7

Interviews and meetings were held with a variety of individuals to gather their input regarding the issue of LRE, including the following:

- Telephone meeting (March 24, 2004) with BCPS Office of Special Education staff to discuss the BCPS Special Education Staffing Plan, the LRE Improvement Plan, and other LRE issues.
- Meeting with Office of Special Education staff (December 2, 2003) to discuss LRE and other professional development procedures and activities in BCPS.
- Meeting with BCPS staff (December 1, 2003) to discuss counseling, social work, nursing, and psychological services.
- Meeting with related services team leaders: (December 1, 2003) to discuss related services provided for students with disabilities.
- Meeting with Office of Special Education Director (December 1, 2003) regarding issues and challenges related to LRE and follow-up issues from meeting with school psychologists, counselors, and social workers.
- Meeting with BCPS staff (November 4, 2003), early childhood coordinator to discuss issues/plans for infants and toddlers with disabilities/at risk conditions.
- Meeting with 10 Executive Directors of Schools and Assistants (November 4, 2003) to discuss general special education challenges as well as LRE strengths, issues, and challenges.
- Meeting with BCPS Staff - regarding their assignments and issues/ challenges related to LRE.
- Meeting with the coordinator of related services/cluster and leader/supervisor of non-public placements (November 3, 2003) regarding LRE issues in related services and decision-making regarding non-public school placements for students with disabilities.
- Meeting with the Deputy Superintendent for Curriculum and Instruction (November 3, 2003) regarding the status of the special education program review.
- Attended CACSE meeting (October 13, 2003) and heard information regarding the school audit process, budget issues, and the PBIS (positive behavior) initiative.
- Meeting with BCPS staff (October 13, 2003) to discuss extended school year, LRE, and other issues.
- Telephone meeting (October 2, 2003) with Executive Director of Federal and State Programs, the Director of the Office of Special Education, and two state department of education staff, regarding LRE issues in the State and in BCPS.

In addition to the above efforts, site visitations were conducted at the following schools to validate the information that had been gathered and reviewed previously:

- Chesapeake High School - December 1, 2003.
- Chatsworth – December 2, 2003.

- Deep Creek Middle School – December 2, 2003
- Pikesville High School – December 2, 2003
- Franklin Middle School – December 2, 2003
- Ridge Ruxton – November 5, 2003
- Maiden Choice – November 5, 2003

Findings

A summary of current LRE programs and services within the BCPS is provided below. Following this summary, LRE strengths, challenges, and recommendations are provided. Because of the nature of this policy research, strengths and challenges cited may not have quantitative findings; however, they do not represent isolated comments, statements, or anecdotes. Rather, they represent themes and findings that are consistent from the extensive feedback received from focus groups, interviews, and reviews of written materials.

Within BCPS, LRE is often referred to as inclusion or the continuum. For purposes of this report, these terms are used interchangeably.

Current LRE Programs and Services within the BCPS

Vision:

It is the vision of the BCPS that its graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multi-cultural society.

Alignment with BCPS Blueprint for Progress

The *Blueprint for Progress* serves as the framework for the BCPS *Master Plan* and sets forth a number of performance goals and specific performance indicators for each goal.

The Master Plan is the vehicle for BCPS to focus its efforts and continue to assure equity and adequacy of resources by linking resources to student needs. The goals and indicators of the *Blueprint for Progress* are the concrete, measurable statements of the expectations for all students in the BCPS. Special education has a major part in Performance Goal 1.0 dealing with all students reaching high standards as evidenced by meeting or exceeding the Maryland School Assessment (MSA), including strategies for inclusion in the MSA and the ALT-MSA, full-day kindergartens, professional development in classroom accommodations to increase student achievement in the LRE, and a number of other curriculum and instruction efforts.

Performance Goal 3 requires that all students be taught by highly qualified teachers. This provides LRE challenges for special education teachers to be knowledgeable

about general education curriculum content areas so that students with disabilities are taught the curriculum being tested on the MSA. Goal 4 proposes a safe and orderly learning environment through activities such as positive discipline interventions. In addition, Performance Goal 5 of the *Blueprint for Progress* indicates that all high schools will meet the graduation rates established by the State. One of its performance indicators is that all students with disabilities will, in accordance with the objectives defined in the student's IEP, learn the body of knowledge presented in the general education environment to the maximum extent possible.

LRE Goals:

Following are LRE goals of the school system:

- To serve most students in their home school consistent with their IEPs.
- To have 80% of students with IEPs in the general education classes at least 60% of the school day.
- Provide a continuum of services at each home school in an effort to reduce the number of cluster programs.

Overall Status of LRE in BCPS

In a meeting with BCPS staff and representatives from the Maryland State Department of Education (MSDE) on October 2, 2003, the MSDE representatives indicated that although the BCPS is making progress and moving in a positive direction, it still ranks in the bottom quartile of school system jurisdictions in Maryland. Maryland, as a whole, has lowered its non-public school percentage. BCPS has reported 509 students within non-public school placements, as of October 31, 2003 which represents .47% of their total population, or 3.63% of their special education population. This figure is consistent with Montgomery County and a smaller percentage than reported by Baltimore City, according to their Staffing Plans. LRE data submitted by the 24 school system jurisdictions in Maryland to the MSDE showed that the BCPS has an overall LRE ranking of 21 of 24 systems.

In this telephone meeting with BCPS and MSDE representatives, several statements were made that formed some of the basic assumptions of the LRE inquiry.

Inclusion or LRE is not an earned status, but a required right under IDEA and Maryland COMAR,

- Special education is a service/support not a place. The schools and general education are responsible for all students, including those with disabilities. Special education provides the necessary supports and services to assist the schools in carrying out their responsibilities to educate students with disabilities.

- There needs to be a system-level message: Students with disabilities should be educated within their home schools. Students with disabilities do not leave the schools unless there are very unusual circumstances. In addition, students that have been placed out of the home school should be returned with proper supports.

Continuum of Services:

The BCPS provides a continuum of special education services ranging from consultative services and school-based support to self-contained classes in separate schools. According to the *Special Education Staffing Plan (Draft 3/17/04)* for 2004-05, following is a listing of the range of services and supports for students with disabilities.

- **Services for Infants and Toddlers** – The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health and Baltimore County Office of Social Services, provides services to children birth through 36 months of age who have or may have developmental disabilities, delays, or special health needs. Services, including special instruction, related therapies, and health services, are provided in “natural environments” such as the child’s home or a childcare setting. A dedicated service coordinator supports the family and ensures that services are provided as included on the child’s Individual Family Service Plan (IFSP).
- **Services for Preschool (Ages 3,4) and Kindergarten Students** – A continuum of services, including inclusion in general education preschool/kindergarten classes and self-contained classes are provided for these students three through five years of age with disabilities and/or developmental delays.
- **Inclusion for Diploma Bound Students (Grades 1-12)** – Inclusion services are provided by general education teachers, special education teachers, and/or instructional assistants working collaboratively to give support and related services to students with disabilities who are educated in the general education classroom for part or all of the day.
- **Resource Rooms for Diploma Bound Students (Grades 1-12)** – Resource room services are designed to provide support and related services to students with disabilities who are educated in their general education classroom for part or all of the day. Resource room services include a combination of inclusion and pullout services in the general education classroom and in small group instruction for intervention/acceleration and skill development, as needed.

- **Self-Contained Services for Diploma Bound Students (Grades 1-12)** – Self-contained services are provided for students with a wide variety of disabilities. These services may include behavioral supports and modified instruction and may be provided within comprehensive schools, or public, separate day schools.
- **Inclusion for Non-Diploma Bound Students (Grades 1-12)** - Inclusion services are provided by general education teachers, special education teachers, and/or instructional assistants working collaboratively to give support and related services to students with disabilities who are educated in the general education classroom for part or all of the day.
- **Resource Room for Non-Diploma Bound Students (Grades 1-12)** – Resource room services 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 day—in many cases, within their home schools. Resource room services include a combination of inclusion and small group pullout instruction for intervention and skill development, as needed. Students working toward a certificate receive instruction on appropriate levels of Voluntary State Curriculum and life skills using the ALT-MSA.
- **Self-Contained Services for Non-Diploma Bound Students (Grades 1-12)** – These services are provided for students with a wide variety of disabilities and include behavioral supports, modified instruction, instruction in life skills, and functional academics. These life skills programs are provided in comprehensive schools, public, separate day schools, or on college campuses.
- **Crisis Intervention (Grades 1-12)** – Crisis intervention is allocated for each of the schools providing self-contained programs for students with emotional disturbance and related orders.
- **Public, Separate Day Schools, Special Area Staffing and Nurses (Grades 1-12)** – Special education positions are utilized to fund art, music, physical education, library, and school counseling.
- **Instructional Assistants for Non-Diploma Bound Students (Grades 1-12)** – Instructional assistants are assigned to schools giving considerations to unique student needs. At a minimum, an instructional assistant is assigned for each special education classroom teacher in the public, separate day schools, as well as for each self-contained classroom in a neighborhood school. A 0.5 instructional assistant is assigned to every 1.0 inclusion teacher in a neighborhood school.

- **Special Education Related Services** – Related services are provided for students with disabilities based on student needs with efforts to ensure consistency and equity of allocations to schools with similar profiles across the county. These related services include adaptive physical education, assistive technology, audiology, interpreters, occupational therapy, physical therapy, and speech language services.
- **Alternative Middle and High Schools** – Three settings provide services in supportive environments for students whose behavior or poor academic readiness is interfering with their ability to be successful in a regular school setting. Innovative curriculum, counseling, and social skills are an important part of this program.
- **Reading Intervention Model for Schools not Meeting AYP** – This support program is being implemented within elementary and middle schools for the 2004-05 school year that are not meeting AYP because of special education and other areas. This program is described below in *Summary of Strengths*.
- **Instructional Support Teams (ISTs)** – The ISTs were developed as part of a Consent Decree with the Office for Civil Rights regarding an issue of over-representation/disproportionality. The IST provides support for academic and behavior issues in which a plan is developed for support in the regular classroom.
- **Positive Behavior Support** – Consistent with Performance Goal 4 of the BCPS *Blueprint for Progress* dealing with safe and learning conducive environments, the *Positive Behavior Planning Guide* (2003) describes the following schoolwide positive behavior intervention programs to be implemented within the schools: Crisis Intervention Programs, Cooperative Discipline Program, Tools for Teaching Program, Positive Discipline Program, Stop and Think Program, Skill Streaming Program, Second Step Program, and Self-esteem and Life Skills Program. The Positive Behavior Intervention Support (PBIS) has been implemented within 26 schools, as of the 2003-04 school year.
- **Student Support Team (SST)** – As required by the COMAR, 13.A.05.05, every school within BCPS is expected to have an SST, which is designed to provide early and systematic assistance to students in their regular classroom environment, reducing or eliminating inappropriate referrals for testing, reduce unnecessary placements in special education, and increase the regular classroom teacher's capacity to deal with the more difficult-to-teach students.

- **Non-Public School Placements** – Students may be placed within approximately 40 state-approved non-public special education facilities, in which their special education is provided. During the 2003-2004 school year, 509 students with disabilities were placed as of November.

Summary of Strengths

Attitudes and Commitment

- The BCPS under the leadership of the Superintendent is committed to addressing pervasive and critical LRE needs within the school system. Leadership within the school system is fostering a shift in thinking from special education as a “place” to a concept of providing resources and services to support general education.
- Because of the significant and critical leadership and support to the schools that are needed in the area of LRE, the focus is on improving curriculum and instruction. This priority and commitment to improved instructional services for students with disabilities throughout the continuum is to be commended.
- There is excellent commitment toward interagency collaboration within the Infants and Toddlers Program.
- There are many pockets of LRE excellence within the schools throughout the County.
- The Superintendent has issued a recent Superintendent’s Bulletin regarding the BCPS commitments and priorities for LRE and inclusive school supports and services.
- Although uneven throughout the system, some of the Executive Directors of Schools and a number of school principals, other school administrators, teachers, and parents support LRE improvements within BCPS.

Improvements in LRE Supports and Service:

- The school system has developed a *LRE Improvement Plan* under the direction of the MSDE to proactively improve LRE services and supports throughout the system. This plan has the following two goals:
 1. 80% of students with disabilities receiving special education services will be instructed in general education classes at least 60% of the school day.

2. The number of students with disabilities receiving special education services outside their home school will decrease by 10% during the 2004-05 school year.
- The BCPS has received additional funding from the MSDE for an Inner School Partnership Grant. This project is in the second year. Eleven schools (3 secondary and 8 elementary) are participating in this effort to implement expanded LRE/inclusive school options. The participating schools have been piloting a recently-developed *Inclusion Handbook*. This *Handbook* will be disseminated to all schools by fall, 2004. It is technically good and contains many practical inclusive school suggestions and materials for both general and special education teachers.
 - Last year, 38 schools did not meet AYP. This and other factors have brought special and general education together in the central office and within the schools to identify strategies for LRE improvement.
 1. Consistent with the state requirement mandating a full-day kindergartens by 2007, the BCPS is adding 10 per year to achieve this goal. In the Superintendent's FY 05 budget request, 15 have been requested to funding authorities to provide an inclusion staff member to help meet the needs of students with disabilities within the kindergarten programs.
 2. The school system has recently required greater cooperation in choosing curriculum for general education, preschool and kindergarten. This program is designed to increase community options for children ages 3-5 and are working toward a birth to five community-based model which includes school and community programs.
 3. Another example of special education being integrated is the development of a three-tiered system. This three-tier program is being implemented using Dynamic Indicators of Basic Early Literacy (DIBBLES) at tier one to identify children in need or at risk. A second tier provides extra supplementary support, and a third tier provides more intensive support using Wilson's Foundations in K-1-2 programs and Fast Track in grades 3-5. This is an important LRE effort in that it places an emphasis upon prevention and early intervention of students with reading and other academic problems, rather than waiting until these students fail and are referred to special education and other special programs.
 - Keeping in mind the need for all students to meet AYP requirements of NCLB, a number of high school diploma bound students with disabilities have been placed in regular math and other content areas to assure access to the general

education curriculum/content that will be tested by the HSA and MSA. One concern that has been raised during the current year is students with disabilities that require self-contained math did not receive it. This has is a potential problem for the BCPS. In addition, high school special education teachers have been assigned to academic content areas for professional development and for curriculum development in order to improve the skills of teachers. The secondary education office has increased its efforts to observe special education teachers as well as general education teachers in order to provide additional assistance and feedback to special education teachers in the general education content areas. This is still another excellent example of increased integration between general and special education within the BCPS.

- There are a number of strong LRE/inclusive school programs and services within the schools throughout the system. Following are some examples:
 - ③ A new inclusive program has been initiated at Mars Estates in which students with disabilities go out to general education for social studies and science, and the special education teachers work within the general education classrooms to provide additional support to the students.
 - ③ Shady Spring Elementary School is primarily inclusively. General and special education teachers parallel teach students with disabilities.
 - ③ Stoneleigh Elementary has been an inclusive school for approximately 11 years with committed teachers who team teach and work collaboratively with all students.
 - ③ Riverview Elementary has a full continuum of services an effective and an effective IST.
 - ③ Pine Grove Middle School has a positive culture for diverse students with a committed staff.
 - ③ Chesapeake High School has a Peer Assistance Program. High school students are trained to work with students who have disabilities and get credit or community service credit. Students spend one hour a day in life skills/jobs. Other inclusive school practices at Chesapeake High School include co-teaching, crisis support, a point system for students functioning within general education classrooms, and PBIS. The school participates in the Inter-School Inclusion Project. Of the approximately 20 students who are emotionally disturbed (ED), six are in general education all day—none are in self-contained programs all day. There are no designated special education rooms—students move in and out. Everyone in the school appears to be coaching and helping with student and faculty relationships. A crisis intervention person works to alleviate concerns before they come to a crisis, working the buses and halls in the morning to spot students who may need to talk to someone. There is a preventative approach/culture in this school.

- ③ Lansdowne Elementary has an inclusive kindergarten, 2nd, 4th, and 5th. General education teachers are supportive. The building, however, is not fully accessible.
 - ③ Western School of Technology and Environmental Science has strong administrative support for inclusion.
 - ③ At Sandy Plains Elementary, there are two full-time staff connecting the school to other agencies such as Key Points and Johns Hopkins at Bayview. They have set up a model of crisis support with a full-time psychologist, Student Support Team, crisis intervention, and IST support. The school principal has been very supportive of this model providing money from the school budget to increase the psychologist's time for students with disabilities who have intense behavior needs.
 - ③ Battle Monument has a strong pre-school inclusion program.
 - ③ Despite the large numbers of students with ED at Chatsworth, there is a collaborative spirit among the general and special education teachers who team teach. The school has a transition room that helps students move from a self-contained program to that of inclusion.
 - ③ Deep Creek Middle School has expanded its inclusion/mainstreaming of students. Staff carry out mixed ability grouping and co-teaming across general and special education teachers. Their PBIS has met with success, with a 50% reduction in office referrals as well as reductions in students referred for special education.
 - ③ The Campfield Early Childhood Center uses team teaching to serve 15 children, of which 7 have disabilities.
- The elementary schools appear to be more inclusive and involve their special education teachers in inservice/professional development along with other teachers.
 - Appropriate LRE requires the need for adequate related services. There are some existing partnerships with outside entities (Villa Maria, Keyport, Bay Life) for school based mental health (involving approximately 30 schools). Six schools are involved in a partnership project with the Department of Social Services to provide mental health services to students and family members within the school setting. These schools include Deep Creek Elementary, Riverview Elementary, Lansdowne Middle School, Deep Creek Middle School, Chesapeake High School, and Lansdowne High School.
 - Currently, Positive Behavior Intervention and Supports (PBIS), patterned after the University of Oregon concepts, is being implemented within 26 BCPS schools.

- An excellent *Positive Behavior Planning Guide* has been developed to promote a safe schools pyramid, hierarchy of positive behavior planning, and many examples of practice strategies for implementing positive behavior planning.
- NW/SW IEP Team provides concentrated, integrated consultation and assessment services to students from out of county who are placed in foster care or group homes in the northwest and southwest areas and who exhibit educational disabilities requiring special education services. It is important that these students also have access to meaningful LRE programs.
- A Resource Center for Families and Schools has been developed. While it is located on the White Oak Center site, it provides information, training, and technical assistance for any parent of a student who has a disability across the BCPS. The Resource Center also serves as a resource to educators and coordinates with the PTA Special Education Liaison Project. The Resource Center maintains a lending library of articles, newsletters, books, and videotapes on a wide range of special education topics. The Resource Center also teams with educators to teach free workshops and facilitates a family-to-family support network. Parents expressed strong support of the services they receive from the Center such as assistance in preparing for IEP meetings. Parents also reported that they valued the information received from the special education newsletter, (*Hand in Hand*).
- BCPS maintains positive relationships with the Citizens Advisory Committee for Special Education, which is a Baltimore County parent advocacy group for special education. The Citizens Advisory Committee provides ongoing advice to the Office of Special Education, creates forums, testifies at hearings, and makes recommendations to the staff and school board on ways to improve programs and services for students in special education in BCPS.

LRE Staffing

- The BCPS maintains a high number of fully certified staff in special education. Consistent with the requirements of NCLB, the Office of Special Education is working with the appropriate general education offices to provide staff development for special education teachers in the major content areas. It should be noted that many staff and parents expressed concern that many teachers in special education classrooms were not fully qualified. Interviews with members of the Department of Human Resources provided evidence that the recruitment of fully certificated special education teachers and specialists was a high priority for the department. However, given a national shortage of special education personnel in general, the Personnel Department should continue to recruit qualified special education personnel,

- Consistent with requirements of the state, the school system has set goals, determined strategies and developed evaluation criteria for a staffing plan that is intended to achieve stated goals of programs and services for students with disabilities in their home schools and expanded services and support within general education classrooms and other LRE environments. The plan emphasizes opportunities for students in kindergarten, resource rooms at the elementary level, and behavioral services for students with emotional disturbances and other significant behavior concerns at the secondary level.
- The BCPS will consider moving approximately six ED programs to the home schools during the 2004-05 school year. Programs and staff are being shifted to provide home school placements for students with ED and autism.
- The school system is attempting to meet the challenges of NCLB to have all teachers highly qualified. Expanded professional development opportunities are also being provided for special education teachers to gain general education content knowledge.
- A 0.5 FTE IST teacher has been provided to the 19 schools that are implementing the IST process.
- The school system has several mentor teachers that travel throughout the school system to providing consultation for LRE and other needed support for new and non-tenured teachers.
- Over 45 crisis intervention staff have been hired to manage and de-escalate violent and disruptive behavior by students.
- A special education resource teacher has been assigned to the Professional Development Department to develop and implement training in differentiation of instruction and inclusive school practices. The resource teacher manages the Inner School LRE Partnership and will be utilizing the newly developed *Inclusion Handbook* for professional development within participating schools.

Organization and Accountability

- The Office of Special Education has initiated the practice of providing LRE data for school-based administrators with the expectation of the development and implementation of action plans and strategies for serving more students with disabilities in the general education classroom and home schools. On December 17, 2003, a mandatory training for assistant principals was held in which each

assistant principal received his or her school LRE data, list of out-of-home school students, and non-public school placements. This was an excellent effort. Other portions of this overall evaluation report deal with the need to improve the student information system so that such LRE data is provided to Executive Directors of Schools, principals and other administrators.

Summary of Challenges

Attitudes and Commitment

- Following are examples of pervasive attitudes within BCPS that have reinforced the placement of students with disabilities outside the general education classroom and outside the home schools, and that reflect the urgent need for change:
 - ③ Special education is viewed as a place to send students with disabilities and a “dumping ground.” Many special education teachers participating in focus groups indicated that they feel like a “stepchild” in the schools.
 - ③ Many programs have been designed for categories of students with disabilities.
 - ③ In some schools, there is a view that there are limited LRE opportunities for “unwanted guests.”
 - ③ “We put our most needy students with the least qualified teachers with no support, and then we put them on a bus for one hour in order to receive these services.”
 - ③ “I have never seen a self-contained classroom that did not fill up—if we build them, they will be filled.”
 - ③ “Often students are borderline—but we put them in special education to get assistance. Why do we have to label? We wait and label them to get rid of them.”
 - ③ “What are special schools doing that cannot be done in the home schools? We should not be busing students all over the County.”
 - ③ “Most of our schools are not prepared to accept ‘different children’, and don’t expect that they can.”
 - ③ “As a system, we should do much more before we label.”
 - ③ “Special education has become the black hole—we are grossly over-labeling, muddying the waters for students with real learning disabilities and emotional disturbance that truly need services.”
 - ③ “Some schools get pressure from principals to “get these kids out of the building.”
 - ③ There is a prevailing view of “our kids” vs. “your kids.” If a child has an IEP, there is a feeling that he/she belongs to special education.

- ③ There is a mindset that inclusive placements/services are provided on the basis of “space available.”
 - ③ “Crisis intervention on the IEP is a ticket to admission to special education.”
 - ③ There is inconsistency across the County regarding whether general education is thought of first in the consideration of placement/program options within the continuum. Many IEP teams start with more restrictive options.
 - ③ The current mindset within the County is toward specialized school programming and the disability of the child, rather than on school-based problem solving. This mindset is so pervasive that even cluster programs send students with disabilities to other cluster programs. There is a mindset of “child swapping.”
- Although there is a recent shift in thinking within the school system from viewing special education as being a place rather than a support to a concept of the provision of resources and services, interviews and focus groups had many participants that referred to inclusion as a program. Many of these individuals did not see inclusion as robust supports and services to students with disabilities within their home schools and in the general education classroom to the extent possible. The system must recognize this crucial shift of embracing all students regardless of their educational needs.
 - The school system must make a culture shift from believing that students can be served in schools other than the home school. Overuse of cluster programs will require rethinking how students can be best served in their home school with supports and resources provided by the school system. If students with disabilities are placed in cluster programs, the chances for meaningful inclusion with students who are not disabled are less likely to occur.
 - The commitment to inclusive school programs and supports for students with disabilities within home schools is not equally supported by all within the administrative structure. LRE changes of the magnitude that is needed within BPCS require a sense of urgency by all of those within the administrative structure.

Improvements in LRE Supports and Services

- As described below, the continuum of services within BCPS for students with disabilities is not clearly or consistently defined. *The Resource Guide for Parents and Guardians* defines a number of programs in a categorical manner (i.e., adapted, autism, deaf and hard of hearing, emotionally disturbed, functional, functional/ED, inclusion, life skills, special schools) as well as a

number of other services including adapted physical education, assistive technology, audiology, behavior resource teacher, crisis intervention services, extended year services, guidance and counseling services, health services, hearing itinerant services, instructional assistants, interpreters, occupational therapy, physical assistants, physical therapy, psychological services, pupil personnel services, reading specialist, school social workers, speech language pathology, special education teacher, transition services, transportation for students who need special assistance, and vision itinerant services.

The Special Education Teacher Handbook (2002) defines the continuum of services to include indirect services (consultation with all staff working with the student, as well as parents, monitoring of the student's program, performance and program; access to special materials, supplies, and special equipment, and vocational/career planning) and direct services (i.e., classroom instruction, speech/language therapy, vision/hearing, occupational therapy, and physical therapy). Within this *Handbook*, outreach programs are defined, which are provided for students who need special education services throughout their day.

These include adaptive programs, autism programs, programs for emotionally disturbed, functional programs, life skills programs, pre-school/kindergarten programs, and college-based outreach programs. A listing of in-school support is also described that includes the IEP team chairman, school nurse, counselor, crisis intervention teacher, speech/language pathologist, occupational therapist, physical therapist, instructional assistant, and personal assistant.

The *BCPS Special Education Staffing Plan* describes the variety or continuum of services for students with disabilities in terms of services to students, not as a place or program. These services include: services for infants and toddlers, services for preschool (ages 3,4) and kindergarten students, services for diploma bound students (grades 1-12), resource room services, self-contained classrooms, inclusion in the general education curriculum, and crisis intervention programs.

- Although there are staffing plans to reach LRE goals, an *LRE Improvement Plan*, and a Superintendent's Bulletin on LRE, there is a lack of a comprehensive plan to implement LRE services and supports for all students with disabilities that is clearly communicated to all. The message should also communicate a priority for returning students to their home school in a systematic manner.
- As stated earlier, the BCPS is initiating efforts to shift programs and resources and to add other resources to expand home school services for students with ED and autism. Because of the need to provide specialized services for these and other students with significant needs, there has been a lack of emphasis on resource support. Resource programs are an under-utilized option within the

LRE continuum of supports and services to general education. As a consequence, infants and toddlers successfully served in natural environments are going into self-contained programs because there aren't sufficient resource supports. Other students with mild and moderate disabilities are served in more restrictive programs because of the lack of resource services.

- Lack of space, resources, and the culture of the school system over the last decade are expressed as the primary barriers to programming within the home schools as well as general education classrooms. IDEA federal regulations and interpretations from the U.S. Department of Education, Office of Special Education Programs, clearly state that these administrative reasons cannot be a rationale to segregate students with disabilities.
- It is true that currently available space within the schools is an issue that is serving as a disincentive for provision of services in the LRE. For example, in some schools such as Patapsco High School, there is no place/space for related services personnel to work.
- In *An Organization Study for Baltimore County Public Schools* by MGT of America (April 24, 2001), it was stated that in the previous five years, the number of students with autism has increased 400 percent, students with attention deficit/hyperactivity disorder/other health impaired (ADHD) have increased 500 percent, and the number of students of emotional disturbance has doubled. Clearly there have been increases in these populations. There has also been significant growth in the numbers of students referred for costly non-public school placements. Mental health and related services are not adequate to serve these populations of students. Given the lack of school-based supports and a history of referring students to cluster programs, it could be anticipated that these students would be referred from home schools to cluster programs, and non-public school placements.
- Resources to support LRE programs and services within the home school and expanded support within general education classrooms are currently unevenly distributed and serve as a barrier to home school programming. For example, the schools with the cluster programs receive intensive supports. This seems logical given student needs; however, home schools must have the resources and incentives to provide home school services for the majority of students who have disabilities. Without these resources in all schools, the cycle of referring students out of the home schools is more difficult to stop. For example, in schools where there are inadequate crisis intervention, mental health, school psychologist time, counseling, and other supports to encourage school-based problem solving and provision of services for students with ED, autism, and other disabilities, the result will be continued placements out of the home school.

Schools without self-contained programs appear to have fewer resources to provide school-based services. In addition to the lack of intensive supports, there is a lack of in-classroom or small group pullout resource supports for students with mild and moderate disabilities.

- Even though it is acknowledged that there is a role for special schools, some of the special schools visited were very traditional in instructional methodology. Other than perhaps parental preferences and longevity in the school, a number of students were observed that did not appear to have severe needs and could function very well in their neighborhood home school given adequate supports.
- Although technically aligned with general education, the cluster programs have a functional curriculum for students who have mild, moderate, and severe retardation. Given the lack of inclusion opportunities, it is questionable whether there is meaningful access to the general curriculum. It is also not certain whether the special education teachers within the cluster programs have adequate content knowledge to align the functional curriculum with the general curriculum.
- Feedback from focus groups and other input sessions indicated that there is inconsistency throughout the school system regarding the use of guidelines for IEP chairs.
- Parents who are presented more inclusive options for their child within the IEP process are often not given a safety net or assurance that their child can return to a more restrictive option if the child fails in the inclusive option. As a result, parents often have fears and reluctance to move their child to a less restrictive setting with supplemental supports and services.
- There are diploma bound students and non-diploma bound students within BCPS. It is not clear whether students get tracked into the non-diploma option or how or when these decisions are made. There does not appear to be sufficient options for students within the BCPS.
- A number of special education teachers participating in focus groups indicated that they have not received consistent messages across the school system regarding the role of the IEP within NCLB. This is a national concern. There is confusion across the system regarding the role of the IEP within the overall context and priorities for academic achievement within NCLB. Teachers expressed concerns regarding inconsistent messages from school to school related to NCLB (i.e., whether or not, or how to modify assessments, how far these modifications can be made before going below grade level, and to what extent materials be used to supplement the general curriculum for students who

clearly are not mastering the content). Other NCLB concerns are the content requirements for special education personnel. Several teachers indicated concerns that general education teachers can teach students with disabilities without additional certification requirements; however, special education teachers may not teach special education students without additional content area requirements.

- General education teachers and others participating in focus groups expressed concern that there is a need for more training and ongoing support needed for general education teachers so that increased numbers of students with disabilities can be successfully educated in general education classrooms.
- Some schools have excessive numbers of students with emotional disturbance and autism. For example, Pikesville has approximately 79 students with ED of their total approximately 1,100 students. Chatsworth has 9 classes for students with ED. Students learn to model bad and/or inappropriate behavior when they are grouped in one school and are isolated within the school.
- As of November 2003, BCPS had placed and was supporting 509 students in non-public school placements, including about 20 students placed by the courts, RTC, and other public agencies. Placement determinations have been made at the school. The school must have the cluster level leader come in to assure that that the school has exhausted all of its options prior to referral for non-public school placement. It is necessary to have the home school present for the IEP meeting if the child is being transitioned back to the public school. It was the view of many teachers that students in non-public schools do not receive adequate access to the general curriculum, even though the vocational programs and intensity that can be offered with smaller numbers is positive.
- Transition services are an important component of a continuum of educational services for older students. A number of parents participating in focus groups reported the lack of meaningful transition services and the lack of follow-up in the transition planning for their child.
- The preschool programs within Baltimore County are non-categorical, even though some of them are within schools without age appropriate regular programs, thus limiting opportunities for participation between children with and without disabilities. There is a need for expanded partnerships within the schools, as well as with childcare and other community programs.
- Parents participating in focus groups indicated that communication with parents is an overall problem in a number of schools (over one third of those participating). Parents reported that telephone calls are not always returned,

case managers do not communicate well with parents, and they don't receive adequate information regarding the progress of their child.

LRE Staffing

- Insufficient psychologist time within the schools was a clear concern and theme of the focus group feedback. Psychologists would like to do a combination of assessment, consulting, and therapeutic intervention; however, the position is currently assessment driven, and it is difficult to provide other services given current caseloads. This perception appears to exist even though the data indicates that the school system is staffing the number of psychologists in excess of national norms.
- There appears to be a wide disparity regarding the availability of needed LRE positions within the public schools, when compared to that within nonpublic schools such as more therapeutic staff, social workers, IEP facilitators, school-based mental health services, and psychiatrists.
- Through interview feedback, it does not appear that crisis staff have any standards or qualifications, and most of them have had experience in a non-public facility. Therefore, there is a wide variety of approaches, background of experience and training. There doesn't appear to be a consistent approach or direction provided by a supervisor.

Organization and Accountability

- The BCPS has the responsibility to ensure that special education and related services are delivered to eligible students. However, the authority over those in the schools providing these services in BCPS lies with the Executive Directors of Schools and the school principals. Even though the Office of Special Education is sharing LRE data for school-based administrators in order to increase the numbers of students with disabilities served in home schools and in general education classrooms, there are no assurances or accountability that such action plans and strategies will be carried out. The Office of Special Education is dependent upon the Executive Directors of Schools and the school-based principals and other administrators to implement, manage, and make operational decisions related to LRE educational services for students with disabilities. Given the magnitude of LRE issues within the BCPS (i.e., its overall ranking of 21 out of 24 of the Maryland educational jurisdictions statewide), it is imperative that issues of authority and responsibility be sorted out and not be a barrier to the significant LRE changes that are needed.

- It is also unclear whether the Department of Professional Development can facilitate systemwide training/professional development such as in the area of LRE/inclusive school practices. There does not seem to be a systematic process to get this system wide training on a mandatory basis. This is problematic given the many inservice/professional development activities needed to make dramatic LRE changes.

LRE Recommendations

Attitudes and Commitment

- The school system should commit to carrying out the LRE requirements of IDEA and COMAR and communicate a sense of urgency and expectations that aggressive LRE/inclusive school goals will be systematically met over the next 3-5 years and that staff will be held accountable for these goals.
- Because the Executive Directors of Schools supervise and evaluate building principals, it is essential that their attitudes and leadership express to the schools the urgency of providing more inclusive programs throughout the school system. It is equally important that special education staff also express to the schools the urgency for inclusive school programs by providing support through the Executive Directors of Schools.
- The BCPS should shift to an attitude and mindset that special education is not a place to send students, but a set of supports and services to support students being educated in their home schools and in the general education classrooms, to the maximum extent possible. The BCPS should consider expanding the use of the term inclusion to include terms such as collaborative learning environments, LRE support services, and programs within a continuum of options.

Improvements in LRE Supports and Services:

- The school system needs a consistent plan and consistent LRE goals. There needs to be a sense of urgency to make LRE changes for students with disabilities and their families. The current LRE vision and goals are excellent, but a Comprehensive LRE Implementation Plan with a 3-5 year timeline needs to be developed and systematically implemented across the school system with the Department of Federal and State Programs and the Office of Special Education taking the lead. It is important that all staff take

responsibility and ownership in the development of this plan and commit to its full implementation, in conjunction with the special education staff, on a timely basis.

Based on the findings of this study, the following should be included within this overall Comprehensive LRE Plan:

1. Clearly stated LRE vision and goals, and a clearly defined full continuum of LRE services, supports, and placements.
2. Alignment with the *Blueprint for Progress*, the *BCPS Master Plan*, and NCLB with clearly stated roles and responsibilities of all staff.
3. Clearly defined timelines for implementing the plan.
4. Required school-based planning within the SIP to include proactive and aggressive strategies for change consistent with the overall Comprehensive LRE Plan.
5. Strong accountability for school-based change consistent with school plans.
6. Review of existing staffing and other resources to determine if they are used in the most efficient and equitable manner to support home school services.
7. Priority for discontinuing the practice of referring students with disabilities out of their home schools, unless for unique reasons that can be ameliorated over the 3-5 years as additional LRE supports and services can be implemented.
8. Sufficient staffing and other incentives for school administrators, with consideration of unique regional needs, to discontinue moving students with disabilities out of their home schools and to return students to their home schools in a systematic manner. Currently, the incentives are on more restrictive placements (i.e., cluster schools, schools with cluster programs, and self-contained programs receive more resources).
9. Priority for more use of resource programs (in-class support or part-time pullout for small groups) for students with mild and moderate disabilities. This will also help assure that infants and toddlers and preschool children will have more inclusive options, rather than more restrictive placements and programs.
10. Continued emphasis on LRE or inclusive school support for the increasing numbers of full-day kindergarten programs.
11. Prioritize the implementation of school-based positive behavior supports.
12. Reinforce the concept of collaboration between the classroom teacher and the special education staff member.
13. Enhance the staff development component of the inclusive classroom, so that students meet.
14. Training is needed for school principals, other school administrators, general and special education teachers, personal assistants, and other

staff on strategies for providing LRE supports, services, and programs. The good work already begun in the Inner School Inclusion Partnership Project and the *Inclusion Handbook* can be built on and expanded. Training will also be needed that provides specialized strategies for working with students who have autism and/or related syndromes.

15. Training is needed for IEP teams in the implementation of decision-making strategies for prioritizing LRE places, supports, and services.
 16. Recognition that effective LRE or inclusive school practices require time for general and special education teachers to plan. Thus, advance scheduling is a key ingredient for successful implementation.
 17. Assurances to parents that there will be a safety net in case their children are not successful in lesser restrictive programs, services, and supports.
 18. Expanded interagency linkages and partnerships for collaborative programming beginning with the Infant and Toddler Program, preschool, and school-age services. The positive work already begun with interagency school-based mental health and county wrap-around funds should be expanded. Focus on more fully integrating the Infant and Toddler Program within the BCPS LRE continuum of services, with an emphasis on assuring a smooth transition to preschool and school-age programs with LRE supports and services.
 19. Expansion of inclusive opportunities for young children 3-5 with disabilities or developmental delays, to include school and community options.
 20. Expansion of crisis support, social work services, psychological support, and counseling particularly within the high schools to better serve students with ED.
 21. Provision of better training, direction, and supervision of crisis staff so that there is more consistency in improving safety in the schools.
 22. Implementation of more effective uses of the special schools in the County (i.e., provide training, planning, and implementation of more innovative programs, utilize these schools as training and modeling resources to home schools, and implement more movement across the special and home schools to allow more opportunities for students with and without disabilities to communicate and be educated together)
 23. Review of current practices for determining whether students are diploma or non-diploma bound, with considerations for students “in the middle”.
 24. Consideration of additional career training for students with disabilities to help them transition from high school to the world of work.
- As the Comprehensive LRE Implementation Plan is being developed, the following priorities should be considered:
 1. Require school-based planning of expanded LRE options and implement strong accountability for carrying out school-based plans – See #4 and #5 above.

2. Emphasize prevention and early intervention.
3. Implement a policy of discontinuing the referral of students outside their home school (i.e., stem the current flow of referrals out of the schools.)
4. Provide sufficient staffing and incentives within the home schools to effectively serve their own students, including expanded crisis support, and interagency support.
5. Return students from non-public school placements by grade levels—beginning with elementary, then middle school, and finally high school.
6. Prioritize support for schools that have historically referred large numbers of students with disabilities to cluster programs, special public day schools, and non-public school placements, as well as schools that have unique circumstances such as Chatsworth and Pikesville High with large numbers of students with ED.

LRE Staffing

- Staffing needs will be informed and directed by the development of a Comprehensive LRE Implementation Plan as noted under *LRE Improvements*.
- In determining appropriate staffing needs within this Plan, the following should be considered:
 1. In prioritizing prevention and early intervention, staffing priorities should include expanding support for IST staff for additional schools and provide similar support for current and additional schools implementing PBIS.
 2. Expand inclusion staff at the kindergarten and school-age level so their caseloads can be reduced to approximately 12, depending on the unique needs of the students they serve.
 3. Prioritize staff providing resource support to help intervene early within the general education classroom and/or small group pullout programs and to prevent more serious disabilities and services provided in more restrictive settings/programs.
 4. Expand the numbers of crisis support personnel, particularly at the high school level, to support students with ED.
 5. Continue the support of mentors for beginning teachers who are inexperienced in implementing LRE supports. Expand mentoring support for more experienced general and special education teachers who are implementing co-teaching and other inclusive school options.

Organization and Accountability

- The responsibility for the implementation of a compliant system to serve all students is the responsibility of all staff members. Special education staff are

not responsible for a compliant system. Special education staff need to be seen as support for the general education program and the school system as a whole. The responsibility for a compliant system primarily relies upon the school staff at the school a child attends.

- Because of the significant numbers of students with disabilities who are not served within their home schools and who are served in more restricted environments, principals and other school administrators must be held accountable within their annual evaluations by the Executive Directors of Schools to continually review their LRE data, to develop home school plans within their overall SIP for improving services and support for students within the LRE, and to implement these plans consistent with the above stated goals.
- As stated in other sections of this overall Special Education program review, the special education data system must be substantially improved as an organizational priority so that LRE and other information needed for improving LRE supports and services can be provided to the schools on an ongoing basis, as well as the changes and improvements needed and made to better serve students with disabilities.
- Regardless of placement of students with disabilities, the principal and other school administrators within the home schools must be held accountable for the educational program and outcomes of all of their students. Consistent with this need, the MSA results for students with disabilities should be returned to the home school for review and action, as needed, to improve the results for these students.

Conclusions and Recommendations: Although there are a number of positive efforts that are currently being implemented to provide a more robust LRE continuum of supports, services, and programs throughout BCPS, this progress is insufficient to meet the urgency to more fully implement the LRE requirements of IDEA and COMAR. Given the fact that the BCPS ranks in the bottom quartile in school systems throughout Maryland relative to LRE is a strong indication of the pressing need for change. Clearly, the BCPS is not in full compliance with IDEA and COMAR.

There are other forces that compel proactive change by the BCPS. This past year, 27 out of 163 schools did not meet AYP because of special education. For another 32 schools, special education was among the reasons for not meeting AYP. Clearly, there is a need for general and special education to partner in the planning of bold changes to improve the achievement outcomes for students with disabilities. These changes must be consistent with federal and state LRE requirements.

Through a number of on- and off-site Study activities, extensive data and information has been gathered. This Report contains a summary of federal and state LRE requirements, a review of the methodology that was used to conduct study activities, and a snapshot of the current LRE programs and services within the BCPS. A summary of LRE strengths, challenges, and overall recommendations have been made. The BCPS is urged to build on many examples of innovative LRE efforts that have been initiated by the BCPS and carry out the following:

1. Work across special education, general education, and support services to develop and implement a Comprehensive LRE Implementation Plan that is aggressive and reflects a sense of urgency for more fully implementing the LRE requirements of IDEA and COMAR.
2. Provide staffing, resources, and incentives to support the implementation of a 3-5 year Comprehensive LRE Implementation Plan. Re-examine the use of existing resources to determine the level of efficiency, effectiveness, and fairness of their distribution and use.
3. Require Executive Directors of Schools, school principals, and other school administrators to develop and implement aggressive school-based LRE strategies within the SIPs to systematically move toward the vision, goals, and timelines of the BCPS Comprehensive LRE Implementation Plan.
4. Implement strong accountability for school administrators for the implementation of school-based LRE plans/strategies.

6. Are the professional development activities of the BCPS appropriate for the special education students being served with regard to the following?

6.1 Are professional development activities designed for all student needs,

6.2 Are professional development activities open to special education personnel and, if so, which special education personnel?

6.3 How does personnel determine what professional development activities will be provided each year?

6.4 What personnel are involved in determining professional development activities?

6.5 Are special education and general education parents involved in determining professional development activities?

6.6 Are federal and state funded comprehensive professional development monies spent in an appropriate manner?

Interviews with BCPS staff, including Professional Development staff provided evidence that professional development activities are designed to respond to requests from various departments and personnel within the school system. The traditional inservice model designed around a needs assessments did not appear to be used in designing inservice activities for the BCPS. Professional development activities do not appear to be based upon student needs, but rather on perceived areas of needed development. No evidence was found of a systemic approach to the development of inservice and professional activities. This approach leads to staff development that is reactive and more of a “shotgun” attempt to respond to all needs equally. Research in professional development is clear about how ineffective this type of approach is in changing staff behaviors.

Strong professional development is based on effective needs-assessment as well as a comprehensive follow up evaluation. No evidence of this was found in the school system. There is a need for long range, comprehensive, systemwide strategic planning for the continuing education of BCPS staff. Inadequate personnel training is extremely costly to the system. Poorly prepared staff, despite their best intentions, cannot fulfill their obligations and ultimately cost the school system valuable resources, not to mention its relationships with parents, the advocacy community, and regulatory agencies. These are minor losses, however, when compared to the forfeited educational experiences of students with disabilities and the missed opportunities of hardworking, but ill-prepared staff.

The school system would appear not to coordinate local school training activities. At the present time, the BCPS has no way to determine what its employees need to learn if they are to bring the school system back into compliance. The BCPS does not maintain a database for professional development. There is no systemwide assessment linked to the federal and state requirements for compliance. As a result, training topics do not always reflect the needs of those working directly with students.

Second, the BCPS has no way to determine who of its many employees needs additional training. There is no mechanism for tracking what skills and knowledge employees have demonstrated or failed to demonstrate.

Third, the BCPS has no way to determine how and when to provide training. The failure to evaluate systematically its prior training efforts leaves the system without a clear vision for future training. Because the BCPS does not have a long-range Professional Development Plan, needs-assessment, or database, training does not reflect ongoing learning, nor does it build on previous training. This leaves the school system unable to answer the questions of who, what, when and how.

The BCPS should develop an ongoing needs-assessment process to determine what skills and information personnel need across programs, including special education. This needs-assessment should be designed to produce data that can be readily retrieved, analyzed, summarized, and reported across school sites, clusters, and employee groups. The data can then be used to project future training needs. A comprehensive needs-assessment:

- Reveals strengths as well as areas for improvement,
- Reflects clear expected outcomes,
- Is research based, incorporating “best practices” including those applicable to students with culturally and linguistically diverse backgrounds,
- Recognizes that successful training must be relevant to the participants and that all participants have the same needs, and
- Provides for easy storage, retrieval, analysis, summary, and reporting of the responses of personnel whose needs are being assessed.

The long-range Professional Development Plan for the school system should also be outcome based with coaching methodologies in order to achieve any behavior change.

Professional development activities appear to be available to anyone desiring to attend training activities, including special education staff members. Additionally, staff appear to be welcome to attend professional development activities on a voluntary basis. However, for a long-range Professional Development Plan to be effective, it must address the needs of all staff and not simply depend upon the happenstance of participation by individual staff members.

Professional development personnel have requested assistance from parents in developing training programs. The BCPS has established a parent committee to advise the school system on staff and parent training needs. The current chair of the Citizens Advisory Committee for Special Education serves on this advisory committee for professional development. The BCPS is to be commended for the inclusion of parents in the process of determining needs.

The BCPS has established parent resource centers including the Resource Center for Families and Schools for parents of children with disabilities, which respond to parent requests for materials and information. These are primarily focused on responding to requests from parents of children with disabilities. In addition, the school system has established a vehicle that goes into the community with parent information and materials. This outreach that serves both general and special education is to be commended.

Professional development monies appear to be spent in keeping with state and federal requirements. However, again a comprehensive needs assessment from special education staff members would be helpful in determining the types of activities to be provided.

Conclusions and Recommendations: It is recommended that special education professional development activities be based upon a comprehensive needs assessment of general and special education personnel. The comprehensive, coordinated system of professional development to address legal and professional obligations to students with disabilities should be long-range, systemwide, and based on the common core knowledge and skills essential for those serving students with disabilities. In addition, the system must include an evaluation process to establish future training needs. Coordination between general and special education is critical to ensure successful implementation of the LRE components described earlier in this report. The implementation of NCLB also requires that professional development needs of the staff be addressed to ensure success of all students in meeting the proficiency levels required.

7. Has the BCPS established and implemented appropriate cost containment procedures with regard to special education programs?

Interviews were conducted with the following staff to gather information relative to cost containment procedures: The Executive Director, Federal and State Programs; the Executive Director, Fiscal Services; the Director Office of Budget and Reporting, the Fiscal Manager, Accounting; the Fiscal Analyst; the Position Analyst; and the Controller. A review was also conducted of selected financial data from 2000 through 2003, as well as financial audits conducted in recent years. Staffing Plans were reviewed for the Baltimore County Public Schools and the following school systems: Prince George's, Anne Arundel, Frederick, Howard, and Montgomery Counties and Baltimore City. The interviews conducted and the financial information reviewed provided evidence that the system has attempted to control the cost of special education while maintaining an appropriate program for students with disabilities. One example of the cost containment implemented by the school system has been the restriction of benefits for personal assistants and contracted staff.

Funding for special education is complex with revenue generated through local taxes, state funds, and federal sources, as well as specific state and federal grant funding. One of the concerns identified was the communication and coordination between fiscal services and special education staff. Traditionally, fiscal services and special education have not communicated effectively in order to ensure predictability in the budget process. This has caused the fiscal services operation to be surprised by staffing increases occurring late in the school year, thus resulting in costs that were not budgeted. In order to remedy this situation, it is important for a professional level position to be created within the Office of Special Education that would provide fiscal support to the office. Currently, the position is at a clerical level, which does not allow for communication among equals when working with the Department of Fiscal Services. It is critical that the special education office have internal, high level fiscal staff to provide for the integration of program issues with the fiscal perspective.

One example of the planning that could be achieved by better coordination between fiscal services and special education would be to examine the trends of staffing needs over the past few years. Interviews conducted with fiscal services and special education staff indicated that it has been common for special education to need additional personnel during the course of the year because of increased IEP driven needs. However, after the school year begins, it is extremely difficult to recruit qualified staff. As a result, the school system often contracts with private providers for staff positions at a much higher cost. Therefore, consideration should be given to requesting and staffing additional positions, particularly in the area of speech and language at the time that staff are available, in order to accommodate the anticipated IEP needs which have occurred historically. This would enable the BCPS to be prepared for staffing changes and to absorb these changes within the budget process resulting in savings overall for the school system. Trends should be reviewed from the past three years to determine the areas of staffing that should be considered for additional positions.

Planning between fiscal services and special education should also include contingency efforts. Maximizing resources between income sources should be a priority for both business and program divisions. Currently, each area of the special education budget operates to some degree in isolation, and the total perspective does not appear to be considered. For example, special education budget requests may be submitted without any consideration of the actual costs from the prior year, as well as the deficits and cost overruns in other areas of the budget that occurred in the past year. A trend analysis that looks at actual costs over a three year period and in all areas of the special education budget would be helpful in managing costs for the future.

As noted earlier, the special education budget is extremely complex. Funds are generated from a variety of sources. One of the challenges noted through the interviews conducted with staff was the practice of determining which special education positions would be funded through the operating budget and which positions would be funded through grants.

While a few staff in special education have knowledge of how to work within the budget process, others have very little understanding of the cost issues involved. In general, the special education management have not considered cost containment issues previously. In recent times, special education managers conduct a monthly review of budget and future projections. Cost containment is now part of the language that these managers understand and consciously consider in decision making. It is important that these concepts be communicated throughout the system, including IEP teams. Training should be available to IEP teams and Chairs, providing them with greater appreciation of the fiscal affects of their decisions. This does not imply that the finances should drive decisions on what is appropriate for individual students, but rather finances should affect considerations between two equally appropriate options being contemplated by the IEP teams.

Three examples of areas of training appear noteworthy. First, extended year costs have exceeded \$1.4 million, while only \$600,000 was budgeted. This resulted in the additional \$800,000 coming from the operating budget of the school system. Training for IEP Teams should stress the criteria for consideration of extended year, rather than routinely including the notation on IEPs. Another area of training that would be helpful for IEP Teams is in relation to personal assistants, since current training for these personnel is inadequate.

Personal assistants are often assigned as one-on-one aides for students that are fully included within general education programs. It is important to understand that supplementary aides and services are required to be provided in order to assist students to be successful in the general education environment. Therefore, this is an appropriate assignment of personal assistants to help in the transition of students with disabilities into the general education environment. However, it should generally not be an assignment that continues indefinitely. If students with disabilities are assigned an instructional assistant over a long period of time, what often occurs is that students in the general education class communicate with the instructional assistant rather than directly with the student, as if the student were invisible. It may also result in the student with a disability being treated as if he or she is not capable of functioning without a personal assistant. This may lead to greater reliance upon this person, thus limiting the student's ability to be fully integrated within the classroom dynamics. Clearly, this does not meet the goal of a least restrictive environment and often creates a more restrictive environment for the student than a special day class setting may provide. Therefore, it is critical that the assignment of personal assistants be monitored on an ongoing basis.

It is important that the BCPS implement a tracking system on the assignment of personal assistants. This will require a management information system with a high degree of reliability that is capable of timely reporting. In addition, BCPS may want to consider staffing some personal assistant positions on a "floater" basis, rather than assigning all personal assistant hours to specific staff. It is extremely difficult to reassign personal assistants when they have been assigned to a specific teacher and/or specialist. The certificated staff often build programs around the provision of the personal assistant hours and become dependent upon the continued provision of that time allocation. An initial understanding that personal assistants are only available on a limited time basis can often assist in preparing for the movement of staff in order to better meet students' needs while ensuring cost effectiveness of the services. This area of training for IEP Teams may also assist staff in understanding how their decisions affect the school system.

It may also be helpful for IEP Teams to be trained in understanding when related services are required. Special education teachers can often provide specialized instruction with adequate training. Therefore, related services should only be specified in the IEP when the special education teacher is not qualified to provide the service or it

is clearly not feasible.

As indicated in the discussions of Question 5 within this report, training in the area of LRE decision making is clearly needed for IEP teams, with an emphasis upon creative problem solving in the planning of home school services for students with disabilities.

In addition to training and professional development considerations, the school system should also consider simplifying the financial presentation of special education costs. Because of the different ways that funding is generated for special education, costs are not all reported in one area of the budget book. For example extended year costs for special education are not included within the special education budget. It is not easy for non-business staff to discern all funding allocated to special education and all of the cost centers for the special education program within the budget book. It would be helpful for a presentation of special education costs to be reorganized to present a comprehensive perspective of positions and costs in order to assist in the management of the program. In addition, this presentation could then serve as a baseline discussion for fiscal services and special education staff to meet quarterly, or at a minimum at the mid-year, to assess budget status, both from an income and expenditure basis and to determine anticipated needs for the balance of the year.

At the same time that the recommendation is set forth to present a simplified version of the special education budget, the system is to be commended for the outstanding documentation of fiscal procedures and financial information. The Staffing Plan and Budget Book are excellent resources, and the system has done a tremendous job of providing written procedures and processes.

Conclusions and Recommendations: The BCPS is to be commended for the outstanding documentation produced related to procedures and processes in the area of business services. The Staffing Plan developed by the school system is an excellent document. The school system is also be commended for addressing the needs for cost containment. However, to pursue any greater cost savings, it is recommended that the school system pursue stronger communication and coordination between fiscal services and special education. One recommendation to assist in this endeavor would be the creation of a position in the Office of Special Education that has responsibility to support the fiscal oversight of the budget. This position should be staffed at a professional level to ensure communication among equals in the linkage with the business office. Regular quarterly, or at a minimum mid-year reviews, should be conducted between fiscal services and special education staff to review budget figures and anticipate financial needs for the program prior to the end of the year. In addition, consideration should be given to the reorganization of the presentation of financial information in the area of special education to ensure that a comprehensive perspective of positions and costs is presented that is understandable for non-fiscal personnel.

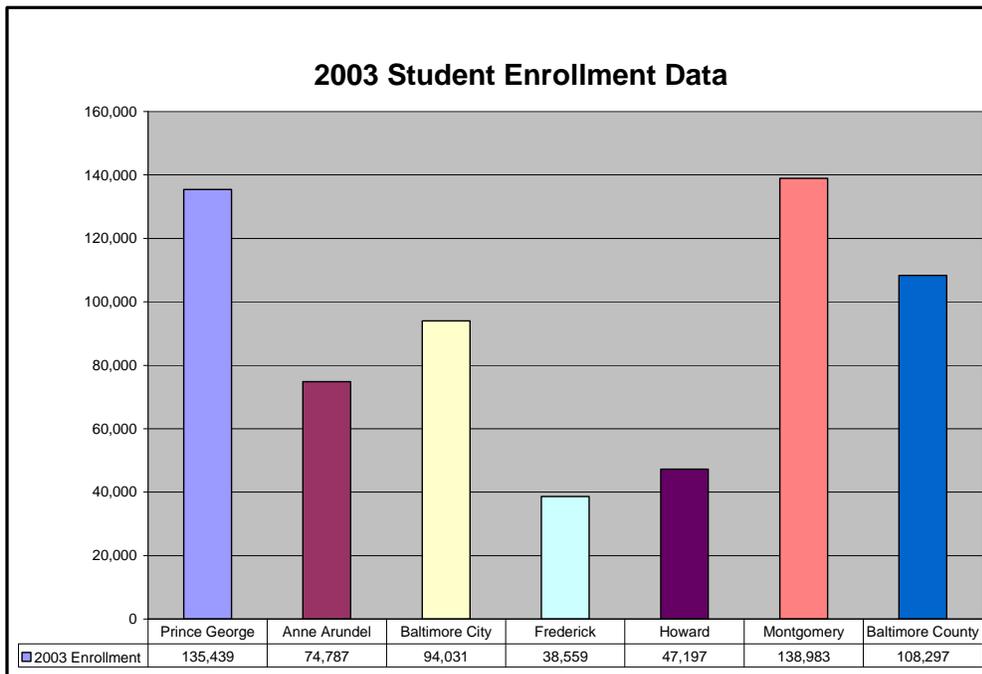
The BCPS should also review trends over the past few years to analyze staffing needs.

The school system should anticipate more realistic staffing based upon IEP needs and allocate positions on a proactive basis to avoid costly contracting of services. This however, requires a data system that is able to project growth in special education based upon IEP needs.

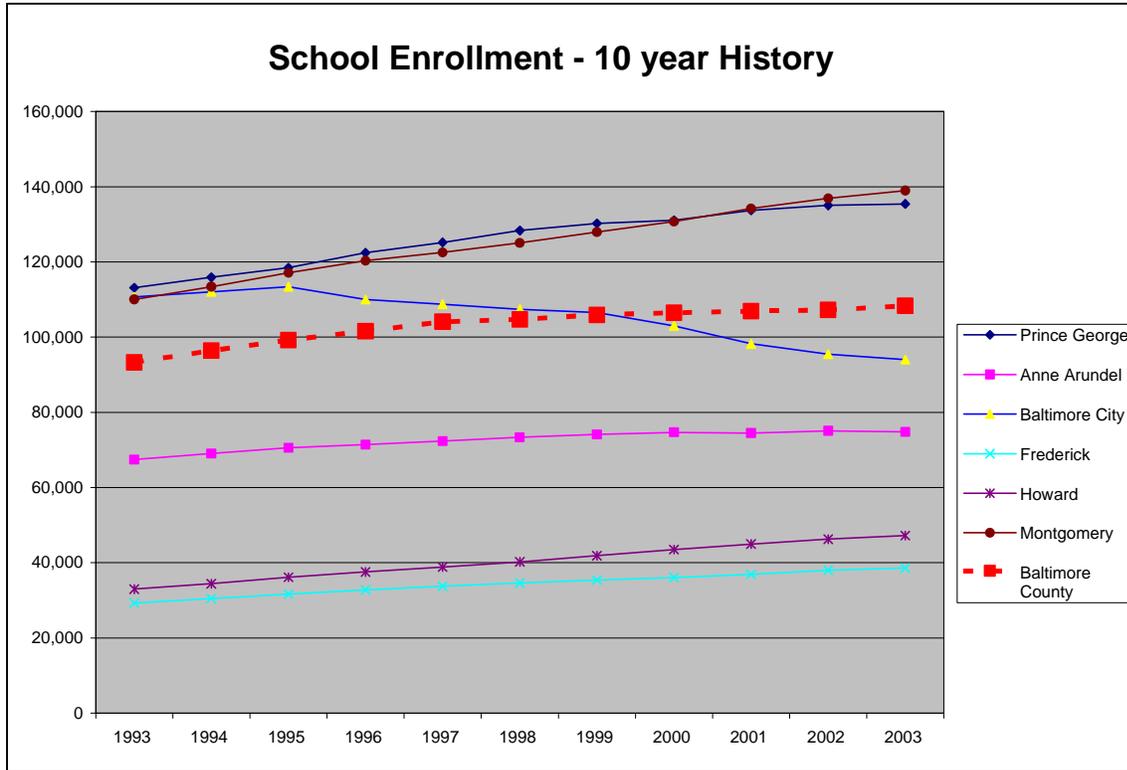
Training needs should be addressed through a comprehensive Professional Development Plan described in an earlier section of this report. Training areas should include professional development for IEP Teams regarding the fiscal implications of their decisions, related services criteria, and provisions for allocation of personnel assistants.

8. A review of the funding of the BCPS as it relates to the above issues will be made.

Baltimore County Public Schools serves approximately 108,000 students, based on 2003 enrollment figures. One of the ways to review the funding of the school system is to compare information from Baltimore County Public Schools to other school systems within Maryland. The following chart shows the enrollment of six other school systems within the state:

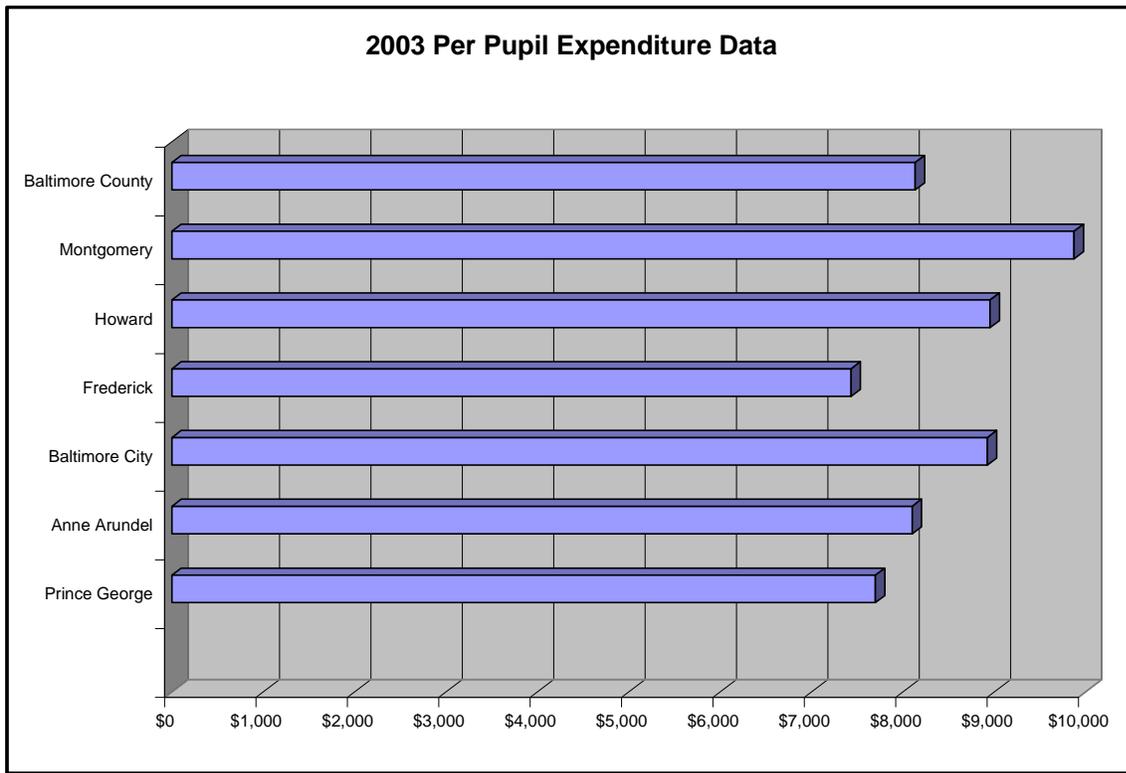


Prince George's and Montgomery County's serve more students than Baltimore County, while the other four school systems are smaller. The enrollment history of each school system is of interest as reflected on the following chart:



Only Baltimore City shows a declining trend over the 10-year history. All of the other school systems, including Baltimore County Public Schools show, a growth trend line. Montgomery has had the greatest growth, while Baltimore County Public Schools have appeared to plateau in recent years. Anne Arundel County has experienced only moderate growth during this time period.

Information related to expenditure information for the six school systems may also assist in reviewing the status of Baltimore County Public Schools. The following chart depicts the relative amounts that each district reported spending on a per pupil basis in 2003:



Montgomery County Public Schools clearly spends the highest amount on a per pupil basis, with \$9,876 per pupil. Howard County and Baltimore City spend very similar amounts, with \$8,957 and \$8,926 reported costs per pupil, respectively. Baltimore County Public Schools and Anne Arundel County are very close in their expenditure data, with \$8,138 and \$8,104 being reported for each school system. Prince George's reported costs of \$7,701 and Frederick County reported costs of \$7,436 per pupil. The gap is quite significant between the high and the low of the school systems, with a difference of over \$2,400 per pupil. Even the gap between Baltimore County Public Schools and Montgomery County is significant with a difference of over \$1,700 per pupil. The average of the seven school systems would be approximately \$8,448. However, if you excluded Montgomery from the calculation of the average, the figure would be approximately \$8,200, which is much closer to the information reported for Baltimore County Public Schools.

The expenditure data presented in the chart above represents the funds spent on public education in relation to the number of students enrolled in school. An expenditure is defined as money spent on: Administration, Instruction, Special Education, Student Personnel Services, Student Transportation, Health Services, Operations of the Physical Plant, Maintenance of the Physical Plant, Fixed Charges (including the State's share of teachers' retirement and social security). Expenditures for equipment, transfers and adult education are excluded from the calculation. The data are based on

the previous year's financial reports.

It is interesting to compare the expenditure information to the data reported on the wealth per pupil for each school system. The following chart reflects the information related to the wealth per pupil of each school system:

	Prince George's	Anne Arundel	Baltimore City	Frederick	Howard	Montgomery	Baltimore County
Wealth Per Pupil	\$215,163	\$342,502	\$153,264	\$248,598	\$346,556	\$446,334	\$321,289

The wealth per pupil information is in relation to the September 30 enrollment of the school system. Wealth is defined in the Code of Maryland Regulations, COMAR Section 5-202 as the sum of a county's net taxable income, the assessed value of real property, and fifty percent of the assessed value of personal property. The denominator used in the calculation is the September 30 equated enrollment of the school system.

There appears to be almost a direct relationship between the expenditure data per pupil and the wealth information for the school system on a per pupil basis. As expected, Montgomery posts the highest wealth figures, with the highest expenditure data presented earlier. Howard is the next highest on the wealth per pupil and the expenditure data on a per pupil basis corresponds to that position. The exception to the relationship between wealth and expenditure information per pupil is in Baltimore City. Baltimore City reflects the lowest wealth per pupil but has the third highest expenditure data for the school systems presented. Anne Arundel County's and Baltimore County Public Schools' wealth per pupil and expenditures per pupil appear very similar. Frederick and Prince George's report the next lowest figures, which correspond to their expenditure data per pupil.

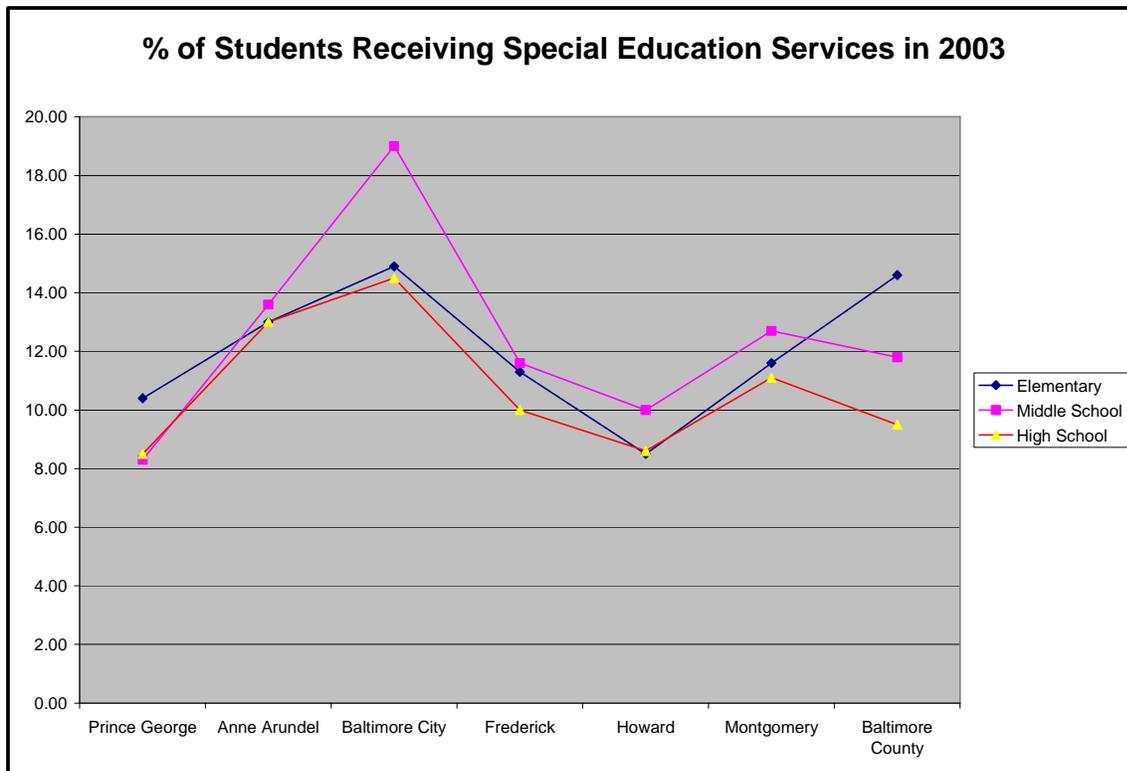
Other information available to compare and contrast the seven school systems is reflected on the following chart:

Other Data	Prince George	Anne Arundel	Baltimore City	Frederick	Howard	Montgomery	Baltimore County
Instructional Staff per 1,000 Pupils	63.1	62.7	69.2	65.4	70.6	66.8	67.8
Professional Staff per 1,000 Pupils	9.4	10.5	10.6	9.4	11.9	10.9	11.5
Instructional Assistants per 1,000	10.4	9.7	14.8	9.6	22.2	14.4	10.4
Average Length of School Day for Pupils	6.2 hours	6.3 hours	6.8 hours	6.6 hours	6.5 hours	6.5 hours	6.5 hours
Length of School Year for Pupils	178 days	178 days	178 days	178 days	178 days	164 days	177 days

Baltimore County Public Schools appears to be almost at the mid-point of the school system presented with respect to instructional staff employed. The BCPS is at the higher end of professional staff employed when compared to the other six school systems. A review of the instructional assistants per 1,000 pupils reflects that the school system is again at almost the mid-point of the data presented, particularly if

Howard County is excluded from the calculation in this area. Nothing significant is reflected in a review of the average length of school day or the length of school year with respect to Baltimore County Public Schools.

A review of the percentage of students served in special education programs for each of the school systems is presented in the next chart, which includes data by elementary, middle, and high school levels:

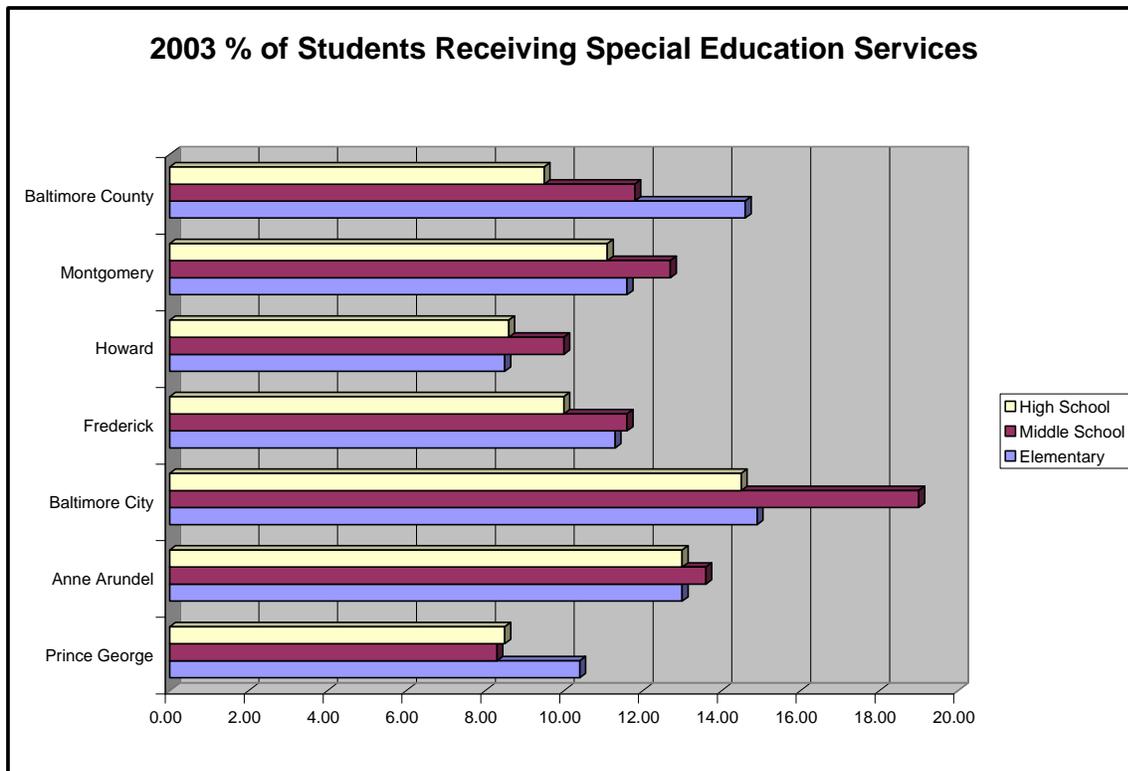


Baltimore County Public Schools reflects the anticipated profile, with the largest percentage of elementary students being served in special education programs and the high school students with the lowest percentage. Recognizing that speech and language services are a significant portion of special education services and further understanding that these services dramatically decrease as a student matures, it would be expected to see the high school population representing the lowest percentage of special education services. This is also true for the majority of the other school systems presented.

The middle school population would also generally be expected to be between the elementary and high school percentages. It is interesting that for five of the school systems, these are the grade levels that represent the highest percentage of service. The elementary grades are often the highest percentage of students being served in

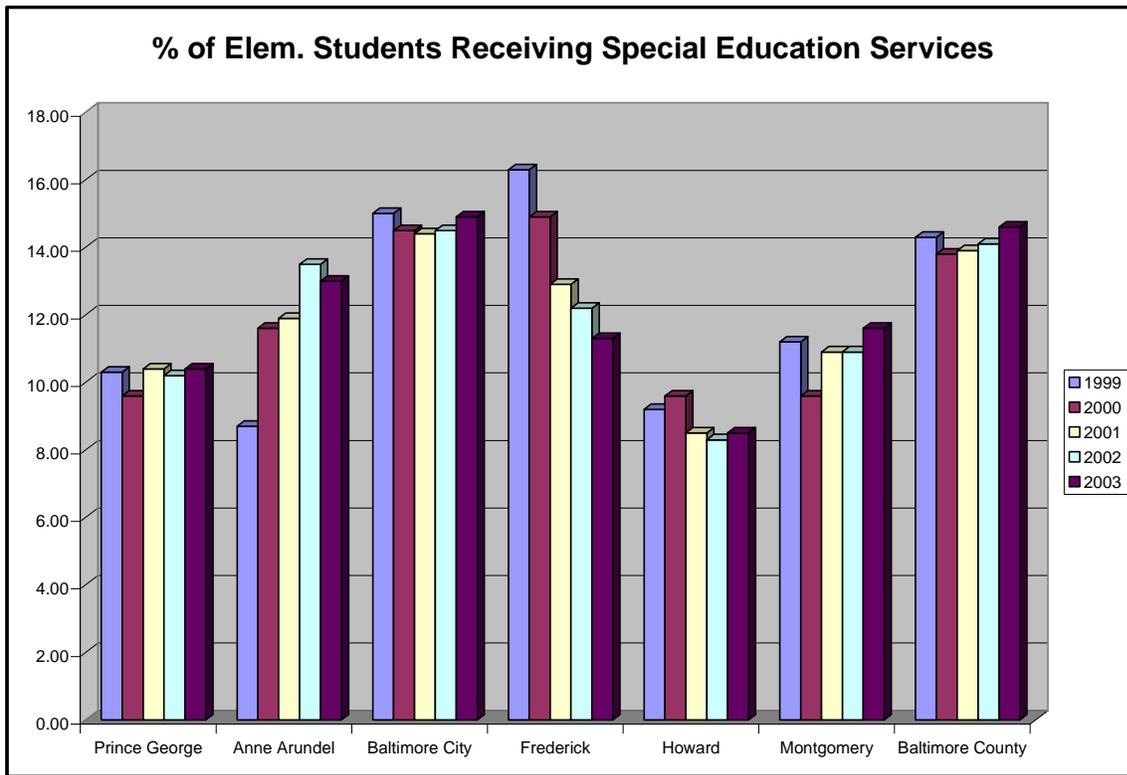
special education and reflect a priority on child find activities to ensure that all children requiring special education services are identified and served. This is true for the Baltimore County Public Schools as well as Prince George's County.

The following chart presents the same information, however, it is presented in a visual format that may make it easier to decipher the relative positions of the percentages being served by each school system and by grade level:



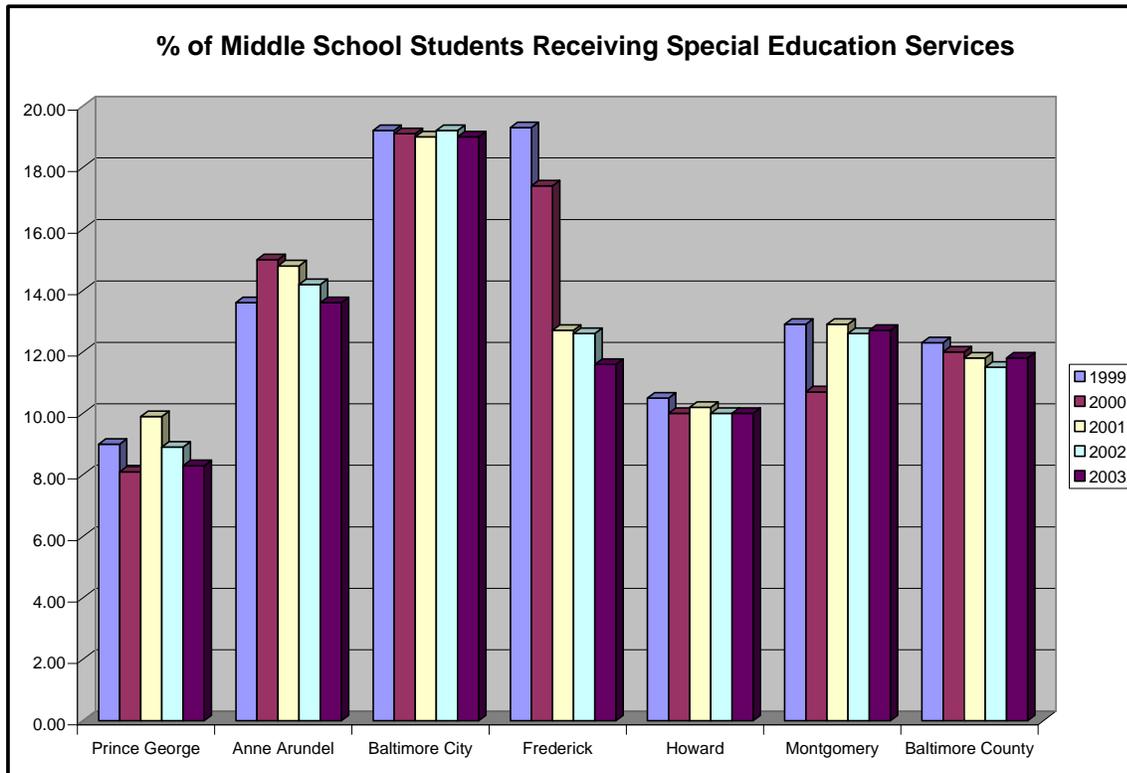
Another manner of analyzing the above information is to look at the percentage levels of service being identified. Generally, 10 to 12 percent of a school system's population would be identified for special education services. Howard and Prince George's would appear to be at the lower end of the spectrum for identification of students with disabilities, while Baltimore City is clearly at the highest end of the pendulum. Baltimore County Public Schools may want to examine the assessment batteries that are being used in the elementary schools to ensure that appropriate measures are being employed and that only students meeting eligibility criteria are being identified.

It may also be helpful to look at the identification of special education students on a percentage basis over a five-year history. The following chart reflects the percentage of elementary students identified for special education services by school system:



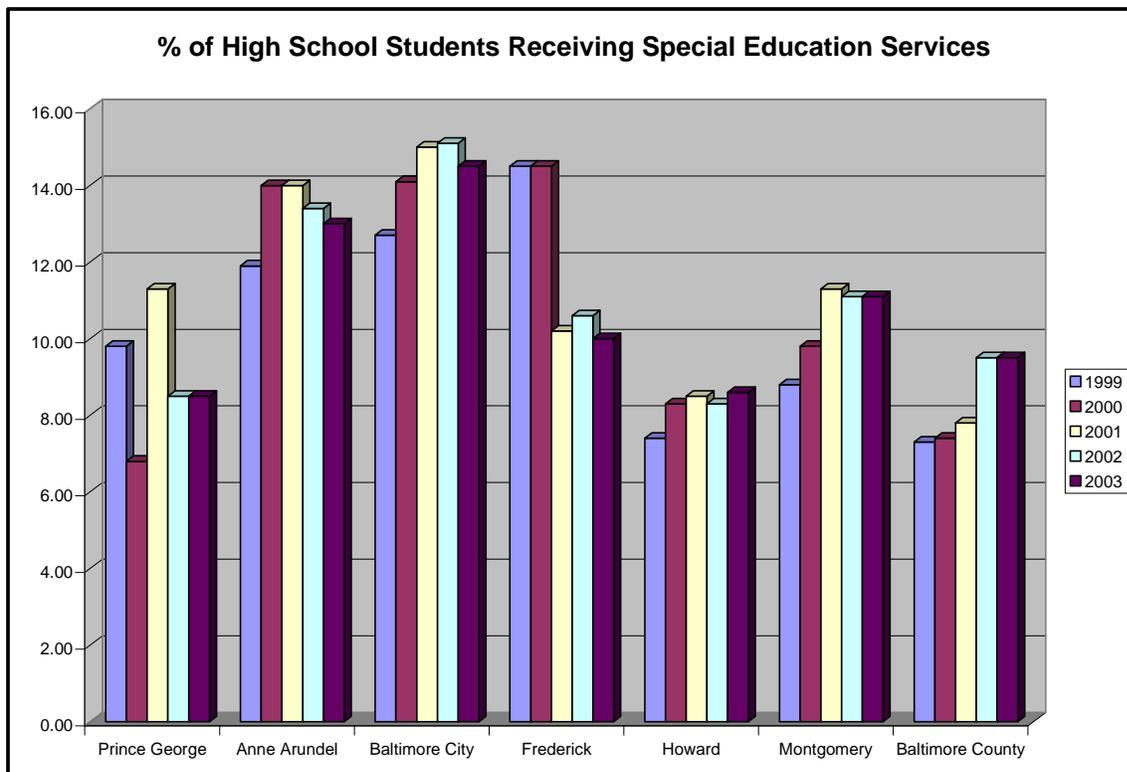
Baltimore County Public Schools shows a consistent pattern of approximately 14 percent being identified and served over the past five years. Only Baltimore City reflects similar statistics, while all other school systems reflect a lower percentage of elementary students being served in special education.

The following chart reflects the same information for middle school students:



Again the data for Baltimore County Public Schools appears relatively consistent, with some minor decline noted within the five-year history. It would appear that Frederick has undertaken a concerted effort to reduce identified students for special education services. Although a consistent pattern over the five years, Prince George's and Howard also appear to be implementing efforts to serve students with disabilities within general education, rather than placing them in special education. All other school systems appear generally consistent within the five-year period, with some ups and some downs reflected.

The next chart presents the information relative to high school students:



Baltimore County Public Schools shows an increase in the number of high school students identified and served within special education services over the past five years. Particularly the last two years have marked increases. However, the data still reflects overall percentages below 10% of the total population, which would appear to be appropriate.

The above information is presented only to provide a context for discussion and some general trends to review. It is difficult to draw final conclusions based on the information presented because of a variety of factors that can influence the percentages being posted for any school system. For example, school systems that provide a wide array of intervention programs may have lower special education percentages, because the options for modifications to the students' programs directly impact whether they are referred and found eligible for special education services. At the other end of the continuum, a school system that provides special education programs as the only alternative to assist their student population will generally have much higher percentages receiving special education services.

A review was also conducted of the class size ratios for Baltimore County Public Schools in relation to the other school systems. Staffing Plans were reviewed for each school system. The data indicated that Baltimore County Public Schools is generally within the same range of class size ratios as the other school systems within the state used for comparative purposes. Each school system uses its own nomenclature to describe programs and groups students in unique ways in accordance with its philosophy for provision of services. This makes it difficult to compare across districts and ensure that the comparisons are, in fact, “apples to apples.” The following chart presents the data derived from a review of the Staffing Plans and discussions with staff:

Self Contained Classes - Students per Teacher	Baltimore County	Prince George	Anne Arundel	Baltimore City	Frederick	Howard	Montgomery
Severely & Profoundly Disabled	7.5	6.5	8	7	7	6-7	6-9
Emotionally Disturbed	9	7	8	9	9	7	9-10
Special education - Preschool	9	9	8	10	9	12	
Autism	9	6	8	7	9		6
Life Skills	10	12	8	9	6-8	10	9
Functional, Adaptive Sp. Ed	13	12	10-12				13
Deaf/Hard of Hearing	9	7	8	9	7	7	7-15

The above chart reflects the general information presented by disability for the staffing ratios. It is important to add that each plan also noted that additional support and supplementary services would be available as appropriate. In addition, as mentioned earlier, there is not a one-to-one correspondence with the programs described. Life skills and functional and adaptive special education programs were not used as specific descriptors in the other school systems and, therefore, some extrapolation of data was necessary to determine the general class ratios. However, the data presented indicates that the Baltimore County Public Schools is generally consistent with other school systems in the State with respect to class ratios. It is also important to note that in some instances the descriptions of programs indicated that multiple disabilities would be served in a program. For example, Prince George’s included multiple disabilities in its Staffing Plan for the autism classroom category. A number of the school systems also categorized their staffing ratios based on the number of hours that special education is provided. For example, Anne Arundel indicated the following staffing ratios:

Hours of Special Education	Teacher to Student Ratio
Consultation	1:50 Students
.25 – 5.0	1:40 Students
5.25 – 15.0	1:20 Students
15.25 – 20.0	1:10 Students (Elementary)
	1:12 Students (Secondary)
20.25 – 31.25	1:9 Students (Regular Schools)
	1:8 Students (Special Centers)

Speech and language services appeared to be generally consistent across the school systems, with data ranging from approximately 40 to 60 on caseloads.

The other area that was reviewed with respect to special education services was the number of students served through non-public schools. Baltimore County Public Schools reported 509 students served in NPS settings in October, 2003. This represents approximately .47% of their enrollment being served in a NPS setting. A comparison to Montgomery County yields information that is very consistent. Montgomery reported serving 674 students in NPS within its Staffing Plan, which would equate to approximately .48% of its population being served in that placement option. Baltimore City reported in its Staffing Plan that they had 800 students in NPS settings, which would yield a percentage figure of approximately .85% of its population. This data would indicate that Baltimore County Public Schools is consistent or below other school systems in its placement of students in NPS programs.

Conclusions and Recommendations: Data presented indicates that the BCPS is generally in the norm of other school systems within the State in relation to percentage of students served, levels of service, per pupil expenditures, and non-public school placements. It is important to note, however, that the federal government has overall concerns regarding the LRE placements, supports, and services across the State of Maryland. The BCPS ranks in the bottom quartile when compared with other school systems within Maryland in LRE statistics.

9. Does the BCPS have an appropriate transportation system for the provision of services to children with disabilities and are travel times appropriate?

Two meetings with personnel from the Transportation Department were conducted to determine the appropriateness of the BCPS transportation system. Focus groups with school system personnel and parents provided input on this subject. Additionally, site personnel at schools were asked about the transportation needs of their students. Responses from school site staff indicated that students were generally transported in an effective manner.

However, some parents and some school personnel expressed concern for the behavior and communication skills of some of the bus drivers. Some special education personnel expressed concerns regarding scheduling transportation for community-based instruction activities. Additionally, Transition facilitators felt hampered in carrying out responsibilities in providing career experiences for their students. This was not a complaint with the transportation system, but rather frustration at not being able to transport their students in their own cars or in BCPS vans.

The travel times for many students enrolled in class away from their home school is not

appropriate. These students are required to attend classes within the area, rather than in their home school.

This issue should not be solved by adding busses, but by providing education for these students in their home schools. Transportation of a student with an IEP may be a related service based on eligibility under the provisions of IDEA '97' [34 CFR 300.24 (b) (15) and 34 CFR 300.306] and is determined by the IEP team when it is required for the student to benefit from special education. This related service is not utilized as a convenience and is operated as a requirement in order to carry out the IEP.

Operating a large transportation system for students with disabilities requires a staff which is trained to operate a compliant, nondiscriminatory system that is supportive of the least restrictive environment.

There is a need to provide a comprehensive staff development program for personnel regarding transportation policies and procedures. This inservice should include the following:

- Positive behavioral interventions and discipline procedures;
- Working with students who require special assistance, assistive devices and other medical equipment on the bus;
- Communicating effectively and professionally with parent, staff and administrators;
- Protecting the confidentiality of student information;
- Working as a member of a team with teachers, nurses, administrators and parents;
- Working with the specific health needs of students with physical disabilities; and
- Working with the medically fragile students on the bus.

Conclusions and Recommendations: The school system operates a large, efficient transportation system in a compliant manner. Costs of operating this system can be reduced by increased provision of educational services to special education students in home schools. There is a need to provide inservice activities for Transportation Department personnel. It is also necessary for the School System to find a way to improve the transportation of students with IEPs for community-based instruction.

10. What are the implications for the BCPS of the number of foster home children placed within the School System?

10.1 Is the BCPS impacted by these placements and to what degree?

10.2 Are children placed in group homes provided for in an appropriate manner?

10.3 Are some schools impacted in an inappropriate manner with regard

to their ability to provide compliant services to students with disabilities?
10.4 Are these students assessed and placed in a compliant and timely manner?

BCPS is significantly impacted by a large number of students placed in foster care facilities within the school system by a number of agencies. Newspaper accounts from the *Baltimore Sun* indicated that over a quarter of Maryland's group homes are located within Baltimore County according to state licensing records. While the financial impact of the students upon the school system has been recognized and attempts have been made to remedy this financial impact, little has been done to understand the impact on the receiving schools with regard to the impact on existing school personnel.

Frequently, these students reside in neighborhoods, that feed into schools that already have a higher level of transience than the school system in general. These students often move in and out of the foster home placements at a higher rate of transience than the schools' resident population. This causes school staff to provide services to more students in a reduced time frame, exasperating an existing shortage of key personnel at many schools. Added to this burden is the reality that these students are more likely to require a higher level of staff time and a greater need for immediate attention to the students' needs.

Interviews with staff, focus groups and a meeting with foster home providers, including one social worker from Baltimore City, provided evidence that the issues surrounding the placement of foster home students from outside the BCPS is having a significant impact on the system and will continue to expand and continue to be a drain on BCPS resources in the years ahead.

In order to understand this issue, one must first of all view the problems created for the school system by receiving students from outside the system in several dimensions.

Students placed by public agencies have a number of education issues inherent in being placed outside of their home. These issues are generally social and emotional. The impact of a large number of these students acts as a drain on school personnel resources. One middle school assistant principal with a large number of foster home students in her school estimated that these students (approximately 20) consumed 85 percent of her time, leaving only 15 percent of her time for other students in the school. Additionally, any reimbursement of costs is based upon a slot or unit of a child, but realistically most of these students do not represent only one student. They may represent two or three different students over the course of one school year. For example, a foster home placed child entering the system may only be enrolled for a few weeks and then may move from his or her current placement, only to be replaced by another foster home placed child requiring many of the services which had been provided to the previous child. While this appears to be one child with a set of

corresponding support services provided by the school, in reality it is, for purposes of time the school system expends, like providing services to two children, not one child. For accounting purposes, it is one child; but from a standpoint of employee costs, it is more than one child.

Since a number of these students will have disabilities, they require increased assessment and staff time, which reduces the time these service providers have for other students within the school.

More often than not, these students come to the school with no documentation of previous educational experiences. Cumulative records are not provided by the social worker or the foster care personnel enrolling the student. Requests by receiving school personnel for cumulative records, including the IEP and other special education data, are not readily available.

Foster care providers express frustration with a system that cannot readily meet the needs of the students. BCPS personnel indicated that they frequently had to wait weeks to receive this needed student information. In the meantime, school staff place students as best they can. It should be noted that other states have attempted to resolve this issue by legislation requiring a reasonably rapid response to requests for student personnel information, including the cumulative file. California, for example, has legislation requiring schools to mail requested student personnel data within five days of receipt of the request for the student's records.

The high number of students placed by agencies within the school system also impacts personnel by having either to notify and involve the students' parents in the special education process (many of the parents live a great deal of distance from the school of attendance) or to provide representation of the student by a surrogate parent. This whole issue of providing for a trained responsible adult to act as a surrogate parent is not easily accomplished and further impacts school personnel time.

The school system has provided a team of trained special educational specialists to provide for the large number of these students in two of its geographic areas. This team has greatly facilitated the proper placement of the students in appropriate school settings. However, it must be recognized that this practice has a high cost for the school system.

As indicated earlier in this report, there is no indication that this practice of placing foster home youth in the BCPS will be discontinued or reduced. Every indication is that the practice will continue and will increase in the years ahead. The BCPS will have to find solutions to this ever increasing problem in several ways, including seeking legislation which provides increased and disproportional funding to offset some of the high personnel costs of this practice. The BCPS should also draft legislation for support from the legislature for a timely transfer of student personnel records.

Although very costly, the BCPS should replicate the team configuration that currently is serving two regions of the school system for placement assistance in appropriate schools and programs for these foster home students.

Conclusions and Recommendations: The BCPS is significantly impacted by the large number of students placed in Baltimore County Public Schools by public agencies. This impact is felt as a hardship on the students being placed, by the foster care providers and by individual school site personnel. Some schools are highly impacted by the process as placement in foster care facilities tends to be grouped in certain sections of the school system. The effect of this impactation requires personnel at these schools to spend large amounts of time on these students, thereby reducing staff time for other students within the school.

It is recommended that the BCPS personnel work with the State Legislature to increase funding for the school system as a highly impacted school district and to pass legislation that requires school systems to send student personnel files upon request in a timely manner. In the meantime, a strong interagency agreement initiated by the BCPS is needed to remedy this critical problem.

11. Other Findings

The following is a listing of areas that were discovered through the course of the study, but were not specifically questioned within the scope of this study:

There appears to be wide disparity in how special education support has been distributed throughout the school system. Some schools appeared to have adequate materials and supplies, while other schools did not appear to have a reasonable amount of the supplies and materials necessary to operate the school. In addition, there were differences between schools in the number of special education support staff assigned. Part of this may be due to the inability to fill positions within certain schools.

Although the school environment at many schools was clean, neat and inviting, several schools within the system exhibited an environment that was not welcoming. One example of this issue was a school where the special education classrooms were in the basement; the walls had holes that had not been repaired, and a broken window covered with plywood. The difference in maintenance of schools appeared to be related to the socio-economic status of the community.

The differences in school facilities were also observed in instructional staff. While many schools exhibited outstanding instructional personnel doing very meaningful, creative instruction, other schools were observed to have unqualified staff providing instruction that did not appear to engage students, nor did it appear to be standards-

based. Although all professions will have good, better, and best practitioners, the concern was that there appeared to be a relationship between qualified staff and the socio-economic status of the community where the school was located.

V. COMMENDATIONS

1. The Board of Education and the Superintendent are commended for undertaking this study.
2. The Board of Education is commended for its strong continuing support of special education programs and services.
3. The BCPS is commended for development and maintenance of its Citizens Advisory committee for Special Education.
4. The BCPS is commended for the outstanding documentation produced related to procedures and processes in the area of fiscal services.
5. The BCPS is commended for its high quality Infants and Toddlers program.
6. The BCPS is commended for the development of an excellent Staffing Plan, which details the programs to be provided by the school system.
7. The BCPS is commended for addressing the needs for cost containment, to instill in program managers the need to consider costs and to understand the fiscal implications of decision making.
8. The BCPS is commended for the pockets of excellence in LRE within some of the schools across the school system.
9. The BCPS is commended for placing a priority on support services in the areas of school psychologists, school nurses, counselors, and social workers.
10. The BCPS is commended for the efforts of the Northwest/Southwest IEP Team in placing foster care students in appropriate placements in a reasonable time frame through individuals case management.
11. The BCPS is commended for the development, implementation and maintenance of a high quality school audit procedure for special education.
12. The Citizens Advisory Committee is commended for efforts made to expand the role of parents in an advisory capacity to the Board of Education.
13. The Office of Special Education is commended for the high quality of BCPS handbooks and other materials.
14. The Parent Facilitators are commended for development and maintenance of a high quality parent resource center.

15. Lansdowne High School is commended for a quality collaborative Algebra class.
16. Dulaney High School is commended for a quality collaborative English 12 class.
17. The Administrative of Maiden Choice School is commended for implementing Project Move on behalf of the children receiving instruction in the project.
18. Battle Monument School is commended for implementing a high level community transition program for students.
19. The Speech and Language office is commended for developing recruitment and maintenance of quality complaint programs by flexible scheduling of staff time.

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VI. RECOMMENDATIONS

This chapter contains a summary of recommendations resulting from the study.

1. It is recommended that the Special Education be reorganized by aligning the five regional Cluster Leaders with the Executive Directors of Schools to provide special education leadership support.
2. It is recommended that the Special Education Coordinators assume responsibility for program improvement in the areas of instruction. This includes system wide coordinated in-service for both general and special education, LRE coordination including meaningful broad based coordination of a full continuum of instructional settings, and improved related services activities that are delivered by area in a fair and equitable manner across the system.
3. It is recommended that the BCPS continue to support proactive recruitment of high quality special education personnel by the Department of Human Resources and expand the support of new special and general education teachers by mentor teachers.
4. It is recommended that the Office of Special Education implement a trend analysis in those areas where the system relies heavily on special education providers from the non-public and private sector in order implement compliant IEPs for some students. Based on the trend analysis, the BCPS should consider revising its recruitment and staffing practices to anticipate staffing needs that have been shown through the analysis to be prudent, thereby reducing the need for contracting after the school year begins and saving the school system funds.
5. It is recommended that the BCPS begin immediately to reduce the practice of placing students with IEPs outside their home schools and to develop and implement a Comprehensive LRE Plan, including a short- and long-range plan to accommodate students at their home schools whenever possible.
6. It is recommended that the BCPS implement a plan for training IEP Teams to ensure their understanding of the law and implementation of the new direction for serving students in their home school.
7. It is recommended that the Office of Special Education's Audit Unit be maintained and expanded and that the Superintendent require the Executive Directors of Schools to use information regarding violation of federal and state laws and regulations as part of the evaluation for site level administrators.
8. It is recommended that the site level evaluations of administrators include a specific implementation plan for correcting violations of special education laws and regulations.

9. It is recommended that the BCPS recommit to carrying out LRE requirements of IDEA and COMAR and communicate to all personnel a sense of urgency and expectation that aggressive LRE/inclusive school goals will be systematically met over the next 3-5 years and that staff will be held accountable for these goals.

10. It is recommended that the Board of Education, Superintendent, and all staff express the urgency of providing more inclusive school programs throughout the school system, and that accountability for implementing LRE be included within evaluation procedures of school principals and other school administrators.

11. It is recommended that the term "Inclusion" be discontinued as part of the School System's vocabulary because of the prevailing mindset that inclusion is a "place" in general education. It can be replaced with terms like "Inclusive education," "collaborative learning environments," or "LRE supports, services and programs within a continuum of options."

12. It is recommended that the Comprehensive LRE Plan include the following:

- A. Clearly stated LRE vision and goals, and a clearly defined full continuum of LRE services, supports, and placements.
- B. Alignment with the *Blueprint for Progress*, and the *BCPS Master Plan*, and with NCLB with clearly stated roles and responsibilities of special education.
- C. Clearly-defined timelines for change (i.e., reaching LRE goals) within 3-5 years.
- D. Required school-based planning within the SIP to include proactive and aggressive strategies for change consistent with the overall Comprehensive LRE Plan.
- E. Strong accountability for school-based change consistent with school plans.
- F. Review of existing staffing and other resources to determine if they are used in the most efficient and equitable manner to support home school services.
- G. Priority for discontinuing the practice of referring students with disabilities out of their home schools, unless for unique reasons that can be ameliorated over the 3-5 years as additional LRE supports and services can be implemented.
- H. Pursue discussions with the MSDE to determine if any special circumstances can be implemented, given the BCPS LRE standing in Maryland, to have some of the state support of non-public school placements follow students back to their home schools—perhaps on a one-time or time-limited basis to cover initial start-up costs that can be gradually built into the BCPS school budget.
- I. Sufficient staffing and other incentives for school administrators, with consideration of unique needs, to discontinue moving students with disabilities out of their home schools and to bring students back to their home schools in a systematic manner. Currently, the incentives are on more restrictive placements (i.e., cluster schools,

schools with cluster programs, and self-contained programs receive more resources).

- J. Priority for more use of resource programs (in-class support or part-time pullout for small groups) for students with mild and moderate disabilities. This will also help assure that infants and toddlers and preschool children will have more inclusive options, rather than more restrictive placements and programs.
- K. Continued emphasis on LRE or inclusive school support for the increasing numbers of full-day kindergarten programs.
- L. Prioritize the implementation of school-based positive behavior supports. The excellent PBIS efforts now being implemented within 26 schools and the IST support in 19 schools should be continued and expanded, when necessary.
- M. Expansion of the current collaboration between general and special education to provide a 3-tier program for students with disabilities and other learning problems within schools not meeting the AYP.
- N. Training is needed for school principals, other school administrators, general and special education teachers, personal assistants, and other staff on strategies for providing LRE supports, services, and programs. The good work already begun in the Inter-School Inclusion Partnership Project and the *Inclusion Handbook* can be built upon and expanded. Training will also be needed that provides specialized strategies for working with students who have autism and/or related syndromes.
- O. Recognition that effective LRE or inclusive school practices requires time for general and special education teachers to plan. Thus, advance scheduling is a key ingredient for successful implementation.
- P. Assurances to parents that there will be a safety net in case their child is not successful in lesser restrictive programs, services, and supports.
- Q. Expanded interagency linkages and partnerships for collaborative programming beginning with the Infants and Toddlers Program, preschool, and school-age services. The positive work already begun with interagency school-based mental health and county wrap-around funds should be expanded. Focus on more fully integrating the Infants and Toddlers Program within the BCPS LRE continuum of services, with an emphasis on assuring a smooth transition to preschool and school-age programs with LRE supports and services.
- R. Expansion of opportunities for inclusive settings for young children 3-5 with disabilities or developmental delays, to include school and community options.
- S. Expansion of crisis support, social work services, psychological support, and counseling, particularly within the high schools, to better serve students with ED through additional resources, and/or more efficient allocation of existing resources.
- T. Provision of better training, direction, and supervision of crisis staff for more consistency in improving safety in the schools.
- U. Implementation of more effective uses of the special schools in the County (i.e., provide training, planning, and implementation of more innovative programs; utilize these schools as training and modeling resources to home schools; and implement more movement across the special and home schools to allow more

opportunities for students with and without disabilities to communicate and be educated together).

- V. Review of current practices for determining whether students are diploma or non-diploma bound—with considerations for students “in the middle.”
- W. Consideration of reinstating previous high school basic reading and mathematics classes to help students with disabilities gain content skills and knowledge to pass the MSA and help the schools meet their AYP.
- X. Consideration of additional career training for students with disabilities to help them transition from high school to the world of work.

13. With respect to LRE, Staffing decisions should be informed and directed by the development of a Comprehensive LRE Implementation Plan that should consider the following:

- A. In prioritizing prevention and early intervention, staffing priorities should include support for IST staff for additional schools and provide similar support for current and additional schools implementing PBIS.
- B. Expand inclusion staff at the kindergarten and school-age levels so that their caseloads can be reduced to approximately 12, depending on the unique needs of the students they serve.
- C. Prioritize staff providing resource support to help intervene early within the general education classroom and to prevent more serious disabilities and services provided in more restrictive settings/programs.
- D. Expand the numbers of crisis support personnel, particularly at the high school level, to support students with ED.
- E. Continue the support of mentors for beginning teachers who are inexperienced in implementing LRE supports. Expand mentoring support for more experienced general and special education teachers who are implementing co-teaching and other inclusive school options.

14. It is recommended that the BCPS require school-based planning of expanded LRE options and implement strong accountability for carrying out school-based plans which include returning students from non-public school placements by grade levels—beginning with elementary, then middle school, and finally high school.

15. It is recommended that BCPS personnel work across special education, general education and support services to develop and implement a Comprehensive LRE Implementation Plan that is aggressive and which includes sufficient staffing and incentives within the home schools to effectively serve their own students, including expanded crisis support and interagency support.

16. It is recommended that the BCPS provide staffing, resources, and incentives to support the implementation of a 3-5 year Comprehensive LRE Implementation Plan. It is also recommended that staff re-examine the use of existing resources to determine the level of efficiency, effectiveness, and fairness of their distribution and use.

17. It is recommended that Executive Directors of Schools, school principals, and other school administrators be required to develop and implement aggressive school-based LRE strategies within the SIP to systematically move toward the vision, goals and timelines of the BCPS Comprehensive LRE Implementation Plan.

18. It is recommended that the BCPS implement strong accountability for school administrators for implementation of school-based LRE plans/strategies.

19. It is recommended that BCPS professional development activities be based upon a comprehensive needs assessment of general and special education personnel.

20. It is recommended that the comprehensive, coordinated system of professional development to address legal and professional obligations to students with disabilities be long-range, systemwide, and based on the common core knowledge and skills essential for those serving students with disabilities. It is also recommended that the system include an evaluation process to establish future training needs.

21. It is recommended that professional development activities be coordinated between general and special education to ensure successful implementation of the LRE components described earlier.

22. It is recommended that professional development activities for special education be coordinated with professional development for NCLB requirements.

23. It is recommended that professional development activities be developed in cooperation with the Transportation Department to provide bus drivers and others with knowledge and understanding which relate to the following:

- A. Positive behavioral interventions and discipline procedures;
- B. Working with students who require special assistance, assistive devices and other medical equipment on the bus;
- C. Communicating effectively and professionally with parents, staff and administrators;
- D. Protecting the confidentiality of student information;
- E. Working as a member of a team with teachers, nurses, administrators and parents;
- F. Working with the specific health needs of students with physical disabilities; and
- G. Working with the medically fragile students on the bus.

24. It is recommended that the Office of Special Education establish ways to improve the implementation of transition programs for students with disabilities when the IEP dictates community-based instruction. Although not part of the charge of this study, there is the

task of finding a way to greatly enhance the use of supported employment for the special education students in need of meaningful career education as required in IDEA.

25. It is recommended that the BCPS study the impact of foster home placement within the school system and develop recommendations on how these students should be made to feel welcome within their home school and how to remedy some of the coordination problems surrounding this issue. It is also recommended that the BCPS explore creative solutions which have been used in other states in attempting to remedy the high financial impact on the schools receiving large numbers of foster home placed students.

26. It is recommended the BCPS work with the State Legislature to increase funding for the school system as a highly impacted school system and to pass legislation that requires school systems to forward student personnel files upon request in a timely manner.

27. It is recommended that the Department of Human Resources continue to improve the recruitment process for employing highly qualified special education personnel.

28. It is recommended the Director of Special Education, in coordination with the Department of Professional Development, set as a high priority the development of a comprehensive needs assessment for general and special education staff.

29. It is recommended that the BCPS make a commitment to develop and implement an appropriate student information system capable of integrating the needs of special education. This system should support strong program planning and implementation needs of the administration.

30. It is recommended that the BCPS pursue stronger communication and coordination between fiscal services and special education within the system. Specifically, the BCPS should consider the creation of a position in the Office of Special Education that has responsibility to support the fiscal oversight of the budget. This position should be staffed at a professional level to ensure communication among equals in the linkage with the business office.

31. It is recommended that regular quarterly, or at a minimum mid-year reviews should be conducted between fiscal services and special education to review budget figures and anticipate financial needs for the program prior to the end of the year. In addition, consideration should be given to the reorganization of the presentation of financial information in the area of special education to ensure that a comprehensive perspective of positions and costs is presented that is understandable for non-fiscal personnel.

32. It is recommended that the BCPS include within their comprehensive Professional

Development Plan professional development for IEP Teams regarding the fiscal implications of their decisions, related services criteria, LRE decision making, and provisions for allocation of personnel assistants.

APPENDIX 1

Appendix 1 contains a list of documents reviewed during the study; documents from the Baltimore County Public Schools are listed by the most recent.

- Baltimore County Public Schools, Staff Development Materials (agenda and Handouts – The Inclusion Project, March 22, 2004).
- Baltimore County Public Schools, Update Special Education Staffing Plan (Draft, March 17, 2004).
- Baltimore County Public Schools, Master Plan Progress Report, March 2004.
- Baltimore County Public Schools, Office of Special Education, The Inclusion Handbook, Spring, 2004.
- Baltimore County Public Schools, ED Programs Recommended for Return to Home Schools 2004-05 School Year.
- Baltimore County Public Schools, Agenda – Leadership Enhancement – Professional Development for Assistant Principals. Visionary Leadership: Planning for Positive Change, December 17, 2003.
- Baltimore County Public Schools, Professional Development (Assistive Technology), December 2003.
- Baltimore County Public Schools, Department of Professional Development, Parent Involvement Policy Committee, December 2003.
- Baltimore County Public Schools, Special Education 04-05 Draft Priorities – Rationale/Strategies, November 10, 2003.
- Baltimore County Public Schools, Letter to President, Baltimore County Board of Education, Recommendations from Citizen’s Advisory Committee for Special Education, November 4, 2003.
- Letter to President, Baltimore County Board of Education from Kelli Nelson, Citizens Advisory Committee for Special Education regarding recommendations about the internal special education school audit process, November 3, 2003.
- Baltimore County Public Schools, Draft 5 Year Plan for Special Education Programs, October 21, 2003.

- Baltimore County Public Schools, Handouts for training of IEP Team Chairs, County-wide Update Meeting, October, 14, 2003.
- Baltimore County Public Schools, Office of Special Education, Cluster Self-Contained Program Data, October 14, 2003.
- Baltimore County Public Schools, Timeline for Placements Out of Home-School (Public) 2003-2004.
- Baltimore County Public Schools, Special Education Countywide Programs, 2003 – 2004.
- Baltimore County Public Schools, Northwest-Area Clusters, 2003-2004, 2003.
- Baltimore County Public Schools, Quality Indicators in Assistive Technology, October 2003.
- Baltimore County Public Schools, 2003-2004 Special Education Cluster Self-Contained Programs, 2003.
- Baltimore County Public Schools, Office of Special Education, Salary Proposal for Sign Language Interpreters, October 2003.
- Baltimore County Public Schools, Procedures for Providing Accommodations to Students under Section 504 of the Rehabilitation Act of 1973, October 2003.
- Baltimore County Public Schools, Special Education, Cluster and Home School, Self-Contained Programs Data 2003-2004, September 1, 2003.
- Baltimore County Public Schools, Placement Updates (Referrals processed from 5/10/03 to 9/10/03, September 17, 2003).
- Baltimore County Public Schools, Factors Considered in Developing Draft First Year Plan (July 23, 2003).
- Baltimore County Public Schools, Master Plan, July 8, 2003.
- Baltimore County Public Schools, Office of Special Education, Budget, July 2003.
- Baltimore County Public Schools, Organizational Chart, Office of Special Education, Draft July 3, 2003.

- Baltimore County, Infants and Toddlers Program, Final Report for July 1, 2002 - June 30, 2003.
- Baltimore County Public Schools, Activities and Accomplishments, Baltimore County Board of Education, Citizens Advisory Committee for Special Education, 2002-2003, June 23, 2003.
- Baltimore County Public Schools, LRE Improvement Plan (Draft, 2003-2004).
- Baltimore County Public Schools, Office of Special Education, Memo Regarding, Non-Public and ED Placement Work Groups, May 28, 2003.
- Baltimore County Public Schools, Ron Boone, (Draft Report) Update and Next Steps Regarding the BCPS Action Plan to Eliminate Minority Overrepresentation in Special Education, May 26, 2003.
- Baltimore County Public Schools, Office of Special Education, Follow-Up Audit #1, Woodlawn High School, May 22, 2003.
- Baltimore County Public Schools, Effective Parent/Teacher Conferences, May 2003.
- Baltimore County Public Schools, Office of Special Education, Follow-Up Audit #1, Overlea High School, May 13, 2003.
- Baltimore County Public Schools, Data – Placement Updates – Referrals Processed from May 10, 2003 to September 10, 2003.
- Baltimore County Public Schools, Office of Special Education, Special Education Audit Report, Randallstown High School, April 23, 2003.
- Baltimore County Public Schools, Office of Special Education, Special Education Staffing Plan 2003-2004, April 2, 2003.
- Baltimore County Public Schools, Office of Special Education, Proposed Plan for 2003-04 Professional Development, March, 21, 2003.
- Baltimore County Public Schools, Summary of Mediation/Due Process Hearing, March 3, 2003.
- Baltimore County Public Schools, Focused on Quality: Committed to Excellence, Blueprint for Progress, January 13, 2003.

- Baltimore County Public Schools, Materials/Data – Over-representation of African American students, January 2003.
- Baltimore County Public Schools, Letter from Superintendent Hairston to State Superintendent of Schools Nancy Grasmick, concerning over-representation of African American students in special education programs, January 29, 2003.
- Baltimore County Public Schools, Office of Related Services, Department of Special Education, Interpreting/Transliterating Services for Students Who are Deaf and Hard of Hearing: a Guide for Parents, 2003.
- Baltimore County Public Schools, Positive Behavior Planning Guide, 2003.
- Baltimore County Public Schools, LRE Comparison of Special Education Students Currently Attending BCPS Schools, December 1, 2002.
- Baltimore County Public Schools, Department of Federal and State Programs, Report to Address the Over-representation of African Americans in Special Education, November 13, 2002.
- Baltimore County Public Schools, Letter to Carol Ann Baglin, Assistant Superintendent of the Maryland State Department of Education, Baltimore County Public Schools Special Education Staffing Plan, September 13, 2002.
- Baltimore County Public Schools, Letter from parents of children with disabilities attending Baltimore County Public Schools regarding the BCPS Special Education Staffing Plan, September 13, 2002.
- Baltimore County Public Schools, IDEA PROCEDURES, Individualized Education Program Team Process, Fall, 2002.
- Baltimore County Public Schools, Special Education Teacher Handbook, Summer, 2002.
- Baltimore County Public Schools, Placement in the Least Restrictive Environment – Revised, July 2002.
- Baltimore County Public Schools, Citizens Advisory Committee for Special Education, Kelli Nelson, Chair, Activities Accomplishments 2002/2003 School Year, June 23, 2002.
- Baltimore County Public Schools, Special Education Strategic Plan for Professional Development, June 2, 2002.

- Baltimore County Public Schools, Organizational Chart, Office of Special Education: Compliance and Placement, 2002 – 2003.
- Baltimore County Public Schools, Instructional Support Team Report - Results for the 2002 – 2003 School Year.
- Baltimore County Public Schools, Miscellaneous Data - Cluster and Home School Self-Contained Program Data – May 10, 2002, and Speech Language Pathologist Assignments – 2002-2003.
- Baltimore County Public Schools, The Special Education Compliance Process, 2003.
- Baltimore County Public Schools, Federal and State Programs Organization Chart for 2002-2003.
- Baltimore County Public Schools, Citizens Advisory Committee for Special Education, A Report to the Baltimore County Board of Education From Compliance to Quality, Improving Special Education in Baltimore County Public Schools, May 28, 2002.
- Baltimore County Public Schools, CACSE, Letter to the President and Members, Baltimore County Board of Education from Teresa LaMaster regarding the 2002-2003 Special Education Staffing Plan, May 22, 2002.
- Baltimore County Public Schools, Adapted Physical Education for Students with Disabilities in BCPS, February 28, 2002.
- Baltimore County Public Schools, Special Education Liaison Project Notebook, 2002.
- Baltimore County Public Schools, Your Child's Special Education: A Resource Guide for Parents and Guardians, 2002.
- Baltimore County Public Schools, BCPS Teaming Model, Student Support Team (SST) Draft, July 2002.
- Baltimore County Public Schools, Memorandum, Legal Services, Special Education and Related Services, October 1, 2001.
- Baltimore County Public Schools, Citizens Advisory Committee for Special Education, Mission Statement, Winter, 2001.

- Baltimore County Public Schools, Department Accountability for Quality Service to Schools, 2001.
- Baltimore County Public Schools, Office of Special Education, Speech and Language Pathologists Roles and Responsibility Statement, 2001.
- Baltimore County Public Schools, Office of Special Education, Speech and Language Triennial Plan, 2001-2004.
- Baltimore County Public Schools, Cost of Special Education, FY01 – Actuals
- Baltimore County Public Schools, The Audit of Special Education and Related Services, Final Report, December 1998, Office of Internal Audit.
- Baltimore County Public Schools, Special Education Summit, May 29, 1998.
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2004 BCPS

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston

SUBJECT: **PARENT/GUARDIAN AND FAMILY INVOLVEMENT POLICY 1270 AND RULE 1270**

ORIGINATOR: Arlene K. Fleischmann, Director of the Department of Professional Development

RESOURCE PERSON: Linda Cassell, Coordinator, Title I and Grant Assistance Office

RECOMMENDATION

That the Board of Education review and approve the revised Parent/Guardian and Family Involvement Policy 1270 and review the revised Rule 1270.

* * * * *

Provide a brief description if applicable

The Maryland State Department of Education requires all county school systems to have a Parent/Guardian and Family Involvement Policy. Federal regulations through the *No Child Left Behind Act 2001* require a Parent/Guardian and Family Involvement Policy for Title I funding. In 1991, the Board of Education approved Policy 1270, Family/Community Involvement, which has been revised as the Parent/Guardian and Family Involvement Policy, aligned with Goals 6 and 7 of the *Blueprint for Progress* and the Master Plan. The revisions to Policy 1270 reflect federal requirements, the guidelines for the framework of Maryland's statewide policy, and the National PTA standards. The accompanying Rule 1270 has also been revised.

The following groups of individuals have developed or reviewed Policy 1270: parents, advisory council members, selected principals, PTA, TABCO, Executive Directors of Schools, the Division of Curriculum and Instruction staff, the Division of Business Services staff, Council to the Superintendent, the Executive Leadership Team, and the Board Ad Hoc Committee for Policy Review.

COMMUNITY RELATIONS: [Family/Community] PARENT/GUARDIAN AND FAMILY Involvement

[Family and community involvement is a critical dimension of effective schooling. Research shows that students of all ability levels are more successful when they receive the continuing support of parents and other adults. Research has also indicated that schools in every community they serve can develop effective programs to involve families in their students' education. The major goal is to promote greater success in all curricular areas for students by making schools, families, and communities more productive partners.] THE BOARD OF EDUCATION OF BALTIMORE COUNTY BELIEVES THAT SCHOOLS, PARENTS/GUARDIANS, AND FAMILIES HAVE A MUTUAL RESPONSIBILITY TO WORK TOGETHER IN ORDER TO INCREASE STUDENT ACHIEVEMENT. THE BOARD OF EDUCATION OF BALTIMORE COUNTY WELCOMES PARENT/GUARDIAN AND FAMILY INVOLVEMENT IN THE EDUCATIONAL PROCESS AND BELIEVES THIS INVOLVEMENT IS INTEGRAL TO THE ACADEMIC SUCCESS OF ALL STUDENTS.

[The foundation for effective school, family, and community partnerships is communication. The schools have the major responsibility to keep families and the community informed about school programs, students' progress, and practical ways that parents and the community can promote success. Schools must use strategies that foster two-way communication with all families, respecting the diversity and differing needs of families and the communities that they serve.] THE BOARD OF EDUCATION OF BALTIMORE COUNTY IS COMMITTED TO ENSURING THAT SCHOOLS INVOLVE PARENTS/GUARDIANS AND FAMILY MEMBERS OF CHILDREN OF ALL AGES AND GRADE LEVELS REGARDLESS OF THE PARENT'S/GUARDIAN'S AND FAMILY'S EDUCATIONAL ATTAINMENT, RACE/ETHNICITY, GENDER, SOCIO-ECONOMIC STATUS, GEOGRAPHICAL LOCATION, PRIMARY LANGUAGE, OR DISABILITY. THE BOARD OF EDUCATION OF BALTIMORE COUNTY RECOGNIZES THAT THE TYPE AND THE DEGREE OF PARENT/GUARDIAN AND FAMILY INVOLVEMENT VARIES AMONG HOUSEHOLDS.

[Strategies and systematic planning must be used to promote varied opportunities for families to be effective in the schooling process. These include opportunities for home learning activities, volunteering, attendance at school events, participation in parent education workshops, participation in school governance organizations, involvement in school site councils, and serving as advocates for children. Appropriate programs should be available at every grade level to sustain family involvement from pre-kindergarten through grade 12.] THE BOARD OF EDUCATION OF BALTIMORE COUNTY ENDORSES COOPERATION AMONG SCHOOLS, PARENTS/GUARDIANS,

FAMILIES, AND COMMUNITY MEMBERS IN ORDER TO INCREASE INVOLVEMENT AND PARTICIPATION IN PROMOTING THE SOCIAL, EMOTIONAL, AND ACADEMIC GROWTH OF STUDENTS BY UTILIZING THE FOLLOWING GUIDELINES:

1. COMMUNICATING – OPEN AND ONGOING COMMUNICATION IS PROMOTED AMONG HOME, SCHOOL, AND THE COMMUNITY.
2. PARENTING – PARENTING SKILLS ARE FOSTERED AND SUPPORTED.
3. STUDENT LEARNING – PARENTS/GUARDIANS, FAMILIES, AND COMMUNITY MEMBERS PLAY AN INTEGRAL ROLE IN ASSISTING STUDENT LEARNING.
4. VOLUNTEERING – PARENTS/GUARDIANS, FAMILIES, AND COMMUNITY MEMBERS ARE WELCOME AS VOLUNTEERS IN THE SCHOOL. THEIR SUPPORT AND ASSISTANCE ARE SOUGHT, ENCOURAGED, AND RECOGNIZED.
5. SCHOOL DECISION-MAKING AND ADVOCACY – PARENTS/GUARDIANS, FAMILIES, AND COMMUNITY MEMBERS ARE INCLUDED AS MEMBERS OF THE SCHOOL IMPROVEMENT TEAM.
6. COLLABORATING WITH THE COMMUNITY – COMMUNITY RESOURCES ARE USED TO STRENGTHEN SCHOOLS, FAMILIES, AND STUDENT LEARNING.

[The Board of Education recognizes that students are members of a larger community and that schools are part of a larger network of learning environments. Schools can serve as focal points in collaborative efforts to connect students and families with community organizations, businesses, social services, and government agencies. These groups can provide enrichment and support to families and schools in the important job of educating students and can increase the likelihood that students will remain in school and will increase the potential for their school success.] BALTIMORE COUNTY PUBLIC SCHOOLS SHALL COMPLY WITH THE REQUIREMENTS OF THE *NO CHILD LEFT BEHIND ACT 2001* RELATING TO PARENT/GUARDIAN AND FAMILY INVOLVEMENT, INCLUDING AN ANNUAL REVIEW OF THIS POLICY.

Legal References: Strengthening and Improving of Elementary and Secondary Schools, 20 United States Code (USC), Section 6318 (No Child Left Behind Act 2001)

Policy
Adopted: 5/23/91
REVISED:

Board of Education of Baltimore County

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **BOARD POLICY REVISIONS – POLICY 4144 (NEW 3143)
PERSONNEL: PROFESSIONAL - COMPENSATION AND
RELATED EMPLOYEE BENEFITS NORMAL BIWEEKLY PAY**

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

**RESOURCE
PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services
Edward Dieffenbach, Payroll Administrator

RECOMMENDATION

The Department of Fiscal Services is seeking approval of changes to Board Policy 4144 (New 3143) Personnel: Professional - Compensation and Related Employee Benefits Normal Biweekly Pay. This policy was updated as part of the initiative of the Division of Business Services to update outdated Board Policies. The policy was adopted in 1975 and was revised in 1977. Changes were reviewed by the Board Policy Review Committee on April 29, 2004, and have been made to reflect current language and practices. It is also recommended that this policy be moved from Personnel (Series 4000) to Non-Instructional Services: Fiscal Services (Series 3000).

Attachment I: Policy 4144 (New 3143) Personnel: Professional - Compensation and Related Employee Benefits Normal Biweekly Pay.

[PERSONNEL] NON-INSTRUCTIONAL SERVICES: FISCAL SERVICES
[Professional]

[Compensation and Related Employee Benefits] PAYROLL MANAGEMENT:
[Normal] REGULAR Biweekly Pay

The [normal] REGULAR biweekly pay is determined [each year] in the following manner:

1. The annual salary is divided by 217 for ten-month employees, or by the number of week days (Monday through Friday) from July 1 through June 30 for twelve-month employees, to obtain the daily rate of pay.
2. The daily rate of pay is multiplied by 10 to obtain the normal biweekly pay.

Policy
Adopted: 6/12/75
Revised: 10/27/77
REVISED:

Board of Education of Baltimore County

ALL CAPS indicate new material.
Brackets [] indicate deleted material.

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: May 25, 2004

To: **BOARD OF EDUCATION**

From: Dr. Joe A. Hairston, Superintendent

Subject: **AMENDMENTS TO BOARD OF EDUCATION POLICY 5550,
STUDENTS: CONDUCT**

Originator: Christine M. Johns, Deputy Superintendent of Curriculum and Instruction

Resource Jean Satterfield, Executive Director, Student Support Services

Person(s): Dale Rauenzahn, Director, Student Support Services

RECOMMENDATION

That the two changes proposed for Policy 5550, STUDENTS: Conduct, be approved by the Board of Education. This is the first reading of Policy 5550.

Each year a committee reviews Policy 5550. The committee met from December to March of this year to review the policy and make recommendations on the Student Handbook. All school-based administrators were asked for information on changes to Policy 5550 through the Superintendent's Bulletin.

Policy 5550 is used to amend the Student Handbook, which must be ready for staff and students on August 18, 2004. The Student Handbook has just been bid and must be sent to the vendor by July 1 for printing. The Student Handbook Revision Committee is composed of school administrators, students, parents, stakeholder representatives, Superintendent's Designees, and pupil personnel workers. This committee makes the recommendations to help clarify the rules for student behavior on a yearly basis.

The changes are listed below:

- Move bomb threat to category III from II to make the charge more serious in the eyes of students. Under the recommended change, a bomb threat would result in expulsion
- Add offense to category II i.e., exchange of money for illegal purposes to cover counterfeiting

Both offenses can be covered by our current policy and rule and allow for suspension, long-term suspension, or expulsion

JS/ds

Appendix I - Policy 5550

STUDENTS: Conduct

Disruptive Behavior

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 that may result in suspension:

ARSON/FIRE/EXPLOSIVES

- a. Possession and/or Igniting of matches or lighters (when not a part of the instructional program).

ATTACKS/THREATS/FIGHTING

- b. Fighting

ATTENDANCE

- c. Leaving school grounds without permission
- d. Unexcused lateness (class/classes)
- e. Unexcused lateness (school day)
- f. Unexcused absence or truancy (class/classes)
- g. Unexcused absence or truancy (school day)

DANGEROUS SUBSTANCES

- h. Non-prescription violation (possession of non-prescription medications)

- i. Use and/or possession of tobacco or cigarette rolling paper

DISRESPECT/INSUBORDINATION

- j. Failure to follow a direction such as, but not limited to, failure to report to office when directed by school staff to do so
- k. 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)
- l. Refusing to cooperate with school rules and regulations
- m. Refusing to cooperate with school transportation regulations
- n. Refusing to do assigned work
- o. Refusing to serve detention
- p. Using obscene or abusive language

PERSONAL HEALTH

- q. Personal health, when a student knowingly uses his or her state of health to threaten the health of others

OTHER

- r. Academic dishonesty (cheating on tests, copying term papers, forging signature of teacher and/or parent)
- s. Gambling
- t. Unauthorized sale or distribution in school of items, goods, or services not related in any way to the school operation (e.g., sale of football pools).
- u. 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-school, 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, book bag, 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.

Category II – Examples of offenses for which the student may be suspended and which may result in expulsion:

ARSON/FIRE EXPLOSIVES

- a. Fire alarm/false fire report[/bomb threat]
- b. Possession and/or detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)

ATTACKS/ THREATS/FIGHTING

- c. Extortion or taking money or possessions from another student(s) by threat or causing fear and intimidation
- d. Physical attack(s) on a student
- e. Threat(s) on individual(s)

DANGEROUS SUBSTANCES

- f. Distribution, attempt to distribute, or possession with the intent to distribute a non-controlled substance that is represented as a controlled dangerous substance
- g. Non-prescription violation (misuse of non-prescription medications) including failure to have medications administered by school nurse or delegated personnel
- h. Possession, use, or distribution of controlled and/or drug paraphernalia
- i. Prescription violation (possession of prescribed medication)
- j. Purchase of a non-controlled substance that has been represented to be a controlled dangerous substance

- k. Use and/or possession of tobacco or cigarette rolling paper, repeated offense

DISRESPECT/INSUBORDINATION

- l. Conspiracy or planning between two or more persons to commit a Category III offense
- m. Disruptive behavior that results in the interference with the normal school program, including repeated Category I or II offenses.
- n. Harassment for any reason
- o. Interfering with another student's right to attend school or classes
- p. Participating in and/or inciting a school disruption

SEX OFFENSES

- q. Inappropriate behavior of a sexual nature
- r. Indecent exposure

WEAPONS

- s. Possession of a look-alike weapon of any kinds
- t. Possession of a pocket knife

OTHER

- u. Destruction and/or vandalism of school property, personal property of students and/or faculty. This includes receipt, sale, possession, or distribution of property stolen from Baltimore County Public Schools. Restitution is required, either monetary or schoolwork project.

V. EXCHANGE OF MONEY FOR AN ILLEGAL PURPOSE

- [v] W. Reckless endangerment resulting in injury to a person
- [w] X. Theft and/or knowingly possessing stolen property
- [x] Y. Trespassing

[y] Z. Violation of the Telecommunications Acceptable Use Policy

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

ARSON/FIRE/EXPLOSIVES

a. Arson

B. BOMB THREAT

ATTACKS/THREATS/FIGHTING

[b] C. Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)

[c] D. Physical attack(s) on a staff member

[d] E. Violent behavior which creates a substantial danger to persons or property

DANGEROUS SUBSTANCES

[e] F. Distribution and/or sale of alcohol

[f] G. Distribution and/or sale of controlled dangerous substances (illegal drugs)

[g] H. Possession of alcohol

[h] I. Possession of controlled dangerous substances (illegal drugs)

[i] J. Prescription violation (misuse of prescribed medications) including failure to have medications administered by school nurse or delegated personnel

[j] K. Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance

[k] L. Use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol

[l] M. Use of any intoxicants which causes a loss of self-control or inebriation and which shall include glue and solvents

SEX OFFENSES

[m] N. Sexual assault

WEAPONS

[n] O. Possession and/or use of a firearm on school property (one-year expulsion)

[o] P. 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

[p] Q. Possession or use of a real weapon of any kind which shall include, but not 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

[q] R. Use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable)²

[r] S. 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

[s] T. Use of a pocketknife or any object as a weapon

OTHER

[t] U. Robbery

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) Unlawful Absence

13A.02.04.01.-07. Tobacco-Free School Environment

Policy

Board of Education of Baltimore County

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: 7/9/02

Revised: 6/10/03

Revised: 9/4/03

REVISED:

ALL CAPS indicate new material.

Brackets [] indicate deleted material.

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 See Note 1 above.

Exhibit G

BALTIMORE COUNTY PUBLIC SCHOOLS TOWSON, MARYLAND 21204

May 25, 2004

RETIREMENTS

<u>NAME</u>	<u>POSITION</u>	<u>SCHOOL/OFFICE</u>	<u>YRS. OF SERVICE</u>	<u>EFFECTIVE DATE</u>
Linda Carol Fountain	Admin. Secretary III	Greenwood HR. Bldg.	25.0	7-01-04
Bruce Lippy	Teacher	Cockeysville Middle	39.4	7-01-04
Margaret Myers	Paraeducator	New Town Elem.	13.0	7-01-04
Jeanina Nozemack	Teacher	Pinewood Elem.	30.0	7-01-04
Mary A. Shell	Bus Attendant	Transportation	32.8	7-01-04
Ella Webb	Bus Attendant	Transportation	14.0	2-01-04
Catherine Weber	Teacher	Westowne Elem.	18.0	7-01-04

As of 5/12/04

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

May 25, 2004

RESIGNATIONS

ELEMENTARY – 4

Harford Hills Elementary School
MaryAnn C. Gitters, 06/30/04, 9.0 yrs.

Kingsville Elementary School
Michele L. Zink, 06/30/04, 1.0 yr.

Rodgers Forge Elementary School
Silvia D. Patterson, 06/30/04, 3.0 yrs.

Shady Spring Elementary School
Amy L. Troyer, 06/30/04, 1.0 yr.

SECONDARY – 13

Arbutus Middle School
Stacie J. Mills, 06/30/04, 3.0 yrs.

Catonsville Middle School
Marla T. Sanders, 06/30/04, 6.0 yrs.

Chesapeake High School
Louis W. Pompanio, 04/28/04, 8.0 mos.

Deep Creek Middle School
Allyson J. Sieka, 06/30/04, 3.0 yrs.

Dumbarton Middle School
Jason S. McFeaters, 06/30/04, 2.0 yrs.

Overlea High School
Rebecca J. Dellavecchia, 06/30/04, 1.0 yr.
Kevin J. Hamlin, 06/30/04, 2.0 yrs.

Randallstown High School
Natasha L. Shapiro, 06/30/04, 1.0 yr.

Southwest Academy
Kelley M. Thomas, 06/30/04, 4.5 yrs.

Sparrows Point Middle School
Heather H. Barto, 06/30/04, 7.0 yrs. (Guidance)

Sudbrook Magnet Middle School
Nicole L. Bosley, 06/30/04, 1.6 yrs.

Towson High School
Annie C. McMahon, 06/30/04, 3.0 yrs.

Woodlawn Middle School
Aaron D. Walker, 06/30/04, 2.0 yrs.

SEPARATIONS FROM LEAVE – 2

Jennifer J. Gemmill, granted Child Rearing Leave, 02/02/03-02/02/05, resigning 06/30/04, 9.0 yrs.
Cynthia C. Sabo, granted Child Rearing Leave, 10/05/01-10/05/03, resigning 06/30/04, 9.0 yrs.

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

May 25, 2004

RESIGNATIONS

ADDENDUM

ELEMENTARY – 12

Deep Creek Elementary School

Theresa S. Bassett, 06/30/04, 4.0 yrs.
Dawn L. Norris, 06/30/04, 2.3 yrs.

Glenmar Elementary School

Kathryn A. Williams, 06/30/04, 8.0 mos.

Halstead Academy

Katherine E. Yarlott, 06/30/04, 2.0 yrs.

Jacksonville Elementary School

Erin L. Thomas, 06/30/04, 3.0 yrs.

Randallstown Elementary School

Heather A. Holcomb, 06/30/04, 6.0 yrs.
Brent Jernigan, 06/30/04, 2.5 yrs.

Riverview Elementary School

Kimberly L. Bendel, 06/30/04, 2.0 yrs.
Amber L. Powley, 06/30/04, 6.0 mos.

Westowne Elementary School

Karen R. Lecy, 06/30/04, 5.0 mos.

Winfield Elementary School

Kristen H. Lewis, 06/30/04, 6.0 mos.

Woodmoor Elementary School

Tracy L. Bell, 06/30/04, 1.0 yr.

SECONDARY – 16

Deep Creek Middle School

Sabrina C. James, 06/30/04, 2.0 yrs.

Dundalk Middle School

Barbara G. Perry, 06/30/04, 5.0 yrs.

Franklin Middle School

John A. Timmers, 06/30/04, 1.0 yr.

Kenwood High School

Julie C. Serruto, 05/13/04, 1.9 yrs.

Lansdowne Middle School

Jennifer L. Lilac, 06/30/04, 1.0 yr.

Middle River Middle School

Erin E. Blatti, 06/30/04, 1.0 yr.

Old Court Middle School

Elizabeth R. Stiffler, 06/30/04, 6.0 yrs.

Owings Mills High School

Bethany A. Robbins, 06/30/04, 2.0 yrs.

Parkville Middle School

Meggan I. Bobrow, 06/30/04, 1.0 yr.

Patapsco High School

Mary Jo Brannen, 06/30/04, 2.0 yrs.
Brandi Robinson, 06/30/04, 4.7 yrs.

Pine Grove Middle School

Kerri L. Zannino, 06/30/04, 6.0 yrs.

Stemmers Run Middle School

Debra R. Aquaowo, 06/30/04, 2.0 yrs.

Towson High School

Sedaris Palmer, 06/30/04, 2.0 yrs.

Woodlawn High School

Cynthia M. Crandol, 06/30/04, 13.0 yrs.
Paul Leuthauser, 06/30/04, 6.0 yrs.

SEPARATIONS FROM LEAVE - 3

Amanda M. Berry, granted Child Rearing Leave, 09/14/02-06/30/04, resigning 05/12/04, 2.9 yrs.

Beth-Ann Cole, granted Child Rearing Leave, 06/22/02-06/30/04, resigning 06/30/04, 6.0 yrs.

Deborah L. Dow, granted Child Rearing Leave, 08/18/02-06/30/04, resigning 06/30/04, 8.0 yrs.

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

May 25, 2004

LEAVES

CHILD REARING LEAVE

JENNIFER RILEY GILLISPIE– New Town Elementary School
Effective August 7, 2004 through June 30, 2006

NICOLE ZITO JERGENSEN – Loch Raven Academy School
Effective May 27, 2004 through May 27, 2006

NICOLE WINKLER JONES – Formerly Franklin Elementary School
Effective May 20, 2004 through May 20, 2006

LISA M. NELSON – Western School of Technology
Effective August 22, 2004 through June 30, 2006

EXTENDED UNUSUAL OR IMPERATIVE LEAVES

WENDY BARGER – Formerly Jacksonville Elementary School
Effective July 1, 2004 through June 30, 2005

PERSONAL LEAVE

ANJLI J. PATEL – Summit Park Elementary School
Effective July 1, 2004 through June 30, 2005

UNUSUAL OR IMPERATIVE LEAVES

ERIN ARNOLD – Johnnycake Elementary School
Effective January 2, 2005 through June 30, 2005

DIANA G. HEGMANN – Dulaney High School
Effective July 1, 2004 through June 30, 2005

LEAH ANN VANEGAS – Johnnycake Elementary School
Effective July 1, 2004 through June 30, 2005

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

MAY 25, 2004

RECOMMENDED APPOINTMENTS

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
<u>PATRICIA C. BALTZLEY</u> (Effective July 1, 2004)	Supervisor Department of Secondary Programs Programs	Director of Mathematics Department of Elementary
(New Position)		
<u>MATTHEW T. BAYNE</u> (Effective July 1, 2004)	Teacher/English Towson High School	Assistant Principal Patapsco High School
(Replacing Gerard Backof, retired)		
<u>JENNIFER M. BISCHER</u> (Effective July 1, 2004)	Teacher/Classroom Owings Mills Elementary School	Assistant Principal Owings Mills Elementary School
(Replacing Maralee Clark, recommended for appointment to Principal, Woodholme Elementary School)		
<u>KATHLEEN A. BISHOP</u> (Effective July 1, 2004)	Assistant Principal Sparks Elementary School	Principal Villa Cresta Elementary School
(Replacing Patrice Goldys, transferring to Principal, Norwood Elementary School)		
<u>MARY JAYNE O. BLOCHER</u> (Effective July 1, 2004)	Teacher/English Ridgely Middle School	Assistant Principal Loch Raven Technical Academy
(Replacing Kevin Roberts, recommended for appointment to Principal, Loch Raven Technical Academy)		
<u>JOHN S. BOWDEN</u> (Effective July 1, 2004)	Assistant Principal Pine Grove Middle School	Principal Golden Ring Middle School
(Replacing Stephen Ponzillo, retired)		
<u>SHERRI BOXER</u> (Effective July 1, 2004) Winand Elementary School	Assistant Principal	Principal Woodbridge Elementary School
(Replacing Carolyn Smith, retired)		

RECOMMENDATED APPOINTMENTS

May 25, 2004

<p><u>STEVE B. BUETTNER</u> (Effective July 1, 2004)</p>	<p>Principal Mount Washington Elementary School</p>	<p>Principal Hernwood Elementary School</p>
<p>(Replacing Joyce Albert, transferring to Principal, Franklin Elementary School)</p>		
<p><u>WILLIAM S. BURKE</u> (Effective July 1, 2004)</p>	<p>Assistant Principal New Town Elementary School</p>	<p>Principal Wellwood International School</p>
<p>(Replacing Sandra Kroh, retired)</p>		
<p><u>DEBRA L. CASCIO</u> (Effective July 1, 2004)</p>	<p>Guidance Counselor Chatsworth School</p>	<p>Assistant Principal Chatsworth School</p>
<p>(Replacing James Thompson, reassigned)</p>		
<p><u>ALAIN B. CHALMIN</u> (Effective July 1, 2004)</p>	<p>Teacher/Mathematics Sparrows Point Middle School</p>	<p>Assistant Principal Deep Creek Middle School</p>
<p>(Replacing Kelly Coston, transferring to Mentor, Dundalk Elementary School)</p>		
<p><u>BARBARA A. CHESWICK</u> (Effective July 1, 2004)</p>	<p>Coordinator, Student and Program Placement Department of State and Federal Programs</p>	<p>Principal Transition Center</p>
<p>(New Position)</p>		
<p><u>MARALEE S. CLARK</u> (Effective July 1, 2004)</p>	<p>Assistant Principal Owings Mills Elementary School</p>	<p>Principal Woodholme Elementary School</p>
<p>(New Position)</p>		
<p><u>ROBERT C. CLARY</u> (Effective July 1, 2004)</p>	<p>Acting Assistant Principal Perry Hall High School</p>	<p>Assistant Principal Perry Hall High School</p>
<p>(Replacing Jeri Hannon, resigned)</p>		
<p><u>KEVIN H. CONNELLY</u> (Effective July 1, 2004)</p>	<p>Assistant Principal Middleborough Elementary School</p>	<p>Principal Colgate Elementary School</p>
<p>(Replacing Russell Holmes, retired)</p>		
<p><u>TIMOTHY B. DEHART</u> (Effective July 1, 2004)</p>	<p>Resource/Middle School Golden Ring Middle School</p>	<p>Assistant Principal Rosedale Center</p>
<p>(New Position)</p>		

RECOMMENDATED APPOINTMENTS

May 25, 2004

JULIE A. DELLONE
(Effective July 1, 2004)

Teacher/Mathematics
Middle River Middle School

Assistant Principal
Pine Grove Middle School

(Replacing John Bowden, recommended for appointment to Principal, Golden Ring Middle School)

LISA M. DINGLE
(Effective July 1, 2004)

Teacher/Resource
Sandalwood Elementary School

Assistant Principal
Sandalwood Elementary School

(Replacing Wanda Shelton, transferring to Assistant Principal, Scotts Branch Elementary School)

KAREN DONOHO
(Effective July 1, 2004)

Assistant Principal
Pot Springs Elementary School

Principal
Martin Boulevard Elementary School

(Replacing Stephen Warner, retired)

DOUGLAS C. ELMENDORF
(Effective July 1, 2004)

Facilitator
Eastwood Center

Assistant Principal
Middleborough Elementary School

(Replacing Kevin Connelly, recommended for appointment to Principal, Colgate Elementary School)

MELISSA M. FANSHAW
(Effective July 1, 2004)

Teacher/English
Franklin Elementary School

Assistant Principal
Sparks Elementary School

(Replacing Kathleen Bishop, recommended for appointment for Principal at Villa Cresta Elementary School)

DEBORAH J. FAVINGER
(Effective July 1, 2004)

Assistant Principal
Scotts Branch Elementary School

Principal
Scotts Branch Elementary School

(Replacing Sheila Ireland, reassignment)

ELLIOTT M. FLAM
(Effective July 1, 2004)

Teacher/Mathematics
Franklin High School

Assistant Principal
Franklin High School

(Replacing Barbara McCain, retired)

JOHN T. FOLEY
(Effective July 1, 2004)

Assistant Principal
Dundalk Middle School

Principal
Sparrows Point Middle School

(Replacing Edmund Mitzel, transferring to Principal, Patapsco High School)

RECOMMENDATED APPOINTMENTS

May 25, 2004

GEORGE A. ROBERTS Assistant Principal Assistant Principal
(Effective July 1, 2004) Prince George's County Public Schools Dulaney High School

(Replacing Jacqueline Lamp, recommended for appointment to Principal, Loch Raven High School)

KEVIN D. ROBERTS Assistant Principal Principal
(Effective July 1, 2004) Loch Raven Technical Academy Loch Raven Technical Academy

(Replacing Robin Read, retired)

BRIAN W. SCRIVEN Assistant Principal Principal
(Effective July 1, 2004) Deer Park Middle Magnet School Woodlawn Middle School

(Replacing Jerilyn Roberts, retired)

JUDITH C. SENIURA Teacher/Resource Assistant Principal
(Effective July 1, 2004) Deep Creek Middle School Dundalk Middle School

(Replacing John Foley, recommended for appointment to Principal, Sparrows Point Middle School)

CHRISTINE A. SMITH Assistant Principal Principal
(Effective July 1, 2004) Randallstown Elementary School Gunpowder Elementary School

(Replacing Peggy Gordon, retired)

JOHN W. STALEY Teacher/Mathematics Coordinator, Mathematics
(Effective July 1, 2004) Hereford High School Department of Secondary Programs

(Replacing Penelope Booth, retired)

LOIS P. STOKES Teacher/Classroom Assistant Principal
(Effective July 1, 2004) New Town Elementary School Owings Mills Elementary School

(Replacing Sandre Mitchell, retired)

NANCY E. SUDEK Assistant Principal Principal
(Effective July 1, 2004) Seneca Elementary School Grange Elementary School

(Replacing Harry Belsinger, retired)

CATHERINE C. THOMAS Teacher/English Assistant Principal
(Effective July 1, 2004) General John Stricker Middle School Ridgely Middle School

(Replacing William Handy, retired)

RECOMMENDATED APPOINTMENTS

May 25, 2004

MICHAEL G. THORNE
(Effective July 1, 2004)

Teacher/English
Pine Grove Middle School

Assistant Principal
Hereford Middle School

(Replacing Timothy Rualo, transferring to classroom teacher/Social Studies, Golden Ring Middle School)

MARTIN B. VANDENBERGE
(Effective July 1, 2004)

Teacher/Spanish
Catonsville High School

Assistant Principal
New Town High School

(New Position)

GORDON E. WEBB
(Effective July 1, 2004)

Teacher/Music
Deer Park Magnet Middle School

Assistant Principal
Deer Park Magnet Middle School

(Replacing Brian Scriven, recommended appointment to Principal, Woodlawn Middle School)

KEVIN L. WHATLEY
(Effective July 1, 2004)

Guidance Counselor
Pikesville High School

Assistant Principal
Pikesville High School

(Replacing Michael Bruner, retired)

BRIAN S. WILLIAMS
(Effective July 1, 2004)

Facilitator
Martin Boulevard Elementary School

Assistant Principal
Relay Elementary School

(Replacing Paula Rees, recommended for appointment to Principal, Relay Elementary School)

LANCE R. WILLIAMS
(Effective July 1, 2004)

Teacher/Special Education
Milford Mill Academy

Assistant Principal
Sollers Point Technical High
School

(Replacing Robert Snyder, retired)

DAVID M. WUNDER
(Effective July 1, 2004)

Facilitator
Rosedale Center

Assistant Principal
Woodbridge Elementary School

(Replacing Sheri Boxer, recommended for appointment to Principal, Winand Elementary School)

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

MAY 25, 2004

RECOMMENDED TRANSFERS

NAME

FROM

TO

SHIRL P. ADAMS
(Effective July 1, 2004)

Assistant Principal
Randallstown High School

Assistant Principal
Sudbrook Magnet Middle
School

(Replacing Sharon Robbins, recommended for appointment to Principal, Sudbrook Magnet Middle School)

JOYCE M. ALBERT
(Effective July 1, 2004)

Principal
Hernwood Elementary School

Principal
Franklin Elementary School

(Replacing Ellen Rappoport, retired)

DONNA M. DILLON
(Effective July 1, 2004)

Assistant Principal
Fullerton Elementary School

Assistant Principal
Elmwood Elementary School

(Replacing Drue Whitney, transferring to Assistant Principal, Red House Run Elementary School)

PATRICE G. GOLDYS
(Effective July 1, 2004)

Principal
Villa Cresta Elementary School

Principal
Norwood Elementary School

(Replacing Harry Walker, transferring to Principal, Sandy Plains Elementary School)

SHEILA E. IRELAND
(Effective July 1, 2004)

Principal
Scotts Branch Elementary School

To Be Determined

LOUIS J. JIRA
(Effective July 1, 2004)

Assistant Principal
Pikesville Middle School

Assistant Principal
Randallstown High School

(Replacing Shirl Adams, transferring to Assistant Principal, Sudbrook Magnet Middle School)

MARY L. LAVERY
(Effective July 1, 2004)

Assistant Principal
Red House Run Elementary School

Assistant Principal
Fullerton Elementary School

(Replacing Donna Dillon, transferring to Assistant Principal, Elmwood Elementary School)

RECOMMENDATED TRANSFERS

May 25, 2004

PAUL D. MARTIN
(Effective July 1, 2004)

Principal
Meadowood Education Center

Principal
Kenwood High School

(Replacing E. Diane Goldian, retired)

EDMUND L. MITZEL
(Effective July 1, 2004)

Principal
Sparrows Point Middle School

Principal
Patapsco High School

(Replacing Fred Prumo, retired)

BRADLEY A. PALMER
(Effective July 1, 2004)

Assistant Principal
Hebbsville Elementary School

Assistant Principal
Seneca Elementary School

(Replacing Nancy Sudek, recommended appointment to Principal, Grange Elementary School)

ANDREA E. PARRIS
(Effective July 1, 2004)

Assistant Principal
Woodlawn High School

Assistant Principal
Western School of Technology

(Replacing Bonnie McNamee, retired)

JOANN W. RICH
(Effective July 1, 2004)

Assistant Principal
Loch Raven Technical Academy

Assistant Principal
Pine Grove Middle School

(Replacing Mary Cossentino, retired)

WANDA J. SHELTON
(Effective July 1, 2004)

Assistant Principal
Sandalwood Elementary School

Assistant Principal
Scotts Branch Elementary School

(Replacing Deborah Favinger, recommended appointment to Principal, Scotts Branch Elementary School)

MARIA L. TALARIGO
(Effective July 1, 2004)

Assistant Principal
Old Court Middle School

Assistant Principal
Pikesville Middle School

(Replacing Louis Jira, transferring to Assistant Principal, Randallstown High School)

C. ANTHONY THOMPSON
(Effective July 1, 2004)

Principal
Woodlawn High School

Principal
Meadowood Education Center

(Replacing Paul Martin, recommended appointment to Principal, Kenwood High School)

HARRY C. WALKER, JR.
(Effective July 1, 2004)

Principal
Norwood Elementary School

Principal
Sandy Plains Elementary School

(Replacing Gerard Budzynski, retired)

RECOMMENDATED TRANSFERS

May 25, 2004

DRUE K. WHITNEY
(Effective July 1, 2004)

Assistant Principal
Elmwood Elementary School

Assistant Principal
Red House Run Elementary
School

(Replacing, Lynn Lavery, transferring to Assistant Principal, Fullerton Elementary School)

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Joe A. Hairston, Superintendent
SUBJECT: **RECOMMENDATIONS FOR AWARD OF CONTRACTS**
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services
RESOURCE
PERSON(S): Patrick Fannon, Controller; Rick Gay, Purchasing Manager

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

**Recommendations for Award of Contracts
Board Exhibit – May 25, 2004**

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

- 1. Contract:** Consultant for EEO and Employment Law Professional Development
Contract #: RGA-113-04

Term: 6 months **Extension:** 0 **Contract Ending Date:** 11/1/04 (tentative)

Estimated total award value: \$100,000

Quote/Bid/Proposal issued: March 11, 2004

Pre-bid meeting date: NA

Due Date: April 15, 2004

No. of vendors issued to: NA

No. of Quotes/Bids/Proposals received: 7

Description:

The award vendor will train BCPS school-based managers and supervisors in Equal Employment Opportunity (EEO) regulations, policies, and compliance. The areas of training will include: sexual harassment, discrimination law, Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA). This training will assist managers of schools in their legal relationships with their employees. The program initiatives reflect Baltimore County Public Schools' *Blueprint for Progress*.

The relationship between employers and employees has become a legal one that is highly regulated by a myriad of federal, state, and local legislation. This has created a need for more record keeping and better management of the employment process by managers and supervisors.

In addition to training managers and supervisors, employees will be trained regarding the laws and board policies that directly impact their job requirements, performance, and interaction with each other. Training subjects would include:

- Sexual Harassment
- ADA
- FMLA
- EEO and Title VII
- Employment Law
- Labor Law
- Supervising for Quality Performance

Recommendation:

Award of contract is recommended to the following firm:

Berkshire Associates, Columbia, MD

Responsible school or office: EEO and Compliance

Contact Person: Phyllis P. Edmonds

Funding Source: Title II Grant

2. Contract: Contracted Services--Auctioneering Services
Bid #: PCR-258-04 (Maryland State #001B2900918)

Term: 1 year **Extensions:** 2/1-year **Contract Ending Date:** 6/30/07 (tentative)
Estimated annual award value: N/A
Estimated total award value: N/A

Bid issued: April 19, 2002
Pre-bid meeting date: May 3, 2002
Due Date: May 17, 2002
No. of vendors issued to: 11
No. of bids received: 6
No. of no-bids received: 0
No. of non-responsive: 0

Description:

BCPS will participate in Maryland's state award of contract to retain a qualified and experienced auctioneer capable of providing the highest net cash return on sales of BCPS equipment, furniture, and vehicles (school buses, cars, trucks vans, trailers, etc.).

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

The fee is 1 percent of the gross sales. The fee BCPS had been paying through previous contracts was 4 percent of gross sales.

Recommendation:

Award of contract is recommended to:

Bel Air Auction, Inc., Bel Air, MD

Responsible school or office: Office of Transportation

Contact Person: Wayne Hopkins

Funding Source: N/A

3. Contract: Contracted Services—Interpreter for the Deaf and Hard of Hearing
Bid #: PCR-249-04

Term: 2 years **Extensions:** 2/1-year **Contract Ending Date:** 6/30/08 (tentative)
Estimated annual award value: \$450,000
Estimated total award value: \$1,800,000

Bid issued: April 1, 2004
Pre-bid meeting date: April 15, 2004
Due Date: April 28, 2004
No. of vendors issued to: 3
No. of bids received: 2
No. of no-bids received: 0
No. of non-responsive: 0

Description:

BCPS provides interpreting services for deaf/hard of hearing individuals, including sign language interpreting, cued speech transliteration, and oral interpreting in a variety of locations throughout the county. Locations include elementary, middle, high, and special schools, and, occasionally, home visits relative to students' educational progress. Services are required in the classroom and for after-school activities. BCPS is also required to provide interpreting services for parents (and a teacher) who are deaf or hard of hearing at school-related activities, such as Back-To-School nights, professional conferences, team meetings, PTA meetings, and IEP meetings. Interpreting services include Cued Speech, which is a system of symbols to aid in lipreading, and with this system, interpreters are called transliterators. Another interpreting service is sign language, which is a system of manual signs representing words and phrases. With this system oral interpreters only mouth the words.

Recommendation:

Awards of contract are recommended to:

Primary Hearing and Speech Agency, Baltimore, MD
Secondary Birnbaum Interpreting, Silver Spring, MD

Responsible school or office: Department of Special Education

Contact Person: Diane Perkins

Funding Source: Operating budget of the Department of Special Education

4. Contract: Contracted Services--Lease Renewal for Pulaski Park Drive
Bid #: RGA-125-04

Term: 5 years **Extension:** 1/5-year **Contract Ending Date:** 6/30/2015 (tentative)
FY 06 Beginning annual award value: \$771,382
FY 15 Ending annual award value: \$1,122,664
Estimated total award value: \$9,680,203

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

This renewal lease is for office space at 9610 Pulaski Park Drive, Suites 201- 222, and 9611 Pulaski Park Drive, Suite 301, beginning July 1, 2005. We will also renew leasing for Suites 101 and 118, at 9600 Pulaski Park Drive, beginning June 1, 2007. There is a one-time five-year renewal period with a 3 percent increase over the previous year's rent, and a 3 percent annual increase each year after, until June 30, 2015. This lease renewal covers 118,900 square feet of existing office space for Physical Facilities, Distribution, Human Resources, and Student Support Services.

Recommendation:

The lease contract for office space at Pulaski Park Drive is approved for:

Merritt Management Corp., Baltimore, MD

Responsible school or office: Office of Support Services and Strategic Planning

Contact Person: Rita Fromm

Funding Source: Operating budget of the Department of Fiscal Services

5. Contract: Contracted Services--Programming Services (extension)
Bid #: 2-285-02

Term: 2 year extension **Contract Ending Date:** 6/30/06 (tentative)
Estimated annual award value: \$950,000
Estimated total award value: \$1,900,000

Bid issued: December 27, 2001
Pre-bid meeting date: January 17, 2002
Due Date: January 30, 2002
No. of vendors issued to: 57
No. of bids received: 20
No. of no-bids received: 2
No. of non-responsive: 0

Description:

This is a two-year extension of the contract with 11 award bidders for various programming services. The contract provides programming and analysis support services on an as-needed basis for school system programs. Nine separate skill sets are identified, with a multiple award for each skill set to ensure availability of services. The award bidders in each skill set offer the lowest hourly rates in that skill set. Services are employed on the basis of lowest rates as first choice depending on the bidder's availability.

Recommendation:

Awards of contract are recommended to:

Aijlon LLC, Towson, MD
Bell Tech Logix, Columbia, MD
CPSI, Columbia, MD
DISYS, Bethesda, MD
Exclusive Network Entertainment, West Hills, CA
Intellimark, Columbia, MD
Kforce, Tampa, FL
NexGen, Edison, NJ
S. Smith Assoc., Baltimore, MD
SM Consulting, Linthicum, MD
Shantech, Owings Mills, MD

Responsible school or office: Department of Technology

Contact Person: Judson Porter

Funding Source: Operating budget of the Department of Technology

6. Contract: eCatalog--Audio-Visual Equipment
Bid #: PCR-251-04

Term: 1 year **Extensions:** 1 year **Contract Ending Date:** 6/30/06 (tentative)
Estimated annual award value: \$1,000,000
Estimated total award value: \$2,000,000

Bid issued: March 11, 2004
Pre-bid meeting date: March 25, 2004
Due Date: April 13, 2004
No. of vendors issued to: 15
No. of bids received: 11
No. of no-bids received: 1
No. of non-responsive: 0

Description:

This is the annual bid for audio-visual equipment. The bid establishes fixed pricing for the purchase of individual items on an as-needed basis throughout the contract term. The bid is comprised of 40 items, such as television monitors, VCRs, projectors, screens, laminators, and digital and document cameras.

Recommendation:

Awards of contract are recommended to:

- CCs Presentations, Columbia, MD
- CTL Communications, Silver Spring, MD
- Custom Fit, Chantilly, VA
- DISYS, Chantilly, VA
- Kunz, Baltimore, MD
- Landon Systems, Westminster, MD
- Peripheral Vision, Baltimore, MD
- Nicholas Pipino, Columbia, MD
- Nelson White Systems, Baltimore, MD
- Southern Business Communications, Vienna, VA

Responsible school or office: Office of Library Information Services

Contact Person: Art Stritch

Funding Source: Operating budgets of various schools and offices

7. Contract: Financing--School Buses
Bid #: JCO-446-04

Term: 5 years **Extension:** 0 **Contract Ending Date:** 7/3/08 (tentative)
Estimated total award value: \$2,576,347.30

Bid issued: February 12, 2004
Pre-bid meeting date: February 26, 2004
Bid due date: April 15, 2004
No. of vendors issued to: 32
No. of bids received: 6
No. of no-bids received: 2
No. of non-responsive: 0

Description:

A bid was issued to finance \$2,475,036 over a 61-month period for the purchase of school buses.

The Department of Fiscal Services is recommending the award of contract to Bank of America, Bradenton, FL, with an APR of 2.1796 percent, for a total of \$2,576,347.30, including a \$2,400 escrow fee.

The recommendation is based on selecting the financing option that provides the most cost-effective financing plan. The proposed interest rate shall be fixed, and the principal and interest will be budgeted and paid each year, on an annual basis, in accordance with an established repayment schedule. The total principal and interest will be repaid over a period of five fiscal years (July 1 through June 30), but shall not exceed a period of 61 months. The financing arrangement has been coordinated with the Baltimore County Office of Budget and Finance to ensure the annual payments required are funded in the BCPS Budget.

The proposal is conditioned upon the financing being a *qualified tax-exempt obligation* within the meaning of the Internal Revenue Code, which in turn requires the Board of Education to reasonably anticipate that it and its subordinate units would not issue tax-exempt obligations in the face amount of more than \$10 million during calendar year 2004. The award of the financing shall constitute evidence of such reasonable anticipation by the Board, as well as the Board's designation of the financing as a *qualified tax-exempt obligation* within the meaning of Section 265 (b)(3) of the Internal Revenue Code of 1986, as amended. Lindsey A. Rader, Esq., of Funk & Bolton, P.A., Baltimore, MD, shall serve as special tax counsel for this transaction.

Recommendation:

Award of contract be awarded to:

Bank of America, Bradenton, FL

Responsible school or office: Department of Accounting

Contact Person: Patrick Fannon

Funding Source: Operating funds

8. Contract: Food Service--Food Products
Bid #: JCO-421-04

Term: 1 year **Extension:** 0 **Contract Ending Date:** 6/30/05 (tentative)
Estimated total award value: \$4,946,606

Bid issued: February 19, 2004
Pre-bid meeting date: March 1, 2004
Bid due date: March 18, 2004
No. of vendors issued to: 28
No. of bids received: 28
No. of no-bids received: 0
No. of non-responsive: 0

Description:

A bid for the annual price agreement was issued for the purchase of various food products (canned fruits and vegetables, canned meat and seafood, cereals, condiments, spices, dry goods, pizza, and frozen foods) for delivery direct to the food service warehouse on an as-needed basis.

Recommendations:

Award of contract is recommended to:

Carroll County Foods, Inc., New Windsor, MD
Cavendish Farms, Inc., Jamestown, ND
Culinary Standards, Inc., Louisville, KY
Dori Foods, Inc., Richmond, VA
East Side Entrees, Woodbury, NY
Feesers, Inc., Harrisburg, PA
Glennco, Inc., Baltimore, MD
Kellogg's Food Away from Home, Battle Creek, MI
Land O'Lakes, Inc., St. Paul, MN
M R Enterprises, Inc., Owings Mills, MD
Nardone Bros. Baking Company, Inc., Wilkes-Barre, PA
Naturally Fresh, Inc., Jessup, MD
Pilgrim's Pride Corporation, Duluth, GA
Princess Ann Products, Inc., Fruitland, MD
Sysco Food Services, LLC, Jessup, MD
Tabatchnick Fine Foods, Inc., Somerset, NJ
U.S. Foodservice, Lakeland Division, Lakeland, FL

Responsible school or office: Office of Food and Nutrition Services
Contact Person: Karen Levenstein
Funding Source: Operating budget of Food and Nutrition Services

9. Contract: Food Service--Paper Products
Bid #: JCO-423-04

Term: 1 year **Extension:** 0 **Contract Ending Date:** 6/30/05 (tentative)
Estimated total award value: \$877,468

Bid issued: March 18, 2004
Pre-bid meeting date: None
Bid due date: April 15, 2004
No. of vendors issued to: 36
No. of bids received: 11
No. of no-bids received: 1
No. of non-responsive: 0

Description:

A bid for the annual price agreement was issued for the purchase of various paper products (food and snack trays, food wrap, gloves, sandwich bags and wraps, French fry bags and cups, straws, food containers, etc.) for direct delivery to the food service warehouse on an as-needed basis.

Recommendations:

Award of contract is recommended to:

Acme Paper and Supply, Inc., Savage, MD
Calico Industries, Inc., Annapolis Junction, MD
DePalo & Sons, Inc., Baltimore, MD
FPC Holdings, Inc., Elkridge, MD
Holt Paper & Chemical Company, Inc., Baltimore, MD
Kahn Paper Company, Inc., Capitol Heights, MD
Penn Jersey Paper Company, Inc., Philadelphia, PA

Responsible school or office: Office of Food and Nutrition Services

Contact Person: Karen Levenstein

Funding Source: Operating budget of Food and Nutrition Services

10. Contract: Food Service--Small Wares
Bid #: JCO-426-04

Term: 1 year **Extension:** 0 **Contract Ending Date:** 6/30/05 (tentative)
Estimated total award value: \$20,278

Bid issued: March 18, 2004
Pre-bid meeting date: None
Bid due date: April 15, 2004
No. of vendors issued to: 26
No. of bids received: 5
No. of no-bids received: 2
No. of non-responsive: 4

Description:

A bid for the annual price agreement was issued for the purchase of various small wares (buckets and mop heads, thermometers, brushes, pizza cutters, aprons, rubber gloves) for direct delivery to the food service warehouse on an as-needed basis. The bid specifications were designed to allow for an aggregate award to one bidder due to the small-dollar item purchases.

Recommendations:

Award of contract is recommended to:

Calico Industries, Inc., Annapolis Junction, MD

Responsible school or office: Office of Food and Nutrition Services

Contact Person: Karen Levenstein

Funding Source: Operating budget of Food and Nutrition Services

11. Contract: Food Service--Uniform Shirts
Bid #: JCO-432-04

Term: 1 year **Extension:** 0 **Contract Ending Date:** 6/30/05 (tentative)
Estimated total award value: \$26,800

Bid issued: April 1, 2004
Pre-bid meeting date: None
Bid due date: April 22, 2004
No. of vendors issued to: 23
No. of bids received: 10
No. of no-bids received: 3
No. of non-responsive: 1

Description:

The bid specifications required the bidders to offer pricing for the purchase and delivery of food service uniform shirts for cafeteria workers in all schools. Orders are placed twice a year for delivery to the food service warehouse and distributed, as needed, to the cafeteria employees.

Recommendations:

Award of contract is recommended to:

Chesapeake Uniform, Inc., Baltimore, MD

Responsible school or office: Office of Food and Nutrition Services

Contact Person: Karen Levenstein

Funding Source: Operating budget of Food and Nutrition Services

12. Contract: Printing--School Calendars
Bid #: JCO-430-04

Term: 120 days **Extension:** 0 **Contract Ending Date:** 9/25/04 (tentative)
Estimated total award value: \$22,883

Bid issued: March 18, 2004
Pre-bid meeting date: None
Bid due date: April 22, 2004
No. of vendors issued to: 57
No. of bids received: 16
No. of no-bids received: 4
No. of non-responsive: 0

Description:

The bid specifications required the bidders to offer pricing for the printing and delivery of the school calendars. Delivery is made to Distribution Services for distribution to all schools and offices. The BCPS Copy and Print Services cannot print the calendars due to the volume, the color graphics, and the type of equipment needed to accomplish this task.

Recommendations:

Award of contract is recommended to:

DLT Direct, Inc., Sterling, VA

Responsible school or office: Office of Communication

Contact Person: Barbara Fuller

Funding Source: Operating budget of the Office of Communication

13. Contract: Snack Vending
Bid #: RGA-119-04

Term: 5 years **Extension:** 0 **Contract Ending Date:** 06/30/2009 (tentative)
Estimated annual award value: \$15,000
Estimated total award value: \$75,000

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: NA
No. of bids received: NA
No. of no-bids received: NA

Description:

It is the intent of this contract to establish base-level terms and conditions that will be followed by all schools when establishing services for vending machine products vendors. These terms and conditions define the requirements of quality of product, frequency of machine service, appearance of the machine, the terms of commission payments, and the reporting of sales data. Individual schools will be free to negotiate their own rebate percentage, product selling prices, and cash sponsorships for award bidder's vending rights.

These vending rights allow for the placement of vending equipment in the various campus locations, excluding the facilities under the operation of BCPS' Office of Food and Nutrition Services. In accordance with current MSDE policy, the machines are turned off during the hours that the Office of Food and Nutrition Services is serving meals, and therefore do not directly compete with the food and nutrition program. During the term of the contract, BCPS agrees that no product, other than that offered by the awarded vending service provider, shall be placed in or displayed on campus, except in the area operated by the Office of Food and Nutrition Services, and that no competitive products shall be used or sold on the premises during school-sponsored events. All proceeds are deposited in the campus student activity fund and used for benefit of the students at that campus. There is no rental fee or cost for the vending machines.

These contracts are requirement contracts with quantities projected by the vending service providers. BCPS offers no guarantee that the estimated quantities will be met and/or exceeded. The total-dollar value of the contract is estimated with the final-dollar amount determined by the actual products purchased during the contract period. The approval of these contracts is in keeping with Baltimore County Board of Education Policy 3000, to explore all practical and legal sources of income, and Policy 1400, allowing individual schools to enter into a relationship with a private business firm to generate funds.

Recommendation:

Award of contract is recommended to:

Vending Systems Management, LLC, Washington D.C.

Responsible school or office: Individual schools and offices

Contact Person: School principal or designee

Funding Source: No BCPS funding involved

14. Contract: Software--Computerized Maintenance Management System (CMMS)
Contract #: JMI-615-04

Term: Annual beginning June 30, 2004 **Extension:** N/A
Contract Ending Date: N/A
Estimated total award value: \$260,000 (estimated)
Renewed annually for: \$30,000

Bid issued: February 26, 2004
Pre-bid meeting date: March 11, 2004
Software Demonstrations: April 16, 2004
Due Date: May 3, 2004
No. of vendors issued to: 32
No. of "Step 1" Proposals received: 6
No. of "Step 1" No-Bids received: 4
No. of Final Proposals received: 3

Description:

BCPS' Department of Physical Facilities requires a Computerized Maintenance Management System (CMMS) software application that efficiently manages and automates work orders, inventory and costing management, project management, general maintenance activities, renovation projects, new construction projects, grounds activities, building operations, security activities, planned replacement of assets, service contracts, energy management activities, and the scheduling of routine preventative maintenance throughout the Baltimore County public school system. The proposed system shall establish customer connectivity through Internet access, which will improve the delivery of services by Department of Physical Facilities' staff. Through the implementation of the CMMS, the Department of Physical Facilities will have access to specific data including budget spending, tasking, and reporting that will ultimately improve its ability to establish clear performance measures to meet the goals of the BCPS Master Plan and the Superintendents' *Blue Print for Progress*. BCPS requests approval to procure the TMA Enterprise web-based software application.

Recommendation:

Award of contract is recommended to the following firm:

TMA Systems, LLC (TMA), Tulsa, OK

Responsible school or office: Department of Physical Facilities

Contact Person: Cornell Brown

Funding Source: Operating budget for Department of Physical Facilities (Maintenance, Safety and Security, Operations)

15. Contract: Telephone Supplies and Equipment (extension)
Bid #: 2-271-01

Term: 1 year extension **Contract Ending Date:** 6/30/05 (tentative)
Estimated total award value: \$500,000

Bid issued: April 5, 2001
Pre-bid meeting date: April 19, 2001
Due Date: May 3, 2001
No. of vendors issued to: 11
No. of bids received: 1
No. of no-bids received: 0

Description:

This is a request for a one-year extension of the contract with Vibes Technologies, Brooklyn Park, MN, for telephone supplies and equipment. The contract establishes fixed pricing for 18 commonly used items that are required on an as-needed basis for the maintenance and replacement of telephone equipment by BCPS' Department of Technology. Through this bid, BCPS saves approximately \$1,000 per phone system over equipment supplied through a contracted installer.

Recommendation:

Award of contract is recommended to:

Vibes Technologies, Brooklyn Park, MN

Responsible school or office: Department of Technology

Contact Person: Judson Porter

Funding Source: Operating budget of the Department of Technology

caj/P/Board Exhibits/Board Exhibits 2004/May 2004/5-25-04/Exhibit 4-25-04

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT – SCIENCE ROOM RENOVATIONS AT
LOCH RAVEN 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 H. Cassell, P.E., Administrator
Office of Engineering and Construction
Leonard Collevicchio, Mechanical Engineer,
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Science Room Renovations at Loch Raven High School.

Appendix I – Recommendation of Award of Contract

**Recommendation for Award of Contract
Science Room Renovations at Loch Raven High School
May 25, 2004**

On May 4, 2004, seven (7) bids were received for the renovation of science rooms at Loch Raven High School - Bid #MBU-502-04. This project consists of the renovation of two Chemistry labs, one Earth Science lab, one Physics lab, and associated Preparation Rooms and Storage Rooms. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to RWC Contracting Corporation, the lowest responsive bidder, in the amount of \$1,345,000.00 for the Base Bid and the six Add Alternates. These Add Alternates consist of renovations of additional labs, Prep Room, Dark Room, Animal Room, Potting Room, and performing ADA upgrades to one girls' and one boys' toilet room.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$134,500.00, 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 identified in the State and County Capital Budgets as Project #666 – Alterations/Code Updates/Restorations.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director

**Baltimore County Public Schools
Loch Raven High School – Science Room Renovations
Bid Number: MBU-502-04
Bid Due Date: May 4, 2004**

	BIDDERS' NAME						
	RWC Contracting Corporation	Phillips Way, Inc.	Jack H. Kidd Associates, Inc.	North Point Builders, Inc.	E.Pikounis Construction Co.	Orfanos Contractors, Inc.	J.A.K. Construction Co., Inc.
BASE BID	\$769,000.00	\$775,000.00	\$831,000.00	\$848,000.00	\$814,000.00	\$959,000.00	\$972,000.00
Add Alternate #1	\$137,000.00	\$133,000.00	\$130,900.00	\$144,800.00	\$155,000.00	\$142,500.00	\$178,000.00
Add Alternate #2	\$101,000.00	\$99,000.00	\$94,200.00	\$103,000.00	\$108,000.00	\$100,500.00	\$135,000.00
Add Alternate #3	\$127,000.00	\$142,000.00	\$114,000.00	\$123,000.00	\$134,000.00	\$125,000.00	\$164,000.00
Add Alternate #4	\$153,000.00	\$134,000.00	\$157,400.00	\$163,000.00	\$179,000.00	\$165,500.00	\$183,000.00
Add Alternate #5	\$30,000.00	\$30,000.00	\$23,200.00	\$30,000.00	\$28,000.00	\$27,500.00	\$37,000.00
Add Alternate #6	\$28,000.00	\$33,000.00	\$21,300.00	\$28,000.00	\$29,000.00	\$29,000.00	\$33,000.00
Base Bid and All Add Alternates	\$1,345,000.00	\$1,346,000.00	\$1,372,000.00	\$1,439,800.00	\$1,447,000.00	\$1,549,000.00	\$1,702,000.00

Add Alternate #1: Renovation of one Earth Science lab and Prep Room

Add Alternate #2: Renovation of one Earth Science lab

Add Alternate #3: Renovation of one Biology/Horticulture lab and Prep Room

Add Alternate #4: Renovation of the Biology/Photography lab and Dark Room

Add Alternate #5: Renovation of the Animal Room and Potting Room

Add Alternate #6: ADA upgrading to one boys' and one girls' toilet room

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT – SCIENCE ROOM RENOVATIONS AT PERRY HALL 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 H. Cassell, P.E., 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 – Science Room Renovations at Perry Hall High School.

**Recommendation for Award of Contract
Science Room Renovations at Perry Hall High School
May 25, 2004**

On May 5, 2004, five (5) bids were received for the renovation of science rooms at Perry Hall High School - Bid #MBU-501-04. This project consists of the renovation of four Biology labs and a central Prep 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 RWC Contracting Corporation, the lowest responsive bidder, in the amount of \$1,865,000.00 for the Base Bid plus Add Alternate #1, Add Alternate #2, and Add Alternate #4. These Add Alternates consist of renovations of additional labs, Prep Room, and Science classrooms.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$186,500.00, 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 identified in the State and County Capital Budgets as Project #666 – Alterations/Code Updates/Restorations.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director

Baltimore County Public Schools
Perry Hall High School – Science Room Renovations
Bid Number: MBU-501-04
Bid Due Date: May 5, 2004

	BIDDERS' NAME				
	RWC Contracting Corporation	Phillips Way, Inc.	Jack H. Kidd Associates, Inc.	North Point Builders, Inc.	Orfanos Contractors, Inc.
BASE BID	\$886,000.00	\$1,020,500.00	\$1,064,000.00	\$1,158,000.00	\$1,120,000.00
Add Alternate #1	\$542,000.00	\$489,500.00	\$466,000.00	\$485,000.00	\$540,000.00
Add Alternate #2	\$337,000.00	\$319,100.00	\$349,000.00	\$369,000.00	\$382,000.00
Add Alternate #3	\$460,000.00	\$428,000.00	\$428,500.00	\$445,000.00	\$442,500.00
Add Alternate #4	\$100,000.00	\$106,600.00	\$107,000.00	\$125,000.00	\$132,000.00
Add Alternate #5	\$20,000.00	\$14,500.00	\$13,500.00	\$17,000.00	\$18,000.00
Add Alternate #6	\$58,000.00	\$60,250.00	\$28,500.00	\$38,000.00	\$37,500.00
Add Alternate #7	\$58,000.00	\$7,600.00	\$50,000.00	\$56,000.00	\$62,500.00
Base Bid and Add Alternates #1, #2, & #4	\$1,865,000.00	\$1,935,700.00	\$1,986,000.00	\$2,137,000.00	\$2,174,000.00

Add Alternate #1: Renovation of two Chemistry labs and Prep Room

Add Alternate #2: Renovation of two Biology labs and Prep Room

Add Alternate #3: Renovation of one Chemistry lab, Biology lab and Prep Room

Add Alternate #4: Renovation of two Science classrooms

Add Alternate #5: Renovation of the Student Projects Room

Add Alternate #6: Renovation of the Greenhouse

Add Alternate #7: Renovation of one Science classroom

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT – SCIENCE ROOM RENOVATIONS AT PIKESVILLE 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 H. Cassell, P.E., 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 – Science Room Renovations at Pikesville High School.

**Recommendation for Award of Contract
Science Room Renovations at Pikesville High School
May 25, 2004**

On May 3, 2004, six (6) bids were received for the renovation of science rooms at [Loch Raven High School] *Pikesville High School* - Bid #MBU-503-04. This project consists of the renovation of two Chemistry labs, one Biology lab, associated Preparation Rooms and Store Rooms, and fire code and ADA upgrades on the remaining ten classrooms in the Science wing. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to E. Pikounis Construction Company, Inc., the lowest responsive bidder, in the amount of \$1,175,000.00 for the Base Bid plus Add Alternates #2, #3, and #4. These Add Alternates consist of renovations of additional labs and the Science Office.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$117,500.00, 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 identified in the State and County Capital Budgets as Project #666 – Alterations/Code Updates/Restorations.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director

**Baltimore County Public Schools
Pikesville High School – Science Room Renovations
Bid Number: MBU-503-04
Bid Due Date: May 3, 2004**

	BIDDERS' NAME					
	E. Pikounis Construction Company, Inc.	RWC Contracting Corporation	Phillips Way, Inc.	Jack H. Kidd Associates, Inc.	North Point Builders, Inc.	J.A.K. Construction Co., Inc.
BASE BID	\$884,000.00	\$939,500.00	\$994,000.00	\$1,086,000.00	\$1,144,000.00	\$1,138,339.00
Add Alternate #1	\$183,000.00	\$180,600.00	\$167,000.00	\$188,000.00	\$242,000.00	\$239,263.00
Add Alternate #2	\$124,000.00	\$127,700.00	\$126,000.00	\$153,000.00	\$148,000.00	\$159,000.00
Add Alternate #3	\$133,000.00	\$135,200.00	\$155,000.00	\$133,000.00	\$128,000.00	\$153,000.00
Add Alternate #4	\$34,000.00	\$26,200.00	\$26,000.00	\$22,000.00	\$43,000.00	\$44,000.00
Add Alternate #5	\$171,000.00	\$169,900.00	\$153,000.00	\$177,000.00	\$163,000.00	\$198,000.00
Base Bid and Add Alternates #2, #3, #4	\$1,175,000.00	\$1,228,600.00	\$1,301,000.00	\$1,394,000.00	\$1,463,000.00	\$1,494,339.00

Add Alternate #1: Renovation of one Physics lab

Add Alternate #2: Renovation of one Biology/Horticulture lab

Add Alternate #3: Renovation of one Earth Science lab

Add Alternate #4: Renovation of the Science Office

Add Alternate #5: Renovation of one Chemistry lab

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT – SCIENCE ROOM RENOVATIONS 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 H. Cassell, P.E., Administrator
Office of Engineering and Construction
Randolph Smith, Architect,
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Science Room Renovations at Woodlawn High School.

Appendix I – Recommendation of Award of Contract

**Recommendation for Award of Contract
Science Room Renovations at Woodlawn High School
May 25, 2004**

On May 11, 2004, four (4) bids were received for the renovation of a Physics lab at Woodlawn High School - Bid #JMI-626-04. This project consists of the renovation of one Physics lab. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to J.A.K. Construction Company, Inc., the lowest responsive bidder, in the amount of \$124,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$12,400.00, 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 identified in the State and County Capital Budgets as Project #666 – Alterations/Code Updates/Restorations.

APPROVED:



Donald F. Kremmel, Ph.D.
Executive Director

Baltimore County Public Schools
Woodlawn High School – Science Room Renovations
Bid Number: #JMI-626-04
Bid Due Date: May 11, 2004

	BIDDERS' NAME			
	J.A.K. Construction Co., Inc.	Chilmar Corporation	Ruskey & Company	North Point Builders, Inc.
BASE BID	\$124,000.00	\$131,800.00	\$149,500.00	\$178,300.00

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT – ROOF REPLACEMENT AND MASONRY REPAIR - FOOD SERVICE WAREHOUSE**

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

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Mark J. Camponeschi, Supervisor, Civil Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

* * * * *

Award of Contract - Food Service Warehouse – Roof Replacement And Masonry Repair

Appendix I – Recommendation for Award of Contract

Appendix I

Recommendation for Award of Contract Food Service Warehouse – Roof Replacement And Masonry Repair May 25, 2004

On May 6, 2004, three (3) bids were received for the installation of a new roof system at the Food Service Warehouse in Cockeyville - Bid #MBU-500-04. The work will consist of removal of the existing roof membrane system and installation of a new 4-ply roof membrane, exterior masonry repairs, and a ventilation system in the mechanical room. This project is the first of a series of coordinated modifications and expansion of the Food Service Warehouse planned over the next two years. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Simpson of Maryland, Inc., the lowest responsive bidder, in the amount of \$449,000.00.

At this time, we also request approval of a 10% change order allocation in the amount of \$44,900.00, 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 identified in the County Capital Budget as Project #113 - Food Service Warehouse.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director

Baltimore County Public Schools
Food Service Warehouse – Roof Replacement and Masonry Repair
Bid Number: #MBU-500-04
Bid Due Date: May 6, 2004

	BIDDERS' NAME		
	Simpson of Maryland, Inc.	Alliance Roofing, Inc.	Interstate Corporation
BASE BID	\$449,000.00	461,990.00	\$555,000.00

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT – BOILER REPLACEMENT AT WESTERN SCHOOL OF TECHNOLOGY**

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

RESOURCE

PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Sammie Clark, Mechanical Engineering Designer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Boiler Replacement at Western School of Technology.

Appendix I – Recommendation of Award of Contract

**Recommendation for Award of Contract
Boiler Replacement at Western School of Technology
May 25, 2004**

On May 7, 2004, five (5) bids were received for the boiler replacement project at Western School of Technology - Bid #JMI-638-04. This project consists of replacing the two existing boilers along with the associated piping and hazardous material abatement. Based on the bids received, the Department of Physical Facilities recommends an award of contract to M & M Welding and Fabricators, Inc., the lowest responsive bidder, in the amount of \$486,000.00 for the Base Bid plus Add Alternate #1 and Add Alternate #2. These Add Alternates consist of the installation of a new water heater, hot water storage tank, and a new air separator with associated piping.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$48,600.00, 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 identified in the State and County Capital Budgets as Project #665 – Major Maintenance.

APPROVED:


Donald F. Krempe, Ph.D.
Executive Director

**Baltimore County Public Schools
Western School of Technology – Boiler Replacement
Bid Number: JMI-638-04
Bid Due Date: April 23, 2004**

	BIDDERS' NAME				
	M & M Welding & Fabrication, Inc.	American Combustion, Industries, Inc.	G.W. Mechanical Contractors, Inc.	AWA Mechanical, Inc.	Constellation Energy Sources, Inc.
Base Bid Price:	\$392,000.00	\$449,000.00	\$525,000.00	\$533,250.00	\$499,000.00
Add Alternate #1	\$59,000.00	\$70,750.00	\$49,000.00	\$99,549.00	\$600,600.00
Add Alternate #2	\$35,000.00	\$27,300.00	\$24,000.00	\$29,612.00	\$30,800.00
Add Alternate #3	\$484,000.00	\$48,000.00	\$600,000.00	\$97,800.00	\$40,000.00
Base Bid Plus Add Alternate #1 and #2	\$486,000.00	\$547,050.00	\$598,000.00	\$662,411.00	\$1,130,400.00

Add Alternate #1 – installation of water heater and new hot water storage tank

Add Alternate #2 – installation of a new air separator and associated piping

Add Alternate #3 – furnish and install a field-erected boiler in lieu of the cast iron sectional boiler provided under the base bid

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004
TO: **BOARD OF EDUCATION**
FROM: Dr. J. Hairston, Superintendent
SUBJECT: **AWARD OF CONTRACT –HAZARDOUS MATERIAL
ABATEMENT AT SPARROWS POINT MIDDLE/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 H. Cassell, P.E., Administrator,
Office of Engineering and Construction
Clarence Foard, Mechanical Engineer,
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award Of Contract –Hazardous Material Abatement At Sparrows Point Middle/High School

Appendix I – Recommendation for Award of Contract

Appendix I

Recommendation For Award Of Contract –Hazardous Material Abatement At Sparrows Point Middle/High School May 25, 2004

On May 11, 2004, five (5) bids were received for the hazardous material abatement at Sparrows Point Middle/High School - Bid #PCR-252-04. This project, which is being completed in conjunction with the systemic renovations at this school, consists of the removal of hazardous materials found in the crawl space, demolition of hallway ceilings, and the removal of piping insulation found above hallway ceilings. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to A-L Abatement, Inc., the lowest responsive bidder, in the amount of \$199,600.00 for the Base Bid plus Add Alternate #1. This Add Alternate is the cost to furnish and install polyethylene sheeting throughout the dirt floor of the crawl space.

At this time, we also request approval of a 10% change order allocation in the amount of \$19,960.00 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 identified in the State and County Capital Budgets as Project #104 – Sparrows Point Middle School Systemic Renovation.

APPROVED:



Donald F. Krempe, Ph.D.
Executive Director

Baltimore County Public Schools
Hazardous Material Abatement at Sparrows Point Middle/High School
Bid Number: #PCR-252-04
Bid Due Date: May 11, 2004

BIDDERS' NAME	BASE BID	ADD ALTERNATE #1	BASE BID PLUS ADD ALTERNATE #1
A-L Abatement, Inc.	\$199,600.00	\$0	\$199,600.00
A & I, Inc.	\$286,400.00	\$1,600.00	\$288,000.00
Colt Insulation, Inc.	\$297,000.00	\$7,500.00	\$304,500.00
Bristol Environmental	\$347,225.00	\$1,500.00	\$348,725.00
Barco Enterprises	\$348,000.00	\$2,500.00	\$350,500.00

Add Alternate #1 – Furnish and install polyethylene sheeting throughout the dirt floor of the crawl space

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 25, 2004

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **AWARD OF CONTRACT – FIRE ALARM SYSTEM UPGRADES AT
COCKEYSVILLE MIDDLE SCHOOL, LOCH RAVEN ACADEMY,
AND WESTERN SCHOOL OF TECHNOLOGY**

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

**RESOURCE
PERSON(S):**

Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Vladimir Mukasey, Electrical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

Award of Contract – Fire Alarm System Upgrades at Cockeysville Middle School, Loch Raven Academy, and Western School of Technology

Appendix I – Recommendation of Award of Contract

Appendix I

**Recommendation of Award Of Contract
Fire Alarm System Upgrades at Cockeyville Middle School,
Loch Raven Academy, and Western School of Technology
May 25, 2004**

On May 6, 2004, three (3) bids were received for fire alarm systems at Cockeyville Middle School, Loch Raven Academy, and Western School of Technology - Bid #JCO-428-04. These projects consist of replacing the existing fire alarm system with a new, addressable fire alarm system. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts for Cockeyville Middle School and Loch Raven Academy to Action Electrical Contractors, Inc., the lowest responsive bidder, in the amounts of \$147,480.00 and \$169,400.00, respectively, for the Base Bid and Add Alternate #1; and Urban Francis, LLC., for Western School of Technology, in the amount of \$212,766.00 for the Base Bid plus Add Alternate #1. The Add Alternates consist of providing a voice evacuation system for the entire buildings.

At this time, we are also requesting a 10% Change Order Allocation in the amounts of \$14,748.00 with Action Electrical Contractors, Inc., for Cockeyville Middle School and \$16,940.00 for Loch Raven Academy; and \$21,276.60 with Urban Francis, LLC., for Western School of Technology. These Change Order Allocations will be used 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 these projects is available through the Maryland State Aging School Program.

APPROVED:


Donald F. Kremmel, Ph.D.
Executive Director

**Baltimore County Public Schools
 Fire Alarm System Upgrades at Cockeysville Middle School, Loch Raven Academy, and
 Western School of Technology
 Bid #JCO-428-04
 Bid Due Date: May 6, 2004**

COCKEYSVILLE MIDDLE SCHOOL			
Bidders' Names	Action Electric, Inc.	Urban Francis, LLC.	SPC, Inc.
Base Bid	\$143,700.00	\$173,740.00	\$189,431.00
Add Alternate #1	\$3,780.00	\$11,260.00	\$29,765.00
Base Bid Plus Add Alternate #1	\$147,480.00	\$185,000.00	\$219,196.00

Add Alternate #1 – Install voice evacuation system

LOCH RAVEN ACADEMY			
Bidders' Names	Action Electric, Inc.	Urban Francis, LLC.	SPC, Inc.
Base Bid	\$165,860.00	\$185,515.00	\$199,799.00
Add Alternate #1	\$3,540.00	\$6,729.00	\$28,111.00
Base Bid Plus Add Alternate #1	\$169,400.00	\$192,244.00	\$227,910.00

Add Alternate #1 – Install voice evacuation system

WESTERN SCHOOL OF TECHNOLOGY		
Bidders' Names	Urban Francis, LLC.	SPC, Inc.
Base Bid	\$205,526.00	\$234,078.00
Add Alternate #1	\$7,240.00	\$30,298.00
Base Bid Plus Add Alternate #1	\$212,766.00	\$264,376.00

Add Alternate #1 – Install voice evacuation system

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: May 25, 2004
To: **BOARD OF EDUCATION**
From: Dr. J. Hairston, Superintendent
Subject: **DELETION OF POLICIES 6164.7 AND 6164.6**
Originator: Christine Johns, Deputy Superintendent, Curriculum and Instruction
Resource Staff: Ronald Boone, Executive Director, Federal and State Programs
Judith Glass, Director of Special Education

RECOMMENDATION

That the Board of Education will delete Policies 6164.7 and 6164.6 as indicated on the attached exhibit.

The Board Ad Hoc Committee received a presentation regarding the recommendation on April 29, 2004. The Citizens' Advisory Council for Special Education has also endorsed these deletions.

Both policies were adopted on November 21, 1968, and have not been revised since that time. It is very important to note that the deletion of these policies in no way implies or involves any change in the level or quality of hearing and speech services to our students. In fact, these services are guaranteed in other more current BCPS policy and/or in federal and/or state laws, making policies 6164.6 and 6164.7 redundant and unnecessary, as well as outdated.

Related services such as speech, language, hearing and audiology services are guaranteed in federal law (IDEA 34CFR, Section 300.26 (a)(2)(i)). In terms of policy 6164.7, Hearing procedures regarding hearing screening are currently in BCPS policy 5240 Health Services, Hearing and Vision Screening, revised July 12, 1984 and rule 5420, revised February 12, 2002. Audiology services to students are also guaranteed by law as per COMAR 13A.05.01.03.B(6.), and 13A.05.01.03.B(58), and IDEA 20 USC §1401 (21), (also 34 CFR, Section 300.24(b)(1)).

In terms of Policy 6164.6 Speech, speech language services are guaranteed to children with disabilities under COMAR 13A.05.01.03.B(67), and IDEA 20 USC §1401 (21), (also in 34 CFR, Section 300.24(b)(14)).

Copies of the BCPS Policy, and state and federal laws are included for the convenience of Board members.

Appendix I – Policy 6164.6
Appendix II – Policy 6164.7

Instruction

Speech

Speech therapy shall be available for all school age children from grades one through twelve. There shall be no charge for this service.

Seven kinds of speech defects shall be dealt with:

1. Defects of articulation
2. Defects of voice
3. Stuttering
4. Retarded speech development
5. Speech defects associated with cleft palate and Cerebral palsy
6. Speech defects associated with impaired hearing
7. Defects of language development

The administration is authorized to institute such means as are needed to put this policy into effect.

Legal Reference: Ann. Code of Pub. Gen. Laws of Md. Art. 77-Pub. Ed.
 §138. Examination for defects of sight, hearing, etc.;
 classes for defective children
 §141. Directions for test of sight and hearing

Policy
Adopted: 11/21/68

Board of Education of Baltimore County

Instruction

Hearing

A screening program shall be established by the Board of Education to reduce the number of children who enter school with undiscovered hearing problems. Hearing tests for entering first grade pupils shall be scheduled and administered by audiometrists from the Baltimore County Department of Health.

Additional hearing surveys of older students shall be conducted by qualified personnel at regular intervals.

Legal Reference: Ann. Code of Pub. Gen. Laws of Md. Art. 77-Pub. Ed.
 §141 Directions for test of sight and hearing

Policy
Adopted: 11/21/68

Board of Education of Baltimore County

COMMUNITY RELATIONS: [Family/Community] PARENT/GUARDIAN AND FAMILY Involvement

Comprehensive programs of PARENT/GUARDIAN, family, and community involvement require schools to include PARENTS/GUARDIANS AND families at all grade levels in a variety of roles. These programs should be designed to:

1. Publicize the school's commitment to PARENT/GUARDIAN, family and community involvement
2. Make PARENT/GUARDIAN AND family involvement an integral component of the school improvement process
3. Help parents/GUARDIANS AND FAMILIES enhance parenting skills and foster conditions that support students' learning
4. Help PARENTS/GUARDIANS AND families learn techniques for home learning
5. Work cooperatively with community agencies that provide assistance to students [and] AS WELL AS TO PARENTS/GUARDIANS AND families
6. Promote clear communication between school and home concerning school programs and students' progress
7. Promote effective use of volunteers in instructional and non-instructional roles
8. Support parents/GUARDIANS AND FAMILIES as decision makers and promote their leadership in advisory and advocacy roles
9. Seek partnerships with interested businesses and community organizations to promote student success

ALL SCHOOL-BASED AND CENTRAL OFFICE STAFF SHALL COMPLY WITH THE PARENT/GUARDIAN AND FAMILY INVOLVEMENT POLICY 1270 BY IMPLEMENTING THE STRATEGIES, ACTIVITIES, AND MEASURES CITED IN THE BALTIMORE COUNTY PUBLIC SCHOOLS MASTER PLAN, GOALS 6 AND 7, REGARDING PARENT/ GUARDIAN AND FAMILY INVOLVEMENT IN THE EDUCATIONAL PROCESS.

Legal References: Strengthening and Improving of Elementary and Secondary Schools, 20 United States Code (usc), section 6318 (No Child Left Behind Act 2001)

Related Policies: 1100: Communication with public
1200: Community involvement
1220: Citizens' advisory committee
1240: Visits to schools
1250: Citizen participants in the local school
1260: School volunteers

Rule
Adopted: 5/23/91
REVISED:

Superintendent of Schools