TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, June 14, 2011
5:00 P.M.-Closed Session, 7:00 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for June 14, 2011

IV. MINUTES

Consideration of the Open and Closed Minutes of May 10, 2011 — Exhibit A

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT'S REPORT

VIII. SPECIAL ORDER OF BUSINESS – Recognition of the Teacher of the Year for 2011-2012, Mr. Joshua Parker

IX. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM MAY 10, 2011, AND MAY 24, 2011

X. OLD BUSINESS

A. Consideration of consent to the Proposed School Calendar for 2012-2013 (third reading) — (Ms. Calder) Exhibit B

B. Consideration of consent to the Proposed Special Education Staffing Plan for 2011-2012 (third reading) — (Ms. Miller) Exhibit C

XI. NEW BUSINESS

A. Consideration of consent to the following personnel matters: — (Dr. Peccia)

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

XI. NEW BUSINESS (cont)

5. Advisory Council Appointments — Exhibit H

6. Administrative Appointments — Exhibit I

B. Consideration of Hearing Officer's Opinion in Case Number H.E. 11-31 — (Ronald Miller, Esq.)

C. Consideration of consent to the Baltimore County Public School's (BCPS) Organization for 2011-2012 — (Dr. Peccia) Exhibit J

D. Consideration of consent to the Revised School Calendar for 2011-2012 — (Ms. Calder) Exhibit K

E. Consideration of consent to the following contract awards: — (Mr. Gay/Mr. Sines) Exhibit L

1. Contract Modification: Field Trip Transportation Services
2. Contract Modification: Preventative Maintenance and Repair of Emergency Generator Systems
3. Ball Diamond Mix
4. Board of Education Hearing Examiner
5. Bread Products
6. Counseling Services – Intensity V
7. Digital Course Management System Content and Resources
8. Food Products
9. Fork Lift(s) and Pallet Truck(s)
10. Ice Cream
11. Micro Fiber Cleaning Supplies
12. Office Supplies
13. Paper, Plastic, and Form Products
14. Piano Loan Program
15. Preventative Maintenance Services for the Office of Food and Nutrition Services Warehouse Refrigeration System
16. Printing of Student Handbooks
17. Produce
18. Snacks
19. Transportation Services for Textbooks
20. Construction Package 12A (Casework) – Dundalk and Sollers Point High Schools
21. Baltimore Gas and Electric Services – Dundalk and Sollers Point High Schools

XI. NEW BUSINESS (cont)

22. Baltimore County Permits and Development Management – Dundalk and Sollers Point High Schools
23. Fire Code Upgrades – Greenwood Complex
24. New Entrance – Hillcrest Elementary School
25. Roof Replacement – Lutherville Laboratory
26. Replacement of Windows, Blinds, and Doors – Relay Elementary School
27. Roof Replacement – Sudbrook Magnet Middle School
28. Roof Replacement – Westowne Elementary School
29. Request for Approval: Educational Facilities Master Plan and Comprehensive Maintenance Plan for FY2012

F. Consideration of consent of the Fullerton Elementary School Sign Installation (Ms. Blannard) Exhibit M

XII. INFORMATION

A. Financial Report for the months ending April 30, 2010 and 2011 Exhibit N

B. Central Area Education Advisory Council Meeting Minutes of May 19, 2011 Exhibit O

XIII. ANNOUNCEMENTS

A. Public Comment on the following Board of Education Policies (second reading):

- Proposed Changes to Policy 1300 – COMMUNITY RELATIONS: Use of School Facilities
- Proposed Changes to Policy 5550 – STUDENTS: Conduct- Disruptive Behavior
- Proposed New Policy 5551 – STUDENTS: Conduct- Gang Activity and Similar Destructive or Illegal Behavior

B. General Public Comment

Next Board Meeting Tuesday, July 12, 2011
7:00 PM Greenwood

Exhibit A

TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, May 10, 2011

The Board of Education of Baltimore County met in closed session at 5:03 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O'Hare, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esquire, Mr. David Uhlfelder, and Mr. Rohan Goswami. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Hines reminded Board members of community functions and Board of Education events scheduled in May and June.

Pursuant to the Annotated Code of Maryland, State Government Articles, §§10-508(a)(1), (a)(7), and (a)(8) and upon motion of Mr. Janssen, seconded by Mr. Schmidt, the Board commenced its closed session at 5:17 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:17 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O'Hare, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esquire, Mr. David Uhlfelder, and Mr. Rohan Goswami. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: Dr. Renee Foose, Deputy Superintendent; Ms. Michele Prumo, Chief of Staff; Dr. Roger Plunkett, Assistant Superintendent, Curriculum and Instruction; Ms. Karen Blannard, Assistant Superintendent, Elementary Schools; Ms. Patricia Lawton, Assistant Superintendent, Elementary Schools; Ms. Verletta White, Assistant Superintendent, Elementary Schools; Dr. Manuel Rodriguez, Assistant Superintendent, Middle Schools; Ms. Barbara Walker, Assistant Superintendent, High Schools; Dr. Donald Peccia, Assistant Superintendent, Human Resources; Dr. Alpheus Arrington, Director, Human Resources; Margaret-Ann F. Howie, Esquire, General Counsel; Ronald Miller, Esquire, Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

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

Mr. Miller provided legal advice on a recent opinion issued by the Compliance Board.

Ms. Howie updated Board members on pending litigation regarding a joint use agreement.

On motion of Mr. Janssen, seconded by Mr. Schmidt, the Board adjourned its closed session at 5:59 p.m. Staff exited the room.

ADMINISTRATIVE FUNCTION

At 6:00 p.m., Board members discussed the upcoming elections for Board officers.

At 6:20 p.m., the Board adjourned from administrative session for a brief dinner recess.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:00 p.m. at Greenwood. President Earnest E. Hines and the following Board members were present: Mr. James E. Coleman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. George J. Moniodis, Ms. Mary-Margaret O'Hare, Mr. H. Edward Parker, Ms. Valerie A. Roddy, Lawrence E. Schmidt, Esquire, Mr. David Uhlfelder, and Mr. Rohan Goswami. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the media were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Zachary Felts of Boy Scout Troop 355, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Dr. Hairston pulled item IX, Special Order of Business, from the evening's agenda.

Hearing no additions or corrections to the Open and Closed Minutes of March 8, 2011; Board Retreat Minutes of March 19, 2011; Open and Closed Minutes of March 22, 2011; and the Open and Closed Minutes of April 5, 2011, Mr. Hines declared the minutes approved as presented on the Web site.

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

SELECTION OF SPEAKERS

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

ADVISORY AND STAKEHOLDER COMMENTS

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County (TABCO), thanked those Board members who attended the 50th Annual Retirement and Recognition Dinner held on May 5, 2011. Ms. Bost asked the Board to re-examine the budget to provide a quality education for students and reduce class size.

Ms. Nancy Ostrow, President of the PTA Council of Baltimore County, expressed appreciation that the countywide budget continues to find numerous programs and services to support every student's well being and enhance opportunities to learn. She announced the following upcoming council events: awards and recognition ceremony on May 12, 2011, at Loch Raven High School; PTA Council training on June 6, 2011; and PTA Convention June 9-12, 2011, in Orlando, Florida.

Ms. Vanessa Braddy, a representative of the Citizens Advisory Committee for Gifted and Talented Education, stated that Advanced Placement (AP) courses have replaced gifted and talented (G/T) courses in Grades 11 and 12, and in some cases outright elimination of the GT option in Grades 9 and 10. Ms. Braddy stated that the school system needs to re-examine the AP-driven competitive culture in the county's high schools.

Ms. Jasmine Shriver, as Coordinator of the Area Education Advisory Councils, stated that the council is waiting for direction from the Board on restructuring the area education advisory councils.

Ms. Jasmine Shriver, as a representative of the Central Area Education Advisory Council, reported on the council's pre-budget hearing held on April 14, 2011. Six parents from Stoneleigh Elementary School asked that the renovation and addition be moved up on the priority list; one parent spoke about the continued need for climate control in all Baltimore County schools and one parent from Pot Springs Elementary School spoke about overcrowding at that school.

Ms. Beverly Coleman, Chair of the Southwest Area Education Advisory Council, reported on the council's April 27, 2011, meeting held at Hebbville Elementary School. The discussion focused on educating people about the advisory council and the impact Policy and Rule 1300 has on PTA fundraising. Ms. Coleman announced that the next meeting of the council would be held on May 18, 2011, at Arbutus Middle School.

SUPERINTENDENT'S REPORT

Dr. Hairston acknowledged the TABCO/ESPBC's annual retirement and recognition dinner honoring the service of the school system's dedicated retirees and recognition award winners. Dr. Hairston congratulated Ms. Bost for her dedication and as TABCO's president.

PRESIDENT'S REPORT

Mr. Hines stated that the Board is continually questioned about many areas of the educational system. These questions are received as public comments, direct inquires to Board members, public hearings on capital and operating budgets, and area advisory councils. Some are specific to individual schools, while other questions impact the system. Mr. Hines reported on the following topics:

- Policy and Rule 1300 – The Board of Education asked the Superintendent to have staff review the policy and rule and consider changes that would assist in making school buildings more accessible for community groups. The proposed revisions to the policy will be reviewed by the Board of Education's Policy Review Committee on May 16, 2011.

Mr. Parker reported on the National School Board Association's (NSBA) annual conference, held in April 2011, where Board members participated in several workshops on school safety and school improvement.

OLD BUSINESS

Board of Education Policies

The Board Policy Committee, represented by Mr. Coleman recommended approval of ten policies. This is the third reading.

On motion of Mr. Uhlfelder, seconded by Mr. Schmidt, the Board approved the following proposed policies:

- Proposed Changes to Policy 1270 – COMMUNITY RELATIONS: Community Involvement-Parent/Guardian and Family Involvement
- Proposed Changes to Policy 4002 – PERSONNEL: General-Precepts, Beliefs, and Values of the Baltimore County Public Schools
- Proposed Deletion of Policy 4005 – PERSONNEL: General-Dating or Sexual Relations Between Staff and Students
- Proposed Changes to Policy 4115 – PERSONNEL: Professional-Permanent: Responsibilities and Duties
- Proposed Changes to Policy 4133 – PERSONNEL: Professional-Activities: Tutoring/Educational Services
- Proposed Deletion of Policy 4145 – PERSONNEL: Professional-Compensation and Related Employee Benefits: Compensable Non-Duty Week Days

OLD BUSINESS (cont)

- Proposed Deletion of Policy 4262 – PERSONNEL: Professional-Compensation Plan: Emergency Call-In
- Proposed Deletion of Policy 5570 – STUDENTS: Student to Student Sexual Harassment
- Proposed Changes to Policy 6100 – INSTRUCTION: Curriculum
- Proposed Deletion of Policy 6103 – INSTRUCTION: Reading

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Ms. O'Hare, the Board approved the personnel matters as presented on exhibits L, M, N, O, P, Q, and R (Copies of the exhibits are attached to the formal minutes). Mr. Parker abstained from voting on exhibits L through R.

Mr. Uhlfelder asked how the number of retirements fits into the school system's plan for next year. Dr. Peccia responded that 215 retirements, leaves, resignations, and returns from leave have been received by the Department of Human Resources. This number exceeds the 196 positions that the school system is eliminating through attrition. Mr. Uhlfelder asked whether the school system anticipates movement of teachers. Dr. Peccia responded that all teachers will be placed in a school.

Mr. Hines asked whether the process has changed this year from previous years. Dr. Peccia responded that the process has remained the same.

Mr. Schmidt asked whether there is an overall impact in positions with the number of teacher retirements exceeding 30 or more years. Dr. Peccia responded that as a result of the retirement of longevity teachers, some teachers may be hired at a lower scale resulting in some cost savings.

Mr. Janssen asked whether there were any additional retirements because of recent legislation. Dr. Peccia responded that there has been a minor increase in inquires, but nothing alarming.

REPORTING STRUCTURE

On motion of Mr. Parker, seconded by Mr. Coleman, the Board approved the BCPS reporting structure to the Board of Education and Superintendent for the 2011-2012 school year as presented on exhibit S.

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Schmidt, recommended approval of items 1-28 (exhibit T). Ms. Johnson separated item 21 for further discussion, and Mr. Schmidt separated item 26.

The Board approved items 1-20, 22-25, and 27-28.

1.	JMI-622-10	Contract Modification: eCatalog – Textbooks
2.	PCR-204-11	Contract Modification: Field Trip Transportation Services
3.	JNI-715-10	Contract Modification: Graphic Technology Workshop
4.	MBU-511-11	Contract Modification: Library Supplies
5.	MBU-536-10	Contract Modification: Printing and Reproduction Services
6.	RGA-162-06	Contract Extension: AVID Center Program
7.	RGA-936-11	Cohort – Administrator I Certification/Cohort 5
8.	RGA-932-11	Cohort – Maryland Approved Alternative Teacher Preparation Program (Science) – 8
9.	RGA-937-11	Cohort – Master of Arts Degree in Administration and Supervision for Changing Populations
10.	RGA-938-11	Cohort – Master of Science in Human Resource Development – Educational Leadership Track Cohort 5
11.	PCR-215-11	eCatalog – Art Photo Supplies
12.	PCR-211-11	Electric Motors, Fractional to 1 hp
13.	JNI-755-11	Engineering and Technology and Biomedical Curricula Program
14.	JMI-621-11	Financing of Various Motor Vehicles
15.	PCR-224-11	Foreign Language Interpreting Services
16.	JNI-758-11	In-Ground Lift for Bus Facilities
17.	RGA-147-11	Mass Notification System
18.	JNI-754-11	Paving of Multi-Purpose and Tennis Courts
19.	JMI-628-11	ScanPro 2000 with PowerScan Software
20.	PCR-212-11	Social Workers/Personal Assistants
22.	MBU-532-11	Testing Equipment and Forms Loaner Program
23.	PCR-217-11	Repave Parking Lot and Bus Loop and Provide Lighting Improvements – Catonsville Elementary School

BUILDING AND CONTRACT AWARDS (cont)

24.	MBU-520-11	Parking Lot, Bus Loop, and Lighting Improvements – Chase Elementary School
25.	MWE-801-11	Addition and Renovation – Hampton Elementary School
27.	MBU-518-11	New Elevated Water Tank – Hereford High School
28.	PCR-218-11	Replacement of Windows, Blinds, and Doors – Milbrook Elementary School

Item #21

Ms. Johnson asked whether this was a new contract or an extension of the current contract with Mr. Gay responding that it is a new contract. Ms. Johnson asked whether the total amount of $4 million was for eight years. Mr. Gay responded that this contract amount is for spending authority over the eight year period. Ms. Johnson asked whether the school system has an estimate of the amount spent in the first year. Mr. Michael Sines, Executive Director of Physical Facilities, stated that stage curtains are on a replacement/ recycling schedule as part of the maintenance program. Mr. Sines stated that the Department of Physical Facilities does not know how many schools will need replacement curtains or how many dollars will be spent in a given year. Ms. Johnson asked where the system at is in the replacement cycle. Mr. Sines responded that approximately 30 schools that need curtains replaced this school year.

On motion of Mr. Janssen, seconded by Ms. Roddy, the Board approved item 21.

21.	MBU-502-11	Stage Curtain Systems – Inspections, Maintenance, Repair, and Installation

Item #26

On motion of Mr. Parker, seconded by Mr. Janssen, the Board approved item 21. Mr. Schmidt abstained from voting on this item.

26.	MWE-833-11	Replacement of Select Flooring – Hebbville Elementary School

SERVEFEST 2011 PROJECT

Mr. Hines stated that ServeFest has obtained liability insurance for the event through a company with which Mr. Hines is associated. None of the money to be paid for the premiums will come from the school system or any other public funds. To avoid any appearance of a conflict of interest Mr. Hines stated that he will not be participating in, or voting on, this matter. Mr. Hines asked Mr. Parker to chair the meeting for this item.

Ms. Michele Prumo, Chief of Staff, shared with Board members that the ServeFest Project, held at various schools throughout Baltimore County, brings in approximately 450 volunteers work to complete school beautification projects. These projects consist of cleaning up the grounds, mulching, and other necessary tasks.

Mr. Janssen asked how schools became part of this project. Ms. Prumo responded that the organization came to BCPS. Mr. Janssen asked whether other schools not on the list could participate in this project. Ms. Prumo responded that the list for this year has been established; however, the list can grow in future years.

Ms. O'Hare asked whether all schools were aware of this project with Ms. Prumo responding affirmatively. Ms. O'Hare asked whether liability insurance is needed for each site. Ms. Prumo responded that the project is under an umbrella insurance policy for the day of the event.

Mr. Schmidt asked who supervises the crews at each school. Ms. Prumo responded that there is no BCPS staff supervising volunteers. Each application states what particular tasks the group could do for the day.

On motion of Ms. O'Hare, seconded by Mr. Coleman, the Board approved the ServeFest 2011 Project at various Baltimore County Public Schools as presented in exhibit U (favor-11; 1-recused).

REPORTS

The Board received the following reports:

A. **Legislation Summary** – Edward Novak, Esquire, Manager, Governmental and External Relations, provided the outcome of key school legislation during the 2011 General Session.

REPORTS (cont)

Mr. Novak reviewed the following bills, all of which passed:

- Employee Uniforms and Equipment would prohibit public employers from knowingly purchasing, providing, or requiring employees to purchase uniforms or safety equipment/accessories manufactured outside of the United States unless an item is not available or manufactured in the United States in reasonably available quantities or the cost of an item made in the United States is unreasonably more expensive than an item not manufactured here or the quality of the item made in the united States is substantially less than a comparably priced, similar item.

- Funding Accountability and Transparency Act requires BCPS to develop and operate a single, searchable Web site available to the public at no cost. The Web site must be created no later than January 1, 2013. Additionally, the Web site must provide information regarding aggregate payment of $25,000 in a fiscal year made by the Board of Education to a payee and include information regarding the name of the payee, the payee's zip code, the amount of payment made to the payee during each fiscal year (beginning with FY 2012), the purpose of the payment, and whether the payee is a minority business enterprise.

- Task Force on the Method of Selecting the Baltimore County Board of Education requires the creation of a 13-member task force to study the membership and operation of the Baltimore County Board of Education. The task force will be composed of four members from the Maryland Senate, four members from the House of Delegates, three members appointed by the House of Delegates, one member appointed by the Baltimore County Council Chair, and one member from MABE. The task force shall conduct at least three public hearings in geographically diverse areas of Baltimore County to listen to the public and stakeholders to report on the ideal size of the Board, the most appropriate method of selection of members, the appropriate phase-in for any changes to the current appointment process, and to improve the transparency and professionalism of the Board no later than October 1, 2011.

- Overtaking and Passing School Vehicles - School Bus Monitoring Cameras would allow a local Board of Education to use monitoring cameras installed on school buses only if authorized first by local government. If approved for use, a vehicle violating the law by failing to properly stop for a school bus operating its flashing red lights will be issued a citation with a civil penalty that will be paid to local government.

REPORTS (cont)

- Student Athletes – Concussions would require the Maryland State Department of Education (MSDE) to develop and implement a program to provide information regarding concussion awareness to students and youth in youth sports programs as separate information sheet or as part of the program registration.

- Sales and Use Tax – Alcoholic Beverages would increase the state's sales tax rate on alcoholic beverages from 6% to 9% in FY 2012. BCPS is expected to receive about $7 million in funding from these tax receipts to be used for school construction.

B. **Report on Workforce Readiness –** Dr. Mike Galiazzo, President of the Regional Manufacturing Institute (RMI), shared with Board members workforce manufacturing matters of relative to curriculum and of interest to the Board of Education. RMI is a group who value manufacturing. Dr. Galiazzo explained the essential role of manufacturing in the economy. The United States lost its manufacturing base in the 1970's and 80's. He stated that the school system would see resurgence in America of industrial strategy because creating jobs creates value and wealth. Dr. Galiazzo stated that America needs to learn how to operate and be organized in a competitive global economic system.

Ms. Roddy asked what a manufacturer looks for in students graduating from high school. Dr. Galiazzo stated that because the volume of knowledge changes at such a rapid rate, the information being taught is no longer relevant. There needs to be a system in place that does a better job at looking for specific skill sets needed to navigate the workforce landscape.

INFORMATION

The Board received the following as information:

A. Revised Superintendent's Rule 1270 – COMMUNITY RELATIONS: Community Involvement-Parent/Guardian and Family Involvement

B. Deletion of Superintendent's Rule 4005 – PERSONNEL: General-Dating or Sexual Relations Between Staff and Students

C. Deletion of Superintendent's Rule 4114 – PERSONNEL: Professional-Permanent: Assignment, Transfer, and Promotion

INFORMATION (cont)

D. Revised Superintendent's Rule 4115 – PERSONNEL: Professional-Permanent: Responsibilities and Duties

E. Deletion of Superintendent's Rule 4213 – PERSONNEL: Classified-General: Job Description and Specifications

F. Deletion of Superintendent's Rule 4262 – PERSONNEL: Professional-Compensation Plan: Emergency Call-In

G. Deletion of Superintendent's Rule 5570 – STUDENTS: Student to Student Sexual Harassment

H. Revised Superintendent's Rule 5580 – STUDENTS: Conduct-Bullying, Harassment, or Intimidation

I. New Superintendent's Rule 6100 – INSTRUCTION: Curriculum

J. Deletion of Superintendent's Rule 6103 – INSTRUCTION: Reading

K. Southeast Area Education Advisory Council Meeting Minutes of March 14, 2011

L. Central Area Education Advisory Council Meeting Minutes of April 14, 2011

Councilman Tom Quirk, District 1, acknowledged Ms. Bost and her leadership of TABCO for the past eight years. Councilman Quirk thanked the Board for approving the repaving of the parking lot and bus loop at Catonsville Elementary School earlier that evening.

ANNOUNCEMENTS

Mr. Hines made the following announcements:

- The Northwest Area Education Advisory Council will hold its next meeting Tuesday, May 17, 2011, beginning at 7:00 p.m.

- The Southwest Area Education Advisory Council will hold its next meeting on Wednesday, May 18, 2011, at Arbutus Middle School beginning at 7:00 p.m.

- The Central Area Education Advisory Council will hold its next meeting on Thursday, May 19, 2011, at Ridgely Middle School beginning at 7:00 p.m.

ANNOUNCEMENTS (cont)

- The Board of Education of Baltimore County will hold its next meeting on Tuesday, May 24, 2011, at Greenwood. The meeting will begin with an open session at approximately 5:15 p.m. The Board will then adjourn to meet in closed session. The open session will reconvene at approximately 6:30 p.m. The public is welcome to all open sessions.

- The Baltimore County Board of Education will hold a public hearing to seek input about BCPS' FY2013 Capital Budget needs on Wednesday, May 25, 2011, at 7:00 p.m. on the Greenwood campus in the ESS Building. Sign-up for the public to speak will begin at 6:00 p.m.

PUBLIC COMMENT ON PROPOSED SCHOOL CALENDAR FOR 2012-2013

Dr. Bash Pharoan stated that the proposed calendar is discriminatory. He asked the Board to include Muslim holidays on the calendar, as Jewish holidays are included, or to remove all non-COMAR holidays.

PUBLIC COMMENT ON PROPOSED SPECIAL EDUCATION STAFFING PLAN FOR 2011-2012

Ms. Jasmine Shriver asked the Board to accept the proposed special education staffing plan as presented at the April 5, 2011, Board meeting.

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

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

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

GENERAL PUBLIC COMMENT

Dr. Bash Pharoan asked the Board to add the Muslim holidays to the school calendar or obtain substitute teachers to cover absent teachers on the Jewish holidays. He stated that the Board has not provided direction to the calendar committee and believes the minutes of that committee to be fraudulent.

Ms. Yara Cheikh thanked the Board for approving the Hampton Elementary School renovation and addition. She stated that the playground was disassembled and two relocatables are now in place.

Ms. Danielle Edwards stated that the repaving of the parking lot at Catonsville Elementary School was supposed to be installed last summer. She asked the Board to look into having the parking lot repaved this upcoming summer.

Mr. Edward Dove asked the Board to reinstate funding for the parking lot at Catonsville Elementary School. Board member Schmidt explained that the repaving of the parking lot and bus loop at Catonsville Elementary School was approved by the Board earlier this evening.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 8:50 p.m.

Respectfully submitted,

_____
Joe A. Hairston
Secretary-Treasurer

/bls

Exhibit B

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF CONSENT TO THE PROPOSED 2012-2013 SCHOOL CALENDAR**

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Kara E. B. Calder, Executive Director, Planning and Support Operation

RECOMMENDATION

That the Board of Education approves the proposed calendar for school year 2012-2013. This is the third reading.

*****

Attachment – Proposed 2012-2013 School Calendar

BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204

Calendar 2012-2013 - PROPOSED

			Pupil Days	Teacher Days
August	17(F)	Administrative & Supervisory Personnel Meeting		
	20(M)	Teachers on Duty		
	22 or 23 (W,Th)	Systemwide Professional Development Activities - Common Core State Standards. Teachers will Participate on One of the Two Scheduled Days		
	27(M)	Opening Day for Students		
			5	10
September	3(M)	Labor Day – Schools and Offices Closed		
	17(M)	Rosh Hashanah – Schools and Offices Closed		
	26(W)	Yom Kippur – Schools and Offices Closed		
			20	20
October	8(M)	Columbus Day*		
	19(F)	Professional Development Day/MSTA Convention – Schools Closed for Students		
			20	21
November	2(F)	First Marking Period Ends - Grade & Data Recording and Data Analysis Schools Closed 3 Hours Early for All Students – Teachers on Duty**		
	5(M)	Systemwide Professional Development for All Schools – Schools Closed for All Students		
	6(T)	Election Day – Schools and Offices Closed		
	11(Su)	Veterans Day*		
	15(Th)	Distribution of Report Cards		
	12-16(M-F)	American Education Week		
	16(F)	Prekindergarten Conference Day – school closed for a.m. and p.m. Prekindergarten students only – Teachers on duty		
	19(M)	Elementary Conference Day—Schools Closed for Elementary Students		
	22-23(Th-F)	Thanksgiving Holiday—Schools and Offices Closed		
			19	20
December	15(S)	Bill of Rights Day*		
	21(F)	Christmas Holiday/Winter Break Begins at End of School Day		
			17	17
January	2(W)	Schools Reopen		
	15(T)	Dr. Martin Luther King, Jr.'s Birthday *		
	21(M)	Dr. Martin Luther King, Jr.'s Birthday Observed—Schools and Offices Closed		
	25(F)	Second Marking Period Ends		
	28(M)	Grade & Data Recording, Data Analysis, and Professional Development for All Schools*** —Schools Closed for all Students – Teachers on Duty		
			20	21
February	7(Th)	Distribution of Report Cards		
	12(T)	Lincoln's Birthday*		
	18(M)	Presidents' Day—Schools and Offices Closed		
	22(F)	Washington's Birthday*		
			19	19

			Pupil Days	Teacher Days
March	25(M)	Maryland Day*		
	28(Th)	Easter Holiday/Spring Break Begins at the End of School Day		
			22	22
April	8(M)	Schools Reopen		
	12(F)	Third Marking Period Ends – Grade & Data Recording and Data l Schools*** —Schools Close 3 Hours Early for Elementary and Middle School Students – Teachers on Duty		
	25(Th)	Distribution of Report Cards		
			15	15
May	13(M)	PreK/K Conference Day – No Pre-K or Kindergarten Sessions		
	24(F)	Last Day for Seniors		
	27(M)	Memorial Day Observed – Schools and Offices Closed		
	28-31(T-F)	Commencement Exercises		
			22	22
June	1-6(S-Th)	Commencement Exercises		
	14(F)	Flag Day*		
	14(F)	Assessment Day****: High Schools close 3 Hours Early; Teachers on Duty		
	17-18(M, T)	Assessment Day****, Grade & Data Recording/Analysis**: All Schools Close 3 Hours Early, Teachers on Duty		
	18(T)	Last Day of Classes for Students		
			10	10
		TOTAL	187	195
June	28(F)	Summer School Teachers on Duty		
July	4(Th)	Independence Day – Schools and Offices Closed		
	8(M)	Summer School begins		
August	2(F)	Summer School ends		

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

** GRADE & DATA RECORDING, DATA ANALYSIS -- principals and teachers will have time for grade & data recording, data analysis/progress assessment

*** GRADE & DATA RECORDING, DATA ANALYSIS, SITE BASED PROFESSIONAL DEVELOPMENT -- principals and teachers will have time for grade & data recording, data analysis/progress assessment, and preparation upcoming semester. Principals will have time to conduct staff professional development activities.

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

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

Exhibit C

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF CONSENT TO THE PROPOSED *SPECIAL EDUCATION STAFFING PLAN FOR 2011-2012***

ORIGINATOR: Roger Plunkett, Assistant Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Kathleen McMahon, Executive Director, Special Programs
Kalisha T. Miller, Director, Office of Special Education
Shaunta Lindsey, Coordinator, Instructional Support, Alt-MSA and Autism
Lance Williams, Coordinator, Related Services and Behavior

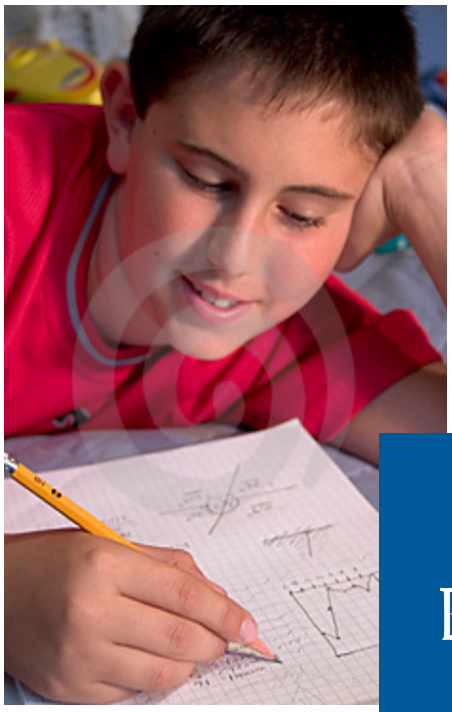
INFORMATION

That the Board of Education approves the proposed *Special Education Staffing Plan for 2011-2012*. This is the third reading.

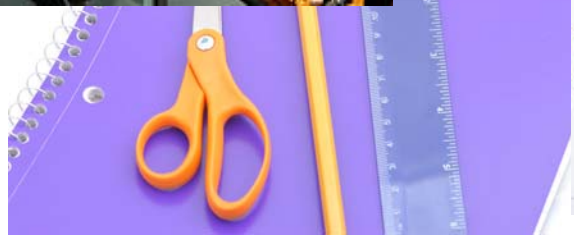
*****

Attachments

Special Education Staffing Plan for 2011-2012
Appendix A – Special Education Staffing
Appendix B – Special Education Community Forum
Appendix C – Media Advisory
Appendix D-1 – Baltimore County Public Schools Guide to High-Quality Professional Development
Appendix D-2 – Professional Development Year-at-a-Glance
Appendix E – Special Education Staffing Plan Committee
Appendix F – Glossary of Terms
Appendix G – List of Acronyms/Abbreviations



The Baltimore County Public Schools



Special Education Staffing Plan 2011-2012

SPECIAL EDUCATION STAFFING PLAN FOR 2011-2012

TABLE OF CONTENTS

I. Assurance 2

II. Introduction 2

III. Maintenance of Effort 4

IV. Staffing Patterns for Special Education and Related Services 4

V. Number and Type of Service Providers 7

VI. Public Input Process 16

VII. Evaluation 19

DRAFT

I. Assurance

The *Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2011-2012* is developed consistent with the procedures provided by the Maryland State Department of Education (MSDE) 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 the following:

- 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 paraeducators.
- The number and type of service providers needed to provide FAPE to each student with a disability in the LRE.
- How the staffing plan will be used to monitor the assignment of personnel to ensure that 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 paraeducators assigned to schools.
- The number of vacancies reported and how FAPE is provided when vacancies occur.

II. Introduction

Vision and Mission Statement

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

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

Goal: The Office of Special Education seeks to improve the performance of students with disabilities and assists in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment.

DRAFT

Philosophy and Guiding Principles

In 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 *BCPS Master Plan* further defines how the school system will ensure that all students will graduate from high school and reach high standards, as established by BCPS and state proficiency levels in reading, language arts, mathematics, science, and social studies. Key strategies of Goal 1 and Goal 5 of the *BCPS Master Plan* include the following:

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

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

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

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

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

DRAFT

III. Maintenance of Effort

The proposed Board of Education budget for FY12 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY11. The federal pass-through grant for FY12 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds.

State and County Funding for Special Education								
FY07 through FY12 Board-Proposed								
Fiscal Year	General Fund Budget for Special Education [1]	Special Revenue Fund Budget for Special Education [2]	Total	% Change	General Fund Operating Budget for BCPS [1]	Total Special Revenue Fund Budget [2]	Total	% Change
2007	$ 128,268,326	$ 39,164,514	$167,432,840	2.04%	$1,067,721,040	$88,158,694	$1,155,879,734	7.52%
2008	$ 139,150,546	$ 36,359,258	$175,509,804	4.82%	$1,135,301,441	$85,259,525	$1,220,560,966	5.60%
2009	$ 146,350,095	$ 31,539,975 [3]	$177,890,070	1.36%	$1,172,415,725	$76,438,738	$1,248,854,463	2.32%
2010	$ 147,834,796	$ 41,227,411 [3]	$189,062,207	6.28%	$1,197,905,720	$73,533,825	$1,271,439,545	1.81%
2011	$ 147,813,418	$ 50,285,524 [3]	$198,098,942	4.78%	$1,210,897,859	$94,448,713	$1,305,346,572	2.67%
2012	$ 157,203,857 [3]	$ 38,865,093	$196,068,953	-1.02%	$1,220,319,143	$87,655,456	$1,307,974,599	0.20%
Sources of Data								
[1] Based on modified budgets in AMS for FY2007 - FY2010, FY2011 Adopted Operating Budget, and FY2012 Proposed Budget.								
[2] Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2007 - FY2012.								
[3]All special education positions transferred from Third Party Billing fund to the operating budget in FY2009. Middle school instructional assistants transferred to the Part B Passthrough ARRA grant for FY2010 and FY 2011 and returned to the general fund for FY2012. Contracted additional assistants transferred from the general fund to the Third Party Billing fund for FY2012.								

IV. Staffing Patterns for Special Education and Related Services

Determination and Monitoring of Special Education Staffing and Programs/Services

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

- Appropriate supports and related services to meet students' needs in order to be successful in the LRE.
- Services and supports required by the students' IEPs.
- Federal and state laws, regulations, and policies governing special education.
- Parental participation.

DRAFT

Special education staff reviewed the October 30, 2010, 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 OSE is committed to collaboration with all curriculum offices to provide a coordinated instructional program to meet the diverse needs of all students. Services are provided to support schools in the effective implementation of the curriculum and to meet the instructional needs of students. Additionally, the OSE works with the Department of Human Resources in the recruitment and retention of staff and increasing the number of teachers meeting the highly qualified status.

Each year the OSE analyzes student needs and program enrollment data to determine the programmatic needs that will support educating students in the LRE. IDEA requires that students with disabilities be educated with nondisabled peers to the maximum extent possible. BCPS strives to provide a continuum of special education and related services ranging from consultative services to direct services in general education and special education classrooms. Services to students with disabilities are offered in their home school, or as close to their home school as possible.

The annual process of planning for special education programs requires calculated coordination, forecasted design, and collaboration with the Department of Physical Facilities, the Office of Strategic Planning, and OSE, with the support of the Executive Leadership Team. The instructional environment must be planned for and appropriately designed to accommodate the needs of students with disabilities. While the majority of students with disabilities are educated in the general education classroom, some students will require programming in a self-contained classroom.

Process for Monitoring Caseloads - Resolving Staffing Concerns

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

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

DRAFT

Process for Monitoring Caseloads - Resolving Vacancies

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

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

Data Communication Timeline

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

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

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

- January — All schools have their current verification listing available to them in TIENET. School-specific area reports of IEPs current and past due totals are available in TIENET.

- February — Projected lists of students transitioning to next level (elementary to middle and middle to high) are sent to all schools with explanation and directions. IEP chairs and special education department chairs are notified by TIENET Reports of Grade 12 students with projected exit dates and graduation status (diploma or certificate) for verifications and/or corrections.

- April — All special education staff are sent reminders to review and finalize all completed TIENET documents prior to the end of the school year.

DRAFT

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

V. Number and Type of Service Providers

Special Education Services

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

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students' IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY12.

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

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY12
Infants and Toddlers (I & T) (Birth – Kindergarten age)	The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children, birth to kindergarten age on an Individualized Family Service Plan (IFSP). The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Many children and families receive multiple services, including special instruction, related therapies, family training, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.	◆ Infants and Toddlers services are provided in "natural environments," which may include the home, childcare setting, or other community setting such as a library.	Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs. Current ratio for Infants and Toddlers: 35 children 1 teacher

DRAFT

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY12
Child Find (Age 3-Age 21)	Child Find services maintain a system for locating, assessing, and identifying children from age 3 through age 21 who may have a suspected disability and may need special education and related services. Referrals for Child Find services for school age students (Grades K-12) are sent to the BCPS' home school for the Child Find process. Referrals for Child Find services for three- and four-year-old students are sent to one of the four Child Find Assessment Centers.		Each center includes the following: 1 FTE team leader, 1 FTE SLP, .8 FTE psychologists, .6 FTE nurses, .3 FTE occupational therapists, and .3 FTE physical therapists. An audiologist is utilized by the Child Find center when needed.
Inclusive Education (IE) (Preschool – Grade 12)	Students in need of these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include instruction in home settings or in parentally placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small-group resource support (both pullout and push-in); co-teaching; and consultation with general education teachers.	◆ Community-based supports are provided in "natural environments," such as the home or a childcare setting for students' ages 3 and 4. ◆ Inclusion in general education classes for part of or all of the school day with an evolving emphasis on co-teaching and differentiation. ◆ Educational services may occur in the general education classroom or students may receive pullout services.	*Community-based:* 20 students 1 teacher *Inclusion:* 16 students 1 teacher .5 paraeducator
Early Childhood Learning Support (ECLS) (Age 3 - Age 5)	Students in need of early childhood learning support services are those students who demonstrate significant delays in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include a highly structured learning environment; use of developmentally appropriate practices; specialized instruction as identified by a student's IEP team; use of multi-sensory lessons; and positive behavioral supports.	◆ Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate, for the individual student.	9 students 1 teacher 1 paraeducator

DRAFT

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY12
Adapted Learning Support (ALS) (Grades 1 - 12)	Students in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Students in this service delivery model are instructed using grade-level content and curriculum. Services offered may include accommodations and modifications to the complexity and amount of the general education curriculum; specialized instructional strategies and materials; adjustments in pacing; reduction in output; and alternative methods for demonstrating skill acquisition.	◆ Services may be provided in the general education setting and/or the special education classroom, depending on the individual needs of the student.	13 students 1 teacher 1 paraeducator
Behavior and Learning Support (BLS) (Grades 1 - 12)	Students in need of behavior and learning support services are those whose significant social, emotional, behavioral, and learning difficulties adversely impact their ability to be successful in the general education setting in school. Students requiring these services may not be achieving academically due to emotional and behavioral difficulties and are instructed using grade-level content and curriculum. Services offered may include a structured learning environment; behavioral support in the general education setting, behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; and availability of crisis prevention and intervention.	◆ Services may be provided in the general education setting and/or the special education classroom, depending on the individual needs of the student. ◆ Public, separate day school.	***Special Education Classroom:*** 9 students 1 teacher 1 paraeducator ***Public, Separate Day School:*** 7.5 students 1 teacher 1 paraeducator ***Additional Support:*** 1 behavior intervention support staff per school
Communication and Learning Support (CLS) (Age 3 – Age 21)	Students in need of communication and learning support services are those who exhibit complex communication and learning needs. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include a highly structured learning environment; use of visually based strategies; emphasis on the development of language and social skills; use of sensory processing techniques; and the development of individualized behavioral strategies.	◆ Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student.	9 students 1 teacher 1 paraeducator
Functional Academic Learning Support (FALS) (Age 3 – Age 21)	Students in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include instruction in functional life skills, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.	◆Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student. ◆ Public, separate day school. ◆ College campuses.	10 students 1 teacher 1 paraeducator

DRAFT

Service	Description	Service Delivery Model	Staff Ratios Proposed for FY12
Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)	Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies**,** auditory listening devices (ALDs), and related services**.** Related services includes: itinerant services, interpreting services, voice-to-print transcription services, and audiology services. Interventions may include communication development; speech and language therapy; aural rehabilitation**;** instruction use of auditory listening devices; and specialized accommodations/modifications**.** Communication modalities used in the instructional setting will include one of the following: 1) direct instruction through total communication with simultaneous sign language and speech presentation, 2) oral communication that may include a cued speech transliterator, oral interpreter, or voice-to-print transcriber. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.	◆ Inclusion in general education for part or all of the day. ◆ Services may be provided in the general education setting and/or in a self-contained class for the deaf and hard of hearing, depending on the individual communication, academic and social needs of the student. Instruction in the self-contained classes for the deaf and hard of hearing is presented through direct communication (e.g., Total Communication using simultaneous sign language and speech, American Sign Language, or oral communication) by a certified teacher of the deaf and hard of hearing.	*Self-Contained:* 9 students 1 teacher, certified in deaf education and fluent in sign communication 1 paraeducator, with signing skills

Related Services and Support Staff

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

Related service staffing allocation recommendations are made collaboratively through the Office of Special Education, Office of Student Support Services, and the Department of Human Resources. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county.

The following workload/caseload factors are considered when allocations of related services and additional support staff are determined:

- The intensity of services, accommodations, and modifications required by IEPs and 504 plans.
- The specific needs of the school and community, including the impact of special education programs and inclusive services.
- The impact of preschool and nonpublic enrollment for speech language services.

DRAFT

- The participation in grade level/interdisciplinary/departmental teams, student support teams (SST), instructional support teams (IST), IEP team, and I &T transition teams.
- The amount of time a provider is involved in consultation with school staff.
- The assessment needs of the school student population, including report writing and developing collaborative IEPs.
- The number of schools that are serviced by an individual therapist or itinerant teacher; travel time.
- The ongoing maintenance of equipment.
- The amount of time interpreters provide services to students involved in BCPS sponsored after-school activities.
- The number of parents/guardians who are deaf/hard of hearing and request an interpreter for equal access under the Americans with Disabilities Act (ADA).

	Description	Number of Service Providers Proposed for FY12
Related Services		
Adapted Physical Education (APE)	Adapted Physical Education is a comprehensive program for students with disabilities who are unable to meet grade-level outcomes in physical education and require a specialized physical education program. BCPS utilizes a consultative model to assist physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs. In addition to working with and advocating for students, the team provides professional development to teachers, special educators, administrators and parents.	3.6 FTE
Assistive Technology (AT)	Assistive Technology (AT) services are available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The AT program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The AT staff works closely with the school team to complete the evaluation of specific technology needs, provide training and technical support to students, staff, and parents to integrate technology supports into the curriculum.	5.0 FTE
Audiology (Aud)	Audiology services in BCPS are provided in the clinical and educational setting and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and 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 students, staff, and parents regarding hearing loss, hearing status, and equipment. Diagnostic services for Infants and Toddlers (birth to 3 years old) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.	4.0 FTE

DRAFT

	Description	Number of Service Providers Proposed for FY12
Interpreting/Transliterating Services (Int)	Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services for students include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extracurricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.	15.0 FTE
Job Coach Services (JC)	Job coach services are provided to students that need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small-group support to students and employers in the job setting. The increased supervision assists the student in developing appropriate work behaviors and interpersonal communication skills.	2.0 FTE
Occupational Therapy (OT)	The goal of occupational therapy (OT) service is to enable children/students from birth-21 to be functional participants in their natural learning environments. OT services are provided to or on behalf of a student to address identified needs that require the unique expertise of an occupational therapist. These services to students, school teams, and families may include: 1.) Devising strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; and 2.) Developing activities/strategies to improved fine motor control, self-care skills or promote sensor-motor development (body awareness, postural control, eye-hand coordination.)	52.8 FTE
Physical Therapy (PT)	The goal of physical therapy (PT) service is to enable students with disabilities to achieve functional independence in the school environment. PT services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) Recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) Activities to improve large muscle control and balance, to promote sensor motor development (body awareness, postural control), and/or to promote independence in functional mobility skills.	21.6 FTE
Speech Language Services (SL)	The goal of speech language services is to identify and provide support to students who have communication deficits that affect their ability to access the curriculum. Speech language services promote success in the areas of literacy, social interaction, and learning in the school environment. A continuum of service delivery models includes collaboration with families and school staff, consultation, and individual, small group, and classroom interventions, as determined by students' communication needs.	167.4 FTE

DRAFT

	Description	Number of Service Providers Proposed for FY12
Music Therapy	As a related service, music therapy service (MT) assists students to be functional participants in their educational environment. Music therapists provide direct and consult services to a student when assessed to show that music therapy is needed to assist in gaining progress toward their IEP goals and objectives. Music therapy may include: • Providing and modeling songs to teachers to help with specific IEP objectives. • Providing ideas to assist with MT relaxation techniques and those to assist with regulation and sensory needs. • Use of music and music activities to help a student achieve on their IEP. Music therapy services are provided by nationally board certified music therapists who are employed by BCPS. Music therapists are part of the transdisciplinary team who use music therapy interventions to assist with IEP objectives provided by other team members for a student.	1.0 FTE
Art Therapy	Art therapy services provide students with strategies to assist them with being functional participants in their educational environment. Art therapists provide direct and consult services to a student when assessed to show that art therapy is needed to assist in gaining progress toward their IEP goals and objectives. Art therapy may include: • Providing verbal and nonverbal interventions to teachers to help with specific IEP goals. • Providing interventions to assist with self-regulation, cognitive perceptual integration and sensory needs. • Use of graphic tools to improve fine motor skills, group skills, and availability for learning. These strategies are used to enhance the skills of students that are important for daily life, along with academic IEP goals and objectives.	1.0 FTE
Transition (Trans)	Transition services are designed to assist students with disabilities to move from public school into post-secondary activities such as employment, training, education, and/or independent living. During transition planning, the student identifies the desired post-school outcomes, and the IEP team assists the student in achieving that outcome. Transition planning services begin when a student reaches age 14 in BCPS. The transition facilitator assists the team in determining appropriate transition services and activities in the areas of academics, employment, training, independent living, daily living, communication, and transportation. In addition, the transition facilitators provide information and linkages for support services for post-secondary options.	13.0 FTE
Vision (Vis)	Students who are blind or who have visual impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools. Itinerant vision services are provided to students attending comprehensive schools and special schools by certified teachers of students who are visually impaired. Orientation and mobility specialists provide services that assess individual student's ability to move independently and efficiently in the school and community and provide instruction as stated in the IEP. Primarily, itinerant teachers of students with visual impairments teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum with modifications and accommodations, including assistive technologies that are identified in students' IEPs.	6.0 FTE
Student Support Services (systemwide positions) ***positions not funded entirely by OSE**		

DRAFT

	Description	Number of Service Providers Proposed for FY12
Behavior Intervention	Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services that assist schools in creating a quality support program employing positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and schoolwide positive behavior support programs in an effort to maximize student success.	74.0 FTE
School Counselor Services	School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of schoolwide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with student support service teams, IEP teams, and teacher teams in a consultative role.	269.2 FTE
Health Services	School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP team in assessing students' health status and strategizing how to accommodate students' health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.	179.6 FTE
School Psychologist Services	School psychologists provide consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP team, school psychologists: 1) Review response to intervention assessments/data for students suspected of having an educational disability; 2) Conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) Review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) Determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) Provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) Provide staff development to improve learning and behavior within inclusive school environments.	86 FTE

DRAFT

	Description	Number of Service Providers Proposed for FY12
School Social Work Services	School social workers provide consultative, individual, and group therapeutic counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning. School social workers provide parent training, coordinate and provide referrals to outside community agencies, provide consultation to teachers, and provide whole classroom interventions, which include both social skills training and character education presentations. School social workers maintain appropriate documentation to review the effectiveness of interventions to assist with student achievement.	50.4 FTE

Special Area Staffing and Nurses for Public, Separate Day Schools

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

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

Role of the Additional Assistant

Additional assistants (AA) work with special educators, general educators, and paraeducators by providing support and additional adult assistance to individual students or groups of students with disabilities to meet requirements necessary for participation in the school environment. The need for additional adult support is determined on an individual basis by an IEP team after the use of all natural supports available within a building have been tried and deemed inadequate. In some cases, the intensity of additional adult support requires the use of staff beyond existing school staff allocations (i.e., general educator, special educator, or paraeducator).

Role of the General Education Service Providers

The majority of students with disabilities spend all or part of their day being taught by general educators. Staff from a variety of domains (general education, special education, related services, etc.) implement the IEP. All general educators who have students with disabilities in their classrooms are made aware of students' needs by participating in the IEP team process, as well as consulting with the student's case manager or special education teacher to review the student's IEP. IEPs may provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2011-2012 school year, a total of 6,564.0 general education teachers (including but not limited to classroom teacher positions, librarians, mentors, ROTC, etc.) are proposed in the FY2012 budget to support the provision of FAPE.

DRAFT

In addition, general education teachers:

- Participate and present information regarding students' academic, socio-emotional, and behavioral performance in the classroom.
- Implement and discuss strategies to assist students.
- Evaluate the effectiveness of specific team recommendations and participate in the follow-up of these recommendations.
- Participate in the development, review, and revision of students' IEPs, including assisting in the determination of appropriate positive behavioral interventions and strategies for students and the determination of supplementary aids and services, supports, and program modifications that will be provided to the student.
- Provide expertise regarding the Maryland State Curriculum.

Role of Building Administrators

Building administrators are responsible for providing the necessary leadership, coordination, and support to all teaching staff, ensuring that students are provided with FAPE. For the 2011-2012 school year, a total of 433.0 administrators are proposed in the FY12 budget to support the provision of FAPE.

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

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

VI. Public Input Process

The OSE, in collaboration with the Special Education Citizens' Advisory Committee (SECAC), conducted two special education community forums in September 2010 and February 2011 to gather public input/comment to refine/revise the special education staffing plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. Solicitations included individual family U.S. mailings, posted flyers, advertisements on the BCPS' Web site, the *Hand-In-Hand* publication, and a public release announcement. Representatives from the board of education, assistant superintendents, curriculum office personnel, SECAC members, OSE personnel, principals, and parents/family members attended. Information received from the community forums, e-mail, telephone, and U.S. mail were reviewed and used by the Staffing Plan Workgroup during the development of the 2011-2012 special education staffing plan (see Appendix B for items pertaining to the September 2010 meeting; see Appendix C for items pertaining to the February 2011 meeting). A summary of the comments from the various community forums includes:

DRAFT

Commendations

- A BCPS teacher spent the time to tutor a student after school hours and the student is now in a self-contained class. This parent felt BCPS viewed her student as an opportunity and not a problem.
- A child on the autism spectrum was removed from a private school and placed in a BCPS school. Parent felt student received reading support at BCPS that he did not receive in the private school.
- Collaborative effort of general and special educators to gain information on specific disabilities to better support students.
- School support for improved MSA and HSA scores

Recommendations

- Improve communication between school/teacher and parent.
- Make transition from middle school to high school easier for students with special needs.
- Reduce classroom population for students with special needs.

Professional Development

- Train teachers in the twice exceptional student.
- Train general education teachers regarding special needs students and the appropriate interventions for them to succeed in the classroom.

The following recommendations received from the community forums and public input process were included in the *BCPS' Special Education Staffing Plan for 2010-2011* and acted upon during the 2010-2011 school year in the following manner:

Instruction and Service

- OSE created after-school programs to provide additional interventions to students.
- OSE continued to provide professional development opportunities to increase inclusive educational practices, including co-teaching.
- OSE created systemic professional development regarding Mod-MSA and Mod-HSA.
- OSE presented on Mod-MSA, Mod-HSA, and graduation requirements to SECAC.

Professional Development

- OSE created a professional development series to increase inclusive educational practices including co-teaching.
- OSE provided professional development aimed at educating students in the least restrictive environment and revised procedure for expeditious placement of students with IEPs in BCPS.

DRAFT

Staffing Plan Process –Timeline

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

August – September 2010	Staffing plan workgroup reviews current *BCPS' Special Education Staffing Plan for 2010-2011*
September 27, 2010	Public input sessions held to review current *BCPS' Special Education Staffing Plan for 2010-2011* at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area).
September 2010 – February 2011	Staffing plan workgroup focuses on preparing draft of 2011-2012 plan • September 23, 2010 • November 18, 2010 • January 20, 2011 • February 24, 2011
February 28, 2011	Public input sessions held to review proposed *BCPS' Special Education Staffing Plan for 2011-2012* at five locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Padonia International ES (CN Area), Vincent Farm ES (NE Area), and Charlesmont ES (SE Area).
March 14, 2011	Proposed *BCPS' Special Education Staffing Plan for 2011-2012* presented to SECAC.
March 15, 2011	Proposed *BCPS' Special Education Staffing Plan for 2011-2012* submitted to assistant superintendents and CORE leadership.
March 22, 2011	Proposed *BCPS' Special Education Staffing Plan for 2011-2012* submitted to executive leadership
March 22, 2011	Proposed *BCPS' Special Education Staffing Plan for 2011-2012* submitted as an exhibit item for April 5, 2011, Board meeting.
April 2011- June 2011	Board of Education provides three readings for approval of the *BCPS' Special Education Staffing Plan for 2011-2012* (includes public comment opportunity).
April 1 – June 1, 2011	Proposed *BCPS' Special Education Staffing Plan for 2011-2012* is adjusted, if necessary, in response to County Executive and County Council budget determinations.
July 1, 2011	Due date by which BCPS must have an approved *Special Education Staffing Plan for 2011-2012.*

DRAFT

Professional Development

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

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

The OSE will collaborate with the content offices to address the needs of identified audiences. These audiences include both general and special educators, as well as support personnel (e.g., paraeducators, service providers, cafeteria workers, bus drivers, and attendants). The professional development plan will also consider the roles of school leaders who will supervise the implementation of instruction and appropriate accommodations. Professional development will model the use of resources for differentiation of core, supplemental, and intervention programs. A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement students' IEPs. In order to understand various services and programs, school personnel may observe other school sites as job-embedded professional development. Collaborating with stakeholders will allow opportunities to provide professional development that enhances the use of instructional adaptations and accommodations to support the home-school connection. Professional development is provided based upon data analysis and needs assessments conducted at the systemic level as well as articulated within school improvement plans.

Countywide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, and paraeducators, to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D). School-based professional development provides opportunities for school staff to learn strategies and techniques tailored to the needs of the students with whom they work.

VII. Evaluation

A staffing plan workgroup was established to evaluate the *Special Education Staffing Plan for 2010-2011* and to draft the *Special Education Staffing Plan for 2011-2012*. Representatives serving on this workgroup included parents, school-based administrators, related services personnel, as well as staff from the Offices of Student Support Services, Law, Special Education, and the Departments of Research, Accountability and Assessment, Professional Development, and the Division of Curriculum and Instruction (see Appendix E).

In order to determine the effectiveness of the *Special Education Staffing Plan for 2010-2011*, the plan was monitored continuously throughout the school year. The goal is to serve most students with IEPs in their home school in the least restrictive environment while increasing student achievement.

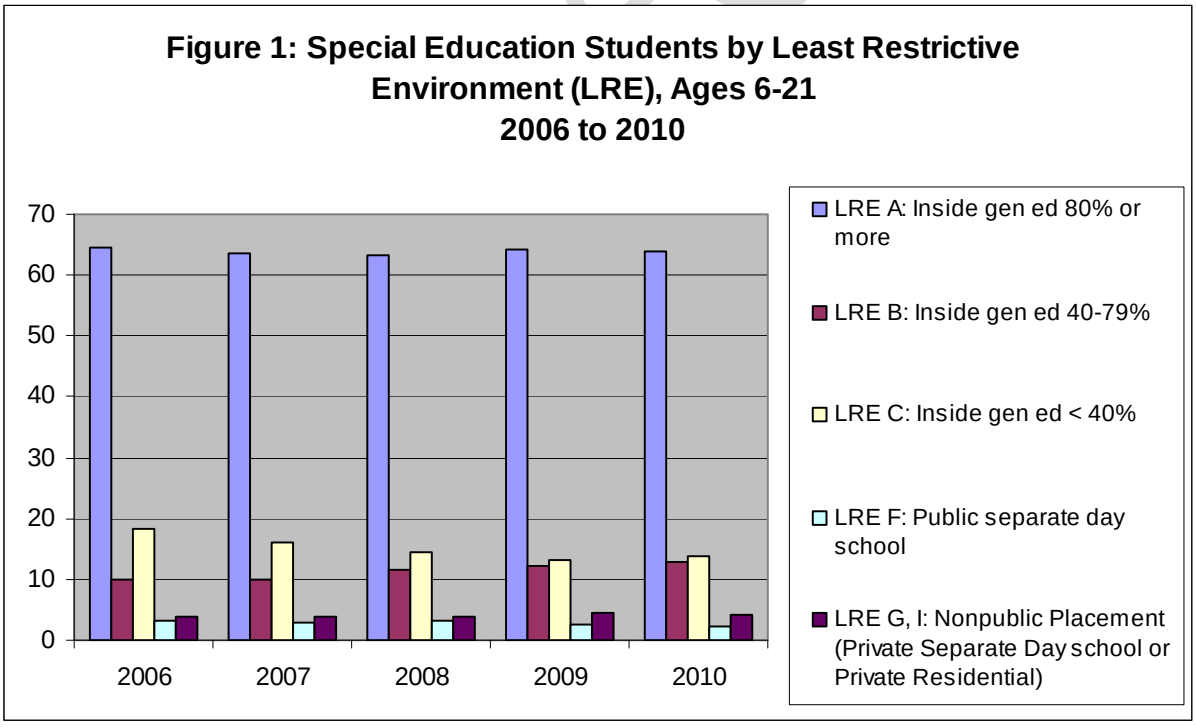
DRAFT

The chart below indicates a consistent percentage of students instructed in LRE A since 2006; the percentage of special education students receiving instruction in LRE A continues to be a large percentage of the total special education population in Baltimore County. There has been an overall decrease in the percentages of students in LRE's C and F since 2006.

Percent of Special Education Students (6 through 21) by LRE
(includes students receiving only speech/language services)

LRE Environment (See Appendix F for definitions)		October 27, 2006	October 26, 2007	October 31, 2008	October 30, 2009	October 29, 2010
A	Inside gen ed 80% or more	64.5%	63.6%	63.4%	64.3%	63.8%
B	Inside gen ed 40 -79%	9.9%	10.0%	11.7%	12.3%	12.7%
C	Inside gen ed < 40%	18.3%	16.1%	14.4%	13.1%	13.9%
F	Public separate day school	3.2%	2.9%	3.2%	2.7%	2.4%
G, I	Nonpublic Placements (G - private separate day school, I - private residential)	4.0%	3.96%	3.93%	4.4%	4.3%

Data source: Office of Student Data, October Child Count

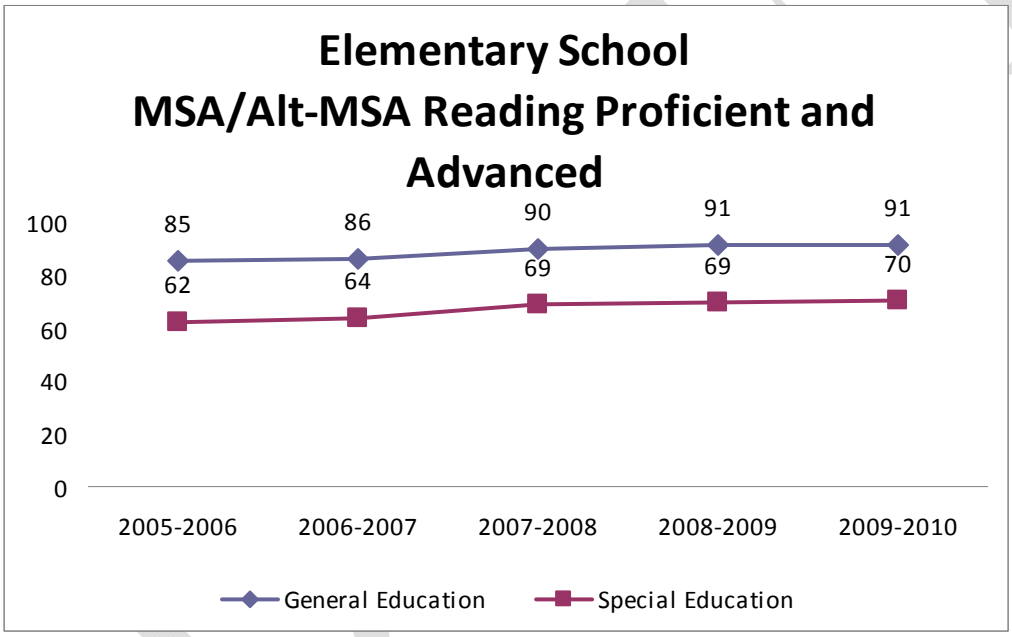


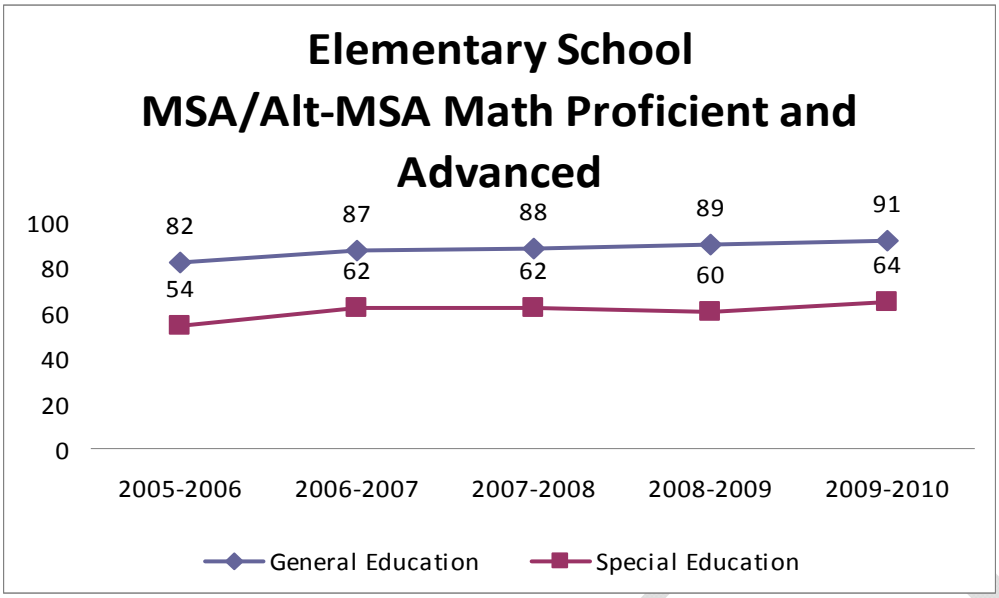
Data source: Office of Student Data, October Child Count

As depicted in Figure 1, the LRE data demonstrates the following patterns from October 2006 to October 2010:

- The percentage of special education students receiving service inside general education settings 80 percent or more of the school day (LRE A) has increased compared to 2007.
- The percentage of special education students receiving service inside general education settings between 40 percent and 79 percent of the school day (LRE B) has increased compared to 2006.
- The percentage of special education students receiving service inside general education settings less than 40 percent of the school day (LRE C) has decreased compared to 2006.
- The percentage of special education students receiving service in public separate day schools (LRE F) has decreased compared to 2006.
- The percentage of special education students receiving service in nonpublic settings [private separate day schools (LRE G) and private residential (LRE I)] has decreased compared to 2009.

Elementary School Achievement Results

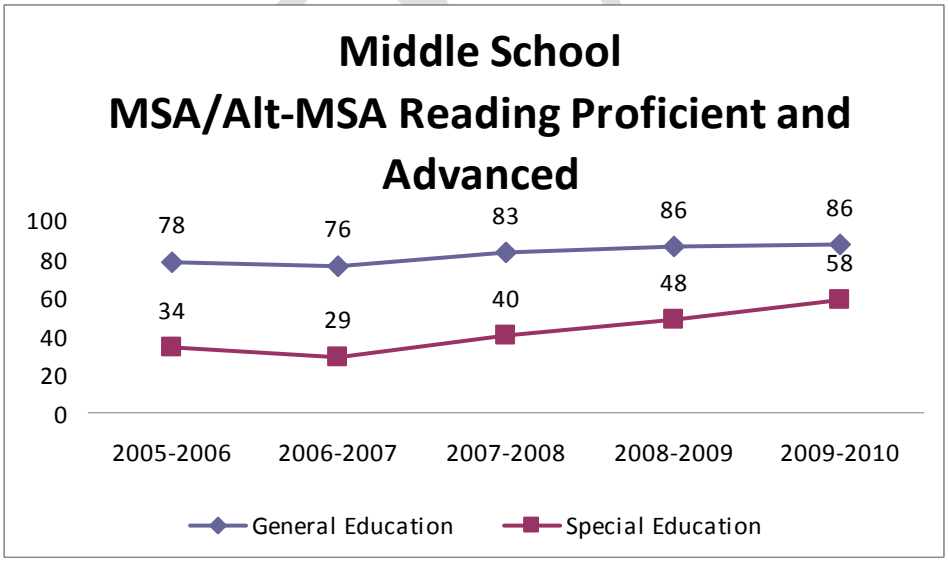


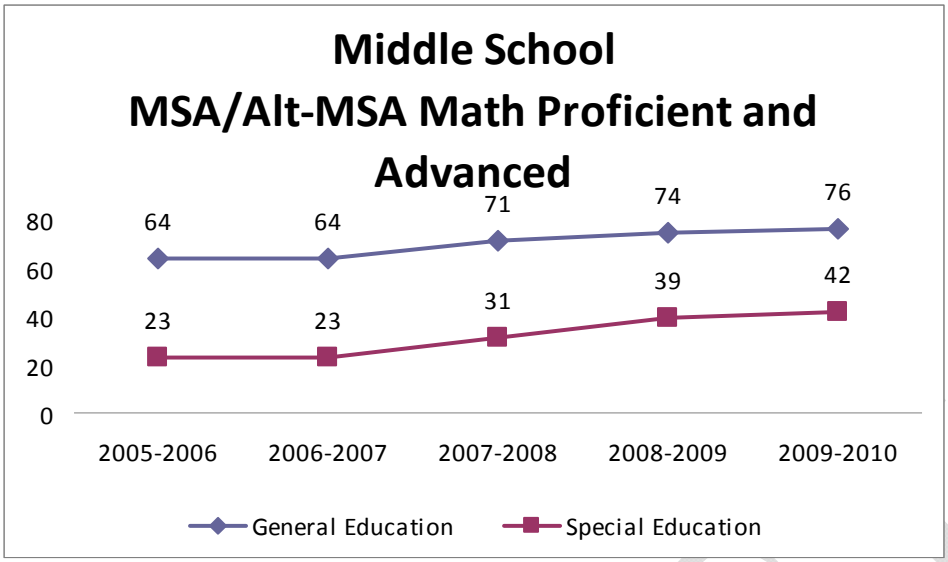


Data source: Department of Research, Accountability, and Assessment

- The achievement of students with disabilities from 2006 to 2010 has continued to increase in the areas of reading and mathematics at a similar rate to that of general education students.

Middle School Achievement Results

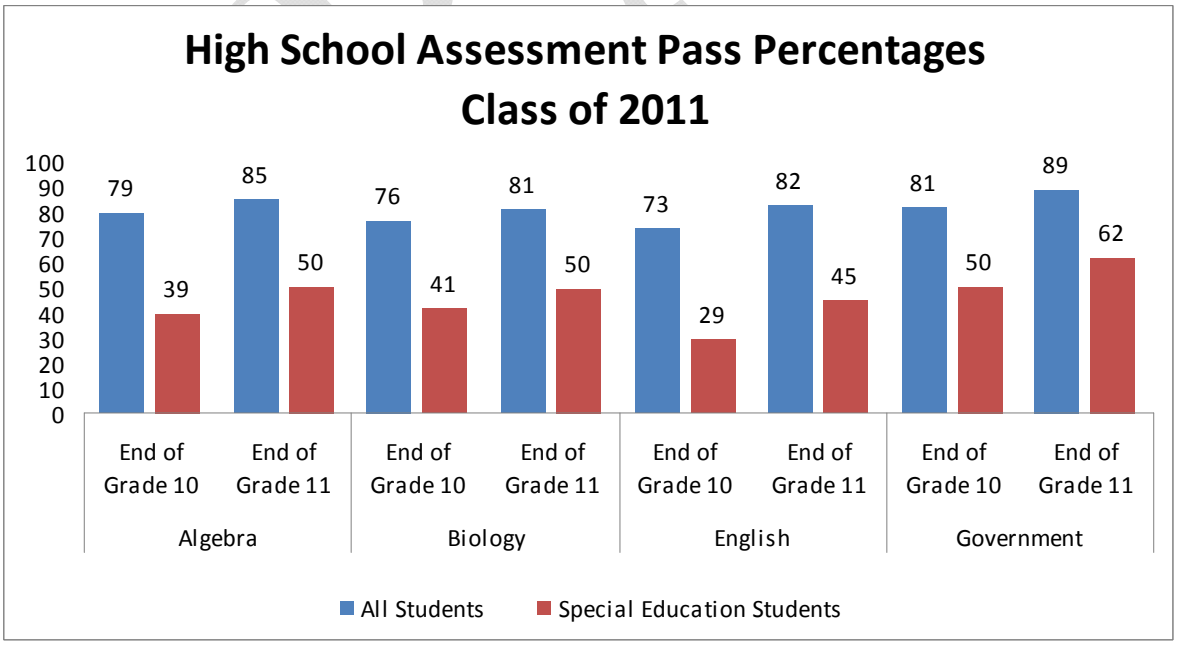


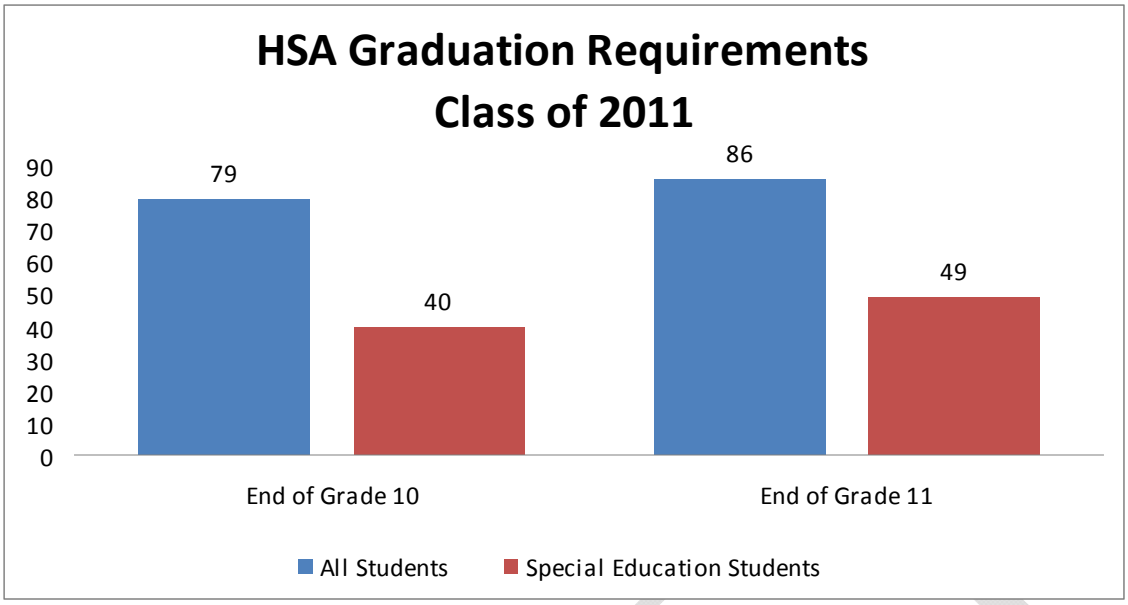


Data source: Department of Research, Accountability, and Assessment

- The achievement gap between general education and special education student groups has decreased in the areas of reading and mathematics from 2006 to 2010.

High School Achievement Results

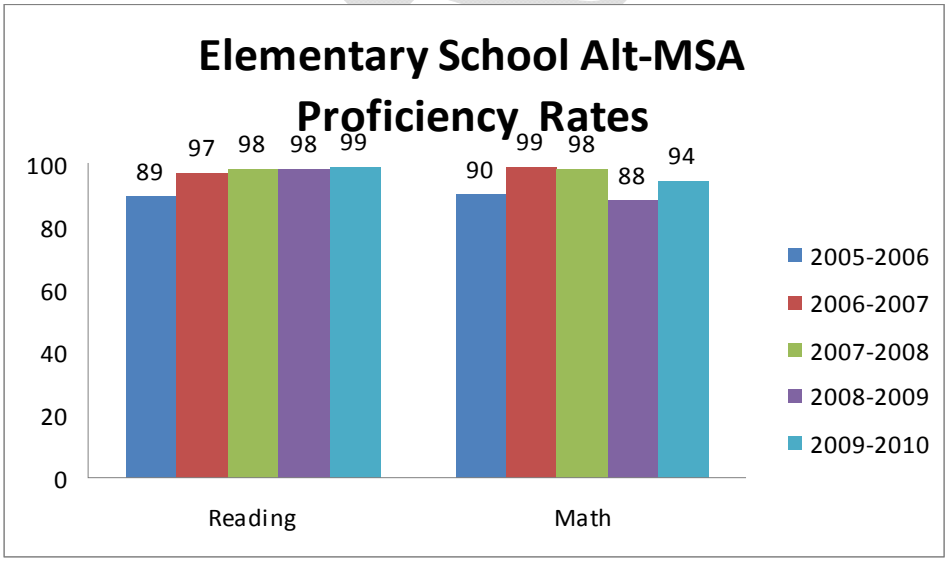


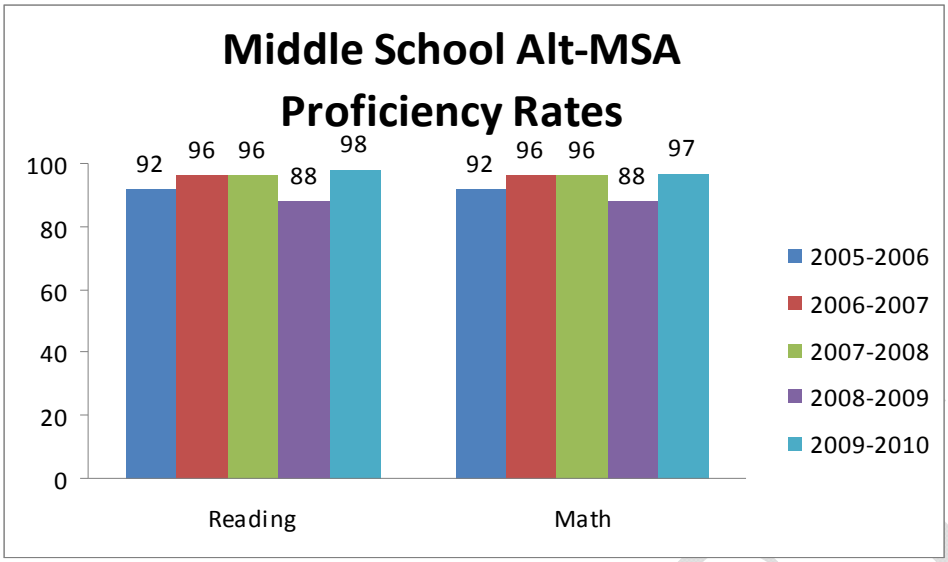


Data source: Department of Research, Accountability, and Assessment

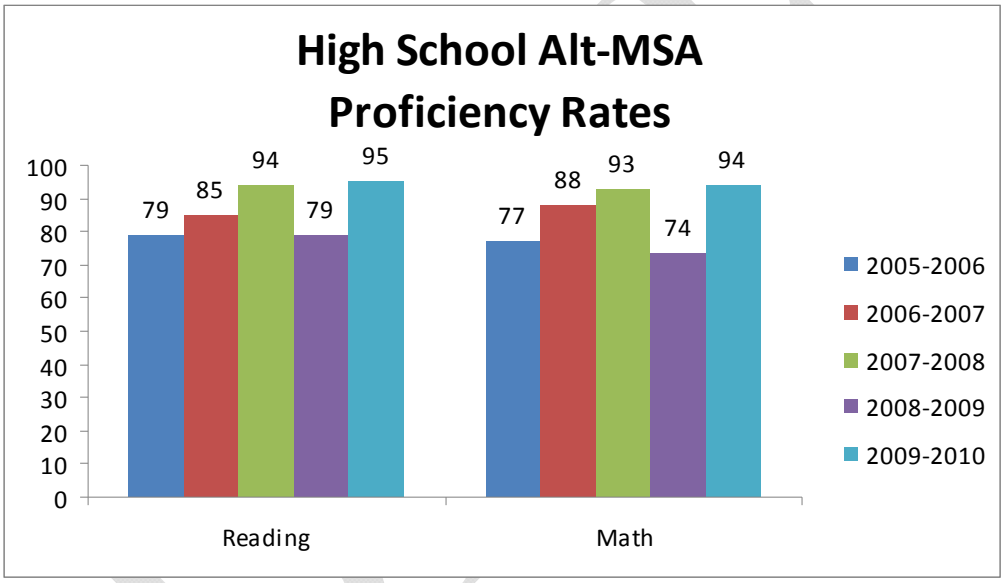
- BCPS' students, both general and special education, continue to demonstrate a positive trend in striving to meet the high school assessment graduation requirements by the end of the 2010-2011 school year. For students unable to pass the individually administered assessments, alternate paths to graduation are available, including the Combined Score Option and/or the Bridge Plan for Academic Validation.

Alternative Maryland Assessment (Alt-MSA)





Data source: Department of Research, Accountability, and Assessment



Data source: Department of Research, Accountability, and Assessment

- The percentage of students enrolled in programs that led to a Certificate of Attendance who received a passing score on both the reading and mathematics Alt-MSA continued to increase with an 11 percentage point increase and a 7 percentage point increase, respectively, from 2009 to 2010. This continual improvement is in line with the state goal of all students having documented evidence of their knowledge and skills. Over the past five years, increases on both the reading and mathematics Alt-MSA scores have also been consistent across racial/ethnic subgroups.

Staffing Results

Staffing allocations made during the spring of 2010 were reviewed during the school year. In accordance with the *Process for Resolving Staffing Concerns*, 14.8 additional teachers and 10.0 paraeducator positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.

As of February 2011, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

BCPS has made strides in securing occupational therapists, physical therapists, and speech-language pathologists even though there is a critical shortage of these related service providers throughout the nation. Staffing for short term leaves and for providing services on IEP's to ensure compliance will be secured through contractual Board approved vendors.

Evaluation Outcomes

Based on information received from the community forums in September 2010 and February 2011, monitoring of current staffing allocations, and school feedback, the staffing plan workgroup discussed themes for consideration with a focus to improve achievement for students with disabilities in the least restrictive environment.
Topics included:

- Improving the process of parent and student involvement at school-based teams.
- Exploring the possibility of expanding magnet programs to students with IEPs.
- Providing professional development for extension part C for children age's three to five.
- Expanding co-teaching opportunities to first- and second-year teachers through mentors.
- Increasing professional development opportunities in special education strategies for general and special education teachers with emphasis on autism, behavior, and the twice exceptional student.
- Coordinating staff education on student medical issues through communication with health service staff.
- Examining of student to teacher ratios to meet the needs of all students.
- Examining of school compliance consistency.
- Improving the transition from middle to high school
- Providing an intervention team comprised of assorted resource teachers to provide services to schools on a rotation basis.
- Providing graduation programs that are geared toward the student who desires a technical trade education.
- Providing additional assistant training on student accommodations and specific disabilities.
- Improving compensation for additional assistants.
- Improving the services of contracted related service providers.
- Improving consistency of special education services.
- Providing training in reference to music and art therapy as a related service.

DRAFT

- Providing information on how classroom staff are made aware of IEP services and accommodations for special education students.
- Providing additional professional development for new teachers.
- Being aware that behavior concerns for younger students are increasing.
- Providing an emphasis for early interventions.
- Providing more availability of assistive technology.
- Being aware that it is perceived that advocates must be overly persistent at IEP teams to receive the necessary services.
- Providing parent education concerning the special education process.
- Promoting Universal Design for Learning.
- Improving Extended School Year (ESY) services.
- Drawing attention to transition services beyond high school.

In response to the identified needs and the commitment of BCPS to close the achievement gap for students with disabilities while receiving services in the least restrictive environment, the following supports and initiatives are recommended for the 2011-2012 school year:

Services/Staffing

- Continuing to support early childhood inclusion by providing differentiated, small-group instruction to students with disabilities, as well as students who are at risk for future academic difficulties.
- Increasing the number of home-school adapted learning support programs for all elementary school students to receive adapted learning support services in the least restrictive environment in their home school is a priority for this school year. This was accomplished for all middle schools last school year.
- Expanding the use of resource room support in home schools, rather than more restrictive placements in self-contained service models to support students with disabilities.
- Relocating cluster classes to support consistency of instruction and a continuum of special education services in one schoolhouse.
- Continuing to monitor and evaluate best practices for the allocation of staffing.
- Providing professional development and behavior intervention strategies to allow for more consistency of behavior learning support classrooms throughout all schools in Baltimore County.

Curriculum and Instruction

- Collaborating with the Office of Early Childhood to develop, implement, and provide site-based support to countywide early childhood learning support service delivery and instructional models.
- Supporting the implementation of the three-tier elementary reading model which allows for data-driven small-group targeted instruction for all students.

DRAFT

- Partnering with the Office of Mathematics PreK-12 to develop mathematics intervention models using tiered, differentiated instruction for the PreK–12 continuum.
- Continuing to work collaboratively with general education support staff in the areas of English/language arts, mathematics, social studies, and science to improve achievement for diploma-bound students with disabilities.
- Developing, implementing, and providing site-based support to middle and high schools regarding effective co-teaching models and co-planning practices.
- Building instructional capacity for secondary special education department chairs, including a series of ongoing professional development workshops.

Evaluation

- Collaborating with the Department of Research, Accountability, and Assessment to evaluate the effectiveness of implemented programs.
- Collaborating with the Department of Research, Accountability, and Assessment to analyze systemic, school, and student performance data.

Professional Development

- Collaborating with the Office of Professional Development to conduct and support countywide and school-based professional development workshops for administrators, teachers, and support personnel to support the achievement of all students.
- Providing ongoing professional development in collecting and analyzing data to drive instruction and regroup students as needed.
- Providing ongoing professional development to Behavior and Learning Support (BLS) services through summer BLS Academy.
- Conducting and supporting countywide professional development to high school department chairs in collaboration with the Departments of Liberal Arts and STEM to expand the use of Kurzweil software program in instruction.

DRAFT

List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

Appendix C - Spring Special Education Community Forums

Appendix D - Professional Development

1. **BCPS' Guide to High-Quality Professional Development,**
2. **Professional Development Year-at-a-Glance, Office of Special Education**

Appendix E - Special Education Staffing Plan Workgroup

Appendix F - Glossary of Terms

Appendix G - List of Acronyms/Abbreviations

DRAFT

School Based Staffing - Special Education

School Based Staffing - Special Education

Disability Name	Ratio	2010-2011 Count October 30, 2009	FY11 Adopted FTE	2011-2012 Count October 29, 2010	FY12 Proposed FTE
SCHOOL BASED TEACHERS					
Communication and Learning Support	9 to 1	966	107.3	913	101.4
Outreach[1]	9 to 1	45	5.0	46	5.1
Behavior and Learning Support	9 to 1	800	88.9	887	98.6
Special Schools	7.5 to 1	264	35.2	265	35.3
Adapted Learning Support	13 to 1	1,636	125.8	1,781	137.0
Functional Academic Learning Support	10 to 1	413	41.3	366	36.6
Preschool - Early Chd Learning Support[2]	9 to 1	393	43.7	344	38.2
White Oak	7.5 to 1	98	13.1	65	8.7
Inclusive Education	16 to 1	5,482	365.5	5,396	337.3
Alternative Schools			6.0		6.0
Behavior Intervention Support			32.0		32.0
Special Area/Special Schools			33.6		33.6
All Day Kindergarten - Early Chd Learning Support			46.5		46.5
Crossroads			3.0		3.0
Imagine Discovery Charter School			1.0		1.0
Growth Factor			61.9		61.9
INSTRUCTIONAL ASSISTANTS					
Instructional Assistants			446.9		640.5
Infants and Toddlers Representatives			5.0		5.0
Total Instructional and Support		**10,097**	**1,461.7**	**10,063**	**1,627.7**
SCHOOL BASED ADMINISTRATION					
Principal - Special Education			4.0		4.0
Assistant Principals - Special Education			4.0		4.0
School Based Clericals - Special Education			9.1		9.1
Total School Based Administration			**17.1**		**17.1**
Total Positions - Special Education			**1,478.8**		**1,644.8**

1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.

2. Preschool is staffed at a ratio of 9 to 1 for full day and 18 to 1 for half day.

Disability Name	Ratio	2010-2011 Count October 30, 2009	FY11 Adopted FTE	2011-2012 Count October 29, 2010	FY12 Proposed FTE
CENTRALIZED SUPPORT TEACHERS[3]					
Adapted PE			3.6		3.6
Infants and Toddlers[4]		1,051	25.0	1,276	25.0
Transition Facilitators			10.0		10.0
Communication and Learning Support			2.0		2.0
NW/SW Regional Team			3.0		3.0
School Support Resource Teachers			3.5		3.5
All Day Kindergarten - Early Chd Learning Support			2.0		2.0
Non-Public Placement			1.0		1.0
Child Find Resource Teachers			1.0		1.0
Total Centralized Support Teachers			**51.1**		**51.1**
Non-Public Placement		510		509	
Speech Language Only		2,746		2,641	
Total Child Count		**13,353**		**13,213**	

3. Centralized Support Teachers are funded by the Special Education Office. See page 229.

4. Infants and Toddlers are not counted in the total; MSDE counts these children separately.

YOU ARE INVITED TO ATTEND THE UPCOMING SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 27, 2010
7 - 8 p.m.

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved *Baltimore County Public Schools' (BCPS) Special Education Staffing Plan for 2010-2011*. This input will be used to refine/revise the current staffing plan in preparation for drafting the *BCPS' Special Education Staffing Plan for 2011-2012*. These community sessions also provide an opportunity for parent input on other issues regarding special education.

What is a staffing plan?

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

Where are the community forums being held?

- *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.*
- *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.*
- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.*
- *Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030.*
- *Vincent Farm Elementary School, 6019 Ebenezer Road, Baltimore, MD 21162.*

Why is community input needed?

- To provide comments/recommendations for the development of a draft of the *BCPS' Special Education Staffing Plan for 2011-2012*.
- To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

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

- The community can provide written comment through March 2011 by sending an e-mail to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204.

To preview the current *BCPS' Special Education Staffing Plan for 2010-2011* visit: *www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML* after 3/5/10.

For more information contact the Office of Special Education, 410-887-3660.

Baltimore County Public Schools
(BCPS)

Special Education Community Forum

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

- Provide comments and share input on the approved *BCPS' Special Education Staffing Plan for 2010-2011.*
- Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools.

When?

Monday, September 27, 2010
7 p.m. to 8 p.m.

Where?

Choose one of five convenient locations

Charlesmont Elementary *(Library)*
7800 W. Collingham Drive ▪ Baltimore, MD 21222.

Church Lane Elementary *(Library)*
3820 Fernside Road ▪ Randallstown, MD 21133.

Dogwood Elementary *(Gymnasium)*
7215 Dogwood Road ▪ Baltimore, MD 21244.

Padonia International Elementary *(Library)*
9834 Greenside Drive ▪ Cockeysville, MD 21030.

Vincent Farm Elementary *(Library)*
6019 Ebenezer Road. ▪ Baltimore, MD 21162.

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

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

YOU ARE INVITED TO ATTEND THE UPCOMING SPECIAL EDUCATION COMMUNITY FORUM

Monday, February 28, 2011
7 - 8 p.m.

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the proposed *Baltimore County Public Schools' (BCPS) Special Education Staffing Plan for 2011-2012*. These community sessions also provide an opportunity for parent input on other issues regarding special education.

What is a staffing plan?

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

Where are the community forums being held?

- *Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.*
- *Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.*
- *Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.*
- *Padonia International Elementary, 9834 Greenside Drive, Cockeysville, MD 21030.*
- *Vincent Farm Elementary School, 6019 Ebenezer Road, Baltimore, MD 21162.*

Why is community input needed?

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

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

- The community can provide written comment through March 2011 by sending an email to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204.

To preview the current *BCPS' Special Education Staffing Plan for 2010-2011* visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

For more information contact the Office of Special Education, 410-887-3660.

Baltimore County Public Schools
(BCPS)

Special Education Community Forum

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

- Provide comments and share input on the proposed *BCPS' Special Education Staffing Plan for 2011 -2012.*
- Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools.

When?

Monday, February 28, 2011
7 p.m. to 8 p.m.

Where?

Choose one of five convenient locations

Charlesmont Elementary *(Library)*
7800 W. Collingham Drive ▪ Baltimore, MD 21222.

Church Lane Elementary *(Library)*
3820 Fernside Road ▪ Randallstown, MD 21133.

Dogwood Elementary *(Gymnasium)*
7215 Dogwood Road ▪ Baltimore, MD 21244.

Padonia International Elementary *(Library)*
9834 Greenside Drive ▪ Cockeysville, MD 21030.

Vincent Farm Elementary *(Library)*
6019 Ebenezer Road. ▪ Baltimore, MD 21162.

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

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

Guide to High-Quality Professional Development

THE BALTIMORE COUNTY PUBLIC SCHOOLS

BALTIMORE COUNTY PUBLIC SCHOOLS

GUIDE TO HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Prepared under the direction of

Dr. Joe A. Hairston
Superintendent

Division of Curriculum and Instruction

Baltimore County Public Schools
Towson, Maryland 21204
October 2009

Copyright © 2009 Baltimore County Public Schools. All rights reserved.

Board of Education of Baltimore County

Towson, Maryland 21204

JoAnn C. Murphy
President

H. Edward Parker
Vice President

James E. Coleman

Mary-Margaret O'Hare

Frances A. S. Harris

Joseph J. Pallozzi

Earnest E. Hines

Valerie A. Roddy

Rodger C. Janssen

David Uhlfelder

Ramona N. Johnson

Annette Karanja
Student Representative

Dr. Joe A. Hairston
Secretary-Treasurer and Superintendent of Schools

Towson, Maryland
2009

BALTIMORE COUNTY PUBLIC SCHOOLS

Copyright © 2009 Baltimore County Public Schools. All rights reserved.

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent 6901 Charles Street Towson, Maryland 21204-3711

July 2008

Dear Reader:

In accordance with our foundational document, the *Blueprint for Progress*, the leaders and staff of Baltimore County Public Schools are committed to preparing all students for success in college, careers, and life. We recognize that the quality of the educational experiences we provide depends in large measure on the preparation of our staff and support of stakeholders. For that reason, we are focused on the continual improvement of our professional development initiatives.

This Guide to High Quality Professional Development for Baltimore County Public Schools was created in response to recommendations from the 2007 curriculum management audit of the school system conducted by Phi Delta Kappa Curriculum Management Services, Incorporated. This audit, initiated by Baltimore County Public Schools, was designed to support the system in its quest for excellence.

The audit report recommended that the school system establish and implement central control and coordination of all professional development including the identification of needs, systemic delivery of services, and evaluation of effectiveness in raising student achievement.

The comprehensive plan presented on these pages provides the organizational structure for this central control and coordination and was developed in collaboration with a diverse group of stakeholders including school-based and central office personnel.

The development and implementation of this plan represent additional steps forward for our school system in ensuring a high-quality and rigorous academic experience for all students in every school, every day.

Sincerely,

Joe A. Hairston
Superintendent

OVERVIEW

Baltimore County Public Schools (BCPS) is committed to ensuring high-quality professional development for all of its educational stakeholders. BCPS has developed the Guide to High-Quality Professional Development (Guide to HQPD) to outline systemic processes and procedures to guide the planning, implementation, and evaluation of professional development initiatives. The efforts summarized in this guide are intended to provide:

- Central control and coordination of all professional development.
- Professional development opportunities to meet organizational, group, and individual learning needs in a systemic manner.
- Systemic and coordinated delivery of needed knowledge and skills focused on improvement of student achievement.
- Systems of evaluation to determine the effectiveness of professional development in terms of learner achievement.
  (Phi Delta Kappa International, 2007)

PURPOSE

The Guide to HQPD is designed to ensure the quality and alignment of BCPS professional development initiatives with systemwide goals to improve student learning. It is a guiding document for use by all educational stakeholders responsible for providing professional development within BCPS.

The Guide to HQPD outlines criteria and expectations for high-quality professional development. The purpose of this guide is to serve as a road map for the planning, implementation, and evaluation of all professional development initiatives. High-quality professional development for all stakeholders is essential to the BCPS mission to provide a quality education for all students.

Copyright © 2009 Baltimore County Public Schools. All rights reserved.

PROFESSIONAL DEVELOPMENT VISION, MISSION, AND COMMITMENTS

Vision

Baltimore County Public Schools creates, develops, and sustains a professional learning community that values continuous learning and improvement and includes all stakeholders as teachers and learners.

Mission

The mission of the Department of Professional Development is to provide and guide high-quality growth opportunities for all employees as they develop and apply the knowledge and skills necessary to ensure that all students learn.

Commitments

High-quality professional development begins with a structured planning process. This process requires all educational stakeholders responsible for providing professional development to analyze data to determine needs, prepare meaningful professional development plans, monitor participation in professional development offerings, and evaluate the change in participant learning by observing behavior and examining student performance. High-quality professional development addresses the context, process, and outcomes of professional learning.

Context

1. Powerful professional development takes place in learning communities committed to continuous improvement and ongoing inquiry.
2. Adequate resources are required to support adult learning and collaboration.
3. Technology is an important component in the delivery of professional development.

Process

1. Professional development reflects systemwide priorities, policies, and procedures.
2. Professional development organizational components guide the three phases of the change process: initiation (introductory phase), implementation (ongoing support phase), and institutionalization (embedded practice and review phase).
3. The Professional Development Cycle begins with a needs assessment that reviews student achievement data, the needs of diverse learners, and input from stakeholders.
4. Yearlong professional development plans identify objectives based on system needs and expected results for student achievement.
5. Professional development activities are aligned with high-quality standards and adult-learning principles.

Copyright © 2009 Baltimore County Public Schools. All rights reserved.

6. Rigorous evaluations assess the impact of professional development on job performance and student learning.

Outcomes

1. Professional development is collaborative, continuous, standards-focused, research-based, and intellectually rigorous.
2. Professional learning opportunities lead to changes in participant behavior and increases in student achievement.
3. Professional development activities provide educators with the knowledge and skills needed to involve families and community members as active partners in meeting the needs of all students.
4. Results are documented using an internal auditing process, such as the *ISO 9001:2000 Model.*

Copyright © 2009 Baltimore County Public Schools. All rights reserved.

HOW TO USE THE GUIDE TO HQPD

The Guide to HQPD provides a framework for assessing systemwide needs, planning professional learning activities, and evaluating professional development initiatives. This guide outlines the organizational, technology-based components that have been developed to ensure consistency, effective planning, and systemwide coordination.

PROFESSIONAL DEVELOPMENT ORGANIZATIONAL COMPONENTS

The prioritizing, planning, delivering, and evaluating of high-quality professional development require robust infrastructure and organizational systems. The design and implementation of user-friendly systems provide mechanisms for structuring the collection, analysis, and reporting of necessary data. This information is gathered through an online submission, approval, registration, and evaluation process and is compiled in a data warehouse system. The professional development organizational components guide and ensure:

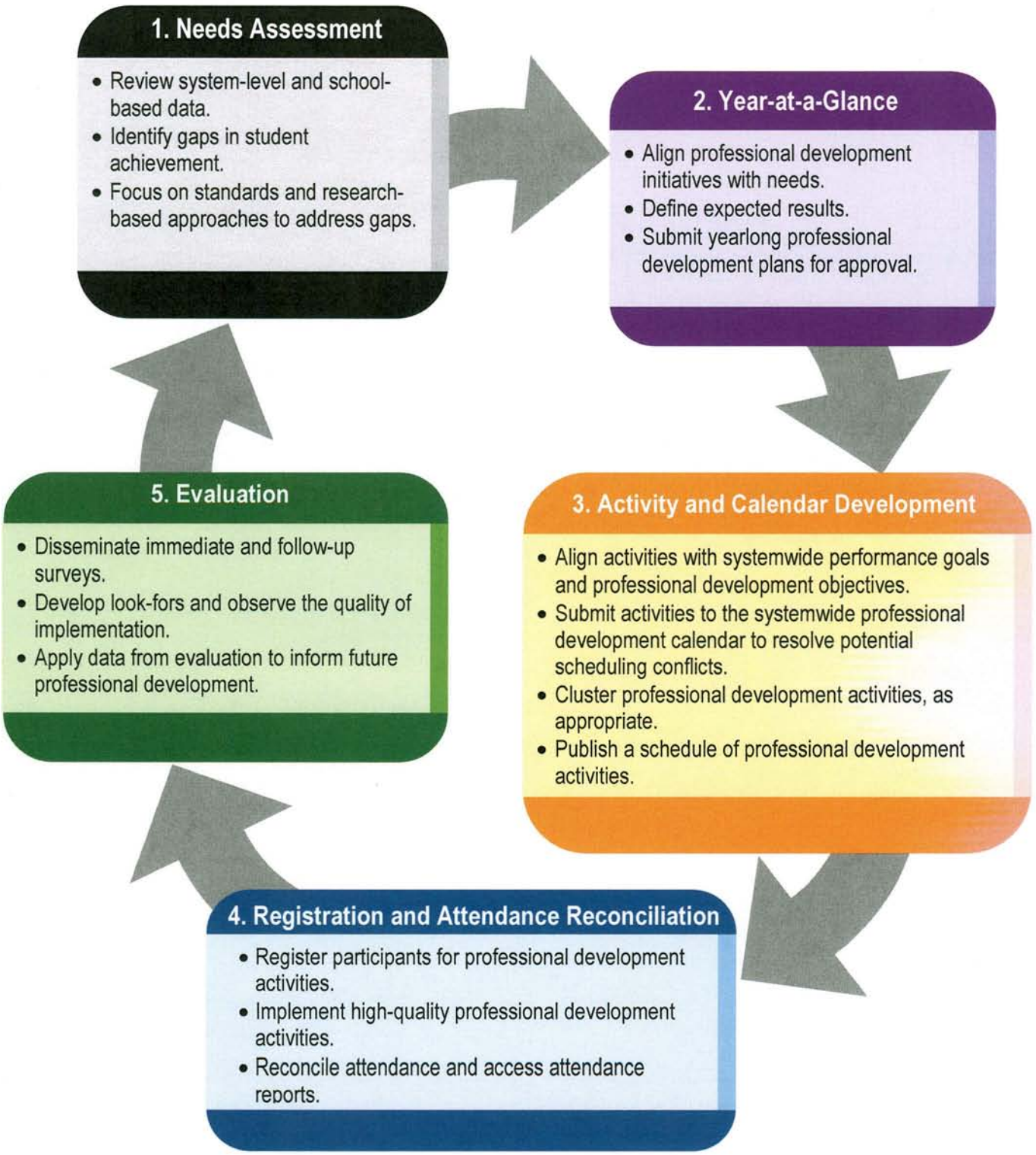
- Alignment of the professional development initiatives with system priorities and state standards.
- Thoughtful planning of outcomes, indicators, activities, and ongoing support.
- Calendar posting and resolution of potential scheduling conflicts.
- Registration and attendance reconciliation, linked to reimbursement (where applicable).
- Data analysis through needs assessments, session and follow-up surveys, and observations.

The Guide to HQPD includes the development and implementation of the following technology-based components:

1. Needs Assessment
2. Professional Development Year-at-a-Glance
3. Activity and Calendar Development
4. Registration and Attendance Reconciliation
5. Evaluation

Copyright © 2009 Baltimore County Public Schools. All rights reserved.

PROFESSIONAL DEVELOPMENT CYCLE



Copyright © 2009 Baltimore County Public Schools. All rights reserved.

Professional Development 2011-2012 Year-at-a-Glance: Special Education

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
21st Century Teaching and Learning: Differentiating Instruction with Targeted Information Resources and Tools Sponsored by Library Information Services	Academic rigor Differentiated instruction Instructional best practices Integrating digital content Integrating technology resources Technology and information literacy	Integrate learner-centered strategies and targeted information resources and tools to meet the needs of diverse learners. Delivery Method (s): Other: Hybrid, Online resources, Wikis / blogs, Course Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Technology Integration Teachers, Paraeducators, Special Education, C & I Staff, Mentors, Resource Teachers	Teachers will be able to differentiate instruction through the use of learner-centered strategies and targeted information resources and tools. Surveys, observations, and reflections.	Della Curtis , Sharon Grimes , Frances Glick	Assistive Technology , AVID\College Board , Career and Technology Education , English and Reading , Curriculum and Instruction , Gifted and Talented Education and Magnet Programs , Language Arts , Mathematics, PreK-12 , Science PreK-12 , Social Studies, Elementary , Social Studies, Secondary ,Special Education	Grant: Title II
Centralized Summer School Training Sponsored by Alternative Education, Dropout Prevention and Summer School	Student graduation/ drop -out rate	Train all centralized summer school administrators, faculty, and staff involved in the implementation of centralized summer school Delivery Method(s): Workshop, Meeting Audience(s): Teachers, Assistant Principals, Paraeducators, School-based	Successful implementation of the centralized summer school program. Observations, checklists, parent surveys, evaluation forms, report cards Pre- and Post-Testing	Michael Kulansky	Elementary Programs , Special Education , Assessment , Science PreK-12 , Social Studies, Secondary , Health Education , Language Arts , Title I , Mathematics,	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
					PreK-12	
Equity and Diversity Training COMAR Regulation 13A.04.05.00 Sponsored by Equity & Assurance	Academic rigor Culturally responsive teaching Differentiated instruction Data analysis to inform instruction Instructional best practices	BCPS personnel will build capacity to respond to a range of diverse student needs to ensure that all students reach high standards of achievement. Delivery Method(s): Conference Audience(s): School Counselors/Guidance, Department Chairs, Mentors, Resource Teachers, Instructional Coach	Staff will build capacity to respond instructionally to the diverse needs of all students attending BCPS. Increased performance of students from diverse backgrounds on the following measures: MSA, HSA, AP, and SAT. Staff will build capacity to conduct an equity audit. Evidence of adjustments to schools' organizational and instructional protocol and practices.	Lisa Williams	Instructional Technology , Student Support Services , Special Education , World Languages , Title I , Professional Development	Grant: Title II
Evening High School Training Sponsored by Alternative Education, Dropout Prevention and Summer School	Student graduation/drop-out rate	To train all evening high school administrators, faulty, and staff involved in the implementation of evening high schools countywide Delivery Method(s): Workshop, Meeting Audience(s): Teachers, Assistant Principals, Paraeducators	Successful implementation of the evening high school program. Observations, checklists, parent surveys, evaluation forms, report cards.	Robert Tune	Mathematics, PreK-12 , Special Education , Science PreK-12 , Social Studies, Secondary , English and Reading , Health Education , Language Arts, Secondary	Operating
Family and Student Initiatives: Methods and Application	Parent involvement Student engagement	School social workers will be able to identify, analyze and apply strategies for improving student behaviors and for family participation in the schools' programs.	School social workers will receive continuing education hours. School social workers will provide staff	Victoria Cofield-Aber , Andrea Torres	Safe and Drug-Free Schools , Pupil Personnel Office , Special Education	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Sponsored by Social Work Services		Delivery Method(s): Meeting Audience(s): Pupil Personnel Workers, Social Workers	development in their selective schools. Pupil Personnel Workers will receive certificates of attendance for continuing education.			
Alt-MSA, Autism						
Professional Development for Teachers and Staff of Students with Significant Disabilities: Best Practices for Instruction and Compliance	Compliance Instructional best practices Differentiated instruction	New and experienced staff working with students with significant disabilities and autism will implement best practices for differentiated instruction and compliance. Delivery Method(s): Workshop, Other: Staff Meetings Audience(s): Teachers, Principals, Assistant Principals, Parents, Paraeducators, Employees (New), Special Education, Resource Teachers	Students will make progress toward their IEP goals. Quarterly reports Students will achieve proficient or advanced on the Alt-MSA assessments. Alt-MSA scores Educators will maintain all aspects of compliance. Meet case management requirements.	Sara Egorin-Hooper , Donna Gosnell , Shaunta Lindsey		Operating, Grant: MSDE Alt-MSA Grant, Grant: Special Education Title II Autism Spectrum Disorders
Leadership Development						
Aspiring School-Based Leaders Sponsored by Professional Development	Other: Identification and preparation of school-based leaders. Leadership development	Aspiring school-based leaders will apply their knowledge of key leadership skills to diverse school system issues. Delivery Method(s): Conference, Course, Individual growth plans, Meeting, Online resources, Workshop Audience(s): Teachers, Assistant Principals	Prepare school-based administrative leaders. Learning to Lead Framework Number of aspiring leaders in school-based leadership pools.	Kimberly McMenamin , Anissa Brown Dennis , Janis Smith	Curriculum and Instruction , AVID\College Board , Business Education , Career and Technology Education , English and Reading , Mathematics, PreK-12 , Music , Physical Education School Counseling	Operating, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
					, School To Career Transition , Science PreK-12 , Social Studies, Secondary , Special Education , Technical Programs , Visual Arts , World Languages	
School-Based Leaders Sponsored by Professional Development	Other: Effective School Management Instructional best practices Leadership development	School-Based leaders will collaborate with their school teams and departments to implement instructional and managerial best practices. Delivery Method(s): Workshop, Online resources, Conference, Other: Summer Academies, Peer coaching, Meeting Audience(s): Principals, Assistant Principals, Department Chairs	Increased knowledge of effective instruction participant survey follow-up survey Increased knowledge of management strategies participant survey follow-up survey.	Kimberly McMenamin , Anissa Brown Dennis	Curriculum and Instruction , AVID\College Board , Career and Technology Education , English and Reading , Language Arts, Secondary , Language Arts , Mathematics, PreK-12 , Music , School Counseling Science PreK-12 , Social Studies, Secondary , Special Education , Visual Arts , World Languages	Operating, Grant: Title II
Placement and Birth-to-Five						
Capacity Building for	Student graduation/drop-out rate	Nonpublic schools will effectively implement BCPS' curriculum and	To increase academic rigor HSA/MSA Data	Andrea Parrish , Candace Riddle	Curriculum and Instruction , School	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Nonpublic Schools Professional Development Series	Instructional best practices Academic rigor Differentiated instruction Learning styles and preferences	evidence based instructional practices in order for students to meet BCPS' graduation requirements. Delivery Method(s): Workshop, Classroom visitation / observation, Data dialogue Audience(s): Teachers, Principals, Assistant Principals	Improved HSA Scores Alignment of nonpublic courses with BCPS' courses Student Transcripts Alignment of nonpublic graduation requirements with BCPS. Student Transcripts Student Transition Plans	,Karen Cole , Kalisha Miller , Constance Dean	Counseling , Research, Accountability, and Assessment , Student Data	
Capacity Building for Servicing Students with Disabilities in the Least Restrictive Environment	Supporting students who receive special education services General education and special education collaboration Response to intervention Instructional best practices Other: Ensuring greater access to the general education curriculum	Teachers will utilize best instructional practices to ensure students with disabilities receive services in the least restrictive environment. Delivery Method(s): Workshop, Data dialogue, Classroom visitation / observation Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, C & I Staff	To increase the capacity of schools to offer a continuum of services. Countywide and school-wide LRE Data. Out of Home School Referral Data To provide increased opportunities for students with disabilities to receive services in their home school. Countywide and school-wide LRE Data	Andrea Parrish , Constance Dean	Student Support Services , Curriculum and Instruction	Operating
Utilizing Evidence-based Practices and Interventions	Instructional best practices Compliance	New and experienced staff members will utilize evidence-based interventions to improve instruction and service delivery for the purpose of improving child and family outcomes.	Improved outcomes for children receiving early intervention or preschool special education services. Progress at exit data as	Paula Boykin , Sally Chapman , Candace Riddle ,Julie Quinn , Heather	Language Arts, Elementary	Operating, Grant: Part B 619, Part C and Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
to Improve Outcomes for Children Birth to Five and Their Families	Parent involvement Other: Evidence-based Assessment Practices	Delivery Method(s): Online resources, Conference, Workshop, Meeting Audience(s): Teachers, Principals, Assistant Principals, Parents, Paraeducators, Paraeducators, Nurses, C & I Staff, Occupational Therapists, Physical Therapists, Psychologists, Speech Pathologists	measure by the Early Childhood Accountability System or Infants and Toddlers Exit Data Improve outcomes for families of children receiving early intervention or preschool special education services. Annual data reported via MSDE early intervention and parent involvement surveys. Improve consistency of quality instruction and ensure equal access to BCPS' approved curriculum for all students. Percentage of children with IEPs entering kindergarten "fully ready" as defined by the MMSR.	Chantelau , Constance Dean , Kalisha Miller		
PreK-12						
Algebra for All: Developing Algebraic Thinking to Algebra I and Beyond Sponsored by	Other: To increase student achievement on the Algebra Data Analysis HSA. Other: To increase student achievement on the MSA in mathematics Grades 3-	Build capacity to develop algebraic thinking across all Grades PreK-12 to ensure equitable access to and successful completion of the Algebra I curriculum. Delivery Method(s): Webinar, Workshop, Course, Seminar / Institute, Online	Teachers will deliver appropriate, rigorous algebra instruction aligned with the written curriculum. Use of observation tools (e.g., Look-for checklists) utilized during classroom visits and formal/informal	John Staley Maria Everett Patricia Baltzley Cindy Dennis Rorrie Fortier	Special Education	Operating, Grant: Title II FY11, Title II FY12

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Mathematics, PreK-12	8. Other: To increase student achievement on PSAT and SAT. Other: To increase student achievement on AP assessments. Content knowledge Instructional best practices Academic rigor Student engagement Assessment aligned to instruction General education and special education collaboration Monitoring of taught curriculum	resources, Meeting Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, Mentors, Instructional Coach.	observations. Teachers will build student conceptual understanding from the concrete to the abstract through lesson planning and instruction. Review of lesson plans to identify instructional strategies/activities that build understanding. Observation of concept development during classroom visits and formal/informal observations. Review of student work. Teachers will use data to assess student understanding and inform their instruction. Use of data tools (e.g., assessTrax reports, skills analysis sheets) to analyze short cycle assessment data. Use of data tools (e.g., assessTrax reports) to analyze benchmark assessment data. Review of lesson plans to identify instructional decisions made from data			

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
			analysis. Teachers will utilize effective pedagogical strategies (including differentiation and authentic, active practice) to reach and engage all students. Review of lesson plans to identify instructional strategies/activities that build understanding. Observation of pedagogical practices during classroom visits and formal/informal observations.			
Teaching and Learning in the Mathematics Classroom Sponsored by Mathematics, PreK-12	Other: To increase student achievement on the Algebra Data Analysis HSA Other: To increase student achievement on the MSA in mathematics Grades 3-8 Other: To increase student achievement on PSAT and SAT	Build capacity to teach for conceptual understanding and procedural fluency in order to ensure the effective implementation of the written curriculum. Delivery Method(s): Course, Seminar / Institute, Webinar, Workshop, Online resources, Meeting, Other: cohort Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, Mentors, Instructional Coach	Teachers will deliver appropriate, rigorous mathematical instruction aligned with the written curriculum. Use of observation tools (e.g., Look-For checklists) utilized during classroom visits and formal/informal observations. Teachers will build student conceptual understanding from the concrete to the abstract through lesson planning and instruction.	Maria Everett John Staley Patricia Baltzley Cindy Dennis Rorrie Fortier	AVID\College Board , Gifted and Talented Education and Magnet Programs , Special Education , World Languages	Operating, Grant: Title II FY11, Title II FY12

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	Other: To increase student achievement on AP assessments Academic rigor Content knowledge Student engagement Data analysis to inform instruction Instructional best practices Assessment aligned to instruction General education and special education collaboration Supporting English Language Learners Response to intervention		Review of lesson plans. Observation of concept development during classroom visits and formal/informal observations. Review of student work. Teachers will utilize effective pedagogical strategies (including differentiation and authentic, active practice) to reach and engage all students. Review of lesson plans. Observation of pedagogical practices during classroom visits and formal/informal observations. Teachers will use data to assess student understanding and inform their instruction. Use of data tools (e.g., assessTrax reports, Skills Analysis sheets) to analyze short cycle assessment data. Use of data tools (e.g., assessTrax reports) to analyze benchmark			

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
			assessment data. Participation in data dialogues. Review of lesson plans to identify instructional decisions made from data analysis. Teachers will increase their mathematics content knowledge and will effectively apply this new knowledge in lesson planning and implementation. Review of lesson plans. Use of observation tools (e.g., Look-For checklists) utilized during classroom visits and formal/informal observations.			
Professional Growth and Partnerships						
BCPS Cohorts Sponsored by Professional Development	Recertification	Employees will successfully complete programs of study in order to meet continuing educational needs. Delivery Method(s): Course Audience(s): Employees (All BCPS)	Recertification certificates will be renewed; salary advancement. Employees will obtain salary advancements, continuing education, employees' job performance will improve employees will be eligible for career	Jeanne Imbriale	Business Services , Curriculum and Instruction , Gifted and Talented Education and Magnet Programs , Health Services , Instructional Technology , Language Arts, Elementary ,	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
			advancements		Language Arts, Secondary , Library Information Services , Mathematics, PreK-12 , School Counseling , Science PreK-12 , Science, Technology, Engineering & Mathematics (STEM) , Special Education , Visual Arts , World Languages	
Continuing Professional Development Courses Sponsored by Professional Development	Recertification	Teachers will successfully complete programs of study in order to meet individual recertification and continuing professional development needs. Delivery Method(s): Course, Book study, Lesson study Audience(s): Teachers, Principals, Assistant Principals, School Counselors/Guidance, Nurses, C & I Staff	Recertified employees teaching certificates will be renewed. Salary advancements; teachers will obtain salary advancements.	Jeanne Imbriale	Assistive Technology , Alternative Education, Dropout Prevention and Summer School , Athletics , Career and Technology Education , Dance Education , Instructional Technology , Health Education , Health Services , Language Arts, Secondary ,	Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
					Language Arts, Elementary , Library Information Services , Mathematics, PreK-12 , Music , Physical Education World Languages , Visual Arts , Science PreK-12 , Safe and Drug-Free Schools , Social Studies, Elementary , Social Studies, Secondary Gifted and Talented Education and Magnet Programs , Special Education , Technology Education	
PD for Non-Public Schools, Title II, Part A Sponsored by Professional Development	Instructional best practices Content knowledge Classroom management Differentiated instruction	Principals and teachers will participate in high quality professional development in the core content area and in improving instructional practices. Delivery Method(s): Online resources, Workshop, Webinar, Course, Seminar / Institute Audience(s): Teachers, Principals	Improved instructional practices in the core content areas. Individual School -based Evaluations	Jeanne Imbriale, Kimberlee Spahn	AVID\College Board , Career and Technology Education , Dance Education , Gifted and Talented Education and Magnet Programs , Health Education , Instructional	Grant: Title II, Part A

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	Integrating technology resources Leadership development Supporting English Language Learners				Technology , Language Arts, Elementary , Language Arts, Secondary , Library Information Services , Mathematics, PreK-12 , Music , Physical Education School Counseling Science PreK-12 , Social Studies, Elementary , Social Studies, Secondary Special Education , Special Programs, PreK-12 , Title I , Visual Arts , World Languages , Health Services , Psychological Services , Pupil Personnel Office , Curriculum and Instruction , Safe and Drug-Free Schools.	
Related Services						

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Related Service Providers: Best Practices for Instruction and Compliance	Instructional best practices Compliance	New, experienced, and contractual related service staff will receive training based on their area of certification and licensure to implement best practices for instruction and compliance. Delivery Method(s): Workshop, Other: Staff Meetings Audience(s): Teachers, Employees (New), Special Education, Occupational Therapists, Physical Therapists, Speech Pathologists	Students will make progress toward their IEP goals. Service Logs Quarterly Reports Providers will maintain all aspects of compliance. Compliance with IEP timelines and requirements Compliance with Third Party Billing requirements	Robin Bosley Marsye Kaplan		Operating, Grant: Special Education Title II Assistive Technology
School Support and Compliance						
Countywide IDEA Compliance Professional Development for IEP Chairs	Other: MSDE required system of general supervision for compliance with IDEA and COMAR. Other: Ongoing professional development needed for IEP Chairs and Special Education Resource Teachers. Compliance Supporting students who receive special education services.	Department Chairs, IEP Chairs and Resource Teachers will implement IDEA regulations to maintain compliance in schools. Delivery Method(s): Meeting, Data dialogue, Other: Face to face Audience(s): Department Chairs, Resource Teachers	Ongoing compliance with IDEA regulations. PRASP monitoring results. MSDE compliant findings.	Sharon Floyd Pamela Weitz Shaunta Lindsey Carol Rook Kalisha Miller		Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Effective Co-Teaching	General education and special education collaboration. Differentiated instruction Instructional planning Supporting students who receive special education services	School-based and central office staff will collaborate to support co-teaching. Delivery Method(s): Workshop, Data dialogue, Classroom visitation / observation Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, C & I Staff	To increase curricular access for students with disabilities in inclusive settings. MSA/HSA performance Benchmarks/short cycles LRE data To ensure the implementation of effective, evidenced-based co-teaching approaches PD feedback, observational data during classroom visits. To increase the capacity of school-based and C&I staff to support and monitor effective, evidence-based co-teaching. Surveys, observation data, and PD feedback	Michele Murphy Shaunta Lindsey Caroline Sobbott Maria Conner Kalisha Miller	Curriculum and Instruction	Operating, Grant: MSDE HSA Grant, Grant: Supplementary Aids and Services Grant
Special Education Instructional Best Practices	Other: Need for ongoing professional development regarding IEP implementation. Differentiated instruction Classroom management	All Special Education Teachers and Special Education Resource Teachers will implement evidence based practices with fidelity. Delivery Method(s): Other: Face-to-Face, Meeting Audience(s): Special Education, Special Education, Resource Teachers	To increase special educator's capacity to implement best practices for students. PD Feedback Ongoing classroom observational data	Michele Murphy Shaunta Lindsey Caroline Sobbott Maria Conner		Operating, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	Instructional best practices Data analysis to inform instruction					
Secondary						
Differentiation in the Secondary English Language Arts Classroom Sponsored by Language Arts, Secondary	Cooperative learning Culturally responsive teaching Data analysis to inform instruction Differentiated instruction General education and special education collaboration Learning styles and preferences Response to intervention Supporting English Language Learners Supporting students who receive special education services	Build capacity to differentiate instruction based on student needs and abilities, interests, learning styles, and achievement Delivery Method(s): Classroom visitation / observation, Conference, Data dialogue, Looking at student work, Online resources, Workshop, Webinar, Peer coaching, Mentoring, Book study, Meeting, Curriculum development Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Special Education, C & I Staff	Teachers will utilize a variety of pedagogical strategies to address multiple learning modalities. Formal and informal observations, examination of student work, examination of lesson plans Teachers will differentiate the instructional content, process, and product to meet student needs. Formal and informal observations, examination of student work, examination of lesson plans Teachers will utilize technology resources as a differentiation tool. Formal and informal observations, examination of student work, examination of lesson	Katrina Stevens Jo Ann Howell , Judith Sullivan	Special Education	Operating, Grant: Title 2

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	Implementation of new or revised curriculum Integrating technology resources Student engagement		plans. Teachers will identify highly able students and provide an instructional program that leads to high level courses and/or enrichment opportunities Increased participation and enrollment of traditionally under-represented populations in high level courses			
New/Revised Secondary English Language Arts Concept-Based Curriculum: Grades 6 to 12 Sponsored by Language Arts, Secondary	Academic rigor Content knowledge Cooperative learning Culturally responsive teaching Instructional best practices Data analysis to inform instruction Differentiated instruction Integrating digital content	Participants will acquire the skills, knowledge and support necessary to implement the Common Core State Standards and Secondary English Language Arts curriculum. Delivery Method(s): Classroom visitation / observation, Workshop, Looking at student work, Curriculum development, Peer coaching, Data dialogue, Book study, Online resources, Meeting, Lesson study, Mentoring, Study group Audience(s): Teachers, Principals, Assistant Principals, Department Chairs, Technology Integration Teachers, C & I Staff, Mentors, Resource Teachers	Teachers will implement the revised curricula Grades 6-12 with fidelity. Observation, survey, and data analysis. Teachers will provide rigorous instruction that will prepare students to meet the Common Core State Standards. Observation, survey, and data analysis	Katrina Stevens Jo Ann Howell	Instructional Technology , Library Information Services , Special Education	Operating, Grant: Race to the Top, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	Integrating technology resources Learning styles and preferences Implementation of new or revised curriculum Monitoring of taught curriculum Student engagement Supporting English Language Learners Technology and information literacy Writing across the curriculum					
New/Revised Secondary Reading Curriculum: Grades 6 to 12 Sponsored by Language Arts,	Response to intervention Supporting English Language Learners Academic rigor Content knowledge	Participants will acquire the skills, knowledge and support necessary to implement teaching critical reading in ELA and reading classrooms. Delivery Method(s): Classroom visitation / observation, Workshop, Looking at student work, Lesson study, Meeting, Mentoring, Peer coaching, Online	Teachers will implement the revisions to the reading curricula with fidelity. Observation, survey, and data analysis. Teachers will teach effective critical reading	Julia Sullivan , Katrina Stevens	Special Education , Instructional Technology , Library Information Services	Operating, Operating

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Secondary	Cooperative learning Culturally responsive teaching Instructional best practices Differentiated instruction Data analysis to inform instruction Implementation of new or revised curriculum Instructional planning Interdisciplinary instructional strategies Learning styles and preferences Monitoring of taught curriculum Student engagement Supporting students who receive special	resources, Book study, Webinar, Wikis / blogs Audience(s): Teachers, Teachers, Principals, Assistant Principals, Department Chairs, Department Chairs, C & I Staff, Resource Teachers	strategies. Observation and data analysis.			

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	education services Technology and information literacy					
Special Education						
Behavior Profesional Development	Classroom management Differentiated instruction Instructional best practices Learning styles and preferences Safe schools Student engagement Student graduation/drop-out rate	Provide professional development for all staff in reference to behavior management strategies, restraint and seclusion procedures, and Behavior and Learning Support organization. Delivery Method(s): Classroom visitation / observation, Conference, Data dialogue, Individual growth plans, Looking at student work, Meeting, Mentoring, Seminar / Institute, Workshop Audience(s): Employees (All BCPS)	Capacity building for staff in reference to behavior management. Reduced office referrals. Reduced suspension numbers, increased graduation rate, decreased drop-out rate, increased student achievement. Office referral, suspension report, graduation rate, drop-out rate, assessments.	Lance Williams	Student Support Services	Operating, Grant: ED Grant
Teacher Development						
New Teacher Induction Sponsored by Professional Development	Other: teacher retention Content knowledge Cooperative learning Differentiated instruction Classroom	Newly hired teachers will design and implement instruction that aligns with written and assessed curriculum and meets the needs of all students Delivery Method(s): Workshop, Seminar / Institute, Mentoring, Classroom visitation / observation, Other: Orientation	Instruction aligns w/ written, assessed curriculum Survey Observation Increased teacher retention retention data.	Deborah Piper	Health Education , Instructional Technology , Liberal Arts , Library Information Services , Mathematics, PreK-12 , Music , Physical Education	Operating, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
	management Culturally responsive teaching Implementation of new or revised curriculum Instructional planning Parent involvement Supporting English Language Learners Assessment aligned to instruction Supporting students who receive special education services	Audience(s): Teachers			, Science PreK-12 , Social Studies, Elementary , Social Studies, Secondary , Visual Arts , Special Programs, PreK-12 , Language Arts, Secondary , Language Arts, Elementary , Career and Technology Education , Science, Technology, Engineering & Mathematics (STEM) , Special Education , World Languages , Gifted and Talented Education and Magnet Programs , School Counseling , Health Services , Safe and Drug-Free Schools , Dance Education	
Paraeducator Professional Development	Other: interpersonal skills	Paraeducators will use effective interpersonal, communication, and management skills to support classroom	Interpersonal skills support Co-teaching Survey	Deborah Piper , Jennifer Dunkle	Special Education , Equity & Assurance , Human	Operating, Grant: Title II

INITIATIVE	IDENTIFIED NEED(S)	DESCRIPTION OF PROFESSIONAL DEVELOPMENT • PD Objective • Delivery Method(s) • Audience(s)	EXPECTED RESULTS • What will be different as a result of this professional development? • How will the results be measured?	PERSON(S) RESPONSIBLE	COLLABORATING OFFICE(S)	FUNDING SOURCE
Sponsored by Professional Development	Other: connecting with students Classroom management Supporting students who receive special education services Technology and information literacy General education and special education collaboration	instruction and meet the needs of all students. Delivery Method(s): Seminar / Institute, Workshop, Other: orientation Audience(s): Paraeducators	Observation Classroom management skills decrease classroom Disruptions Survey Observation Increased use of strategies to engage students. Survey Observation Collaboration will increase monitoring of student progress. Survey Observation		Resources , Language Arts , Language Arts, Secondary , Safe and Drug-Free Schools , World Languages	

* Items highlighted in gray have not been authorized. Items highlighted in light yellow have been authorized but have not received final approval.
** This document was generated from a Web-based report. Additional formatting may be required.

Special Education Staffing Plan Workgroup 2011-2012

Baskar, Mary	President	Special Education Citizen's Advisory Committee (SECAC)
Campbell, Abbey	Assistant to the Assistant Superintendent (High Schools)	Greenwood Campus, Bldg. C, Office of Assistant Superintendents
Cofield-Aber, Victoria	Supervisor of School Social Work Services	Office of Pupil Personal
Conner, Maria	Supervisor, School Support	Office of Special Education
Considine, Jean	Parent Coordinator	White Oak Resource Center
Egorin-Hooper, Sara	Supervisor, Alt-MSA and Related Services	ESS Building, Greenwood Campus, Office of Special Education
Fields, Edward	Fiscal Officer, Division of Curriculum and Instruction	ESS Building, Greenwood Campus, Division of Curriculum and Instruction
Hartman, Elisa	Parent	Autism Society
Johnson, Shawnda	Supervisor, Grants	ESS Building, Greenwood Campus, Office of Special Education
Kidder, Margaret	Coordinator, Psychological Services	Office of Student Support Services
Lindsey, Shaunta	Coordinator, Instructional Support, Alt-MSA,and Autism	ESS Building, Greenwood Campus, Office of Special Education
Macer, Merry	Supervisor, Parent Support Services, Professional Development	Department of Professional Development
Martin, Penelope	Assistant to the Assistant Superintendent (Middle Schools)	Greenwood Campus, Bldg. C, Office of Assistant Superintendents
Miller, Kalisha	Director, Office of Special Education	ESS Building, Greenwood Campus, Office of Special Education
Parrish, Andrea	Supervisor, Public Placement	ESS Building, Greenwood Campus, Office of Special Education
Price, Rebecca	Speech and Language Pathologist	Essex Elementary School
Riddle, Candace	Adminstrative Secretary II, Office of Special Education	ESS Building, Greenwood Campus, Office of Special Education
Saroff, Sharon	Parent / Community	
Siebenhaar, Janice	Resource Teacher	Office of Mathematics PreK-12
Vogel, Patricia	Principal	Westowne Elementary School
Whisted, Melissa	Assistant to the Assistant Superintendent (Elementary School)	Greenwood Campus, Bldg. C, Office of Assistant Superintendents
Williams, Lance	Coordinator, Related Services and Behavior	ESS Building, Greenwood Campus, Office of Special Education

Glossary of Terms

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

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

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

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

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

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

Algebra	412	English 2	396
Biology	400	Government	394

Maryland School Assessment (MSA) - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading, mathematics, and science. The MSA test measures basic as well as higher-level skills.

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

This test, which has replaced the Maryland School Performance Assessment Program (MSPAP), provides educators, parents, and the public valuable information about student, school, school system, and state performance.

Performance Level Standards - Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland standards are divided into three levels of achievement:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

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

Least Restrictive Environment (LRE) codes for ages 6-21

LRE A - In general education settings 80 percent or more of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services inside general education settings 80 percent or more of the school day.

This may include students with disabilities placed in:

- Classes with special education/related services provided within general classes.
- Classes with special education/related services provided outside general classes.
- Classes with special education services provided in resource rooms.

LRE B - In regular education settings between 40 percent and 79 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings between 40 percent to 79 percent of the school day.

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

This category may include students placed in:

- Resource rooms with special education/related services provided within the resource room.
- Resource rooms with part-time instruction in a general education class.

LRE C - In general education settings less than 40 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings less than 40 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be

included.

This category may include students placed in:

- Self-contained special classrooms with part-time instruction in a general education class.
- Self-contained special classrooms with full-time special education instruction on a general education school campus.

LRE D – Homebound placement (Home and Hospital). Students, ages 6-21, who receive special education instruction at home. Students with disabilities whose parents have opted to home school them and who receive special education at the public expense should not be included.

LRE F - Public separate day school. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a public separate day facility that does not house programs for students without disabilities.

LRE G - Private separate day school. Students, ages 6-21,who receive special education and related services for greater than 50 percent of the school day in a private separate day facility that does not house programs for students without disabilities.

LRE I - Private residential facility. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private residential facility.

Appendix G

List of Acronyms/Abbreviations

AAA – Additional Adult Assistance

AAS – Additional Adult Support

ADA – Americans with Disabilities Act

ALD – Auditory Listening Device

ALS – Adapted Learning Support

Alt-MSA – Alternative Maryland School Assessment

APE – Adaptive Physical Education

AT – Assistive Technology

AUD – Audiology

AYP – Adequate Yearly Progress

BCPS – Baltimore County Public Schools

BIS – Behavior Intervention Support

BLS – Behavior Learning Support

CLS – Communication and Learning Support

COMAR – Code of Maryland Regulations

DHH – Deaf and Hard of Hearing

ECLS – Early Childhood Learning Support

ELL – English Language Learner

FALS – Functional Academic Learning Support

FAPE – Free, Appropriate Public Education

FTE – Full-Time Equivalent

FY – Fiscal Year

Gen Ed – General Education

HSA – High School Assessment

IA – Instructional Assistant

I&T – Infants and Toddlers

IDEA – Individuals with Disabilities Education Act

IE – Inclusive Education

IEP – Individualized Education Program

IFSP – Individual Family Service Plan

IST – Instructional Support Team

JC – Job Coach Services

LRE – Least Restrictive Environment

MSA – Maryland School Assessment

MSDE – Maryland State Department of Education

OSE – Office of Special Education

OT – Occupational Therapy/Therapist

PA – Personal Assistant

PRASP – Program Review and Support Process

PT – Physical Therapy/Therapist

SECAC – Special Education Citizens' Advisory Committee

SL – Speech Language Services

SLP – Speech Language Pathologist

SST – Student Support Team

STARS – Student Tracking and Registration System

TIENET – Technology for Improving Education (software)

Exhibit D

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

June 14, 2011

RECOMMENDED TRANSFERS

NAME	FROM	TO
WILLIAM T. ATKINS (Effective July 1, 2011)	Assistant Principal Arbutus Middle School	Assistant Principal Perry Hall Middle School
(Replacing Seth Barish, recommended for appointment to Principal, Dundalk Middle School)		
TYEST GANT (Effective July 1, 2011)	Assistant Principal Winand Elementary School	Assistant Principal Winfield Elementary School
(Replacing Ada V. Jester, recommended for transfer to Winand Elementary School)		
MICHAEL GOODHUES (Effective July 1, 2011)	Chief Information Officer Department of Technology	Fiscal Officer Department of Fiscal Services
(Replacing Edward Fields, resigning)		
SHARON L. HARRIS (Effective July 1, 2011)	Principal Imagine Discovery Public School Charter	Assistant Principal Dundalk Middle School
(Replacing Erin O'Toole-Trivas, recommended for promotion to Principal, Parkville Middle School)		
ADA V. JESTER (Effective July 1, 2011)	Assistant Principal Winfield Elementary School	Assistant Principal Winand Elementary School
(Replacing Tyest Gant, recommended for transfer to Winfield Elementary School)		
MURRAY G. PARKER, III (Effective July 1, 2011)	Principal Parkville Middle School	Principal Western School of Technology
(Replacing Richard Jester, resigning)		
LORI A. PHELPS (Effective July 1, 2011)	Assistant Principal Edmondson Heights Elementary School	Assistant Principal Deep Creek Elementary School
(Replacing Sharon Mason, promoted to Principal, Deep Creek Elementary School)		

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

June 14, 2011

RECOMMENDED TRANSFERS

ADDENDUM

NAME	FROM	TO
SHARON K. WHITLOCK (Effective July 1, 2011)	Principal Chase Elementary School	Principal Mars Estates Elementary School

(Replacing Linda Chapin, retired)

Exhibit E

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

June 14, 2011

RETIREMENTS

NAME	POSITION	SCHOOL/OFFICE	YRS. OF SERVICE	EFFECTIVE DATE
Susan Allen	Math Teacher	Parkville Middle	12.0	8/1/2011
Lea Alperstein	Special Ed Teacher	Maiden Choice School	31.7	04/01/11
Valerie Anderson	Art Teacher	Loch Raven High	25.5	07/01/11
Ronald Belinko	Coordinator	Student Support Services	45.0	07/01/11
Carolyn Bereska	Classroom Teacher	Cromwell Elem Magnet	39.0	07/01/11
John Bereska	Principal	Hereford High	38.6	07/01/11
Patricia Blackburn	Bus Attendant	Transportation	9.7	04/01/11
Robin Bosley	Supervisor	ESS/Dept of C & I	26.0	07/01/11
Maryann Brown	Admin Secretary III	Meadowood Educ. Center	7.0	07/01/11
Sandra Caslin	Social Studies Teacher	Perry Hall High	33.0	07/01/11
Linda Chapin	Principal	Mars Estates Elementary	18.0	07/01/11
Gloria Collins	Paraeducator	Oliver Beach Elem	43.0	07/01/11
Charles Copenhaver	Coordinator	STEM Office	42.0	07/01/11
Linda Creighton	Vocational Teacher	Western School Tech	25.0	07/01/11
Joyce Dann	Special Ed Teacher	Jacksonville Elementary	34.6	07/01/11
Jean Dannenfelser	Transition Facilitator	Hereford High	36.8	07/01/11
Mary Dauber	English Teacher	Western School Tech	31.9	07/01/11
Susan Donkar	Lib Sci Media Teacher	Dumbarton Middle	14.0	07/01/11

NAME	POSITION	SCHOOL/OFFICE	YRS. OF SERVICE	EFFECTIVE DATE
Carol Friedman	Art Teacher	Windsor Mill Middle	8.7	07/01/11
Linda Gluck	Business Education	Lansdowne High	41.0	07/01/11
William Gluth	Social Studies Teacher	Pine Grove Middle	30.0	07/01/11
Frances Griffin	Bus Attendant	Transportation	13.9	07/01/11
Barbara Hairfield	Paraeducator	White Oak School	20.0	07/01/11
Catherine Harger	Reading Specialist	Gunpowder Elementary	34.0	07/01/11
Alikah Hawks	Special Ed Teacher	Arbutus Middle	5.9	06/01/11
Margaret Horner	Paraeducator	Franklin High	20.9	07/01/11
Susan Howard-Brennan	Psychologist	Student Support Services	16.0	07/01/11
Diane Huselton	Paraeducator	White Oak School	10.0	06/01/11
Teresa Kaminski	Social Studies Teacher	Hereford High	33.0	07/01/11
Patricia Keller	Lead Clerk	Payroll	25.0	07/01/11
Joyce Kipp	Paraeducator	Jacksonville Elementary	25.0	07/01/11
Caroline Lapan	Assistant Principal	Western School Tech	38.4	07/01/11
Sharon Marquette	Instructional Coach	Colgate Elementary	24.0	07/01/11
Eileen Masaschi	Mentor	Lansdowne High	26.4	07/01/11
Mildred Matthews	Paraeducator	Glenmar Elementary	31.6	07/01/11
Susan Melton	Principal	Holabird Middle	42.0	07/01/11
Ivy Miller	Bus Attendant	Transportation	27.0	07/01/11
David Moore	Social Studies Teacher	Middle River Middle	41.0	07/01/11
Carol O'Brien	Special Ed Teacher	Catonsville Middle	34.0	07/01/11
Charles O'Connor, Jr.	Science Teacher	Ridgely Middle	35.9	07/01/11
Elisabeth O'Keefe	Art Teacher	White Oak School	40.0	07/01/11

NAME	POSITION	SCHOOL/OFFICE	YRS. OF SERVICE	EFFECTIVE DATE
Jeannine Olson	Guidance Counselor	Deep Creek Middle	25.0	07/01/11
Robert Pettebone	Assistant Principal	Deep Creek Middle	40.5	07/01/211
Jeanne Phelps	Classroom Teacher	Jacksonville Elementary	31.7	07/01/11
Shirley Prostic	Paraeducator	Glyndon Elementary	31.5	07/01/11
Donna Provost	Paraeducator	Carney Elementary	24.0	07/01/11
Catherine Santacroce	Assistant Principal	Seventh District Elementary	32.7	07/01/11
Judith Shane	Lib Sci Media Teacher	Jacksonville Elementary	32.0	07/01/11
Ruth Siegel	Office Secretary	Contr. Maintenance Admin	36.9	06/01/11
Nancy Silhan	Admin Secretary III	Prettyboy Elementary	27.5	07/01/11
Frances Simmons	Paraeducator	Seneca Elementary	36.0	07/01/11
Vickie Sobczak	Admin Secretary III	Eastwood Center	32.1	07/01/11
Linda Thompson	Special Ed Teacher	Prettyboy Elementary	26.7	07/01/11
Nancy Vetter	Vocational Teacher	Western School Tech	25.6	07/01/11
Kathleen Warren	Assistant Principal	Seven Oaks Elementary	22.0	07/01/11
Charles Weitz	Phys Ed Teacher	Sparrows Point High	32.0	07/01/11
Brenda Wingfield	Psychologist	Battle Grove Elementary	38.0	07/01/11
Lorraine Wojtkowiak	Paraeducator	Hawthorne Elementary	25.0	07/01/11
Gail Wright	Paraeducator	Rolling Rd Ctr Carriage Hse	19.0	08/01/11
Debra Zucker	Classroom Teacher	Woodholme Elementary	37.0	07/01/11

Exhibit F

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

June 14, 2011

RESIGNATIONS

ELEMENTARY – 14

Chase Elementary School
Kaitlin A. Hamilton, 06/30/11, 2.0 yrs.
Kindergarten

Campfield Early Childhood Learning Center
Leslie A. Coleman, 06/30/11, 1.0 yr., 4.0 mos.
Special Education – Self-Contained

Tarah E. Myers, 05/22/11, 9.0 mos.
Special Education – Self-Contained/Prekindergarten

Dogwood Elementary School
Monica E. Lloyd, 06/30/11, 1.0 yr.
Grade 4

Glenmar Elementary School
Katharine W. Richardson, 06/30/11, 5.0 yrs.
Grade 4

Hernwood Elementary School
Kelly M. Talley, 04/08/11, 5.0 days
Nurse

Logan Elementary School
Jeannie D. Sarda, 06/30/11, 5.0 yrs.
Grade 5

Oakleigh Elementary School
Kimberly L. Evans, 06/30/11, 5.0 yrs.
Kindergarten

Owings Mills Elementary School
Erica Lomasson, 06/30/11, 2.0 yrs.
Grade 4

Randallstown Elementary School
Chana T. Steinberg, 06/30/11, 2.0 yrs.
Speech/Language Pathologist

Rodgers Forge Elementary School
D'Anna G. Fluharty, 06/30/11, 6.0 yrs.
Grade 2

Agatha A. Rodriguez, 06/30/11, 6.0 yrs.
Kindergarten

Scotts Branch Elementary School
Jenna Sunday, 06/30/11, 2.0 yrs.
Special Education - Inclusion

Victory Villa Elementary School
Carin B. Feldman, 04/26/11, 2.0 mos.
Speech/Language Pathologist

SECONDARY – 29

Catonsville High School
Susan M. Poland, 06/30/11, 1.0 yr.
Science

Dulaney High School
Olivia Wisniewski, 06/30/11, 4.0 yrs.
Special Education – Self-Contained

Dundalk High School
Catherine K. Malin, 06/30/11, 6.0 yrs.
English

Eastern Technical High School
Jennifer L. Spencer, 06/30/11, 5.0 yrs.
English

Franklin High School
Lisa A. Ancarrow, 06/30/11, 6.0 yrs., 8.0 mos.
English

Golden Ring Middle School
Melinda Pressnell, 06/30/11, 2.0 yrs.
Reading

Hereford Middle School
Jennifer A. Henry, 06/30/11, 3.0 yrs., 5.0 mos.
Science

Renee D. Newberry, 06/30/11, 7.0 yrs., 1.0 mo.
English

Hereford High School
Kevin L. Ensor, 06/30/11, 12.0 yrs.
Guidance

Lansdowne Middle School
Ashlea L. Novalis, 05/06/11, 2.0 yrs., 9.0 mos.
English

Alexander V. Parker, 06/30/11, 3.0 yrs.
English

Lansdowne High School
Brittney G. Anderson, 06/30/11, 3.0 yrs.
English

Elizabeth R. Wingard, 06/30/11, 5.0 yrs.
English

New Town High School
Joseph A. Avara, 06/30/11, 10.0 yrs.
English

Lisa B. Carey, 06/30/11, 5.0 yrs.
Special Education – Inclusion

Overlea High School
Okowa Apamo, 06/30/11, 5.0 yrs., 5.0 mos.
Special Education – Self-Contained

Erin S. Merrick, 06/30/11, 1.0 yr.
English

Palla O'Neal-Jimentel, 06/30/11, 9.0 yrs., 5.0 mos.
Special Education – Inclusion

William B. Strickland, 06/30/11, 6.0 yrs.
Social Studies

Owings Mills High School
Timothy P. Kerr, 06/30/11, 4.0 yrs.
Science

Perry Hall High School
Daniel J. Skelton, 06/30/11, 6.0 yrs., 7.0 mos.
English

Pikesville Middle School
Kristen A. Breeden, 06/30/11, 1.0 yr.
Spanish

Christine E. Paskoski, 05/02/11, 4.0 yrs., 9.0 mos.
English

Southwest Academy
Benjamin J. Allen, 04/26/11, 8.0 mos.
Spanish

Miluska Triveno, 06/30/11, 3.0 yrs.
Science

Windsor Mill Middle School
Robert J. Peters, 06/30/11, 7.0 yrs.
Social Studies

Woodlawn Middle School
Cynthia M. Jenkins, 06/30/11, 8.0 yrs.
Speech/Language Pathologist

Woodlawn High School
Kelly A. Devine, 05/27/11, 5.0 yrs., 9.0 mos.
Social Studies

ADMINISTRATORS – 1

Western School of Technology
Richard P. Jester, 06/30/11, 21.0 yrs.
Principal

CENTRAL OFFICE – 2

Professional Development
John A. Olszewski, 06/30/11, 6.0 yrs.
Resource Teacher

Student Support Services
Daniel Brassington, 06/30/11, 4.0 yrs.
Home and Hospital

SEPARATION FROM LEAVE – 11

Iolanda S. Brownlee, granted Personal Leave, 07/01/10-06/30/11, resigning 06/30/11, 8.0 yrs., 5.0 mos.
Adrienne A. Evans, granted Child Rearing Leave, 04/10/09-04/10/11, resigning 04/10/11, 4.0 yrs., 8.0 mos.
Richard D. Foot, granted Academic Leave, 07/01/10-06/30/11, resigning 06/30/11, 10. yrs.
Megan D. Gunter, granted Second Child Rearing Leave, 06/24/09-06/24/11, resigning 06/30/11, 10.0 yrs.
Amy F. Isler, granted Child Rearing Leave, 02/15/10-06/30/11, resigning 06/30/11, 6.0 yrs.
Susan L. Kemp, granted Personal Illness Leave, 07/01/10-06/30/11, resigning 06/30/11, 19.0 yrs.
Margaret M. Loester, granted Child Rearing Leave, 05/27/09-05/27/11, resigning 06/30/11, 10.0 yrs.
Beth M. Longreen, granted Unusual and Imperative Leave, 07/01/10-06/30/11, resigning 06/30/11, 13.0 yrs., 8.0 mos.
Melissa M. O'Brien, granted Academic Leave, 07/01/10-06/30/11, resigning 06/30/11, 7.0 yrs.
Tristan M. Rassa, granted Child Rearing Leave, 05/18/04-05/18/11, resigning 06/30/11, 7.0 yrs., 6.0 mos.
Claudene Ricketts-Wickham, granted Unusual and Imperative Leave, 09/27/10-06/30/11, resigning 04/02/11, 7.0 yrs., 8.0 m

Exhibit G

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

June 14, 2011

LEAVES

ACADEMIC/EDUCATIONAL LEAVE

BRITTANY E. BOLLER – (Elementary) – Glenmar Elementary School
Effective July 1, 2011 through December 18, 2011

MARIANNA H. GOLLERY – (Paraeducator) – Catonsville High School
Effective July 1, 2011 through December 9, 2011

ERIN T. VOELKER – (Paraeducator) – Crossroads Center
Effective July 1, 2011 through June 30, 2012

MICHELLE D. WHITE – (Science) – Loch Raven Academy
Effective July 1, 2011 through June 30, 2012

CHILD REARING LEAVE

JAMIE L. BATTS – (Science) – Perry Hall High School
Effective June 18, 2011 through June 18, 2013

SARA M. BECK – (Elementary) – Glenmar Elementary School
Effective July 26, 2011 through July 26, 2013

KATE J. BENJAMIN – (Elementary) – Wellwood International School
Effective March 15, 2011 through March 15, 2013

MARY K. CLARK – (Elementary) – Hernwood Elementary School
Effective September 28, 2011 through September 28, 2013

JENNIFER A. GARANCHESKI – (Elementary) – Baltimore Highlands Elementary School
Effective August 4, 2011 through August 4, 2013

CHRISTINA M. GIANNERINI – (Elementary) – Vincent Farm Elementary School
Effective July 30, 2011 through July 30, 2013

LEIGH B. HART – (Elementary) – Dundalk Elementary School
Effective June 16, 2011 through June 16, 2013

MEGHAN P. JOTHEN – (Social Studies) – Deep Creek Middle School
Effective July 4, 2011 through July 4, 2013

AMY H. KUTCHER – (Elementary) – Gunpowder Elementary School
Effective August 15, 2011 through August 15, 2013

KARA M. MINOGLIO – (Mentor) – Halstead Academy
Effective June 18, 2011 through June 18, 2013

LEA R. MUSSINI – (Elementary) – Mars Estates Elementary School
Effective May 27, 2011 through May 27, 2013

MEGAN O. PATTON – (Elementary) – Timonium Elementary School
Effective July 29, 2011 through July 29, 2013

AMY S. ROTONDO – (Technology Integration) – Logan Elementary School
Effective September 7, 2011 through September 7, 2013

JESSICA L. STAMOULIS – (Mathematics) – Perry Hall Middle School
Effective July 14, 2011 through July 14, 2013

UNUSUAL OR IMPERATIVE LEAVE

NICOLE M. BARTON – (Mathematics) – Dulaney High School
Effective July 1, 2011 through June 30, 2012

ERICA S. COCO – (Reading) – New Town Elementary School
Effective July 1, 2011 through June 30, 2012

ASHLEY N. DIGGS – (Office Professional) – Food & Nutrition Services
Effective 7/1/11 through June 30, 2012

LINDA GRESOCK – (English/Special Education) – Overlea High School
Effective July 1, 2011 through June 30, 2012

DOROTHY J. KELSO – (Paraeducator) – Bedford Elementary School
Effective July 1, 2011 through June 30, 2012

BARBARA L. LUTZ – (Reading) – Edmondson Heights Elementary School
Effective July 1, 2011 through June 30, 2012

RENEE V. PEREZ – (Elementary) – Owings Mills Elementary School
Effective July 1, 2011 through June 30, 2012

EBONY Z. WALTERS – (Elementary) – Woodbridge Elementary School
Effective July 1, 2011 through June 30, 2012

Exhibit H

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **AREA EDUCATION ADVISORY COUNCIL MEMBER APPOINTMENT – NORTHEAST AREA**

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON (S): Jasmine Shriver, Coordinator, Area Education Advisory Councils, Stephanie Marks, Chairperson, Northeast Area Education Advisory Council

RECOMMENDATION

That the Board of Education appoints Anita Bass to the Northeast Area Education Advisory Council.

*****

Exhibit I

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

June 14, 2011

RECOMMENDED APPOINTMENTS

NAME	FROM	TO
SETH M. BARISH (Effective July 1, 2011)	Assistant Principal Perry Hall Middle School	Principal Dundalk Middle School

(Replacing John Foley, transferred to Principal, Meadowood Education Center)

ROBIN E. BUSICK (Effective July 1, 2011)	Teacher/Resource Red House Run Elementary School	Assistant Principal Seven Oaks Elementary School

(Replacing Kathleen Warren, retiring)

JULIE A. DELLONE (Effective July 1, 2011)	Assistant Principal Pine Grove Middle School	Principal Holabird Middle School

(Replacing Susan Melton, retiring)

BRE-ANNE B, FORTKAMP (Effective July 1, 2011)	Teacher/Resource Office of Special Education	Assistant Principal Johnnycake Elementary School

(Replacing Lynne Palmer, promoted to Principal, Johnnycake Elementary School)

LANA G. GREEN (Effective July 1, 2011)	Teacher/Resource Office of Language Arts	Specialist, Secondary English Office of Language Arts

(Replacing Judith Sullivan, recommended for promotion to Supervisor, Secondary English Language Arts)

SHARONDA L. GREGORY (Effective July 1, 2011)	Assistant Principal Summit Park Elementary School	Assistant to the Assistant Superintendent Elementary Schools Zone 3

(Replacing Melissa Whisted, promoted to Principal, White Oak School)

ANDREW D. LAST (Effective July 1, 2011)	Assistant Principal Dulaney High School	Principal Hereford High School

(Replacing John Bereska, retiring)

NAME	FROM	TO
JULIET E. MCDIVITT (Effective July 1, 2011)	Instructional Coach Powhatan Elementary School	Assistant Principal Edmondson Heights Elementary School

(Replacing Lori Phelps, recommended for transfer to Assistant Principal, Deep Creek Elementary School)

KENNETH P. MILLER (Effective July 1, 2011)	Assistant Principal Kenwood High School	Principal Lansdowne High School

(Replacing Lynda Whitlock, transferred to Principal, Dulaney High School)

ERIN R. O'TOOLE-TRIVAS (Effective July 1, 2011)	Assistant Principal Dundalk Middle School	Principal Parkville Middle School

(Replacing Murray Parker, recommended for transfer to Principal, Western School of Technology)

REBECCA L. RIDER (Effective July 1, 2011)	Assistant Principal West Towson Elementary School	Assistant to the Assistant Superintendent Elementary Schools Zone 1

(Replacing Susan Truesdell promoted to Principal, Prettyboy Elementary School)

KELLY A. SMITH (Effective July 1, 2011)	Teacher/English Dulaney High School	Coordinator Secondary English Language Arts Office of Language Arts

(Replacing Cecilia Roe, retired)

JUDITH A. SULLIVAN (Effective July 1, 2011)	Specialist, Secondary Language Arts Office of Language Arts	Supervisor, Secondary English Language Arts Office of Language Arts

(Replacing Peter W. Taylor, promoted to Assistant Principal at Kenwood High School)

LANCE R. WILLIAMS (Effective July 1, 2011)	Coordinator Alt-MSA Related Services Special Services	Principal Bridge Center

(Replacing Francine Schaffer, retired)

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

JUNE 14, 2011

RECOMMENDED APPOINTMENTS

ADDENDUM

NAME	FROM	TO
DOUGLAS C. ELMENDORF (Effective July 1, 2011)	Assistant Principal Dundalk Elementary School	Principal Chase Elementary School

(Replacing Sharon Whitlock, recommended for appointment to Principal, Mars Estates Elementary School)

Exhibit J

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF CONSENT TO THE 2011-2012 BALTIMORE COUNTY PUBLIC SCHOOL'S (BCPS) ORGANIZATIONAL CHART**

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Donald Peccia, Assistant Superintendent, Human Resources

RECOMMENDATION

In accordance with Policy 2310, the Department of Human Resources prepares a packet of organization charts in PowerPoint each year reflecting the major departments in the Superintendent's Office, the Division of Business Services, and the Division of Curriculum & Instruction. The purpose is for the Board to approve the organization structure for the upcoming school year. This presentation is submitted for approval.

* * * * *

ORGANIZATION CHARTS

FY 2012

The Baltimore County Public Schools
Organization Charts

Table of Contents

Superintendent of Schools ……....……... Page 1

Department of Research, Accountability, and Assessment …….…….. Page 2

Student Support Services……. Page 3

Assistant Superintendent, Curriculum and Instruction……. Page 4

Assistant Superintendents ……..……. Page 5

Division of Curriculum and Instruction…….…... Page 6

Executive Director, STEM……..…….…… Page 7

Executive Director, Liberal Arts…….……..…….…….. Page 8

Department of Special Programs…….…….…….. Page 9

Department of Professional Development ……...…….. Page 10

Division of Business Services ……....…….. Page 11

Department of Fiscal Services ……. Page 12

Department of Planning and Support Operations ……. Page 13

Department of Human Resources …….…….……. Page 14

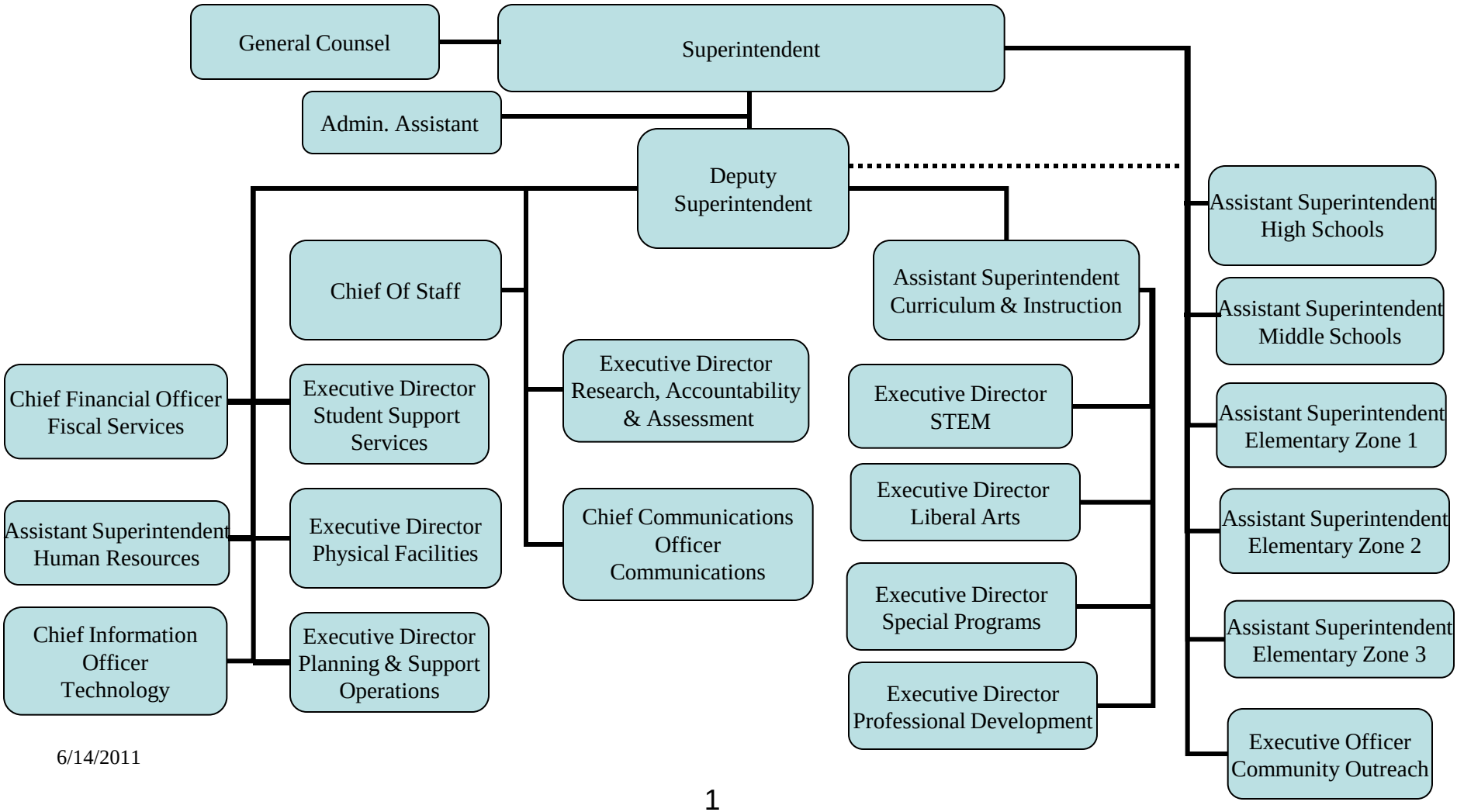
Department of Physical Facilities…….. Page 15

Department of Technology ……. Page 16

The Baltimore County Public Schools …….……... Page 17

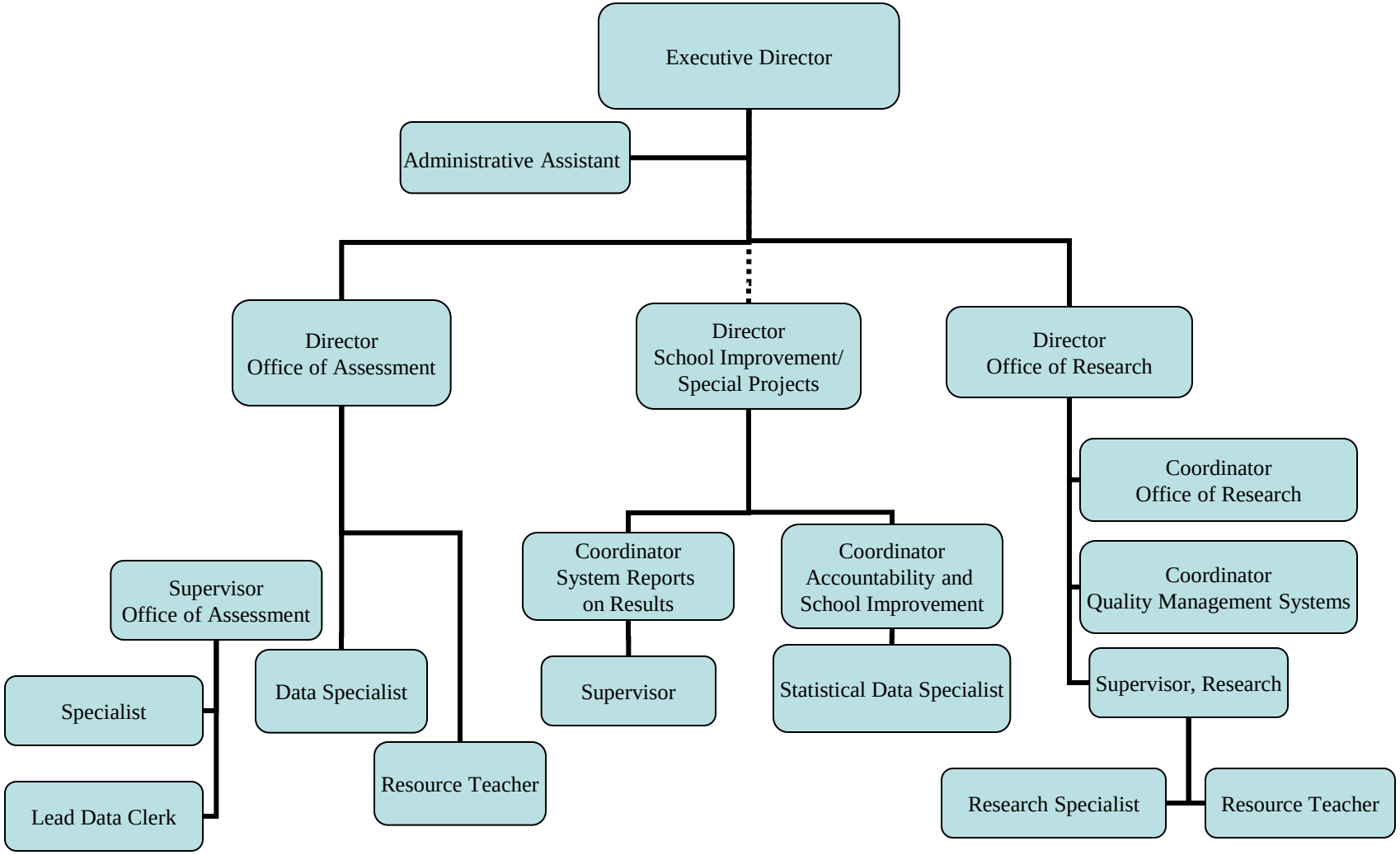
Office of Internal Audit…….……..….. Page 18

Superintendent of Schools

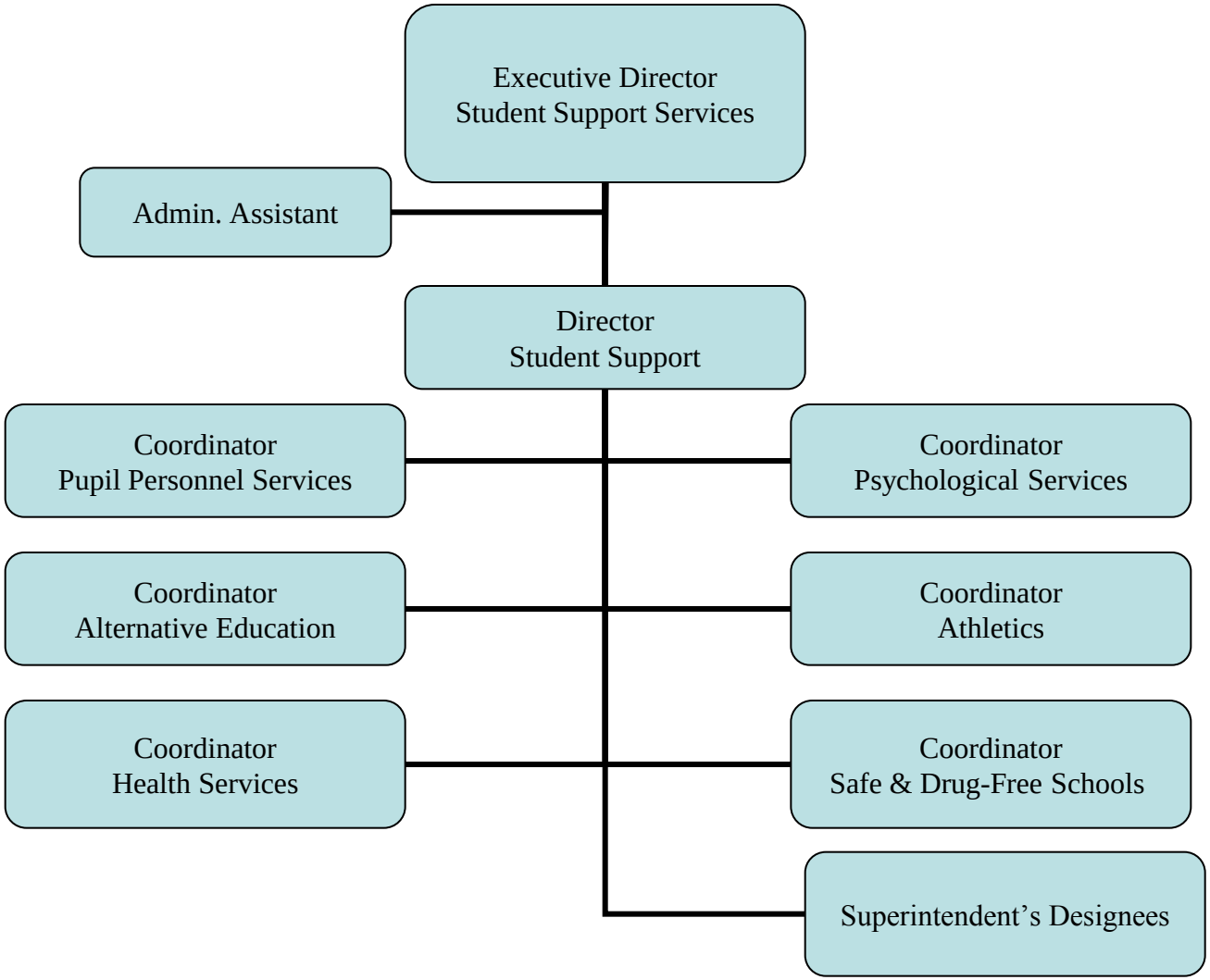


6/14/2011

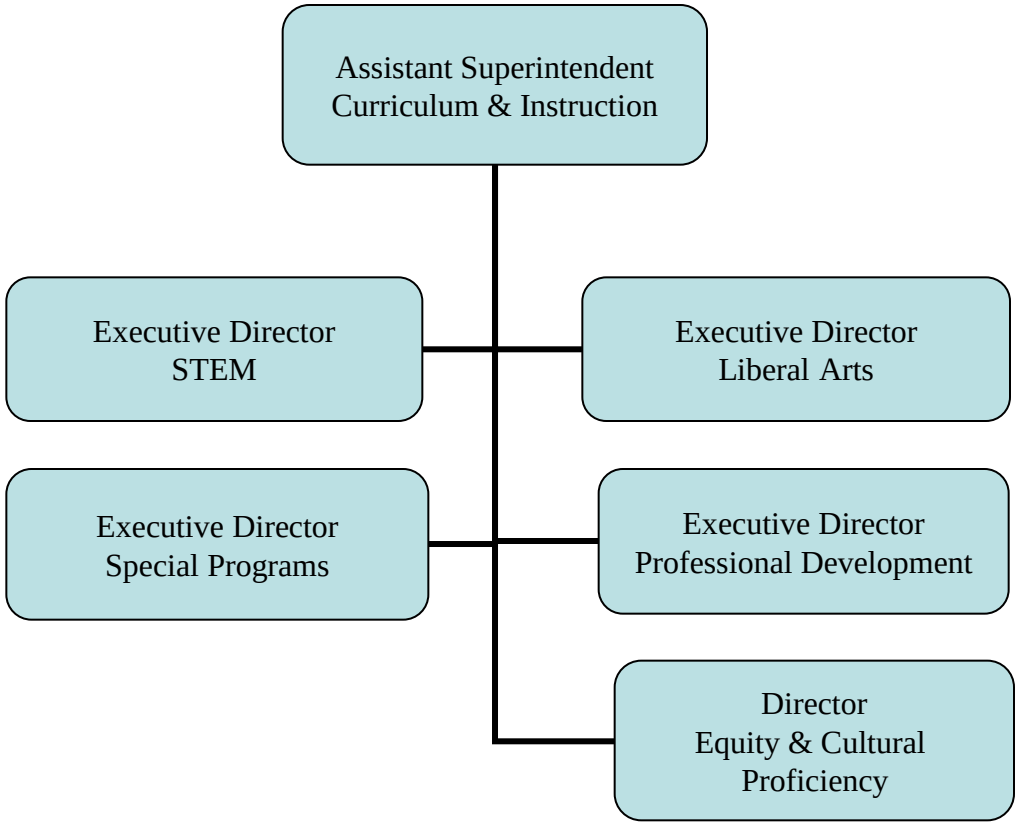
Department of Research, Accountability, and Assessment



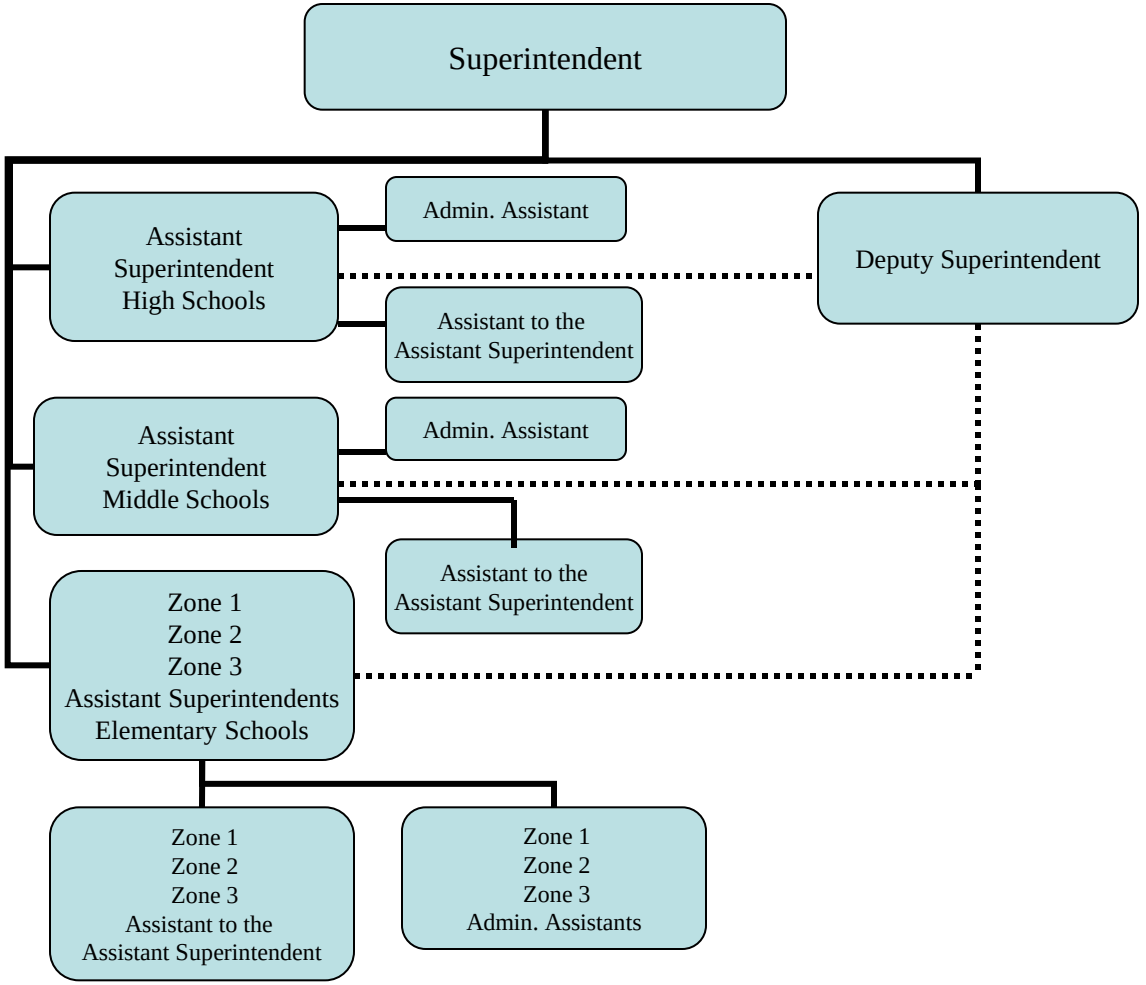
Department of Student Support Services



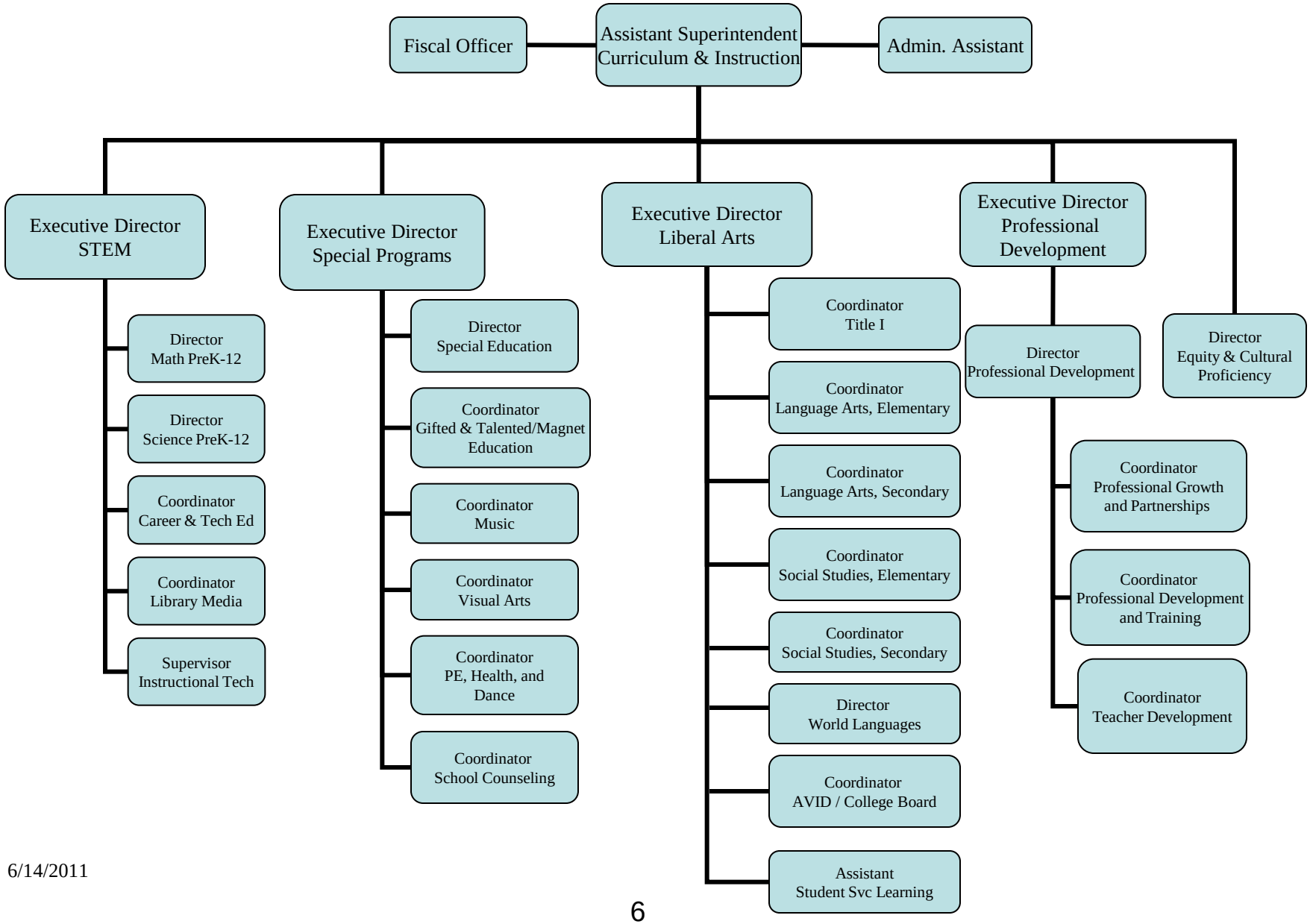
Assistant Superintendent Curriculum and Instruction



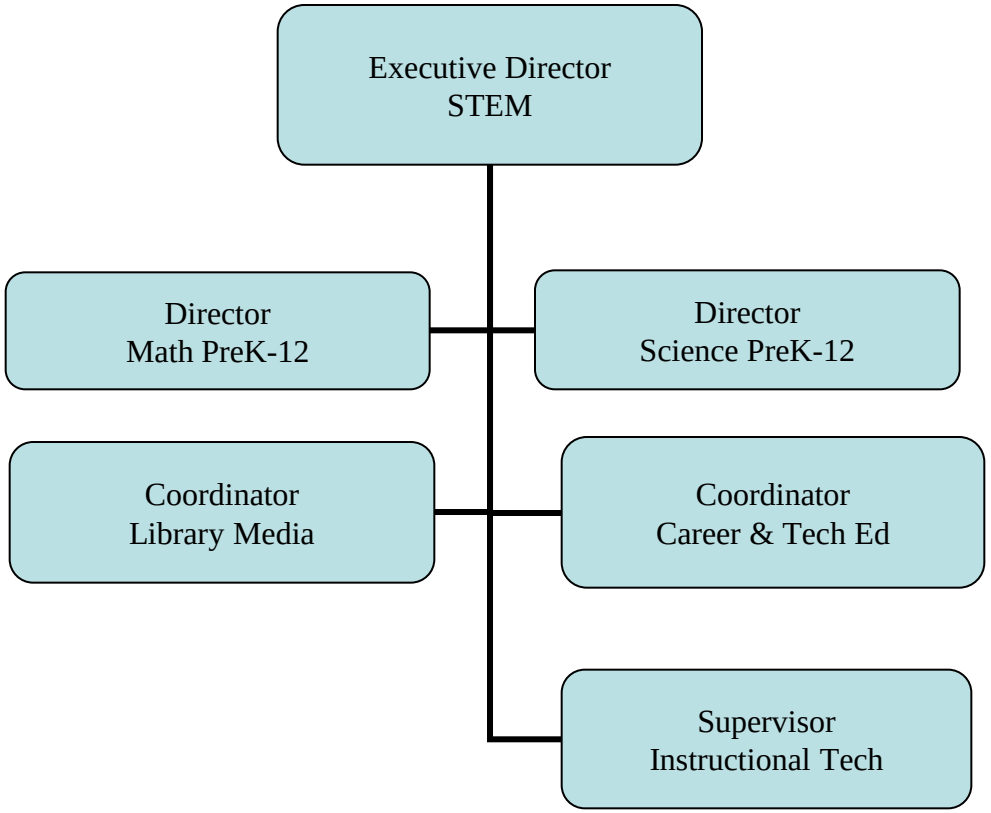
Superintendent of Schools
Assistant Superintendents



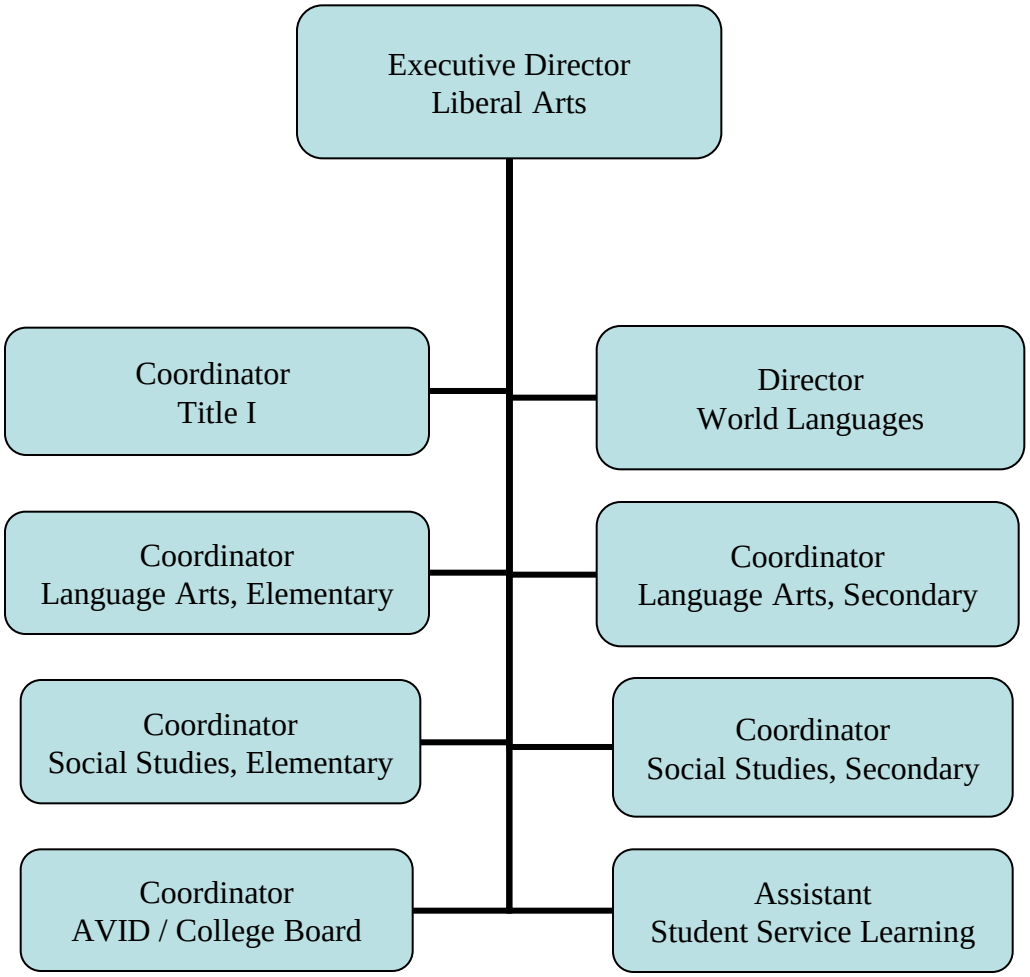
Division of Curriculum and Instruction Services



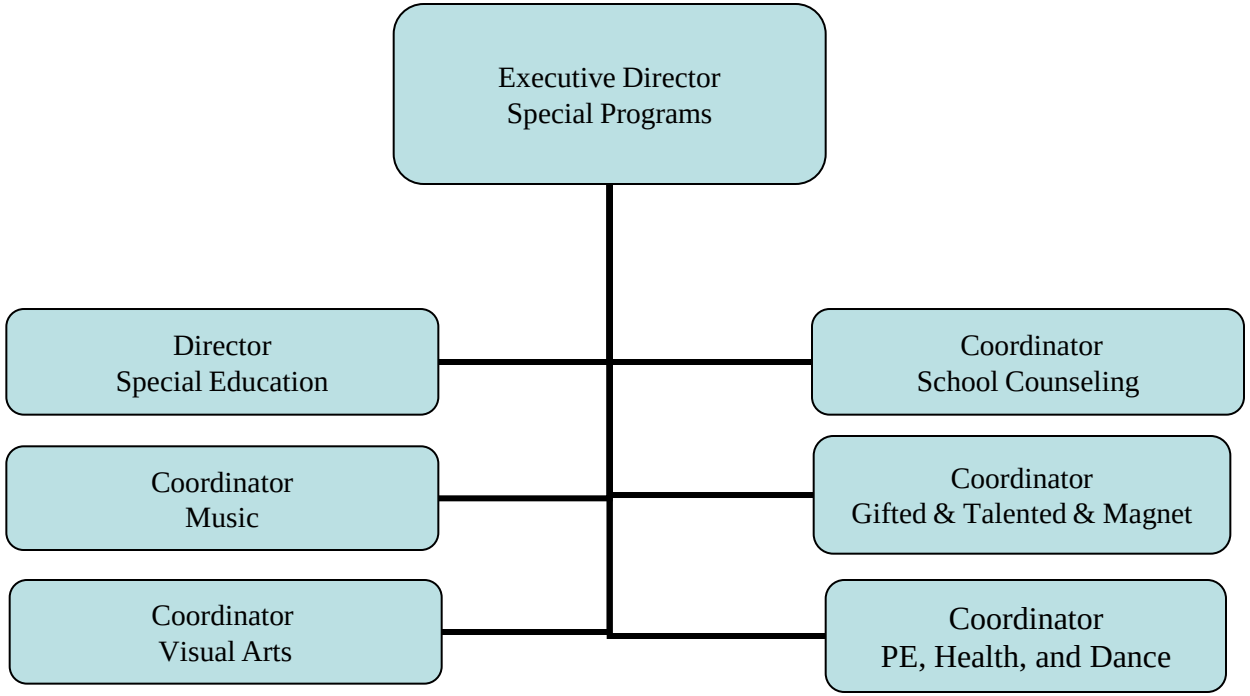
Executive Director - STEM



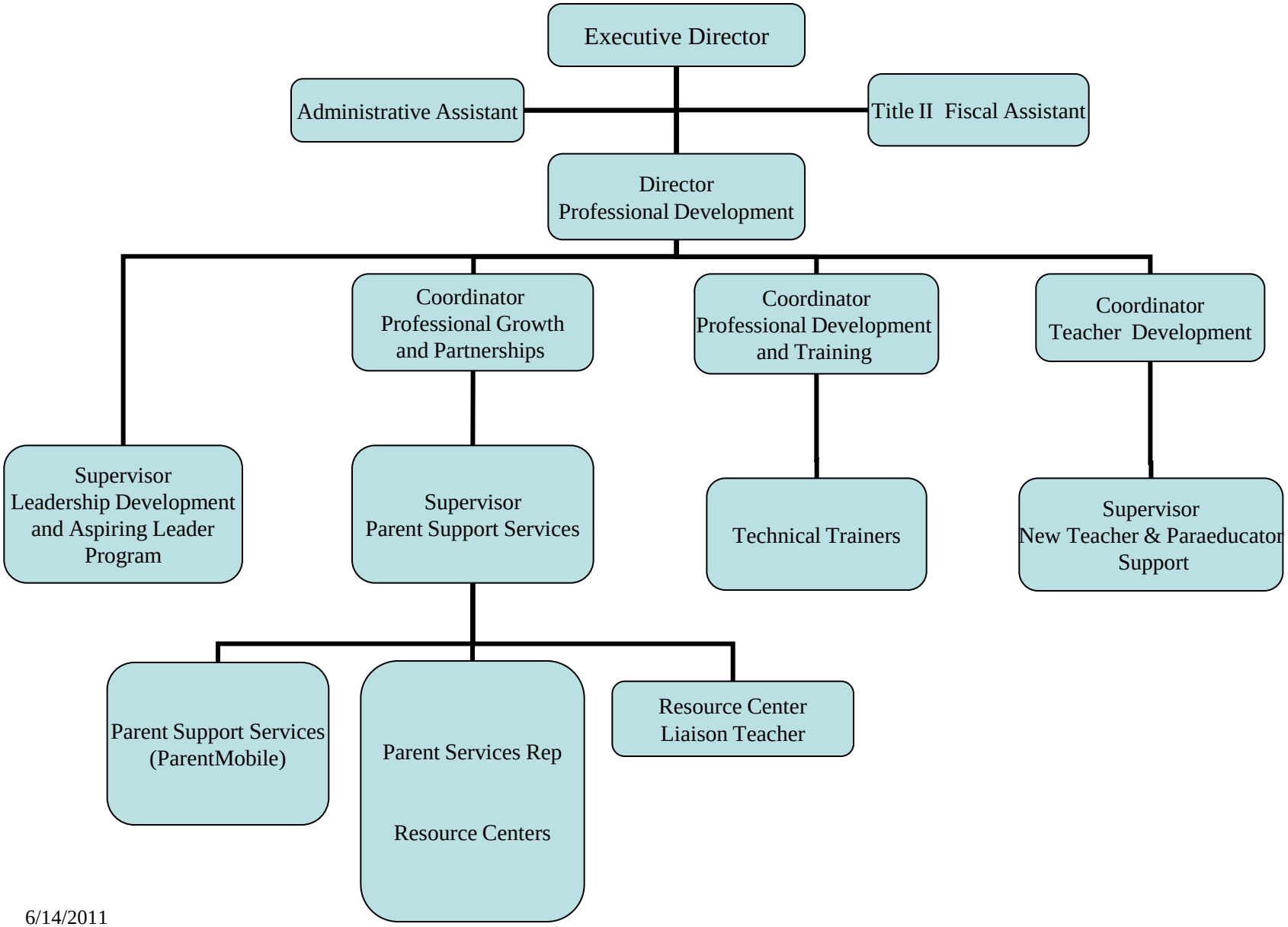
Executive Director – Liberal Arts



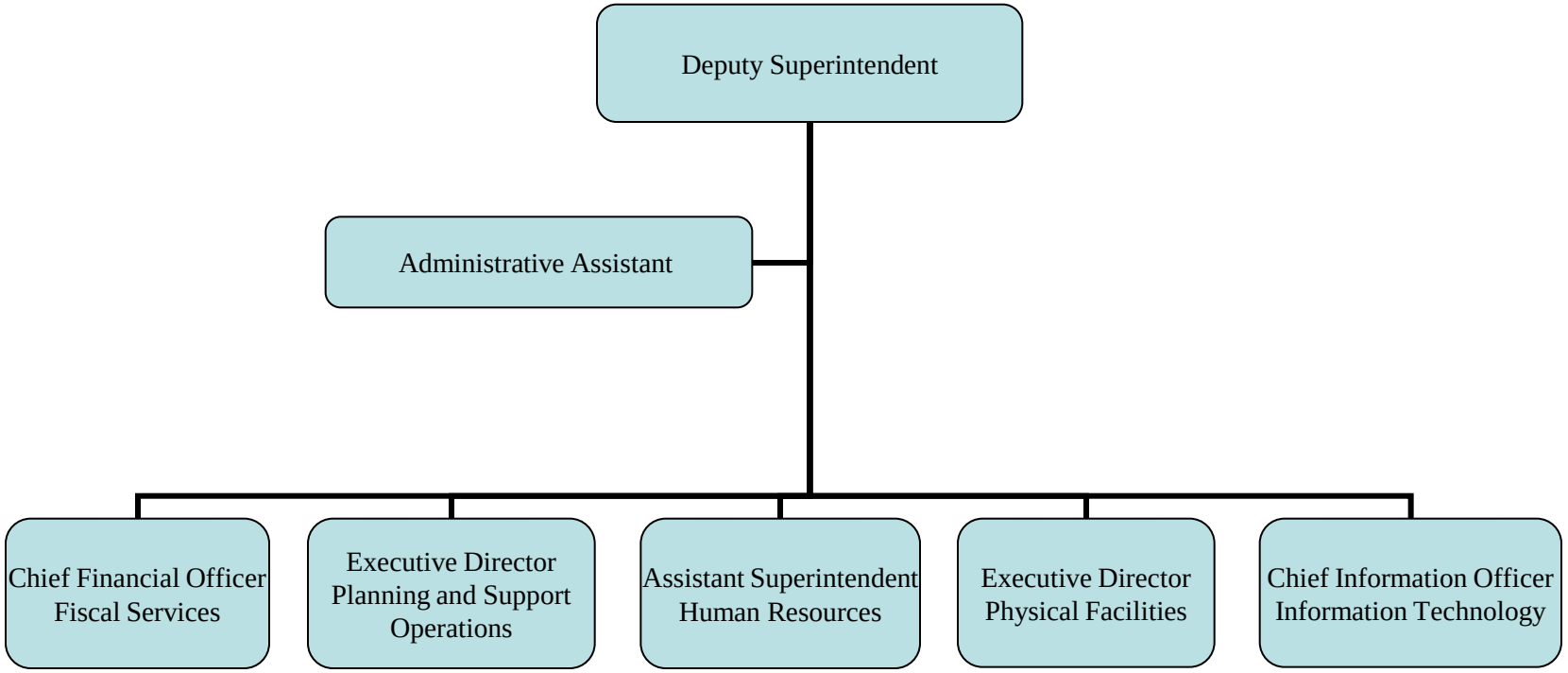
Department of Special Programs



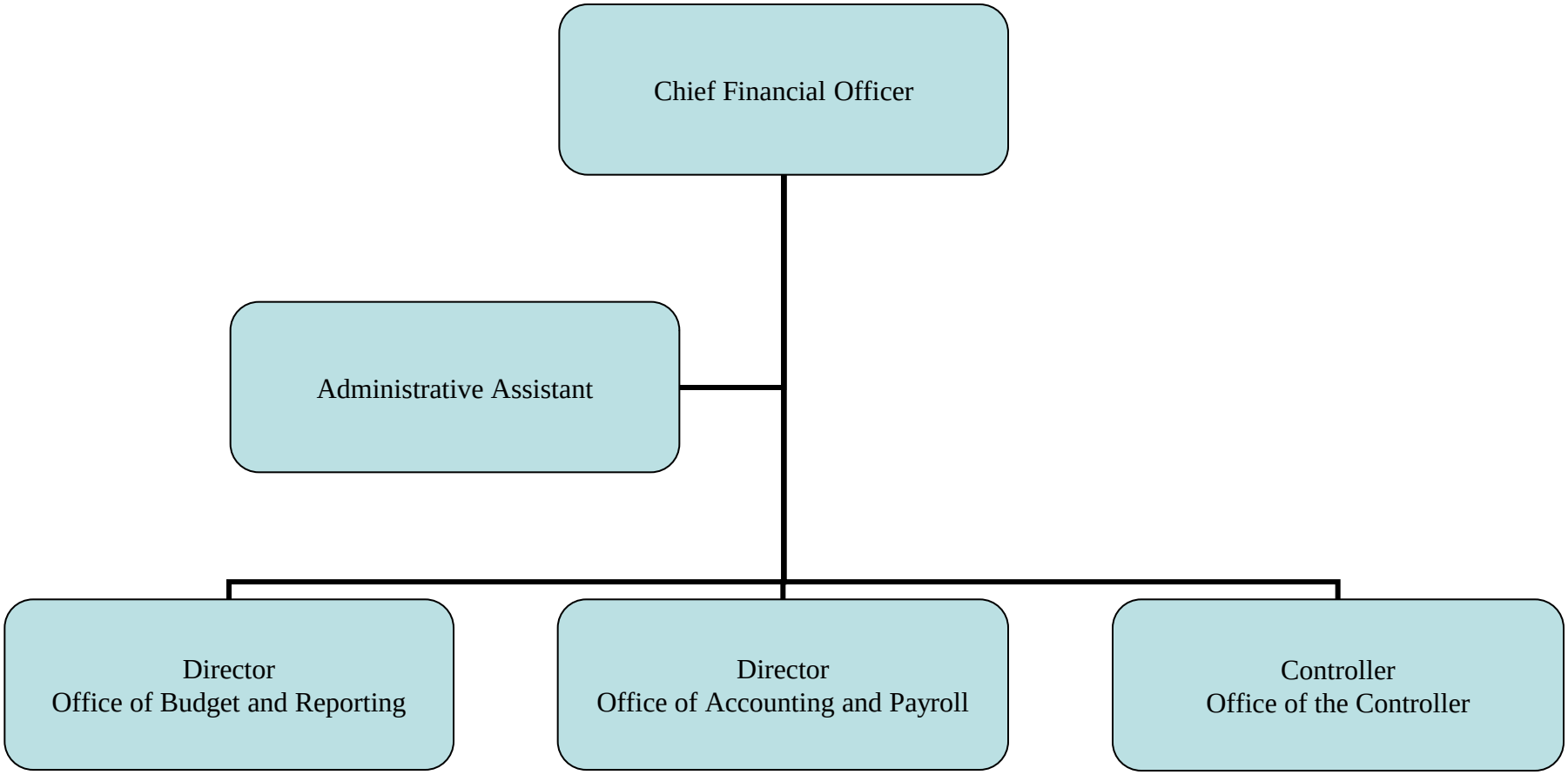
Department of Professional Development



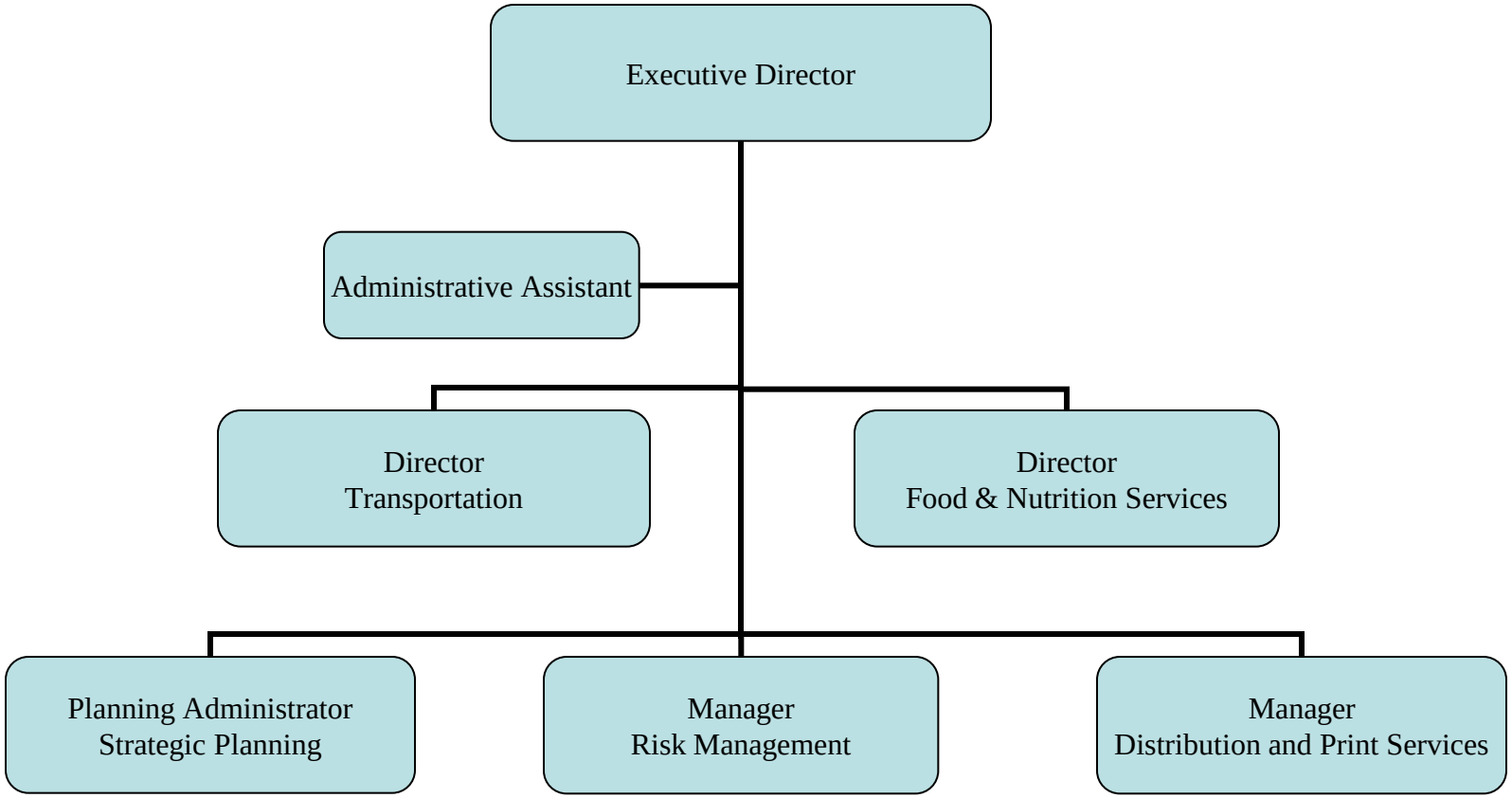
Division of Business Services



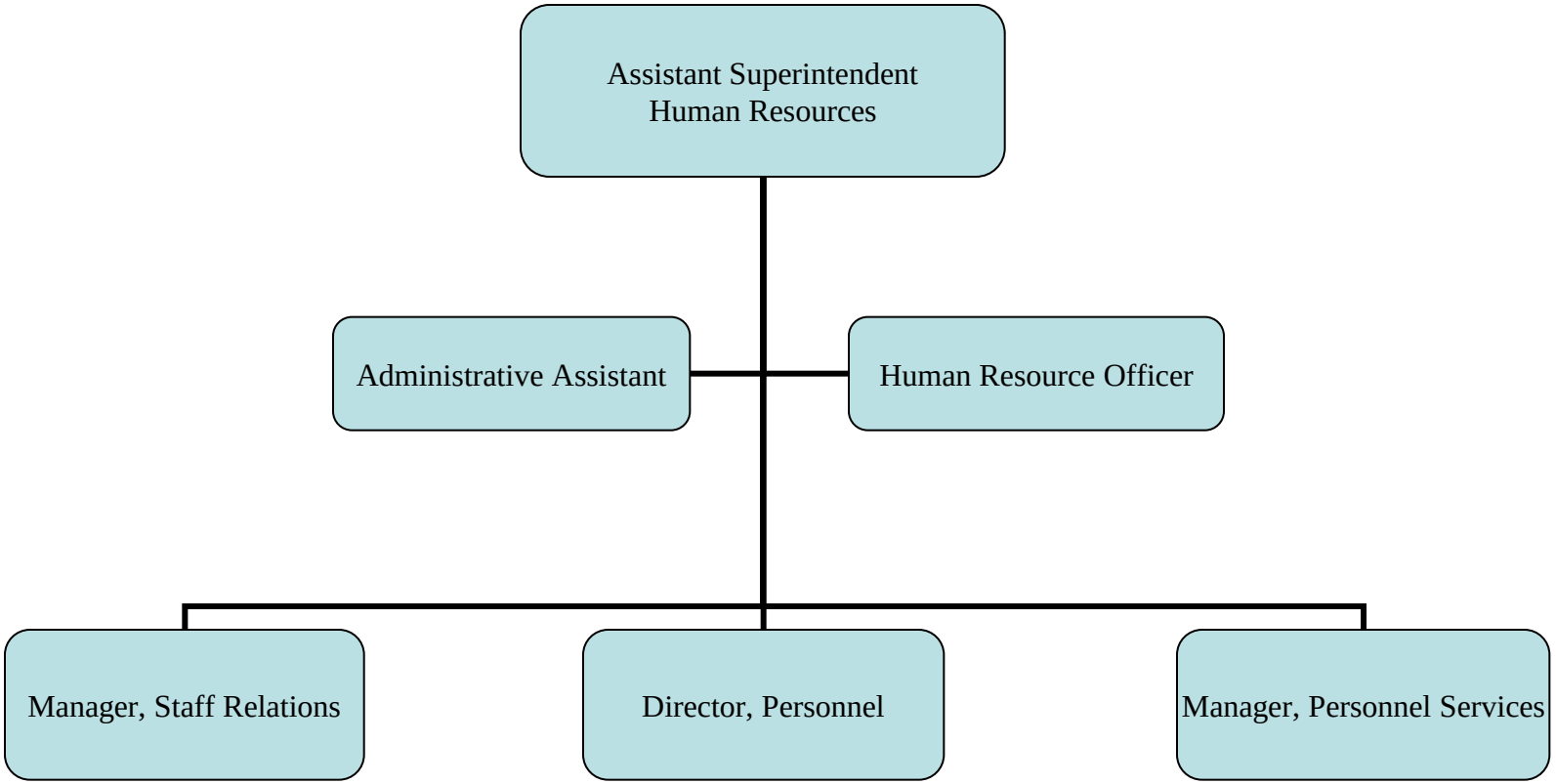
Department of Fiscal Services



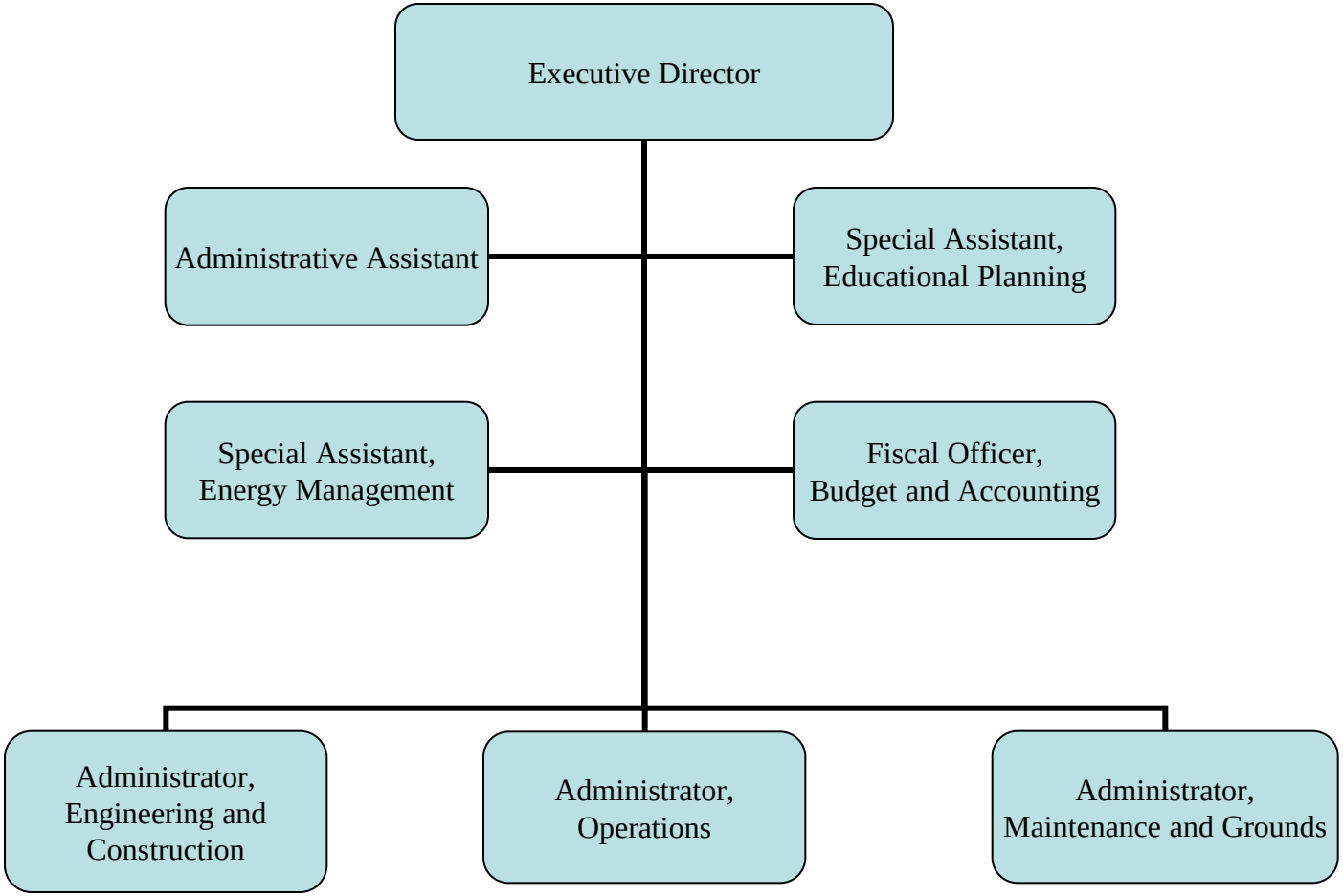
Department of Planning and Support Operations



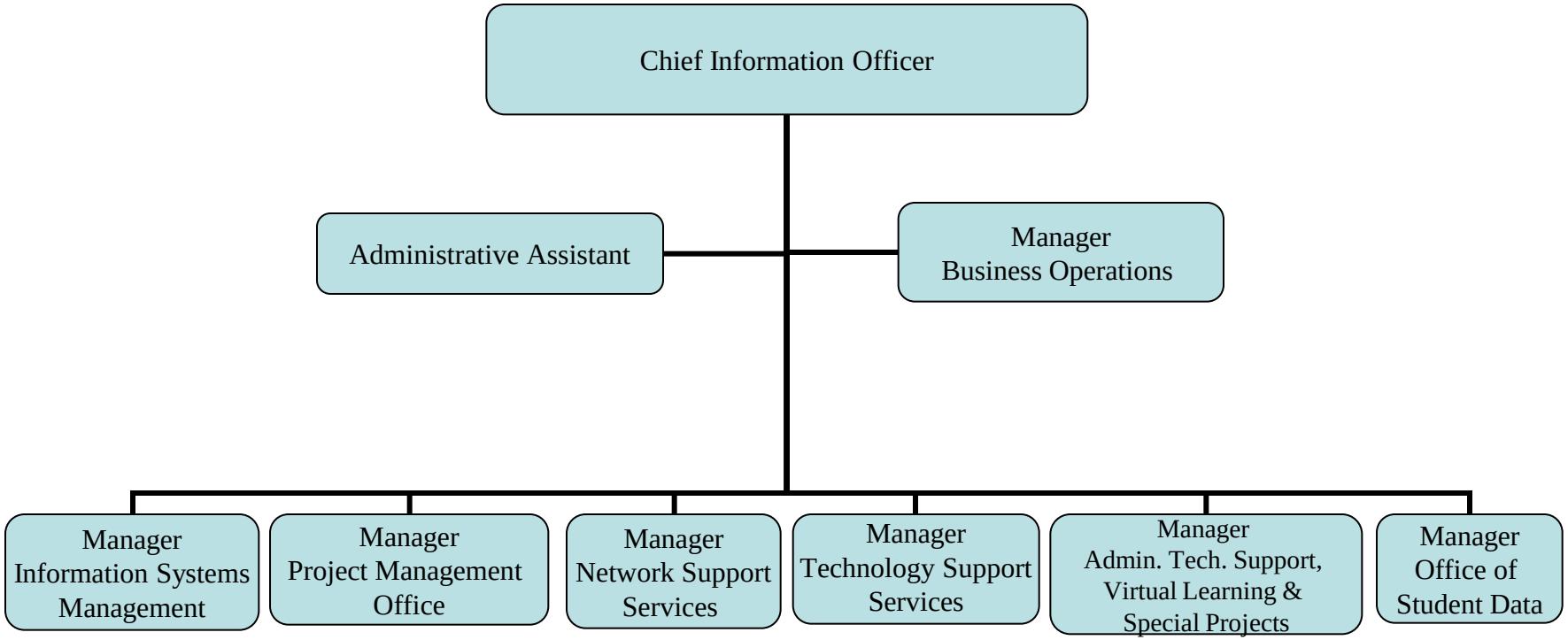
Department of Human Resources



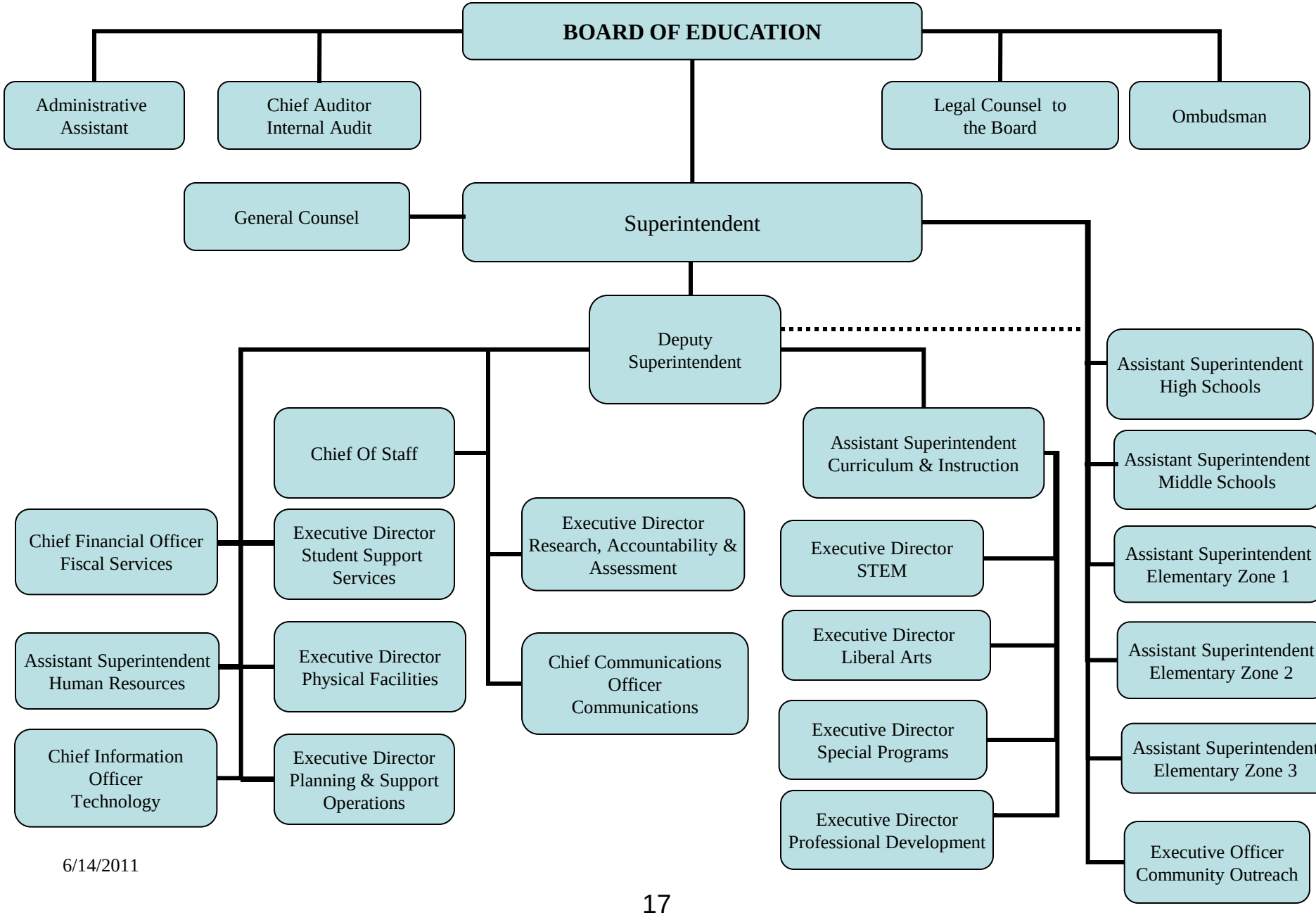
Department of Physical Facilities



Department of Technology



The Baltimore County Public Schools



6/14/2011

The Baltimore County Public Schools
Office of Internal Audit

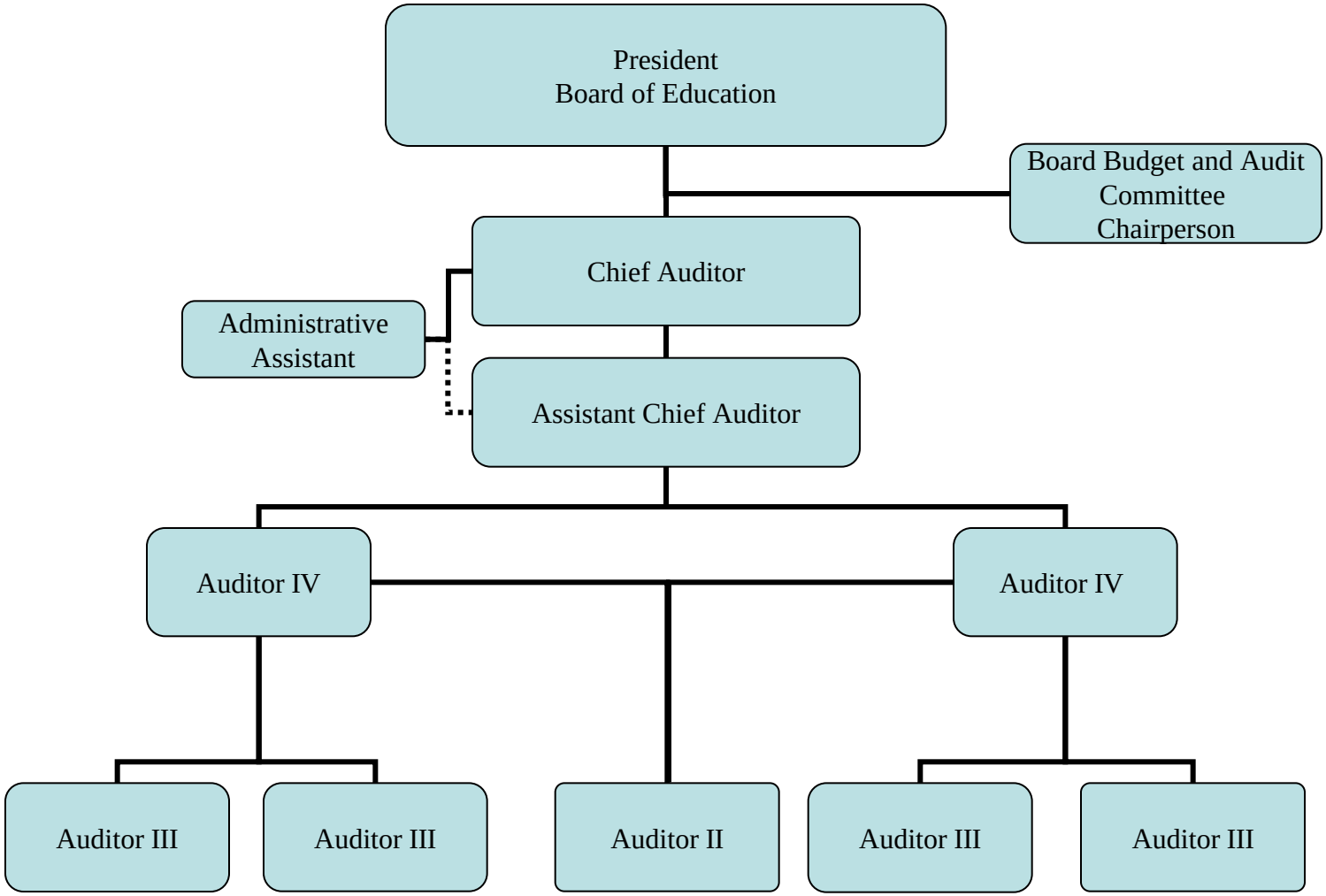


Exhibit K

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF CONSENT TO THE PROPOSED REVISIONS TO THE 2011-2012 SCHOOL CALENDAR**

ORIGINATOR: Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Kara E. B. Calder, Executive Director, Planning and Support Operation

RECOMMENDATION

That the Board of Education approves the revised 2011-2012 Calendar

*****

Attachment – Revised 2011-2012 School Calendar

Approved 6/9/10
Revised 2/8/11
Revised 4/5/11

BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204

Calendar 2011-2012 REVISED

			Pupil Days	Teacher Days
August	19(F)	Administrative & Supervisory Personnel Meeting		
	22(M)	Teachers on Duty		
	24(W)	Systemwide Professional Development		
	29(M)	Opening Day for Students		
			3	8
September	5(M)	Labor Day – Schools and Offices Closed		
	29(Th)	Rosh Hashanah – Schools and Offices Closed		
			20	20
October	10(M)	Columbus Day*		
	21(F)	Professional Development Day/MSTA Convention – Schools Closed for Students		
			20	21
November	3(Th)	First Marking Period Ends		
	4(F)	Grade & Data Recording, Data Analysis, and Professional Development for All Schools** -- Schools Closed for all Students – Teachers on Duty		
	11(F)	Veterans Day*		
	17(Th)	Distribution of Report Cards		
	14-18(M-F)	American Education Week		
	18(F)	Prekindergarten Conference Day – Schools Closed for A.M. and P.M. Prekindergarten Students – Teachers on Duty		
	21(M)	Elementary Conference Day—Schools Closed for Elementary Students		
	24-25(Th-F)	Thanksgiving Holiday—Schools and Offices Closed		
			19	20
December	15(Th)	Bill of Rights Day*		
	23(F)	Christmas/Winter Break Begins at End of School Day		
			17	17
January	3(T)	Schools Reopen		
	15(Su)	Dr. Martin Luther King, Jr.'s Birthday*		
	16(M)	Dr. Martin Luther King, Jr.'s Birthday Observed—Schools and Offices Closed		
	20(F)	Second Marking Period Ends		
	23(M)	Grade & Data Recording, Data Analysis, and Professional Development for All Schools** —Schools Closed for all Students – Teachers on Duty		
			19	20
February	2(Th)	Distribution of Report Cards		
	12(Su)	Lincoln's Birthday*		
	~~14(T)~~	~~Presidential Primary Election Day – Schools and Offices Closed~~		
	20(M)	Presidents' Day—Schools and Offices Closed		
	22(W)	Washington's Birthday*		
			~~19~~ 20	~~19~~ 20

			Pupil Days	Teacher Days
March	25(Su)	Maryland Day*		
	30(F)	Third Marking Period Ends – Grade & Data Recording and Data Analysis for All Schools*** —Schools Close 3 Hours Early for all Students – Teachers on Duty		
	30(F)	Easter/Spring Break Begins at the End of School Day		
			22	22
April	3(T)	PRIMARY ELECTION DAY		
	10(T)	Schools Reopen		
	19(Th)	Distribution of Report Cards		
			15	15
May	14(M)	PreK/K Conference Day – No Pre-K or Kindergarten Sessions		
	25(F)	Last Day for Seniors		
	28(M)	Memorial Day Observed – Schools and Offices Closed		
	29(T)	Commencement Exercises Begin		
			22	22
June	1-7(F-Th)	Commencement Exercises		
	~~13(W)~~ 12(T)	Assessment Day****: High Schools close 3 Hours Early; Teachers on Duty		
	~~14 15(Th F)~~			
	13-14(W-Th)	Assessment Day****, Grade & Data Recording/Analysis***: All Schools Close 3 Hours Early, Teachers on Duty		
	14(Th)	Flag Day*		
	~~15(F)~~ 14(Th)	Last Day of Classes for Students		
			~~11~~ 10	~~11~~ 10
		TOTAL	187	195
June	29(F) or July 6(F)	Summer School Teachers on Duty		
July	4(W)	Independence Day – Schools and Offices Closed		
	9(M)	Summer School begins		
August	3(F)	Summer School ends		

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

** GRADE & DATA RECORDING, DATA ANALYSIS, AND PROFESSIONAL DEVELOPMENT FOR ALL SCHOOLS – Elementary, middle, and high school principals and teachers will have time for grade & data recording, data analysis/progress assessment, professional development, and conferencing with parents. High School teachers will be given time as needed to plan for upcoming semester.

*** GRADE & DATA RECORDING, DATA ANALYSIS FOR ALL SCHOOLS -- Elementary, middle, and high school principals and teachers will have time for grade & data recording, data analysis/progress assessment

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

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

Exhibit L

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **RECOMMENDATIONS FOR AWARD OF CONTRACTS**

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

Recommendations for Award of Contracts
Board Exhibit – June 14, 2011

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

1. **Contract Modification:** Field Trip Transportation Services
   Contract #: PCR-204-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	6/30/21
Estimated annual award value:			$ N/A		
Estimated modification amount:			$ N/A		
Estimated total award value:			$ N/A		
New estimated total award value:			$ N/A		

Board meeting date: June 14, 2011

Description:

The Board approved this contract on January 12, 2011, and contract modifications on February 8, 2011, March 8, 2011, April 5, 2011, and May 10, 2011. This contract modification adds one provider to the contract, as permitted by the original solicitation.

This contract provides for student transportation services for after-school activities. Activities range from local athletic and music competitions to day-long and overnight cultural trips. Services are employed when BCPS' own fleet is unavailable (due to regular bus route service) or incapable of meeting the trip requirement (such as coach service).

Award bidders have met vehicle and facility inspection criteria that include equipment and on-road performance evaluations and driver investigations that require on-file background investigation, citizenship status, and drug-free testing. Additionally, award bidders are subject to a no-notice inspection focused on safety and serviceability of a specific vehicle and driver.

Recommendation:

Award of contract modification is recommended to:

Eyre Bus Service	Glenelg, MD
Responsible school or office:	Department of Planning and Support Operations
Contact person:	Kara Calder
Funding source:	Operating budget

2. Contract Modification: Preventative Maintenance and Repair of Emergency Generator Systems

Contract #: MBU-592-06

Term: N/A **Extension:** N/A **Contract Ending Date:** 6/30/16

Estimated total award value: $ 135,000

Estimated modification amount: $ 250,000

New estimated total award value: $ 385,000

Board meeting date: June 14, 2011

Description:

On July 11, 2006, the Board approved this contract for the preventative maintenance and repairs of emergency generators. On December 4, 2007, the Board approved a modification for additional funding. This modification includes the funds to exercise the option to extend the contract for an additional five-year period.

Exercising the option to extend this contract will provide and ensure continuity of maintenance on crucial equipment. Pricing adjustments are in line with an average 3 percent price increase over the ten-year course of the contract (in accords with the Consumer Price Index as was reflected in the first five years). It puts in place a contract vehicle that will maintain and give the Department of Physical Facilities the ongoing ability and capability to install and/or affect major repairs necessary on emergency backup generators for the next five years.

Recommendation:

Award of contract modification is recommended to:

Curtis Engine & Equipment, Inc. Baltimore, MD

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Operating budget

3. Contract: Ball Diamond Mix
Contract #: JMI-629-11 (Baltimore County #B-311)

Term: 4 years, 4 months **Extension:** N/A **Contract Ending Date:** 10/13/15
Estimated total award value: $ 650,000

Board meeting date: June 14, 2011
Bid issued: N/A
Pre-bid meeting date: N/A
Due date: N/A
No. of vendors issued to: N/A
No. of bids received: N/A
No. of no-bids received: N/A

Description:

This contract consists of providing sand and soil mix for baseball diamonds.

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

Recommendation:

Award of contract is recommended to:

Turf & Dirt, Inc. Eldersburg, MD

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Operating budget

4. Contract: Board of Education Hearing Examiner
Contract #: RGA-151-11

Term: 1 year **Extension:** N/A **Contract Ending Date:** 6/30/12
Estimated total award value: $ 100,000

Board meeting date: June 14, 2011
Bid issued: N/A
Pre-bid meeting date: N/A
Due date: N/A
No. of vendors issued to: N/A
No. of bids received: N/A
No. of no-bids received: N/A

Description:

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

Recommendation:

Award of contract is recommended to:

John A. Austin, Esquire	Towson, MD
Jeff Griffith, Esquire	Westminster, MD
Gordon L. Peltz, Esquire	Towson, MD
Gregory Szoka, Esquire	Bel Air, MD
Carolyn H. Thaler, Esquire	Towson, MD

Responsible school or office: Office of Law

Contact person: Margaret-Ann F. Howie, Esquire

Funding source: Operating budget

5. Contract: Bread Products
Contract #: MBU-526-11

Term: 3 years **Extension:** 2 years **Contract Ending Date:** 6/30/16
Estimated total award value: $ 3,500,000

Board meeting date: June 14, 2011
Bid issued: March 3, 2011
Pre-bid meeting date: N/A
Due date: March 31, 2011
No. of vendors issued to: 13
No. of bids received: 1
No. of no-bids received: 0

Description:

This contract consists of providing various bread products for use in schools as directed by the Office of Food and Nutrition Services. All items included in the solicitation are tested, accepted, and meet nutritional standards. Although two bids were received, one bidder was found non-responsive because the vendor did not provide pricing for all products per the solicitation specifications. This is approximately $50,000 over prior years due to the introduction of a whole grain hamburger roll that replaces a white hamburger roll.

Recommendation:

Award of contract is recommended to:

H & S Bakery, Inc.	Baltimore, MD
Responsible school or office:	Department of Planning and Support Operations
Contact person:	Kara Calder
Funding source:	Operating budget

6. Contract: Counseling Services – Intensity V
Contract #: PCR-219-11

Term: 5 years **Extension:** N/A **Contract Ending Date:** 6/30/16
Estimated total award value: $ $475,000

Board meeting date: June 14, 2011
Bid issued: March 17, 2011
Pre-bid meeting date: March 31, 2011
Due date: April 13, 2011
No. of vendors issued to: 15
No. of bids received: 3
No. of no-bids received: 0

Description:
This contract consists of a 12-month early intervention program that includes individual and family therapy, parent training and education, 24-hour crisis intervention, and the development of appropriate behavioral goals. The primary location of services is the White Oak School, with follow-up services performed at students' homes. Villa Maria Schools are approved by MSDE for this service.

Recommendation:

Award of contract is recommended to:

Villa Maria Schools	Timonium, MD
Responsible school or office:	Department of Special Programs
Contact person:	Kathleen McMahon
Funding source:	Operating budget

7. Contract: Digital Course Management System Content and Resources
Contract #: RGA-152-11 (Genesee Intermediate School District, Flint, MI)

Term: 3 years **Extension:** N/A **Contract Ending Date:** 6/12/14
Estimated total award value: $ 750,000

Board meeting date: June 14, 2011
Bid issued: N/A
Pre-bid meeting date: N/A
Due date: N/A
No. of vendors issued to: N/A
No. of bids received: N/A
No. of no-bids received: N/A

Description:

This contract consists of the purchase of digital course content and digital resources that are aligned with state and BCPS curriculum. Courses will be loaded into the BCPS course management system for use in the E-Center. The E–Center supports the Race to the Top program that uses online technology to deliver the Home and Hospital program.

The E-Center is a proposed alternative program to replace the current Home and Hospital-type programs. Students enrolled the E-Center are to receive services through a technology-based delivery system of curriculum aligned to both state core standards and BCPS' curriculum. The goal of the center is to maintain all students in the courses that their peers would take to meet the grade level requirements for K-8 and all graduation requirements for students in high school. The E-Center will be able to deliver services 24/7 to students in this program, replacing the 6-12 hours currently being delivered by Home and Hospital programs, tutors, or teleclasses.

Additionally, the E-Center will be phased in over three years to include all grade levels and courses. Middle, high, and elementary school courses will be added in that order. The E-Center resources will be added in the final phase and available to all students through programs such as summer school and evening high school. Future courses will allow BCPS to offer classes to comprehensive schools with low enrollment—in courses such as advanced placement physics.

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

Recommendation:

Award of contract is recommended to:

Pearson Virtual Learning	Lebanon, IN
Responsible school or office:	Department of Student Support Services
Contact person:	Dale R. Rauenzahn
Funding source:	Operating budget and Race to the Top grant funds

8. Contract: Food Products
Contract #: MBU-525-11

Term: 1 year **Extension:** 2 years **Contract Ending Date:** 6/30/14
Estimated total award value: $ 15,000,000

Board meeting date: June 14, 2011
Bid issued: March 3, 2011
Pre-bid meeting date: N/A
Due date: March 31, 2011
No. of vendors issued to: 120
No. of bids received: 47
No. of no-bids received: 4

Description:

The contract consists of providing food products that meet or exceed the Healthier U. S. School Challenge nutritional standards for use in schools as directed by the Office of Food and Nutrition Services. A 2 percent increase in food costs is anticipated due to the introduction of more whole grain items and additional vegetable selections.

All items included in the solicitation are tested, accepted, and meet nutritional standards. The award to vendor(s) are based on the lowest prices and the vendor who will be awarded more than $25,000 per the solicitation.

Recommendation:

Award of contract is recommended to:

AdvancePierre Foods, Inc.	Enid, OK
American Food Group, LLC	Omaha, NE
Asian Food Solutions, Inc.	Oviedo, FL
Cargill Kitchen Solutions	Monticello, MN
ConAgra Foods, Inc.	Troy, OH
Crabby J Spice, LLC	Middle River, MD
Culinary Standards	Louisville, KY
Don Lee Farms	Inglewood, CA
Dori Foods, Inc.	Richmond, VA
ES Foods	Woodbury, NY
Feesers, Inc.	Harrisburg, PA
Foodco USA	Laurel, MD
Food Pro Corporation	Frederick, MD
Glennco, Inc.	Baltimore, MD
Hadley Farms, Inc.	Smithsburg, MD
Jennie O Turkey Store	Willmar, MN

JTM Provisions, Company, Inc.	Harrison, OH
Kast Distributors, Inc.	Carneys Point, NJ
Kellogg Sales Company dba Kellogg's Food Away From Home	Elmhurst, IL
Land O Lakes	Arden Hills, MN
McCain Foods USA, Inc.	Lisle, IL
M R Enterprises, Inc.	Baltimore, MD
Ateeco, Inc./Mrs. T's	Shenandoah, PA
Nardone Brother Baking Company, Inc.	Wilkes Barre, PA
Performance Foodservice Carroll County	New Windsor, MD
Pilgrim's Pride Corporation	Greeley, CO
Red Gold, LLC	Orestes, IN
Rich Products Corporation	Buffalo, NY
Schwan's Food Service, Inc.	Marshall, MN
Silver Springs Farm, Inc.	Harleysville, PA
Tasty Brands	Hicksville, NY
The Great Gourmet	Federalsburg, MD
Tyson Prepared Foods, Inc.	Springdale, AR

Responsible school or office: Department of Planning and Support Operations

Contact person: Kara Calder

Funding source: Operating budget

9. Contract: Fork Lift(s) and Pallet Truck(s)
Contract #: MBU-533-11

Term: 2 years **Extension:** N/A **Contract Ending Date:** 6/30/13
Estimated total award value: $ 150,000

Board meeting date: June 14, 2011
Bid issued: March 24, 2011
Pre-bid meeting date: April 5, 2011
Due date: April 14, 2011
No. of vendors issued to: 26
No. of bids received: 5
No. of no-bids received: 0

Description:

This contract consists of the purchase of fork lifts and pallet trucks to replace obsolete equipment, as needed, for the Office of Food and Nutrition Services' warehouse.

Recommendation:

Award of contract is recommended to:

McCall Handling Company	Baltimore, MD
Responsible school or office:	Department of Planning and Support Operations
Contact person:	Kara Calder
Funding source:	Operating budget

10. Contract: Ice Cream
Contract #: MBU-528-11

Term: 3 years **Extension:** 2 years **Contract Ending Date:** 6/30/16
Estimated total award value: $ 1,625,000

Board meeting date: June 14, 2011
Bid issued: March 10, 2011
Pre-bid meeting date: March 21, 2011
Due date: April 7, 2011
No. of vendors issued to: 13
No. of bids received: 3
No. of no-bids received: 0

Description:

This contract consists of providing ice cream products that meet or exceed the Healthier U. S. School Challenge (HUSSC) nutritional standards for use in schools as directed by the Office of Food and Nutrition Services. All items awarded meet the criteria of the HUSSC.

Recommendation:

Award of contract is recommended to:

Briggs Ice Cream	Hyattsville, MD
Responsible school or office:	Department of Planning and Support Operations
Contact person:	Kara Calder
Funding source:	Operating budget

11. Contract: Micro Fiber Cleaning Supplies
Contract #: MBU-530-11

Term: 4 years, 6 mos. **Extension:** 1 year **Contract Ending Date:** 12/31/16
Estimated total award value: $ 137,500

Board meeting date: June 14, 2011
Bid issued: March 31, 2011
Pre-bid meeting date: April 11, 2011
Due date: May 5, 2011
No. of vendors issued to: 35
No. of bids received: 5
No. of no-bids received: 1

Description:

This contract consists of providing environmentally preferred micro fiber cleaning supplies and equipment in accordance with recently adopted Maryland legislation.

Awards are made to vendors based on the lowest cost and delivery options. Four of the five vendors presented the lowest cost for items and a variety of delivery options.

Recommendation:

Award of contract is recommended to:

Acme Paper & Supply Company, Inc.	Savage, MD
Quaker City Paper Company	York, PA
Sam Tell & Sons, Inc.	Farmingdale, NY
Staples	Framingham, MA

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Operating budget

12. Contract: Office Supplies
Contract #: JNI-759-11 (Carroll County Public Schools Bid #11-018RR)

Term: 5 years **Extension:** N/A **Contract Ending Date:** 6/30/16
Estimated total award value: $ 1,250,000

Board meeting date: June 14, 2011
Bid issued: N/A
Pre-bid meeting date: N/A
Due date: N/A
No. of vendors issued to: N/A
No. of bids received: N/A
No. of no-bids received: N/A

Description:

This contract consists of providing office supplies. W.B. Mason purchased Kelly's Stationery who had a contract with us that has now expired. This award continues to allow for an opportunity for price comparison within the eSchoolMall system when purchasing office supplies.

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

Recommendation:

Award of contract is recommended to:

W.B. Mason Company, Inc. Boston, MA

Responsible school or office: Department of Fiscal Services

Contact person: Barbara Burnopp

Funding source: Operating budget

13. Contract: Paper, Plastic, and Foam Products
Contract #: MBU-524-11

Term: 1 year **Extension:** 2 years **Contract Ending Date:** 6/30/14
Estimated total award value: $ 3,000,000

Board meeting date: June 14, 2011
Bid issued: March 17, 2011
Pre-bid meeting date: March 24, 2011
Due date: April 7, 2011
No. of vendors issued to: 108
No. of bids received: 15
No. of no-bids received: 0

Description:

This contract consists of providing the necessary paper, plastic, and foam products for use in schools as directed by the Office of Food and Nutrition Services.

This is line item procurement and award was made to the vendor or vendors offering the lowest prices on 60 different line items. Four of the 15 had the lowest prices on all items solicited.

Recommendation:

Award of contract is recommended to:

Acme Paper & Supply Company, Inc.	Savage, MD
Calico Industries, Inc.	Annapolis Junction, MD
Eastern Bag & Paper Group	New Market, MD
S. Freedom & Sons, Inc.	Landover, MD

Responsible school or office: Department of Planning and Support Operations

Contact person: Kara Calder

Funding source: Operating budget

14. Contract: Piano Loan Program
Contract #: PCR-223-11

Term: 5 years **Extension:** N/A **Contract Ending Date:** 6/30/16
Estimated total award value: $ N/A

Board meeting date: June 14, 2011
Bid issued: April 7, 2011
Pre-bid meeting date: April 28, 2011
Due date: May 11, 2011
No. of vendors issued to: 5
No. of bids received: 1
No. of no-bids received: 0

Description:

The Public School Piano Loan Program consists of loaning pianos to public schools in exchange for publicity. As facilitated in BCPS, a music instrument dealer will provide acoustic and digital pianos to various schools as directed by the Office of Music. The dealer's responsibilities include delivering and setting up the instruments, tuning and maintaining them, replacing them annually with new instruments, and insuring the instruments against damage and loss. The dealers pay all costs of the program. There is no cash outlay and no purchase by BCPS. There is no requirement that BCPS endorse the dealers or their products. In return, participating schools provide publicity for the dealers that may be in the form of press releases, articles in school music programs, and the distribution of an annual letter sent to students' families that explains the program.

Recommendation:

Award of contract is recommended to:

Jason's Music Center, Inc.	Pasadena, MD
Responsible school or office:	Department of Special Programs
Contact person:	Kathleen McMahon
Funding source:	N/A

15. Contract: Preventative Maintenance Services for the Office of Food and Nutrition Services' Warehouse Refrigeration System
Contract #: MBU-519-11

Term: 4 years, 6 mos. **Extension:** 3 years **Contract Ending Date:** 12/31/18
Estimated total award value: $ 225,000

Board meeting date: June 14, 2011
Bid issued: March 10, 2011
Pre-bid meeting date: March 25, 2011
Due date: April 7, 2011
No. of vendors issued to: 10
No. of bids received: 2
No. of no-bids received: 0

Description:

This contract consists of providing regularly scheduled preventative maintenance services and repair for the Office of Food and Nutrition Services' warehouse refrigeration system, as needed.

Recommendation:

Award of contract is recommended to:

RCS Commercial Air	Laurel, MD
Responsible school or office:	Department of Planning and Support Operations
Contact person:	Kara Calder
Funding source:	Operating budget

16. Contract: Printing of Student Handbooks
Contract #: MBU-517-11

Term: 1 year **Extension:** 2 years **Contract Ending Date:** 6/30/14
Estimated total award value: $ 105,000

Board meeting date: June 14, 2011
Bid issued: April 14, 2011
Pre-bid meeting date: April 28, 2011
Due date: May 12, 2011
No. of vendors issued to: 177
No. of bids received: 8
No. of no-bids received: 5

Description:

This contract consists of printing, packaging, and delivering the student handbook for delivery to each school. More than 111,000 copies will be printed this year. The service will also include the printing of 40,000 additional copies of an adapted version of the handbook with a heavier cover.

Recommendation:

Award of contract is recommended to:

Independent Printing	Savage, MD
Responsible school or office:	Department of Student Support Services
Contact person:	Dale Rauenzahn
Funding source:	Operating budget

17. Contract: Produce
Contract #: MBU-529-11

Term: 1 year **Extension:** 1 year **Contract Ending Date:** 6/30/13
Estimated total award value: $ 1,350,000

Board meeting date: June 14, 2011
Bid issued: March 3, 2011
Pre-bid meeting date: N/A
Due date: March 31, 2011
No. of vendors issued to: 12
No. of bids received: 3
No. of no-bids received: 0

Description:

This contract consists of providing produce for use in schools as directed by the Office of Food and Nutrition Services.

This is less than the amount spent this year. Next year BCPS will be utilizing $200,000 of the government commodity funds to purchase fresh fruits and vegetables. This will allow BCPS to offer a wider variety of fresh fruits and vegetables.

Recommendation:

Award of contract is recommended to:

Keany Produce	Landover, MD
Responsible school or office:	Department of Planning and Support Operations
Contact person:	Kara Calder
Funding source:	Operating budget

18. Contract: Snacks
Contract #: MBU-527-11

Term: 1 year **Extension:** 2 years **Contract Ending Date:** 6/30/14
Estimated total award value: $ 300,000

Board meeting date: June 14, 2011
Bid issued: March 11, 2011
Pre-bid meeting date: March 24, 2011
Due date: April 7, 2011
No. of vendors issued to: 30
No. of bids received: 6
No. of no-bids received: 0

Description:

This contract consists of providing snack products that meet or exceed the Healthier U. S. School Challenge nutritional standards for use in schools as directed by the Office of Food and Nutrition Services.

Recommendation:

Award of contract is recommended to:

Royalle Dining Services	Owings, MD
Linden Cookies, Inc.	Congers, NY

Responsible school or office: Department of Planning and Support Operations

Contact person: Kara Calder

Funding source: Operating budget

19. Contract: Transportation Services for New Textbooks
Contract #: JNI-760-11 (Educational Services Commission, Morris County, NJ)

Term: 1 year **Extension:** 4 years **Contract Ending Date:** 6/30/16
Estimated total award value: $ 145,000

Board meeting date:	June 14, 2011
Bid issued:	N/A
Pre-bid meeting date:	N/A
Due date:	N/A
No. of vendors issued to:	N/A
No. of bids received:	N/A
No. of no-bids received:	N/A

Description:

This contract consists of pickup and delivery of new textbooks, as needed. The books will be delivered to the Distribution Services' warehouse on or before the beginning of school each year. Distribution Services will deliver the texts to the individual schools prior to the beginning of classes. This contract is for the transport of new textbooks and provides an additional vendor that allows for comparison pricing.

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

Recommendation:

Award of contract is recommended to:

Book-it Distribution	Oak Ridge, NJ
Responsible school or office:	Department of Fiscal Services
Contact person:	Barbara Burnopp
Funding source:	Operating budget

20. **Contract:** Construction Package 12A (Casework) – Dundalk and Sollers Point High Schools
Contract #: JMI-623-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	1,915,698	
Estimated contingency amount:			$	191,569	
Estimated total award value:			$	2,107,267	

Board meeting date:	June 14, 2011
Bid issued:	March 24, 2011
Pre-bid meeting date:	April 5, 2011
Due date:	April 26, 2011
No. of vendors issued to:	4
No. of bids received:	4
No. of no-bids received:	0

Description:

This contract provides for all wall and base casework with associated countertops for laboratories, laboratory fume hoods, miscellaneous classroom casework, music education storage for the facility, and all ancillary materials required to accomplish the work.

Recommendation:

Award of contract is recommended to:

Thoma, Inc.	Moorestown, NJ
Responsible school or office:	Department of Physical Facilities
Contact person:	Michael G. Sines
Funding source:	Capital budget

Contract: Construction Package 12A (Casework) – Dundalk and Sollers Point High Schools

Contract #: JMI-623-11

	Bidders' Names			
	Thoma, Inc.	Diversified Educational Systems	Steel Products	Fallston Supply
Base Bid	$1,783,681	$1,891,530	$1,945,549	$1,932,000
Alt. No. 1A ADD: Provide Auditorium as indicated on drawings with Davis-Bacon Act - Wage Determinations.	NA	$15,517	$4,141	NA
Alt. No. 2A ADD: Provide Music Suite as indicated on drawings, with Davis-Bacon Act - Wage Determinations.	$24,753	$28,790	$27,900	$26,000
Alt. No. 3A ADD: Provide all items associated with specification section 123551 with Davis-Bacon Act - Wage Determinations.	$107,264	$95,876	$101,000	$118,000
Alt. No. 5 ADD: Provide add amount to base bid for utilizing the Davis-Bacon Act - Wage Determinations.	0	0	0	86,000
Total:	$1,915,698	$2,031,713	$2,078,590	$2,162,000

21. Contract: Baltimore Gas and Electric Services – Dundalk and Sollers Point High Schools
Contract #: JMI-631-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	133,687	
Estimated contingency amount:			$	N/A	
Estimated total award value:			$	133,687	

Board meeting date: June 14, 2011

Description:

A contract with the Baltimore Gas & Electric Company (BGE) is required to provide new permanent gas and electric services to the new school.

Recommendation:

Award of contract is recommended to:

Baltimore Gas & Electric Co.	Baltimore, MD
Responsible school or office:	Department of Physical Facilities
Contact person:	Michael G. Sines
Funding source:	Capital budget

22. **Contract:** Baltimore County Permits and Development Management – Dundalk and Sollers Point High Schools
Contract #: JMI-630-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	52,873	
Estimated contingency amount:			$	N/A	
Estimated total award value:			$	52,873	

Board meeting date: June 14, 2011

Description:

Baltimore County Public Schools (BCPS) is required to pay utility work charges for water system connection ($25,970), storm drain connection ($2,419), and required entrance modification ($24,484).

Recommendation:

Award of contract is recommended to:

Baltimore County PDM	Towson, MD
Responsible school or office:	Department of Physical Facilities
Contact person:	Michael G. Sines
Funding source:	Capital budget

23. Contract: Fire Code Upgrades – Greenwood Complex
Contract #: MBU-534-11

Term: N/A **Extension:** N/A **Contract Ending Date:** N/A
Estimated annual award value: $ 468,100
Estimated contingency amount: $ 46,810
Estimated total award value: $ 514,910

Board meeting date: June 14, 2011
Bid issued: March 24, 2011
Pre-bid meeting date: April 4, 2011
Due date: April 15, 2011
No. of vendors issued to: 7
No. of bids received: 3
No. of no-bids received: 0

Description:

This project consists of fire code upgrades to buildings A, C, and D at the Greenwood complex as required by Baltimore County Fire Department inspections. Funding for this project is included in the FY 2012 capital budget.

Recommendation:

Award of contract is recommended to:

RWC Contracting LLC Baltimore, MD

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Capital budget

	Bidders' Names		
	RWC Contracting LLC	Warwick Supply & Equipment Co., Inc.	Huntington & Hopkins, Inc.
Base Bid	$354,600	$598,000	$873,123
Alternate No. 1 ADD: Building "D" the Law Cottage	$27,500	$35,000	$44,107
Alternate No. 2 ADD: Building "C"	$86,000	$100,000	$112,158
Total	$468,100	$733,000	$1,029,388

24. Contract: New Entrance – Hillcrest Elementary School
Contract #: JMI-625-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	94,864	
Estimated contingency amount:			$	9,486	
Estimated total award value:			$	104,350	

Board meeting date:	June 14, 2011
Bid issued:	April 14, 2011
Pre-bid meeting date:	May 3, 2011
Due date:	May 16, 2011
No. of vendors issued to:	8
No. of bids received:	2
No. of no-bids received:	0

Description:

This project consists of construction of a new entrance to the school site, improvements to the existing storm drain system, and relocation of existing electric and traffic control cables along Frederick Road.

Recommendation:

Award of contract is recommended to:

Machado Construction Co., Inc.	Baltimore, MD
Responsible school or office:	Department of Physical Facilities
Contact person:	Michael G. Sines
Funding source:	Capital budget

	Bidders' Names	
	Machado Construction Co., Inc.	P. Flanigan & Sons, Inc.
Part A Lump Sum Item	$82,589	$163,972
Part B Unit Price Items	$12,275	$12,275
Total	$94,864	$176,247

25. Contract: Roof Replacement – Lutherville Laboratory
Contract #: MWE-834-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	1,314,864	
Estimated contingency amount:			$	131,486	
Estimated total award value:			$	1,446,350	

Board meeting date: June 14, 2011

Description:

This project consists of the removal of the existing roof system and the installation of approximately 55,034 square feet of a four-ply, built-up, cold-coat surface and gravel roof system with a 20-year warranty. Funding for this project is included in the FY 2012 capital budget.

Recommendation:

Award of contract is recommended to:

Pennsylvania Education Joint Purchasing Council (PAEJPC)/ Weatherproofing Technologies, Inc. (TREMCO)	Ashburn, VA

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Capital budget

26. Contract: Replacement of Windows, Blinds, and Doors – Relay Elementary School
Contract #: MBU-531-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	258,188	
Estimated contingency amount:			$	25,818	
Estimated total award value:			$	284,006	

Board meeting date:	June 14, 2011
Bid issued:	March 31, 2011
Pre-bid meeting date:	April 13, 2011
Due date:	April 28, 2011
No. of vendors issued to:	11
No. of bids received:	4
No. of no-bids received:	0

Description:

This project consists of the removal and replacement of the exterior windows, blinds, exterior doors and frames, and other associated work. This work will benefit all areas of the school with the installation of new energy-efficient aluminum window frames and energy-efficient double glazing. The doors will be replaced with new steel doors, frames, and hardware that meet all required code requirements.

Recommendation:

Award of contract is recommended to:

Baltimore Contractors, Inc.	Baltimore, MD
Responsible school or office:	Department of Physical Facilities
Contact person:	Michael G. Sines
Funding source:	Capital budget

	Bidders' Names			
	Baltimore Contractors, Inc.	Bob Andrews Construction, Inc.	E. Pikounis Construction Co. Inc.	JAK Construction Co. Inc.
Base Bid	$258,188	$258,680	$267,000	$320,000
Total	$258,188	$258,680	$267,000	$320,000

27. Contract: Roof Replacement – Sudbrook Magnet Middle School
Contract #: JNI-752-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	1,519,566	
Estimated contingency amount:			$	151,957	
Estimated total award value:			$	1,671,523	

Board meeting date: June 14, 2011

Description:

This project consists of the removal of the existing roof system and the installation of approximately 71,537 square feet of a four-ply, built-up, cold-coat surface and gravel roof system with a 20-year warranty. Funding for this project is included in the FY 2012 capital budget.

Recommendation:

Award of contract is recommended to:

Pennsylvania Education Joint Purchasing Council (PAEJPC)/ Weatherproofing Technologies, Inc. (TREMCO)	Ashburn, VA

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Capital budget

28. Contract: Roof Replacement – Westowne Elementary School
Contract #: MWE-836-11

Term:	N/A	**Extension:**	N/A	**Contract Ending Date:**	N/A
Estimated annual award value:			$	1,307,313	
Estimated contingency amount:			$	130,731	
Estimated total award value:			$	1,438,044	

Board meeting date: June 14, 2011

Description:

This project consists of the removal of the existing roof system and the installation of approximately 59,700 square feet of a four-ply, built-up, cold-coat surface and gravel roof system with a 20-year warranty. Funding for this project is included in the FY 2012 capital budget.

Recommendation:

Award of contract is recommended to:

Pennsylvania Education Joint Purchasing Council (PAEJPC)/ Weatherproofing Technologies, Inc. (TREMCO)	Ashburn, VA

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Capital budget

29. Request for Approval: Educational Facilities Master Plan and Comprehensive Maintenance Plan FY 2012
Contract #: RGA-154-11

Term: N/A **Extension:** N/A **Contract Ending Date:** N/A
Estimated annual award value: N/A

Board meeting date: June 14, 2011
Bid issued: N/A
Pre-bid meeting date: N/A
Due date: N/A
No. of vendors issued to: N/A
No. of bids received: N/A
No. of no-bids received: N/A

Description:

The state of Maryland's Public School Construction Program requires the submission of an Educational Facilities Master Plan and a Comprehensive Maintenance Plan on an annual basis.

The Educational Facilities Master Plan serves as the primary facilities document to ensure appropriate planning of capital projects to support the delivery of educational programs. The Comprehensive Maintenance Plan represents the agencies program of maintenance which supports the delivery of educational programs in safe and healthy physical environments.

Essential components included in the Educational Facilities Master Plan are: goals, standards, and guidelines; community analysis; inventory and evaluation; enrollment data; and facility needs analysis. The Comprehensive Maintenance Plan is structured to include: scheduled maintenance (preventative maintenance, modifications and alterations, and scheduled replacement); unscheduled maintenance (unscheduled and vandalism repairs); and deferred maintenance.

Both plans are consistent with Performance Goals 4 and 8 of the *Blueprint for Progress*. The full report will be distributed to the Board under separate cover.

Recommendation:

Approval of plans

Responsible school or office: Department of Physical Facilities
Department of Planning and Support Operations

Contact person: Michael G. Sines
Kara Calder

Funding source: N/A

Exhibit M

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe Hairston, Superintendent

SUBJECT: **CONSIDERATION OF THE FULLERTON ELEMENTARY SCHOOL SIGN INSTALLATION**

ORIGINATOR: Karen Blannard, Assistant Superintendent, Elementary Zone 1

RESOURCE PERSON(S): Susan Biscoe, Principal, Fullerton Elementary School

RECOMMENDATION

That the Board of Education approves the installation of the proposed sign at Fullerton Elementary School.

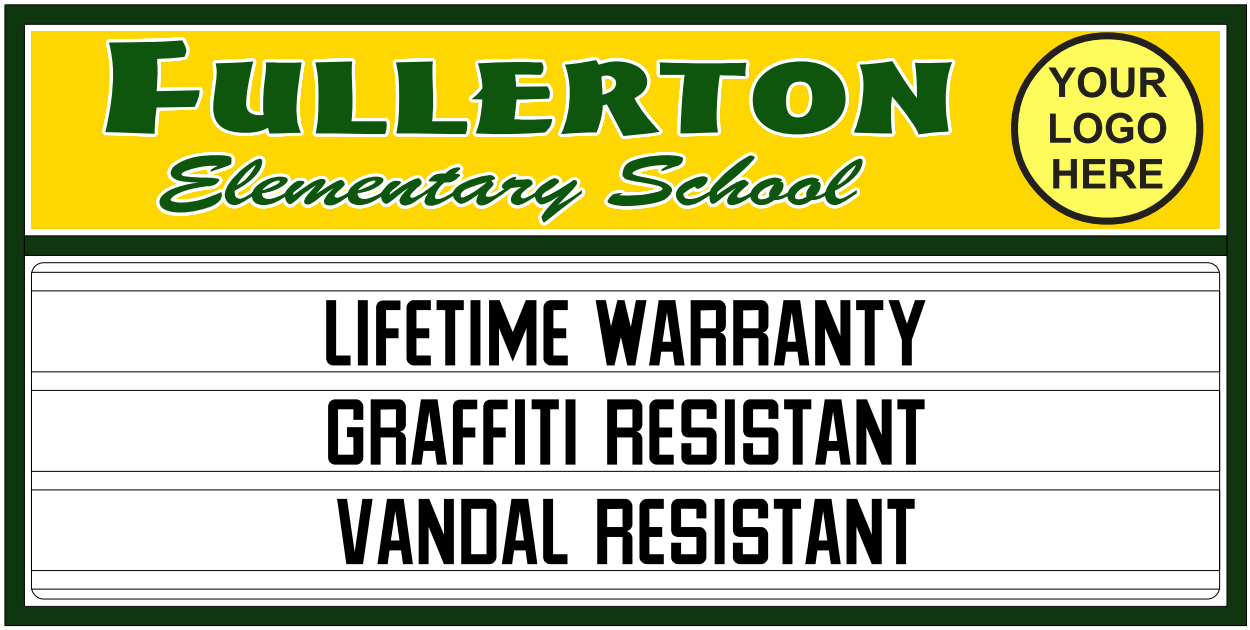
Fullerton Elementary School is proposing the installation of the announcer sign at the school be approved. The proposed announcer sign is 4' x 8'.

The announcer sign at Fullerton Elementary School will be installed with monies provided by the Fullerton Elementary School PTA.

Fullerton Elementary School is replacing their old sign and erecting a new sign at the entrance to the school on Fullerton Avenue. The old sign at Fullerton has been broken for more than two years and Fullerton acquired Ridge Ruxton's sign when it was taken down. The sign from Ridge Ruxton is currently housed in the BCPS warehouse awaiting installation at Fullerton. Fullerton's PTA will pay for the name to be changed on the sign, as well as removal of the old sign and installation of the new one.

The addition of the announcer sign will increase school spirit and parent involvement. The project will enhance the image of Fullerton Elementary School, as well as allow the administration and staff to communicate with the community. The sign will be used in addition to the current means of communicating which is via newsletters and fliers.

The installation of the announcer sign is directly aligned with Baltimore County Public Schools Blueprint for Progress - Performance Goal 6, Indicator 6.4, 6.5, 6.6 and Key Strategies d, e, and h.



The provided graphics will be insufficient quality for the manufacturing process. Please see our web site, http://www.stewartsigns.com/support-artwork.php or your consultant for a list of acceptable formats.

Announcer 48

Cabinet: 4' x 8'
Tracking: 3 Rows of 6" Letters
Mount: Cabinet Only

Cabinet Color: Holly Green
Face Color: Gold
Line Color: Green

Fonts: Mister Earl, Brush Script
Logo: your_logo

Stewart
America's Premier Sign Company
1-800-237-3928

ORIGINAL DESIGN DO NOT DUPLICATE

DUE TO THE PHYSICAL LIMITATIONS OF THE PAPER AND INK-BASED PRINTING PROCESS THIS CUSTOM ARTWORK IS NOT INTENDED TO PROVIDE AN EXACT MATCH BETWEEN INK, VINYL, PAINT, OR LED COLOR. ARTIST'S RENDITION OF BRICKWORK, MASONRY AND LANDSCAPING IS NOT INCLUDED IN THE PROPOSAL. ALL MEASUREMENTS SHOWN ARE APPROXIMATIONS; DIMENSIONS OF FINAL PRODUCT MAY VARY.

APPROVED AS SHOWN.

X _____ DATE _____ 1. _____

APPROVED WITH LISTED CHANGES. 2. _____

X _____ DATE _____ 3. _____

Sketch #55126 Customer #1131218
8/25/2010 Andrew Peterson -PROPOSAL-

Exhibit N

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 14, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **FINANCIAL REPORT – FOR THE MONTHS ENDING APRIL 30, 2010 AND 2011**

ORIGINATOR: Joe A. Hairston, Superintendent

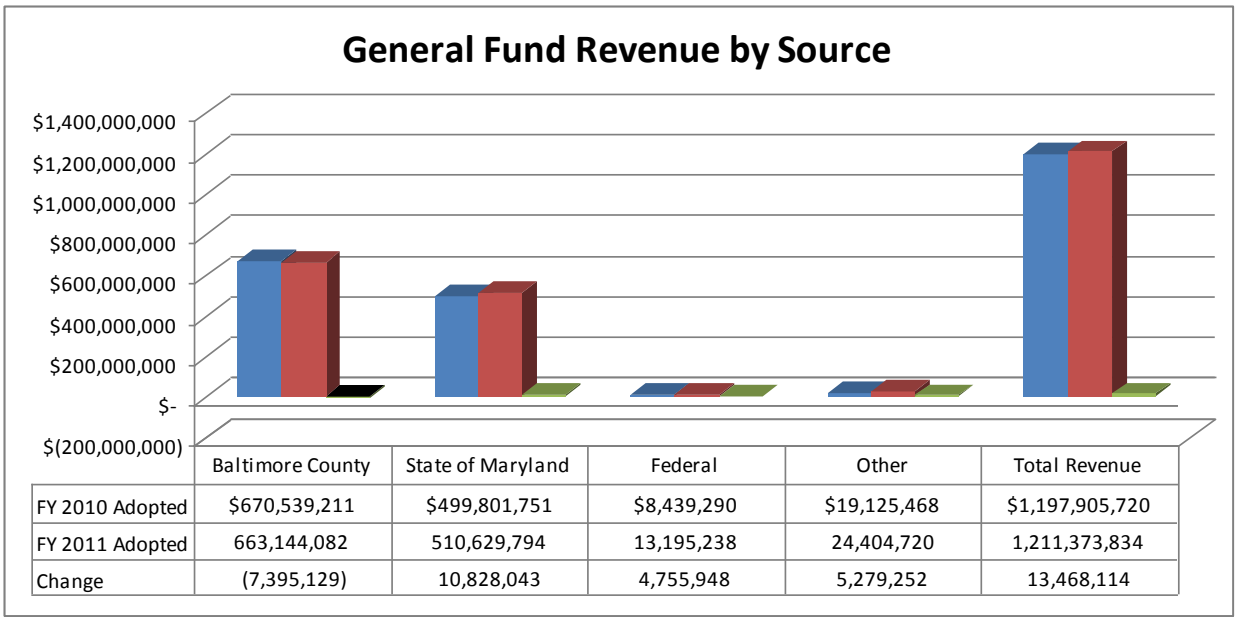
RESOURCE PERSON (S): Barbara S. Burnopp, Chief Financial Officer
Patrick M. Fannon, Controller

INFORMATION

Attached is the general fund *Comparison of FY2010 and FY2011 Revenues, Expenditures, and Encumbrances – Budget and Actual* for the periods ended April 30, 2010, and 2011.

General Fund Comparison of FY2010 and FY2011 Revenues, Expenditures, and Encumbrances-Budget and Actual

These data are presented using Maryland State Department of Education (MSDE) categories. Amounts included reflect actual revenues, expenditures, and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2010 and FY2011 general fund revenue budget. Figure 2 provides an overview of the FY2011 general fund expenditure budget. Figure 3 compares the percent of the budget obligated as of April 30, 2010, and 2011. Figure 4 is a comparative statement of budget-to-actual revenues, expenditures, and encumbrances.



	Baltimore County	State of Maryland	Federal	Other	Total Revenue
FY 2010 Adopted	$670,539,211	$499,801,751	$8,439,290	$19,125,468	$1,197,905,720
FY 2011 Adopted	663,144,082	510,629,794	13,195,238	24,404,720	1,211,373,834
Change	(7,395,129)	10,828,043	4,755,948	5,279,252	13,468,114

Figure 1

Year-to-Date Comparison

- ***Baltimore County*** – The FY2011 county appropriation decreased $7.4 million, a 1.1% reduction from the FY2010 budget. This decrease is because the FY2011 county appropriation is the minimum funding required under the state maintenance of effort (MOE) requirements. In FY2010, county appropriation exceeded MOE by 4.9%. County funds are drawn based on cash flow requirements. The year-to-date county revenue recognized is $522 million, 78.7% of the budget, as compared to $515.1 million, 76.8% of the budget for FY2010.

- ***State of Maryland*** – The FY2011 state appropriation increased $10.8 million, 2.2% over the FY2010 budget. Subsequent to the approval of the FY2011 budget, the state reduced their funding by $15.4 million and awarded a federal grant of $19.2 million, $15.4 million of which will be recognized in the current fiscal year. The details of the federal grant are explained in the Federal revenue section of this report. The majority of state funds are received bi-monthly in equal installments. As of April 2011, five of the state payments had been received.

- ***Federal –*** The FY2011 federal budgeted revenue resulted primarily from funding received under the American Recovery and Reinvestment Act. $12.4 million of these funds are from State Fiscal Stabilization Funds, a federal stimulus program to provide funding stabilization for stressed state budgets. Additionally, $15.4 million of funding from the Education Jobs Fund was received in April 2011. This funding was authorized by congress in 2010, subsequent to the approval of the 2011 budget, to save or create education jobs. These funds are being received on a reimbursement basis. These ARRA funds are not expected to continue at these levels in FY2012.

- ***Other Revenues*** – The other revenue budget is comprised of re-appropriations of funds from the prior year's fund balance, out-of-county living arrangement payments from other local education agencies, which are estimated to be $3.3 million and are generally collected at year end, tuitions, and sundry revenues. The budgeted revenue increased significantly over the prior year because of a $5 million increase in re-appropriated fund balance to $16 million from the $11 million utilized in the prior year. The budgeted revenue was increased by a supplemental appropriation of approximately $476,000, which was approved by the county council in April. These funds were approved to utilize insurance proceeds to replace greenhouses and for other costs resulting from storm damage at two schools. The year-to-date revenue consists of the re-appropriated funds, tuition and other revenues.

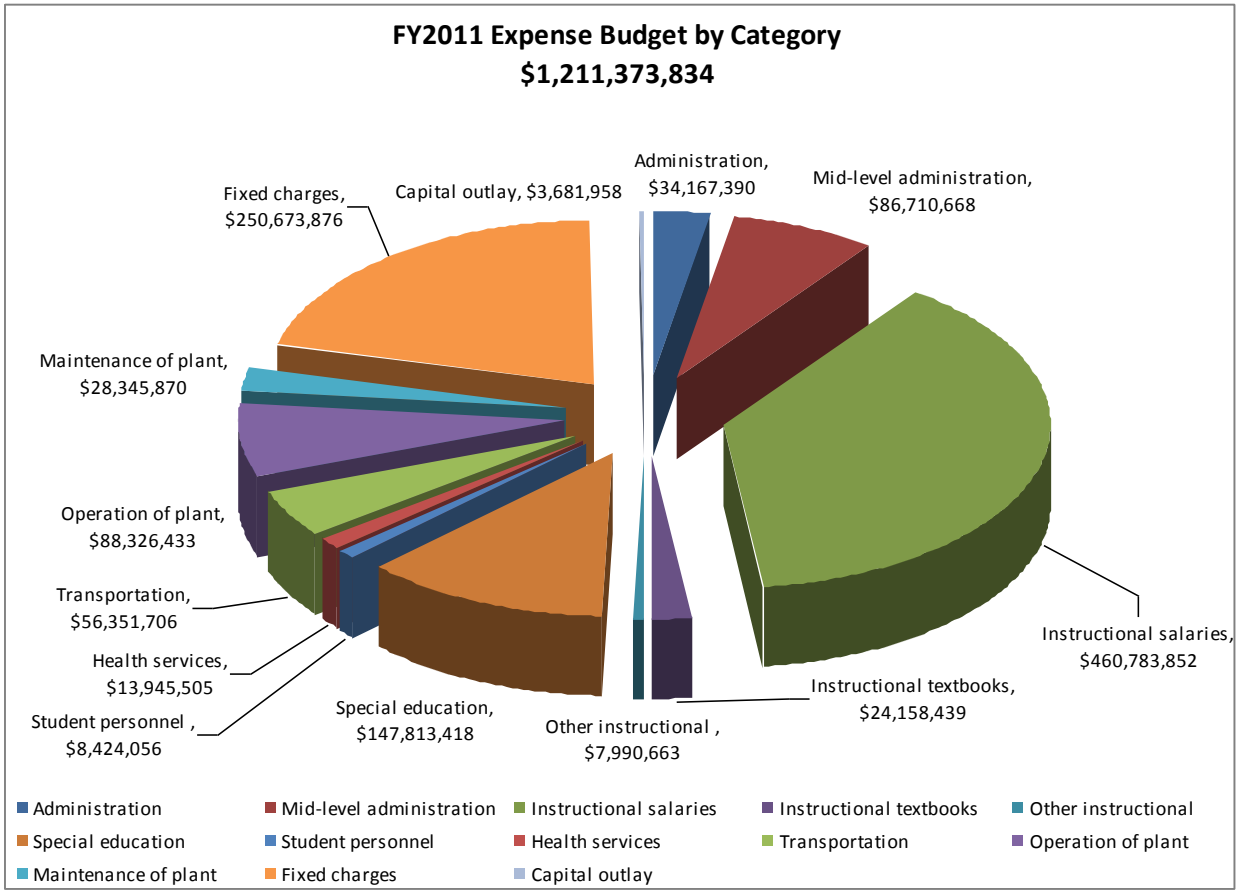


Figure 2 (Detail included in Figure 4)

Total Expenditures and Encumbrances – Year-to-date expenditures and encumbrances through April 2011 are $1.01 billion, 83.3% obligated compared to $998.4 million, 83.4% obligated, for the same period in FY2010. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., administration, midlevel administration, operation of plant, maintenance of plant, and capital outlay) average 80.5% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., instructional salaries, special education, student personnel, health services, and transportation) average 80.3% of budget, which is in line with the percentage of the school year that has elapsed.

The salary budget had a net increase of approximately $26.3 million, which included $27.6 million to provide step increases and to fund a full year of salary adjustments implemented midyear in FY2010. Other increases include additional salaries and benefits for West Towson Elementary, Imagine Discovery Public Charter School, the Infants and Toddlers program, and special education bus routes. The budget increase was offset by a reduction of $3 million for anticipated salary turnover.

The nonsalary expenditures are budgeted for an overall decrease of $13.3 million, or 3% less than the prior year. The decreases in these expenditures are in a number of categories throughout the budget. The budget for administration was decreased by $2.3 million, primarily because of a reduction for contracted services relating to changes in computer systems for fiscal services and human resources. The budget for midlevel administration increased by $1.2 million, a 17% increase; this increase relates primarily to additional funding for the charter school and for BCPS office budget realignments. The instructional textbook category budget was decreased by $3.2 million, which included a reduction in budgeted textbook expenditures of approximately $7.6 million, and an increase in the budget for other classroom supplies of approximately $5.6 million, which had been included in the other instructional costs category as equipment in prior years. The reduced budget for other instructional costs reflected the reclassification of the equipment to the instructional textbook category. The significant changes in other categories includes an increase of $1.2 million for expected cost increases in diesel fuel in the transportation budget; a decrease in operation of plant of $1 million for the expected overall decrease in fuel oil; and a decrease of $1.9 million in workers' compensation expenditures in fixed charges, which is a result of plan experience.

A budget appropriation transfer request, which will realign funds by category with planned and projected year end expenses, was approved by the board in April, and submitted to the county executive and county council for consideration.

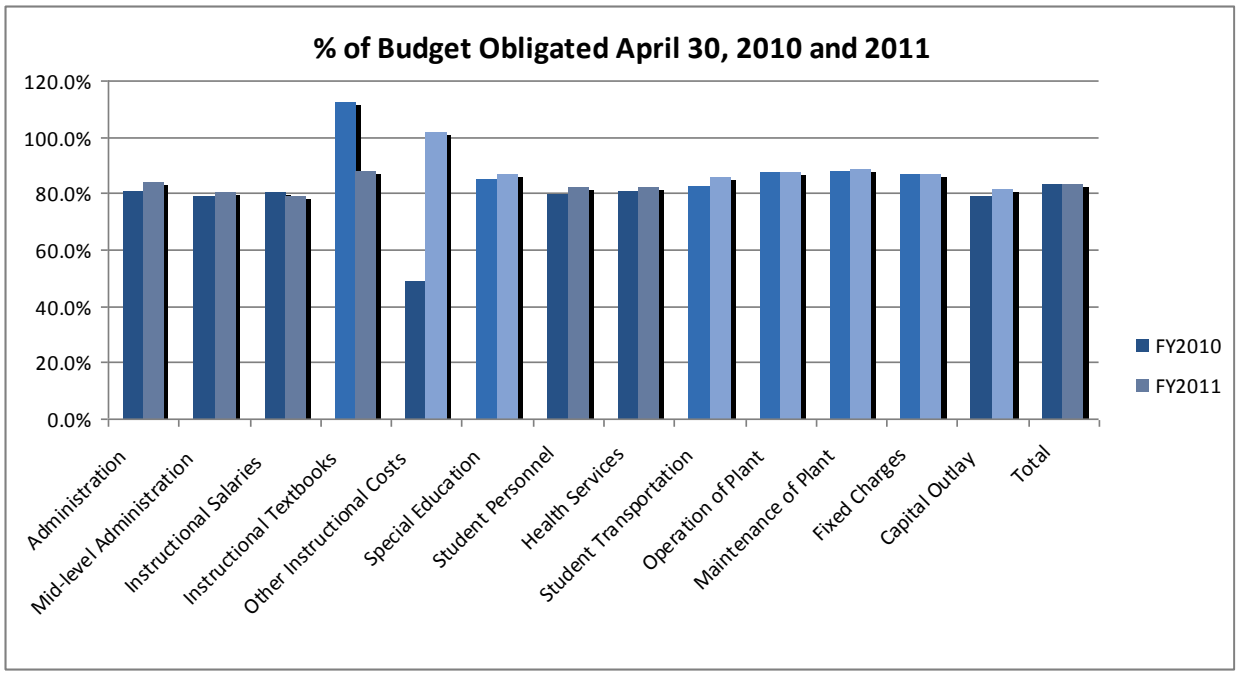


Figure 3

- ***Administration and Midlevel Administration*** **–** The budget for nonsalary administration expenditures decreased $2.2 million, or 18.2%, from the amount budgeted last year primarily because of a decrease in consulting expenditures and equipment purchases related to the computer system upgrades in human resources and fiscal services expected to be completed this year. Midlevel administration nonsalary expenditures are budgeted for an increase of 9.2% over the prior year. This increase is primarily related to a $500,000 increase in the budget for the charter school for costs related to the addition of a Grade 6. The increase of $1.7 million in expenditures in midlevel administration over the expenditures of the prior year is primarily the result of the timing of an encumbrance for software products, which was recorded in August 2010. The same software cost for the previous year was not encumbered until June 2010.

- ***Instructional Salaries*** – The budget for instructional salaries was increased by $19.4 million in FY2011 primarily to provide funding for salary increases and for the salary cost of the new West Towson Elementary School, which opened in August.

- ***Instructional Textbooks and Supplies*** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The FY2011 budget for this category was decreased by 11.7%, or approximately $3.2 million. This budgetary decrease is the result of a decrease in the central budget for textbooks. Significant textbook purchases were made in the prior year, and no additional funds were provided for this year. The textbook decrease was offset by the reassignment of equipment purchases to this category by MSDE; these purchases were included in the other instructional costs category in past years. To date, $21.2 million, 88% of the FY2011 budgeted instructional textbook and

supplies funds, has been committed; the remaining budget will be spent during the school year to purchase additional consumable classroom supplies, textbooks, and other media.

- ***Other Instructional Costs*** – This category is comprised of commitments for contracted services, staff development, and other costs used to support the instructional programs. The budget for this category decreased $6.3 million, or 44.1%, from that of the prior year. This is due to the change by MSDE in the definition of equipment, which resulted in costs moving from this category to the instructional textbooks and supplies category. To date, $8.1 million, 101.4% of the FY2011 budgeted funds, have been committed. In the prior year, $7 million, 48.9%, had been committed. It is anticipated that a $1.7 million budget transfer request will be approved by the county council to provide funding for the revised budget that has been submitted for this category.

- ***Special Education*** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2011 salary budget includes funding for salary increases of approximately $1.2 million. Of the FY2011 special education nonsalary budget of $41.4 million, $34.7 million (84%) is now estimated for placement of children in nonpublic schools. To date, $31.4 million of the funds for nonpublic placement have been committed, compared with $32.3 million committed at April 2010.

- ***Student Personnel and Health Services*** – Year-to-date FY2011 expenditures for student personnel and health services are currently in line with the budget.

- ***Transportation*** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation nonsalary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other expenditures. The nonsalary budget increased by approximately $1.6 million, which is primarily attributable to an expected increase in diesel fuel costs. As of April 2011, 94.3% of the nonsalary budget had been committed, compared to 94.1% committed in the prior fiscal year.

- ***Operation of Plant –*** This category contains personnel salary costs for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The nonsalary expenditure budget for this category has decreased $1.9 million, a 3.9% decrease over the prior year. This decrease is primarily attributable to an anticipated decrease in the cost of fuel oil. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $29 million. Other expenditures in this category include the cost of building rent, $5.2 million; custodial supplies, $1.7 million; trash removal, $1.3 million; and other related expenditures. As of April 2011, 94.6% of the nonsalary budget has been committed, compared to 94.2% in April 2010.

- ***Maintenance of Plant and Capital Outlay*** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The Aging Schools

Program budget was reduced by $400,000 in the current fiscal year, which accounts for most of the decrease in the nonsalary budget when compared with the prior year. Year-to-date nonsalary expenditures and encumbrances are $14.8 million, 91.3% of the budgeted amount, as compared with $15 million, or 89.1%, in the prior fiscal year. Capital outlay nonsalary budgeted expenditures were increased as a result of approval of a supplemental budget request to utilize insurance proceeds to cover costs related to storm damages to greenhouses at two schools. As of April 2011, 88.8% of the nonsalary budget has been committed, compared to 79.1% in April 2010. The increase in expenditures is related to the encumbrances for the repairs to the greenhouses.

- ***Fixed Charges*** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 70% and 22% of the fixed charges budget, respectively. The FY2011 budget includes a decrease of $1.9 million resulting from a change in the workers' compensation plan experience. The additional costs of FICA expenses related to increased salaries are offset by a decrease in health care costs.

Baltimore County Public Schools
Comparison of FY 2010 and FY 2011 Revenues, Expenditures, and Encumbrances
Budget and Actual
For the Periods Ended April 30, 2010 and 2011
General Fund

		FY 2010				FY 2011			
Revenues		Adjusted Budget	Total Rev/Exp/Enc. as of 04/30/10	Remaining Budget as of 04/30/10	Percentage Earned or Obligated	Adopted Budget	Total Rev/Exp/Enc. as of 04/30/11	Remaining Budget as of 04/30/11	Percentage Earned or Obligated
Baltimore County		$ 670,539,211	$ 515,133,208	$ 155,406,003	76.8%	$ 663,144,082	$ 521,973,443	$ 141,170,639	78.7%
State of Maryland		499,801,751	408,785,526	91,016,225	81.8%	510,629,794	404,780,801	105,848,993	79.3%
Federal		8,439,290	3,723,164	4,716,126	44.1%	13,195,238	25,147,453	(11,952,215)	190.6%
Other		19,125,468	13,997,866	5,127,602	73.2%	24,404,720	19,764,646	4,640,074	81.0%
Total revenues		$ 1,197,905,720	$ 941,639,764	$ 256,265,956	78.6%	$ 1,211,373,834	$ 971,666,343	$ 239,707,491	80.2%
Expenditures and encumbrances									
Administration	salary	$ 23,918,032	$ 18,904,088	$ 5,013,944	79.0%	$ 24,251,557	$ 20,251,440	$ 4,000,117	83.5%
	non-salary	12,122,915	10,176,711	1,946,204	83.9%	9,915,833	8,451,862	1,463,971	85.2%
	subtotal	36,040,947	29,080,799	6,960,148	80.7%	34,167,390	28,703,302	5,464,088	84.0%
Mid-level administration	salary	75,579,264	60,601,490	14,977,774	80.2%	78,182,571	62,338,094	$ 15,844,477	79.7%
	non-salary	7,806,708	5,345,602	2,461,106	68.5%	8,528,097	7,142,084	1,386,013	83.7%
	subtotal	83,385,972	65,947,092	17,438,880	79.1%	86,710,668	69,480,178	17,230,490	80.1%
Instruction:									
Instructional salaries	salary	441,427,940	355,263,354	86,164,586	80.5%	460,783,852	365,015,055	95,768,797	79.2%
Instructional textbooks	non-salary	27,320,909	30,608,753	(3,287,844)	112.0%	24,158,439	21,235,610	2,922,829	87.9%
Other instructional costs	non-salary	14,306,242	7,000,973	7,305,269	48.9%	7,990,663	8,101,341	(110,678)	101.4%
Special education	salary	105,222,816	86,816,661	18,406,155	82.5%	106,418,311	90,757,730	$ 15,660,581	85.3%
	non-salary	40,611,980	37,342,620	3,269,360	91.9%	41,395,107	37,061,512	4,333,595	89.5%
	subtotal	145,834,796	124,158,281	21,675,515	85.1%	147,813,418	127,819,242	19,994,176	86.5%
Student personnel	salary	8,152,546	6,514,846	1,637,700	79.9%	8,219,068	6,805,651	1,413,417	82.8%
	non-salary	212,582	142,143	70,439	66.9%	204,988	96,089	108,899	46.9%
	subtotal	8,365,128	6,656,989	1,708,139	79.6%	8,424,056	6,901,740	1,522,316	81.9%
Health services	salary	13,143,736	10,632,860	2,510,876	80.9%	13,502,240	10,942,361	2,559,879	81.0%
	non-salary	494,111	418,188	75,923	84.6%	443,265	499,072	(55,807)	112.6%
	subtotal	13,637,847	11,051,048	2,586,799	81.0%	13,945,505	11,441,433	2,504,072	82.0%
Student transportation	salary	31,578,328	23,602,698	7,975,630	74.7%	32,611,223	25,763,542	6,847,681	79.0%
	non-salary	22,157,671	20,857,607	1,300,064	94.1%	23,740,483	22,397,864	1,342,619	94.3%
	subtotal	53,735,999	44,460,305	9,275,694	82.7%	56,351,706	48,161,406	8,190,300	85.5%
Operation of plant	salary	39,274,589	30,761,311	8,513,278	78.3%	40,184,939	31,622,019	8,562,920	78.7%
	non-salary	50,092,041	47,173,588	2,918,453	94.2%	48,141,494	45,551,168	2,590,326	94.6%
	subtotal	89,366,630	77,934,899	11,431,731	87.2%	88,326,433	77,174,187	11,153,246	87.4%
Maintenance of plant	salary	11,637,912	10,059,903	1,578,009	86.4%	12,130,658	10,289,480	1,841,178	84.8%
	non-salary	16,864,906	15,029,794	1,835,112	89.1%	16,215,212	14,808,862	1,406,350	91.3%
	subtotal	28,502,818	25,089,697	3,413,121	88.0%	28,345,870	25,098,342	3,247,528	88.5%
Fixed charges	non-salary	252,688,706	218,607,230	34,081,476	86.5%	250,673,876	216,911,871	33,762,005	86.5%
Capital outlay	salary	2,865,121	2,258,708	606,413	78.8%	2,793,518	2,206,166	587,352	79.0%
	non-salary	426,665	337,576	89,089	79.1%	888,440	788,986	99,454	88.8%
	subtotal	3,291,786	2,596,284	695,502	78.9%	3,681,958	2,995,152	686,806	81.3%
Total Salary		$ 752,800,284	$ 605,415,918	$ 147,384,366	80.4%	$ 779,077,937	$ 625,991,539	$ 153,086,398	80.4%
Total Non-Salary		445,105,436	393,040,785	52,064,651	88.3%	432,295,897	383,046,320	49,249,577	88.6%
Total expenditures and encumbrances		$ 1,197,905,720	$ 998,456,703	$ 199,449,017	83.4%	$ 1,211,373,834	$ 1,009,037,859	202,335,975	83.3%

Figure 4

Prepared by: Office of Accounting and Financial Reporting, May 11, 2011

Exhibit O

Central Area Educational Advisory Council
General Business Meeting
May 19, 2011
Ridgely Middle School

Attendees:Laura Mullen, Donna Sibley, Frank Thomas, Tracey Morcantoni, Jean Suda, Marie Stockdale, Mary Ellen Pease

- Parent representatives from Carver, Loch Raven HS, Towson HS, West Towson ES and Dumbarton MS attended as part of the group "Advocates for Course Choice in BCPS"

  Historically, Baltimore County has offered a continuum of course choices from Standard, Honors, and GT through AP. Many of the high schools are eliminating class's especially standard courses and GT. Is this happening in the Central Area only or in all areas?

  Rigor at the expense of students well being? There is an increased pressure to take on more advanced classes.

  The STARS system is automatically advancing students to AP because not enough students are enrolled in GT course. Does this happen at all levels? What happens when the student or parent does not understand this change?

- Business meeting began at 8:30. Council decided on the dates and locations for next school year. There will be two pre-budget meetings, two presentation meetings and a business meeting. This will allow extra months for topics that might "pop up".

Laura will e-mail Brenda Stiffler with the dates and locations so that she may get it on the BOE website.

Meeting adjourned at 9:30 PM