MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, June 12, 2007
5:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for June 12, 2007

IV. MINUTES
Consideration of the Open and Closed Minutes of April 24, 2007; Report on the Board of Education Work Session of May 1, 2007; the Open and Closed Minutes of May 8, 2007; and the Report on the Board of Education Public Hearing of May 23, 2007

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT'S REPORT

VIII. SPECIAL ORDER OF BUSINESS – Recognition of Student Board Member, Peter Bacon
(Mr. Arnold)

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

X. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM MAY 22, 2007
(Dr. Peccia)

XI. OLD BUSINESS
A. Consideration of the Proposed Changes to Policy 3150 – FISCAL SERVICES: Board Insurance. (third reading) (Mr. Dent) Exhibit B

B. Consideration of the Proposed Changes to Policy 3220 – NON-INSTRUCTIONAL SERVICES: Inventories. (third reading) (Ms. Burnopp) Exhibit C

C. Consideration of the Proposed Changes to Policy 5140 – STUDENTS: Enrollment and Attendance. (third reading) (Mr. Rauenzahn) Exhibit D
XI. OLD BUSINESS (cont)

D. Consideration of the Proposed Special Education Staffing Plan for 2007-2008 (third reading) (Ms. Glass) Exhibit E

E. Consideration of the Educational Facilities Master Plan and the Comprehensive Maintenance Plan (third reading) (Mr. Sines) Exhibit F

F. Consideration of the Proposed 2008-2009 School Calendar (third reading) (Ms. Calder) Exhibit G

G. Consideration of Negotiated Master Agreements with:
   1. AFSCME
   2. BACE
   3. CASE
   4. PSNA/SEIU
   5. TABCO (Dr. Peccia)

XII. REPORTS

A. Proposed Naming of the Secondary Academic Intervention Model Facility (first reading) (Mr. Lawrence) Exhibit H

B. Report on Curriculum Management Plan (Dr. Diaz) Exhibit I

XIII. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Dr. Peccia)
   1. Transfers Exhibit J
   2. Retirements Exhibit K
   3. Resignations Exhibit L
   4. Non-Renewal of Contract Exhibit M
   5. Leaves of Absence Exhibit N
   6. Deaths Exhibit O
   7. Administrative Appointments Exhibit P

B. Hearing Officer’s Opinion in Case #07-12 (P. Tyson Bennett, Esq.)

C. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines) Exhibit Q
   1. Contract Modification: 100 Book Challenge
   2. Contract Modification: Asphalt Services (Sidewalks, Stairs, Curbing, and Ramps)
   3. Contract Modification: Burner Preventative Maintenance, Installation, and Repair Services
XIII. NEW BUSINESS (cont)

4. Contract Modification: Concrete Services


6. Contract Modification: Electrician Services

7. Contract Modification: Renovation Services

8. Contract Modification: Transporting Modular Classrooms and Associated Services


10. 2006 PSAT/NMSQT Early Participation Program

11. Accelerated English Textbooks

12. Bread Products

13. Collection Services

14. Dishwashing and Cleaning Agents

15. Food Products

16. Hollins Ferry Road Bus Lot Acquisition

17. Kitchen Equipment

18. Masonry Services

19. Psychological Assessments

20. School Music Instrument Rental and Repair


22. Uniform Shirts – Food Services

23. Contract Modification: Systemic Renovation for Deer Park Middle Magnet School

24. Contract Modification: General Contractor Construction Services – Contract: Lansdowne Middle School Renovation

25. Contract Modification: Renovations for Old Court Middle School


27. Contract Modification: General Contractor Construction Services – Contract: Perry Hall Middle School Renovation

28. Contract Modification: General Contractor Construction Services – Contract: Perry Hall Middle School Renovation
XIII. NEW BUSINESS (cont)

29. Contract Modification: Design Services for Systemic Renovation for Sparrows Point Middle/High School

30. Contract Modification: Systemic Renovation for Sparrows Point Middle/High School

31. Contract Modification: Systemic Renovation for Sparrows Point Middle/High School

32. Contract Modification: Construction of Corridor Separations in Various Elementary Schools

33. Storm Water Management Fee-in-Lieu – Parking Lot Expansion for Carney Elementary School

34. Roof Replacement for Eastern Technical High School

35. Entrance Drive Paving – Greenwood Administrative Offices

36. Storm Water Management Fee-in-Lieu – Entrance Drive Paving for Greenwood Administrative Offices

37. Exterior Door Replacement for Middlesex Elementary School

38. Storm Water Management Fee-in-Lieu – Drop Loop Modification for Norwood Elementary School

39. Boiler Replacement – Perry Hall High School

40. Electric Distribution Room Addition – Professional Development Center

41. Storm Water Management Fee-in-Lieu – Parking Lot and Drop Loop Expansion for Winand Elementary School

42. Gymnasium Floor Replacement – Woodlawn High School

XIV. INFORMATION


B. Revised Superintendent’s Rule 3150 – NON-INSTRUCTIONAL SERVICES: Risk Management

C. Revised Superintendent’s Rule 5140 – STUDENTS: Enrollment and Attendance - Definitions

D. Revised Superintendent’s Rule 5150 – STUDENTS: Enrollment and Attendance

E. Revised Superintendent’s Rule 6130 – INSTRUCTION: Magnet Schools and Programs – Magnet Schools Admission
XV. ANNOUNCEMENTS

A. Public Comment on Proposed Changes to Policy 3520 (second reading)

B. Public Comment on Proposed Changes to Policy 3530.1 (second reading)

C. Public Comment on Proposed Changes to Policy 3530.2 (second reading)

D. Public Comment on Proposed Re-adoption of Policy 8311 (second reading)

E. Public Comment on Proposed Re-adoption of Policy 8312 (second reading)

F. Public Comment on Proposed Changes to Policy 8313 (second reading)

G. Public Comment on Proposed Changes to Policy 8320 (second reading)

H. Public Comment on Proposed Changes to Policy 8330 (second reading)

I. General Public Comment

Next Board Meeting Tuesday, July 10, 2007
7:30 PM Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, April 24, 2007

The Board of Education of Baltimore County, Maryland, met in open session at 5:31 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Mr. Peter Bacon. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Arnold reminded Board members of community functions and Board of Education events scheduled in April, May, and June.

Mr. Arnold noted that the Charles E. Willis Award nomination must be forwarded to the Maryland Association of Boards of Education (MABE) by July 31, 2007. He asked Board members to give nominations to Ms. Johnson, who represents the school board on the Willis Award Committee.

Ms. O’Hare entered the room at 5:36 p.m.

Mr. Pallozzi moved that the student member be permitted to participate in closed session collective bargaining discussions. The motion was seconded by Ms. Murphy and unanimously approved by the Board.

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), and (a)(9) and upon motion of Ms. O’Hare, seconded by Mr. Pallozzi, the Board commenced its closed session at 5:42 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:42 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., Ms. Joy Shillman, and Mr. Peter Bacon. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Dr. Sonia Diaz, Chief Academic Officer; Ms. Rita Fromm, Chief of Staff; Dr. H. Scott Gehring, Assistant Superintendent, Northwest Area; Mr. William Lawrence, Assistant Superintendent, Northeast Area; Dr. Manuel Rodriguez, Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Dr. Kim X. Whitehead, Assistant Superintendent, Central Area; Margaret-Ann Howie, Esq., Legal Counsel to the Superintendent; Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations; Dr. Alpheus Arrington, Director, Personnel Staffing; Mr. Daniel Capozzi, Staff Relations Manager; Mike Minaro, Esq., Reese & Carney, LLC; and Ms. Brenda Stiffler, Administrative Assistant to the Board.
CLOSED SESSION MINUTES (cont)

Mr. Capozzi updated Board members on collective bargaining discussions.

Ms. Johnson entered the room at 5:45 p.m.

Mr. Capozzi exited the room at 5:47 p.m.

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

Ms. Howie updated Board members on the status of employee-related litigation.

At 6:15 p.m., Mr. Hayden moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Bacon and approved by the Board.

OPEN SESSION MINUTES

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

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Jennifer Oswald, a student at Carver Center for Arts and Technology, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

Hearing no additions or corrections to the Board of Education Retreat Minutes of March 10, 2007, the Open and Closed Session Minutes of March 13, 2007, and the Board of Education Work Session Minutes of March 20, 2007, Mr. Arnold declared the minutes approved as presented on the website.

Mr. Arnold 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. Arnold 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. Jennifer Oswald, Baltimore County Student Council President and Superintendent’s Student Council Advisory Group, reported on this year’s student council convention and announced the annual BCSC Bull Roast to be held on May 18, 2007 at Oregon Ridge. Ms. Oswald announced the BCSC president for the 2007-2008 school year will be Ms. Rebecca Pallerty from Perry Hall High School.

Ms. Gloria Ojiere, a representative of the Superintendent’s Student Council Advisory Group, noted that their most recent discussion concerned curriculum and experiences with statewide testing.

Mr. Boyd Crouse, Coordinator of the Area Education Advisory Councils, expressed the need to have informed the community of the intent of the curriculum audit, since the initial reaction appeared to be negative.

Ms. Jan Thomas, Chair of the Central Area Education Advisory Council, reported on its April 19 capital pre-budget hearing. The issues were: overcrowding in elementary schools; security; loss of instructional time; and inclement weather with the use of relocatables; windows and blinds; air conditioning and parking at White Oak School and Hereford High School.

Ms. Abby Beytin, Chair of the Northwest Area Education Advisory Council, reported on its capital pre-budget hearing. Issues were Owings Mills High School’s track and field and lack of fencing, and a chiller at Randallstown Elementary School. Ms. Beytin asked the Board for funding for stamps and envelopes to distribute flyers to communities regarding council meetings.

Ms. Karen Yarn, Chair of the Citizens Advisory Committee for Gifted and Talented Education, reported on several meetings held and attended by the committee such as: CCBC college fair, stakeholders meeting with Dr. Hairston, and meeting with county executive to discuss gifted and talented students.

Ms. Susan Katz, President of the PTA Council of Baltimore County, reported on its meeting with the county executive and county council where the PTA advocated for the full funding of BCPS FY 2008 operating budget. She announced the council’s next meeting would be held on April 26, 2007 at Dumbarton Middle School.

Ms. Jan Thomas, Chair of the Special Education Citizens Advisory Committee, introduced Crystal Roach, an eighth grader at Pikesville Middle School, who read her award-winning essay.
MS. CHERYL BOST, PRESIDENT OF THE TEACHERS ASSOCIATION OF BALTIMORE COUNTY, SHARED WITH BOARD MEMBERS SOME KEY POINTS REGARDING THE CAPITAL BUDGET: PARKING LOT ISSUE AT WHITE OAK SCHOOL, INCORPORATING THE IAQ TOOLS FOR SCHOOLS, AND AIR CONDITIONING IN ALL SCHOOLS.

SUPERINTENDENT’S REPORT

DR. HAIRSTON RECOGNIZED DR. SONIA DIAZ, NEWLY APPOINTED CHIEF ACADEMIC OFFICER FOR BALTIMORE COUNTY PUBLIC SCHOOLS. DR. HAIRSTON ANNOUNCED THAT BCPS WILL PRESENT ITS FY 2008 OPERATING BUDGET TO THE BALTIMORE COUNTY COUNCIL ON MAY 17, 2007.

MS. O’HARE ASKED DR. HAIRSTON TO FIND A WAY TO KEEP THE BLACK SAGA AND FEA PROGRAMS FUNDED FOR FY 2008.

SPECIAL ORDER OF BUSINESS

ON A MOTION OF MR. HAYDEN, SECONDED BY MR. PALLOZZI, THE BOARD APPROVED THE FOLLOWING RESOLUTION FOR JENNIFER OSWALD, 2007 YOUNG WOMAN OF THE YEAR:

WHEREAS, Jennifer Oswald, a senior at Carver Center for Arts and Technology, has demonstrated exemplary academic achievement in advanced-placement, gifted-and-talented, and honors courses; and

WHEREAS, She has served as President of the Student Government Association at Carver Center for the 2005-2006 and 2006-2007 school years, and has served as the President of the Baltimore County Student Council with honor and distinction for the school years 2005-2006 and 2006-2007; and

WHEREAS, Jennifer has served as an integral member of the Superintendent’s Student Advisory Board for the 2005-2006 and 2006-2007 school years; and

WHEREAS, She has been a vital member of the Maryland Association of Student Councils Executive Board for the 2005-2006 and 2006-2007 school years; and

WHEREAS, Jennifer has been named a Maryland Distinguished Scholar in Dance and a member of the Baltimore County Public Schools’ first ever All-County Honors Dance Ensemble; and

WHEREAS, She was recognized by Princeton Alumni with a Princeton Book Award, inducted into the National Society of High School Scholars, and included in Who’s Who in America’s High School Students; and

WHEREAS, Jennifer has volunteered at the Mount Washington Pediatric Hospital and has raised money for Ursuline Academy, a New Orleans school that was severely damaged by Hurricane Katrina; and

WHEREAS, She was named the “2007 Young Woman of the Year” by the Baltimore County Commission for Women on March 22, 2007 for making significant contributions in her community and school to further the interests of women and children; now, therefore, be it
REPORTS (cont)

RESOLVED, That the Board of Education of Baltimore County, assembled in regular session on the twenty-fourth of April, in the year two thousand seven, expresses to Jennifer Oswald, its fondest regards and gratitude for her services; and be it further

RESOLVED, That the Board does herewith extend its best wishes for happiness, good health, and continued success in future endeavors, and that it directs a copy of this resolution to be recorded among the permanent records of the Board of Education of Baltimore County.

OLD BUSINESS

Proposed Board Meeting Schedule, 2007-2008

Mr. Hayden moved that the Board approve the Proposed Board Meeting Schedule for 2007-2008 (Exhibit B). The motion was seconded by Mr. Pallozzi and approved by the Board.

Proposed Changes to Policy 3510

On a motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the proposed changes to Policy 3510 – NON-INSTRUCTIONAL SERVICES: Operation, as presented in Exhibit C.

Proposed Changes to Policy 7240

On a motion of Mr. Pallozzi, seconded by Mr. Parker, the Board approved the proposed changes to Policy 7240 – NEW CONSTRUCTION: School Sites, as presented in Exhibit D.

REPORTS

The Board received the following reports:

A. Recognition of School Psychologists’ Week – On motion of Mr. Parker, seconded by Mr. Pallozzi, the Board adopted the following resolution proclaiming April 29-May 5, 2007 as School Psychologists’ Week:

WHEREAS, School psychologists provide consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and safe learning environments; and

WHEREAS, School psychologists participate in student support teams to implement school-wide behavior planning, engage in systematic problem solving, analyze data for student progress monitoring, and serve at risk students and students with intensive needs through academic and behavioral interventions; and
REPORTS (cont)

WHEREAS, School psychologists collaborate with parents/guardians and school staff to assess and plan for students with special needs involving cultural and linguistic diversity, sensory challenges, communication, cognitive processing, adaptive behavior, social skills, and emotional conditions; and

WHEREAS, School psychologists collaborate with parents/guardians and school staff to provide mental health services to students with educational needs including assessment of threatening behavior, therapeutic counseling and behavioral support, traumatic loss, and consultation with school and community agencies; now, therefore, be it

RESOLVED, That the Board of Education of Baltimore County does herewith extend its deep appreciation to all school psychologists for their commitment and dedication; and be it further

RESOLVED, That the Board of Education of Baltimore County does hereby proclaim April 29 - May 5, 2007 as School Psychology Week in Baltimore County.

B. Report on Proposed Changes to Policy 8130 – INTERNAL BOARD POLICIES - Formulation – Mr. Arnold addressed the changes recommended for the 8000 series policies; they are before the Board this evening for the first reading. Policy 8130 has been updated to reflect the Board’s current role. Similar policies from Howard and Harford County were reviewed.

On item 5 of the Policy 8130, Ms. Shillman noted a possible typographical error. The sentence should read, “When a board member or the superintendent” instead of “…other superintendent.”

C. Report on Proposed Re-adoption of Policy 8131 – INTERNAL BOARD POLICIES: Administration in Policy Absence – It is recommended that this policy be re-adopted, as it articulates the Superintendent’s ability to act as chief executive officer of the system without a specific Board policy.

D. Report on Proposed Changes to Policy 8210 – INTERNAL BOARD PROCEDURES: Officers, Election – The changes recommended reflect current practices of the Board concerning the Superintendent’s role during the election of Board president.

Dr. Hayman recommended that the Board not hold elections until all new Board members were seated/appointed. It was noted that state law requires that a Board election be held in July.
E. Report on Proposed Changes to Policy 8222 – INTERNAL BOARD PROCEDURES: Secretary-Treasurer, Assistant Secretary-Treasurer – Minor changes are being recommended to reflect current practice.

Mr. Hayden suggested that the Board President "prepare the agenda for each Board meeting" instead of the Superintendent.

F. Report on Proposed Changes to Policy 8230 – INTERNAL BOARD PROCEDURES: Orientation of New Board Members – Minor changes are being recommended to reflect current practice.

Dr. Hayman stated that to strengthen the policy, the Board may want to include participating in MABE’s orientation for new Board members.

G. Report on Proposed Deletion of Policy 8240 – INTERNAL BOARD PROCEDURES: Conflict of Interest – It is recommended that this policy be deleted, given the enactment and adoption of Policy Series 8360, the Ethics Code Policies.

H. Report on Proposed Re-adoption of Policy 8250 – INTERNAL BOARD PROCEDURES: Attendance of Board Members at Board Meetings – It is recommended that the Board re-adopt Policy 8250.

Mr. Hayden recommended adding the statutory reference to the policy. However, following consultation with Superintendent’s counsel, Mr. Hayden noted that the reference was correct.

I. Report on Proposed Re-adoption of Policy 8260 – INTERNAL BOARD PROCEDURES: Public Statements of Individual Board Members – It is recommended that the Board re-adopt Policy 8260.

Dr. Hayman suggested that consequences should be added for Board members who violate this policy.

J. Report on Proposed Changes to Policy 8270 – INTERNAL BOARD PROCEDURES: Standing and Special Committees – The changes reflect minor revisions to the Policy so that it reflects current practice. This revision also includes an updated legal reference.

Mr. Hayden recommends changing the word "adult" to "non-student member."

K. Report on Proposed Changes to Policy 8280 – INTERNAL BOARD PROCEDURES: Membership in School Board Associations – It is recommended that the Board re-adopt Policy 8280.
REPORTS (cont)

L. **Report on Proposed Deletion of Policy 8290 – INTERNAL BOARD PROCEDURES: Retirement from the Board** – It is recommended that this policy be deleted because the policy does not reflect current practice.

M. **Legislation Summary** – Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, reviewed key pieces of legislation that affect the school system and are under consideration by the General Assembly.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits Q, R, S, T, U, and V (Copies of the exhibits are attached to the formal minutes.).

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-13 (Exhibit W). Mr. Janssen abstained from voting on items 8 and 9.

The Board approved these recommendations.

2. RHA-352-03 Contract Modification: On-call Painting Services
3. PCR-217-06 Contract Modification: Personal Protective Equipment
4. RGA-127-07 Board of Education Hearing Examiners
5. JMI-617-07 Custodial Cleaning Products
6. eCatalog Contracts (a through y)
   a. PCR-273-07 Art Photography Supplies
   b. PCR-272-07 Art Supplies
   c. PCR-271-07 Audio-Visual Equipment
   d. PCR-270-07 Audio-Visual Supplies
   e. MWE-853-07 Elementary Media
   f. MWE-851-07 Family Studies
   g. JNI-770-07 First Aid Supplies
   h. MWE-856-07 Handwriting Materials
   i. MBU-529-07 Instructional Material for Technology Education
   j. MBU-527-07 Instrumental Music Supplies
   k. JNI-768-07 Interscholastic Athletic Supplies and Equipment
   l. JNI-769-07 Interscholastic Football Supplies and Equipment
   m. MWE-852-07 Library Instructional Media
   n. PCR-275-07 Math Supplies
   o. JNI-771-07 Medications
   p. JNI-772-07 Physical Education Supplies and Equipment
BUILDING AND CONTRACT AWARDS (cont)

q. PCR-274-07  Science Supplies
r. MWE-854-07  Secondary Media
s. MWE-855-07  Special Education Instruction Media
t. JMI-611-07  Textbooks- Elementary School
u. JMI-613-07  Textbooks - High School
v. JMI-612-07  Textbooks - Middle School
w. JMI-614-07  Textbooks - Special Education
x. MBU-530-07  Unique Office Supplies
y. MBU-528-07  Vocal Music Supplies

7. PCR-267-07  Photocopiers
8. MWE-817-06  Contract Modification: General Contractor Construction Services Contract – Kenwood High School Addition and Technology Wing Renovation
9. MWE-817-06  Contract Modification: General Contractor Construction Services Contract – Kenwood High School Addition and Technology Wing Renovation
10. PCR-274-05  Contract Modification: Site Construction Package 2B (Final Grading) – Windsor Mill Middle School
11. JNI-776-07  Construction Contract – Cockeysville Driver Training/Dispatch Building
12. MWE-839-07  Chiller Installation – Perry Hall Elementary School
13. MBU-538-07  Renovations – Pine Grove Middle School

FY 2007 BUDGET APPROPRIATION TRANSFER

On motion of Mr. Hayden, seconded by Mr. Pallozzi, the Board approved the FY 2007 Budget Appropriation Transfer for a total transfer amount of $4,902,330 (Exhibit X).

FY 2007 BUDGET APPROPRIATION SUPPLEMENT

On motion of Mr. Pallozzi, seconded by Ms. Johnson, the Board approved the FY 2007 Budget Appropriation Supplement for a total amount of $8,736,922 (Exhibit X-1). These funds will be used for the partial renovation projects at Deep Creek Middle School and Sudbrook Middle School.

INFORMATION

The Board received the following as information:

A. Revised Superintendent’s Rule 7240 – NEW CONSTRUCTION: School Sites
INFORMATION (cont)

B. Revised Superintendent’s Rule 7330 – NEW CONSTRUCTION:  Capital Projects That Are Funded By Private Donations


ANNOUNCEMENTS

Mr. Arnold made the following announcements:

• The Board of Education of Baltimore County will meet to conduct a work session on Tuesday, May 1, 2007, beginning at 7:00 p.m., at Greenwood. The meeting is open to the public.

• On Thursday, May 3, 2007, the Board of Education will host its Merit/Ethics Award Ceremony at New Town High School beginning at 7:00 p.m.

• There will be a joint Area Educational Advisory Council meeting on Thursday, May 17, 2007, at 7:00 p.m. on the Greenwood campus in the ESS Building.

• The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Tuesday, May 8, 2007, at Greenwood. The meeting will begin with an open session at approximately 4:30 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions. The Board of Education will host the Ethics Review Panel for dinner on Tuesday, May 8, 2007 from 6:00 p.m. – 7:30 p.m.

• The Baltimore County Board of Education will hold a public hearing to seek input about BCPS’ FY2009 Capital Budget needs on Wednesday, May 23, 2007, at 7:00 p.m. on the Greenwood campus in the ESS Building. Sign-up for the public to comment will begin at 6:00 p.m.

    Mr. Arnold 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. Arnold 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.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 3260
No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 7230
No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 7250
No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8120
Dr. Bash Pharoan asked the Board to consider appointing a Board member as a “czar” for minorities, and requested that that person provide quarterly reports to the Board on any emerging issues.

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 8150
No one from the public signed up to speak on this policy.

PUBLIC COMMENT ON PROPOSED NAMING OF THE NEW STADIUM AT FRANKLIN HIGH SCHOOL
No one from the public signed up to speak on this topic.

GENERAL PUBLIC COMMENT
Dr. Bash Pharoan expressed concern that the calendar committee did not keep minutes or vote on the 2008-2009 school calendar. Three proposals brought forward at the last committee meeting were: holiday events should be noted on the side of the calendar but with the appropriate date, change winter break to Christmas break, and add Islamic holidays in the same way that Jewish holidays are included. Dr. Pharoan asked the Board to close schools on the two Muslim holidays.

Mr. P. J. Shafer stated that April is Autism Awareness Month and highlighted events that have occurred in various communities.
GENERAL PUBLIC COMMENT (cont)

Ms. Kuval Rehman asked the Board to include the two Muslim holidays on the school calendar.

Ms. Somaia Abdelrahim urged the Board to consider including the two Muslim holidays on the school calendar.

Mr. Mohammad Jameel asked the Board to add only one Muslim holiday to the school calendar.

Ms. Hadear Abdou asked the Board to be forthcoming by adding the two Muslim holidays on the school calendar.

ADJOURNMENT

At 9:17 p.m., Mr. Pallozzi moved to adjourn the open session. The motion was seconded by Ms. Harris and approved by the Board.

Respectfully submitted,

______________________________
Joe A. Hairston
Secretary-Treasurer

bls
The Board of Education of Baltimore County, Maryland, met in open session at 7:00 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, staff members, and representatives from the media were present.

Mr. Arnold opened the meeting by stating that the work session would permit the public to witness the work of the Board.

Mr. Arnold asked Board members to submit questions/points for Recommendation Number 3 to Ms. Stiffler by May 10, 2007 for the next work session.

**REVIEW OF AUDIT RECOMMENDATION NUMBER 2**

Dr. Sonia Diaz, Chief Academic Officer, and Ms. Verletta White, Coordinator, Department of Professional Development, responded to questions submitted by Board members regarding the PDK Curriculum Audit Recommendation Number 2.

1. Currently tools to measure the quality and effectiveness of professional development do not exist. Dr. Diaz and her staff have begun to work on the evaluation of professional development initiatives.

2. Because the model for in-school teaming is loosely structured, the Department of Professional Development plan to enhance the methods of identifying professional development needs in the schools.

3. Because the Department of Professional Development has been static over the past ten years, Dr. Diaz is reviewing how the audit will impact the Department.

4. The Department of Professional Development will now plan professional development with a focus on rigor and specific needs.

5. Accuracy of attendance records is questionable as there is not uniform monitoring system.

6. The Department of Professional Development will provide to school principals both formal and informal models of various interdisciplinary teaming.

7. Teachers receive training on TestTrax and administrators receive training on Data Trax and Cognos. School-based teams, including teachers and administrators, are receiving training on AssessTrax. These data are used to establish school and classroom goals and to adjust instructional practices.
8. Periodic evaluations of professional development programs do not currently exist. Although there are surveys in place, they are not sufficient to evaluate the quality of professional development. Control measures will be established to accurately monitor effectiveness.

9. Currently, there is an online approval process for systemwide professional development. However, staff now needs to ensure the alignment of all programs. Therefore, the entire process is being reviewed and analyzed.

10. With specific regard to curriculum development, BCPS teams will be working diligently analyzing the findings and results of the audit to prioritize and draft clear activities for the summer as well as for the next academic year.

11. A timeline will be developed as part of the curriculum management planning process.

Mr. Hayden commented that professional development is a potent part of the school system for teachers; several issues need to be addressed in a short amount of time.

Dr. Hayman stated that while there is a sense of urgency, the Board needs to show its support to Dr. Diaz and her team. Dr. Diaz stated that the Board would be provided a timeline along with a curriculum management plan at its June meeting.

Mr. Janssen stressed that the Board should be provided with the timeline so it could monitor where the school system is heading.

Board members O’Hare and Murphy discussed the quality of professional development, and hoped that it would be better in the future.

Mr. Parker asked about the basic “philosophy or theme” for professional development. Dr. Diaz responded that the school system needs to be respectful of individual school cultures particularly around content knowledge and skill gaps.

Mr. Arnold asked if there would be a program in place to begin this process over the summer. Dr. Diaz responded there are certain courses and workshops that will continue as long as there is a direct connection. Mr. Arnold suggested that re-evaluation occur to determine which programs are worth maintaining.

Mr. Hayden stated that some schools have had forty teachers change in one year. He hopes that there will be some focus on schools with the most specific needs in the earliest stages of this process.

Dr. Hairston reassured Board members that a lot of activity is taking place. He noted that the principals’ academy has been revamped by principals address the recommendations from the curriculum audit.
Ms. Johnson asked for a summary of the next critical steps by priority. Dr. Diaz stated that a curriculum management plan will be developed, which includes responsibilities and action components.

Board members Harris and Hayden discussed the need to address and update Board policies as quickly as possible so they are current and connect with the work that staff is performing. Dr. Hayman agreed.

Mr. Arnold asked when the timelines will be available to the Board. Dr. Diaz responded a timeline and roadmap with the curriculum management plan would be presented to the Board at its June 12, 2007 meeting.

Following further discussion on a number of related topics, the Superintendent informed the Board that staff would be preparing a professional development policy for review by the Ad Hoc committee in the near future.

**BOARD’S PRIORITY GOALS**

**Student Achievement**

Ms. Jane Lichter, Coordinator of Early Childhood and Language Arts, reviewed with Board members the status of student achievement for the 2005-2006 MSA and HSA. Ms. Lichter noted that the MSAs for 2006-2007 were administered last month; therefore, once the data is available, the information will be presented to the Board.

Mr. Hayden recommended that future presentations reflect the comparison of the top three LEAs in Maryland. Dr. Hairston stated that these assessments were never to be used to compare system to system.

Board members Hayman and Johnson asked about the purpose of these reports were since the work sessions were to discuss the curriculum management audit recommendations. Mr. Arnold stated these reports are designed to inform the Board about the system’s current status.

**Recruitment**

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, and Dr. Alpheus Arrington, Director of Personnel, reviewed instructional staffing as it relates to the curriculum management audit. Dr. Arrington noted that 79.5% of BCPS classes are taught by highly qualified teachers and reviewed the reasons why some teachers are not yet highly qualified.

Ms. Shillman asked how would recruiting be affected since the school system lost the $40,000 from the 2007-2008 operating budget. Dr. Peccia responded adjustments will be made accordingly.
Ms. Johnson asked how Human Resources would implement staffing at Title I and priority schools. Dr. Arrington responded that schools will be ranked based on MSA and HSA scores. Schools under corrective action are top priority.

Board members O’Hare and Hayden inquired about incentives for veteran teachers and cash bonuses for teachers relocating from other jurisdictions.

**Enrichment Activities**

Ms. Jean E. Satterfield, Assistant Superintendent, Southeast Area, reviewed the after-school enrichment activities currently in place throughout the system.

Ms. Johnson asked how enrichment activities will be offered. Ms. Satterfield responded the needs are determined by teacher and student interest.

**PSAT/AVID Program**

Dr. Jessie Douglas, AVID District Coordinator, updated Board members on PSAT participation data and Advanced Placement (AP) expansion. In 2004-2005, 39% of the ninth graders took the PSAT test. In 2006-2007, 85% of the ninth and tenth graders have taken the PSAT. Dr. Douglas also noted that AP participation has increased this year.

Mr. Arnold asked why students do not take the AP exams. Dr. Douglas responded that fear of taking the exam and financing are two reasons why some students do not take the exams. Ms. O’Hare stated that she would like to see the data to understand why some students will not participate in the AP exam.

Dr. Douglas reviewed the expansion of AP courses; each participating school is scheduled to offer twelve additional courses for the 2007-2008 school year. Dr. Douglas also provided an update of the AVID program and reported that the program will expand to four additional high schools in the 2007-2008 school year.

**Resource Management**

Ms. Barbara Burnopp, Chief Financial Officer, recapped how the Board had obtained getting additional resources for the capital budget and compared FY 2007 ($35 million) to FY 2008 ($52 million proposed).

Mr. Ghassan Shah, Planning Administrator, briefly described how the Office of Strategic Planning monitors housing development to determine the present and future infrastructure needs of the school system.
Mr. Don Dent, Executive Director of Planning and Support Operations, reviewed enrollment analysis and projections. Mr. Dent provided a brief update on site acquisitions:

- Rosewood Site – Purchase of land must be carried out by Baltimore County’s Bureau of Land Acquisition office
- Obtain a northwest elementary school site – close to accomplishing this
- Central/northeast site – recommendations were presented to the Board last year; Baltimore County Government to schedule a meeting with BCPS after the budget process is complete.
- Bus lots – Refurbished bus lot in Parkton will open in August.
- Jacksonville bus lot – on hold
- Crossroads site in White Marsh – no longer available
- Bus lot on Raphel Road – no longer available
- Bus lot still needed in the northeast area.

Mr. Janssen suggested the school system examined purchasing land in the central/northeast area.

Board members O’Hare and Hayden discussed the standard for requiring 65 acres for a high school facility.

### Fiscal Management

Ms. Burnopp recapped the operating budget process.

The work session concluded at 9:28 p.m.

Respectfully submitted,

___________________

Joe A. Hairston
Secretary-Treasurer

bls
The Board of Education of Baltimore County, Maryland, met in open session at 4:30 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

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

Dr. Hayman entered the room at 4:32 p.m.

Mr. Pallozzi moved that the student member be permitted to participate in closed session collective bargaining discussions. The motion was seconded by Ms. Harris and unanimously approved by the Board.

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(9) and upon motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board commenced its closed session at 4:33 p.m.

The Board of Education of Baltimore County, Maryland, met in closed session at 4:33 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Dr. Sonia Diaz, Chief Academic Officer; Ms. Rita Fromm, Chief of Staff; Dr. H. Scott Gehring, Assistant Superintendent, Northwest Area; Mr. William Lawrence, Assistant Superintendent, Northeast Area; Dr. Manuel Rodriguez, Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Dr. Kim X. Whitehead, Assistant Superintendent, Central Area; Margaret-Ann Howie, Esq., Legal Counsel to the Superintendent; Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations; Dr. Alpheus Arrington, Director, Personnel Staffing; Mr. Daniel Capozzi, Staff Relations Manager; P. Tyson Bennett, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Ms. O’Hare entered the room at 4:34 p.m.

Mr. Capozzi updated Board members on collective bargaining discussions for each bargaining unit.

Mr. Capozzi exited the room at 4:53 p.m.
CLOSED SESSION MINUTES (cont)

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

Mr. Hayden entered the room at 5:23 p.m.

At 6:00 p.m., Mr. Hayden moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Pallozzi and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:29 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

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

MINUTES

Hearing no additions or corrections to the Open and Closed Session Minutes of March 27, 2007, Mr. Arnold declared the minutes approved as presented on the website.

Mr. Arnold 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. Arnold 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

Mr. Richard Marion, a representative of the Advisory Committee for Alternative Programs, shared with Board members the wonderful opportunities that the alternative program at Kenwood High School has offered to students.

Ms. Maggie Kennedy, Chair of the Baltimore County Education Coalition, noted that this week is National Teacher Appreciation Week. She stated the coalition is looking forward to meeting with Dr. Diaz, who will provide an update to the stakeholder groups regarding curriculum and instruction.

Ms. Gloria Collins, President of the Baltimore County Instructional Assistants & Clerical Employees, (BACE), urged the Board to adopt the health care provisions in the upcoming negotiations.

Mr. Stephen Crum, Chair of the Career & Technology Education Advisory Council, reviewed with Board members those students who received awards at the Career and Technology Education’s Annual dinner on May 2, 2007.

Dr. Ella White-Campbell, Chair of the Minority Achievement Advisory Group, reported on the group’s last meeting in which Mr. Dale Rauenzahn, Executive Director of Student Support Services, discussed the new SAIM school to be opened in August 2007.

Ms. Susan Katz, President of the PTA Council of Baltimore County, announced the PTA Partnering for Prevention workshop for PTA members and staff on Wednesday, May 9, at 6:30 p.m. at Red Brick Station in White Marsh. Ms. Katz also announced that the PTA Council Awards ceremony would be held on Friday, May 11, at 7:30 p.m. in the ESS building.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, stated that TABCO hopes the Board will bring to closure the health and salary negotiation discussions. Ms. Bost also announced that this week is National Teacher Appreciation Week.

SUPERINTENDENT’S REPORT

Dr. Hairston presented a slideshow entitled “Did You Know…” that was shown during the National School Boards Association’s annual conference last month.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia recognized the administrative appointments made at the April 24, 2007 Board meeting:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNE F. GORMAN</td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Pot Spring Elementary School</td>
<td>Glyndon Elementary School</td>
</tr>
</tbody>
</table>
RECOGNITION OF ADMINISTRATIVE APPOINTMENTS (cont)

LINDA C. MILLER  
Assistant Principal  Principal  
(Effective April 25, 2007)  
Hillcrest Elementary School  Catonsville Elementary School

MURRAY G. PARKER, III  
Assistant Principal  Principal  
(Effective July 1, 2007)  
Eastern Technical High School  Parkville Middle School

SANDRA G. REID  
Assistant Principal  Principal  
(Effective July 1, 2007)  
Franklin Middle School  Pine Grove Middle School

JOHN G. STEVENS  
Teacher/Social Studies  Assistant Principal  
(Effective July 1, 2007)  
Franklin Middle School  Deer Park Middle Magnet School

BRYAN J. THANNER  
Teacher/Social Studies  Assistant Principal  
(Effective July 1, 2007)  
Western School of Technology  Franklin Middle School

RONESHA M. THOMPSON  
Teacher/Classroom  Assistant Principal  
(Effective July 1, 2007)  
Halethorpe Elementary School  Woodholme Elementary School

IRENE M. ZOPPI RODRIGUEZ  
Professor, Military  Coordinator  
(Effective May 9, 2007)  
US Army Command General College  Office of World Languages  
Adjunct Professor  Strayer University and College of Notre Dame

RECOGNITION OF ADVISORY COUNCIL APPOINTMENTS

Dr. Donald Peccia recognized the Education Advisory Council appointments made at the April 24, 2007 Board meeting:

• Ms. Alethia Wongus  New Member – Northwest Area
• Ms. Veronica Magwood  New Member – Southwest Area

OLD BUSINESS

Naming of New Stadium at Franklin High School

Mr. Pallozzi moved that the Board approve the naming of the Franklin High School stadium project to Dr. Clarence E. McWilliams Stadium (Exhibit B). The motion was seconded by Ms. Harris and approved by the Board.
OLD BUSINESS (cont)

Proposed Changes to Policy 3260

On a motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the proposed changes to Policy 3260 – NON-INSTRUCTIONAL SERVICES: On-Call Consultant, as presented in Exhibit C.

Proposed Changes to Policy 7230

On a motion of Mr. Pallozzi, seconded by Ms. Harris, the Board approved the proposed deletion of Policy 7230 – NEW CONSTRUCTION: Flexibility of School Construction, as presented in Exhibit D.

Proposed Changes to Policy 7250

On a motion of Mr. Pallozzi, seconded by Mr. Hayden, the Board approved the proposed changes to Policy 7250 – NEW CONSTRUCTION: School Building Design, as presented in Exhibit E.

Proposed Changes to Policy 8120

Ms. Harris recommended amending the proposed policy change by removing “such things as” in item 2.

On a motion of Mr. Janssen, seconded by Mr. Parker, the Board approved the amended proposed changes to Policy 8120 – INTERNAL BOARD PROCEDURES: Purpose and Role of the Board.

Proposed Changes to Policy 8150

On a motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the proposed deletion of Policy 8150 – INTERNAL BOARD PROCEDURES: Functional Responsibilities, as presented in Exhibit G.

REPORTS

The Board received the following reports:

A. **Report on Proposed Changes to Policy 3150 – FISCAL SERVICES: Board Insurance** – Mr. Don Dent, Executive Director of Planning and Support Operations, stated that the changes reflect transferring the insurance information to a Superintendent’s Rule. The Superintendent’s Rule will be adjusted to reflect additional insurance coverage. This is the first reading of this policy.
REPORTS (cont)

B. Report on Proposed Changes to Policy 3220 – NON-INSTRUCTIONAL SERVICES: Inventories – Ms. Barbara Burnopp, Chief Financial Officer, stated that the proposed language change has been removed from the policy and placed in the rule to align with current procedures and to encourage best practices. This is the first reading of this policy.

Mr. Hayden asked if other LEA policies have been reviewed. Ms. Burnopp responded that in some of the smaller LEAs’ policies are more detailed. Mr. Hayden suggested giving some attention to the policies given the upcoming legislative audit. Ms. Burnopp stated that this policy would be consistent with policies that the legislative auditors have reviewed at other LEAs.

C. Report on Proposed Changes to Policy 5140 – STUDENTS: Enrollment and Attendance – Mr. Dale Rauenzahn, Executive Director of Student Support Services, stated that the proposed changes will enhance the ability of the school system to address fraudulent enrollment by resident students as well as place greater responsibility and accountability for acceptable attendance, promptness, behavior, and academic performance on parents and students receiving special transfers. This is the first reading of this policy.

D. Report on Proposed 2008-2009 School Calendar – Ms. Kara Calder, Chief Communications Officer, stated the school calendar objective is for advancing student achievement and aligning activities to support teaching and learning. This is the first reading of the proposed calendar.

E. Report on Proposed Special Education Staffing Plan for 2007-2008 – Ms. Judy Glass, Director of Special Education, and Ms. Marcella Franczkowski, Coordinator of Placement, Birth-to-Five, provided an overview of the proposed plan. Ms. Glass noted the approved staffing plan is due to the Maryland State Department of Education on or before July 1, 2007. The review process included two – three community input sessions and a public comment session. Ms. Franczkowski reviewed the following program and staffing recommendations that were made to the plan:

- Expand inclusive opportunities for three year old population
- Expand early intervention services
- Increase number of home school behavior and learning support services at the middle and high school level
- Increase number of communication and learning support services for students with autism
- Request additional staffing for Infants and Toddlers services
- Request conversion of 10-month Infants and Toddlers and Child Find positions to 12-month positions
- Request increase in salary for personal assistants.

This is the first reading of the special education staffing plan for 2007-2008.
Mr. Hayden asked whether additional resources are anticipated as the school system identifies the large number of autistic students. Ms. Glass responded that the number of autistic students is growing in Baltimore County where other disabilities are showing a decline. She stated that with early intervention students have a better chance. Mr. Hayden asked if the curriculum audit findings were considered during the development of this plan. Ms. Glass responded that the plan was developed prior to the audit.

Dr. Hayman asked whether recommendations from the special education audit had been incorporated into the staffing plan, with Ms. Glass responding affirmatively. Dr. Hayman asked how the plan is evaluated. Ms. Glass responded that the plan is evaluated throughout the year through staff development, community input, feedback from parents and staff, and tying that information into the budget process and making the appropriate changes.

Mr. Janssen asked if the school system continuously identifies students throughout the year and, if so, how staff adjustments are made. According to Ms. Glass, principals may request additional staff from their area assistant superintendents. Mr. Janssen inquired about the 9% increase in the budget. Ms. Glass stated that the nine percent increase is unrelated to the special education population and noted that the program decreased by 95 students last year.

Ms. Harris asked if any of the curriculum management audit recommendations were in these plans, and Mr. Sines responded in the negative.

Ms. O’Hare requested a total cost estimate for addressing “maintenance issues” identified by the PDK report. Mr. Sines asked the Board to allow the Department of Physical Facilities to respond in a more cohesive way in the future.

Board members Hayden and Shillman discussed the need to address the maintenance issues from the curriculum audit as quickly as possible.
REPORTS (cont)

Board members Johnson, O’Hare, and Shillman discussed the possibility of a bond issue becoming an option for the school system. Mr. Arnold commented that the county government would need to make the recommendation and place it on the referendum for a public vote.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits N, O, P, Q, R, S, T, U, and V (Copies of the exhibits are attached to the formal minutes.). Dr. Hayman abstained from voting.

BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-19 (Exhibit W). Ms. Shillman separated items 1, 2, and 9 for further discussion.

The Board approved item 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19.

3. 3-327-03 Contract Modification: Plumbing Services
4. JNI-786-07 Contract Modification: Science Materials
5. MBU-515-07 Automatic Offset Perfector
6. JNI-783-07 Curriculum Training Systems
7. JNI-788-07 Engineering and Technology Curricula Program
8. JNI-777-07 Financing – School Buses and Trucks
10. JMI-601-07 Software: Library Management System
11. MBU-593-06 Contract Modification: Design Services for Systemic Renovation – Sparrows Point Middle School
12. MWE-843-07 Construction Package Site Work (2A) – Vincent Farm Elementary School
13. MBU-533-07 Renovations – Deep Creek Middle School
14. JNI-775-07 Window, Blind, and Door Replacement – Prettyboy Elementary School
15. JMI-624-07 Window, Blind, and Door Replacement – Reisterstown Elementary School
16. PCR-261-07 Systemic and Programmatic Renovation – Sudbrook Magnet Middle School
17. MBU-551-07 Construction Contract – Upgrades to Kitchen Equipment at Various Schools
18. MWE-871-07 Utility Service – Woodlawn Middle School
BUILDING AND CONTRACT AWARDS (cont)

19. MWE-870-07 Request for Easement – Utility Easement Vincent Farm Elementary School Site

Item 1 and 2

Ms. Shillman expressed concern over the large modification amount. Mr. Gay stated that if the funds would become available through outsourcing the school system can react responsively.

On a motion of Ms. Murphy, seconded by Ms. O’Hare, the Board approved item 1.

2. MBU-518-07 Contract Modification: Inspection, Maintenance and Repair of Bleachers

Item 9

Ms. Shillman asked if graphing technology was available in mathematic classrooms. Ms. Patricia Baltzley, Director of Mathematics, responded that this contract will allow teachers the opportunity to learn the ins-and-outs of graphing technology. Ms. Baltzley also stated that teachers can earn graduate credits through this program.

On a motion of Mr. Pallozzi, seconded by Mr. Parker, the Board approved item 9.

9. JNI-787-07 Graphing Technology Workshop

RESOLUTION FOR CARVER CENTER FOR THE ARTS & TECHNOLOGY

Mr. Hayden recommended that the resolution be amended to read “direct that the school shall be known hereafter by its formal and official name…”

Ms. Harris asked about the fiscal impact. Ms. Barbara Burnopp, Chief Financial Officer, responded that the cost would be spread among a various offices.

On motion of Dr. Hayman, seconded by Mr. Parker, the Board adopted a resolution recognizing and acknowledging Carver Center for Arts & Technology by its formal and official name: George Washington Carver Center for Arts & Technology.
FY 2007 BUDGET APPROPRIATION SUPPLEMENT

On motion of Mr. Hayden, seconded by Mr. Pallozzi, the Board approved the FY 2007 Budget Appropriation Supplement in the amount of $5,321,549 (Exhibit Y). These funds are available from payment of claims related to the Retiree Drug Subsidy provisions of Medicare Part D and will be transferred to the county trust funds for post-employment medical benefit costs.

2007-2008 SCHOOL CALENDAR

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the revisions to the 2007-2008 school calendar (Exhibit Z). The calendar was revised to accommodate Maryland’s Primary Election Day, which changed from March 4, 2008 to February 12, 2008.

INFORMATION

The Board received the following as information:

A. Revised Superintendent’s Rule 3260 – NON-INSTRUCTIONAL SERVICES: On-Call Consultant

B. Revised Superintendent’s Rule 7250 – NEW CONSTRUCTION: School Building Design

C. Northwest Area Education Advisory Council Meeting Minutes of April 17, 2007

D. MSDE Biannual Financial Status Report for Period Ending March 31, 2007


F. IAQ Tools for Schools

ANNOUNCEMENTS

Mr. Arnold made the following announcements:

- The Board of Education of Baltimore County will meet to conduct a work session on Tuesday, May 15, 2007, beginning at 7:00 p.m., at Greenwood. The meeting is open to the public.

- The Southwest Area Education Advisory Council will host its capital pre-budget meeting on Wednesday, May 16, 2007, at Catonsville Elementary School beginning at 7:00 p.m.

- The Northeast Area Education Advisory Council will host its capital pre-budget meeting on Wednesday, May 16, 2007, at Harford Hills Elementary School beginning at 7:00 p.m.
ANNOUNCEMENTS (cont)

- The Southeast Area Education Advisory Council will host its capital pre-budget meeting on Thursday, May 17, 2007, at Patapsco High School beginning at 7:00 p.m.

- There will be a joint Area Educational Advisory Council meeting on Thursday, May 17, 2007, at 7:00 p.m. on the Greenwood campus in the ESS Building.

- The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Tuesday, May 22, 2007, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions. The Board of Education will host the Community College of Baltimore County’s Board of Directors for dinner on Tuesday, May 22, 2007, from 6:00 p.m. – 7:30 p.m.

- The Baltimore County Board of Education will hold a public hearing to seek input about BCPS’ FY2009 Capital Budget needs on Wednesday, May 23, 2007, at 7:00 p.m. on the Greenwood campus in the ESS Building. Sign-up for the public to comment will begin at 6:00 p.m.

  Mr. Arnold 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. Arnold 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.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8130

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

PUBLIC COMMENT ON PROPOSED RE-ADOPTION OF POLICY 8131

No one from the public signed up to speak on this policy.
PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8210

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

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8222

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

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8230

Dr. Bash Pharoan asked the Board to consider having a “czar” diversity person who would be accountable to the Board to look at data on diversity.

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 8240

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

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 8250

Dr. Bash Pharoan stated that the policy needs to encourage spirited debates among Board members and that those debates need to be informative.

PUBLIC COMMENT ON PROPOSED RE-ADOPTION OF POLICY 8260

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

PUBLIC COMMENT ON PROPOSED RE-ADOPTION OF POLICY 8270

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

PUBLIC COMMENT ON PROPOSED RE-ADOPTION OF POLICY 8280

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

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 8290

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

Ms. Kuval Rehmar requested that the Board add the two Muslim holidays to the school calendar.

Dr. Bash Pharoan asked that the Muslim holidays be treated equal to other holidays. He proposed making two professional development days available to that any students or teacher could take those days for religious reasons.

Ms. Hadear Adbou asked the Board to add the two Muslim holidays to the school calendar.

Mr. Mohammad Jameel requested that the Board consider adding one Muslim holiday to the school calendar. He also suggested placing teacher conference day on the Eid-al-Fitr holiday.

ADJOURNMENT

At 9:33 p.m., Mr. Pallozzi moved to adjourn the open session. The motion was seconded by Mr. Parker and approved by the Board.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer
Board President, Mr. Donald L. Arnold called the hearing to order at 7:00 p.m. In addition to Mr. Arnold, the following Board members were present: Ms. Frances A.S. Harris, Mr. John A. Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona C. Johnson, Ms. JoAnn C. Murphy, Ms. Mary-Margaret O’Hare, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, J. Robert Haines, Esq., Deputy Superintendent, staff members, as well as media were present.

The following speakers addressed the Board:

1. **Ms. Pamela Cline, Librarian, Dundalk High School** – Requested that the Board consider a feasibility study for Dundalk High School in 2007-2008 followed by inclusion of funding for major renovations in 2008-2009 school year. Most of the windows leak when it rains. The water damage to blinds, floors, cabinetry, and books. She also stated that Dundalk High School has no elevator or interior ramps.

2. **Mr. Robert Berkshire, Parent** – Requested a feasibility study for Dundalk High School in 2007-2008 and renovations in the 2008-2009 capital budget. He stated that most of the windows leak, the roof leaks, there is peeling paint, exposed wires, and infestation of rodents. Mr. Berkshire asked that Dundalk High School be placed on a fast track for major improvements.

3. **Mr. Sunil Nair, PTA Vice President, Harford Hills Elementary School** – Requested funding for the parking lot and driveway at Harford Hills Elementary School. He stated that buses drive in the outbound lane when parents’ cars are waiting to drop off or pick up children at the main entrance. Mr. Nair also stated that the school needs two separate entrances—one for cars and one for buses. Separate access would alleviate the bottle necks and hazardous conditions that block traffic on Old Harford Road.

4. **Mr. Kent Smith, Secretary, Northeast Area Education Advisory Council** – Reported on the council’s capital pre-budget meeting held on May 16, 2007. Four items are being requested: Harford Hills Elementary School needs separate entrances because having one entrance proves confusing and dangerous; Chapel Hill Elementary School and Overlea High School need window replacements; Joppa View Elementary School is requesting an enclosed walkway from the driveway to the entrance of the school; and a new high school is needed in the northeast area. Mr. Smith asked the Board to push the county government to find and purchase land for this new high school.
5. **Mr. Jim Fragetta, Parent** – Expressed concerns over the physical plant of Rodgers Forge Elementary School. The school is significantly overcrowded.

6. **Ms. Landi Callahan, Parent, Rodgers Forge Elementary School** – Echoed the same comments and concerns as the previous speaker. Even before all-day kindergarten begins in FY08, the school is already overcrowded and parking is limited with all day kindergarten things will get even worse. Ms. Callahan stated that the central area needs at least one more elementary school as soon as possible or several additions built to create permanent solutions. She asked the Board to set aside the appropriate capital funding beginning in 2009 to solve the overcrowding issue at Rodgers Forge Elementary School.

The hearing was concluded at 7:21 p.m.

Respectfully submitted,

_________________

Joe A. Hairston  
Secretary-Treasurer

bls
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: BOARD OF EDUCATION POLICY 3150 – NON-INSTRUCTIONAL SERVICES: FISCAL SERVICES – BOARD INSURANCE

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Don Dent, Executive Director, Dept. of Planning and Support Operations Michele Prumo, Manager, Office of Risk Management

RECOMMENDATION

That the Board of Education approves Policy 3150 – Non-Instructional Services: Fiscal Services – Board Insurance. This is the third reading.

Attachment I - Policy Analysis
Attachment II – Policy 3150
Statement of Issues Addressed by the Proposed Policy

Policy 3150 has not been revised since 1980. Revision was done to reflect current practice and the insurance information in the current policy was transferred to a Superintendent’s Rule. The Superintendent’s Rule was adjusted to reflect additional insurance coverage and insurance coverage that was obsolete was deleted.

Cost Analysis and Fiscal Impact on School System

There is no new fiscal impact on the system above what the system is now expending for liability and other insurances.

Relationship to Other Board of Education Policies

Related Policies are: Policies 7440.

Legal Requirement

Annotated Code of Maryland, Education Article, Section 6-109

Similar policies adopted by Other School Systems

All school systems have either policies or administrative procedures addressing insurance issues.

Draft of Proposed Policy and Rule (see attached)

Other Alternative Considered by Staff

No other alternatives were considered.
NON-INSTRUCTIONAL SERVICES: [Fiscal Services] RISK MANAGEMENT

Board Insurance

The Board of Education of Baltimore County shall provide adequate insurance coverage to protect the interests of the Board of Education of Baltimore County, its members and employees.

1. Property Damage

   The Board of Education shall procure and maintain fire and extended coverage insurance on all property owned, or in the care, custody, or under the control of the Board of Education in order to properly conserve the assets of the Board of Education. The principle of deductible insurance is approved and should be considered to the extent practical. Coverage shall be arranged on a replacement cost basis and in sufficient amounts.

   On all new buildings and additions engineered by outside architects, the Board of Education shall require the contractor to secure and maintain, during construction and until acceptance, builders risk insurance to protect the interest of both the contractor and the Board of Education. Such insurance shall protect against perils of fire, extended coverage, vandalism and malicious damage, and any deductible shall be borne by the contractor.

2. Boiler and Machinery

   The Board of Education shall procure and maintain boiler and machinery type insurance to provide inspection service and insurance coverage against damage to or resulting from explosion of boilers and other pressure vessels, and mechanical or electrical breakdown of other important machinery and electrical apparatuses and bodily injury to the public resulting from such occurrences. The principle of deductible insurance is approved and should be considered to the extent practical. The limit of liability insured shall be sufficient to protect the Board of Education from undue financial loss in the event of a catastrophic loss.

3. General Liability

   The Board of Education shall procure and maintain general liability type insurance to protect the Board of Education from financial loss due to claims for damages resulting from alleged negligence by the Board of Education and any of
its employees, arising out of operations of the Board of Education, other than by use of automobiles.

Such policy shall cover the Board of Education of Baltimore County and the individual members of the Board of Education of Baltimore County while acting within the scope of their duties as such.

As respects claims against any named insured, under this policy, other named insured’s or the employees of other named insured’s shall be deemed to be members of the public.

The "persons insured" provision includes any employee, volunteer or student teacher while acting within the scope of his/her duties as such, but the insurance afforded such person does not apply:

a. To bodily injury to another employee of the named insured arising out of or in the course of his/her employment.

b. To property damage to property owned, occupied or used by, rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by (1) another employee, volunteer or student teacher of the named insured or (2) the named insured.

All such insurance shall be in limits deemed prudent and reasonable in the judgment of the Board of Education to protect the assets of the Board of Education of Baltimore County from undue financial loss in the event of a catastrophic loss.

4. Automobile Liability and Medical Payments

The Board of Education shall procure and maintain automobile liability type insurance to protect the Board of Education from financial loss resulting from claims for damages resulting from alleged negligence by the Board of Education or any of its employees and arising out of ownership, maintenance or use of all automobiles, including owned, hired, non-owned and contract-operated vehicles.

Such policies shall include as named insured the following:

a. Board of Education of Baltimore County

b. Any other person while using an owned automobile or a hired automobile with the permission of the named insured, provided the actual operation or (if not operating) the other actual use thereof is within the scope of such
permission, but with respect to bodily injury or property damage arising out of the loading or unloading thereof, such other person shall be an insured only if:

1. As a lessee or borrower of the automobile, or
2. An employee of the named insured or of such lessor or borrower.

c. Any other person or organization but only with respect to liability because of act or omission of the named insured or the insured under "b" above.

The policy coverage is extended to cover as insured’s, any individual who is a member of the governing board, an officer or an employee including student teachers, of the named insured, acting within the scope of their duties as such while using an automobile owned by such individuals, provided:

a. Such automobile is being used on the business of the named insured’s.

b. Such use is either by such owner or by any other person whose actual operations or use is with such owner's permission.

Such policies shall also be extended to include coverage for all automobile dealers who lend vehicles to the named insured’s for use in the driver education program, and coverage in connection with automobile repairing and test driving of non-owned automobiles in connection with the mechanics training course.

Medical payments coverage applicable to injuries to members of the public (not employees) shall be included.

5. Contract Bus Operators Automobile Liability and Medical Payments

The Board of Education shall procure and maintain automobile liability and medical payments type insurance to protect the Board of Education in the same manner as for owned automobiles; and to also protect all contract bus operators who choose to be included under such policy. Those operators who do not choose to be covered under such policy shall be required to provide the Board of Education with certificates of insurance coverage at least equal to that of the Board of Education's own coverage.

The Board of Education will provide bus insurance for contract bus operators. The coverage shall include bodily injury liability, property damage, and personal injury protection. This insurance will be in effect while said buses are:
a. On official Board of Education of Baltimore County business transporting pupils to and from school, or school-sponsored trips, including the operation of buses to and from the regular storage or garage location.

b. Operated for maintenance or testing purposes.

c. Stored or parked at the regular storage or garage location.

d. Transporting Board of Education employees when on school-sponsored activities.

e. Used for training drivers.

Other use of these buses is not covered by this insurance nor does it include comprehensive or collision coverage.

6. Automobile Physical Damage

The Board of Education shall procure and maintain automobile physical damage insurance on all owned vehicles; and non-owned driver education vehicles as required by the dealers.

Such coverage on Board of Education owned vehicles shall be against the perils of fire, lightning, windstorm, theft and those perils known as "combined additional perils." No collision coverage shall be carried on Board of Education owned vehicles; however, collision coverage shall be carried on non-owner vehicles on loan from dealers used in the driver training program.

7. Money and Securities

The Board of Education shall procure and maintain insurance, in reasonable amounts, based on the exposure to losses at various locations, to protect against the loss of money, securities and checks by actual destruction, disappearance or wrongful abstraction from within all premises and also while off any premises.

8. Employee Surety Bonds

a. Superintendent

In compliance with the Public School Laws of Maryland, the Superintendent of Schools shall be bonded to the extent of $50,000 to the State of Maryland. The bond shall be filed in the Office of the Clerk of the Circuit Court for Baltimore County.
b. Employees

In addition, the Board of Education shall procure and maintain a fidelity type insurance in a reasonable amount to protect the Board of Education against possible losses caused by any fraudulent or dishonest act or acts of any of its employees, acting alone or in collusion with others.

Also see policy, "Surety Bonds," Series 7000, New Construction.

Legal Reference: Annotated Code of Maryland, Education Article #6-110 Bond.]

Legal Reference: Annotated Code of Maryland:
Education Article, Section 4-105 Comprehensive Liability Insurance

Education Article, Section 4-106 Immunity of County Board Employer

Education Article, Section 6-108 Immunity of School Employees from Civil Liability for Certain Actions

CAPS = indicates proposed addition
Brackets [   ] = indicates proposed deletion

Policy Board of Education of Baltimore County
Adopted: 9/18/68
Revised: 6/19/80
REVISED:
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CHANGES TO BOARD POLICY 3220 – NON-INSTRUCTIONAL SERVICES: PURCHASING SERVICES – INVENTORIES

ORIGINATOR: J. Robert Haines, Deputy Superintendent

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

RECOMMENDATION

That the Board of Education approve revisions to Policy 3220 – NON-INSTRUCTIONAL SERVICES: Purchasing Services – Inventories. This is the third reading.

* * * * *

- Attachment I – Policy Analysis 3220
- Attachment II – Policy 3220
Statement of Issues Addressed By the Proposed Policy

Policy 3220 was last updated in 2000 and includes inventory practices that are no longer in place. Language has been moved from the policy to the rule to align with current procedures and to encourage best practices.

Cost Analysis and Fiscal Impact on School System

None

Relationship to Other Board of Education Policies

Policies and Rules 2211 and 6161 address school administrative responsibilities. Policy 3640 addresses sale and disposal of books and equipment.

Legal Requirement

None

Similar Policies Adopted by Other School Systems

All school system policies reviewed have procedures on fixed assets. The level of detail provided at the policy level varies among school systems.

Draft of Proposed Policy and Rule (see attached)

Other Alternatives Considered by Staff

Staff considered, but did not recommend, the establishment of an inventory process for textbooks.
NON-INSTRUCTIONAL SERVICES: Purchasing Services

Inventories

THE BOARD OF EDUCATION REQUIRES FISCAL RESPONSIBILITY AND ACCOUNTABILITY THROUGH THE ESTABLISHMENT OF INVENTORIES OF FIXED ASSETS, SUPPLIES AND PARTS, EQUIPMENT, LIBRARY COLLECTIONS, MATERIALS, AND VEHICLES.

1. Fixed Assets

An inventory of all fixed assets shall be maintained with copies on file in the Accounting office. The fixed assets inventory shall serve both the functions of control and conservation.

2. Supplies – Warehouse

An inventory of supplies which are warehoused shall be maintained for the instructional, cafeteria, and maintenance and operation departments. A physical inventory shall be taken annually.

3. Instructional Equipment

An inventory of instructional equipment for each school (i.e., globes, maps, stands, small shop tools, etc.) shall be maintained by the principal with copies in the purchasing or instructional offices.

The inventory system shall be under the supervision of the Division of Fiscal Services.

Policy

Adopted: 9/18/68
Revised: 7/11/00
REVISED:

ALL CAPS indicate new material
[ ] brackets indicate deleted material
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 5140, STUDENTS: ENROLLMENT AND ATTENDANCE

ORIGINATOR: Sonia Diaz, Chief Academic Officer

RESOURCE PERSON(S): Hays B. Lantz, Assistant Superintendent, STEM
Dale Rauenzahn, Executive Director, Student Support Services
Ronald Boone, Residency Liaison

RECOMMENDATION

That the Board of Education review and approve the recommended revision to Policy 5140, STUDENTS: Enrollment and Attendance. This is the third reading.

*****

Attachment I: Policy Analysis
Attachment II: Policy 5140
Statement of Issues Addressed By the Revised Policy

1. Principals and school staff have expressed concerns regarding the impact of special transfer students who do not adjust to the new school, and/or when the distance they must travel to reach the school results in chronic absence and tardiness, poor academic performance as a result of tardiness and absence, adjustment problems for the child, use of resource issues for the school, and challenges to meet annual yearly progress as well as service goals on 504 Plans and IEPs.

2. Once approved, students may now remain in the requested school until the end of that level of education regardless of fraudulence, attendance, tardiness, academic performance, impact on school resources and annual yearly progress, behavior, or changes in the reason for which the transfer was originally requested.

The Policy 5140 was last revised on 4/11/00.

Proposed revisions will:

1. Enhance the ability of the school system to address fraudulent enrollment by resident students.

2. Place greater responsibility and accountability for acceptable attendance, promptness, behavior, and academic performance on parents and students receiving special transfers. This allows principals to respond to special permission students whose residence is a long distance from the school that results in chronic absence and tardiness, poor academic performance as a result of tardiness and absences, adjustment problems for the child, strain on human and time resources at the school, and negative impact on individual schools’ and on school system’s annual yearly progress. The new language also addresses accountability for special permission students who chronically disrupt the learning of students whose home school the student is attending under special permission.

Cost Analysis and Fiscal Impact on School System

The printing of new copies of the policy is the only new fiscal impact on the system resulting from the proposed revisions.

Relationship to Other Board Policies

Related Board of Education policies and Superintendent’s rules as designated in the policy and rule are:

Policy and Rule 5150 STUDENTS: Enrollment and Attendance
Policy and Rule 6130, Instruction: Magnet Schools and Programs
Policy 8339, Appeal Before Hearing Examiner
Policy 8340, Appeal Before the Board of Education
Legal Requirement
The legal references included in this policy and rule includes:

42 U.S.C. §11431, et seq. (McKinney-Vento Homeless Education Assistance Improvement Act)

Annotated Code of Maryland, Education Article, §7-101
Annotated Code of Maryland, Education Article, §4-122
Annotated Code of Maryland, Education Article, §5-201

Similar Policies Adopted by Other School Systems
Similar policies exist in Harford, Howard, Howard, Montgomery, and Anne Arundel counties.

Draft of Proposed Policy (see attached)

Other Alternatives Considered by Staff
No alternatives to the proposed policy and rule were considered.
STUDENTS: Enrollment and Attendance

School Attendance Areas

The Board of Education will establish geographical attendance areas for each school and keep records thereof in accordance with the Public School Laws of Maryland.

In order to use efficiently the facilities available, it is necessary to control the student population by careful school districting. For this reason, school boundaries shall be described in detail and approved by the Board of Education. Whenever a new school is built, or a school is closed, appropriate attendance areas shall be outlined in order to relieve the surrounding schools of being overcrowded, while at the same time making provision for safe, efficient, adequate, and economical school transportation service.

The Board of Education recognizes that circumstances may arise which will cause parents or guardians to request permission for a student to attend a school other than the school within the attendance area in which the student resides. The Superintendent of Schools has delegated the responsibility of determining if the transfer should be granted to the principal of the requested school. The requested school principal has the responsibility and the authority to make the decisions and implement the transfer.

Decisions to review special permission transfers will be based upon the circumstances involved and the information and recommendations received from various sources. A SPECIAL TRANSFER REPRESENTS AN OPPORTUNITY FOR A STUDENT TO BENEFIT FROM ATTENDANCE AT A SCHOOL OTHER THAN THE ONE ZONED FOR HIS/HER DOMICILE. SPECIAL TRANSFERS ARE INTENDED TO PROVIDE FOR THOSE STUDENTS WHO CAN BENEFIT FROM A CHANGE OF SCHOOLS, BUT WITHOUT DISRUPTING THE EDUCATIONAL OPPORTUNITIES OF STUDENTS AT THE NEWLY ASSIGNED SCHOOL. THE SPECIAL TRANSFER OF A STUDENT MAY BE REVIEWED AND/OR REVOKED.

Legal Reference: Annotated Code of Maryland, Education Article Section 4-109 Establishment of public schools

Also See: Boundary Change Practices
Policy 3410, NON-INSTRUCTION SERVICES:
Transportation Services
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED 2007-08 SPECIAL EDUCATION STAFFING PLAN

ORIGINATOR: Sonia Diaz, Chief Academic Officer

RESOURCE PERSON(S): Kathleen McMahon, Assistant Superintendent, Humanities
Judith Glass, Director, Special Education
Marcella Franczkowski, Coordinator of Placement, Birth-Five, Special Education

RECOMMENDATION

That the Board of Education will approve the proposed Baltimore County Public Schools Special Education Staffing Plan for 2007-08. This is the third reading.

Attached, for review by the Board, is the proposed Baltimore County Public Schools Special Education Staffing Plan for 2007-08 that must be submitted to MSDE annually. COMAR 13A.05.02.14 requires local education agencies to submit a staffing plan consistent with the Maryland State Department of Education’s procedures. Required components of the plan include: evidence of maintenance of effort, evidence of public input, staffing patterns of service providers, number and type of providers needed, and a description of how the Staffing Plan assures available resources so that students are provided a free, appropriate, public education in the least restrictive environment. The plan must be approved by the Board of Education and submitted to MSDE by July 1, 2007.
Special Education Staffing Plan
2007-2008

I. Assurance

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

- evidence of maintenance of effort within the meaning of 34 CFR 300.231 and COMAR 13A.02.05;
- evidence of public input;
- staffing patterns of service providers of special education and related services, including paraprofessionals;
- the number and type of service providers needed to provide a FAPE to each student with a disability in the LRE;
- how the staffing plan will be used to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE to each student with a disability in the LRE;
- the number of special education teachers and paraprofessionals assigned to schools and 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 multi-cultural society.

Within Baltimore County Public Schools, the Office of Special Education supports this vision by promoting collaborative education. This means that the community of families, educators, and support personnel will join together to ensure that young children and students (birth-to-21 years of age) with disabilities achieve in the least restrictive environment to the maximum extent appropriate.
Mission: The mission of the Office of Special Education for Baltimore County Public Schools is to support the schools in providing a quality education for all eligible students based on the IEP in accordance with state and federal mandates. This support will facilitate the development of content knowledge, skills, and attitudes within the schools to enable young children and students (birth-to-21 years of age) with disabilities to reach their maximum potential as responsible, productive citizens and lifelong learners.

Goals:

- To provide a continuum of services in the LRE for students with disabilities birth-to-21 years of age.
- To support student achievement and Adequate Yearly Progress (AYP) for students with disabilities from birth-to-21 years of age through collaboration among families, curricular offices, schools, and community partnerships.
- To empower schools and administrators/service providers to ensure compliance with federal and state mandates as they provide early intervention and special education services to students with disabilities birth-to-21 years of age.

Philosophy and Guiding Principles

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

- provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and Honor students;
- develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies;
- educate all students with disabilities in accordance with the objectives defined in the students’ IEPs so that they learn the body of knowledge presented in the general education environment to the maximum extent possible;
- provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.

III. Maintenance of Effort

The proposed Board of Education budget for FY08 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY07. The federal passthrough grant for FY08 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds. The Board of Education proposed budget for FY08 provides for an increase in local staffing for special education.
IV. Staffing Patterns for Special Education and Related Services

**Determination and Monitoring of Special Education Staffing and Programs/Services**

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

- appropriate supports and related services to meet students’ needs in order to be successful in the least restrictive environment;
- services and supports required by the students’ IEPs;
- federal and state laws, regulations, and policies governing special education;
- parental participation.

Special education staff reviewed the October 27, 2006 census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE.

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

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

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

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

Staffing concerns may be raised by a variety of stakeholders. When parents have concerns, it is recommended that they meet with the principal of the school. When administrators have staffing concerns, a principal may choose to consult with the Office of Special Education for assistance with the utilization of staff in order to implement a student’s IEP. All requests for additional staffing are routed through the Area Assistant Superintendents of Schools to the Department of Human Resources for ultimate approval by the Deputy Superintendent. Upon request, the Office of Special Education provides technical support. Additionally, the Office of Special Education 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 Office of Special Education conduct school visits through the program review and support process (PRASP). During the course of the school year, the supervisor of PRASP and compliance resource teacher, in collaboration with the area specialists and resource teachers, conduct staff development to ensure school staff is in compliance with IDEA, COMAR and BCPS procedures. Formal reports of findings are shared with Area Assistant Superintendents of Schools, school-based administrators, and the Office of Special Education leadership staff. Each formal review may include up to three visits. During program reviews, staff observe the implementation of IEPs, review student records, and interview service providers about accommodations noted on the IEP. School administrators receive feedback in the form of commendations and recommendations for improvement. A Compliance Action Plan is generated, if necessary. Consistent with recommendations for improvement, technical assistance and staff development are offered to school staff. Follow-up visits are scheduled at six-month intervals to assure that recommendations are implemented.
Process for Monitoring Caseloads - Resolving Vacancies

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

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

Data Communication Timeline

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

- **July**
  By July 1, all schools have their current verification listing available to 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 of IEPs current and past due totals by school are available in Tienet.

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

- **January**
  All schools have their current verification listing available to them in Tienet. Area reports of IEPs current and past due totals by school 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.
V. Number and Type of Service Providers

Special Education Services

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

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students’ IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY08.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Suggested Staffing Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and Toddlers (I &amp; T)</td>
<td>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Office of Social Services is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Many children receive multiple services including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</td>
<td>* Infants and toddlers services are provided in “natural environments,” which may include the home, childcare setting, or other community setting such as a library</td>
</tr>
<tr>
<td>Child Find Services</td>
<td>Child Find services maintain a system for locating, assessing, and identifying children from age three 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 Child Find Assessment Centers.</td>
<td>Each center includes the following: 1 FTE Team Leader, 1 FTE SLP, .8 FTE Psychologist, .6 FTE Nurse, .3 FTE OT, and .3 FTE PT. An audiologist is utilized by the Child Find Center when needed.</td>
</tr>
<tr>
<td>Service Delivery Model</td>
<td>Description</td>
<td>Suggested Staffing Guidelines</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Inclusive Education (IE) (Preschool – Grade 12)</strong></td>
<td>Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include: instruction in home settings or in parentally-placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small group pullout resource support; co-teaching; and consultation with general education teachers.</td>
<td>* Community based supports are provided in “natural environments,” such as the home or a childcare setting for students ages 3 and 4 * Inclusion in general education classes for part of or all of the school day * Educational services may occur in the general education classroom or students may receive pullout services</td>
</tr>
<tr>
<td><strong>Early Childhood Learning Support (ECLS) (Age 3 - Age 5)</strong></td>
<td>Students with IEPs in need of early childhood learning support services are those students who demonstrate significant delays that impact their ability to learn in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include: 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.</td>
<td>* Self-contained classes</td>
</tr>
<tr>
<td><strong>Adapted Learning Support (ALS) (Grades 1 - 12)</strong></td>
<td>Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Services offered may include: adaptations and modifications to the complexity and amount of the general education curriculum, specialized instructional strategies and materials, adjustments in pacing, reduction in output, and alternative methods for demonstrating skill acquisition.</td>
<td>* Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student</td>
</tr>
<tr>
<td><strong>Behavior and Learning Support (BLS) (Grades 1 - 12)</strong></td>
<td>Students with IEPs 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 usually have normal intelligence but may not be achieving academically due emotional and behavioral difficulties. Services offered may include: a structured learning environment, behavior management system, implementation of behavior intervention plans, social skills instruction, counseling, conflict resolution, and availability of crisis intervention.</td>
<td>* Self-contained classes and inclusion in general education classes for part of the school day * Public, separate day school</td>
</tr>
<tr>
<td>Description</td>
<td>Service Delivery Model</td>
<td>Suggested Staffing Guidelines</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>Communication and Learning Support (CLS) (Age 3 – Age 21)</td>
<td>Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs resulting from being diagnosed with Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include: a highly structured learning environment, use of visually based strategies, emphasis on the development of language and social skills, use of sensory processing techniques, and the development of individualized behavioral strategies.</td>
<td>• Self-contained classes</td>
</tr>
<tr>
<td>Functional Academic Learning Support (FALS) (Age 3 – Age 21)</td>
<td>Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include: instruction in a functional life skills curriculum, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.</td>
<td>• Self-contained classes&lt;br&gt;• Public, separate day school&lt;br&gt;• College campuses</td>
</tr>
<tr>
<td>Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)</td>
<td>Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include: communication development, speech and language therapy, aural rehabilitation, instructional support, use of auditory listening devices (ALD), and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may have other disabilities that require additional services.</td>
<td>• Inclusion in general education for part or all of the day&lt;br&gt;• Itinerant services, resource services&lt;br&gt;• Self-contained classes</td>
</tr>
</tbody>
</table>

**Related Services and Support Staff**

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

Related service staffing allocation recommendations are made collaboratively through the Office of Special Education, Office of Student Support Services, and the Department of Human Resources. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county. All recommendations are reviewed by Executive Leadership with final approval at the Superintendent’s staff level.
The following workload/caseload factors are considered when determining appropriate allocation of related services and additional support staff:

- the intensity of service and classroom modifications required by individual 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 non-public enrollment for speech language services;
- the participation in grade level/interdisciplinary/departmental teams, Student Support Team (SST), Instructional Support Team (IST), and Individualized Educational Program Team (IEP team), and Infants and Toddlers transition teams;
- the amount of time a provider is involved with consultation with school staff;
- the assessment needs of the school student population, including report writing and developing collaborative IEPs;
- the number of schools that are serviced by an individual therapist or itinerant teacher; travel time;
- the ongoing maintenance of equipment;
- the amount of time a student is involved in BCPS sponsored after-school activities (for interpreters);
- the number of parents/guardians who are Deaf/Hard of Hearing and request an interpreter for equal access under ADA.
<table>
<thead>
<tr>
<th>Description</th>
<th># of Service Providers Proposed for FY08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adapted Physical Education (APE)</strong></td>
<td>3.6 FTE</td>
</tr>
<tr>
<td>Adapted Physical Education is a comprehensive program for students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. The APE consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs. The APE consultation team serves all schools on an as needed basis and spends additional time providing professional development to teachers and educational workshops to parents.</td>
<td></td>
</tr>
<tr>
<td><strong>Assistive Technology (AT)</strong></td>
<td>4.6 FTE</td>
</tr>
<tr>
<td>Assistive technology are services available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The Assistive Technology Program is a countywide interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The Assistive Technology staff complete the evaluation of specific technology needs and provide training to students, staff, and parents.</td>
<td></td>
</tr>
<tr>
<td><strong>Audiology (Aud)</strong></td>
<td>4.0 FTE</td>
</tr>
<tr>
<td>Audiology services in BCPS are provided in the clinical and educational setting and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Interpreting Services (Int)</strong></td>
<td>13.5 FTE</td>
</tr>
<tr>
<td>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 extra-curricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.</td>
<td></td>
</tr>
</tbody>
</table>
### Description # of Service Providers Proposed for FY08

<table>
<thead>
<tr>
<th>Description</th>
<th># of Service Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Coach Services (JC)</strong></td>
<td>2.0 FTE</td>
</tr>
<tr>
<td>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 and training to students and business staff. The increased supervision assists the student in developing appropriate work behavior and interpersonal communication skills.</td>
<td>2.0 FTE</td>
</tr>
<tr>
<td><strong>Occupational Therapy (OT)</strong></td>
<td>49.7 FTE</td>
</tr>
<tr>
<td>The goal of occupational therapy services is to enable students with disabilities to be functional participants in their educational environment. Occupational therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) helping school teams devise strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; 2) helping teachers understand the sensorimotor aspects of school activities such as writing, eating, and handling materials, in order to address problems in those areas; and 3) developing activities to improve fine motor control, to improve oral motor control for feeding, or to promote sensorimotor development (body awareness, postural control, eye-hand coordination).</td>
<td>49.7 FTE</td>
</tr>
<tr>
<td><strong>Physical Therapy (PT)</strong></td>
<td>19.3 FTE</td>
</tr>
<tr>
<td>The goal of physical therapy service is to enable students with disabilities to achieve functional independence in the school environment. Physical therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) activities to improve large muscle control and balance, to promote sensorimotor development (body awareness, postural control), and/or to promote independence in functional mobility skills.</td>
<td>19.3 FTE</td>
</tr>
<tr>
<td><strong>Speech Language Services (SL)</strong></td>
<td>166.2 FTE</td>
</tr>
<tr>
<td>The purpose of the speech and language program in BCPS is to provide service to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction, and learning. Speech language pathologists (SLPs) are assigned to all schools in the county based upon individual student needs. Speech language pathologists use a continuum of service delivery models including consultation, individual, small group, and classroom collaboration as determined by the students’ IEPs.</td>
<td>166.2 FTE</td>
</tr>
<tr>
<td><strong>Transition (Trans)</strong></td>
<td>13.0 FTE</td>
</tr>
<tr>
<td>Transition services are designed to assist students with disabilities to move from public school into post-school activities such as training, college, employment, independent living. During transition planning, the team identifies the need for transition goals in the areas of employment, social/emotional, daily living/health, recreation/leisure, community access, mobility, and communication. Transition services must be addressed in the student’s IEP when a student reaches 14 years of age in BCPS. The transition facilitator assists the team in determining appropriate transition services and providing information for anticipated services and support services beyond the school system. The student must also be involved in the decision making process.</td>
<td>13.0 FTE</td>
</tr>
<tr>
<td><strong>Vision (Vis)</strong></td>
<td>6.0 FTE</td>
</tr>
<tr>
<td>Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools. Itinerant vision services are provided to students attending comprehensive schools and special schools by certified teachers of the visually impaired. Orientation and mobility specialists provide services, which assess the student’s ability to move independently and efficiently in the school and community and provide instruction as stated in the IEP. Primarily, itinerant teachers of the visually impaired teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum and assist with the modifications and accommodations, including technologies that are identified in students’ IEPs.</td>
<td>6.0 FTE</td>
</tr>
<tr>
<td>Description</td>
<td># of Service Providers Proposed for FY08</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Behavior Intervention</strong></td>
<td>55.0 FTE</td>
</tr>
<tr>
<td>Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services, which assist schools in creating a quality support program that employs positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and school wide positive behavior support programs in an effort to maximize student success.</td>
<td></td>
</tr>
<tr>
<td><strong>School Counselor Services</strong></td>
<td>297.3 FTE</td>
</tr>
<tr>
<td>School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of school-wide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with Student Support Service Teams, IEP teams, and teacher teams in a consultative role.</td>
<td></td>
</tr>
<tr>
<td><strong>School Nurse Services</strong></td>
<td>176.2 FTE</td>
</tr>
<tr>
<td>School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP Team in assessing students’ health status and strategizing how to accommodate students’ health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.</td>
<td></td>
</tr>
<tr>
<td><strong>School Psychologist Services</strong></td>
<td>86.1 FTE</td>
</tr>
<tr>
<td>School psychologists provide 12-month consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP Team, school psychologists: 1) review response to intervention assessments/data for students suspected of having an educational disability; 2) conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) provide staff development to improve learning and behavior within inclusive school environments.</td>
<td></td>
</tr>
<tr>
<td><strong>School Social Work Services</strong></td>
<td>44.2 FTE</td>
</tr>
<tr>
<td>School social workers provide consultative, individual, and group therapeutic counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP Team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning.</td>
<td></td>
</tr>
</tbody>
</table>
Special Area Staffing and Nurses for Public, Separate Day Schools

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

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

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

Role of the Personal Assistant

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

Role of the General Education Service Providers

The majority of students with disabilities spend all or part of their day being taught by general educators. Professional and paraprofessional staff from a variety of domains (general education, special education, related services, etc.) 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 receiving individual copies of a “Snapshot IEP” (a summary of the IEP). General education teachers provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2007-2008 school year, a total of 6,206.3 general education teachers are proposed in the FY08 budget to support the provision of FAPE. In addition, general education teachers:

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

Building administrators are responsible for providing the necessary leadership, coordination, and support to teaching staff, both general and special education teachers, ensuring that students in each school are provided with FAPE. For the 2007-2008 school year, a total of 432.5 FTE administrators are proposed in the FY08 budget to support the provision of FAPE.

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

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

VI. Public Input Process

The Office of Special Education in collaboration with the Special Education Citizens’ Advisory Committee held two special education community forum meetings in September 2006 and February 2007 to gather public input/comment to refine/revise the BCPS Staffing Plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. These included: individual family US mailings, posted flyers, advertisements on the BCPS website, and a public release announcement. Representatives from the Board of Education, area office administrators, curriculum office personnel, Special Education Citizens’ Advisory Committee members, Office of Special Education personnel, principals and parents/family members attended. Information received from the community forums, email, telephone, and US mail were reviewed and used by the staffing plan workgroup committee during the development of the 2007-2008 Staffing Plan (see Appendix B for items pertaining to the September 2006 meeting; see Appendix C for items pertaining to the February 2007 meeting). A summary of the comments from the various community forums includes:

Commendations
- quality of school-based service delivery

Recommendations
  Instruction & Service
- continue to provide a systemic approach for creating inclusive education;
- increase availability of special education programs/services in the home school;
**Professional Development**

- provide additional professional development to all staff supporting students with disabilities on such topics as, best practices for inclusive education, positive behavior strategies, and disability awareness;

**Staffing**

- reduce the staffing ratio for autism;
- decrease the suggested staffing ratio of 7.5:1 in special schools;
- provide a lower staffing ratio to support inclusive educational practices;

**Personal Assistants**

- increase rate of pay.

**Staffing Plan Process – Timeline**

The procedures used in the development of the Staffing Plan are as follows:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – September, 2006</td>
<td>Staffing Plan workgroup reviews current plan</td>
</tr>
<tr>
<td></td>
<td>- August 24, 2006 work session</td>
</tr>
<tr>
<td></td>
<td>- September 21, 2006 work session</td>
</tr>
<tr>
<td>September 25, 2006</td>
<td>Public input sessions held to review current Special Education Staffing Plan 2006-2007 at 3 locations: Dogwood ES (SW Area), Ridge-Ruxton School (C Area), Essex ES (NE Area)</td>
</tr>
<tr>
<td>October – January, 2007</td>
<td>Staffing Plan workgroup focuses on preparing draft of 07-08 Plan</td>
</tr>
<tr>
<td></td>
<td>- October 26, 2006 work session</td>
</tr>
<tr>
<td></td>
<td>- December 21, 2006 work session</td>
</tr>
<tr>
<td></td>
<td>- January 25, 2007 work session</td>
</tr>
<tr>
<td>February, 2007</td>
<td>Proposed 07-08 Staffing Plan submitted to Area Assistant Superintendents and Executive Leadership</td>
</tr>
<tr>
<td>February, 26, 2007</td>
<td>Public input sessions held to review proposed Special Education Staffing Plan 2007-2008 at 3 locations: Dogwood ES (SW Area), Riderwood ES (C Area), Essex ES (NE Area)</td>
</tr>
<tr>
<td>February – March, 2007</td>
<td>Workgroup reviews and revises proposed 07-08 Staffing Plan, as necessary</td>
</tr>
<tr>
<td>March 12, 2007</td>
<td>Proposed 07-08 Staffing Plan presented to Special Education Citizens Advisory Committee</td>
</tr>
<tr>
<td>March 14, 2007</td>
<td>Proposed 07-08 Staffing Plan submitted as an exhibit item for March 27, 2007 Board Meeting</td>
</tr>
<tr>
<td>March 27, April 24, and May 8, 2007</td>
<td>Board of Education provides three readings for approval of the 07-08 Staffing Plan (Includes public comment opportunity)</td>
</tr>
<tr>
<td>April 1 – June 1, 2007</td>
<td>Staffing Plan is adjusted, if necessary, in response to County Executive and County Council budget determinations</td>
</tr>
<tr>
<td>June, 2007</td>
<td>Due date for the submission of the approved Special Education Staffing Plan to Maryland State Department of Education is July 1, 2007. BCPS’ goal is to submit the Staffing Plan prior to the due date.</td>
</tr>
</tbody>
</table>
**Professional Development**

A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement each student’s IEP. County-wide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, parents, and paraprofessional to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D).

**VII. Evaluation**

A Staffing Plan committee was established to evaluate the BCPS 2006-2007 Special Education Staffing Plan and to draft the BCPS 2007-2008 Special Education Staffing Plan. Representatives serving on this committee included parents, school-based administrators, related services personnel, as well as staff from the Offices of Student Support Services, Law, Special Education, and the Department of Humanities (see Appendix E).

In order to determine the effectiveness of the BCPS 2006-2007 Special Education Staffing Plan during the 2006-2007 school year, the Plan was monitored continuously. The goal is to serve most students with IEPs in their home school, in the least restrictive environment. It is a county-wide goal to have 80% of students with IEPs instructed in general education classes at least 60% of the school day (LRE A). The chart below indicates a steady increase in the percentage of students being instructed in LRE A for the last four years.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A Regular Class</td>
<td>57.0%</td>
<td>58.1%</td>
<td>62.3%</td>
<td>64.5%</td>
</tr>
<tr>
<td>B Resource Room</td>
<td>7.4%</td>
<td>8.8%</td>
<td>9.0%</td>
<td>9.9%</td>
</tr>
<tr>
<td>C Separate Class</td>
<td>27.2%</td>
<td>24.9%</td>
<td>20.0%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

Data source: Office of Student Data, October Child Count
The LRE data demonstrate the following patterns from October 2003 to October 2006:

- The number of students receiving service in regular class (LRE A) has increased by 7.5 percentage points; a 9.5% increase.
- The number of students receiving service in resource room (LRE B) has increased by 2.5 percentage points; a 30.7% increase.
- The number of students receiving service in separate class (LRE C) has decreased by 8.9 percentage points; a 53.5% decrease.

As part of the evaluation process, staffing allocations made during the spring of 2006 were reviewed during the school year. In accordance with the Process for Resolving Staffing Concerns, 9.5 additional teachers and 6.1 paraprofessional positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.

The Department of Human Resources reported, at the outset of the 2006-2007, one vacancy for special education teachers. By March 2007, the number grew to 7.6 FTE due to resignations, retirements, illnesses, and additional staffing allocations. Two of the 7.6 FTE vacancies are for the provision of special education services in self-contained classes; these professional positions require highly qualified status as well as special education certification. These vacancies are filled by long-term substitutes until qualified candidates are located and hired. Special education
has been identified as a critical shortage area by the Maryland State Board of Education. No students were moved to other classrooms or other schools because of the unavailability of staff.

Challenges continue for Baltimore County Public Schools in securing occupational therapists, physical therapists, and speech-language pathologists. There is a critical shortage of these related service providers throughout the nation. As of March 2007, 9.8 FTE vacancies existed among related service providers, a decrease from 17.4 FTE vacancies in August 2006. These vacancies are covered by agency personnel through contracted services. The table below identifies the specific vacancies within related service providers.

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>August 2006</th>
<th>March 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Language Pathologists</td>
<td>10.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Occupational Therapists</td>
<td>3.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>.6</td>
<td>.6</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Interpreters</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Audiology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vision</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job Coaches</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17.4 FTE</strong></td>
<td><strong>9.8 FTE</strong></td>
</tr>
</tbody>
</table>

As of February 2007, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

Sufficient time is included during the preparation of the 2007-08 Staffing Plan to provide educators and related service providers the ability to consult with each other and families about staffing needs. Based on information received from the community forums, monitoring of current staffing allocations, and school feedback, the Staffing Plan committee discussed themes for consideration with a focus to improve achievement for students with disabilities. The themes for consideration include:

- expanding the provision of services provided by the Infants and Toddlers Program;
- providing consistent, uninterrupted 12-month services for children and families serviced in the Infants and Toddlers and Child Find programs;
- increasing availability of inclusive service options for the early childhood population;
- providing early intervening services to young children (preschool through grade 2);
- increasing the number of programs for students on the autism spectrum;
- lowering the staffing guidelines for services to students on the autism spectrum;
- reducing the number of students with disabilities in cluster programs;
- increasing the number of home school programs for students receiving behavior and learning support services;
- improving support to schools with Behavioral and Learning Support Programs;
- increasing the recruitment and the retention of personal assistants.
In response to identified needs, the following staffing positions and/or program initiatives were recommended for the 2007-2008 school year:

- adding 2.0 FTE teachers to provide direct Infants and Toddlers service to young children (birth -three) and their families;
- converting 10-month Infants and Toddlers and Child Find positions to 12-month positions to provide consistent, uninterrupted year-round services;
- adding an elementary communication and learning support program for students with higher functioning autism; including 0.2 FTE speech and language pathologist to support this program;
- increasing the number of home school behavior and learning support programs available at the middle school and high school level, thereby easing the high number of students with social/emotional/behavioral needs in a single cluster program;
- adding a southwest area cluster high school communication and learning support program;
- increasing the salary for personnel assistants by 10%.

BCPS is dedicated to providing a cohesive instructional program designed to meet the needs of all children. In response to BCPS commitment to provide the best inclusive educational practices, the following initiatives were recommended for the 2007-2008 school year:

- Expand inclusive opportunities for three-year olds with IEPs by including non-disabled peers in formerly self-contained special education classes and including students with disabilities in the existing general education three-year old classes.
- Continue 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.
- Expand the use of resource room support in home schools, rather than more restrictive placements in self-contained programs to support students with disabilities.
- Continue to work collaboratively with support staff in the areas of English/language arts, math, social studies, and science to improve achievement for secondary diploma-bound students with disabilities.

The Staffing Plan committee will monitor the BCPS 2007-2008 Special Education Staffing Plan throughout the 2007-2008 school year to inform future recommendations.

VIII. Appendices
## Special Education Staffing

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>School Based Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and Learning Support</td>
<td>9 to 1</td>
<td>652</td>
<td>72.4</td>
<td>730</td>
</tr>
<tr>
<td>Outreach(^1)</td>
<td>9 to 1</td>
<td>75</td>
<td>8.3</td>
<td>62</td>
</tr>
<tr>
<td>Behavior and Learning Support</td>
<td>9 to 1</td>
<td>1,086</td>
<td>120.7</td>
<td>999</td>
</tr>
<tr>
<td>Special Schools</td>
<td>7.5 to 1</td>
<td>280</td>
<td>37.3</td>
<td>271</td>
</tr>
<tr>
<td>Adapted Learning Support</td>
<td>13 to 1</td>
<td>1,991</td>
<td>153.2</td>
<td>1,917</td>
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<tr>
<td>Functional Academic Learning Support</td>
<td>10 to 1</td>
<td>467</td>
<td>46.7</td>
<td>439</td>
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<tr>
<td>Preschool - Early Childhood Learning Support(^2)</td>
<td>9 to 1</td>
<td>486</td>
<td>45.0</td>
<td>602</td>
</tr>
<tr>
<td>White Oak</td>
<td>7.5 to 1</td>
<td>167</td>
<td>22.3</td>
<td>149</td>
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<tr>
<td>Inclusive Education</td>
<td>15 to 1</td>
<td>5,122</td>
<td>341.5</td>
<td>5,062</td>
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<tr>
<td>Alternative Schools</td>
<td></td>
<td></td>
<td>6.0</td>
<td>6.0</td>
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<tr>
<td>Behavior Intervention Support</td>
<td></td>
<td></td>
<td>29.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Special Area/Special Schools</td>
<td></td>
<td></td>
<td>33.6</td>
<td>33.6</td>
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<tr>
<td>All Day Kindergarten - Early Childhood Learning Support</td>
<td></td>
<td></td>
<td>47.5</td>
<td>48.5</td>
</tr>
<tr>
<td>Growth Factor</td>
<td></td>
<td></td>
<td>9.0</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>10,326</td>
<td>972.5</td>
<td>10,231</td>
</tr>
<tr>
<td><strong>Centralized Support Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted PE</td>
<td></td>
<td>3.6</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Infants and Toddlers(^3)</td>
<td></td>
<td>942</td>
<td>24.0</td>
<td>942</td>
</tr>
<tr>
<td>Transition Facilitators</td>
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<tr>
<td>Communication and Learning Support</td>
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<td>2.0</td>
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<tr>
<td>NW/SW Regional Team</td>
<td></td>
<td>3.0</td>
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<tr>
<td>School Support Resource Teachers</td>
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<td>3.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Child Find Resource Teachers</td>
<td></td>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>SAIM School</td>
<td></td>
<td></td>
<td>8.0</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1,019.1</td>
<td>1,024.2</td>
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<tr>
<td>Nonpublic Placement</td>
<td></td>
<td>554</td>
<td>554</td>
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<tr>
<td>Speech Language Only</td>
<td></td>
<td>2,928</td>
<td>2,928</td>
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<tr>
<td><strong>Total Child Count</strong></td>
<td></td>
<td>13,808</td>
<td>13,713</td>
<td></td>
</tr>
</tbody>
</table>

1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.
2. Preschool is staffed at a ratio of 9 to 1 for full day and 18 to 1 for half day.
3. 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 25, 2006 7:00 p.m. to 8:00 p.m

The Office of Special Education and the Special Education Citizens’ Advisory Committee (SECAC) are asking for your input on the approved Baltimore County Public Schools (BCPS) Staffing Plan for 2006-07. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2007-08. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

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

Where are the community sessions being held?
• Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
• Essex Elementary, 100 Mace Avenue, Baltimore, MD 21221
• Ridge Ruxton, 6916 Charles Street, Towson, MD 21204

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

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

To preview the 2006-07 “BCPS Special Education Staffing Plan,” visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

For more information contact the Office of Special Education, 410-887-3660.
Baltimore County Public Schools
Superintendent’s Bulletin Request Form

Date of Publication: September 1, 2006
Name: Marcella Franczkowski
Title: Coordinator, Special Education
Supervisor: Judith Glass, Director, Special Education

Nature of Communication: Informational  Action required  X

Special Education Community Forum Meetings

Three community forums have been scheduled to gather public input regarding the approved Baltimore County Public Schools (BCPS) Special Education Staffing Plan for 2006-2007. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2007-2008. This meeting will also serve as a forum for parents to share input on other special education topics. All school principals are asked to publicize these meetings in school newsletters, to distribute the attached flyer to students at their earliest convenience, and to post the flyer in their buildings.

Monday, September 25, 2006 from 7:00 p.m. to 8:00 p.m. at these locations:
* Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
* Essex Elementary, 100 Mace Avenue, Baltimore, MD 21221
* Ridge Ruxton, 6916 Charles Street, Towson, MD 21204

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

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

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

Date Submitted: _________________
Time Submitted: _________________
YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, February 26, 2007 7:00 p.m. to 8:00 p.m.

The Office of Special Education and the Citizens’ Advisory Committee for Special Education (CACSE) are asking for your input on the proposed Baltimore County Public Schools’ Staffing Plan for ’07-08. These community sessions also provide an opportunity for parent input on other issues regarding Special Education.

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

Where are the community sessions being held?
- Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
- Essex Elementary, 100 Mace Avenue, Baltimore, MD 21221
- Riderwood Elementary, 1711 Landrake Road, Towson, MD 21204

Why is community input needed?
- To provide comments/recommendations for changes to the draft of the 2007-08 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 February by sending an email to: staffingplan@bcps.org or by writing to the Baltimore County Public Schools, Office of Special Education at 6901 Charles Street, Towson, MD 21204

To preview the 2007-08 “BCPS Special Education Staffing Plan,” visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 2/20/07

For more information contact the Office of Special Education, 410-887-3660.
On behalf of the Office of Special Education, please accept this invitation as an opportunity to:

- Provide comments and recommendations for changes to the draft 2007-2008 “BCPS Special Education Staffing Plan”
- Express opinions & discuss issues regarding special education services provided by BCPS

The 2007-08 “BCPS Special Education Staffing Plan” will be available on 2/20/07. Visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

When?

February 26, 2007 (Monday)
7 p.m. to 8 p.m.

Where?

(Select one nearest you)

- **DOGWOOD ELEMENTARY** (Cafeteria)
  7215 Dogwood Road • Baltimore, MD 21244

- **ESSEX ELEMENTARY** (Cafeteria)
  100 Mace Avenue • Baltimore, MD 21221

- **RIDERWOOD ELEMENTARY** (Library)
  1711 Landrake Road • Towson, MD 21204

Can’t Attend?

Please send an e-mail or write to us at:
STAFFINGPLAN@BCPS.ORG
Baltimore County Public Schools
Staffing Plan, Office of Special Education
6901 Charles Street • Towson, MD 21204
### Countywide Professional Development

<table>
<thead>
<tr>
<th>August</th>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary DIBELS Training</td>
<td>A DIBELS (Dynamic Indicators of Basic Early Literacy Skills) training</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>New Teacher Academies</td>
<td>New Teacher Academies will provide teachers newly hired in Baltimore County Public Schools with specific information for teaching elementary reading/language arts. Participants will have the opportunity to work with experienced grade level teachers as well as familiarize themselves with materials used to teach reading.</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Language Training for Secondary Teachers</td>
<td>This five day workshop will train teachers on how to teach the language curriculum.</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Fundations</td>
<td>This training will help teachers and administrators teach students Fundations.</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Positive Behavior &amp; Discipline in BCPS</td>
<td>This training program will give an overview and specific procedures that must be followed in implementing positive behavior and discipline in Baltimore County Schools. The presenters, the Executive Director, Director of Student Support Services, and the Superintendent's Designees will cover laws, implementation of positive behavior programs, discipline, procedures for suspension and expulsion, program review, alternative programs, implications for special education and 504 students, and the review and reinstatement process. A mock Superintendent's Designee hearing will be part of the training as well as the process of appeal and mitigation. All newly appointed assistant principals and administrators new to Baltimore County need to understand the process of discipline which this training will cover in detail.</td>
<td>Department of Student Support Services</td>
</tr>
<tr>
<td></td>
<td>TIENET (Web IEP) Training for NEW Special Ed Teachers &amp; Related Service Providers</td>
<td>New BCPS special ed teachers &amp; related service providers will learn how to use TIENET to write IEPs for Special Education.</td>
<td>Department of Technology in conjunction with Special Education</td>
</tr>
</tbody>
</table>

*Additional Professional Development Sessions are repeated throughout the school year*
### Countywide Professional Development

<table>
<thead>
<tr>
<th>August</th>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
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</thead>
<tbody>
<tr>
<td>*</td>
<td>New Teacher Induction</td>
<td>The Department of Professional Development, in collaboration with all BCPS departments and offices, will sponsor a three-day induction for new teachers to Baltimore County Public Schools. Teachers will attend orientation workshops on curriculum, instruction, assessment, learning styles, behavior management, and parent-teacher conferences. They will also be trained in areas of compliance, which include safe schools and Education that is Multicultural.</td>
<td>Department of Professional Development, in conjunction with: Research, Accountability, and Assessment Alternative Education, Dropout Prevention and Sumner School Alternative Programs, etc.</td>
</tr>
<tr>
<td></td>
<td>New IEP Team Chair Training</td>
<td>To train new IEP Team Chairs in legal and compliant team processes and special education implementation.</td>
<td>Special Education in conjunction with Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Non-Violent Crisis Intervention</td>
<td>Participants will learn, discuss, and practice crisis prevention, crisis intervention, and crisis post-vention strategies for both verbal and physical crises.</td>
<td>Special Education in conjunction with Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>* TIENET (Web IEP) Training for Secretaries and NEW IEP Chairs</td>
<td>Secretaries and IEP Chairs that have not been trained using TIENET will learn how to use TIENET to generate parent notifications and IEP team forms.</td>
<td>Department of Technology in conjunction with Special Education</td>
</tr>
<tr>
<td></td>
<td>SWIS Training (School-Wide Information System)</td>
<td>This is a training on the SWIS data management system open to designated staff members identified by principals of PBIS schools. Individuals will learn the SWIS system, how to enter office discipline data, and how to summarize data and prepare reports.</td>
<td>Psychological Services in conjunction with Student Support Services</td>
</tr>
<tr>
<td></td>
<td>Proactive Behavioral Strategies</td>
<td>Participants will explore classroom management strategies as well as strategies to address specific challenging student behaviors.</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
# Countywide Professional Development

## September

<table>
<thead>
<tr>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>* SIPPS</td>
<td>This training will help teachers and administrators teach students Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td>* Fluency Formula</td>
<td>This training will prepare teachers to implement the supplemental program Fluency Formula</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td>2006-2007 Alternate Maryland School Assessment (ALT-MSA) Online Access &amp; Training</td>
<td>This training will provide an overview of the Alternate Maryland School Assessment (ALT-MSA) Online. School test coordinators and ALT-MSA coordinators are required to attend. It is optional for Principals, assistant principals, and central office administration to attend.</td>
<td>Research, Accountability, and Assessment in conjunction with Special Education</td>
</tr>
<tr>
<td>* MD Model for School Readiness &amp; the MD Early Childhood Special Education Accountability</td>
<td>All participants will receive training on the Maryland Model for School Readiness and the Maryland Early Childhood Special Education Accountability System. Participants will gain an understanding of their role in supporting school-based staff responsible for reporting Status-at-Entry and Progress-at-Exit on students receiving an initial IEP after July 1, 2006.</td>
<td>Department of Humanities in conjunction with Special Education</td>
</tr>
<tr>
<td>* IntelliTools Classroom Suite: Integrating Across the Curriculum</td>
<td>This session provides participants with an overview of the scope of activities available through Classroom Suite. Hands-on activities will provide opportunities to learn how to customize activities and weave the technology into the curriculum.</td>
<td>Assistive Technology in conjunction with Special Education</td>
</tr>
<tr>
<td>* FALS &amp; CALS/ALT-MSA Monthly Meetings</td>
<td>Support for teachers working with certificate bound students encompassing topics relating to ALT-MSA and Behavioral Strategies.</td>
<td>Special Education in conjunction with: Research, Accountability, and Assessment; Elementary Programs Math, Pre K-12</td>
</tr>
<tr>
<td>Boardmaker Level 1</td>
<td>This session will provide participants with an overview of the Boardmaker software program. Participants will learn the basics of how to create adapted activities to meet their students’ individual needs.</td>
<td>Assistive Technology in conjunction with Department of Special programs, PreK-12</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

### September

<table>
<thead>
<tr>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
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</thead>
<tbody>
<tr>
<td>Countywide IEP Chair Training</td>
<td>Training/Update for all IEP team chairs</td>
<td>Special Education in conjunction with Department of Humanities</td>
</tr>
<tr>
<td><em>Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement</em></td>
<td>Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement is a course designed to instruct special educators in the administration and evaluation of a standardized assessment instrument in order to analyze and report a student’s academic progress</td>
<td>Special Education</td>
</tr>
<tr>
<td><em>Fast Track</em></td>
<td>This training will prepare reading specialists and special educators to implement the intervention program Fast Track Reading. Fast Track Reading is implemented with students reading two or more years below grade level.</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td><em>Kurzweil 3000 Advanced Training</em></td>
<td>This session will provide the participants with a hands on opportunity to learn how to scan and edit documents into the program. We will also focus on integrating advanced features into instruction and the curriculum. Discussion of how to utilize the program to support reading, writing and study skills will be offered.</td>
<td>Assistive Technology in conjunction with Special Education</td>
</tr>
<tr>
<td>Understanding and Using Word Prediction Software</td>
<td>This session will provide an overview of BCPS approved word prediction software programs. Participants will learn how to customize and integrate word prediction features into the writing process to support curriculum and student objectives.</td>
<td>Assistive Technology in conjunction with Safe &amp; Drug-Free Schools</td>
</tr>
<tr>
<td><em>New SLP Network</em></td>
<td>A series of small group sessions focusing on Caseload Selection Guidelines, Assessment/Test Interpretation, Aligning Communication with BCPS's Reading Program, Handling Difficult Teams, TIENET Training, Better Hearing and Speech Month, Case Studies/Lesson Planning, and Year End Procedures.</td>
<td>Department of Humanities in conjunction with Special Education</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

### October

<table>
<thead>
<tr>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
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<tbody>
<tr>
<td>* Boardmaker Level 2</td>
<td>This session will provide experienced participants with an overview of the advanced features of this program. Learn how to adapt lessons and worksheets and integrate the use of visual strategies into your curriculum.</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Special Education High School Dept. Chair &amp; Middle School Team Leader Meetings</td>
<td>The Office of Special Education will be holding department chair and team leader meetings to provide important information regarding special education compliance and instructional issues.</td>
<td>Special Education</td>
</tr>
<tr>
<td>* Writing with Symbols 2000</td>
<td>This session will offer participants the opportunity to have hands-on experience with a picture-based word processor. They will learn how to adapt books, worksheets and other curriculum related materials to support student success.</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Teaching Social Skills by Stop &amp; Think: General Education to Intensive Needs</td>
<td>The Department of Student Support Services will sponsor an all day training (8:30-3:30) on the &quot;Stop &amp; Think Social Skills Program&quot; developed and presented by Dr. Howie Knoff, Director of Project Achieve, Arkansas Department of Education-Special Education. The &quot;Stop and Think Program&quot; will be presented as a positive behavior planning component as consistent with our &quot;BCPS Positive Behavior Planning Guide&quot;, the implementation of positive behavior plans in all schools, and the implementation of the &quot;Positive Behavioral Interventions and Supports&quot; (PBIS) process in 63 schools. The teaching of social skills will be discussed as general education interventions for all students, targeted interventions for at-risk students, and as interventions for students with more intensive behavior-academic needs. Core social skills will be presented within a teaching process that develops and reinforces good decision-making. Practical approaches to the teaching of social skills by support staff and teachers will be presented for elementary, middle, and high school settings. The teaching of social skills by parents will be covered as well.</td>
<td>Department of Student Support Services in conjunction with Special Education</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

<table>
<thead>
<tr>
<th>October</th>
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<th>Topic</th>
<th>Hosted by</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>“The Language! Comprehensive Literacy Curriculum”</td>
<td>Training middle and high school teachers of Functional Academic Learning Support and Communication and Learning Support Programs on the Comprehensive Literacy Curriculum.</td>
<td>Special Education in conjunction with Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Professional Development Day for New ParaEducators to the BCPS</td>
<td>Program overview addressing the roles and responsibilities of paraeducators as they relate to promoting student achievement</td>
<td>Department of Professional Development</td>
</tr>
<tr>
<td></td>
<td>* Algebraic Thinking Training</td>
<td>Provide training in the new middle school program Algebraic Thinking Foundations (grade 6) and Algebraic Thinking Part 1 (grade 7) for teachers who did not attend the week long training during the summer of 2006.</td>
<td>Office of Math, PreK-12</td>
</tr>
<tr>
<td></td>
<td>Language! Training for Instructional Assistants</td>
<td>There will be two, one-day Language! training for Instructional Assistants who are currently assigned to support Language! classrooms.</td>
<td>Department of Humanities</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

<table>
<thead>
<tr>
<th>November</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Hosted by</strong></td>
</tr>
<tr>
<td>Kindergarten MMSR (MD Model for School Readiness) Electronic Checklist Training</td>
<td>All general education and self-contained kindergarten teachers will receive updated training on using the electronic checklist and reports in the MMSR Assistant. Additionally, teachers will learn about The Maryland Early Childhood Special Education Accountability System. Teachers should bring completed Prior Care Information Questionnaires and assessment on all children. Teachers will have the opportunity to complete and submit MMSR Checklists electronically to CASE Consulting at the training. Teachers new to kindergarten should register for sessions 2 or 3.</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td>* Exit Document Training for School Counselor Dept. Chairs &amp; Special Education Dept. Chairs</td>
<td>The Exit Document is a companion document to the Maryland High School Diploma or Maryland High School Certificate of Completion. All students with disabilities who are receiving special education services will receive the Exit Document when they graduate or exit from their school system. The Exit Document provides useful information to students with IEPs as they transition from school to their next phase of adult life.</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td>AVID: An Overview for Related Service Providers</td>
<td>This workshop will give Related Service Providers an overview of the AVID instructional strategies that can be used during intervention to support student achievement. Discipline specific application of these strategies will be shared.</td>
<td>Special Education</td>
</tr>
<tr>
<td>* Special Education Elementary Building Representative Meeting</td>
<td>The Office of Special Education will be meeting with all building representatives to discuss important information regarding special education and compliance issues.</td>
<td>Special Education</td>
</tr>
<tr>
<td>Professional Development for ParaEducators</td>
<td>Communicating effectively with our special populations -Deaf/hard of hearing; Assistive technology and Promoting positive interactions for adapted services</td>
<td>Department of Professional Development</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

<table>
<thead>
<tr>
<th>November</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Hosted by</strong></td>
</tr>
<tr>
<td>MD Early Childhood Special Education Accountability</td>
<td>Related Services providers and Itinerant Teachers will receive training on the Maryland Model for School Readiness (MMSR) and the Maryland Early Childhood Special Education Accountability System (ECSEAS). Participants will gain an understanding of the requirements for reporting child outcomes data and learn techniques for observing, documenting and reporting ECSEAS data.</td>
<td>Special Education in conjunction with Department of Humanities</td>
</tr>
<tr>
<td>Birth to Three Outcomes Validation Training</td>
<td>All Infants &amp; Toddlers Program staff will receive training on the Birth to Three Child Outcomes. Participants will gain an understanding of the procedures for gathering, validating and reporting assessment data on the Birth to Three Child Outcomes defined by MSDE.</td>
<td>Infants &amp; Toddlers</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

<table>
<thead>
<tr>
<th>January</th>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supporting Classroom Teachers Through Effective Behavior Planning &amp; Classroom Interventions</td>
<td>The Department of Student Support Services will sponsor an all day training (8:30-3:00) for elementary, middle, or high school student support/resource staff on “Supporting Classroom Teachers Through Effective Behavior Planning and Classroom Interventions” by Dr. Howie Knoff, Director of Project Achieve, Arkansas Department of Education-Special Education. Topics will include classroom structure, classroom behavior planning, individual student/targeted group behavior plans, interventions prior to office referrals, relating to students with challenging behaviors, consistency of implementation, collecting/monitoring with functional data, and time-out. This training is consistent with the ”BCPS Positive Behavior Planning Guide”, the implementation of positive behavior plans in all schools, and the implementation of “Positive Behavioral Interventions and Supports (PBIS) in 63 schools. It meets professional development standards for diverse student learning needs, and safe, secure, and supportive learning environments for all students.</td>
<td>Department of Student Support Services in conjunction with Special Education</td>
</tr>
<tr>
<td>Networking Meeting for New IEP Team Chairs</td>
<td>Review of IDEA Policies and Procedures</td>
<td>Special Education in conjunction with Department of Humanities</td>
<td></td>
</tr>
<tr>
<td>Mod-HSA Meeting</td>
<td>This training is to assist school personnel in identifying students with disabilities who may be eligible for Mod-HSA.</td>
<td>Department of Humanities in conjunction with Special Education</td>
<td></td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

<table>
<thead>
<tr>
<th>February</th>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics Intervention Expo</td>
<td>The Office of Mathematics PreK-12 is sponsoring an exhibit for publishers to showcase their mathematics intervention programs to elementary, middle, and high school mathematics and special education representatives. This will provide the opportunity for school personnel to review and evaluate intervention programs that are researched-based and can be utilized before, after, during school, or in summer school programs to enhance the regular curriculum in an effort to improve student achievement in mathematics. All teachers and other community stakeholders will be invited as well to a portion of the exhibit.</td>
<td>Office of Math, PreK-12 in conjunction with Special Education</td>
</tr>
<tr>
<td></td>
<td>Summer School-IEP Chairs</td>
<td>Summer School Online ESY Registration</td>
<td>Office of Alternative Education, Dropout Prevention and Summer School</td>
</tr>
<tr>
<td></td>
<td>Informal Assessments to Use When Completing an Annual IEP</td>
<td>Participants will learn to administer and interpret a variety of informal assessments in order to analyze and report on a student’s academic progress and present levels of performance at the annual IEP team.</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
# Countywide Professional Development

<table>
<thead>
<tr>
<th>April</th>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IEP Team Chair Training</td>
<td>Updates for IEP Team Chairs on IDEA and Compliance procedures.</td>
<td>Department of Humanities in conjunction with Special Education</td>
</tr>
<tr>
<td></td>
<td>Kindergarten Mathematics Training for the 2009 Investigations Series</td>
<td>This training will provide kindergarten teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the new 2009 Investigations series, which will replace the 2006 Investigations series currently used in kindergarten. The publisher, Pearson Scott Foresman, will explain the new layout, features, and components of the latest edition of Investigations for kindergarten. Teachers will be paid a stipend of $65.63 for attending the 2.5 hour after school training.</td>
<td>Office of Math, Pre K-12, in conjunction with Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Grade One Mathematics Training for the 2009 Investigations Series</td>
<td>This training will afford grade one teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade one teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of $65.63 for attending the 2.5 hour after school training.</td>
<td>Office of Math, Pre K-12, in conjunction with Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Grade Two Mathematics Training for the 2009 Investigations Series</td>
<td>This training will afford grade two teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade two teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of $65.63 for attending the 2.5 hour after school training.</td>
<td>Office of Math, Pre K-12</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## Countywide Professional Development

<table>
<thead>
<tr>
<th>May</th>
<th>Title</th>
<th>Topic</th>
<th>Hosted by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Three Mathematics Training for the 2009 Investigations Series</td>
<td>This training will afford grade three teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade three teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of</td>
<td>Office of Math, Pre K-12,</td>
</tr>
<tr>
<td></td>
<td>Grade Four Mathematics Training for the 2009 Investigations Series</td>
<td>This training will afford grade four teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade four teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of $65.63 for attending the 2.5 hour</td>
<td>Office of Math, Pre K-12, in conjunction with Department of Humanities</td>
</tr>
<tr>
<td></td>
<td>Grade Five Mathematics Training for the 2009 Investigations Series</td>
<td>This training will afford grade five teachers, special educators, ELL teachers, and mentors an opportunity to become familiar with the 2009 Investigations series. The publisher, Pearson Scott Foresman, will provide grade five teachers with an overview of the features and components of the Investigations program. Beginning in 2007-2008, Investigations will be used in conjunction with the Scott Foresman-Addison Wesley textbook program. Teachers will be paid a stipend of $65.63 for attending the 2.5 hour after school training.</td>
<td>Office of Math, Pre K-12, in conjunction with Department of Humanities</td>
</tr>
</tbody>
</table>

* Additional Professional Development Sessions are repeated throughout the school year.
## 2007-2008 Special Education Staffing Plan Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amirault, Cynthia</td>
<td>Supervisor, Non-Public Placement</td>
</tr>
<tr>
<td>Andress, Beverly</td>
<td>Coordinator, Special Education Compliance &amp; School Support</td>
</tr>
<tr>
<td>Bailey, Carl</td>
<td>Committee Member, Special Education Citizen’s Advisory Committee</td>
</tr>
<tr>
<td>Bennett, Nashae</td>
<td>Assistant Principal, Woodholme Elementary</td>
</tr>
<tr>
<td>Bosley, Robin</td>
<td>Supervisor, Related Services</td>
</tr>
<tr>
<td>Briganti, Nancy</td>
<td>Principal, Maiden Choice School</td>
</tr>
<tr>
<td>Cowles, Stephen</td>
<td>Staff Attorney, Compliance</td>
</tr>
<tr>
<td>Egorin-Hooper, Sara</td>
<td>Supervisor, Alt-MSA, Autism and Behavior</td>
</tr>
<tr>
<td>Franczkwowski, Marcella</td>
<td>Coordinator, Special Education Placement &amp; Birth to Five</td>
</tr>
<tr>
<td>Glass, Judith</td>
<td>Director, Office of Special Education</td>
</tr>
<tr>
<td>Kidder, Margaret</td>
<td>Coordinator, Psychological Services</td>
</tr>
<tr>
<td>McGowan, Diane</td>
<td>Specialist, Office of Public Placement</td>
</tr>
<tr>
<td>McMahon, Kathleen</td>
<td>Assistant Superintendent, Department of Humanities</td>
</tr>
<tr>
<td>Melton, Susie</td>
<td>Principal, Holabird Middle School</td>
</tr>
<tr>
<td>Prucino, Linda</td>
<td>Area Specialist</td>
</tr>
<tr>
<td>Serio, Joyce</td>
<td>Transition Services, Team Leader; Office of Special Education</td>
</tr>
<tr>
<td>Sochurek, Donna</td>
<td>Specialist, Child Find &amp; Preschool</td>
</tr>
<tr>
<td>Supnick, Louise</td>
<td>Resource Teacher, Early Childhood</td>
</tr>
<tr>
<td>Thomas, Jan</td>
<td>President, Special Education Citizen’s Advisory Committee</td>
</tr>
</tbody>
</table>
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: FY 2007 EDUCATIONAL FACILITIES MASTER PLAN AND COMPREHENSIVE MAINTENANCE PLAN

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Michael G. Sines, Executive Director, Department of Physical Facilities

Don Dent, Executive Director, Department of Planning and Support Operations

Pradeep Dixit, Sr. Operations Supervisor, Physical Facilities

Ghassan Shah, Planning Administrator, Strategic Planning

Pamela Carter, Specialist, Strategic Planning

RECOMMENDATION

That the Board of Education approves the FY2007 Educational Facilities Master Plan and Comprehensive Maintenance Plan. This is the third reading.

*****

Appendix I - Presentation
The State of Maryland’s Public School Construction Program requires that each Local Education Agency (LEA) develop an Educational Facilities Master Plan and a Comprehensive Maintenance Plan annually, obtain local school board approval, and submit them for review.

The Baltimore County Public Schools’ Educational Facilities Master Plan and Comprehensive Maintenance Plan are designed to support the delivery of educational programs consistent with Performance Goal 4 of the *Blueprint for Progress*, “All students will be educated in school environments that are safe and conducive to learning.” The objectives of the programs align with Performance Goal 8 of the *Blueprint for Progress* and are to provide a positive learning environment, maintain the asset value of the property, eliminate or reduce accidents, conserve energy, and operate buildings at peak efficiency.

The Educational Facilities Master Plan includes the following: goals; standards; guidelines and policies; community analysis; inventory and evaluation; enrollment data; and facility needs analysis. The Comprehensive Maintenance Plan includes the following: the organizational structure of the Department of Physical Facilities; a description of scheduled, unscheduled, and deferred maintenance work; energy conservation components; and grounds activities completed during 2006-2007. The Comprehensive Maintenance Plan also includes a report on the computerized maintenance management system; capital improvement programs; the Aging School Program; safety and security projects; and the environmental and preventive maintenance programs.

Appendices A and B outline the contents of the Educational Facilities Master Plan and Comprehensive Maintenance Plan that are being submitted for the Board’s approval.
Appendix A

Educational Facilities Master Plan

1. Letter from the Maryland Department of Planning (MDP) verifying that the State and Baltimore County Public Schools (BCPS) agree on the projected enrollments on which the plan is predicated

2. Letter from the Baltimore County Office of Planning stating that the Educational Facilities Master Plan (EFMP) is consistent with the adopted comprehensive plan

3. Letter from BCPS certifying that it accepts the plan as a working document

4. Non-discrimination statement

5. Goals, standards, and guidelines:
   a. Organization pattern (e.g., PreK-5, 6-8, 9-12, K-6, 7-9, 10-12)
   b. Staffing ratios
   c. Transportation policies
   d. Districting and redistricting policies
   e. Provision for special education, alternative education, and career technology education
   f. School closing procedures

6. Community Analysis
   a. A narrative about the community with references to school attendance areas; current and future population distribution; adopted comprehensive plan of the local jurisdiction; building and subdivision plan of the local jurisdiction; building and subdivision plans; water and sewer plans; transportation plans; and shifts in housing and employment patterns
   b. A narrative identifying proposed housing and/or business development plans to revitalize or stabilize a neighborhood or community

7. Inventory and Evaluation
   a. Name and address of all BCPS locations; grade organization; SRC; enrollment for September 30, 2006; acreage; age and square footage of the original construction; renovations; additions and demolitions; total square footage; physical condition; and utilization rate
   b. Statement for each existing/proposed school which identifies its neighborhood/community as an area that has stabilized, is targeted for revitalization, is a growth area, or is a non-growth area
c. Inventory of former school properties no longer housing students but still owned by the Board of Education

8. Enrollment Data
   Enrollment projections for each of the next five years and the tenth year on a county-wide basis (preK-12, including special education, alternative education, and career technology)

9. Facility Needs Analysis
   Projected future needs for renovations, systemic renovations, and projected enrollments of adjacent schools
Appendix B

Comprehensive Maintenance Plan

Introduction

I. Administration
   A. Department of Physical Facilities Website
   B. Baltimore County Public Schools Map
   C. Mission, Goals, and Strategies
   D. Capital Budget FY08
      1. Capital Projects Fund
      2. State of Maryland
      3. Baltimore County
      4. Capital Improvement Program FY08-FY13
   E. Operating Budget FY08
      1. Executive Director of Physical Facilities
      2. Engineering and Construction
      3. Grounds
      4. Maintenance
      5. Operations

II. Personnel (Statements and Organization Charts)
   A. Executive Director of Physical Facilities
   B. Energy Management
   C. Office of Budget and Accounting
   D. Office of Engineering and Construction
   E. Office of Operations
   F. Office of Maintenance and Grounds
      1. Maintenance Section
         a) Contract Maintenance
         b) Environmental Services
         c) Safety and Security/Customer Service
         d) General Maintenance Services
         e) Electrical Services
         f) Mechanical Services
      2. Grounds Section

III. Scheduled Maintenance FY06
   A. Preventive Maintenance
      1. Office of Operations
      2. Grounds Section
      3. Maintenance Contracts
      4. Relocatable Contracts
B. Modifications and Alterations
1. Electrical Services - Special Projects FY07
2. Mechanical Services - Special Projects FY07
3. General Maintenance Services - Special Projects FY07

C. Scheduled Replacements
1. Electrical Services Summer Projects FY07
2. General Maintenance Services Summer Projects FY07
3. Contract Maintenance Summer Projects FY07
4. Safety and Security/Customer Service Summer Projects FY07
5. Aging School Program FY07

D. Work Orders
1. Work Orders by Section and by Percentage FY07
2. Open/Closed Work Orders by Sections FY07

IV. Unscheduled Maintenance
A. Electrical Services - Emergency Work Orders FY07
B. Safety and Security Patrol Totals FY07

V. Deferred Maintenance
A. Maintenance Section
B. Window/Blind Replacement
C. Grounds Section

VI. Energy Conservation
A. Energy Conservation Guidelines
B. Schools with Maximum Potential for Energy Improvements
C. Energy Audits

VII. Strategic Initiatives
A. Computerized Maintenance Management System (CMMS)
B. Capital Improvement Projects, QZAB, and Aging School Program FY07
   1. Aging School Program Proposed Budget FY08
   2. Adopted Capital Budget FY08
   3. Security Capital Projects FY07
   4. Card Access Systems; Closed-Circuit Television Systems
C. Preventive Maintenance Program
D. School Painting Program
E. Restroom Partitions and Access
F. Stage Curtain Replacement
G. Indoor Air Quality Program

VIII. Conclusion
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CALENDAR, SCHOOL YEAR 2008-2009

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCE PERSON(S):

INFORMATION

That the Board of Education consider the Proposed Calendar for School Year 2008-2009. This is the third reading calendar.

Attachment I – Proposed 2008-2009 School Calendar
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>15 (F)</td>
<td>Administrative &amp; Supervisory Personnel Meeting</td>
</tr>
<tr>
<td></td>
<td>18(M)</td>
<td>Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>25(M)</td>
<td>Opening Day for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Days 10 Teacher Days</td>
</tr>
<tr>
<td>September</td>
<td>1(M)</td>
<td>Labor Day—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>29(M)</td>
<td>Professional Development Day for All Schools —Schools Closed for all Students</td>
</tr>
<tr>
<td></td>
<td>30(T)</td>
<td>Rosh Hashanah—Schools and Offices Closed</td>
</tr>
<tr>
<td>October</td>
<td>9(Th)</td>
<td>Yom Kippur – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>13(M)</td>
<td>Columbus Day*</td>
</tr>
<tr>
<td></td>
<td>17(F)</td>
<td>Professional Development Day/MSTA Convention—Schools Closed for Students</td>
</tr>
<tr>
<td></td>
<td>31(F)</td>
<td>First Marking Period Ends</td>
</tr>
<tr>
<td>November</td>
<td>3 (M)</td>
<td>Assessment Day for All Schools*** and/or Professional Development Day for All Schools —Schools Closed for all Students</td>
</tr>
<tr>
<td></td>
<td>4 (T)</td>
<td>General Election Day—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>11(T)</td>
<td>Veterans Day*</td>
</tr>
<tr>
<td></td>
<td>17(M)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>17-21(M-F)</td>
<td>American Education Week</td>
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<tr>
<td></td>
<td>24(M)</td>
<td>Elementary Conference Day—Schools Closed for Elementary Students</td>
</tr>
<tr>
<td></td>
<td>27-28(Th-F)</td>
<td>Thanksgiving Holiday—Schools and Offices Closed</td>
</tr>
<tr>
<td>December</td>
<td>15(M)</td>
<td>Bill of Rights Day*</td>
</tr>
<tr>
<td></td>
<td>23(T)</td>
<td>Christmas/Winter Break Begins at End of School Day</td>
</tr>
<tr>
<td>January</td>
<td>5(M)</td>
<td>Schools Reopen</td>
</tr>
<tr>
<td></td>
<td>15(Th)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday *</td>
</tr>
<tr>
<td></td>
<td>19(M)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday Observed—Schools and Offices Closed</td>
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<tr>
<td></td>
<td>23(F)</td>
<td>Second Marking Period Ends</td>
</tr>
<tr>
<td></td>
<td>26(M)</td>
<td>Assessment Day for All Schools*** and/or Professional Development Day for All Schools —Schools Closed for all Students</td>
</tr>
<tr>
<td>February</td>
<td>9(M)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>12(Th)</td>
<td>Lincoln’s Birthday*</td>
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<tr>
<td></td>
<td>16(M)</td>
<td>Presidents’ Day—Schools and Offices Closed</td>
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<tr>
<td></td>
<td>22(Sun)</td>
<td>Washington’s Birthday*</td>
</tr>
<tr>
<td>March</td>
<td>25 (W)</td>
<td>Maryland Day*</td>
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<td></td>
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<td>Pupil Days 22 Teacher Days</td>
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<tr>
<td>Month</td>
<td>Day(s)</td>
<td>Event(s)</td>
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<tr>
<td>-------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April</td>
<td>3 (F)</td>
<td>Third Marking Period Ends—Assessment Day for Elementary and Middle Schools**—Schools Close 3 Hours Early for Elementary and Middle School Students</td>
</tr>
<tr>
<td></td>
<td>3 (F)</td>
<td>Easter/Spring Break Begins at the End of the School Day</td>
</tr>
<tr>
<td></td>
<td>14(T)</td>
<td>Schools Reopen</td>
</tr>
<tr>
<td></td>
<td>27 (M)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td>May</td>
<td>11(M)</td>
<td>PreK/K Conference Day—no Pre-K or Kindergarten sessions</td>
</tr>
<tr>
<td></td>
<td>22(F)</td>
<td>Last Day for Seniors</td>
</tr>
<tr>
<td></td>
<td>25(M)</td>
<td>Memorial Day Observed—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>26-31 (T-Sun)</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td>June</td>
<td>1-4 (M-Th)</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td></td>
<td>14(Sun)</td>
<td>Flag Day*</td>
</tr>
<tr>
<td></td>
<td>16-17 (T,W)</td>
<td>Assessment Days****: Schools close 3 Hours Early for High School Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>17(W)</td>
<td>Assessment Day**: Schools Close 3 Hours Early for Elementary and Middle School Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>18(Th)</td>
<td>Last Day of Classes for Students; Schools Close 3 Hours Early for Students; Teachers on Duty</td>
</tr>
<tr>
<td>July</td>
<td>3(F)</td>
<td>Independence Day Observed – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>7(T)</td>
<td>Summer School begins</td>
</tr>
<tr>
<td>August</td>
<td>7(F)</td>
<td>Summer School ends</td>
</tr>
</tbody>
</table>

TOTALS

<table>
<thead>
<tr>
<th>Pupil Days</th>
<th>Teacher Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>187</td>
<td>196</td>
</tr>
</tbody>
</table>

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

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

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

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

If schools are closed seven days due to emergency conditions, it will be necessary to alter the school calendar. Additional days may be scheduled as required at the end of the school year. Depending on the use of emergency closing time, the calendar may be reduced if the time is not needed to meet the minimum required days/hours. One-half days may be modified. Teacher duty days will not exceed 191.
DATE:       June 12, 2007

TO:         BOARD OF EDUCATION

FROM:       Dr. Joe A. Hairston, Superintendent

SUBJECT:    NAMING OF SECONDARY ACADEMIC INTERVENTION
            MODEL FACILITY

ORIGINATOR: William Lawrence, Assistant Superintendent, Northeast Area

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education review and approve the naming of the Secondary Academic Intervention Model facility to “Crossroads Center.”

All alternative programs start as a concept that is developed and presented for support and funding. Once the concept moves to implementation the facility takes on a name like all schools and centers. The Secondary Academic Intervention Model (SAIM) is ready to be named. The facility is located at “Crossroads at 95” Business Park owned by St. John Properties.

The concept of this name also imparts the Secondary Academic Intervention Model’s major themes:

Students are at crossroads in their academic learning.
Students are at crossroads in their decisions.
Students are at crossroads in their personnel life.
Students are at crossroads in pursuing their future.

These are the four cornerstones of our academic and personnel development at this new alternative program. It is the recommendation of the principal, the area assistant superintendent, and the executive director of student support services that Crossroads Center is the appropriate name for this facility.

St. John Properties will provide the appropriate signs for the school once the name is approved by the Board.

This is the first reading.
Baltimore County Public Schools

Date: June 12, 2007

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Report on the Curriculum Management Plan

Originator: Sonia Diaz, Chief Academic Officer

Resource Person(s): Curriculum Management Planning Committee

Recommendation

That the Board of Education review the Curriculum Management Plan.

*****
Curriculum Management Plan
# TABLE OF CONTENTS

**Curriculum Management Plan**

<table>
<thead>
<tr>
<th>Part I: Vision</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II: Curriculum Development</td>
<td>6</td>
</tr>
<tr>
<td>Part III: Curriculum, Implementation and Support</td>
<td>11</td>
</tr>
<tr>
<td>Part IV: Assessment, Monitoring, and Evaluation</td>
<td>16</td>
</tr>
</tbody>
</table>

**Additional Resources**

<table>
<thead>
<tr>
<th>Communication Guidelines</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary</td>
<td>22</td>
</tr>
<tr>
<td>References</td>
<td>26</td>
</tr>
</tbody>
</table>
PURPOSE OF THE CURRICULUM MANAGEMENT PLAN

This Curriculum Management Plan is a systemic document that establishes procedures for the design, delivery, and evaluation of all curricula. The Blueprint for Progress and the Master Plan set forth the vision and the philosophy, and serve to outline “the goals, processes, and positions involved in designing, developing, evaluating, and revising quality curriculum documents” (Phi Delta Kappa (PDK) Curriculum Management Audit, p. 86). More specifically, it assigns roles, responsibilities, and accountability for the design and implementation of the curriculum. It includes a comprehensive professional development plan aligned to curriculum design and delivery based upon national, state, and local curriculum standards. The plan also presents procedures and specifications for monitoring and evaluating curriculum design, delivery, and effectiveness.

FIRST PRINCIPLES

The vision of the Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their potential as responsible, productive citizens and to be successful in college and the work place. This Curriculum Management Plan will provide for instruction at the highest levels and will produce increased student performance based on established, measurable standards. Designed to ensure collaboration, consistency, and continuous review, this Curriculum Management Plan provides direction for everyone involved in teaching and learning in Baltimore County Public Schools. Implementation of all components of this Curriculum Management Plan will narrow achievement gaps and ensure the success of all students.

Blueprint for Progress

This Curriculum Management Plan is founded on the Baltimore County Public Schools’ Blueprint for Progress, which provides our school community with the precepts and beliefs that guide all efforts to educate every child in our school system. . .

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.
MISSION

The Baltimore County Public Schools’ mission is to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens.

GOALS

• To improve achievement for all students
• To maintain a safe and orderly learning environment in every school
• To use resources effectively and efficiently

BELIEF STATEMENTS

• We believe that all students will learn and achieve.
• We believe that improved student achievement requires families and communities to be partners in the educational process.
• We believe that increased student achievement requires families to be responsible and accountable for their children’s education.
• We believe that all schools will demonstrate adequate yearly progress.
• We believe in respecting the dignity and worth of every individual.
• We believe that a quality education requires:
  o An effective, qualified teacher in every classroom
  o An effective, qualified principal focused on instruction in every school
  o A challenging systemic curriculum
  o A results-oriented, data-driven focus on continuous growth
  o An assessment program focused on the measurement of student growth
  o Shared accountability among teachers, principals, and central office personnel
  o Early intervention for young children
• We believe that every employee must model ethical behavior, exhibit a strong work ethic, and perform at high levels.
• We believe that all Baltimore County Public Schools’ departments and offices must demonstrate continuous improvement.

INSTRUCTIONAL PHILOSOPHY

Quality curricular control requires: (1) a rigorous written curriculum, in clear and consistent form, for application by teachers in classrooms or related instructional settings, (2) a rigorous taught curriculum that is shaped by, and interactive with, the written one, and (3) a rigorous assessed curriculum that is linked to both the taught and written curricula, and that includes the tasks, concepts, and skills for student learning. Technology, used for instruction, assessment, management, and the support of teaching and learning, is also an integral component.
GUIDING PRINCIPLES
The following guiding principles provide Baltimore County Public Schools with a foundation for enabling stakeholders to promote student achievement through strict alignment of the written, taught, and assessed curriculum:

Curriculum Management Principles (Written Curriculum)
- BCPS Board of Education policy ensures the development of curricula that are aligned to and exceed minimum state regulations and standards.
- A rigorous core curriculum promotes active student engagement and meets the diverse learning needs of all students.
- The curriculum provides multiple opportunities for all students to achieve core objectives and includes a variety of modifications and differentiation strategies.
- A comprehensive professional development plan supports curriculum design, implementation, assessment, and the evaluation process.
- Curriculum development is ongoing and cyclical, including management, development, implementation, assessment, evaluation, monitoring, and revision.
- The curriculum is written in a consistent format and is accessible to all stakeholders, reflecting best practices and research-based strategies.
- The curriculum aligns vertically (PreK-12) and horizontally (within grade levels), supporting the systemwide goal of creating a college and work-force ready culture.

Instructional Management Principles (Taught Curriculum)
- Effective instruction is the shared responsibility of the entire educational community.
- Classroom instruction (the taught curriculum) includes, but is not limited to, all skills and content presented in the written curriculum as prescribed by national, state, and local standards.
- Teachers implement the written curriculum (the “what”) with fidelity, while effectively differentiating instruction (the "how") to meet the needs of all students.
- Instructional resources, aligned with the curriculum, are appropriate, available, and consistently utilized during instruction.
- All BCPS offices and schools share responsibility for planning, developing, and implementing high quality professional development that aligns with curriculum and supports instructional planning and delivery.

Assessment Management Principles (Assessed Curriculum)
Assessment is an integral component of any successful curriculum. A comprehensive assessment plan fosters sound instructional decision making and provides a vehicle for the analysis and communication of student achievement results. The purpose of the assessment plan is to:
- Guide instruction
- Guide learning
- Guide the school system in the improvement of both the design and delivery of the curriculum, the use of support services, and professional development
- Provide valid, reliable, and timely information to all stakeholders regarding student achievement and the overall effectiveness of the curriculum

**NON-NEGOTIABLE INSTRUCTIONAL ELEMENTS**
The following instructional elements are required for the promotion of student achievement:
- Research-based best practices and methodologies
- Evident, systemwide support for differentiated instruction (e.g. enrichment, reteaching, and acceleration to account for differences in learning styles, student affect, cultural differences)
- Instructional taxonomies to ensure increased levels of sophistication and rigor
- Established priorities for use of instructional time
- Strategies for integration across disciplines and grades
- Numerous and varied opportunities for students to see practical applications for the content and skills being taught
- Curricular back mapping of skills, beginning with a specific learning outcome in mind
- College, career, and job preparedness to promote life-long learning
- Frequent, constructive monitoring of learning and teaching

**CURRICULUM MANAGEMENT COMMITTEE**
A key component of the BCPS Curriculum Management Plan will be the creation of a standing Curriculum Management Committee. This committee will provide ongoing guidance and support in the design, delivery, review, and evaluation of the Curriculum Management Plan.

The Chief Academic Officer will appoint the members of the Curriculum Management Committee. Membership will include:
- Assistant Superintendent of Curriculum and Instruction – Humanities
- Assistant Superintendent of Curriculum and Instruction – Science, Technology, Engineering, and Mathematics (STEM)
- Director of the Department of Professional Development
- Executive Director of the Department of Research, Accountability, and Assessment
- Area Assistant Superintendents
- School Principals
- Teachers
- Representation from the Department of Technology
Adequate funding for human and material resources is crucial for ensuring effective implementation of the Curriculum Management Plan. The Curriculum Management Committee will be responsible for making timely recommendations to the superintendent regarding budgetary priorities as these relate to the audit findings. The committee will also assume responsibility for the development of a three- to five-year plan to establish timelines to implement the Curriculum Management Plan.

**WORK GROUPS**

In addition to the creation of a Curriculum Management Committee, the Chief Academic Officer will assign membership in different work groups. These groups will include: 1) Curriculum Development, 2) Professional Development, and 3) Assessment, Monitoring, and Evaluation. Work groups are designed to serve in an advisory capacity to the Curriculum Management Committee. The composition and major responsibilities of these work groups will be described in Parts II, III, and IV of the Curriculum Management Plan.
PART II: CURRICULUM DEVELOPMENT

The Curriculum Management Plan provides systematic direction and consistency for the design, delivery, and evaluation of the written, taught, and assessed curriculum of Baltimore County Public Schools. The plan specifically addresses the systemwide processes that BCPS will employ to develop and refine all curricula based on the goals outlined in the *Blueprint for Progress*, and the findings and recommendations in the *PDK Curriculum Management Audit*.

This section focuses on the following aspects of the BCPS Curriculum Management Plan:

- The Curriculum Development Work Group
- The BCPS Curriculum Frameworks
- Curriculum Guides
- Prioritizing the Development and Revision of the BCPS Curriculum Frameworks
- Reviewing the Quality and Consistency of the BCPS Curriculum Frameworks

THE CURRICULUM DEVELOPMENT WORK GROUP

The Chief Academic Officer will assign members to the Curriculum Development Work Group. The group will include area assistant superintendent(s); school-based administrators; teachers; representatives from the Departments of Humanities; STEM; Professional Development; Research, Accountability, and Assessment; and Human Resources; and the Offices of Equity and Assurance and Technology. The Curriculum Development Work Group will:

- Recommend policies and rules that relate to curriculum development
- Identify systemwide curriculum development goals and priorities related to student achievement
- Provide leadership in the development and monitoring of the BCPS Curriculum Frameworks
THE BCPS CURRICULUM FRAMEWORKS

The foundation for all exemplary curriculum work begins with quality curriculum frameworks, applied to the development of every course and content area. The frameworks set instructional standards at the highest level and exceed the foundational basis outlined in the Maryland Voluntary State Curriculum and the Core Learning Goals.

The BCPS Curriculum Frameworks, shown on the following page, will include the following:

1. The **Blueprint for Progress** – consideration of and mapping to the related elements of the Blueprint for Progress.

2. **Curriculum Standards for Each Discipline** comprised of national, state, and local standards, as well as applicable industry standards.

3. **Content-Specific, Research-Based Best Practices** that authenticate the appropriateness of the methodologies and content in subsequent sections.

4. A complete **Content-Specific Scope and Sequence of Prekindergarten to Grade 12** instructional objectives that identify the level of cognitive demand and assist teachers in targeting the points at which specific skills and strategies are introduced, reinforced, and mastered.

5. A **Year-Long Instructional Pathway** that includes an overview of what students should know and be able to do in each content area by the end of each grade level or course.

6. A variety of **Grade Level Course Assessments** to provide teachers with information that guides, informs, and improves instruction and student achievement.

7. **Curriculum Guides**, explained in detail in the following section.
BCPS Curriculum Frameworks

1. Blueprint for Progress
2. Curriculum Standards for Each Discipline (VSC, CLG, National / Industry Standards)
3. Content Specific, Research-Based Best Practices
4. Content Specific Scope and Sequence of PreK-12
5. Year-Long Instructional Pathway
6. Grade Level / Course Assessments
7. Curriculum Guides

CURRICULUM GUIDES

Once the BCPS Curriculum Frameworks are in place, curriculum writers will proceed with the development or revision of curriculum guides according to a prioritized order. Sample exemplar curriculum guides will be provided to curriculum writers to guide the development of high quality BCPS curriculum guides. BCPS guides will follow a common curriculum format that will be adopted and approved by the Curriculum Management Committee. In addition, they will:

1. Provide a connection to national, state, and local standards
2. Identify the objectives to be covered, clarifying the rigor of the objectives with verbs that describe the cognitive processes students must demonstrate
3. Identify appropriate instructional materials and resources (e.g. texts, technology, visuals, manipulatives, equipment) to support each objective
4. Provide sample assessment items using a variety of item formats that contextualize instruction in terms of high stakes and real-world problem solving
5. Provide a variety of performance-based methods of assessing students’ learning (e.g. re-enactments, presentations, projects, labs, panel discussions, internships, plays)
6. Include explicit and systematic lessons
7. Include differentiated instruction to meet the needs of all learners
8. Provide a variety of instructional delivery models (whole group, small group, cooperative learning groups, partner work, independent learning)
9. Outline a pacing schedule for instruction
10. Include activities that reinforce and connect skills and strategies learned in other content areas
11. Include home-school connections and strategies for reinforcing instruction at home

PRIORITIZING THE DEVELOPING AND REVISING OF THE BCPS CURRICULUM FRAMEWORKS

Curriculum is intended to prepare students for the future; therefore, the development and revision of content specific curricular frameworks for BCPS will be an ongoing process inextricably bound to educational and societal changes.

The following will be considered for prioritizing the development and revision of content specific curriculum frameworks for BCPS:

- What information do student data yield?
- What do qualitative and quantitative data indicate about the effectiveness of the curriculum guide?
- Does the guide support a tested area (MSA, HSA, SAT, AP)?
- Have there been changes in standards (curriculum standards or industry standards), pedagogy, or research since the writing of the current guide?
- Based on the levels of cognitive demand, how rigorous is the existing course? Should the course continue to be offered in BCPS?
- Are the books/resource materials used in this course current and relevant? What are the copyright dates of the books/resource materials used by students to support the curriculum guide? Are the books/resource materials still in print?
- How many students are currently enrolled in the course?
- How many schools offer the course?

REVIEWING THE QUALITY AND CONSISTENCY OF THE BCPS CURRICULUM FRAMEWORKS

In order to ensure that all BCPS curriculum guides meet standards for quality and consistency, a process will be developed for reviewing the BCPS Curriculum Frameworks in every revised or newly developed curriculum guide. This process will ensure that the aforementioned components will not only exist in the final product but will actually make teaching and learning more effective.

The Curriculum Development Work Group involves the following personnel in reviewing the quality of the BCPS Curriculum Frameworks.

- Grade level/content teachers who did not participate in the writing of the curriculum guide
- Personnel from the Division of Curriculum and Instruction
- School-based administrators
- Representatives from the Office of Professional Development
• Representatives from the Department of Research, Accountability, and Assessment

The Curriculum Development Work Group will advise the Curriculum Management Committee regarding the consistency and quality of the incorporation of the BCPS Curriculum Frameworks in all future curriculum development.

In reviewing the application of the BCPS Curriculum Frameworks, the following steps will guide the process:

REVIEWING THE QUALITY AND CONSISTENCY OF THE BCPS CURRICULUM FRAMEWORKS

1. Completion of specific curriculum frameworks by content offices

2. Curriculum Development Work Group and the Curriculum Management Committee Review

3. Revisions to content specific curriculum frameworks based on feedback from the Curriculum Development Work Group and the Curriculum Management Committee

4. Rollout of content specific curriculum frameworks

5. Feedback provided to content office, Curriculum Development Work Group, and Curriculum Management Committee by teachers and select stakeholders

6. Revisions to content specific curriculum frameworks based on feedback

7. Full implementation of content specific curriculum frameworks

8. Periodic review of the frameworks by Curriculum Development Work Group and the Curriculum Management Committee
PART III: CURRICULUM IMPLEMENTATION AND SUPPORT STRATEGIES

PROFESSIONAL DEVELOPMENT FRAMEWORK

A consistent framework for planning, implementation, and support is essential for ensuring high quality professional development. All levels of curricular professional development must be aligned and must support the written, taught, and assessed curriculum; systemwide and school-based initiatives must be mutually supportive to ensure the reinforcement and sustainability of content knowledge, skills, and strategies for each intended audience. BCPS professional development initiatives must be differentiated to meet the diverse needs of adult learners and must include high quality, ongoing training using both text resources and digital technologies (see the graphic at the end of this section).

This section focuses on the following aspects of the BCPS Curriculum Management Plan:

- The Professional Development Work Group
- BCPS Department of Professional Development Roles and Responsibilities
- Professional Development Priorities
- Curriculum Implementation and Support
- Evaluation of BCPS Professional Development Activities and Programs
- Communication

THE PROFESSIONAL DEVELOPMENT WORK GROUP

A Professional Development Work Group, comprised of individuals selected by the Chief Academic Officer will be formed. The group will include area assistant superintendent(s); school-based administrators; teachers; representatives from the Departments of Humanities; STEM; Professional Development; Research, Accountability, and Assessment; and Human Resources; and the Offices of Equity and Assurance and Technology.

The Professional Development Work Group will:

- Recommend policies and rules that relate to professional development
- Identify systemwide professional development goals related to student achievement
- Examine current practices for using student achievement data, curriculum implementation data, data on school climate, and levels of expectations for student learning
- Provide leadership in identifying a research-based Professional Development Plan
DEPARTMENT OF PROFESSIONAL DEVELOPMENT ROLES AND RESPONSIBILITIES

As part of the BCPS Curriculum Management Plan, the BCPS Department of Professional Development, in collaboration with the Curriculum Management Committee and the Professional Development Work Group, will design a research-based Professional Development Plan to serve as the foundation for all professional development initiatives. The Department of Professional Development will ensure that the plan includes guidelines for:

- Developing a uniform structure for the BCPS curricular offices to report their professional development plan for the academic year
- Incorporating the *Maryland Teacher Professional Development Standards* in all professional development proposals
- Ensuring stakeholder awareness and support regarding teacher and administrator professional development as integral to student learning and increased student achievement
- Identifying professional development needs
- Providing differentiated professional development opportunities
- Conducting formal induction training for new teachers and new administrators with a focus on the written, taught, and assessed curriculum
- Mentoring and coaching opportunities for teachers and administrators
- Facilitating opportunities for teachers and administrators to exchange ideas and strategies related to best practices
- Collaborating with the Office of Research, Accountability, and Assessment to evaluate the effectiveness of professional development and school improvement initiatives
- Tracking and reporting participation in systemwide professional development and school improvement initiatives
- Tracking and reporting participation in non-curriculum related professional development initiatives
- Creating systems to ensure accountability in all facets of professional development activities

DETERMINING PROFESSIONAL DEVELOPMENT PRIORITIES

The Professional Development Work Group will serve as a clearinghouse and will provide direction to the Curriculum Management Committee concerning professional development plans related to curriculum implementation and support. The group will coordinate the review and approval of professional development plans submitted by curricular offices. Area assistant superintendents will work collaboratively with the Professional Development Work Group to review the professional development components of School Improvement Plans with respect to audience, delivery methods, resources required, follow-up strategies, evaluation, and timelines.
Systemwide Professional Development
Stakeholders from each BCPS office will determine systemwide professional development needs for specific audiences and will develop a professional development plan. Each office will ensure that professional development:

- Be of high quality, and aligned to goals and indicators in the BCPS Blueprint for Progress, the BCPS Master Plan, and the Maryland Voluntary State Curriculum
- Reflect consideration of professional development needs identified in School Improvement Plans
- Reflect needs related to the introduction of new initiatives and resources by curricular offices

School-based Professional Development
School principals and leadership teams will determine professional development initiatives based on student achievement data and system priorities in their School Improvement Plans. Area assistant superintendents will review and approve all professional development priorities identified in each School Improvement Plan.

Schools will ensure that high quality professional development will be based upon:
- The BCPS Blueprint for Progress, BCPS Master Plan, and the Maryland Voluntary State Curriculum and Core Learning Goals
- Maryland Teacher Professional Development Standards

CURRICULUM IMPLEMENTATION AND SUPPORT
A consistent process to support instructional staff in the delivery of new and existing curricula will be utilized. This process will be established to provide professional development for instructional staff at the introduction, implementation, and institutionalization phases. The Professional Development Work Group and the Curriculum Management Committee will oversee the establishment of this process.

EVALUATION OF BCPS PROFESSIONAL DEVELOPMENT
Professional development designed to improve student learning will use appropriate tools for measuring effectiveness, including changes in instructional practices and related student achievement. The Curriculum Management Committee and the Professional Development Work Group will ensure that appropriate mechanisms are in place to evaluate all BCPS professional development initiatives.
The Professional Development Work Group will:

- Assess the adequacy of the support and resources provided to participants
- Assess training quality
- Evaluate participants’ acquisition and implementation of new knowledge and skills
- Evaluate the impact on instructional practice and student performance
The Chief Academic Officer will assign members to the Professional Development Work Group. The group will include area assistant superintendent(s); school-based administrators; teachers; representatives from the Department of Humanities; STEM; Professional Development; Research, Accountability, and Assessment; Human Resources; the Offices of Equity and Assurance; and Technology.
PART IV: ASSESSMENT, MONITORING, AND EVALUATION

The assessment, monitoring, and evaluation components of the Curriculum Management Plan will enable all Baltimore County Public Schools’ stakeholders to engage in a deliberate, thoughtful process of continuous improvement (see the graphic at the end of this section.)

These components include:

- Requirements for implementing a Comprehensive Assessment Plan
- Requirements for Curriculum Implementation Monitoring
- Expectations for Curriculum Evaluation
- Standards for Analysis and Use of Assessment, Monitoring, and Evaluation Data

THE ASSESSMENT, MONITORING, AND EVALUATION WORK GROUP

The Chief Academic Officer will assign members to the Assessment, Monitoring, and Evaluation Work Group. The group will include area assistant superintendent(s); school-based administrators; teachers; representatives from the Departments of Humanities; STEM; Professional Development; Research, Accountability, and Assessment; and Human Resources; and the Offices of Equity and Assurance and Technology.

The Assessment, Monitoring, and Evaluation Work Group will advise the Curriculum Management Committee on matters related to assessment, evaluation, and monitoring, and will specifically be charged with developing and reviewing a Comprehensive Assessment Plan.

COMPREHENSIVE ASSESSMENT PLAN

A Comprehensive Assessment Plan will provide direction for all aspects of testing and assessment in the school system. It will include national, state, and county-mandated testing, as well as curriculum-embedded assessments. The Comprehensive Assessment Plan will:

- Set systemwide expectations by:
  - Specifying assessment-related procedures for ongoing needs assessment and stakeholder involvement
  - Establishing criteria for correlating district and state assessments
  - Providing timelines and procedures for review and evaluation of the Comprehensive Assessment Plan
  - Identifying processes for involving stakeholders and for communicating data to them
- Provide standardized requirements for assessment at all levels of the system by:
  - Identifying the multiple purposes and types of assessments
  - Providing matrices of assessment tools, subjects, timelines, etc.
o Requiring controls for bias (e.g. gender, language, disability, race, ethnicity, culture) in assessment development
o Requiring assessment tools and sample questions in all curriculum guides
o Setting standards for quality in curriculum-embedded assessments
o Requiring training for internal audiences (professional development related to assessment and evaluation methods and processes)
  o Providing information for parents/guardians and other community members related to assessing school and student progress
o Specifying requirements for storage, security, and handling of assessment documents
o Specifying mandatory state and county meetings
  • Incorporate the use of technology to support all aspects of the Comprehensive Assessment Plan, where appropriate

CURRICULUM IMPLEMENTATION MONITORING

Research indicates that high quality curriculum, implemented with fidelity, positively impacts student achievement. Determining whether implementation is effective is a necessary first step in determining whether the curriculum itself is likely to lead to improved student outcomes. Consequently, procedures included in the Comprehensive Assessment Plan for monitoring the implementation of the BCPS curriculum will:
  • Identify best practices for using classroom observations and student achievement data to monitor curriculum implementation
  • Specify area office, content office, professional development staff, principal, assistant principal, department chair, resource teacher, and classroom teacher roles in monitoring processes
  • Require the identification of strategies to link degrees of curriculum implementation to student performance results
  • Require the development of rubrics and forms for recording evidence of success in curriculum implementation
  • Identify district and school-level timelines for monitoring and data reporting
  • Provide guidelines for communicating results to stakeholders
  • Require the use of technology to assess implementation strategies, as appropriate

CURRICULUM EVALUATION

Effective curriculum evaluation includes specific procedures and timelines for reflecting on and evaluating the quality, scope, standards, and outcomes of the written, taught, and assessed curriculum. The BCPS curriculum should be periodically revised to address new research findings and new state and federal laws or regulations. All curriculum evaluations should be guided by scientifically-based research methods and should:
  • Establish quality standards that address current instructional trends and best practices for the written, taught, and assessed curriculum
  • Require alignment with national, state, and district performance standards
• Require collaborative analysis of student achievement data to determine needs for curriculum review and evaluation
• Establish a timeline for cyclical review and evaluation of the curriculum
• Specify curriculum evaluation procedures that reflect best practices for program evaluation
• Establish procedures to identify the impact of curriculum-related professional development on student achievement
• Provide for the inclusion of school and district leadership, community, and other stakeholders in curriculum review and evaluation processes
• Require communication of review and evaluation processes to staff, parents/guardians, and other stakeholders
• Require the use of technology to support collection and analysis of data, communication, and other processes, where appropriate

ANALYSIS AND USE OF ASSESSMENT, MONITORING, AND EVALUATION OF DATA

BCPS has developed a data warehouse that makes it possible for system personnel at all levels to access and analyze data to inform decision-making. Establishing standards for the analysis and use of data will ensure that data are collected, stored, and communicated in an accurate, timely, effective, and ethical manner for the purpose of curriculum development and instructional decision-making. Examples of data that are incorporated within the scope of this plan are: student assessment data, curriculum implementation monitoring data, curriculum review and evaluation data, and program evaluation and research results data. The standards developed will:

• Set expectations for using district and school data at all levels to improve student achievement by:
  o Requiring the timely communication of assessment, monitoring, and evaluation results
  o Identifying best practices for using state and county-mandated assessment data, including formative, summative, and curriculum-embedded assessment data, to drive instructional decision-making
  o Requiring specific goals, aligned to the Blueprint for Progress, for data reporting
  o Requiring the selection of reporting strategies that are aligned with identified BCPS goals and that effectively communicate the desired information
  o Requiring collaboration among the Division of Curriculum and Instruction offices to identify needs and provide training for staff on using data to drive instruction and support program improvement

• Identify area office, content office, professional development staff, principal, assistant principal, department chair, resource teacher and classroom teacher roles in collecting, analyzing, and communicating data and results
• Establish guidelines for conducting curriculum-related program evaluations
• Require the use of technology for data collection, storage, retrieval, and analysis, where appropriate
Assessment, Monitoring, and Evaluation Process

Blueprint for Progress

Board of Education Resolution
November 21, 2000
Adopted January 14, 2003
Revised August 10, 2004
Revised May 24, 2005
Revised June 13, 2006

Student Assessment
Data

Curriculum Implementation
Monitoring

Curriculum Evaluation

Assessed

Written

Taught

Analysis

Student Achievement Data

Analysis

Analysis

Student Achievement Data
COMMUNICATIONS OBJECTIVES AND GUIDELINES

The Curriculum Management Plan will include a communications plan component to inform and celebrate successes realized as the plan unfolds.

COMMUNICATIONS OBJECTIVES
Successful implementation of communications strategies and action steps set forth in the communications plan will meet the following objectives:

- To share with the public (staff, students, stakeholders, community at large, colleagues in public education, other communities) the progress being made as BCPS responds to the PDK Curriculum Management Audit recommendations,
- To engage the public in understanding and supporting the development of and the implementation of the Curriculum Management Plan
- To instill in BCPS staff the understanding of the purpose and basic principles of the Curriculum Management Plan, and then provide the tools (guidelines, talking points, communications tips, etc.) in order to best support excellent customer service to students, parents, and the community at the front-line level of engagement with the public.
- To engage the public in talking and thinking about how their expectations for the successful education of children, as defined in the Blueprint for Progress, relate to the successful development of classroom and coursework objectives, the professional training of teachers, the deployment of instructional materials, and opportunities for parent participation so that:
  - The public can better support teachers and principals,
  - Parents and families can better understand and help support teaching and learning objectives with their children,
  - Students and parents can see a clear path to academic growth and advancement among various courses and between grade levels,
  - The public will understand and support public education objectives in Baltimore County as essential to continued community well-being and economic development.

KEY MESSAGES AND GUIDELINES
Key messages and talking points will be developed and integrated into the strategies and action steps of the communications plan. Examples of these key messages include:

- The Curriculum Management Audit was an important undertaking initiated by the Superintendent and supported by the Board of Education in order to examine gaps between the type of education we say we are delivering to all children and what is actually taking place. The audit was designed to identify concerns and findings that might be impeding our progress as a school system and to make suggestions on how to resolve those
challenges to the benefit of advancing student achievement for all children.

- The Curriculum Management Audit identified the school system’s *Blueprint for Progress* as a defining document, setting clear expectations for academic achievement for all students. A key recommendation was to create a Curriculum Management Plan to align with and support the *Blueprint for Progress* objectives.

- The Curriculum Management Plan addresses the active alignment and engagement of all factors that contribute to the successful academic growth of all children so that they reach their academic potential as they progress from grade to grade and, ultimately succeed in life beyond PreK-12 education.

- Definitions for terms included in the Curriculum Management Plan (identified in the plan glossary) will be supported through key messages and talking points.

**TIMELINE FOR IMPLEMENTATION**

The timeline for successful implementation of the communications plan will be closely integrated with the Curriculum Management Plan timeline. It will also be aligned with the times when, traditionally, various audiences have been exposed to information about the business of schools (e.g., budget development), academic performance (report card and MSA/HSA scores release, time taken for professional development for staff), and general times of broad public engagement and awareness (e.g., Back-to-school nights, parent conferences).

**ROLES AND RESPONSIBILITIES**

Each Work Group described in Part I will review and revise communications expectations and requirements as they relate to each part of the Curriculum Management Plan. The Chief Communications Officer will lead a Communications Work Group to review, evaluate, and revise the Communications Plan as needed. "Key Communicators" will be identified as part of the Communications Plan, and technical support will be provided by (to include, but may not be limited to):

- Office of Communications Team
- Web Team
- Copy, Print, Distribution Team
- Parent Support Services Team
Glossary of Terms

accountability
Measurable proof that teachers, schools, districts, and states are teaching students efficiently and well

achievement gaps
Differences in achievement among groups of students in relation to established standards

achievement tests
Tests used to measure how much a student has learned in various school subjects

alignment
The effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed

assessment
Measuring the learning and performance of students

backward mapping
Beginning with the end in mind; working backward from the intended goal for learning to define all of the skill instruction that will be needed to meet the identified goal

benchmark assessment
Benchmark assessment results are used to determine what students have achieved in relation to particular curriculum standards.

collaboration
A relationship between individuals or organizations that enables the participants to accomplish goals more successfully than they could have separately

cognitive demand
Generally refers to Bloom’s taxonomy and reflects a classification of thinking rather than a sequential hierarchy (understanding prior to application and analysis). High cognitive demands or thinking processes involved in solving a task can include the use of general procedures connected to underlying concepts and meaning, complex thinking, and reasoning strategies.

Core Learning Goals (Maryland)
The Core Learning Goals documents align the Maryland Content Standards and the Maryland Assessment Program. The documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, the objectives provide teachers with very clear information about what specific learning should occur.
curriculum
A written plan outlining what students will be taught (a course of study). Curriculum documents often also include detailed directions or suggestions for teaching the content.

data-based decision making
Analyzing sources of information such as student performance assessments, school performance, demographics, and other data in order to make decisions and/or actions plans based on the data.

differentiated instruction
Offering several different learning experiences in response to students' varied needs.

disaggregated data
Disaggregate means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child's school. Instead, parents and teachers can see how each student group is performing.

diversity
Diversity refers to all of the characteristics that make individuals different from each other, e.g., age, gender, race, ethnicity, ability, religion, and culture.

English language learner (ELL)
A student whose first language is other than English and who is in a special program for learning English.

equity
Educational fairness, justice, and impartiality in which all children receive a high-quality education and have equal access to services and support.

evaluation
The process used to determining the effectiveness of program.

formative assessment
An ongoing analysis of the process and end result of a task or set of tasks to suggest future steps for teaching and learning.

higher-order thinking
Thinking abilities that engage students in analyzing, comparing, contrasting, generalizing, problem solving, investigating, experimenting, and creating, rather than only in recalling information or facts.

high quality professional development
High quality professional development enables teachers to develop and apply the knowledge and skills necessary to help students learn. Learning opportunities for teachers are sustained, intensive, content-based, classroom focused, and evaluated.
**inclusion**
Often used synonymously with the term "mainstreaming," this term refers to the concept that students with disabilities should be integrated and included to the maximum extent possible with their (typically developing) peers in the educational setting.

**indicator**
Measurable statements about what students should know and be able to do

**learning styles**
Preferred ways by which people learn. Common learning styles include visual, auditory, kinesthetic, active, reflective, and tactile. See BCPS Learning Styles and Preferences at [http://www.bcps.org/offices/lis/models/tips/styles.html#fdlearner](http://www.bcps.org/offices/lis/models/tips/styles.html#fdlearner).

**metacognition**
Being aware of one’s thinking process and taking conscious control of his/her own learning

**methodology**
A system of principles, practices, and procedures related to the analysis and evaluation of subjects to be taught and of the methods of teaching them

**multicultural education**
Schooling that aims for all students to understand and relate to cultural, ethnic, and other diversity, including religion, language, gender, age, and socioeconomic, mental, and physical differences

**norm-referenced tests**
Standardized assessments designed to measure how a student's performance compares with that of other students

**pedagogy**
The art of teaching—especially the conscious use of particular instructional methods

**performance assessment**
A measurement of student achievement designed to assess what students know through their ability to perform a task or produce a product

**problem-based learning**
An instructional method that involves students actively seeking solutions to authentic, real-life problems rather than conventional study of terms and information

**professional development**
Also known as staff development, this term refers to a process of learning and keeping up-to-date in one’s area of expertise
recursive review
Pertaining to or using a rule or procedure that can be applied repeatedly to the creation of a system of design or delivery

rigor
Teaching and learning that expects students to apply critical thinking, reasoning, and problem-solving skills; to analyze, evaluate, critique, synthesize, communicate, and create new knowledge; to manage and direct their own learning

rubric
A tool used to assess a student’s progress in accomplishing a given task whereby specific descriptions of performance levels and associated point values/scores are provided

short-cycle assessment
Short-cycle assessment results are generally used to determine how instruction should change to address specific student needs.

summative test
A test given to evaluate and document what students have learned. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.

standardized testing
Tests that are administered and scored under uniform conditions. Because most machine-scored, multiple-choice tests are standardized, the term is sometimes used to refer to such tests, but other tests may also be standardized.

standards
Rules, outcomes, expectations or requirements

special education
Educational programs for students who, because they have a disability of some kind, require special instructional help to reach their potential

special-needs students
Students who have a physical, developmental, behavioral, or emotional limitation or disability and require special instructional services and support to reach their potential

unit of study
A segment of a course, subject, program of study, or curriculum guide

Voluntary State Curriculum (VSC)
The Voluntary State Curriculum documents align the Maryland Content Standards and the Maryland Assessment Program. The curriculum documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, the objectives provide teachers with very clear information about what specific learning should occur.
References


## RECOMMENDED TRANSFERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td><strong>JOHN S. BOWDEN</strong></td>
<td>Principal</td>
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</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Golden Ring Middle School</td>
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<td><strong>JOAN S. BRAUNER</strong></td>
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<td>(Effective July 1, 2007)</td>
<td>Harford Hills Elementary School</td>
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<td>(Replacing Kathy Taylor-Bradham, transferred to Berkshire Elementary School)</td>
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<td><strong>KIMBERLY M. CORPREW</strong></td>
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<td><strong>WILLIAM A. LAWRENCE</strong></td>
<td>Area Assistant Superintendent</td>
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<td><strong>ROB M. TOMBACK</strong></td>
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<tr>
<td><strong>BETTY A. PETTIFORD</strong></td>
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<td></td>
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<td><strong>MARGUERITE DECRISPINO</strong></td>
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<td>(Replacing Betty Pettiford, recommended for transfer to Principal, Dogwood Elementary School)</td>
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# BALTIMORE COUNTY PUBLIC SCHOOLS
## TOWSON, MARYLAND 21204

**June 12, 2007**

## RETIREMENTS

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<tr>
<th>NAME</th>
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<th>SCHOOL/OFFICE</th>
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<tr>
<td>Barbara P. Auer</td>
<td>Mentor</td>
<td>Holabird Middle</td>
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<td>Robert S. Andrews</td>
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<td>Larry Bondar</td>
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<td>Perry Hall Elementary</td>
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<td>Sharon Crawford</td>
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<td>Rosedale Center</td>
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<td>Deborah Ellis</td>
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<td>Cheryl L. Ellison-Wood</td>
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<td>Marguerite M. Forte</td>
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<td>Mary A. Friedman</td>
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<td>Church Lane Elementary</td>
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<td>Margaret S. Gilbert</td>
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<td>White Oak School</td>
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<td>Margaret T. Hicks</td>
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<td>Maryann Hughes</td>
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<td>Mary E. Jackson</td>
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<td>Cromwell Elementary Magnet</td>
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<tr>
<td>Dorothy M. Justice</td>
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<td>Berkshire Elementary</td>
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<td>Donna M. Lubin</td>
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<td>Mary W. Mason</td>
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<td>Gail B. Maston</td>
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<td>Lynn McCloskey</td>
<td>Registered Nurse</td>
<td>Hannah More Lower Level</td>
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<td>Judith A. Modell</td>
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<td>Hereford High</td>
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<td>Ruth E. Myers</td>
<td>Data Specialist</td>
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<td>Susan S. O’Connor</td>
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<td>Paula C. Rees*</td>
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<td>Cynthia M. Rice</td>
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<td>Howard E. Rones</td>
<td>Teacher</td>
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<td>Sandra M. Saxon</td>
<td>Para-Science Lab</td>
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<td>Theresa J. Snader</td>
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<td>Human Resources BLDG</td>
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<td>Campfield ECLD Center</td>
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<td>Debra M. Vickers</td>
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<td>Richard E. Yuknavich</td>
<td>Teacher</td>
<td>Loch Raven High</td>
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* Correction from 5/22/2007 Board Exhibit
June 12, 2007

RESIGNATIONS

ELEMENTARY – 13

Bear Creek Elementary School
Donnie E. Canneti, 06/30/07, 8.0 mos.
Special Education – Inclusion

Campfield Early Childhood Center
Kathleen A. Flannery, 06/30/07, 1.0 yr.
Special Education – Early Child Self Contained

Colgate Elementary School
Christy J. Brookhart, 06/30/07, 1.7 yrs.
Grade 4

Dundalk Elementary School
Natalie T. Hax, 06/30/07, 3.0 yrs.
Grade 4

Essex Elementary School
Judith S. Gerb, 06/30/07, 1.0 yr.
Occupational Therapist

Glyndon Elementary School
Ashley B. Christensen, 06/30/07, 1.0 yr.
Kindergarten

Halstead Academy
Andrea L. Stremmel, 06/30/07, 1.8 yrs.
Special Education – Inclusion

Johnnycake Elementary School
Karen D. Oppenheimer, 06/30/07, 9.0 yrs.
Guidance

New Town Elementary School
Amy T. McKnight, 06/30/07, 5.0 mos.
Grade 5

Norwood Elementary School
Erin M. Hazel, 06/30/07, 1.0 yr.
Art

Randallstown Elementary School
Alexis D. Cornish, 06/30/07, 1.0 yr.
Grade 2

Rodgers Forge Elementary School
Marilyn M. McDonald, 06/30/07, 2.9 yrs.
Grade 2

Westowne Elementary School
Heatherann Schwartz, 06/30/07, 2.0 yrs.
Speech Language Pathologist

SECONDARY – 27

Arbutus Middle School
Gina L. Bechtel, 06/30/07, 5.0 yrs.
Physical Education

Lydia J. Roach, 06/30/07, 1.0 yr.
Special Education - Inclusion

Catonsville High School
Nelain A. Tolentino, 06/30/07, 1.8 yrs.
Science

Catonsville Middle School
Ginger M. Meyers, 06/30/07, 1.6 yrs.
Mathematics

Cockeysville Middle School
Miriam Snare, 06/30/07, 4.0 yrs.
Mathematics

Deer Park Middle Magnet School
Robert G. Clark, 05/18/07, 9.0 mos.
Mathematics

Dundalk Middle School
John W. Siemsen, 06/30/07, 10.0 yrs.
Physical Education
Resignations

Franklin Middle School
Ryan C. Smith, 06/30/07, 4.0 yrs.
Physical Education

Golden Ring Middle School
Aixa Dengate, 06/30/07, 1.0 yr.
Special Education - Inclusion

Hereford High School
Mark D. Zielinski, 06/30/07, 7.0 yrs.
Music - Instrumental

Holabird Middle School
George J. Coyle, 06/30/07, 7.0 mos.
ESOL

Lansdowne High School
Nikisha L. Blackmon, 06/30/07, 1.0 yr.
Reading Specialist

Lansdowne Middle School
Kari J. Samueleis, 05/10/07, 1.8 yrs.
Special Education – Self Contained

Milford Mill Academy
Avraham Y. Pinson, 06/30/07, 5.0 mos.
Social Studies

Old Court Middle School
Nadine C. Redditt, 06/30/07, 1.0 yr.
Mathematics

Paul E. Winfield, 06/30/07, 11.0 yrs.
Mentor

Owings Mills High School
Timothy J. Jerome, 06/30/07, 1.0 yr.
English

Patapsco High School
Timothy A. Kidwell, 06/30/07, 6.0 yrs.
Social Studies

Pikesville High School
Meghan C. Fox, 06/30/07, 9.0 mos.
Spanish

Southwest Academy
Matthew M. Haney, 06/30/07, 1.0 yr.
Mathematics

Sparrows Point Middle School
Laura E. Eierman, 06/30/07, 2.0 yrs.
Science

Sudbrook Magnet Middle School
Aracelis O. Virella, 06/30/07, 14.0 yrs.
Modern Languages

Towson High School
Wilbur R. Baker, 06/30/07, 6.0 yrs.
Music – Vocal

Jessica N. Leone, 06/30/07, 2.0 yrs.
Special Education – Self Contained

Lisa K. Sollers, 06/30/07, 6.0 yrs.
Mathematics

Western School of Technology
Gino Greco, 06/30/07, 6.0 yrs.
English

Woodlawn High School
Annie D. Smith, 06/30/07, 1.0 yr.
English

ADMINISTRATORS – 1

New Town High School
Pamela W. Zeigler, 06/30/07, 15.0 yrs.
Assistant Principal
Baltimore County Public Schools  
Towson, Maryland 21204  

June 12, 2007

LEAVES

ACADEMIC LEAVES

Andrea Figueras—(Social Studies) Formerly Cockeysville Middle School  
Effective July 1, 2007, through June 30, 2008

Dawn Cioicola Jones—(Early Childhood) Colgate Elementary School  
Effective July 1, 2007, through June 30, 2008

Michael J. Reed—(Mathematics) Towson High School  
Effective July 1, 2007, through June 30, 2008

Michael R. Sturm, Jr.—(Family Studies) Formerly Franklin High School  
Effective July 1, 2007, through June 30, 2008

CHILD REARING LEAVES

Patricia Mele Gerard—(Science) Formerly Dulaney High School  
Effective June 16, 2007, through June 16, 2009

Rachel Satisky Hyatt—(Special Education) Perry Hall Middle School  
Effective August 18, 2007, through June 30, 2009

Margaret Miles Loester—(Mathematics) Perry Hall Middle School  
Effective June 8, 2007, through June 8, 2009

Janine Crawford Ryan—(Elementary) Summit Park Elementary School  
Effective August 14, 2007, through June 30, 2009

Anne Ferrara Talman—(Art) Parkville High School  
Effective July 19, 2007, through July 19, 2009

Amy Hinsawh Wolf—(Elementary) Winfield Elementary School  
Effective August 14, 2007, through June 30, 2009

UNUSUAL OR IMPERATIVE LEAVES

Nicole J. King—(Special Education) Formerly Chase Elementary School  
Effective July 1, 2007, through June 30, 2008

June 12, 2007

DECEASED

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

WALTER A. HEDGES
Bus Driver
Hopkins Creek Bus Facility
May 7, 2007
### Recommended Appointments

**June 12, 2007**

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEPHEN BENDER</strong></td>
<td>Assistant Principal</td>
<td>Assistant to the Area Assistant Superintendent, Southeast Area Superintendent, Office of the Superintendent</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Charlesmont Elementary School</td>
<td>(Replacing Sonja Karwacki, recommended for appointment to Executive Director, Special Programs PreK-12, Department of Humanities)</td>
</tr>
<tr>
<td><strong>HEATHER A. CAULTON</strong></td>
<td>Teacher/Vocal Music Specialist of Music</td>
<td>Woodlawn High School Department of Elementary Programs</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Woodlawn High School</td>
<td>(Replacing Stephen Miles, recommended for appointment to Supervisor of Music, Department of Elementary Programs)</td>
</tr>
<tr>
<td><strong>RENEE A. CRABBE</strong></td>
<td>Vice Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Henry E. Lackey High School</td>
<td>Owings Mills High School</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Charles County Public Schools</td>
<td>(Replacing Robert Andrews, retiring)</td>
</tr>
<tr>
<td><strong>KATHY C. DIMITRIEVSKI</strong></td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Baltimore City Public Schools</td>
<td>Johnnycake Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Baltimore City Public Schools</td>
<td>(Replacing Mary Maddox, recommended for appointment to Principal, Johnnycake Elementary School)</td>
</tr>
<tr>
<td><strong>MICHAEL G. FORT</strong></td>
<td>Area Team Leader, Southwest Department of Technology</td>
<td>Specialist, Instructional Technology Department of Science, Technology, Engineering and Technology</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Department of Technology</td>
<td>(Replacing Rorrie Fortier, transferred to Specialist, Elementary Mathematics, Department of Humanities)</td>
</tr>
<tr>
<td><strong>SHARON L. GRIMES</strong></td>
<td>Teacher/Library Science Media</td>
<td>Supervisor, Library Information Department of Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Lansdowne Elementary School</td>
<td>(Replacing Arthur Stritch, retired)</td>
</tr>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td><strong>Christian S. Gromek</strong></td>
<td>Teacher/Classroom Chase Elementary School</td>
<td>Assistant Principal Cromwell Valley Elementary Regional Magnet School</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Darlene Morrison, promoted to Principal, Cromwell Valley Elementary Regional Magnet School)</td>
</tr>
<tr>
<td><strong>Sonja M. Karwacki</strong></td>
<td>Assistant to the Area Assistant Superintendent, Southeast Area</td>
<td>Executive Director Special Programs PreK-12 Department of Humanities</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Phyllis Bailey, transferred to Coordinator, Policy Analyst, Office of the Superintendent)</td>
</tr>
<tr>
<td><strong>Stephen P. Kimos</strong></td>
<td>Assistant Principal Stemmers Run Middle School</td>
<td>Pupil Personnel Worker Dept. of Student Support Services</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Judith Yolken, retired)</td>
</tr>
<tr>
<td><strong>Heather K. Lageman</strong></td>
<td>Assistant Principal Dulaney High School</td>
<td>Assistant to the Area Assistant Superintendent, Central Area Office of the Superintendent</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Michael Thorne, promoted to Principal, Catonsville Middle School)</td>
</tr>
<tr>
<td><strong>Patricia A. Lawton</strong></td>
<td>Principal Red House Run Elementary School</td>
<td>Director Office of Special Education</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Judy Glass, retired)</td>
</tr>
<tr>
<td><strong>Mary L. Maddox</strong></td>
<td>Assistant Principal Johnnycake Elementary School</td>
<td>Principal Johnnycake Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Jean Wilson, transferred to Principal on Assignment, Department of Humanities)</td>
</tr>
<tr>
<td><strong>Carol C. Mohsberg</strong></td>
<td>Principal Ruth Parker Eason School Anne Arundel County Public Schools</td>
<td>Principal Harford Hills Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Joan Brauner, recommended for transfer to Principal, Eastwood Center Elementary Magnet School)</td>
</tr>
<tr>
<td><strong>Kathleen M. Murray</strong></td>
<td>Teacher/Classroom Pot Spring Elementary School</td>
<td>Assistant Principal Hampton Elementary School</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td></td>
<td>(Replacing Sylvia Lemons, promoted to Principal, Oakleigh Elementary School)</td>
</tr>
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</tr>
<tr>
<td><strong>SALLY R. NAZELROD</strong></td>
<td>Supervisor, Physical Education</td>
<td>Coordinator, Health, Dance and Physical Education Department of Humanities</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Department of Humanities</td>
<td>Department of Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Sara Jane Quinn, retired)</td>
</tr>
<tr>
<td><strong>JOHN S. PALMER</strong></td>
<td>Assistant Principal</td>
<td>Assistant to the Area Assistant Superintendent, Northeast Area Office of the Superintendent</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Franklin Elementary School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Cathy Gantz, promoted to Principal, Hernwood Elementary School)</td>
</tr>
<tr>
<td><strong>CHERYL E. PASTEUR</strong></td>
<td>Teacher/English</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Randallstown High School</td>
<td>New Town High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Pamela Zeigler, resigning)</td>
</tr>
<tr>
<td><strong>GEORGE A. ROBERTS</strong></td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Woodlawn High School</td>
<td>Golden Ring Middle School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing John Bowden, recommended for transfer to Assistant Principal, Secondary Academic Intervention Model Center, SAIM)</td>
</tr>
<tr>
<td><strong>JAMES P. SARGENT</strong></td>
<td>Teacher/Social Studies</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Woodlawn Middle School</td>
<td>Woodlawn High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing George Roberts, recommended for appointment to Principal, Golden Ring Middle School)</td>
</tr>
<tr>
<td><strong>SANDRA E. SUBER</strong></td>
<td>Teacher/Guidance</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Western School of Technology</td>
<td>New Town High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Carol Coder-Cordell, transferring to special education classroom position)</td>
</tr>
<tr>
<td><strong>DRUE K. WHITNEY</strong></td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2007)</td>
<td>Red House Run Elementary School</td>
<td>Red House Run Elementary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Replacing Patricia Lawton, recommended for appointment to Director, Special Education, Department of Humanities)</td>
</tr>
</tbody>
</table>
DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

RE: RECOMMENDATIONS FOR AWARD OF CONTRACTS

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

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

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts  
Board Exhibit – June 12, 2007

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

1. **Contract Modification:** 100 Book Challenge  
   **Contract #:** JNI-735-06

   **Term:** 3 year  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/09

   **Estimated annual award value:** $250,000  
   **Estimated total award value:** $750,000

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

**Description:**

On February 14, 2006, the Board approved a contract to begin implementing the 100 Book Challenge pilot program. For the school year 2007-2008, the Office of Equity and Assurance will continue the pilot and expand this program to include additional grade levels at all previous pilot schools, as well as extend the program to two additional schools (Halstead Elementary and Woodmoor Elementary).

**Recommendation:**

Award of contract modification is recommended to:

America Reading Company  
King of Prussia, PA

**Responsible school or office:** Office of Equity and Assurance

**Contact person:** Barbara Dezmon

**Funding source:** Operating budget

**PDK Alignment:** Recommendation A.3.1

**Explanatory Details:** The 100 Book Challenge is a nationally renowned program that complements current reading initiatives in BCPS. The intent is to expand this program to other schools over time and establish a broader base of implementation.
2. **Contract Modification:** Asphalt Services (Sidewalks, Stairs, Curbing, and Ramps)
   
   **Contract #:** 3-369-03  
   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** 3/28/08  
   **Estimated annual award value:** $50,000  
   **Estimated modification amount:** $600,000  
   **Estimated total award value:** $650,000  

**Description:**

On May 13, 2003, the Board approved a contract for asphalt services valued at $50,000 per year.

**Recommendation:**

Award of contract modification is recommended to:

- **Primary - JVL Contracting**
  - Baltimore, MD
- **Secondary - J. Equipment Transport, Inc.**
  - Baltimore, MD
- **Tertiary - Allied Contractors, Inc.**
  - Baltimore, MD

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Operating budget  
**PDK Audit Alignment:** Recommendation A.10.5  
**Explanatory Details:** Increased funding to allow for additional increased outsourcing of general asphalt repair services as identified in the PDK audit.
3. **Contract Modification:** Burner Preventative Maintenance, Installation, and Repair Services  
   **Contract #:** 3-346-03

   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** 2/11/08

   **Estimated annual award value:** $150,000  
   **Estimated modification amount:** $100,000  
   **Estimated total award value:** $250,000

**Description:**

On February 11, 2003, the Board approved a contract for burner preventative maintenance, installation, and repair services valued at $150,000 per year.

**Recommendation:**

Award of contract modification is recommended to:

- **Primary - R. F. Warder Company**  
  Baltimore, MD
- **Secondary - Facility Engineering Service, Corp.**  
  Reisterstown, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget

**PDK Audit Alignment:** Recommendation 10.5

**Explanatory Details:** Outsourcing of general burner services
4. **Contract Modification:** Concrete Services  
   **Contract #:** 3-351-03

   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** 2/28/08

   **Estimated annual award value:** $25,000  
   **Estimated modification amount:** $175,000  
   **Estimated total award value:** $200,000

**Description:**

On March 11, 2003, the Board approved a contract for concrete services valued at $25,000 per year.

**Recommendation:**

Award of contract modification is recommended to:

- **Primary – A-L Abatement, Inc.**  
  Primary – Most, Incorporated  
  Secondary - Tito Contractors Inc.  
  Baltimore, MD  
  Baltimore, MD  
  Washington, DC

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget

**PDK Audit Alignment:** Recommendation 10.5

**Explanatory Details:** Outsourcing of general concrete repairs
5. **Contract Modification:** Design and Build Video Surveillance and Electronic Card Access Control Systems – Various Facilities

   **Contract #:** JMI-631-06

   **Term:** N/A  **Extension:** N/A  **Contract Ending Date:** 8/18/07

   **Estimated annual award value:** $3,460,990
   **Estimated modification amount:** $300,000
   **Estimated total award value:** $3,760,990

**Description:**

On March 28, 2006, the Board approved a contract for the design and building of video surveillance and electronic card access control systems with associated software at specified sites. A U.S. Department of Justice, Office of Community Oriented Policing Services, Secure Our Schools Grant has been secured to support the installation of a playground camera system at 32 additional elementary school sites with matching funds from Baltimore County government.

**Recommendation:**

Award of contract modification is recommended to:

   Ingersoll-Rand Integrated Systems  Columbia, MD

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

   **Contact person:** Michael G. Sines

   **Funding source:** Operating and special revenues

   **PDK Audit Alignment:** None

   **Explanatory Details:** The PDK audit does not address this issue.
6. **Contract Modification:** Electrician Services  
**Contract #:** 3-356-03  

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** 2/28/08  
**Estimated annual award value:** $200,000  
**Estimated modification amount:** $800,000  
**Estimated total award value:** $1,000,000  

**Description:**  
On March 11, 2003, the Board approved a contract for electrician services valued at $200,000 per year.  

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

- **Primary** - Kurlander Electric, Inc.  
  - Owings Mills, MD  
- **Secondary** - Casper G. Sippel, Inc.  
  - Baltimore, MD  
- **Tertiary** - Denver-Elek, Inc.  
  - Baltimore, MD  
- **Fourth** - Crown Electric Company  
  - Timonium, MD  
- **Fifth** - P. D. Valle Electric Co., Inc.  
  - Baldwin, MD  

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

**Contact person:** Michael G. Sines  

**Funding source:** Operating budget  

**PDK Audit Alignment:** Recommendation A.10.5  

**Explanatory Details:** Increased funding to allow for increased additional outsourcing of general electrical repair services as identified in the PDK audit.
7. **Contract Modification:** Renovation Services
   **Contract #:** 3-359-03

   **Term:** N/A      **Extension:** N/A      **Contract Ending Date:** 2/28/08
   **Estimated annual award value:** $300,000
   **Estimated modification amount:** $350,000
   **Estimated total award value:** $650,000

   **Description:**
   On March 11, 2003, the Board approved a contract for renovation services valued at $300,000 per year.

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

   - **Primary -** Most, Incorporated, Baltimore, MD
   - **Secondary -** Huntington & Hopkins, Phoenix MD
   - **Tertiary -** A-L Abatement, Inc., Baltimore, MD
   - **Fourth -** Tito Contractors, Inc., Washington, DC
   - **Fifth -** Phoenix Electric Co., Inc., Bel Air, MD

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

   **Contact person:** Michael G. Sines

   **Funding source:** Operating budget

   **PDK Audit Alignment:** Recommendation 10.5

   **Explanatory Details:** Outsourcing of general renovation repair services
8. **Contract Modification:** Transporting Modular Classrooms and Associated Services  
**Contract #:** JMI-614-06  
**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** 10/31/10  
**Estimated annual award value:** $25,000  
**Estimated modification amount:** $1,225,000  
**Estimated total award value:** $1,250,000  

**Description:**  
On October 5, 2005, the Board approved a contract for the transport of modular classrooms and associated services valued at $25,000 per year.

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

- Primary – Ayd Auto & Truck Service, Inc.  
  Baltimore, MD  
- Secondary – 24-7 Towing, Inc.  
  Baltimore, MD  

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Operating budget  
**PDK Audit Alignment:** Recommendation A.10.5  
**Explanatory Details:** Increased funding to allow for additional outsourcing of associated repair services.
9. Contract Modification: Wood Floor Refinishing, Re-lining and Repair

Contract #: RHA-362-03

Term: N/A Extension: N/A Contract Ending Date: 04/28/08

Estimated annual award value: $ 50,000
Estimated modification amount: $250,000
Estimated total award value: $300,000

Description:

On April 22, 2003, the Board approved the contract for wood floor refinishing, re-lining and repair for gymnasiums, stages, and other locations valued at $50,000 per year.

Recommendation:

Award of contract modification is recommended to:

- A-L Abatement, Inc. Baltimore, MD
- Harrison Wood Floors Baltimore, MD
- Weyers Floor Service Odenton, MD
- Youngs Floor & Remodeling Baltimore, MD

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Operating budget

PDK Audit Alignment: Recommendation 10.5

Explanatory Details: Outsourcing of general wood floor refinishing and repairs
10. **Contract:** 2006 PSAT/NMSQT Early Participation Program  
   **Contract #:** JNI-756-07

   **Term:** 1 year  
   **Extension:** 0  
   **Contract Ending Date:** 6/30/08

   **Estimated annual award value:** $162,036  
   **Estimated total award value:** $162,036

   **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 2007-2008 Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Early Participation Program is a BCPS initiative that involves ninth and tenth grade students in preparing and planning for success later in secondary school and in college. The Early Participation Program is an educational initiative by the system to increase opportunities for all students, with particular attention to those underrepresented in college populations. The cost is determined by the expected participation is based on the projected 2007 enrollment figures for the participating classes and the PSAT/NMSQT participation in 2006. The set fee will not change regardless of actual participation numbers.

It has been determined that, in accordance with Board of Education Policy and Superintendent’s Rule 3215 and 3250, and the Office of Purchasing’s Policy 4002.4, and in the opinion of the Office of Purchasing, that this procurement qualifies and meets the criteria to be considered a sole-source procurement. This opinion is based on the fact that the PSAT/NMSQT examination, and all items (questions) contained therein, including all copies thereof, all examination materials, and all data including, but not limited to, all individually identifiable information collected under this agreement, is at all times exclusively owned by the College Board.

**Recommendation:**

Recommendation of award to:

   **The College Board**  
   **Bala Cynwyd, PA**

**Responsible school or office:** AVID/College Board

**Contact person:** Jessie L. Douglas

**Funding source:** Operating budget

**PDK Audit Alignment:** Recommendation A.9.5
Explanatory Details: Offering the PSAT for all diploma bound grades nine and ten students. BCPS has funded the administration of the Preliminary Scholastic Aptitude Test (PSAT) for all grade nine and ten students for the past two years. This is in support of the Blueprint for Progress goal to improve achievement for all students as well as to create more opportunities for all students to have access to rigorous courses, college preparation, and life long learning. The PSAT is an initial step and measures the skills students have developed during their educational life in critical reading skills, math problem-solving skills, and writing skills. Counselors and teachers use the minimum score of 55 on the PSAT to recommend students to participate in gifted and talented courses. In addition, PSAT best prepares students on these grade levels for SAT with personalized feedback information and study plans based on the PSAT results and later in high school dual enrollment opportunities at local colleges.
11. **Contract:** Accelerated English Textbooks  
**Contract #:** JNI-793-08  
**Term:** 1 year  **Extension:** 0  **Contract Ending Date:** 6/30/08  
**Estimated total award value:** $60,000

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

**Description:**

This contract consists of Maryland HSA Finish Line English 10 to serve as the central text for the accelerated English course to be offered in fall 2007 for students who have failed or are in danger of failing English HSA.

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

**Recommendation:**

Award of contract is recommended to:  

The Continental Press, Inc. Elizabethtown, PA

**Responsible school or office:** Office of Language Arts PreK-12

**Contact person:** Jane Lichter

**Funding source:** Title II Funds

**PDK Audit Alignment:** Recommendation A.3.1

**Explanatory Details:** This text and the accompanying curriculum will provide teachers with scaffolded lessons and resources that target skills and concepts measured on English HSA.
12. **Contract:** Bread Products  
   **Contract #:** MBU-525-07

   **Term:** 3  
   **Extension:** 1  
   **Contract Ending Date:** 6/30/11

   **Estimated annual award value:** $ 700,000  
   **Estimated total award value:** $2,800,000

   **Bid issued:** April 19, 2007  
   **Pre-bid meeting date:** None  
   **Due date:** May 11, 2007  
   **No. of vendors issued to:** 8  
   **No. of bids received:** 1  
   **No. of no-bids received:** 0

**Description:**

This contract consists of supplying various bread products to individual schools on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

   H & S Bakery, Inc.  
   Baltimore, MD

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

**Contact person:** Karen Levenstein

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
13. **Contract**: Collection Services

**Contract #**: MWE-874-07 (Montgomery County Public Schools #1151.2)

<table>
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<tr>
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<th>Extension: 2 years</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value: $40,000</td>
<td>Estimated total award value: $160,000</td>
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</table>

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

**Description**:

This contract consists of collection services to collect monies owed to BCPS by former employees and other entities that exceed 120 calendar days without payment. Receivables would be turned over to the collection service on a monthly basis. The collection service would charge a contingency fee of 25% on all accounts and any accounts recovered by the Maryland Central Collection Unit will be commissioned at half the normal fee. All costs and expenses incurred by the collection service will be covered by the commissions earned on the recoveries.

BCPS is *piggy-backing* a Montgomery County Public School contract in accordance with Maryland state law and Board policy that allow using contracts awarded by other public agencies.

**Recommendation**:

Award of contract is recommended to:

- **Nationwide Credit Corporation** Alexandria, VA

**Responsible school or office**: Office of Payroll

**Contact person**: Edward Dieffenbach

**Funding source**: No cost to BCPS

**PDK Audit Alignment**: None

**Explanatory Details**: The PDK audit does not address this item.
14. **Contract:** Dishwashing and Cleaning Agents  
**Contract #:** MBU-546-07

**Term:** 3 years  
**Extension:** 2 years  
**Contract Ending Date:** 5/30/12  
**Estimated annual award value:** $125,000  
**Estimated total award value:** $625,000

**Bid issued:** April 19, 2007  
**Pre-bid meeting date:** April 26, 2007  
**Due date:** May 11, 2007  
**No. of vendors issued to:** 32  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This contract consists of supplying various dishwashing and cleaning agents on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

- Proctor & Gamble  
  Towson, MD
- Ecolab, Inc.  
  St. Paul, MN

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

**Contact person:** Karen Levenstein

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
15. **Contract:** Food Products  
**Contract #:** MBU-543-07

Term: 1  
Extension: 0  
**Contract Ending Date:** 6/30/08  
**Estimated annual award value:** $60,000  
**Estimated total award value:** $60,000

**Bid issued:** April 19, 2007  
**Pre-bid meeting date:** None  
**Due date:** May 11, 2007  
**No. of vendors issued to:** 19  
**No. of bids received:** 5  
**No. of no-bids received:** 0

**Description:**  
This contract consists of supplying various food products on an as-needed basis.

**Recommendation:**

Award of contract is recommended to:

- Dori Foods, Inc. Richmond, VA
- East Side Entrée Woodbury, NY
- Feesers Harrisburg, PA
- JSB Muffin Town Chelsea, MA
- PFG Carroll County Foods New Windsor, MD

**Responsible school or office:** Office of Food and Nutrition Services  
**Contact person:** Karen Levenstein  
**Funding source:** Operating budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.
16. **Contract:** Hollins Ferry Road Bus Lot Acquisition  
**Contract #:** RGA-136-07

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th>Contract Ending Date:</th>
<th>N/A</th>
<th><strong>Estimated total award value:</strong> $3,300,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bid issued:</td>
<td>N/A</td>
<td>Pre-bid meeting date:</td>
<td>N/A</td>
<td>Due date:</td>
<td>N/A</td>
<td>No. of vendors issued to:</td>
</tr>
</tbody>
</table>

**Description:**

This contract consists of site acquisition of the Hollins Ferry Road bus lot. The purchase of this site will provide long-term bus facilities in this area for BCPS.

**Recommendation:**

Award of contract is recommended to:

- Preston Partners, LLC
- Baltimore, MD

**Responsible school or office:**

Planning and Support Operations

**Contact person:**

Don Dent

**Funding source:**

Capital budget

**PDK Audit:**

None

**Explanatory Details:**

The PDK audit does not address this item.
17. **Contract:** Kitchen Equipment  
**Contract #:** MBU-554-07  

**Term:** 3 months  
**Extension:** 0  
**Contract Ending Date:** 8/16/07  
**Estimated annual award value:** $140,000  
**Estimated total award value:** $140,000  

**Bid issued:** April 26, 2007  
**Pre-bid meeting date:** May 4, 2007  
**Due date:** May 17, 2007  
**No. of vendors issued to:** 11  
**No. of bids received:** 4  
**No. of no-bids received:** 2  

**Description:**  
This contract consists of the purchase of kitchen equipment for the SAIM school.  

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

Essbar South Company  
Crofton, MD  

**Responsible school or office:** Office of Food and Nutrition Services  
**Contact person:** David Patterson  
**Funding source:** Operating budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.
18. **Contract**: Masonry Services  
**Contract #**: JMI-644-07 (Baltimore County #42233)

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>2 years</th>
<th><strong>Contract Ending Date</strong>:</th>
<th>03/07/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$150,000</td>
<td>Estimated total award value:</td>
<td>$300,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bid issued:</td>
<td>N/A</td>
<td>Pre-bid meeting date:</td>
<td>N/A</td>
<td>Due date:</td>
<td>N/A</td>
</tr>
<tr>
<td>No. of vendors issued to:</td>
<td>N/A</td>
<td>No. of bids received:</td>
<td>N/A</td>
<td>No. of no-bids received:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Description:**

This contract consists of providing masonry and concrete services on an as-needed basis. The contract was effective as of March 8, 2004, and is in the first of two one-year renewal options. BCPS is piggy-backing a Baltimore County contract in accordance with Maryland State law and Board policy that allow using contracts awarded by other public agencies.

**Recommendation:**

Award of contract is recommended to:

**Delta Contractors and Associates**  
Randallstown, MD

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

**Contact person:**  
Michael G. Sines

**Funding source:**  
Operating budget

**PDK Audit Alignment:**  
Recommendation 10.5

**Explanatory Details:**  
Outsourcing of general masonry services
19. **Contract:** Psychological Assessments
   **Contract #:** PCR-277-07

   **Term:** 2 years  **Extension:** 1 year  **Contract Ending Date:** 06/30/10
   **Estimated annual award value:** $150,000
   **Estimated total award value:** $450,000

   **Bid issued:** March 1, 2007
   **Pre-bid meeting date:** March 15, 2007
   **Due date:** March 28, 2007
   **No. of vendors issued to:** 22
   **No. of no-bids received:** 2
   **No. of bids received:** 10

   **Description:**

   This contract consists of providing psychological assessments of special education students. Services are provided in the schools. Specific job assignments are made on an as-need basis throughout the school year and are assigned to an award bidder based on their price, lowest priced first, and their availability. Psychologists are either licensed by the Board of Examiners of Psychology or are certified by the Maryland State Department of Education.

   **Recommendation:**

   Award of contract is recommended to:

   - William Faunce, Ph.D.  Bel Air, MD
   - Fishel, Watson & Lemaire, PA  Towson, MD
   - Interdynamics, Inc.  Lanham, MD
   - Allison Morgan Hecht, Ph.D.  Kingsville, MD
   - Neuro Behavioral Associates  Columbia, MD
   - Deborah Harris O’Brien, Ph.D.  Laurel, MD
   - Marjorie Okum, Ph.D.  Lutherville, MD
   - Calverton Psychological Services, Inc.  Catonsville, MD
   - Psychological Consultants Associated, PA  Lutherville, MD
   - Melinda Stein, Ph.D.  Towson, MD
   - Carol Sutton, Ph.D.  Belcamp, MD
   - Phillip Young, Ed.D.  Lutherville, MD

   **Responsible school or office:** Office of Psychological Services

   **Contact person:** Margaret Kidder

   **Funding source:** Operating budget

   **PDK Audit Alignment:** None

   **Explanatory Details:** The PDK audit does not address this item
20. **Contract**: School Music Instrument Rental and Repair  
**Contract #**: JNI-785-07  
**Term**: 2 years  
**Extension**: 0  
**Contract Ending Date**: 06/30/09  
**Estimated annual award value**: $ 60,000  
**Estimated total award value**: $120,000  
**Bid issued**: April 19, 2007  
**Pre-bid meeting date**: May 3, 2007  
**Due date**: May 23, 2007  
**No. of vendors issued to**: 9  
**No. of bids received**: 4  
**No. of no-bids received**: 0

**Description:**

This contract is the price agreement for the rental and repair of musical instruments and the purchase of various materials and supplies (instructional books, accessories, sheet music, reeds, etc.). Vendors submit a fixed, hourly rate for the repair services and a discount allowance from published list prices for materials and supplies for a period of two years. Vendors also submit an instrument rental/purchase plan for parents to use in selecting musical instruments for their children. With this concept, more than one bidder may be awarded a contract, which allows the Office of Music and the schools the ability to use the same contract pricing and provide immediate access for routine services and supplies.

**Recommendation:**

Award of contract is recommended to:

- Hess Music, Inc.  
  Manchester, MD  
- Menchey Music Service, Inc.  
  Hanover, PA  
- Music & Arts Center  
  Frederick, MD  
- Stu’s Music Shop, Inc.  
  Westminster, MD

**Responsible school or office**: Office of Music  
**Contact person**: Angela Tanner  
**Funding source**: Grant and operating budget  
**PDK Audit Alignment**: Recommendation A.3.1  
**Explanatory Details**: Develop and implement system planning focused on goals to ensure equal access for students to comparable programs, services and opportunities for student success; take steps to eliminate achievement gap among student groups; and to allocate resources on the basis of need.
Contract #: RGA-194-06

Term: 1 year  Extension: NA  Contract Ending Date: 6/30/07  
Estimated annual award value: $292,070  
Estimated total award value: $292,070

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:

On September 20, 2005, the Board approved the purchase of Science Weekly for elementary Title I schools and selected middle schools. BCPS intends to purchase Science Weekly for all elementary school and 6th grade students at middle schools next year. Science Weekly, an award-winning newsletter, is designed to supplement teachers’ efforts to assist students in developing higher-ordered and critical thinking skills. Every topic is written at six reading levels for students from grades kindergarten to six. Diverse science content provides the opportunity for students to exercise their curiosity about the world around them.

Recommendation:

Award of contract is recommended to:

Science Weekly  
Silver Spring, MD

Responsible school or office: Office of Science PreK-12

Contact person: David Copenhaver

Funding source: Operating budget

PDK Audit Alignment: Recommendation A.3.1

Explanatory Details: Science Weekly magazine aligns with the PDK Audit under recommendation A.3.1. The magazine provides teachers with the opportunity to re-teach skills and concepts in a multitude of formats. The magazine also provides students with appropriate reading material that meets the students at their reading level regardless of the unit being delivered by the teacher.
22. **Contract**: Uniform Shirts – Food Services  
**Contract #**: MBU-540-07

**Term**: 1  
**Extension**: 2  
**Contract Ending Date**: 6/30/10

**Estimated annual award value**: $27,000  
**Estimated total award value**: $81,000

**Bid issued**: April 26, 2007  
**Pre-bid meeting date**: May 3, 2007  
**Due date**: May 17, 2007  
**No. of vendors issued to**: 9  
**No. of bids received**: 3  
**No. of no-bids received**: 0

**Description**:

This contract consists of supplying various uniform shirts to food service personnel on an as-needed basis. Awards are based on the most favorable price for each item.

**Recommendation**:

Award of contract is recommended to:

Chesapeake Uniform Rental, Inc.  
Baltimore, MD

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

**Contact person**: Karen Levenstein

**Funding source**: Operating budget

**PDK Audit Alignment**: None

**Explanatory Details**: The PDK audit does not address this item.
23. **Contract Modification:** Systemic Renovation – Deer Park Middle Magnet School  
**Contract #:** PCR-212-06

<table>
<thead>
<tr>
<th>Term</th>
<th>N/A</th>
<th>Extension</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$11,757,333</td>
<td>Estimated modification amount:</td>
<td>65,000</td>
<td>Estimated total award value:</td>
<td>$11,822,333</td>
</tr>
</tbody>
</table>

**Description:**

On July 11, 2006, the Board approved an award of contract to Phillips Way Inc. for the systemic renovation of Deer Park Middle Magnet School. During construction, an unknown condition in the main electrical supply was discovered requiring changes to the electrical service.

**Recommendation:**

Award of contract modification is recommended to:

<table>
<thead>
<tr>
<th>Phillips Way, Inc.</th>
<th>Finksburg, MD</th>
</tr>
</thead>
</table>

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
24. **Contract Modification:** General Contractor Construction Services Contract – Lansdowne Middle School Renovation  
**Contract #:** JMI-652-06

<table>
<thead>
<tr>
<th>Term</th>
<th>N/A</th>
<th>Extension</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$12,615,000</td>
<td>Estimated modification amount:</td>
<td>37,536</td>
<td>Estimated total award value:</td>
<td>$12,652,536</td>
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</tbody>
</table>

**Description:**

On October 24, 2006, the Board awarded a construction contract to James W. Ancel, Inc. (JWA). This contract modification will provide doors, frames, and hardware required for the program enhancements contained in Alternate No. 4, not included in the base contract.

**Recommendation:**

Award of contract modification is recommended to:

- **James W. Ancel, Inc.**  
  **Towson, MD**

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
25. **Contract Modification:** Renovations – Old Court Middle School  
**Contract #:** JNI-712-06  

<table>
<thead>
<tr>
<th>Term</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$13,925,550</td>
<td>Estimated modification amount:</td>
<td>91,830</td>
<td>Estimated total award value:</td>
<td>$14,017,380</td>
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</tbody>
</table>

**Description:**

On November 8, 2006, the Board awarded a construction contract to Phillips Way, Inc., for the renovation of Old Court Middle School. This contract modification will add the installation of a new special education intake area office. Demolition of partition walls; abatement of asbestos flooring; installation of new walls, doors, data, power, phone lines, and magnetic door lock; upgraded unit ventilators; and landing and ramp at exterior doors will be included.

**Recommendation:**

Award of contract modification is recommended to:

Phillips Way, Inc.  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
26. **Contract Modification:** General Contractor Construction Services Contract – Perry Hall Middle School Renovation

**Contract #:** JNI-713-06

- **Term:** N/A  
- **Extension:** N/A  
- **Contract Ending Date:** N/A  
- **Estimated annual award value:** $16,249,896  
- **Estimated modification amount:** 110,027  
- **Estimated total award value:** $16,359,923

**Description:**

On September 19, 2006, the Board awarded a construction contract to James W. Ancel, Inc. (JWA). This contract modification will provide interior doors, frames, and hardware required for the program enhancements contained in Alternate No. 6, not included in the base contract.

**Recommendation:**

Award of contract modification is recommended to:

- James W. Ancel, Inc.
- Towson, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
27. **Contract Modification:** General Contractor Construction Services Contract – Perry Hall Middle School Renovation  
**Contract #:** JNI-713-06

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A  
**Estimated annual award value:** $16,229,896  
**Estimated modification amount:** 20,000  
**Estimated total award value:** $16,249,896  

**Description:**

On September 19, 2006, the Board awarded a construction contract to James W. Ancel, Inc. (JWA). This contract modification will provide for the work outlined in Alternate No. 11, which includes a new water line and related patching of hard surfaces.

**Recommendation:**

Award of contract modification is recommended to:

James W. Ancel, Inc.  
Towson, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
28. **Contract Modification:** General Contractor Construction Services Contract – Perry Hall Middle School Renovation  
   **Contract #:** JNI-713-06

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

- **Estimated annual award value:** $16,213,000
- **Estimated modification amount:** 16,896
- **Estimated total award value:** $16,229,896

**Description:**

On September 19, 2006, the Board awarded a construction contract to James W. Ancel, Inc. (JWA). This contract modification will provide lab gas turrets and lab table faucets required for science program enhancements.

**Recommendation:**

Award of contract modification is recommended to:

- **James W. Ancel, Inc.**  
  **Towson, MD**

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

- **Contact person:** Michael G. Sines

- **Funding source:** Capital budget

- **PDK Audit Alignment:** None

- **Explanatory Details:** The PDK audit does not address this item.
29. **Contract Modification:** Design Services for Systemic Renovation – Sparrows Point Middle/High School

**Contract #:** MBU-535-07

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A

**Estimated annual award value:** $919,602  
**Estimated modification amount:** 26,000  
**Estimated total award value:** $945,602

**Description:**

On November 20, 2003, the Board approved a fee acceptance with URS Corporation, Inc. During construction, the existing steam boilers were found to require significant repairs. The Department of Physical Facilities has negotiated a lump sum cost of $26,000 with the consultant for the design of new hot water boilers to replace the existing steam boilers.

**Recommendation:**

Award of contract modification is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
30. **Contract Modification:** Systemic Renovation – Sparrows Point Middle/High School  
**Contract #:** MBU-593-06

- **Term:** N/A  
- **Extension:** N/A  
- **Contract Ending Date:** N/A  
- **Estimated annual award value:** $16,063,340  
- **Estimated modification amount:** 450,000  
- **Estimated total award value:** $16,513,340

**Description:**

On May 9, 2006, the Board approved a contract for the renovation of Sparrows Point Middle/High School. During construction, the existing steam boilers were found to require significant repairs. The Department of Physical Facilities has negotiated a not-to-exceed cost of $450,000 with the contractor to remove the existing boilers, and provide and install new boilers along with related mechanical and electrical work.

**Recommendation:**

Award of contract modification is recommended to:

**Phillips Way, Inc.**  
Finksburg, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
31. **Contract Modification:** Systemic Renovation – Sparrows Point Middle/High School  
   **Contract #:** MBU-593-06

   **Term:** N/A  
   **Extension:** N/A  
   **Contract Ending Date:** N/A  
   **Estimated annual award value:** $16,026,340  
   **Estimated modification amount:** 37,000  
   **Estimated total award value:** $16,063,340

**Description:**

On May 9, 2006, the Board approved a contract for the renovation of Sparrows Point Middle/High School. A contract modification is needed for the installation of condensate piping to support the classroom unit ventilators.

**Recommendation:**

Award of contract modification is recommended to:

- **Phillips Way, Inc.**  
  Finksburg, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
32. **Contract Modification:** Construction of Corridor Separations in Various Elementary Schools

**Contract #:** MBU-516-07

**Term:** N/A  **Extension:** N/A  **Contract Ending Date:** N/A

**Estimated annual award value:** $292,906

**Estimated modification amount:** 16,300

**Estimated total award value:** $309,206

**Description:**

On February 27, 2007, the Board approved this contract. This modification is for the addition of a security gate at Woodmoor Elementary School. The combined change orders for this contract will exceed 10%.

**Recommendation:**

Award of contract modification is recommended to:

Most, Inc.  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
33. **Contract**: Storm Water Management Fee-in-Lieu – Parking Lot Expansion – Carney Elementary School  
**Contract #**: MWE-878-07

- **Term**: N/A  
- **Extension**: N/A  
- **Contract Ending Date**: N/A

**Estimated total award value**: $37,000

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

**Description:**  
A storm water management fee-in-lieu is required for this parking lot expansion project.

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

- **Baltimore County Department of Environmental Protection and Resource Management**  
- **Baltimore County, MD**

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

**Contact person**: Michael G. Sines

**Funding source**: Capital budget

**PDK Audit Alignment**: None

**Explanatory Details**: The PDK audit does not address this item.
34. **Contract:** Roof Replacement – Eastern Technical High School  
**Contract #:** JMI-636-07

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$3,002,097</td>
<td>Estimated contingency amount:</td>
<td>300,209</td>
<td><strong>Estimated total award value:</strong></td>
<td>$3,302,306</td>
</tr>
</tbody>
</table>

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

**Description:**

This project consists of the removal of the existing roof system and the installation of approximately 172,248 square feet of a four-ply built-up, cold coat surface, and gravel roof system with a 20-year warranty.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
35. **Contract:** Entrance Drive Paving – Greenwood Administrative Offices  
   **Contract #:** MWE-873-07

Term: N/A  
Extension: N/A  
Contract Ending Date: N/A  
Estimated annual award value: $691,000  
Estimated contingency amount: 69,100  
Estimated total award value: $760,100

Bid issued: May 10, 2007  
Pre-bid meeting date: May 14, 2007  
Due date: May 31, 2007  
No. of vendors issued to: 10  
No. of bids received: 6  
No. of no-bids received: 1

**Description:**

This project consists of rebuilding the Greenwood entrance from Charles Street to the Administration Building; paving the Law Office parking lot; installing storm drain inlets with curbs and gutters; and rebuilding the wing walls at the Human Resources building.

**Recommendation:**

Award of contract is recommended to:

Ross Contracting, Inc.  
Mt. Airy, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
**Contract**: Entrance Drive Paving – Greenwood Administrative Offices  
**Contract #**: MWE-873-07

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Ross Contracting, Inc.</th>
<th>Gray &amp; Son, Inc.</th>
<th>Melvin Benhoff Sons, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$691,000</td>
<td>$729,030</td>
<td>$739,525</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Central Maintenance Corp.</th>
<th>Meekins Construction, Inc.</th>
<th>Greene Construction Co.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$743,433</td>
<td>$776,460</td>
<td>$853,260</td>
</tr>
</tbody>
</table>
36. **Contract:** Storm Water Management Fee-in-Lieu – Entrance Drive Paving – Greenwood Administrative Offices

**Contract #:** MWE-875-07

**Term:** N/A **Extension:** N/A **Contract Ending Date:** N/A

**Estimated total award value:** $40,000

**Bid issued:** N/A

**Pre-bid meeting date:** N/A

**Due date:** N/A

**No. of vendors issued to:** N/A

**No. of bids received:** N/A

**No. of no-bids received:** N/A

**Description:**

A storm water management fee-in-lieu is required for the entrance drive paving project.

**Recommendation:**

Award of contract is recommended to:

Baltimore County Department of Environmental Protection and Resource Management

Baltimore County, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
37. Contract: Exterior Door Replacement – Middlesex Elementary School
   Contract #: JMI-640-07

   Term: N/A    Extension: N/A    Contract Ending Date: N/A
   Estimated annual award value: $134,044
   Estimated contingency amount: 13,404
   Estimated total award value: $147,448

   Bid issued: May 3, 2007
   Pre-bid meeting date: None
   Due date: May 29, 2007
   No. of vendors issued to: 5
   No. of bids received: 5
   No. of no-bids received: 0

Description:

This project consists of the replacement of exterior doors and frames, including new hardware and a key system.

Recommendation:

Award of contract is recommended to:

   Tito Contractors, Inc.    Washington, DC

Responsible school or office: Department of Physical Facilities

Contact person: Michael G. Sines

Funding source: Aging school program

PDK Audit Alignment: None

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Tito Contractors, Inc.</th>
<th>Atlantic Door Control, Inc.</th>
<th>JLN Construction Services, LLC</th>
<th>Huntington &amp; Hopkins, Inc.</th>
<th>E. Pikounis Construction Co., Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$134,044</td>
<td>$189,996</td>
<td>$244,954</td>
<td>$298,173</td>
<td>$311,720</td>
</tr>
</tbody>
</table>
38. **Contract**: Storm Water Management Fee-in-Lieu – Drop Loop Modification – Norwood Elementary School  
   **Contract #:** MWE-876-07  
   **Term:** N/A  
   **Extension:** N/A  
   **Estimated total award value:** $20,000  
   **Bid issued:** N/A  
   **Pre-bid meeting date:** N/A  
   **Due date:** N/A  
   **No. of vendors issued to:** N/A  
   **No. of bids received:** N/A  
   **No. of no-bids received:** N/A  

**Description:**  
A storm water management fee-in-lieu is required for the drop loop modification project.

**Recommendation:**  
Award of contract is recommended to:  
   Baltimore County Department of Environmental Protection and Resource Management  
   Baltimore County, MD  

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.
39. **Contract:** Boiler Replacement – Perry Hall High School  
**Contract #:** MWE-841-07

<table>
<thead>
<tr>
<th>Term: N/A</th>
<th>Extension: N/A</th>
<th><strong>Contract Ending Date:</strong> N/A</th>
<th>Estimated annual award value: $429,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated contingency amount: 42,900</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated total award value: $471,900</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bid issued:** May 17, 2007  
**Pre-bid meeting date:** May 23, 2007  
**Due date:** May 31, 2007  
**No. of vendors issued to:** 5  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal and installation of two boilers, a boiler feed water unit, related piping, and controls in the existing boiler room.

**Recommendation:**

Award of contract is recommended to:

- Towson Mechanical, Inc.  
  Towson, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** Recommendation 10.2 and 10.5

**Explanatory Details:** Stabilize the reliability of the heating system.

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towson Mechanical, Inc.</td>
</tr>
<tr>
<td>Base Bid</td>
</tr>
</tbody>
</table>
40. Contract: Electric Distribution Room Addition – Professional Development Center
Contract #: JMI-642-07

Term: N/A  Extension: N/A  Contract Ending Date: N/A
Estimated annual award value: $308,600
Estimated contingency amount: 30,860
Estimated total award value: $339,460

Bid issued: May 10, 2007
Pre-bid meeting date: May 16, 2007
Due date: May 24, 2007
No. of vendors issued to: 3
No. of bids received: 1
No. of no-bids received: 0

Description:
This project consists of the construction of an addition to the Professional Development Center to house electrical equipment. The project will include upgraded electrical service and emergency power equipment.

Recommendation:
Award of contract is recommended to:

Jerry DeBar Construction Co., Inc.  Reisterstown, MD

Responsible school or office: Department of Physical Facilities
Contact person: Michael G. Sines
Funding source: Operating budget
PDK Audit Alignment: None
Explanatory Details: The PDK audit does not address this item.

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry DeBar Construction, Inc.</td>
<td>$308,600</td>
</tr>
</tbody>
</table>
**41. Contract:** Storm Water Management Fee-in-Lieu – Parking Lot and Drop Loop Expansion – Winand Elementary School  
**Contract #:** MWE-877-07

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A

**Estimated total award value:** $20,000

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

**Description:**

A storm water management fee-in-lieu is required for the parking lot and drop loop expansion project.

**Recommendation:**

Award of contract is recommended to:

- Baltimore County Department of Environmental Protection and Resource Management  
  - Baltimore County, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
42. **Contract:** Gymnasium Floor Replacement – Woodlawn High School  
**Contract #:** JMI-641-07

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

- **Estimated annual award value:** $276,991
- **Estimated contingency amount:** 27,699
- **Estimated total award value:** $304,690

- **Bid issued:** May 3, 2007
- **Pre-bid meeting date:** None
- **Due date:** May 29, 2007
- **No. of vendors issued to:** 3
- **No. of bids received:** 1
- **No. of no-bids received:** 0

**Description:**

This project consists of the removal of the existing gymnasium floor and installation of a new wooden gymnasium floor to include all painting, artwork, and equipment inserts equal to the existing configuration.

**Recommendation:**

Award of contract is recommended to:

Huntington & Hopkins, Inc.  
Hunt Valley, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Aging school program

**PDK Audit Alignment:** None

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

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huntington &amp; Hopkins, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$276,991</td>
</tr>
</tbody>
</table>
BA LTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 12, 2007

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent


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

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

INFORMATION


General Fund Comparison of FY2006 and FY2007 Revenues, Expenditures, and Encumbrances-Budget and Actual

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2006 and FY2007 General Fund Revenue Budget. Figure 2 provides an overview of the FY2007 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of April 30, 2006 and 2007. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.
General Fund Revenue Budget by Source

<table>
<thead>
<tr>
<th></th>
<th>FY2006 Adjusted</th>
<th>FY2007 Adjusted</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore County</td>
<td>589,166,029</td>
<td>606,237,744</td>
<td>14,581,715</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>336,415,375</td>
<td>438,286,990</td>
<td>51,871,615</td>
</tr>
<tr>
<td>Other</td>
<td>12,492,943</td>
<td>15,580,941</td>
<td>3,087,998</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>990,564,347</td>
<td>1,060,075,675</td>
<td>69,511,328</td>
</tr>
</tbody>
</table>

Figure 1

**Year-to-Date Comparison**

- **Baltimore County** – The FY2007 county appropriation increased $14.6 million, 2.5% over the FY2006 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is $461.7 million, 76.2% of the budget, as compared to $439 million, 74.2% of the budget, for FY2006.

- **State of Maryland** – The FY2007 state appropriation increased $51.9 million, 13.4% over the FY2006 budget. The increase is the result of the fourth year of the Maryland Bridge to Excellence in Public Schools Act. The majority of state funds are received bi-monthly in equal installments. Five of the bi-monthly payments have been received, and actual revenues to date are in line with the budget.

- **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 $4 million and are generally collected at year-end, tuitions and sundry revenues. The year-to-date revenue includes the re-appropriation of $8.1 million of the prior year’s fund balance, including $5.3 million of budget supplements, which were approved by the county council to provide funding for the window replacement project at Lansdowne Elementary School, funding for two alternative academic programs and also the disaster recovery site being developed in partnership with the county government; and tuition and other revenues of approximately $6.1 million.
Total expenditures and encumbrances – Year-to-date expenditures and encumbrances through April, 2007, are $866 million, 81.7% obligated, compared to $798 million, 80.6% obligated, for the same period in FY2006. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 79% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., Instructional Salaries, Special Education, Student Personnel, Health Services, and Transportation) average 80% of budget, which is in line with the percentage of the school year that has elapsed.

The increase in salary expense is attributable to salary restructuring for all employees and additional positions to expand full-time kindergarten and other programs. The non-salary expenditures are budgeted for an overall increase of $37.7 million, or 11% over the prior year. These projected increases are in a number of categories throughout the budget, including $3.7 million in the instructional textbook category, primarily related to planned math textbook purchases and reading materials for students in grades 7 and 8; $1.3 million increase in fuel cost in transportation; $11.9 million for expected increases in utilities cost and contractual services in operation of plant; $3.8 million in additional expenditures in maintenance of plant for planned repairs and replacement of building systems in a number of schools; an increase in fixed charges of $19.1 million resulting from additional payroll related costs, which increase as salaries are increased and cost increases in health insurances; and funds budgeted in capital outlay for the purchase of additional portable classrooms and the window replacement project at Lansdowne Elementary School.
In addition to the previously mentioned increases, approximately $1.6 million is budgeted to fund the expected costs of a 4-classroom modular unit and other start-up costs for Maryland’s Tomorrow/Advance Path Academy, which is a dropout prevention program housed at Chesapeake High School; and, $2.1 million is budgeted to provide funding for space rental, supplies and materials needed for the Secondary Academic Intervention Model servicing students in grades 6-10 in the eastern and central areas of Baltimore County. The budget also includes $300,000 for computer equipment, data and telephone cabling for the disaster recovery center.

During April 2007 the board approved a budget appropriation transfer request of $4.9 million which will align funds by category. The transfer request is due to additional expenditures in a number of categories, including $2.3 million in transportation expenditures primarily attributable to increased costs for private bus contractors. These additional expenditures are being funded primarily by savings achieved in the cost of utilities. The request has been submitted to the county council for approval and will be reflected in this report after county council approval.

Figure 3
• **Administration and Mid-level administration** – Year-to-date FY2007 administrative non-salary expenditures and encumbrances have decreased $1.7 million over those expended during the same period in FY2006. This decrease results primarily from a decrease in budgeted contracted services related to the upgrade in the Board’s financial system, which was substantially completed in FY2006. Mid-level administration expenditures are in line with the budget and are comparable to the prior year.

• **Instructional salaries** – The budget for instructional salaries was increased by $14.7 million in FY2007 to include additional funding for salary restructuring and step increases. The budget increase also resulted from added instructional positions required to expand full-day kindergarten programs to 10 additional schools and for special education kindergarten at 10 additional schools.

• **Instructional textbooks and supplies** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was increased by 18.9% or approximately $4 million for the year. The increase in the budget includes $2.1 million county-wide expenditure for math textbooks and $2.2 million for reading materials for grades 7 and 8. To date, $20.2 million, 85.7% of the FY2007 budgeted textbook funds has been committed; the remaining budget will be spent throughout the year to purchase additional consumable classroom supplies, library books and other media.

• **Other instructional costs** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. The budgeted funds in this category were increased $1.2 million in January for expected costs for two secondary academic intervention programs. To date, $11.2 million, 89.6% of the FY2007 budgeted funds has been committed. In the prior year, $9.1 million, 78.6% had been committed. Generally, a majority of these expenditures are committed early in the school year to prepare for the opening of school.

• **Special education** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2007 salary budget includes increased funding for salary restructuring, step increases, and the cost of an additional 28 full-time employees to support expansion of kindergarten special education inclusion programs. $32.3 million (93.3%) of the FY2007 special education non-salary budget is for private placement of children in non-public schools. To date, 93.7% of the original budgeted funds for private placement, $30.3 million, have been committed, compared with 84.3% committed at April 2006. A supplemental appropriation to reflect increased tuition costs of $1.5 million in excess of the budgeted amount was approved by the board in March and is pending approval by the county. These excess costs will be funded entirely by additional state revenues.
• **Student personnel and Health services** – Year-to-date FY2007 expenditures and encumbrances are currently in line with the budget.

• **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased $1.3 million, which can be attributed primarily to anticipated additional fuel cost and increased costs for parts and maintenance. It is anticipated that the expenditures for private bus contractors will be significantly in excess of the amount budgeted because of contractual increases in rates agreed to in the spring of 2006. As of April 2007, the non-salary budget amount has been exceeded, compared with 96.1% committed as of April 2006. A budget appropriation transfer request to cover these additional costs was approved by the board in April, and was sent to the county council for its approval.

• **Operation of plant** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The non-salary expenditure budget for this category has increased $13.9 million, 40.2%. This increase is largely attributable to additional cost of utilities of $6.3 million, resulting from the cost associated with the new Windsor Mill Middle school and also from overall projected price increases for supplies and services. Additionally, $2 million was budgeted in January to provide funding for the purchase of relocatable classrooms, space rental and build-out costs associated with two intervention programs. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of $31 million. It is anticipated that the expenditures for utilities will be $3.8 million less than that budgeted and this amount will be transferred to provide funding for expenses in other categories. Other expenditures in this category include the cost of building rent, $2.3 million; property insurance, $1.1 million; trash removal, $850,000, and related expenditures. As of April 2007, 89.7% of the non-salary budget has been committed, compared with 110.9% as of April 2006.
• **Maintenance of plant and capital outlay** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The non-salary expenditure budget for this category increased $4.1 million or 35.5% over the prior year, including $300,000 added in January 2007 for the disaster recovery center. These increases included $3.6 million for the planned repair and replacement of building systems at selected schools. The capital outlay category includes expenditures related to acquisition and construction of land, buildings and equipment. Capital outlay expenditures to date include approximately $600,000 for the acquisition of portable classrooms to provide facilities for the expansion of all day kindergarten programs. Additionally, a budget supplement of $1,292,000 was approved by the county council in November 2006 to provide funding for a transfer to the capital budget for the completion of the window replacement project at Lansdowne Elementary School. Salary expenses for both categories are in line with the budget. Although non-salary expenditures exceed the corresponding budget, the category in total will not exceed the final budget.

• **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 68% and 28% of the fixed charges budget, respectively. The FY2007 budget includes an increase of $11.8 million resulting from increases in premiums for health insurance. Year-to-date FY2007 expenditures and encumbrances are in line with the budget.
### Baltimore County Public Schools

**Comparison of FY 2006 and FY 2007 Revenues, Expenditures, and Encumbrances**

**Budget and Actual**

**For the Periods Ended April 30, 2006 and 2007**

**General Fund**

#### FY 2006

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Adjusted Budget</th>
<th>Total Earned or Obligated</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore County</td>
<td>$591,656,029</td>
<td>$439,006,984</td>
<td>74.2%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>386,415,375</td>
<td>310,335,285</td>
<td>80.3%</td>
</tr>
<tr>
<td>Other</td>
<td>12,492,943</td>
<td>7,568,192</td>
<td>60.6%</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td><strong>$980,564,347</strong></td>
<td><strong>$756,910,461</strong></td>
<td><strong>76.4%</strong></td>
</tr>
</tbody>
</table>

#### FY 2007

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Adjusted Budget</th>
<th>Total Earned or Obligated</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore County</td>
<td>$606,237,744</td>
<td>$461,722,830</td>
<td>76.2%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>438,286,990</td>
<td>354,810,971</td>
<td>81.0%</td>
</tr>
<tr>
<td>Other</td>
<td>15,550,941</td>
<td>14,403,021</td>
<td>92.6%</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td><strong>$1,060,075,675</strong></td>
<td><strong>$830,936,822</strong></td>
<td><strong>78.4%</strong></td>
</tr>
</tbody>
</table>

#### Expenditures and encumbrances

<table>
<thead>
<tr>
<th>Administration</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>$16,919,500</td>
<td>$14,239,610</td>
<td>84.2%</td>
</tr>
<tr>
<td>Non-salary</td>
<td>11,367,892</td>
<td>9,882,068</td>
<td>86.9%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$28,287,392</td>
<td>$24,121,678</td>
<td>85.3%</td>
</tr>
</tbody>
</table>

| Mid-level administration               |                 |                           |            |
| Salary                                 | 61,011,497      | 49,035,972                | 80.4%      |
| Non-salary                             | 5,128,198       | 4,280,768                 | 83.5%      |
| **Subtotal**                           | $66,139,695     | $53,316,740               | 80.6%      |

| Instruction:                           |                 |                           |            |
| Instructional salaries                 | 393,789,802     | 305,410,608               | 77.6%      |
| Instructional textbooks                | 19,564,035      | 15,879,070                | 81.2%      |
| Other instructional costs              | 11,574,482      | 9,098,811                 | 78.6%      |
| Special education                      | 87,500,557      | 70,406,430                | 80.5%      |
| Non-salary                             | 39,649,253      | 32,972,879                | 83.2%      |
| **Subtotal**                           | $127,149,810    | $103,379,309              | 81.3%      |

| Student personnel                      |                 |                           |            |
| Salary                                 | 4,697,545       | 4,028,078                 | 85.7%      |
| Non-salary                             | 167,936         | 85,353                    | 50.8%      |
| **Subtotal**                           | $4,865,481      | $4,113,431                | 84.5%      |

| Health services                        |                 |                           |            |
| Salary                                 | 10,122,687      | 8,270,344                 | 81.7%      |
| Non-salary                             | 855,707         | 197,643                   | 23.1%      |
| **Subtotal**                           | $10,978,394     | $8,467,987                | 77.1%      |

| Student transportation                 |                 |                           |            |
| Salary                                 | 25,890,607      | 20,118,341                | 77.7%      |
| Non-salary                             | 15,266,890      | 14,672,687                | 96.1%      |
| **Subtotal**                           | $41,157,497     | $34,791,028               | 84.5%      |

| Operation of plant                     |                 |                           |            |
| Salary                                 | 33,121,361      | 26,233,894                | 79.2%      |
| Non-salary                             | 34,558,291      | 38,338,308 (3,780,017)    | 104.9%     |
| **Subtotal**                           | $67,679,652     | $64,572,202               | 95.4%      |

| Maintenance of plant                   |                 |                           |            |
| Salary                                 | 10,218,229      | 7,910,106                 | 77.4%      |
| Non-salary                             | 11,536,330      | 10,140,140                | 87.9%      |
| **Subtotal**                           | $21,754,559     | $18,050,244               | 83.0%      |

| Fixed charges                          |                 |                           |            |
| Non-salary                             | 194,441,731     | 154,456,078               | 79.4%      |

| Capital outlay                          |                 |                           |            |
| Salary                                 | 2,162,667       | 1,671,695                 | 77.3%      |
| Non-salary                             | 1,019,150       | 773,717                   | 75.9%      |
| **Subtotal**                           | $3,181,817      | $2,445,412                | 76.9%      |

| Total Salary                           |                 |                           |            |
| **Total Non-Salary**                   | $645,434,452     | $507,325,078              | 78.6%      |

| Total expenditures and encumbrances    |                 |                           |            |
| **$990,564,347**                       | **$798,102,600**| **$192,461,747**          | **80.6%**  |

---

**Figure 4** Prepared by: Office of Accounting and Financial Reporting, May 9, 2007
NON-INSTRUCTIONAL SERVICES: RISK MANAGEMENT

1. PROPERTY DAMAGE

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN FIRE AND EXTENDED COVERAGE INSURANCE ON ALL PROPERTY OWNED, OR IN THE CARE, CUSTODY, OR UNDER THE CONTROL OF THE BOARD OF EDUCATION IN ORDER TO PROPERLY CONSERVE THE ASSETS OF THE BOARD OF EDUCATION. THE PRINCIPLE OF DEDUCTIBLE INSURANCE SHOULD BE CONSIDERED TO THE EXTENT PRACTICAL. COVERAGE SHALL BE ARRANGED ON A REPLACEMENT COST BASIS AND IN SUFFICIENT AMOUNTS.

ON ALL NEW BUILDINGS AND ADDITIONS ENGINEERED BY OUTSIDE ARCHITECTS, THE BOARD OF EDUCATION SHALL REQUIRE THE CONTRACTOR TO SECURE AND MAINTAIN, DURING CONSTRUCTION AND UNTIL ACCEPTANCE, BUILDERS RISK INSURANCE TO PROTECT THE INTEREST OF BOTH THE CONTRACTOR AND THE BOARD OF EDUCATION. SUCH INSURANCE SHALL PROTECT AGAINST PERILS OF FIRE, EXTENDED COVERAGE, VANDALISM AND MALICIOUS DAMAGE, AND ANY DEDUCTIBLE SHALL BE BORNE BY THE CONTRACTOR.

2. BOILER AND MACHINERY

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN BOILER AND MACHINERY TYPE INSURANCE TO PROVIDE INSPECTION SERVICE AND INSURANCE COVERAGE AGAINST DAMAGE TO OR RESULTING FROM EXPLOSION OF BOILERS AND OTHER PRESSURE VESSELS, AND MECHANICAL OR ELECTRICAL BREAKDOWN OF OTHER IMPORTANT MACHINERY AND ELECTRICAL APPARATUS AND BODILY INJURY TO THE PUBLIC RESULTING FROM SUCH OCCURRENCES. THE PRINCIPLE OF DEDUCTIBLE INSURANCE IS APPROVED AND SHOULD BE CONSIDERED TO THE EXTENT PRACTICAL. THE LIMIT OF LIABILITY INSURED SHALL BE SUFFICIENT TO PROTECT THE BOARD OF EDUCATION FROM UNDUE FINANCIAL LOSS IN THE EVENT OF A CATASTROPHIC LOSS.

3. GENERAL LIABILITY
THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN GENERAL LIABILITY TYPE INSURANCE TO PROTECT THE BOARD OF EDUCATION FROM FINANCIAL LOSS DUE TO CLAIMS FOR DAMAGES RESULTING FROM ALLEGED NEGLIGENCE BY THE BOARD OF EDUCATION AND ANY OF ITS EMPLOYEES, ARISING OUT OF OPERATIONS OF THE BOARD OF EDUCATION, OTHER THAN BY USE OF AUTOMOBILES.

SUCH POLICY SHALL COVER THE BOARD OF EDUCATION OF BALTIMORE COUNTY AND THE INDIVIDUAL MEMBERS OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY WHILE ACTING WITHIN THE SCOPE OF THEIR DUTIES AS SUCH. AS RESPECTS CLAIMS AGAINST ANY NAMED INSURED, UNDER THIS POLICY, OTHER NAMED INSURED’S OR THE EMPLOYEES OF OTHER NAMED INSURED’S SHALL BE DEEMED TO BE MEMBERS OF THE PUBLIC.

THE "PERSONS INSURED" PROVISION INCLUDES ANY EMPLOYEE, VOLUNTEER OR STUDENT TEACHER WHILE ACTING WITHIN THE SCOPE OF HIS/HER DUTIES AS SUCH, BUT THE INSURANCE AFFORDED SUCH PERSON DOES NOT APPLY:

A. TO BODILY INJURY TO ANOTHER EMPLOYEE OF THE NAMED INSURED ARISING OUT OF OR IN THE COURSE OF HIS/HER EMPLOYMENT.

B. TO PROPERTY DAMAGE TO PROPERTY OWNED, OCCUPIED OR USED BY, RENTED TO, IN THE CARE, CUSTODY OR CONTROL OF, OR OVER WHICH PHYSICAL CONTROL IS BEING EXERCISED FOR ANY PURPOSE BY (1) ANOTHER EMPLOYEE, VOLUNTEER OR STUDENT TEACHER OF THE NAMED INSURED OR (2) THE NAMED INSURED.

ALL SUCH INSURANCE SHALL BE IN LIMITS DEEMED PRUDENT AND REASONABLE IN THE JUDGMENT OF THE BOARD OF EDUCATION TO PROTECT THE ASSETS OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY FROM UNDUE FINANCIAL LOSS IN THE EVENT OF A CATASTROPHIC LOSS.

4. AUTOMOBILE LIABILITY AND MEDICAL PAYMENTS
RULE 3150

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN AUTOMOBILE LIABILITY TYPE INSURANCE TO PROTECT THE BOARD OF EDUCATION FROM FINANCIAL LOSS RESULTING FROM CLAIMS FOR DAMAGES RESULTING FROM ALLEGED NEGLIGENCE BY THE BOARD OF EDUCATION OR ANY OF ITS EMPLOYEES AND ARISING OUT OF OWNERSHIP, MAINTENANCE OR USE OF ALL AUTOMOBILES, INCLUDING OWNED, HIRED, NON-OWNED AND CONTRACT-OPERATED VEHICLES.

SUCH POLICIES SHALL INCLUDE AS NAMED INSURED THE FOLLOWING:

A. BOARD OF EDUCATION OF BALTIMORE COUNTY

B. ANY OTHER PERSON WHILE USING AN OWNED AUTOMOBILE OR A HIRED AUTOMOBILE WITH THE PERMISSION OF THE NAMED INSURED, PROVIDED THE ACTUAL OPERATION OR (IF NOT OPERATING) THE OTHER ACTUAL USE THEREOF IS WITHIN THE SCOPE OF SUCH PERMISSION, BUT WITH RESPECT TO BODILY INJURY OR PROPERTY DAMAGE ARISING OUT OF THE LOADING OR UNLOADING THEREOF, SUCH OTHER PERSON SHALL BE AN INSURED ONLY IF:

   (1) AS A LESSEE OR BORROWER OF THE AUTOMOBILE, OR

   (2) AN EMPLOYEE OF THE NAMED INSURED OR OF SUCH LESSOR OR BORROWER.

C. ANY OTHER PERSON OR ORGANIZATION BUT ONLY WITH RESPECT TO LIABILITY BECAUSE OF ACT OR OMISSION OF THE NAMED INSURED OR THE INSURED UNDER "B" ABOVE.

THE POLICY COVERAGE IS EXTENDED TO COVER AS INSURED, ANY INDIVIDUAL WHO IS A MEMBER OF THE GOVERNING BOARD, AN OFFICER OR AN EMPLOYEE INCLUDING STUDENT TEACHERS, OF THE NAMED INSURED, ACTING WITHIN THE SCOPE OF THEIR DUTIES AS SUCH WHILE USING AN AUTOMOBILE OWNED BY SUCH INDIVIDUALS, PROVIDED:

A. SUCH AUTOMOBILE IS BEING USED ON THE BUSINESS OF THE NAMED INSURED.
RULE 3150

B. SUCH USE IS EITHER BY SUCH OWNER OR BY ANY OTHER PERSON WHOSE ACTUAL OPERATIONS OR USE IS WITH SUCH OWNER’S PERMISSION.

MEDICAL PAYMENTS COVERAGE APPLICABLE TO INJURIES TO MEMBERS OF THE PUBLIC (NOT EMPLOYEES) SHALL BE INCLUDED.

5. CONTRACT BUS OPERATORS AUTOMOBILE LIABILITY AND MEDICAL PAYMENTS

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN AUTOMOBILE LIABILITY AND MEDICAL PAYMENTS TYPE INSURANCE TO PROTECT THE BOARD OF EDUCATION IN THE SAME MANNER AS FOR OWNED AUTOMOBILES; AND TO ALSO PROTECT ALL CONTRACT BUS OPERATORS WHO CHOOSE TO BE INCLUDED UNDER SUCH POLICY. THOSE OPERATORS WHO DO NOT CHOOSE TO BE COVERED UNDER SUCH POLICY SHALL BE REQUIRED TO PROVIDE THE BOARD OF EDUCATION WITH CERTIFICATES OF INSURANCE COVERAGE AT LEAST EQUAL TO THAT OF THE BOARD OF EDUCATION’S OWN COVERAGE.

THE BOARD OF EDUCATION WILL PROVIDE BUS INSURANCE FOR CONTRACT BUS OPERATORS. THE COVERAGE SHALL INCLUDE BODILY INJURY LIABILITY, PROPERTY DAMAGE, AND PERSONAL INJURY PROTECTION. THIS INSURANCE WILL BE IN EFFECT WHILE SAID BUSES ARE:

A. ON OFFICIAL BOARD OF EDUCATION OF BALTIMORE COUNTY BUSINESS TRANSPORTING PUPILS TO AND FROM SCHOOL, OR SCHOOL-SPONSORED TRIPS, INCLUDING THE OPERATION OF BUSES TO AND FROM THE REGULAR STORAGE OR GARAGE LOCATION.

B. OPERATED FOR MAINTENANCE OR TESTING PURPOSES.

C. STORED OR PARKED AT THE REGULAR STORAGE OR GARAGE LOCATION.

D. TRANSPORTING BOARD OF EDUCATION EMPLOYEES WHEN ON SCHOOL-SPONSORED ACTIVITIES.
E. USED FOR TRAINING DRIVERS.

OTHER USE OF THESE BUSES IS NOT COVERED BY THIS INSURANCE NOR DOES IT INCLUDE COMPREHENSIVE OR COLLISION COVERAGE.

6. AUTOMOBILE PHYSICAL DAMAGE

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN AUTOMOBILE PHYSICAL DAMAGE INSURANCE ON ALL OWNED VEHICLES; AND NON-OWNED DRIVER EDUCATION VEHICLES AS REQUIRED BY THE DEALERS.

SUCH COVERAGE ON BOARD OF EDUCATION OWNED VEHICLES SHALL BE AGAINST THE PERILS OF FIRE, LIGHTNING, WINDSTORM, THEFT AND THOSE PERILS KNOWN AS "COMBINED ADDITIONAL PERILS." NO COLLISION COVERAGE SHALL BE CARRIED ON BOARD OF EDUCATION OWNED VEHICLES; HOWEVER, COLLISION COVERAGE SHALL BE CARRIED ON NON-OWNER VEHICLES ON LOAN FROM DEALERS USED IN THE DRIVER TRAINING PROGRAM.

7. MONEY AND SECURITIES

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN INSURANCE, IN REASONABLE AMOUNTS, BASED ON THE EXPOSURE TO LOSSES AT VARIOUS LOCATIONS, TO PROTECT AGAINST THE LOSS OF MONEY, SECURITIES AND CHECKS BY ACTUAL DESTRUCTION, DISAPPEARANCE OR WRONGFUL ABSTRACTION FROM WITHIN ALL PREMISES AND ALSO WHILE OFF ANY PREMISES.

8. EMPLOYEE SURETY BONDS

A. SUPERINTENDENT

IN COMPLIANCE WITH THE PUBLIC SCHOOL LAWS OF MARYLAND, THE SUPERINTENDENT OF SCHOOLS SHALL BE BONDED TO THE EXTENT OF $50,000 TO THE STATE OF MARYLAND. THE BOND SHALL BE FILED IN THE OFFICE OF THE CLERK OF THE CIRCUIT COURT FOR BALTIMORE COUNTY.

B. EMPLOYEES
IN ADDITION, THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN A FIDELITY TYPE INSURANCE IN A REASONABLE AMOUNT TO PROTECT THE BOARD OF EDUCATION AGAINST POSSIBLE LOSSES CAUSED BY ANY FRAUDULENT OR DISHONEST ACT OR ACTS OF ANY OF ITS EMPLOYEES, ACTING ALONE OR IN COLLUSION WITH OTHERS.

9. BOARD BUSINESS TRAVEL INSURANCE

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN ACCIDENTAL DEATH AND DISMEMBERMENT BUSINESS TRAVEL INSURANCE FOR ACTIVE BOARD MEMBERS OF THE BOARD OF EDUCATION TO PROTECT THE BOARD OF EDUCATION FROM UNDUE FINANCIAL LOSS.

SUCH POLICY WILL PROVIDE 24-HOUR COVERAGE FOR BOARD MEMBERS WHILE TRAVELING ON BOARD BUSINESS AWAY FROM THE PREMISES OF THE BOARD OF EDUCATION.

SUCH INSURANCE SHALL PROVIDE COVERAGE FOR ACCIDENTAL LOSS OF LIFE, LIMB, SIGHT, SPEECH, HEARING, AND PARALYSIS AS WELL AS PERMANENT TOTAL DISABILITY BENEFIT AND MEDICAL EXPENSE BENEFITS.

ALL SUCH INSURANCE SHALL BE IN LIMITS DEEMED PRUDENT AND REASONABLE IN THE JUDGMENT OF THE BOARD OF EDUCATION.

10. STORAGE TANK LIABILITY AND CLEANUP INSURANCE

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN UNDERGROUND STORAGE TANK LIABILITY AND CLEANUP INSURANCE TO PROTECT THE BOARD FROM UNDUE FINANCIAL LOSS ASSOCIATED WITH AN ACCIDENTAL RELEASE OF CHEMICALS FROM STORAGE TANKS LOCATED AT SCHEDULED BUS LOT AND MAINTENANCE FACILITIES.

THE PRINCIPLE OF DEDUCTIBLE INSURANCE IS APPROVED AND SHOULD BE CONSIDERED TO THE EXTENT PRACTICAL.

ALL SUCH INSURANCE SHALL BE IN LIMITS DEEMED PRUDENT AND REASONABLE IN THE JUDGMENT OF THE BOARD OF EDUCATION.
11. CATASTROPHIC STUDENT ACCIDENT INSURANCE

THE BOARD OF EDUCATION SHALL PROCURE AND MAINTAIN CATASTROPHIC STUDENT ACCIDENT INSURANCE TO PROVIDE ACCIDENT MEDICAL EXPENSE COVERAGE FOR STUDENTS SUFFERING CATASTROPHIC INJURIES IN “INTERSCHOLASTIC SPORTS,” INCLUDING INTERSCHOLASTIC FOOTBALL, BAND, CHEERLEADERS, MAJORETTES, INTRAMURAL SPORTS, GYM CLASSES AND NON-SPORT EXTRACURRICULAR ACTIVITIES, ALSO INCLUDING STUDENT COACHES, STUDENT MANAGERS AND STUDENT TRAINERS.

THE PRINCIPLE OF DEDUCTIBLE INSURANCE IS APPROVED AND SHOULD BE CONSIDERED TO THE EXTENT PRACTICAL.

ALL SUCH INSURANCE SHALL BE IN LIMITS DEEMED PRUDENT AND REASONABLE IN THE JUDGMENT OF THE BOARD OF EDUCATION.
STUDENTS: Enrollment and Attendance

I. DEFINITIONS

A. “CHILD” MEANS AN INDIVIDUAL NOT CURRENTLY ENROLLED IN BALTIMORE COUNTY PUBLIC SCHOOLS.

B. “STUDENT” MEANS AN INDIVIDUAL CURRENTLY ENROLLED IN BALTIMORE COUNTY PUBLIC SCHOOLS.

C. “PARENT(S)/GUARDIAN(S)” MEANS A NATURAL PARENT, EDUCATION GUARDIAN, PARENT SURROGATE, FOSTER PARENT COURT-APPOINTED ATTORNEY, OR COURT-APPOINTED SPECIAL ADVOCATE ACTING ON BEHALF OF THE CHILD IN STATE-SUPERVISED CARE, OR INDIVIDUAL ACTING AS A PARENT IN THE ABSENCE OF A PARENT.


E. “CHILD OF AN EMPLOYEE MEANS A NATURAL OR FOSTER CHILD, A CHILD UNDER THE LEGAL GUARDIANSHIP OF AN EMPLOYEE, OR A STEPCHILD, WHEN THE EMPLOYEE’S SPOUSE IS THE CHILD’S NATURAL PARENT AND RESIDES WITH THE EMPLOYEE.

F. “FRAUDULENT ENROLLMENT” MEANS INTENTIONAL MISREPRESENTATION OF MATERIAL FACT REGARDING DOMICILE OR THE FAILURE TO NOTIFY A BALTIMORE COUNTY PUBLIC SCHOOL OF A CHANGE IN DOMICILE WITHIN TEN (10) SCHOOL DAYS.

G. “TIMELY FILED” MEANS AN APPEAL HAS, WITHIN THE ALLOTTED TIME PERIOD, BEEN DELIVERED TO THE APPROPRIATE BOARD OF EDUCATION OFFICE FOR EACH LEVEL OF APPEAL, POSTMARKED, OR DEPOSITED IN THE U. S. MAIL AS REGISTERED OR CERTIFIED MAIL.
[I.]II. School Attendance Areas

A. Records and reports of all changes affecting school attendance areas and boundaries shall be maintained in the respective schools and offices of the Board of Education.

B. Students will attend their assigned home schools within the Board approval attendance areas in which they reside. Exceptions to attending the home school are set forth below in Section [II C.]III. B. of this rule.

C. FOR HOMELESS STUDENTS, REFER TO PUPIL SERVICES 512, “PROCEDURES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH.” FOR ENROLLMENT OF HOMELESS YOUTH IN THE APPROPRIATE SCHOOL ATTENDANCE AREA, THE PRINCIPAL OR HIS/HER DESIGNEE SHOULD MAKE IMMEDIATE CONTACT WITH THEIR PUPIL PERSONNEL WORKER (PPW) AND/OR SCHOOL-BASED HOMELESS LIAISON.

D. IN ORDER TO VERIFY THE CORRECT SCHOOL ATTENDANCE AREA, IT IS THE RESPONSIBILITY OF THE PARENT(S)/GUARDIAN(S) TO REPORT CHANGES IN RESIDENCE AND PROVIDE ALL FIVE (5) REQUIRED RESIDENCY DOCUMENTS (POLICY AND RULE 5150, II. A.) TO THE SCHOOL WITHIN TEN (10) SCHOOL DAYS OF THE DATE OF THE CHANGE IN RESIDENCE. FAILURE TO PROVIDE THIS INFORMATION WITHIN TEN (10) SCHOOL DAYS OF OCCURRENCE WILL RESULT IN WITHDRAWAL OF THE STUDENT(S) FROM THE SCHOOL DUE TO FRAUDULENT ENROLLMENT.

[II]III. Special Permission Transfers

A. APPLICATIONS

Special requests to permit a student in grades kindergarten through 12 to attend a school outside his/her school attendance area must be initiated by the parent or guardian. A COPY OF THE SPECIAL TRANSFER APPLICATION MAY BE OBTAINED AT ANY SCHOOL OR AT WWW.BCPS.ORG/SYSTEM/POLICIES_RULES/5000TOC.HTM.

1. PREKINDERGARTEN STUDENTS ARE NOT ELIGIBLE FOR SPECIAL TRANSFERS UNDER POLICY AND RULE 5140.
PARENTS OF PREKINDERGARTEN STUDENTS MUST FOLLOW OFFICE OF EARLY CHILDHOOD ENROLLMENT PROCEDURES AS PRESENTED IN “PREKINDERGARTEN SCREENING PROCEDURE, 2007-2008.”

2. PREKINDERGARTEN STUDENTS IDENTIFIED AS HOMELESS ARE ELIGIBLE FOR IMMEDIATE PRIORITY PREKINDERGARTEN ENROLLMENT.

[B.] 3. Special permission requests related to application and admission to a magnet school/program must be made in accordance with Policy and Rule 6130, INSTRUCTION: Magnet Schools and Programs.

[C.] B. Special Circumstances:

The staff will evaluate the following special circumstances as justification for assigning a student in grades kindergarten through 12 to a school outside the attendance area in which the student currently resides:

1. When a student who has completed grades 4, 7, or 11 changes residence to another Baltimore County school attendance area. Said student may continue in the original elementary, middle, or high school until completion of the terminal grade of that school level REGARDLESS OF OVERCROWDED CONDITIONS.

2. When a student desires to pursue a curricular/academic course or sequential program of study not offered in the regularly assigned school or the geographically assigned magnet school. Said student may be transferred to the requested school provided the student has met the stated prerequisites, AND THE REQUESTED PROGRAM OF STUDY IS NOT OVERCROWDED.

3. When the purpose OF THE APPLICATION is for THE STUDENT’S:

   a. Medical reasons. Requests which are based on medical, physical, or mental health reasons must be accompanied by documentation from a physician or mental health provider. STUDENTS ACCEPTED FOR MEDICAL OR STUDENT ADJUSTMENT REASONS WILL BE ENROLLED IN THE REQUESTED SCHOOL REGARDLESS OF OVERCROWDED CONDITIONS.
b. Student adjustment issues which cannot be resolved at the home school placement as evaluated and determined by appropriate school system officials. REQUESTS THAT ARE BASED ON STUDENT ADJUSTMENT MUST BE ACCOMPANIED BY DOCUMENTATION OF THE INVOLVEMENT OF APPROPRIATE SCHOOL SYSTEM OFFICIALS AND/OR FROM A MENTAL HEALTH OR MEDICAL PROVIDER. STUDENTS ACCEPTED FOR MEDICAL OR ADJUSTMENT REASONS WILL BE ENROLLED IN THE REQUESTED SCHOOL REGARDLESS OF OVERCROWDED CONDITIONS.

C. SEVERLY/PROFOUNDLY DISABLED HIGH SCHOOL STUDENTS MAY BE ELIGIBLE FOR SPECIAL TRANSFER UNDER CHILDCARE AFTER THE PARENT(S)/GUARDIAN(S) PROVIDE DOCUMENTATION, AND AFTER CONSULTATION WITH THE OFFICES OF SPECIAL EDUCATION, HEALTH SERVICES, AND TRANSPORTATION REGARDLESS OF OVERCROWDED CONDITIONS.

4. When a student changes residence within Baltimore County during a school year. UPON APPROVAL OF THE SPECIAL TRANSFER APPLICATION, said student may remain in the original school until the end of the [school year.] SEMESTER REGARDLESS OF OVERCROWDED CONDITIONS. To request consideration for remaining in the original school for a subsequent SEMESTER OR school year(s), a new Application for Special Transfer must be submitted and evaluated in accordance with the provisions of this rule.

5. When a student’s family plans to move from one Baltimore County school attendance area to another [during the school year] BY NOVEMBER 1 OF THE CURRENT SCHOOL YEAR. Said student may enroll in the school in the attendance area in which he/she is planning to live WITH HIS/HER PARENT(S)/GUARDIAN(S). [Principals may approve this enrollment upon the receipt of appropriate documentation from the parent(s)/guardian(s).]
RULE 5140

A. WITH APPROPRIATE DOCUMENTATION, SUCH AS A SETTLEMENT SHEET OR LEASE AGREEMENT, THE CHILD MAY BE GRANTED A SPECIAL TRANSFER, IF THE REQUESTED SCHOOL IS NOT OVERCROWDED.


6. When unusual arrangements must be made to provide satisfactory supervision for the elementary and middle school student before- and after-school hours. SAID STUDENT MAY BE GRANTED A SPECIAL TRANSFER, IF THE REQUESTED SCHOOL IS NOT OVERCROWDED.

7. When family conditions necessitate that a student must live in another home within Baltimore County. SAID STUDENT MAY BE ENROLLED REGARDLESS OF OVERCROWDED CONDITIONS.

8. When the student is the child of a Baltimore County Public Schools’ employee who resides in Baltimore County. For the purposes of this rule, "employee" means "public school employee," "confidential employee," "supervisory employee," and "management employee" as defined by Section 6-401 and Section 6-501 of the Education Article of the Annotated Code of Maryland. For the purposes of this rule, "child" includes a natural or foster child or one under the legal guardianship of an employee who is domiciled in Baltimore County.

A. Said student may be granted a transfer to a school outside of his/her attendance area regardless of the school’s overcrowded conditions as defined in Section II. D. 7. a., b., and c. of this rule and provided the school is within the attendance area of the employee’s primary work site or home school (office).

B. A child of an employee whose primary work site or home school (office) is in a magnet school may be granted a transfer to that school in accordance with the provisions of this section if said child qualifies for admission in accordance
with Policy and Rule 6130, INSTRUCTION: Magnet Schools and Programs. Upon qualification, admission is granted for said child without entry into the lottery selection process.

9. When a student has a sibling who is attending the requested school and the sibling would continue to attend that school at the time of the student’s initial enrollment. Said student may be granted a transfer to that school REGARDLESS OF OVERCROWDED CONDITIONS. For purposes of this rule, a sibling shall be defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child, who resides in the same household as the student applicant.

10. When a student attends a Baltimore County Public School that has been identified as eligible for Title I public school transfer options and said student has been declared an eligible student under applicable Title I federal guidelines. The parent(S)/guardian(S) of said student will submit an application to the Office of Title I and Grant Assistance in accordance with Title I public school transfer option procedures.

A. Schools identified as eligible for receiving students under Title I public school transfer will not approve any special transfer requests until all Title I eligible student transfer requests have been processed.

B. DENIALS OF SPECIAL TRANSFER APPLICATIONS MAY AND SHOULD BE ISSUED AS RECEIVED.

11. PARENT(S)/GUARDIAN(S) MUST REPORT TO THE SCHOOL, WITHIN TEN (10) SCHOOL DAYS OF OCCURRENCE, ANY CHANGE IN THE REASON(S) FOR WHICH THE SPECIAL TRANSFER WAS GRANTED. FAILURE TO DO SO MAY RESULT IN THE REVOCATION OF THE SPECIAL TRANSFER AND THE WITHDRAWAL OF THE STUDENT FROM THE SCHOOL.

[D.] C. Procedures:

1. The parent(s)/guardian(s) must complete and submit as directed the triplicate form, Application for Special Transfer, between April 1 and June 1 for the next school year. The parent(s)/guardian(s) must submit the original white copy of the form to the receiving school
principal for his/her approval or denial, submit the pink copy of the form to the home school principal for his/her notification, and retain the yellow copy of the form for his/her record.

a. Policy and Rule 6130, *INSTRUCTION: Magnet Schools and Programs*, require an earlier deadline for magnet applicants to submit the *Application for Special Transfer*.

b. Applicants must submit the *Application for Special Transfer* in its entirety according to the guidelines established by the magnet application process.

2. Relevant written documentation supporting the transfer must be attached to the application AND TO ANY FURTHER APPEALS WHEN AN APPLICATION OR APPEAL IS DENIED.

3. ALL transfer requests, REGARDLESS OF THE REASON FOR THE APPLICATION, must be submitted between April 1 and June 1 EACH YEAR unless:

   a. The student is a new resident of Baltimore County.

   b. There is an emergency or event that could not have been foreseen AND CAN BE DOCUMENTED AS SUCH.

   c. Information relevant to the transfer request was not available between April 1 and June 1 AND CAN BE DOCUMENTED AS SUCH.

4. Students RESIDING IN BALTIMORE COUNTY must enroll in and attend their home school while [a] transfer requestS [is] ARE being processed.

   a. STUDENTS FOUND TO BE FRAUDULENTLY ENROLLED IN SCHOOLS OTHER THAN THE ONE ZONED FOR THEIR RESIDENCE SHALL BE WITHDRAWN AND MUST ENROLL IN THEIR ZONED SCHOOL ACCORDING TO RESIDENCE IN ORDER TO FILE SPECIAL TRANSFER APPLICATIONS.

   b. A SPECIAL TRANSFER UNDER THIS RULE WILL NOT BE AVAILABLE WITHIN A SCHOOL YEAR TO ANY
RULE 5140

SCHOOL WHEREIN THE STUDENT’S ORIGINAL ENROLLMENT WAS FOUND UNDER THIS POLICY AND RULE TO BE FRAUDULENT DURING OR PRIOR TO THAT SCHOOL YEAR.

c. A STUDENT WHO CHANGES RESIDENCE FROM THE ATTENDANCE AREA OF A SCHOOL DURING THE SCHOOL YEAR MAY REMAIN IN THAT SCHOOL IF/WHILE A SPECIAL TRANSFER APPLICATION IS FILED AND/OR APPEALED, IF THAT APPLICATION IS MADE UNDER CHANGE OF RESIDENCE FROM ATTENDANCE AREA, AND IF THE ENROLLMENT AT THE SCHOOL WAS NOT FRAUDULENT.

5. In processing the request, the receiving school principal will:

a. STAMP APPLICATION WITH THE DATE RECEIVED AND evaluate the request and written documentation to determine compliance with the special circumstances outlined in Section [II. C.] III. B. of this rule and obtain necessary information from school system personnel pertaining to the request which will assist in the formulation of the decision.

b. Forward recommendations from medical personnel accordingly:

(1) Medical documentation from physicians will be forwarded to the school system’s Coordinator in the Office of Health Services for evaluation and consultation with the child’s physician. The Coordinator may seek additional consultation with the Director of Child, Adolescent, and Reproductive Health of the Baltimore County Department of Health.

(2) Psychological documentation from mental health or medical professionals will be forwarded to the school system's Coordinator in the Office of Psychological Services for evaluation and consultation with the child's mental health or medical provider.

c. Make every effort to issue a decision to parent(s)/guardian(s) by July 1 FOR APPLICATIONS FILED DURING THE
RULE 5140

REQUIRED TIMELINE FOR THE UPCOMING SCHOOL YEAR, except when the request is for admission to kindergarten OR TO A TITLE I TRANSFER OPTION SCHOOL.

(1) THE principal[s] will make every effort to issue a decision concerning admission to kindergarten before the beginning of the school year.

(2) FOR APPLICATIONS FILED FOR A CURRENT SCHOOL YEAR, THE PRINCIPAL WILL MAKE EVERY EFFORT TO ISSUE A DECISION WITHIN TEN (10) SCHOOL DAYS.

The principal must indicate his/her approval or denial in the appropriate section of the original application (white copy), which will be sent to the parent(s)/guardian(s). A photocopy of the original application will be forwarded to the principal of the home school and a photocopy of the original application must be retained by the receiving school.

d. Verify that the student either is domiciled in Baltimore County with his or her parent(s)/guardian(s) or has been approved for enrollment as a nonresident student in accordance with Policy and Rule 5150, STUDENTS: Enrollment and Attendance, Residents and Nonresidents. If the transfer request is approved, the parent(s)/guardian(s) must submit to the receiving school documentation of domicile within Baltimore County or approval for enrollment as a nonresident student. STUDENTS WILL NOT BE ENROLLED UNTIL ALL FIVE REQUIRED RESIDENCY DOCUMENTS ARE PROVIDED TO THE REQUESTED SCHOOL.

E. SCHOOLS IN THE FIRST YEAR OF OPERATION ARE NOT ELIGIBLE TO ACCEPT SPECIAL PERMISSION TRANSFERS UNDER RULE 5140.

[6. The transfer request may be approved or denied after consideration of the reason(s) for the transfer and review of the total number of requested transfers made to the receiving school as of June 1.]
RULE 5140

[7.] 6. SPECIAL TRANSFER APPLICATIONS [Permission to attend a school outside the attendance area in which the student resides can be denied because of overcrowded conditions, which exist when any or all of the following occur at the receiving school] MAY BE DENIED FOR ANY OR ALL OF THE FOLLOWING REASONS:

A. Overcrowded Conditions, which exist when any or all of the following occur at the receiving school:

[a.] (1) Total student enrollment is equivalent to or exceeds state approved building capacity.

[b.] (2) Average class size is equivalent to or exceeds Board-approved staffing guidelines.

[c.] (3) Enrollment is equivalent to or exceeds staffing allocation school wide or within specific programs, grade levels, or courses.

B. REASON INCONSISTENT WITH POLICY AND RULE. THE REASON(S) GIVEN BY THE PARENT(S)/GUARDIAN(S) FOR THE TRANSFER IS NOT A REASON ALLOWED UNDER THIS POLICY AND RULE.

C. LACK OF APPROPRIATE DOCUMENTATION. THE REASON GIVEN FOR THE TRANSFER REQUEST IS NOT SUPPORTED BY REQUIRED DOCUMENTATION.

D. LATE/NO UNFORESEEN EMERGENCY. THE APPLICATION WAS NOT SUBMITTED WITHIN THE REQUIRED TIMELINE OF APRIL 1 TO JUNE 1, AND NO EXPLANATION AND/OR DOCUMENTATION IS PRESENTED OF AN UNFORESEEN EMERGENCY OR INFORMATION NOT AVAILABLE TO THE APPLICANT DURING THE REQUIRED APPLICATION PERIOD.

[8.] 7. If the transfer request is approved, designated staff from the home school will supply the receiving school with available STUDENT INFORMATION, school records and data [; and, if necessary, arrange for a conference involving personnel from both schools] to assist the student in making a satisfactory adjustment.
[9.] 8. If the transfer is approved, the athletic eligibility set forth in Policy 6145.2, INSTRUCTION: Extra Curricular Activities: Intramural, Informal, and Interscholastic Activities, applies.

[10.] 9. It is understood by the receiving school principal and the parent(s)/guardian(s) that the transfer is approved until the student completes the terminal grade of a school level. Exceptions to this provision are as follows:

a. A student who voluntarily withdraws from the receiving school. Said student will be subject to reapplication and a new evaluation if (re)enrollment to the receiving school is requested. Parent(s)/guardian(s) must submit a new Application for Special Transfer, and the application will be evaluated consistent with the criteria set forth in this rule and in Policy 5140, STUDENTS: Enrollment and Attendance.

b. A student who is granted a special transfer for the purpose of CHANGE OF RESIDENCE FROM ATTENDANCE AREA (Section [II.C.] III. B. 4. of this rule). Said student is approved for that [school year] SEMESTER only. Parent(s)/guardian(s) must reapply for transfer for an additional year(s) or attend the home school for the next SEMESTER OR school year. The new Application for Special Transfer will be evaluated consistent with the criteria set forth in this rule and in Policy 5140, STUDENTS: Enrollment and Attendance.

C. A STUDENT WHOM THE RECEIVING SCHOOL PRINCIPAL DETERMINES HAS NOT BENEFITED FROM THE SPECIAL TRANSFER AS A RESULT OF ANY OF THE FOLLOWING CONDITIONS. SAID STUDENT MAY HAVE THEIR SPECIAL TRANSFER REVIEWED AND/OR REVOKED BY THE SCHOOL’S PRINCIPAL AT THE END OF A SCHOOL YEAR. THE PRINCIPAL SHALL REVIEW THE RECORD OF EACH STUDENT ENROLLED BY SPECIAL TRANSFER FOR:

(1) ATTENDANCE/TARDINESS – THE STUDENT HAS:
RULE 5140

(A) ABSENCES EQUAL TO OR EXCEEDING THE STATE MANDATED AYP ATTENDANCE RATE, OR THE PREVIOUS SCHOOL YEAR’S LOCAL SCHOOL OR BCPS ANNUAL ATTENDANCE RATE, WHICHEVER IS LOWER, FOR ANY GIVEN QUARTER DURING THE SCHOOL YEAR FOR WHICH THE SPECIAL TRANSFER WAS GRANTED.

(B) AN ABSENCE RATE RESULTING IN AN ATTENDANCE REFERAL TO THE PUPIL PERSONNEL WORKER AND TO PROJECT ATTEND WHERE APPLICABLE.

(C) ACCUMULATED TARDINESS IN EXCESS OF THE SCHOOL’S PER STUDENT AVERAGE TARDINESS RATE.

(D) TARDINESS RATE RESULTING IN A REFERAL TO THE PUPIL PERSONNEL WORKER.

(2) DISCIPLINE–THE STUDENT HAS NOT BEHAVED HIM/HERSELF IN WAYS THAT CONTRIBUTE TO A SAFE AND ORDERLY LEARNING ENVIRONMENT FOR ALL STUDENTS, HAS BEEN SUSPENDED TO THE SUPERINTENDENT’S DESIGNEE AND PLACED IN AN ALTERNATIVE LEARNING SETTING FOR ANY AMOUNT OF TIME DURING THE SCHOOL YEAR FOR WHICH THE SPECIAL TRANSFER WAS GRANTED.

(3) ACADEMICS – THE STUDENT HAS RECEIVED FAILING GRADES IN MORE SUBJECTS THAN HE/SHE HAS RECEIVED PASSING GRADES.

(4) REASON FOR TRANSFER APPROVAL – THE REASON FOR WHICH THE TRANSFER WAS ORIGINALLY APPROVED HAS CEASED TO EXIST.
(5) THE STUDENT HAS WITHDRAWN FROM A MAGNET PROGRAM WITHIN A COMPREHENSIVE SCHOOL THAT IS NOT HIS/HER ZONED SCHOOL. TO REQUEST CONSIDERATION FOR REMAINING IN THE SCHOOL FOR A SUBSEQUENT SEMESTER OR SCHOOL YEAR(S), AN APPLICATION FOR SPECIAL TRANSFER MUST BE SUBMITTED AND EVALUATED IN ACCORDANCE WITH THE PROVISIONS OF THIS RULE.

[11.] 10. When the student completes the terminal grade of a school level, that student shall be required to attend subsequent middle or high schools serving his/her residence.

[12.] 11. Approved transfers will be subject to reapplication and a new evaluation when a student is ready to move from the elementary school to the middle school or from the middle school to the high school. The reapplication will be evaluated consistent with the criteria set forth in this rule and in Policy 5140, STUDENTS: Enrollment and Attendance.

[13.] 12. Parent(s)/guardian(s) are responsible for providing transportation to and from the newly assigned school unless the student can be accommodated by the existing bus routes and existing bus stops of that school. IN SUCH INSTANCES, THE PARENT(S)/GUARDIAN(S) ARE RESPONSIBLE FOR PROVIDING TRANSPORTATION TO AND FROM THE EXISTING BUS STOP.

[12.] 13. If the transfer request is denied by the receiving school principal, the parent(s)/guardian(s) may initiate the appeal process as described in Section [II. E.] V. of this rule.

IV. FRAUDULENT ENROLLMENT

A. IT IS THE RESPONSIBILITY OF THE PARENT(S)/GUARDIAN(S) TO REPORT CHANGES IN RESIDENCE AND PROVIDE ALL FIVE (5) REQUIRED RESIDENCY DOCUMENTS (POLICY AND RULE 5150, II. A.) TO THE SCHOOL WITHIN TEN (10) SCHOOL DAYS OF THE DATE OF THE CHANGE IN RESIDENCE.
B. FAILURE TO PROVIDE THIS INFORMATION WHEN A CHANGE OF RESIDENCE OCCURS DURING THE SCHOOL YEAR WILL RESULT IN WITHDRAWAL OF THE STUDENT FROM THE SCHOOL DUE TO FRAUDULENT ENROLLMENT.

C. A SPECIAL TRANSFER UNDER THIS RULE WILL NOT BE AVAILABLE WITHIN THAT SAME SCHOOL YEAR TO THE SCHOOL WHEREIN THE ORIGINAL ENROLLMENT WAS FRAUDULENT.

[E.] V. Appeals

A.[1.] Denials of special permission transfer requests may be appealed by the parent(S)/guardian(S) who initiated the transfer request. The appeal must be made in writing to the [Executive Director of Student Support Services or designee] RESIDENCY LIAISON within ten (10) [calendar] SCHOOL days of the date of the principal’s denial or the postmarked date, whichever is later. The [Executive Director of Student Support Services or designee] RESIDENCY LIAISON will research and evaluate the appeal based on the information and documentation provided at the time the initial request was made to the receiving school principal. The [Executive Director of Student Support Services or designee] RESIDENCY LIAISON will also consider additional evidence provided on appeal. The [Executive Director of Student Support Services or designee] RESIDENCY LIAISON will make every effort to issue a written decision by August 1, OR WITHIN THIRTY (30) SCHOOL DAYS OF THE RECEIPT OF THE WRITTEN APPEAL DURING THE SCHOOL YEAR.

B.[2.] If the appeal is denied by the [Executive Director of Student Support Services or designee] RESIDENCY LIAISON, the written decision will inform the parent(s)/guardian(s) of his/her right to appeal, in writing, to the Superintendent within [fifteen (15) calendar] TEN (10) SCHOOL days of the date of the denial letter or the postmarked date, whichever is later.

C.[3] Denials of special permission transfer requests by the [Executive Director of Student Support Services or designee] RESIDENCY LIAISON must be appealed in writing to the Superintendent within [fifteen (15) calendar] TEN (10) SCHOOL days of the date of the [Executive Director of Student Support Services or designee] RESIDENCY LIAISON denial letter or the postmarked date, whichever is later. The Superintendent or designee will research and evaluate the appeal based on the information and
documentation provided at the time the initial request was made to the receiving school principal. The Superintendent or designee will also consider additional evidence provided on appeal. The Superintendent or designee will make every effort to issue a written decision before the beginning of the school year AND WITHIN THIRTY (30) CALENDAR DAYS DURING THE SCHOOL YEAR.

D.[4.] If the appeal is denied by the Superintendent or designee, the written decision will inform the parent(s)/guardian(s) of his/her right to appeal in writing to the Board of Education within [(thirty) 30 calendar] TEN (10) SCHOOL days of the date of the denial letter in accordance with Section 4-205 of the Education Article of the Annotated Code of Maryland and Board of Education Policy 8339, INTERNAL BOARD POLICIES: Operations, Appeal Before Hearing Examiner. An appeal will be considered timely filed, if, within the allotted time period, it has been delivered to the Board of Education, postmarked, or deposited in the U. S. Mail as registered or certified mail.

E. TO BE CONSIDERED, AN APPEAL MUST BE TIMELY FILED.
APPLICATION FOR SPECIAL TRANSFER, K-12

INSTRUCTIONS: Read carefully the information provided in the attached Policy/Rule 5140 before completing this form. The parent/guardian of the eligible student is to complete Part I. Applicants, except for magnet applicants and Title I applicants (*see below), should submit the white copy of this form to the receiving school principal, the yellow copy to the home school principal, and retain the pink copy for his/her file.

PART I: SCHOOL TRANSFER REQUEST

Name of Student: ____________________________ Date of Birth: __________
School Currently Attending: ____________________________ Current Grade: _________
Home School According to Residence: ____________________________
Name of Parent/Guardian: ____ Dr. ____ Mr. ____ Mrs. ____ Ms. ____ Miss
Street Address: __________________________________________ City/State/ZIP __________
Telephone Number: (Home) __________ (Work) __________ (Other) __________
Requested School: ____________________________ Requested School Year: 200__-200__
Requested Grade: ____________________________

Reason(s) for Request: Refer to Rule 5140, Section III B. and circle below the number(s) corresponding to the reason(s).
1 (terminal grade) 4 (**change of residence from attendance area) 6 (**employee’s child)
2 (program of study) 5 (change of residence to attendance area) 7 (family conditions) 9 (sibling)
3 (**medical/student adjustment)

Additional explanation (attach separate sheet if more space is needed): ________________________________________________________________

**Requests which are based on medical, physical, or mental health reasons must be accompanied by documentation from a physician or mental health provider.

*** SPECIAL TRANSFERS GRANTED FOR CHANGE OF RESIDENCE FROM ATTENDANCE AREA APPLY ONLY WHEN A FAMILY MOVES DURING A CURRENT SCHOOL YEAR, AND LAST ONLY UNTIL THE END OF THAT SAME SCHOOL YEAR.

**** IF THE TRANSFER REQUEST IS based upon daycare, THE FOLLOWING INFORMATION MUST BE PROVIDED:
Name of daycare provider/agency: ____________________________
Address: ____________________________ Telephone: ____________________________
Days and times supervision is provided: ____________________________ Signature of daycare provider: ____________________________

*Transfer request forms for the next school year must be submitted between April 1 and June 1 except for magnet and Title I applicants. Magnet applicants must submit this Application in its entirety according to the guidelines established by Policy and Rule 6130. Title I applicants must submit requests according to the guidelines established by the Title I public school transfer option procedures.

I have received and read the information in Policy and Rule 5140. I understand that, unless otherwise indicated, if the transfer request is approved, transportation is not provided by BCPS. I UNDERSTAND THAT MY PROVIDING FALSE INFORMATION MAY RESULT IN TUITION CHARGES AND THE WITHDRAWAL OF MY CHILD FROM SCHOOL, AS APPLICABLE.

Signature of Parent/Guardian: ____________________________ Date: __________

PART II: TRANSFER REVIEW/DECISION (To be completed by Receiving School Principal)

_____ Approved  _____ Denied
REASON(S) FOR DENIAL: (Circle all spaces that apply)
A. Overcrowded conditions  B. Reason inconsistent with policy and rule
C. Lack of appropriate documentation  D. Application late/no unforeseen emergency

Signature of Receiving School Principal: ____________________________ Date: __________
(Receiving school principal is to forward this copy of the decision to the parent/guardian; retain a photocopy for school files; and send a photocopy to the home school principal.)

APPEALS: Must be made in writing, including ALL DOCUMENTATION AND a copy of this Application signed by the receiving school principal, to the [Executive Director of Student Support Services], RESIDENCY LIAISON, Baltimore County Public Schools, 9610 Pulaski Park Drive, Suite 219, Baltimore, MD 21220, within Ten (10) [calendar] SCHOOL days of the date of decision.

Copies: (1) receiving school principal; (2) home school principal; (3) parent/guardian
Contract for Special Transfer Students

I ________________________ parent/guardian of _______________________ agree to the following conditions/requirements listed below while my child attends ______________________ on special permission.

1. Attendance/Tardiness - The student named above will:
   • Maintain an attendance rate equal to or exceeding the state-mandated AYP attendance rate, or the previous school year’s local school or BCPS annual attendance rate, whichever is lower, for any given quarter during the school year(s) for which this special transfer was granted.
   • Maintain an attendance rate that does not result in an attendance referral to the pupil personnel worker or to Project Attend where applicable.
   • Report to school on time at a rate equal to or better than the school’s average tardiness rate.
   • Attend school daily on time and will not be referred to the pupil personnel worker for attendance purposes.

2. Behavior - The student named above will:
   • Behave him/herself in positive ways that contribute to a safe and orderly learning environment for all students.
   • Behave appropriately and will not be suspended to the Superintendent’s Designee and placed in an alternative program.

3. Academics - The student named above will:
   • Maintain passing grades in more than one half of all his/her subjects each school year.

4. Change in reasons for which the transfer was granted - The parent/guardian of the student named above will:
   • Report to the school, within ten (10) school days of occurrence, any change in the reason(s) for which the special transfer was granted.

5. Magnet program enrollment in comprehensive schools - The student named above will:
   • Maintain enrollment in a magnet program in the requested school when program of study within that program is the reason for which the transfer was granted.

Failure to comply with any of the above requirements may result in your child’s withdrawal at the end of the school year.

Student Signature: ______________________________ Date: __________

Parent/Guardian Signature: ______________________________ Date: __________

Principal Signature: ______________________________ Date: __________
STUDENTS: Enrollment and Attendance

In accordance with §7-101 of the Education Article of the Annotated Code of Maryland, any child five (5) years old or older and under twenty-one (21) years of age and who is domiciled with the child’s parent/legal guardian in Baltimore County, shall be admitted to Baltimore County Public Schools (“school”) without the payment of tuition and shall attend his or her assigned home school unless a special transfer has been approved in accordance with Board of Education Policy and Superintendent’s Rule 5140.

I. DEFINITIONS

A. “Baltimore County Public Schools Employee” means “Public School Employee,” “Confidential Employee,” “Supervisory Employee” or “Management Employee,” as defined by §6–404 and §6–501 of the Education Article of the Annotated Code of Maryland.

B. “Child” means an individual not currently enrolled in Baltimore County Public Schools.

C. “Child of Employee” means [natural child or a child under a court-ordered guardianship of an employee.] A NATURAL OR FOSTER CHILD, A CHILD UNDER THE LEGAL GUARDIANSHIP OF AN EMPLOYEE, OR A STEPCHILD, WHEN THE EMPLOYEE’S SPOUSE RESIDES WITH THE EMPLOYEE AND IS THE CHILD’S NATURAL PARENT.

D. “Fraudulent Enrollment” means intentional misrepresentation of material fact regarding domicile or the failure to notify Baltimore County Public Schools of a change in domicile within [a reasonable time] TEN (10) SCHOOL DAYS.

E. [“Guardian” means a legal guardian of a child or of a student who is appointed by a court.] “PARENT(S)/GUARDIAN(S)” MEANS A NATURAL PARENT, EDUCATION GUARDIAN, PARENT SURROGATE, FOSTER PARENT, COURT-APPOINTED ATTORNEY, OR COURT-APPOINTED SPECIAL ADVOCATE ACTING ON BEHALF OF THE CHILD IN STATE-SUPERVISED CARE, OR INDIVIDUAL ACTING AS A PARENT IN THE ABSENCE OF A PARENT.
F. "Residential Dwelling Unit" means one or more rooms in a residential building or structure, such as a house, apartment, condominium or trailer, that is used for living purposes.

G. "Student" means an individual currently enrolled in Baltimore County Public Schools.

H. "Informal Kinship Care" means a living arrangement in which a relative of a child, who is not in the care, custody, or guardianship of the local department of social services, provides for the care and custody of a child due to a serious family hardship as defined by §7-101 of the Education Article of the Annotated Code of Maryland and if the parent(s)/guardian(s) is domiciled outside of Baltimore County but inside the state of Maryland.

I. "Relative," for the purpose of determining informal kinship care, means an adult related to the child by blood or marriage within the fifth degree of consanguinity.

J. "TIMELY FILED" MEANS AN APPEAL HAS, WITHIN THE ALLOCATED TIME PERIOD, BEEN DELIVERED TO THE APPROPRIATE BOARD OF EDUCATION OFFICE FOR EACH LEVEL OF APPEAL, POSTMARKED, OR DEPOSITED IN THE U. S. MAIL AS REGISTERED OR CERTIFIED MAIL.

II. Resident Student

A. Verification of Domicile

When registering for enrollment into school, proof that the child is domiciled in Baltimore County with the child’s parent(s)/guardian(s) is required. Domicile is determined on a case-by-case basis, and the burden of establishing the child’s domicile with the parent(s)/guardian(s) is on the child and the parent(s)/guardian(s). VERIFICATION OF DOMICILE REQUIRES AT LEAST FIVE (5) DOCUMENTS FROM THE PARENT(S)/GUARDIAN(S), INCLUDING A PHOTO IDENTIFICATION (WITH OR WITHOUT ADDRESS), DEED/LEASE (OR OTHER ACCEPTABLE DOCUMENT LISTED UNDER II.A.1. BELOW), AND THREE PIECES OF MAIL OR DOCUMENTATION AS LISTED UNDER II.A.2. BELOW AND DATED WITHIN SIXTY (60) DAYS OF THE DATE SUBMITTED. ALL DOCUMENTS MUST REFLECT THE SAME ADDRESS IN BALTIMORE COUNTY. IF AN
ADDRESS APPEARS ON THE DOCUMENT USED FOR PHOTO IDENTIFICATION, IT ALSO MUST REFLECT THE SAME ADDRESS AS ALL OTHER SUBMITTED DOCUMENTS.

1. PHOTO IDENTIFICATION, EXAMPLES INCLUDE DRIVER’S LICENSE, MARYLAND IDENTIFICATION CARD, OR AGE OF MAJORITY CARD FROM THE MOTOR VEHICLE ADMINISTRATION. IF USED FOR PHOTO IDENTIFICATION, THE DOCUMENT MAY NOT BE USED TO VERIFY ADDRESS.

[1] 2. Prior to enrollment, [a school administrator] THE PRINCIPAL OR HIS/HER DESIGNEE will require as proof of the child’s domicile with the parent(s)/guardian(s), [a copy of] one of the following documents, subject to verification: [by a Baltimore County Public Schools administrator or designee]

   a. Deed establishing ownership of a residential dwelling unit in Baltimore County in which the child is domiciled with the child’s parent(s)/guardian(s).

   b. Signed settlement sheet establishing ownership of a residential dwelling unit in Baltimore County in which the child is domiciled with the child’s parent(s)/guardian(s).

   c. Title establishing ownership of a residential dwelling unit Baltimore County in which the child is domiciled with the child’s parent(s)/guardian(s).

   d. Mortgage coupon book establishing ownership of a residential dwelling unit in Baltimore County in which the child is domiciled with the child’s parent(s)/guardian(s).

   e. Real estate tax bill or receipt for residential dwelling unit IN BALTIMORE COUNTY in which the child and parent(s)/guardian(s) are domiciled. ([1]) If any portion of the residential dwelling unit, either owned or rented, lies within Baltimore County, as determined by the real estate bill, the student may attend the designated Baltimore County Public School.
f. Lease or rental agreement from a real estate management company or commercial lessor to the parent(s)/guardian(s) for a residential dwelling unit located in Baltimore County in which the child and parent(s)/guardian(s) are domiciled.

g. Lease or rental agreement from a private party owner to the parent(s)/guardian(s) [of] FOR A residential dwelling unit located in Baltimore County. Documents that establish dwelling unit located in party of the property in Baltimore County, such as a deed to the property, real estate tax bill FOR THE CURRENT YEAR, or a mortgage coupon book/STATEMENT DATED WITHIN SIXTY (60) DAYS OF THE DATE SUBMITTED must also be submitted to provide proof of ownership by the private party lessor/owner.

[2] 3. In addition to the requirements set forth in Section II.A.1.a.-g., parent(s)/guardian(s) must present a photo identification and three of the following documents to establish name and address[:]. THE DOCUMENTS USED MUST BE FROM DIFFERENT SOURCES. IF MAIL IS USED, IT MUST BE POST MARKED WITHIN 60 DAYS OF THE DATE SUBMITTED. THE ACCEPTABILITY OF ALL DOCUMENTATION IS SUBJECT TO REVIEW AND APPROVAL BY THE SCHOOL PRINCIPAL OR HIS/HER DESIGNEE. ADDITIONAL DOCUMENTATION MAY BE REQUIRED WHEN DISCREPANCIES EXIST WITHIN DOCUMENTS SUBMITTED REGARDING THE DOMICILE OF THE PARENT(S)/GUARDIAN(S).

a. Federal or state income tax return for the immediate previous year

b. W-2 form for the current year

c. Notarized statement on company letterhead from an employer

d. Mailing to the parent(s)/guardian(s) from a government agency

e. Charge account/credit card billing statement

f. Bank account statement
g. Utility bill
h. Cable bill
i. Voter’s registration card
j. Motor Vehicle Administration vehicle registration
k. Driver’s license, Maryland identification card, or age of majority card from the Motor Vehicle Administration THAT WAS NOT PREVIOUSLY USED AS PHOTO IDENTIFICATION
l. [Notarized letter from landlord acknowledging shared domicile arrangement (See Section II.B.) CHANGE OF ADDRESS NOTIFICATION FROM THE UNITED STATES POSTAL SERVICE.

m. Court documents
n. Government-issued license and/or professional certificate
o. First class mail from a business or agency
p. Health center mailing [of appointment verification]
q. Receipt for immunizations from health center]
r. Mailing from a Baltimore County public school or office
s. Paycheck/paystub stating name and address
[t] s. Other documentation acceptable to the pupil personnel worker or residency officer.

[3] 4. If the domicile of the student and/or parent(s)/guardian(s) changes at any time, the parent(s)/guardian(s) is responsible for notifying the student’s school immediately. [If the new domicile is located in another school attendance area within Baltimore County, t] The parent(s)/guardian(s) must verify the new domicile in accordance
with this rule and Policy 5150 STUDENTS: Enrollment and Attendance. FAILURE TO NOTIFY THE SCHOOL OF CHANGE IN DOMICILE WITHIN TEN (10) SCHOOL DAYS MAY RESULT IN THE STUDENT BEING WITHDRAWN. Continued enrollment in the current school is subject to the provisions of Board of Education Policy and Superintendent’s Rule 5140 STUDENTS: Enrollment and Attendance.

5. RESIDENT INFORMAL KINSHIP CARE: IN ACCORDANCE WITH §7-101 OF THE EDUCATION ARTICLE OF THE ANNOTATED CODE OF MARYLAND, PROCEDURES IN RULE 5150, IV. 9. A. MAY BE APPLIED TO RESIDENT STUDENTS.

6. RESIDENT HARDSHIP: PROCEDURES IN RULE 5150, IV. 9. B. MAY BE APPLIED TO RESIDENT STUDENTS.

B. Shared Domicile Arrangement

The parent(s)/guardian(s) may prove residency through a shared domicile arrangement. If the parent(s)/guardian(s) states that the child is domiciled with the parent(s)/guardian(s) in a residential dwelling unit located in Baltimore County with another person or persons, the parent(s)/guardian(s) is required to complete the shared domicile arrangement process with the residency officer [or (pupil personnel workerS MAY ALSO PROCESS SHARED DOMICILE APPLICATIONS) servicing the local school.

1. Process for establishing shared domicile arrangement is as follows:

   a. The parent(s)/guardian(s) must contact the residency officer serving the school attendance area in which the child and parent(s)/guardian(s) will be domiciled.

   b. The residency officer [or pupil personnel worker] will forward to the parent(s)/guardian(s) the Baltimore County Public Schools Shared Domicile Disclosure Form, which the parent(s)/guardian(s) must complete, sign, and have notarized. THIS FORM CAN ALSO BE OBTAINED AT THE STUDENT’S SCHOOL OR AT WWW.BCPS.ORG/SYSTEM/POLICIES_RULES/5000TOC.HTM.
RULE 5150

c. The owner or leaseholder of the residential dwelling unit in which the child and parent(s)/guardian(s) are domiciled must produce the documentation set forth in Section II.A.1.a-g. to establish the ownership or leaseholder interest.

d. The owner or leaseholder of the residential dwelling unit must sign and have notarized the Shared Domicile Disclosure Form.

e. The parent(s)/guardian(s) must submit to the residency officer [or pupil personnel worker] a photo identification and three (3) items of proper documentation of residency listed in Section II.A.2.a.-t. to establish name and address.

f. The residency officer [or pupil personnel worker] will meet with the parent(s)/guardian(s), review all documentation presented, verify that the documentation complies with this rule and Policy 5150 STUDENTS: Enrollment and Attendance, and approve or deny enrollment. IN CASES INVOLVING LEASEHOLDERS, THE SHARED DOMICILE APPLICANTS MUST BE LISTED AS OCCUPANTS ON THE LEASE.

g. If approved, enrollment by shared domicile arrangement is for the current school year only. To be considered for enrollment in any subsequent year, the parent(s)/guardian(s) must complete and submit to the school by June 30, the Shared Domicile Disclosure Renewal Form[.]. [which will be provided by June 1 of the current school year. Photo identification and three current proofs of domicile.] THE FIVE REQUIRED DOCUMENTS FOR PROOF OF DOMICILE, as outlined in Section II.A.2. a.-[t.]S. must be submitted with the renewal form to the school. A new shared domicile disclosure form must be submitted to the residency officer if the renewal process is not completed by June 30.

III. Baltimore County Public Schools is subject to the requirements of the Federal McKinney-Vento Homeless Education Assistance Improvement Act of 2001. Principals or their designees shall immediately refer homeless children AND YOUTH OR THOSE THAT APPEAR TO BE HOMELESS to the pupil personnel worker OR SCHOOL-BASED HOMELESS LIAISON. CASE MANAGEMENT
RULE 5150

WILL BE PROVIDED BY THE PUPIL PERSONNEL WORKER. FOR HOMELESS STUDENTS OR STUDENTS WHO APPEAR TO BE HOMELESS, PLEASE REFER TO PUPIL SERVICES 512, “PROCEDURES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH.”

IV. Nonresident Student

A. A child may attend Baltimore County Public Schools as a nonresident student even if the child is not domiciled in Baltimore County with his/her parent(s)/guardian(s) ONLY upon the specific, written authority from the Superintendent and/or the pupil personnel worker. Principals are not authorized to approve enrollment of nonresident students without such written authorization.

IF APPROVED, NONRESIDENT ENROLLMENT WILL BE FOR THE CURRENT SCHOOL YEAR ONLY. TO BE CONSIDERED FOR ENROLLMENT IN ANY SUBSEQUENT YEAR, THE PARENT(S)/GUARDIAN(S) MUST COMPLETE AND SUBMIT TO THE PUPIL PERSONNEL WORKER BY JUNE 30, THE NONRESIDENT APPLICATION FORM. THE FIVE REQUIRED DOCUMENTS FOR PROOF OF DOMICILE, AS OUTLINED IN SECTION II.A.2. A.-T., MUST BE SUBMITTED WITH THE APPLICATION FOR ANNUAL REVIEW BY THE PUPIL PERSONNEL WORKER.

B. In accordance with §7-101(b)(2) of the Education Article of the Annotated Code of Maryland, the Superintendent may allow a child to attend Baltimore County Public Schools even if the child is not domiciled in Baltimore County with the child’s parent(s)/guardian(s) if

1. A child is placed in a Baltimore County adoptive home, foster home and/or residential institution as a child in an out-of-county or out-of-state living arrangement as defined in §4-122 of the Education Article of the Annotated Code of Maryland. Financial responsibility for children in out-of-county or out-of-state living arrangements will be assessed in accordance with §4-122 of the Education Article of the Annotated Code of Maryland. In accordance with §4-122 of the Education Article of the Annotated Code of Maryland, an out-of-state agency that arranges for a child’s placement for adoption in Maryland is not responsible for paying the educational costs associated with the child.
2. The student is a foreign student [b.] Enrolled on a student visa for one year only in accordance with federal immigration laws. Tuition shall be paid.

[a. On a J-1 visa and is sponsored by a school exchange program approved by Baltimore County Public Schools.]

3. The child’s parent(s)/guardian(s) provides appropriate documentation, such as a settlement sheet or lease agreement, that the child will be domiciled with his or her parent(s)/guardian(s) in Baltimore County prior to November 1 of the school year. UPON APPROVAL BY THE PUPIL PERSONNEL WORKER, the child shall be admitted at the beginning of the school year without payment of tuition. After November 1, if the child is not domiciled with his or her parent(s)/guardian(s) in Baltimore County, tuition shall be charged from the beginning of the school year until the end of the semester and the student will be withdrawn at the end of the [semester] FIRST MARKING PERIOD/QUARTER OF THE SCHOOL YEAR. (See Section IV.D. Tuition.)

4. A student’s family moves from Baltimore County during the school year, the student may complete that semester in his/her current Baltimore County public school as a nonresident student. Tuition shall be paid in full within THIRTY (30) CALENDAR days by the student’s parent(s)/guardian(s) for the remainder of the semester. (See Section IV.D. Tuition) The student will be withdrawn at the end of the semester if the tuition in full is not paid.] THAT MARKING PERIOD IN HIS/HER CURRENT BALTIMORE COUNTY PUBLIC SCHOOL AS A NONRESIDENT STUDENT. TUITION SHALL BE PAID IN FULL WITHIN THIRTY 30 CALENDAR DAYS BY THE STUDENT’S PARENT(S)/GUARDIAN(S) FOR THE REMAINDER OF THAT MARKING PERIOD/QUARTER. (SEE SECTION IV. D. TUITION) THE STUDENT WILL BE WITHDRAWN AT THE END OF THE MARKING PERIOD/QUARTER IF THE TUITION IS NOT PAID IN FULL.

5. A student has completed grade 11 in a Baltimore County high school and the parent(s)/guardian(s) moves from Baltimore County, that student may complete grade 12 in his/her current Baltimore County
public school. Tuition shall be paid by the student’s parent(s)/guardian(s). (See Section IV.D. Tuition.) Failure to pay annual tuition in full by the end of the first semester will result in withdrawal at the end of the first semester.

6. A child is a patient at a hospital, sanitarium or convalescent home located in Baltimore County. Tuition shall be paid by the child’s parent(s)/guardian(s). (See Section IV.D. Tuition.)

7. The child of a Baltimore County Public Schools employee may be enrolled as follows:
   a. A child of an employee may attend the school that is within the attendance area of the primary work site of the employee regardless of the school’s overcrowded conditions as defined in Superintendent’s Rule 5140, Section [II.D.7] III. B. 8.
      (1) Tuition shall be assessed at $1,000 if the child is enrolled prior to January 1 and the employee is domiciled within the state of Maryland. Tuition shall be assessed at $500 if the child is enrolled after January 1, or if the child is enrolled in a half-day kindergarten program, and the employee is domiciled within the state of Maryland. If employment of parent(s)/guardian(s) ends during that school year, the student may complete that [semester] MARKING PERIOD/QUARTER in his/her Baltimore County public school.
      (2) If the employee is domiciled outside of the state of Maryland, tuition fees shall also include the state per pupil basic cost for the school year of enrollment in accordance with §5-201 of the Education Article of the Annotated Code of Maryland. (See Section IV.D. Tuition.) If employment of parent(s)/guardian(s) ends during that school year, the student may complete that semester in his/her Baltimore County Public School.
   b. If the requested school is a magnet school, the child of an employee must qualify for admission in accordance with Board of Education Policy and Superintendent’s Rule 6130,
8. The child is domiciled with the parent(s)/guardian(s) in an adjoining Maryland school system that in an unusually isolated geographic location adjoining Baltimore County, upon request of the Superintendent of Schools of that school system and approval of the Superintendent of Baltimore County Public Schools. The case will be referred to the pupil personnel worker for processing. Tuition shall be paid by the sending school system. (See §4–12 of the Education Article of the Annotated Code of Maryland.)

9. There are two instances of serious family hardship, which are identified as informal kinship care or nonresident serious family hardship.

  a. Informal Kinship Care: If the applicant is an adult related to the child by blood or marriage within the fifth degree of consanguinity and, on behalf of the child and/or parent(s)/guardian(s), can establish through documentation in accordance with §7-101 of the Education Article of the Annotated Code of Maryland that the child is residing with the applicant as a result of the serious family hardship, and if the parent(s)/guardian(s) is domiciled outside of Baltimore County but within the state of Maryland, the pupil personnel worker shall permit the child to be enrolled upon receipt of a complete Affidavit of Informal Kinship Care and required supporting documentation of the serious family hardship. [Tuition shall be assessed in accordance with §7-101 of the Education Article of the Annotated Code of Maryland.] THE APPROPRIATE BALTIMORE COUNTY PUBLIC SCHOOLS’ OFFICES WITHIN STUDENT SUPPORT SERVICES, ACCOUNTING, AND STUDENT DATA WILL SUBMIT BILLING DOCUMENTS FOR REIMBURSEMENT TO OTHER MARYLAND COUNTIES FOR NONRESIDENT STUDENTS ENROLLED IN BALTIMORE COUNTY PUBLIC SCHOOLS UNDER INFORMAL KINSHIP CARE.
(1) One or more of the following shall be considered as serious family hardships, for purpose of enrollment under the informal kinship care provision:

(a) Death of father/mother/legal guardian

(b) Serious illness of father/mother/legal guardian

(c) Drug addiction of father/mother/legal guardian

(d) Incarceration of father/mother/legal guardian

(e) Abandonment by father/mother/legal guardian

(f) Assignment of father/mother/legal guardian to active military duty

(2) The following are not to be considered serious family hardships:

(a) Presence in Baltimore County primarily for improved quality of education;

(b) Presence in Baltimore County primarily because of adverse conditions in or dissatisfaction with the child’s prior school system;

(c) Parent(s)/guardian(s) placing the child with the caretaker for child care purposes.

b. Nonresident Serious Family Hardship: If the applicant, on behalf of the child and/or parent(s)/guardian(s), can establish through documentation that the child is residing with the applicant as a result of serious family hardship but does not qualify for enrollment under the provision of the informal kinship care arrangement and if the parent(s)/guardian(s) is domiciled outside of Baltimore County, then the Superintendent and/or residency liaison may allow the child to be enrolled. Tuition shall be paid by the child’s parent(s)/guardian(s). (See Section IV.D. Tuition.)
(1) One or more of the following shall be considered as serious family hardships, IF APPLICABLE TO EITHER PARENT(S)/GUARDIAN(S) AND ACCOMPANIED BY THE UNAVAILABILITY OF THE/A SECOND PARENT(S)/GUARDIAN(S), for purpose of enrollment under this provision:

(a) Death of father/mother/legal guardian
(b) Serious illness of father/mother/legal guardian
(c) Drug addiction of father/mother/legal guardian
(d) Incarceration of father/mother/legal guardian
(e) Abandonment by father/mother/legal guardian
(f) Assignment of father/mother/legal guardian to active military duty
(g) Child abuse or neglect
(h) Physical or mental condition of father/mother/legal guardian such that he/she/they cannot provide adequately for the child’s care and supervision
(i) Financial circumstances of father/mother/legal guardian making it a hardship for him/her/them to provide for the child’s care and supervision

(2) The following are not to be considered serious family hardships:

(a) Presence in Baltimore County primarily for improved quality of education;
(b) Presence in Baltimore County primarily because of adverse conditions in or
dissatisfaction with the child’s prior school system;

(c) Parent(s)/guardian(s) placing the child with the caretaker for child care purposes.

C. Process to enroll as a child in informal kinship care or as a nonresident student for serious family hardship is as follows: A child may be enrolled as a nonresident student for the current school year only upon express written authorization of the Superintendent and/or pupil personnel worker. Any request for enrollment in Baltimore County Public Schools for a child who is not domiciled with the child’s parent(s)/guardian(s) in Baltimore County must be referred to the pupil personnel worker for investigation and processing.

A child will not be enrolled as a nonresident student unless and until approved by the pupil personnel worker. The affidavit to enroll a child in informal kinship care or application to enroll nonresident student for serious family hardship must be completed and submitted by the applicant to the pupil personnel worker, on behalf of the child.

1. The applicant, on behalf of the child, must complete verification of Baltimore County domicile as outlined in Section II. In cases of agency placement, the foster parent or authorized agency representative of a residential facility must complete verification of domicile as outlined in Section II of this rule.

2. For applications based on nonresident serious family hardship, after collecting all documentation of serious family hardship, the pupil personnel worker will refer the case to the residency liaison for review and a decision. If the application is denied, the parent(s)/guardian(s) or applicant should be advised of the necessity to enroll the child in the school system serving the area of the domicile of the child and parent(s)/guardian(s).

3. For applications based on informal kinship care, after receiving an affidavit verifying an informal kinship care relationship and required documentation in accordance with §7-101 of the Education Article of the Annotated Code of Maryland, the pupil personnel worker will approve enrollment of the child and will forward the affidavit and
supporting documentation to the residency liaison for further processing.

4. Enrollment as a nonresident student or a child in informal kinship care is approved for the current school year only. A new affidavit or new nonresidency application with updated supporting documentation must be submitted to the pupil personnel worker at least two weeks prior to the beginning of the school year for each year for consideration of enrollment in the subsequent school year.

D. Tuition

In accordance with Board of Education Policy 3610 and Superintendent’s Rule 3611, Non-Instructional Services; Fees, Gifts And Property Disposition, tuition for nonresident students shall be established annually by the Board of Education. Requests for waiver of tuition shall be granted if the child’s parent(s)/guardian(s) provides documentation that the child meets the criteria for a free lunch, reduced priced lunch, or medical assistance. A nonresident student whose tuition payments are in arrears will be withdrawn at the end of the semester. A nonresident student having an unpaid tuition balance will not be approved for re-enrollment as a nonresident student in subsequent years. Unpaid tuition balances will bar a student from enrollment.

An out-of-state agency that arranges for a child’s placement for adoption in Maryland is not responsible for paying the educational costs associated with the child.

V. Fraudulent Enrollment

A. If it is determined that a student fraudulently enrolls in Baltimore County Public Schools, the student will be withdrawn from the school within ten (10) [calendar] SCHOOL days upon written notice from the principal. [The notice period may be extended for an additional ten (10) calendar days at the discretion of the principal.] The parent(s)/guardian(s) shall be financially liable for tuition for the entire time of fraudulent enrollment or attendance. (See Section IV.D. Tuition.) In the case of a child in informal kinship care, any person who willfully makes a material misrepresentation shall be subject to a penalty payable to the Baltimore County Public
Schools for three times the pro rated share of tuition for the time the child fraudulently attends any Baltimore County Public School.

B. IN THE CASE OF A FRAUDULENT SHARED DOMICILE, THE PUPIL PERSONNEL WORKER AND/OR RESIDENCY OFFICER MAY REQUIRE THE HOMEOWNER/LEASEHOLDER WHOSE NAME AND SIGNATURE APPEARS ON THE SHARED DOMICILE APPLICATION TO BE PRESENT FOR THE REVIEW OF THE PARENT(S)/GUARDIAN(S) APPLICATION AND DOCUMENTATION. FAILURE OF THE HOMEOWNER/LEASEHOLDER WHOSE NAME AND SIGNATURE APPEARS ON THE SHARED DOMICILE APPLICATION TO APPEAR MAY RESULT IN THE WITHDRAWAL OF THE STUDENT FROM SCHOOL.

C. NO WAIVER OF TUITION WILL BE GRANTED FOR THE PAST OR CONTINUED ENROLLMENT OF A STUDENT DETERMINED TO BE FRAUDULENTLY ENROLLED IN A BALTIMORE COUNTY PUBLIC SCHOOL.

VI. Appeal Process

If the child, parent(s)/guardian(s), applicant, or relative disputes whether the child meets Baltimore County Public Schools’ enrollment requirements, the parent(s)/guardian(s) may appeal the decision not to enroll or the decision to withdraw.

A. To initiate an appeal, the parent(s)/guardian(s), applicant, or relative must file a written notice of appeal to the [Coordinator of Pupil Personnel Services] RESIDENCY LIAISON within ten (10) [calendar] SCHOOL days of the date of the withdrawal notice or within ten (10) [calendar] SCHOOL days of the notice of denial of a request of enrollment.

B. If the appeal is denied, the matter may be further appealed by filing a written notice of appeal to the Superintendent within ten (10) [calendar] SCHOOL days of the date of the decision of the [Coordinator of Pupil Personnel Services] RESIDENCY LIAISON. WRITTEN DECISIONS FROM THE SUPERINTENDENT OR HIS DESIGNEE SHOULD BE COMPLETED WITHIN THIRTY (30) CALENDAR DAYS OF THE DATE THEY ARE POSTMARKED OR RECEIVED IN THAT OFFICE, WHICHEVER IS LATER.
C. If the Superintendent or superintendent’s designee denies the appeal, a further appeal may be taken to the Board of Education (“Board”) in accordance with Board of Education Policy 8339, Appeal Before a Hearing Examiner, by filing a written notice of appeal with the Board within thirty (30) calendar days of the date of the decision of the Superintendent/superintendent’s designee.

D. If the student is enrolled in and currently is attending a public school in Baltimore County at the time that the parent(s)/guardian(s) TIMELY files [the initial] AT EACH LEVEL OF appeal, the student may remain in that school until the earlier of (a) a decision by the Board of Education of Baltimore County, [or] (b) the exhaustion of all appeals, OR (C) THE END OF THE CURRENT SCHOOL YEAR.

VII Accounting Procedure

Each school with one or more nonresident tuition paying students shall file, on forms provided by Baltimore County Public Schools, a Cash Receipt Report and funds collected at the end of each month which will be submitted to the Office of Accounting indicating the collection of tuition for each student. Thirty (30) calendar days prior to the end of the semester, the principal will provide written notice to a parent(s)/guardian(s) whose tuition payment is in arrears. If tuition is not paid within ten (10) [calendar] SCHOOL days of the written notice, the principal will immediately notify parent(s)/guardian(s) in writing of the student’s withdrawal at the end of the semester.

Legal References: 42 U.S.C. §11431, et seq. (McKinney-Vento Homeless Education Assistance Improvement Act)
Annotated Code of Maryland, Education Article §7–101
Annotated Code of Maryland, Education Article §4–122
Annotated Code of Maryland, Education Article §5-201

Related Policies: Board of Education Policy 5140, STUDENTS: Enrollment and Attendance
Superintendent’s Rule 5140, STUDENTS: Enrollment and Attendance
Board of Education Policy 8339, Appeal Before Hearing Examiner
Board of Education Policy 8340, Appeal Before the Board of Education
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CAPS = indicates proposed addition
Brackets [ ] = indicates proposed deletion
INSTRUCTION: Magnet Schools and Programs

Magnet Schools Admission

[1. Definition of Magnet Schools and Magnet Programs]

1. DEFINITIONS

A. “CHILD” - AN INDIVIDUAL NOT CURRENTLY ENROLLED IN BALTIMORE COUNTY PUBLIC SCHOOLS.

B. “ELIGIBLE APPLICANT” – ANY CHILD OR STUDENT WHO MEETS RESIDENCY REQUIREMENTS FOR ENROLLMENT IN THE BALTIMORE COUNTY PUBLIC SCHOOLS AND WHO EITHER:

1. MEETS THE AGE OF ENTRY REQUIREMENT UNDER MARYLAND LAW, OR

2. APPLIES CONCURRENTLY FOR EARLY ADMISSION TO KINDERGARTEN AND IS GRANTED EARLY ADMISSION, IN ACCORDANCE WITH POLICY 5110, BY THE 31ST OF JANUARY FOLLOWING THE MAGNET APPLICATION DEADLINE.

C. “GUARDIAN” - A COURT APPOINTED GUARDIAN OF A CHILD OR OF A STUDENT.

D. [As used in this rule,] “[m]Magnet [schools and p]Programs” - [are defined as] those [schools and] programs, ESTABLISHED AT THE RECOMMENDATION OF THE SUPERINTENDENT AND WITH THE APPROVAL OF THE BOARD OF EDUCATION, with a specialized curriculum or those with an emphasis on instruction that is different from that generally offered in other schools throughout the school system. Magnet [schools and] programs can be total-school or school-within-a-school programs.

E. “NEW RESIDENT” - A CHILD DOMICILED WITH THE PARENT/GUARDIAN IN BALTIMORE COUNTY AFTER THE APPLICATION DEADLINE AND DOCUMENTED IN ACCORDANCE WITH RULE 5150.

F. “QUALIFIED APPLICANT” – ANY CHILD OR STUDENT WHO MEETS THE CRITERIA FOR ADMISSION ESTABLISHED IN ACCORDANCE WITH SECTION 2B OF THIS RULE.
G. “SIBLING” - A BROTHER, SISTER, HALF-BROTHER, HALF-SISTER, STEPBROTHER, STEPSISTER, OR FOSTER CHILD LIVING IN THE SAME HOUSEHOLD.

H. “STUDENT” - AN INDIVIDUAL CURRENTLY ENROLLED IN THE BALTIMORE COUNTY PUBLIC SCHOOLS.

2. Access to Magnet Schools and Programs

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

b. At the elementary level, the school system [shall] WILL not employ any academic or other admissions criteria for determining whether a CHILD OR student is eligible for a magnet [school or] program. For SECONDARY magnet [secondary schools and] programs that have academic or other admissions criteria, each year the Superintendent or the Executive Director of [PreK-12] Special Programs, PREK-12, [shall] WILL review and approve those criteria to determine that they are educationally related to the specialized curriculum or instructional strategy.

c. Where school-within-a-school magnet programs exist, the principal [shall] WILL promote interaction, for as much of the school day as possible, between those students participating in the magnet program and those students who do not. THE PARENT/GUARDIAN OF A CHILD OR [S]Student[s] residing in the attendance area of a school housing a magnet program also may apply ON BEHALF OF THE CHILD OR STUDENT for admission to the program under the procedures set forth in S[ubs]ection 4E OR 4F of this rule.

3. Transportation

a. The school system [shall] WILL provide transportation to students who reside in the attendance area of a magnet [school or] program in accordance with the standards established by the Department of Transportation, as set forth in Board of Education Policy 3410.
b. Transportation to secondary school magnet [schools and] programs will be provided from community pick-up points located in each of the five geographic areas.

4. Admissions

a. The Superintendent or the Executive Director[,] OF Special Programs, PreK-12, together with a representative of each magnet [school and] program, annually [shall] WILL designate the number of available seats by grade for each magnet [school or] program for the following school year.

b. Each year, the Superintendent or Executive Director[,] OF Special Programs, PreK-12, [shall] WILL assess the extent to which each magnet [school] program’s enrollment reflects the diversity of the school system as a whole. Based on this analysis, the Superintendent or Executive Director[,] OF Special Programs, PreK-12, may set recruitment goals for groups that are underrepresented in magnet [schools or] programs. “Recruitment” may include efforts such as targeted mailings, but [shall] WILL not create any priority or preference for admission.

c. The Superintendent or Executive Director[,] OF Special Programs, PreK-12, [shall] WILL make magnet applications and brochures available at all schools, at the central office, and ON the Baltimore County Public School’s website. Magnet applications and brochures will be distributed to the parents/GUARDIANS of students currently attending pre-Kindergarten and the fifth and eighth grades in the Baltimore County Public Schools.

d. THE PARENT/GUARDIAN OF A CHILD OR STUDENT [Students] who [wish to apply to] RECEIVED AND HAS ACCEPTED AN OFFER OF ADMISSION INTO a magnet [school or] program outside of [their] THE MAGNET ZONED attendance area must apply for a special permission transfer in accordance with the provisions of Section II.C.2. or Section II.C.8. of Superintendent’s Rule 5140 entitled STUDENTS: Enrollment and Attendance. [Students] A PARENT/GUARDIAN must complete the “Application for Special Transfer” form and [attach it to the completed magnet school or program application and submit such application by the magnet application deadline in early December] SUBMIT IT IN ACCORDANCE WITH DIRECTIONS PROVIDED WHEN ADMISSION IS OFFERED. The [magnet] school principal will consider the special permission transfer in accordance with the procedures set forth in Superintendent’s Rule 5140. [Special permission transfer] [s]Students approved for a special transfer under the provisions of Section II.C.2. or
Section II.C.8. of Superintendent’s Rule 5140 are required to qualify for magnet [schools or] programs according to the approved program criteria and will be selected according to the procedures set forth in SECTIONS 4e and 4f of [Board Policy and] Superintendent’s Rule 6130. Parents/guardians OF SPECIAL PERMISSION TRANSFER STUDENTS are responsible for providing transportation to and from the [special permission] magnet [school or] program.

When the special permission TRANSFER student completes the terminal grade of [a] AN ELEMENTARY OR MIDDLE SCHOOL magnet [school or] program, the student will attend the RESPECTIVE subsequent middle or high school serving his/her area of residence, unless the student is accepted [in] INTO a magnet [school or] program.

e. Elementary [Schools and] Programs

(1) [All students] THE PARENT/GUARDIAN OF ANY ELIGIBLE APPLICANT [otherwise eligible to attend the elementary grades of the Baltimore County Public Schools shall be] MAY [eligible to] apply to up to three (3) magnet [schools] PROGRAMS.

(2) KINDERGARTEN Sibling[s] PRIORITY PLACEMENT: A PARENT/GUARDIAN APPLYING TO AN ELEMENTARY MAGNET PROGRAM ON BEHALF OF A Kindergarten applicant[s applying to elementary magnet schools and programs] who [have] HAS a sibling who is CURRENTLY attending [the] THAT magnet [school] PROGRAM and [who] WHEN SUCH SIBLING will continue to attend that MAGNET [school] PROGRAM the [next] SUBSEQUENT SCHOOL year will be [placed] OFFERED KINDERGARTEN PLACEMENT in the magnet [school and] program PRIOR TO ANY LOTTERY PROCESS. The [applicant must apply] APPLICATION FOR KINDERGARTEN MUST BE RECEIVED within the regular application period in order to receive sibling priority [for] placement. [For purposes of this rule, a sibling shall be defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child living in the same household.]

(3) IN ORDER TO RECEIVE CONSIDERATION, THE APPLICANT’S PARENT/GUARDIAN WILL SUBMIT, BY THE APPLICATION DEADLINE, A COMPLETE APPLICATION FOR THE UPCOMING SCHOOL YEAR, POSTMARKED OR HAND
DELIVERED TO THE DESIGNATED CENTRAL OFFICE. [All elementary school applications must be forwarded to the designated central office.]

(4) If there are fewer [qualified applications] ELIGIBLE APPLICANTS than seats available for any elementary magnet [school] program, the DESIGNATED CENTRAL OFFICE [school system shall] WILL admit all eligible APPLICANTS [students] to fill the available seats. If there are more [applications] ELIGIBLE APPLICANTS than seats available for an elementary magnet [school and] program, the DESIGNATED CENTRAL OFFICE [school system] will FIRST apply the Kindergarten sibling priority PLACEMENT process [. This is] followed by [the] A random lottery selection process TO FILL THE AVAILABLE SEATS.

(5) After the lottery selection process, the [school system] DESIGNATED CENTRAL OFFICE will inform THE [magnet] schools’ [and programs] ADMINISTRATION of the students selected and will notify THE PARENT/GUARDIAN OF all students in writing of [their] THE ADMISSION status. THE PARENT/GUARDIAN OF A CHILD OR [S]Student[s] offered ADMISSION [a seat] will inform the designated central office OF ACCEPTANCE by the designated RESPONSE deadline [whether the seat will be accepted]. FAILURE TO MEET THE RESPONSE DEADLINE WILL RESULT IN FORFEITURE OF THE SEAT.

f. Secondary [Schools/]Programs

(1) THE PARENT/GUARDIAN OF ANY ELIGIBLE APPLICANT MAY APPLY TO ONE (1) PROGRAM PER SCHOOL IN UP TO THREE (3) SCHOOLS. IN ORDER TO RECEIVE CONSIDERATION, [The] THE applicant’s parent/guardian will submit, BY THE DESIGNATED APPLICATION DEADLINE, a complete application FOR THE UPCOMING SCHOOL YEAR, POSTMARKED OR HAND DELIVERED to the designated central office [by the application deadline in early–December. A student may apply to programs in up to three magnet schools within the student’s magnet attendance area or by special permission transfer]. FOR BALTIMORE COUNTY PUBLIC SCHOOL STUDENTS, [The] THE designated central office will obtain a copy of [a student’s] CURRENT individualized education [program] PLANS [or] (IEP), Section 504 PLANS, OR ENGLISH LANGUAGE
LEARNER (ELL) plans to determine whether modifications and accommodations should be provided during any audition/assessment. FOR ELIGIBLE APPLICANTS NOT ATTENDING THE BALTIMORE COUNTY PUBLIC SCHOOLS AT THE TIME OF APPLICATION, THE PARENT/GUARDIAN WILL SUBMIT APPROPRIATE DOCUMENTATION OF EDUCATIONAL MODIFICATIONS AND ACCOMMODATIONS WITH THE APPLICATION.

(2) All applications for secondary magnet [schools and] programs will be reviewed at the designated central office to determine the eligibility of each applicant [under any] USING THE criteria approved by the Superintendent or Executive Director of [PreK-12] Special Programs, PREK-12, in ACCORDANCE WITH SECTION 2b OF THIS RULE. The designated central office will notify THE PARENTS/GUARDIANS OF INELIGIBLE applicants IN WRITING OF THE APPLICATION STATUS [who are not eligible for that magnet school and program].

(3) THE DESIGNATED CENTRAL OFFICE, USING CRITERIA APPROPRIATE TO THE SPECIFIC MAGNET PROGRAM, IN ACCORDANCE WITH SECTION 2B OF THIS RULE, WILL SCREEN APPLICANTS TO DETERMINE THE NUMBER OF QUALIFIED APPLICANTS. If there are fewer QUALIFIED applicants than seats available for any secondary magnet [school and] program, the designated central office [shall] WILL admit all qualified [students] APPLICANTS to fill the available seats. If there are more QUALIFIED applicants than seats available for a secondary magnet [school and] program[, the designated central office, using criteria appropriate to the specific magnet program, will screen applicants to determine the number of qualified candidates. A] A random lottery SELECTION PROCESS will be conducted [to select qualified applicants] to fill the available seats.

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

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

(6) After the RANDOM lottery selection process, the designated central office will inform THE SCHOOL’S ADMINISTRATION OF THE STUDENTS SELECTED AND WILL INFORM THE PARENT/GUARDIAN [students] in writing of [their] THE admission status. THE PARENT/GUARDIAN OF A CHILD OR [S]Student[s] offered [seats] ADMISSION [shall] WILL inform the designated central office by the designated RESPONSE deadline OF ACCEPTANCE [if the seat will be accepted]. FAILURE TO MEET THE RESPONSE DEADLINE WILL RESULT IN FORFEITURE OF THE SEAT.

5. Waiting Lists

a. A waiting list will be generated [randomly] AS A RESULT OF THE RANDOM LOTTERY SELECTION PROCESS for each oversubscribed magnet [school and/or] program. The waiting list will be maintained by the designated central office until THE FIRST DAY OF the second semester of THE [that] school year FOR WHICH ADMISSION IS BEING Sought.

[b. After an annually designated date in March, students who are new to the system may submit a letter of interest in a specific magnet program to the designated central office. If space permits, students must meet any eligibility criteria for the program(s) in which they are interested and will be selected according to the procedures set forth in Sections 4E and 4F of this rule.]

[c.] B. THE PARENT/GUARDIAN OF [E]Elementary] and secondary students on waiting lists who are offered assignments to a magnet [school or] program must accept the assignment within [the specified time] FIVE (5) BUSINESS DAYS OF THE DATE OF THE OFFER OF
RULE 6130

ASSIGNMENT [or apply for the next annual selection process]. FAILURE TO MEET THE RESPONSE DEADLINE WILL RESULT IN FORFEITURE OF THE SEAT.

6. NEW RESIDENTS

PARENTS/GUARDIANS OF STUDENTS WHO ARE NEW RESIDENTS OF BALTIMORE COUNTY AFTER THE APPLICATION DEADLINE AND BEFORE THE START OF THE SCHOOL YEAR FOR WHICH ADMISSION IS BEING SOUGHT MAY SUBMIT TO THE DESIGNATED CENTRAL OFFICE A LETTER OF INTEREST FOR ONE (1) MAGNET PROGRAM PER SCHOOL IN UP TO THREE (3) SCHOOLS. IF SPACE PERMITS, NEW RESIDENTS MEETING THE ELIGIBILITY CRITERIA FOR THE PROGRAM(S) IN WHICH THEY ARE INTERESTED WILL BE SELECTED IN ACCORDANCE WITH THE PROCEDURES SET FORTH IN SECTIONS 4.E.1. AND 4.F.1. OF THIS RULE.

[6.] 7. Withdrawals

a. A Student[s] admitted to [the] A magnet [schools and] program[s], according to the procedures SET FORTH in Section 4, items a-f of this rule, may remain in the [se schools and] program[s] as long as [their] THE parent/guardian [are] IS A resident[s] of Baltimore County, and the student has not been withdrawn to attend another school, public or private. If a family OR STUDENT moves WITHIN BALTIMORE COUNTY BUT out of the MAGNET ZONED attendance area [of the magnet school or program], transportation will not be provided.

b. Any request for temporary leave from a magnet [school or] program must be approved, IN WRITING AND in advance of such leave of absence, by the principal of the school. A leave of absence from the magnet [school and] program [shall] WILL be considered [in the following situations] UNDER THE FOLLOWING CONDITIONS:

(1) A STUDENT MAY BE GRANTED A LEAVE OF ABSENCE FOR A MAXIMUM OF ONE (1) YEAR [If a] IF THE family AND/OR STUDENT MOVES [is moving] out of Baltimore County temporarily, a leave of absence may be granted for a maximum of one (1) year.

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

(3) A STUDENT MAY BE GRANTED A LEAVE OF ABSENCE FROM THE MAGNET PROGRAM FOR MEDICAL REASONS FOR THE PERIOD OF TIME NECESSARY TO COMPLETE TREATMENT AND/OR RECOVERY FROM TREATMENT. REQUESTS WHICH ARE BASED ON MEDICAL, PHYSICAL, OR MENTAL HEALTH REASONS MUST BE ACCOMPANIED BY DOCUMENTATION FROM A PHYSICIAN OR MENTAL HEALTH PROVIDER.

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

d. Students in danger of failing [in their] ANY magnet COURSE [courses of study at mid-year] will RECEIVE WRITTEN NOTIFICATION [be informed in writing] of their status[.] IN ACCORDANCE WITH SECTION 6 OF SUPERINTENDENT’S RULE 5220 ENTITLED STUDENTS: REPORTING TO PARENTS. Counseling regarding the propriety of a student’s continuation in magnet schools and programs will take place at the end of the school year.

Any decision by the [administration] PRINCIPAL to withdraw a student from a magnet [school or] program because of academic failure IN A MAGNET COURSE must be approved in advance by the Coordinator of Gifted & Talented Education and Magnet Programs or a designee. The PRINCIPAL [administration of the magnet school or program shall explain] WILL PROVIDE THE STUDENT’S PARENT(S)/GUARDIAN(S) WITH A WRITTEN EXPLANATION OF the basis [of] FOR the withdrawal [and ] THAT INCLUDES the process for appealing THE DECISION [in writing to the student’s parents/guardians].
RULE 6130

A student who [transfers out of] IS WITHDRAWN FROM a magnet program housed in a comprehensive school will be [transferred to] REQUIRED TO ATTEND the student’s home school UNLESS AN APPLICATION FOR SPECIAL PERMISSION TRANSFER TO ANOTHER COMPREHENSIVE SCHOOL IS FILED BY THE PARENT/GUARDIAN AND APPROVED IN ACCORDANCE WITH BOARD POLICY AND SUPERINTENDENT’S RULE 5140.

e. Parents/guardians may remove students from magnet schools and programs and return them to their home schools. Principals of the students’ home schools [shall] WILL not deny [admission to] THE ENROLLMENT OF such students.

7. Appeals

a. Denials of admission to magnet PROGRAM [schools,] may be appealed by the parent/guardian and must be made in writing to the Executive Director of [PreK-12] Special Programs, PREK-12, within ten (10) calendar days from the date of the notification letter or the postmarked date, whichever is later. AN APPEAL WILL BE CONSIDERED TIMELY FILED, IF, WITHIN THE ALLOTTED TIME PERIOD, IT HAS BEEN DELIVERED TO THE EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS, PREK-12, POSTMARKED, OR DEPOSITED IN THE U.S. MAIL AS REGISTERED OR CERTIFIED MAIL. ELECTRONIC SUBMISSIONS WILL NOT BE ACCEPTED. The Executive Director of [PreK-12] Special Programs, PREK-12, or a designee will evaluate the appeal and issue a written decision.

b. If the appeal is denied by the Executive Director of [PreK-12] Special Programs, PREK-12, or a designee, the written decision will inform the parent(s)/guardian(s) of the right to appeal,[, in writing, to the Superintendent within fifteen (15) calendar days of the date of the denial letter or the postmarked date, whichever is later.]

c. APPEALS OF [Denials of] magnet admissions DENIALS by the Executive Director of [PreK-12] Special Programs, PREK-12, or a designee must be MADE [appealed] in writing to the Superintendent within fifteen (15) calendar days of the date of the Executive Director of [PreK-12] Special Programs’, PREK-12, or a designee’s denial letter or the postmarked date, whichever is later. AN APPEAL WILL BE CONSIDERED TIMELY FILED, IF, WITHIN THE ALLOTTED TIME PERIOD, IT HAS BEEN DELIVERED TO THE SUPERINTENDENT, POSTMARKED, OR
The Superintendent or his/her designee will research and evaluate the appeal and issue a written decision.

[d.] C. If the appeal is denied by the Superintendent or a designee, the written decision will inform the parent(s)/guardian(s) of the right to appeal in writing to the Board of Education within thirty (30) calendar days of the date of the denial letter in accordance with §4-205 of the Education Article of the *Annotated Code of Maryland* and Board of Education Policy 8339 – Internal Board Policies: Operations, Appeal Before Hearing Examiner. An appeal will be considered timely filed, if, within the allotted time period, it has been delivered to the Board of Education, postmarked, or deposited in the U.S. Mail as registered or certified mail.

Legal references: *Annotated Code of Maryland*, Education Article, §4-205, §7-301 COMAR 13A.08.01.02 AGE FOR SCHOOL ATTENDANCE

RELATED POLICIES: BOARD OF EDUCATION POLICY 6130, INSTRUCTION: MAGNET SCHOOLS AND PROGRAMS
BOARD OF EDUCATION POLICY 5140, STUDENTS: ENROLLMENT AND ATTENDANCE
BOARD OF EDUCATION POLICY 5150, STUDENTS: ENROLLMENT AND ATTENDANCE

Rule
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