MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, April 22, 2003
4:30 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for April 22, 2003

IV. MINUTES

Consideration of the open and closed minutes of March 11, 2003

V. SUPERINTENDENT’S REPORT

VI. OLD BUSINESS

Consideration of recommendation for Policy 2352 – Accidents/Medical Emergencies

VII. REPORTS

A. Resolution Proclaiming May 4-10, 2003, as Pupil Personnel Workers Week

B. Resolution Proclaiming May 4-10, 2003, as School Psychologists Week

C. Enrollment Report for Strategically Located Schools

D. Report on the Status of Field Trips and Foreign Travel

E. Summary of School Legislation

VIII. NEW BUSINESS

A. Consideration of consent to the following personnel matters:

1. Sabbatical Leaves
VIII. NEW BUSINESS (Cont.)

2. Retirements

3. Resignations

4. Leaves of Absence

5. Deceased

6. Advisory Council Appointment

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

1. Contracted Services: On-Call Wood Floor Refinishing, Relining, and Repair for Gymnasium, Stages, and Other Locations

2. Cosmetology Labs - Carver Center for Arts & Technology and Western School of Technology & Environmental Science

3. Diesel Antifreeze

4. Document Printing System

5. Lubricants

6. Printing: Science Lab Manuals

7. Technology Education Furniture – Workbenches

8. Various Digital Equipment: Video Cameras, Projectors, Accessories, and Others

C. Consideration of resolution for financing of vehicles (Ms. Burnopp) (Mr. Gay)

D. Consideration of consent to the following Building Committee recommendations:

1. Chairlift Installation – Elmwood Elementary School

2. Hot Water Heater Replacement – Holabird Middle School

3. Hallway Locker Replacement – Lansdowne High School

4. Fire Alarm Replacement – Stoneleigh Elementary School
VIII. NEW BUSINESS (Cont.)

5. Networking/Electrical Upgrades – Hereford High School and Milford Mill Academy
   Exhibit S

6. Reroofing Project – Hereford Middle School
   Exhibit T

7. Reroofing Project – Patapsco High School
   Exhibit U

8. Change Order – Design Services for Major Maintenance Renovation Project – Campfield Early Childhood Center
   Exhibit V

9. Change Order – Design Services for Systemic Renovations – Chase Elementary School
   Exhibit W

E. Consideration of Special Education Staffing Plan, 2003-2004
   (Mr. Boone)
   (Ms. Rofel)
   (Ms. Satterfield)
   Exhibit X

(Defer) F. Consideration of Memorandum of Understanding between Baltimore County Public Schools and the University of Maryland for Implementation of the National Science Foundation Grant
   (Mr. Boone)
   (Ms. Grabarek)
   Exhibit Y

IX. ANNOUNCEMENTS
The Board of Education of Baltimore County, Maryland, met in open session at 3:36 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #03-31. The matter was heard in closed session.

In addition to the above listed Board members, also in attendance were the Appellant’s mother; the Appellant’s godfather; Ms. Christine Johns, Deputy Superintendent of Curriculum and Instruction; J. Robert Haines, Esq., Deputy Superintendent of Business Services; Ms. Risa Schuster, Superintendent’s Designee; Margaret-Ann F. Howie, Legal Counsel to the Superintendent; Carol Saffran-Brinks, Assistant County Attorney; and Ms. Denise Zepp, Administrative Assistant to the Board of Education.

The proceedings of the hearing were recorded by a court reporter.

The hearing was concluded at 4:00 p.m.

Board members deliberated on the case.

At 4:02 p.m., the Board of Education of Baltimore County, Maryland, met in open session at Greenwood. President Donald L. Arnold and the following Board members were in attendance: Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Arnold announced that effective with the March 25th meeting, exhibits will no longer be sent by messenger to Board members’ homes. Exhibits will be available only on the web site.

Mr. Arnold informed the Board that this evening’s dinner would be held at Ridge Ruxton due to the larger number of guests and staff expected.

Dr. Hairston reviewed a handout containing data about EYE and teacher retention in certain Southwest Area schools. The information contradicts the perception that large numbers of teachers are leaving low performing schools. Information for the remaining areas will be forthcoming.
Board members were reminded of several functions coming up in the near future.

Mr. Arnold noted that in a recent meeting with the advisory councils, the group asked for a task list, which has been forwarded to Ms. Kennedy. Board members volunteered to serve as contact persons for each area council.

Mr. Hayden entered the room at 4:20 p.m.

Mr. Grzymski reminded his colleagues of the public meetings taking place tomorrow evening throughout the county on the Special Education Staffing Plan.

Dr. Hairston informed the Board that an additional Building Committee exhibit has been added to tonight’s agenda as an “information only” item.

At 4:27 p.m., Ms. Ettinger moved that the student Board member be permitted to participate in negotiations discussions. The motion was seconded by Mr. Sasiadek and approved by the Board.

In response to a question regarding the 2002-03 school calendar, Dr. Hairston explained that a formal written request to Dr. Grasmick must be made for the initial two-day waiver. Any additional days to be waived must be requested separately. At this time, the school year will be extended one day to Friday, June 20th. A waiver request for one additional day, April 21st, has been sent to the State Superintendent for her consideration. If the request is denied, staff will have to review its options.

Board members discussed correspondence between the County Executive and President Arnold dealing with an information request.

Ms. Murray entered the room at 4:42 p.m.

At 4:42 p.m., Mr. Hayden moved that the Board go into closed session to discuss matters relative to negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(9). The motion was seconded by Mr. Walker and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley and Mr. Capozzi updated the Board with regard to negotiations with the various employee groups. A negotiations proposal for one of the groups was also discussed with the Board. After discussion, Mr. Capozzi received direction on how to proceed.
CLOSED SESSION MINUTES (Cont.)

At 5:41 p.m., Mr. Walker moved to adjourn the closed session for a brief dinner recess. The motion was seconded by Mr. Hayden and approved by the Board.

The Board hosted members of the Minority Achievement Advisory Group for dinner.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:38 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools; staff members; members of various civic, employee, and community organizations were present as was the media.

PLEDGE OF ALLEGIANCE

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

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

MINUTES

Hearing no additions or corrections to the Report of the Work Session, February 4, 2003, and the open and closed session minutes of February 11, 2003, Mr. Arnold declared the report and minutes approved as presented on the web site.

SUPERINTENDENT’S REPORT

Dr. Hairston introduced Ms. June Streckfus, Executive Director of the Maryland Business Roundtable. Ms. Streckfus spoke briefly about the Achievement Counts program, which started in 1999. She introduced Ms. LaTara Harris, who works with Ms. Sharon Norman on the Baltimore County campaign.

Ms. Harris explained that speakers address ninth grade students about the importance of education and achieving well in school. In Baltimore County, Achievement Counts is in 22 schools. Ms. Harris thanked the Board for its on-going support of the Achievement Counts program.
SUPERINTENDENT’S REPORT (Cont.)

Ms. Streckfus presented the school system with a Certificate of Appreciation from the Roundtable.

Dr. Hairston announced that Dorothy Hardin, Principal of Pikesville High School, has been selected as the Maryland High School Principal of the Year. Metropolitan Life sponsored the award in conjunction with the National Association of Secondary School Principals.

The Superintendent also announced the selection of Sarajane Quinn, Coordinator of Health Education, as the recipient of the Channing Mann Outstanding Physical Education Administrator Award for 2003. This national award is presented by the Council of School Leadership in Physical Education of the National Association for Sport and Physical Education.

Officials from the United States Golf Association presented Baltimore County Public Schools a check for $24,800. This grant will go toward creating a girls only high school golf program, the first of its kind in the nation.

Dr. Hairston updated the Board and audience on his actions with regard to the administration of MSA. He stated that the school system erred in the administration of the reading assessment component. The Superintendent has met with staff and will continue to meet with staff. The Board and public were assured that steps are being taken to prevent a reoccurrence.

OLD BUSINESS

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved the proposed revisions to Policy 4006 – Personnel: General – Telecommunications Access to Electronic Information, Services, and Networks.

On motion of Ms. Ettinger, seconded by Mr. Sasiadek, the Board approved the proposed revisions to Policy 6166 – Instruction: Telecommunications Access to Electronic Information, Services, and Networks.

REPORTS

The Board received the following reports:

A. Report on Review of Policy 2352 – Accidents/Medical Emergencies – Ms. Fromm noted that at this time, no changes are being recommended. Mr. Arnold announced that a vote on this recommendation would occur on April 22nd.
REPORTS (Cont.)

B. Report on Career and Technology Education (CTE) – Dr. Hairston recognized the presence of Ms. Kathy Oliver, Assistant State Superintendent in the Division of Career Technology and Adult Learning.

Ms. Bailey introduced the presentation. She stated the intent of career and technology education is to help students become lifelong learners and effective workers. In addition to Ms. Oliver, Ms. Bailey recognized other partners that support career and technology education—the advisory council, Sarah Trenery from Baltimore County Government, and the Career and Technology Office staff. Principals in attendance—Ken Burch from Western School of Technology and Ed Fangman from Sollers Point/Southeastern Technical High School—were also recognized.

In a Power Point™ presentation, Ms. Bonham described the program disciplines, the monetary investment, graduate achievement, concentrator achievement, and how career and technology education supports economic development.

Board members were excited about the direction in which career and technology is headed. It was noted that teachers in this field come from a variety of backgrounds--some from the business sector and some being teachers who change their subject area.

Mr. Kennedy mentioned how much he enjoys the annual recognition dinner where students are honored. He inquired if there are vocational areas where we should be doing more. Ms. Bonham responded that CTE has a nice breadth of programs. She also stated that while it’s important to continue with the traditional programs, we have to continue to move forward in the information technology area.

As a student at Carver Center for Arts and Technology, Ms. Bormel shared how the various programs in her school work together.

Ms. Jung asked if there is a program within CTE that could assist the school system in the recruitment of teachers. Ms. Bonham stated that there have been discussions with the State Department of Education. The definition of career completer programs, where students must meet entry level job skills, does not meet the criteria for a career completer. She further explained that the Community Colleges of Baltimore County and the University of Maryland Baltimore County are actively talking with principals about the opportunity for students to enter an education program in their senior year.
REPORTS (Cont.)

Dr. Hayman cited Western’s progress in closing the achievement gap and suggested the ways in which they were able to close the gap be communicated throughout the school system.

Mr. Arnold noted that some of our CTE programs have been recognized nationally.

PERSONNEL MATTERS

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

CONTRACT AWARDS

On motion of Mr. Sasiadek, seconded by Mr. Walker, the Board approved items 1-13.

1. Contracted Services: On-Call Concrete Services
2. Contracted Services: On-Call Electrician Services
3. Contracted Services: On-Call Floor Tile Installation Services
4. Contracted Services: On-Call Painting Services
5. Contracted Services: On-Call School Renovation Contractors
6. Contracted Services: On-Call Lavatory Privacy Partition Repair and Installation Services
7. Audio-Visual Equipment
8. Industrial Commodities
9. Playground Mulch, Sand, Stone, Shredded Top Soil Mix, and Fill Dirt
10. Supply Contract: Various Lumber
11. Trucks – Various Departments
12. Various Belts for HVAC Mechanical Use
CONTRACT AWARDS (Cont.)

13. Various Repair Parts for Fire Alarm and Security Alarm Equipment

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-6. Mr. Kennedy asked Dr. Krempel to explain Exhibits O and O-1.

With regard to Exhibit O, Dr. Krempel noted that this is a redundant request for site approval. The first request was in 1969, but by IAC rule and by State mandate, school systems cannot construct a school unless the site has been approved within a five-year window.

Exhibit O-1 deals with the emergency procurement and installation of chillers at Pine Grove Middle School. Dr. Krempel noted this exhibit was brought to the Board for information only.

The Board approved recommendations 1-7.

1. Fee Acceptance – Construction Administration Services – Systemic Renovations – Dundalk Middle School
2. Fee Acceptance – Construction Administration Services – Systemic Renovations – Franklin Middle School
3. Fee Acceptance – Construction Administration Services – Systemic Renovations – Golden Ring Middle School
4. Fee Acceptance – Construction Administration Services – Parkville Middle School
5. Fee Acceptance – Construction Administration Services – Stemmers Run Middle School
6. Approval of Property – Windsor Mill School Site
7. Emergency Chiller Replacement – Pine Grove Middle School (Information Only)

Dr. Krempel noted that his office’s six-month report on the status of facilities will be sent home in the Friday Letter. He stated that on new construction, our square foot cost is significantly lower than other districts in the state, as is our square foot cost for renovations. With regard to change orders, Baltimore County Public Schools has a 3.35% rate, which is the best in the state.
NAME CHANGE FOR SOLLERS POINT/SOUTHEASTERN TECHNICAL HIGH SCHOOL

Mr. Walker and Ms. Jung noted the importance of the name change to the immediate community, the greater Dundalk community, and the African American community. Mr. Walker noted that he once worked at Sollers Point when the school had the largest African American student population in the county.

With great pride, Mr. Walker moved approval of the proposed name change for Sollers Point/Southeastern Technical High School to Sollers Point Technical High School, effective July 1, 2003. The motion was proudly seconded by Ms. Jung and approved by the Board

SCHOOL LEGISLATION

Dr. Poff updated the Board on activities in the legislature. The Governor was dealt a significant blow with the rejection of his nominee for Secretary of the Department of the Environment. He noted budgets are still being deliberated, and harsh recommendations are being made that may impact education budgets. Dr. Poff stated there was discussion today regarding extending the existing law for two years for retired/rehired teachers and principals. The bill for the reemployment of audiologists and pathologists was withdrawn by its sponsor.

INFORMATION

The Board received the following as information:

A. Revised Rule 4006 – Telecommunications Access to Electronic Information, Services, and Networks

B. Revised Rule 6166 – Telecommunications Access to Electronic Information, Services, and Networks

ANNOUNCEMENTS

Mr. Arnold made the following announcements:

① On Thursday, March 13, 2003, the area advisory councils will hold a joint meeting at 7:30 p.m. in the ESS building.

② On Tuesday, March 18, 2003, the Southeast Area Educational Advisory Council will meet at Norwood Elementary School at 7:30 p.m.

② The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, March 25, 2003, at Greenwood. The meeting will begin with a closed session at 4:30 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene
ANNOUNCEMENTS (Cont.)

at 7:30 p.m. The public is welcome at all open sessions. The Board will host members of Recreation and Parks for dinner on March 25th. The Board will also host members of CASE for dinner on Thursday, March 27th.

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

PUBLIC COMMENT

Mr. Don Schlimm, a representative of the Advisory Committee for Alternative Education, described the Therapeutic Services program and the Even Start program and its positive impact on students.

Ms. Kelli Nelson, Chair of the Citizens Advisory Committee for Special Education, thanked Dr. Hairston for taking ownership of the mistake in the administration of the reading component of MSA and for working with the advisory committee and parents to address the issue. She stated that while some parents would like a public apology, the committee is satisfied with the explanation provided and is ready to work with school system officials and move forward. Ms. Nelson stated that an ad hoc committee has been formed to look at the significant increase in non-public placement, especially for students labeled emotionally disabled. Recommendations from the ad hoc committee will be forthcoming. Board members were invited to any of the three public input sessions tomorrow night regarding the Special Education Staffing Plan.

Ms. Maggie Kennedy, Coordinator of the Area Educational Advisory Councils, expressed the hope that everyone can work together to secure more funds for the school system’s capital needs. She shared her disappointment that a newspaper article about parents and school officials lobbying in Annapolis for additional capital funds appeared on the last page, instead of the first. Ms. Kennedy announced a meeting on March 13th where the main topics will be the adopted operating budget and the Blueprint for Progress. She also announced that on March 17th, the Coalition leadership will meet with the County Executive regarding the budget.

Mr. Stephen Crum, a representative of the Southeast Area Educational Advisory Council, spoke of the importance of career and technology education to students and the education system. With regard to the recently adopted budget, Mr. Crum commented that the amount budgeted for athletic programs is almost ten times that for math and science programs. He also spoke of the wide variation of school performance in elementary and middle schools.

Mr. Nick Acquino, a representative of the Minority Achievement Advisory Group (MAAG), thanked the Board for hosting the group for dinner tonight. He also thanked the Board for responding to and working with MAAG on several concerns. Mr. Acquino thanked Dr.
PUBLIC COMMENT (Cont.)

Hairston for listening and responding to the group’s concerns and for making the achievement gap a little smaller.

Mr. Rodger Janssen, Vice President of the PTA Council of Baltimore County, thanked Dr. Hairston for his earlier statement regarding the MSA testing error, but stated that a mistake is unacceptable. The PTA Council requested a complete accounting of what happened, the actions taken, and what has been put in place to see this doesn’t happen again. Mr. Janssen stated that we must move forward and learn. With regard to the Career and Technology Education report, Mr. Janssen noted that the PTA Council has used Western’s culinary students to prepare food served at the annual Fall Workshop.

Mr. Mark Beytin, President of the Teachers Association of Baltimore County, stated the Department of Legislative Services has recommended some major cuts to education as a means of reducing the budget deficit. One recommendation is a cut of $14.6 million in funding for employees in the Teachers Retirement and Pension Systems. Mr. Beytin noted another recommendation that would shift 50% of all future increases in teacher retirement to the local jurisdictions. In addition, there was also a recommendation to eliminate the salary component of the Teacher Salary Challenge Grant Program. This would be a loss to Baltimore County of $3,592,000. These recommendations could result in the loss of teaching positions and failure to fund salary increases. Mr. Beytin noted that $5 million in aid to non-public schools remains in the budget. He urged everyone to call elected officials and to visit Annapolis so the legislators know the importance of these issues.

At 9:31 p.m., Mr. Walker moved to adjourn the open session. The motion was seconded by Mr. Sasiadek and approved by the Board.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

dz
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Board Policy 2352 – Accidents/Medical Emergencies

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE PERSON(S): Rita Fromm, Executive Director, Planning and Support Operations

RECOMMENDATION

That the Board of Education approve the proposed recommendation for Policy 2352.

Background Information: The Board Ad Hoc Committee reviewed Policy 2352 in November 2002 and did not recommend any change to current language.

Estimated Operating Funds Fiscal Impact: $ N/A for FY ______
Possible Funding Source: _____________

JRH/dd

Attachment I – Policy 2352 – Accidents/Medical Emergencies
ADMINISTRATION: Administrative Operations

Accidents/Medical Emergencies

All accidents involving bodily injury or medical emergencies that occur on Board of Education property or at school-sponsored activities will be reported to the appropriate office.

The Superintendent of Schools is hereby directed to enact rules to implement this policy.

Policy
Adopted: 11/21/68
Revised: 4/9/81

Board of Education of Baltimore County

REVIEWED:
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent


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

RESOURCE Robert J. Kemmery, Executive Director of Student Support Services

PERSON(S): Dr. Vivian B. Ferguson, Coordinator of Pupil Personnel Services

RECOMMENDATION
That the Board of Education read a proclamation declaring May 4-10, 2003 as Pupil Personnel Week, recognizing pupil personnel workers as liaisons between the school, home and the community. Pupil personnel workers are specialists trained to assess pupil’s needs and to facilitate or appropriate services to students, families, and school personnel in order to foster student achievement.

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RESOLUTION

WHEREAS, Pupil personnel workers recognize that each child is unique and valuable and is, therefore, worthy of individual and special consideration, and must have the opportunity to experience good mental, emotional, and physical health in order to be successful in school; and

WHEREAS, Pupil personnel workers work toward the prevention and elimination of discrimination in rendering services (age, color, creed, disability, ethnicity, gender, race, religion, and sexual orientation); and

WHEREAS, Pupil personnel workers, as child advocates, assist children, parents, and school personnel in bridging the gap between home and school in issues dealing with the child’s physical, psychological, social, and intellectual growth; and

WHEREAS, Pupil personnel workers are specialists trained to assess pupils’ needs, to facilitate or to provide appropriate services. Pupil personnel workers assume the role of the school’s liaison with the family, community agencies, and organizations; and

WHEREAS, Pupil personnel workers, with their background in human development and behavioral sciences, are uniquely qualified to determine the many factors in the school, at home, and in the community that interfere with a child’s adjustment to school and performance in school in order to develop and implement a plan of intervention to mitigate the factors; now, therefore, be it

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

RESOLVED, That the Board of Education of Baltimore County does hereby proclaim May 4-10, 2003, as Pupil Personnel Workers Week in Baltimore County.

____________________________________  _______________________________
Donald L. Arnold, President          Joe A. Hairston, Secretary-Treasurer

April 22, 2003
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Recognition of School Psychologists’ Week, May 4-10, 2003

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

RESOURCE PERSON(S): Robert J, Kemmery, Executive Director of Student Support Services
Dr. Margaret Kidder, Coordinator of Psychological Services

RECOMMENDATION

That the Board of Education read a proclamation declaring May 4-10, 2003, as School Psychologists’ Week, recognizing the contribution of Baltimore County school psychologists on behalf of the children and families in the Baltimore County Public Schools at the Board of Education meeting on April 22, 2003.
RESOLUTION

WHEREAS, School psychologists support instruction by providing consultation, assessment, and intervention services to students, parents, and school staff; and

WHEREAS, School psychologists participate in a coordinated student support services program and engage in problem-solving student support teams to address barriers to learning as related to school improvement as well as individual student needs; and

WHEREAS, School psychologists collaborate with parents and school staff and act as a resource to assist students with educational needs in the enhancement of cognitive, behavioral, social, and emotional functioning; and

WHEREAS, School psychologists participate in the student support team process and assist in assessment and planning for students with special needs involving cultural and linguistic diversity, sensory deficits, cognitive processing deficits, adaptive behavior, social skills, and emotional disturbance; and

WHEREAS, School psychologists collaborate with parents and school staff in the provision of mental health services to students with educational needs including assessment of threatening behaviors, crisis intervention, counseling support, and consultation with school and community members; 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 May 4-10, 2003, as School Psychology Week in Baltimore County.

Donald L. Arnold, President

Joe A. Hairston, Secretary-Treasurer

April 22, 2003
DATE:     April 22, 2003
TO:       BOARD OF EDUCATION
FROM:     Dr. J. Hairston, Superintendent
SUBJECT:  Report on the Status of Field Trips and Foreign Travel
ORIGINATOR: Christine Johns, Deputy Superintendent
RESOURCE   Phyllis Bailey, Executive Director, Special Programs, PreK-12
PERSON(S): Danea Farley, Specialist, Office of World Languages

INFORMATION

History

On November 6, 2001 the Board of Education approved a ban on foreign travel for School Year 2001-2002. This ban remained in effect until September 9, 2002, when the ban on foreign travel was rescinded. This decision was reached based on safety precautions put in place by the travel industry as well as the procedures which were incorporated into Policy and Rule 6104, Field Trip and Foreign Travel. Policy 6104 was adopted by the Board of Education on October 10, 2002. Rule 6104 was provided for information.

In response to a request by the Superintendent, after review of existing approved and scheduled foreign travel, principals whose schools were planning foreign travel were asked to ensure that cancellation and refund policies had been discussed with parents/guardians and students.

In light of heightened domestic security concerns, on March 19, 2003, Baltimore County Public Schools canceled all out-of-state field trips through April 4. On March 27, 2003, as a result of the outbreak of hostilities in Iraq, all out-of-state and foreign field trips were canceled until further notice. All approved in-state day/extended day and in-state overnight field trips were allowed to continue as planned.

Current Position and Rationale

On April 1, 2003, a position was established that all approved in-state day/extended day, and in-state overnight field trips would continue as planned. The ban on foreign field trips was continued. Only approved out-of-state field trips to the neighboring states of Pennsylvania, Delaware, West Virginia, and Virginia were allowed. Field trips to Philadelphia and District of Columbia were not permitted. All other out-of-state field trips were canceled until further notice. The Superintendent’s Bulletin of April 1, 2003 stated that only field trips following the procedures outlined in Board Policy and Superintendent’s Rule 6104, Field Trip and Foreign Travel were considered approved.

The rationale for this position was that the proximity of the neighboring states was such that students could return to Baltimore County in a timely manner. Moreover, travel to these states would not necessitate the use of air travel. The excluded metropolitan areas were considered to be high security.
Status of the Out-of-State Day/Extended Day, Overnight, and Foreign Travel

Schools are currently adhering to the provisions of the April 1, 2003 position statement. In several cases, schools have canceled the scheduled field trips or adjusted the destination in order to comply with the provisions as well as meet the original intent of the planned field trip. Prior to the Baltimore County Public Schools’ ban on foreign travel, several schools, on their own initiative and with parental input, decided to cancel their planned trips. Subsequent to the ban on foreign travel, depending on the departure date, schools have either adhered to the ban by canceling or are waiting for further developments. One travel group from Ridgely Middle School, after a meeting with the parents involved, has decided to go forward with plans. This travel group has severed affiliation with Baltimore County Public Schools and is aware that the trip is not longer approved by the Baltimore County Public Schools and that the school system disclaims any liability or responsibility for the trip. For details regarding the status of specific field trips, refer to Appendix I, Status of Day/Extended Day, Out-of-State and Overnight Field Trips and Appendix II, Status of Foreign Field Trips.

Travel Warnings

The Executive Director of Special Programs, PreK-12 is continuing to monitor US Department of State Public Announcements regarding travel and health conditions. In addition, other pertinent warnings such as those issued by Japan’s Foreign Ministry are reviewed. Of particular interest are the health warnings regarding travel to Canada and Japan, in light of originally planned foreign travel to those countries. For examples of warnings, refer to Appendix III, US Department of State Travel Warnings and Public Announcements.

Proposed Cancellation Safeguards

In consultation with Carol Saffran-Brinks, Assistant County Attorney, the Law Office, advice to principals regarding field trip cancellation safeguards and a cancellation notification form directed to vendors/service providers have been prepared. Refer to Appendix IV, Field Trip and Foreign Travel Cancellation Documents.

Status of Other School Systems

Field trip positions in Maryland school systems represent a variety of approaches. These include direct alignment with the Federal Homeland Security alert status, banning of all out-of-state field trips, exclusion of specific metropolitan areas, identification of a mileage limit, individual review of field trips, and cancellation of all field trips. Similar to the Baltimore County Public Schools, other Maryland school systems have established positions that are being altered as conditions warrant. These positions as of April 7, 2003 are detailed in Appendix V, Status: Other School Systems. The updated status of other school systems will be provided on April 22, 2003.

Appendix I - Status of Day/Extended Day, Out-of-State, and Overnight Field Trips
Appendix II - Status of Foreign Field Trips
Appendix III - US Department of State Travel Warnings and Public Announcements
Appendix IV - Field Trip and Foreign Travel Cancellation Documents
Appendix V - Status: Other School Systems
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<thead>
<tr>
<th>School/Center</th>
<th>Date Range</th>
<th>State/City Description</th>
<th>Status</th>
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<td>Dulaney High</td>
<td>April 2-4, 2003</td>
<td>Ocean City MD</td>
<td>APPROVED</td>
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<td>Hereford Middle</td>
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<td>Pot Spring El</td>
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<td>Villa Cresta Elem</td>
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Appendix II
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<th>School</th>
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<td>Canada</td>
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<td>Paris and Madrid</td>
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<td>Western Tech</td>
<td>June 23-July 2, 2003</td>
<td>France</td>
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<td>Cockeysville Middle</td>
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<td>France and Spain</td>
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<td>Dundalk High</td>
<td>June 25 - July 2, 2003</td>
<td>Mexico</td>
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<td>Canada</td>
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<td>Sudbrook Magnet</td>
<td>June 26 - July 18, 2003</td>
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<td>June 30-July 11, 2003</td>
<td>Spain and France</td>
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<td>July 1-9, 2003</td>
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<td>Hereford High</td>
<td>July 20 - August 2, 2003</td>
<td>Ireland &amp; United Kingdom</td>
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U.S. Department of State Travel Warnings and Public Announcements
This Public Announcement is being issued to alert U.S. citizens to the declaration of a Provincial health emergency in Ontario, Canada. This Announcement expires on June 26, 2003.

On March 26, the Government of Ontario declared Severe Acute Respiratory Syndrome (SARS) to be a provincial emergency. The declaration follows the deaths of three individuals from SARS and the apparent manifestations of the disease in more than 50 individuals across the province. Canada is attempting to limit the spread of the outbreak by screening all passengers at airports for SARS symptoms. Health Canada sent staff to Pearson and Vancouver International Airports to help monitor passengers arriving on direct flights from affected areas for flu-like symptoms and to assist those who appear to be ill. Two major hospitals have been closed or restricted in the past 24-48 hours; other hospitals may also be affected. Ontario hospitals are operating under severe measures such as limiting access, restricting patient transfers between hospitals and requesting that those at risk of developing SARS place themselves under voluntary quarantine in their homes.


Department of State travel information and publications are available at Internet address: http://travel.state.gov. U.S. travelers may hear recorded information by calling the Department of State in Washington, D.C. at 202-647-5225 from their touchtone telephone, or receive information by automated telefax by dialing 202-647-3000 from their fax machine.
Charles County Public Schools is proactive in the area of emergency preparedness. Each school and building, as well as the system as a whole, has an emergency plan that deals with different situations and emergency management. Our plans have been developed with the input of numerous local emergency groups including the Sheriff’s Office, Maryland State Police, Health Department and the County’s Office of Emergency Preparedness. All plans are designed to protect students and staff while they are at school or work. We also work with the local Red Cross to provide resources, such as buildings when sheltering is needed.

Plans are regularly updated and reviewed. The plans include procedures to respond to the different codes issued by the federal government, such as codes yellow, orange and red, as well as fire, tornado and other potential emergencies. School system personnel and students practice emergency drills regularly. (Click here for the color codes action plan.)

What we do in an emergency depends on the situation and the specifics of the incident. In the event of an emergency, Charles County Public Schools receives direct input from public safety officials. Depending on the threat, we might evacuate schools, lock down or initiate a shelter-in-place. The main objective is protection of students and staff members. School system personnel are trained in emergency response, and several key staff members have received additional security threat training.

The following information for parents describes our school system’s safety and support responses. If parents have particular concerns, they should contact the school principal.

- **Where To Look For Information**
  Charles County Public Schools has a number of different ways to get the message to parents. General information is placed on the system’s 24-hour information line, which is updated immediately in the event of an emergency, school cancellations, delayed openings and early closings. The numbers are 301-934-7410 or 301-932-6656. That information is also posted with schoolsout.com, a free service that notifies parents via e-mail of any cancellations, delays or closings. To sign up for this free service, visit http://www.schools-out.com/. Click on Maryland and then Charles County for the latest information and to sign up for e-mails.

  Additionally, Charles County Public Schools works with six television stations and 18 radio stations that assist in getting emergency information to the public. Those stations are listed on page 12 of the Parent Handbook/Calendar, which was distributed to every student the first week of school or upon enrollment. Radio stations that air Charles County Public Schools emergency information are: WAMU – 88.5 FM; WARB – 94.7 FM; WAVA – 101.5 FM/1230 AM; WBAL – 1090 AM; WIG – 100.3 FM; WETA – 91 FM; WGRQ – 95.9 FM; WKIK – 1560 AM/102.9 FM; WMAL – 630 AM; WMDM – 97.7 FM; WMZQ – 98.7 FM; WPGC – 1580 AM/95.5 FM; WPTX – 1690 AM; WWZZ – 104.1 FM. Television stations that list Charles County information are: WJLA – Channel 7; WRC – Channel 4; WTTG – Channel 5; News Channel 8; WUSA – Channel 9; WBAL – Channel 11; and Cable Channel 15 – Jones Communications

  Parents are encouraged to listen to the radio, watch television or call the information line for the latest messages from Charles County Public Schools. Parents should not call their child’s school. The individual schools need to keep their lines open for communication with emergency responders.

  Ensuring that parents and the community have timely information about the school system is the responsibility of the Office of Communications and Media Relations. The office is responsible for the broadcast of all Charles County Public Schools emergency messages. For more information, contact Katie O’Malley-Simpson, coordinator of communications, at komalley@ccboe.com.

- **Professionals Provide Crisis Intervention**
  Crisis response teams provide care and support for students and staff affected by a crisis or an emergency. School psychologists, school nurses, counselors and pupil personnel workers staff these teams. For more information contact Keith Grier, director of student services, mailto:kgrier@ccboe.com

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• **Heightened Security**
Parents may hear the term “heightened security” as federal color levels change from yellow to orange to possibly red. Each school has developed a crisis preparedness plan that outlines the steps to take in the event of emergency. Plans include contact information, communications and evacuation plans. While the school system has security plans in effect every day at all schools, different situations call for heightened security levels. These include additional security checks, more stringent guidelines for where and when field trips and activities may occur, and additional supervision during class changes, especially for students moving to and from mobile classrooms.

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• **School Emergency Plans**
School emergency plans vary from school to school based on their location and facility. Responses also vary depending on the situation, and plans are flexible to allow schools to respond based on the emergency. There are general components of each plan, which make up the essence of the crisis management teams’ responses. All plans identify a crisis management team composed of school and central office staff, who have been trained in handling emergencies. There are procedures for evacuation, shelter-in-place, lockdown and heightened security. Every school and school system center has information about designated evacuations sites, checklists for dealing with certain types of incidents and resources for before, during and after an event. All school plans have been reviewed since the beginning of this school year. We do not release specific plans for security reasons, but if parents have a concern, they can call their child’s principal.

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• **Shelter-In-Place**
Shelter-in-place is a temporary solution to a short-term problem. It is not the school system’s intention to detain children any longer than necessary. However, the public health or safety officials may direct the schools to shelter students. Shelter-in-place is an effort to isolate students and staff from danger. Staff is responsible for accounting for students. In the event of a chemical emergency, for example, we would bring all students and staff inside the main building and close and secure all windows and doors. All heating, ventilation and air conditioning systems would be turned off. Crisis teams and schools have plans and the materials available to bring children to interior spaces, lock and seal doors to the exterior and monitor radio, television and e-mail for instructions. Buildings will be secured so that no unauthorized persons leave or enter. Parents are permitted to access the building and their children once the school system is notified by safety and health personnel that it is safe to do so.

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• **Medications**
Parents should make sure that schools have at least two days’ worth of medications needed. Parents of students with medical needs that are not known to the school, such as daily medicine or other medical conditions that are administered or treated outside school hours, should contact the school nurse, who can provide additional information and help. All medical information is kept confidential.

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• **Emergency Cards**
Parents should make sure that information on emergency cards is correct. If home or office phone numbers have changed since the beginning of the school year, parents should notify the school. These cards are used to contact parents in an emergency. Additionally, only people listed on the emergency card are allowed to pick up children from school.

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• **Code Orange, Code Red**
Charles County Public Schools monitors all federal codes and acts accordingly. We try to maintain as normal a school day as possible in all situations; however, we are prepared to respond to emergencies. As the federal color code rises, we increase the level of security at our schools by checking the parking lots and areas in and around the schools more frequently. School officials review any necessary revision to school schedules or activities, including field trips. Additionally, the level of direct supervision of students moving between outside classrooms and the main school building, as well as student activities outside the building (recess, bus loading, etc.), is increased. ([Click here for the color codes action plan](#)).

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• **Mobile Classrooms**
Throughout Charles County, some students attend class in trailers located outside of the main building. In the event of a weather-related emergency or attack, particularly one involving contaminated air, everyone would be sheltered in the main building.

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• **In the Event of War**
The school system does not anticipate a dramatic change in the daily schedule in the event of war. Any action taken by Charles County Public Schools depends on the specifics of the situation and would be coordinated with local safety and health officials. The safety of students and staff members will remain our top priority.

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• **Food and Water**
All schools have enough food and water to sustain the students and staff for at least two days. The school system does not anticipate housing
children for a long period of time.

Field Trips
Charles County Public Schools has maintained a prohibition on international field trips since September 11, 2001. The school system prohibited these trips due to increased safety and security concerns regarding international travel as well as the uncertainty of the world situation. The system does not want to place students and parents in the position of paying large, non-refundable deposits on international trips that can be cancelled at any time depending on the current events at the time of the scheduled trips. All other field trips are reviewed regularly. When the federal threat assessment is a green, blue or yellow, schools make the determination as to which trips are allowed. When the threat assessment rises to code orange or red, the school system reviews all trips and may place restrictions on trips. Trips could be limited to certain areas or canceled. All allowed field trips are conducted with appropriate safety and security precautions. Parents should be aware that circumstances might disrupt or cancel travel plans. Charles County Public Schools retains the right to cancel any field trip for safety reasons and is not responsible for any financial obligations parents may have.

How Parents Can Help

DO . . .
- Make sure emergency card information is correct.
- Let children know that if a crisis occurs while they are in school, their teacher will provide them with appropriate instructions.
- Tune in to the radio or television. Communication through the media, the school system information line and the web site will let parents know the place and time that they can be reunited with their children.
- Keep alert to activity around the schools and on school grounds. Report any suspicious activities.
- Keep the school nurse informed of a child’s medical condition and provide emergency medical supplies and medication.

DON’T . . .
- Rush to the school or call the individual schools in emergency situations. Parents will be kept informed through the system information line, schoolsout.com, and television and radio stations.
- Send neighbors or others not on the emergency card to pick up children.

Helpful Links:

http://www.nasponline.org/NEAT/tragevents.html
http://www.nasponline.org/NEAT/children_war_general.html
http://www.nasponline.org/NEAT/parentscalled.html

PUBLIC ANNOUNCEMENT
U.S. DEPARTMENT OF STATE
Office of the Spokesman

This information is current as of today, Tue Apr 08 16:16:28 2003.
SEVERE ACUTE RESPIRATORY SYNDROME (SARS)
IN ASIA
March 28, 2003

This Public Announcement is being issued to alert Americans that the Centers for Disease Control (CDC) has issued a travel advisory and health alert notices, which are being distributed at ports of entry to people returning from the three SARS-affected regions. CDC advises that people planning elective or nonessential travel to mainland China and Hong Kong; Singapore; and Hanoi, Vietnam, may wish to postpone their trips until further notice. This Public Announcement expires on June 26, 2003.

The Centers for Disease Control (CDC) and the World Health Organization (WHO) are tracking SARS’s origin and method of transmission as well as determining how its spread can be contained. In light of the continually evolving nature of the geographic spread of SARS, American citizens should regularly consult the CDC website http://www.cdc.gov/ and the WHO website http://www.who.int/ for updates.

American citizens currently in or planning to travel to SARS-affected areas of Asia should consult the Department of State’s Fact Sheet on SARS, Public Announcements, Travel Warnings, and Consular Information Sheets for China, Hong Kong, Singapore, and Vietnam, all of which are available at the Consular Affairs Internet web site at http://travel.state.gov/.

American citizens may also contact the Department of State toll-free at 1-888-407-4747, or if calling from overseas, 317-472-2328, for SARS information.

Department of State travel information and publications are available at Internet address: http://travel.state.gov. U.S. travelers may hear recorded information by calling the Department of State in Washington, D.C. at 202-647-5225 from their touchtone telephone, or receive information by automated telefax by dialing 202-647-3000 from their fax machine.

Return to Consular Information Sheets and Travel Warnings Page
This Public Announcement is being updated to alert Americans to an increased potential for anti-American violence, including terrorist actions against U.S. citizens, as a result of the military action in Iraq. The U.S. Government remains deeply concerned about the security of Americans overseas. American citizens are reminded that it is more important than ever to maintain a high level of vigilance and to take appropriate steps to increase their security awareness. This Worldwide Caution supersedes that issued on February 6, 2003 and expires on July 20, 2003.

As a result of military action in Iraq, there is a potential for retaliatory actions to be taken against U.S. citizens and interests throughout the world. Public demonstrations carry the potential for precipitating violence directed at American citizens, symbols associated with the United States or other U.S. and western interests.

The threat to U.S. citizens includes the risk of attacks by terrorist groups. Terrorist actions may include, but are not limited to, suicide operations, bombings or kidnappings. Possible threats include conventional weapons such as explosive devices or non-conventional weapons, including chemical or biological agents. Terrorists do not distinguish between official and civilian targets. These may include facilities where Americans and other foreigners congregate or visit, such as residential areas, clubs, restaurants, places of worship, schools, hotels, outdoor recreation events or resorts and beaches. U.S. citizens should increase their security awareness at such locations, avoid them, or switch to other locations where Americans in large numbers generally do not congregate.

U.S. Government facilities worldwide remain at a heightened state of alert and some have drawn down their dependents and/or personnel. These facilities may temporarily close or suspend public services from time to time for security reasons. In those instances, U.S. embassies and consulates will make every effort to provide emergency services to American citizens. Monitor the local news and maintain contact with the nearest American embassy or consulate.

As the Department continues to develop information on any potential security threats to Americans overseas, it shares credible threat information through its Consular Information Program documents, available on the Internet at http://travel.state.gov/. In addition to information on the Internet, U.S. travelers can get up-to-date information on security conditions by calling 1-888-407-4747 in the U.S. and outside the U.S. and Canada on a regular toll line at 1-317-472-2328.
FIELD TRIP/FOREIGN TRAVEL CANCELLATION DOCUMENTS

TO:   (Principal)
       (School)

FROM:  Phyllis Bailey

RE:   Field Trip/Foreign Travel Cancellation Safeguards

At the Superintendent’s directive, the schools field trip to _________________________
on _________________________________ has been cancelled. In order to assist you in the
process of canceling field trips, we have developed the following reminders.

• Have you notified all participants of the cancellation of the field trip/foreign travel?
• Have you obtained copies of all contract that the school or school personnel have
  entered into for the trip (if you do not have them on file)? Have you read pertinent
terms relating to termination of the contract?
• Do you or does the trip planner/Sponsoring Teacher have written documentation of
  that cancellation of the trip or foreign travel for all service providers or vendors?
• Are there any unresolved refund or financial issues?

Please contact me at (2280) if you require assistance regarding the cancellation of field trips or
foreign travel.
Dear [Vendor]:

Please be advised that the Superintendent of Baltimore County Public Schools (“BCPS”) has determined that for security purposes, BCPS field trips which require travel outside a defined area must be cancelled. The above-referenced trip falls within the scope of that ban. Accordingly, all contracts entered by on behalf of [School-Sponsoring teacher] are hereby terminated, effective immediately.

Because the Baltimore County Public Schools is no longer associated with this field trip, it disclaims responsibility and financial or legal liability for this trip. Please contact [Principal or Sponsoring Teacher] promptly to make all arrangements required as a result of this action.

Thank you for your anticipated cooperation in this matter.

Very truly yours,

[Principal]
[School]
<table>
<thead>
<tr>
<th>COUNTY</th>
<th>Policy as of 3/2003</th>
<th>POLICY April 7, 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Arundel County</td>
<td>All field trips out of the county canceled until further notice. Administrators were concerned about not being able to predict a terrorist attack, and difficulty keeping track of students if one should occur. Concern returning students back to their homes should a crisis develop and traffic snarled. Ken Lawson, AA associate supt for instruction and student services, “first responsibility to do whatever we can to keep kids safe.” Impacted trips from vacations in Scotland to overnight stays in Pa. From an AAPS memo: Field trips within continental US permitted except for Washington, DC or New York City. Field trips using airplanes or ocean vessels will not be permitted. Directions concerning field trips will be reviewed weekly and updates provided to principals by Wed of each week. No field trip of any type that had not been scheduled and approved before Feb. 18, 2003 would be considered. No additional foreign field trips would be recommended to the Board for approval. No previously planned field trips to Baltimore City, Washington, DC, New York City or potential threats i.e. airports, public facilities, federal installations, etc. may proceed.</td>
<td></td>
</tr>
<tr>
<td>Baltimore City</td>
<td>Unable to contact persons responsible for the policy. (Handled so they believe, by the head of transportation)</td>
<td>3/25/03 All field trips reviewed on a weekly basis. No trips outside or continental US and Canada permitted. No ocean or air trips permitted. No trips to Washington, DC or New York City permitted.</td>
</tr>
</tbody>
</table>

Appendix V
<table>
<thead>
<tr>
<th>County</th>
<th>Date</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calvert County</td>
<td>3/07/03</td>
<td>According to the Superintendents office: A memo was sent to all principal’s on 2/12/03, effective until further notice. No metropolitan sites. No out of state trips. No international trips. Trips to Southern Maryland region are discouraged. Athletic trips as scheduled are permitted. State level music trips are permitted. State level trips not just athletics and music, permitted. Policy is to be revisited in the very near future, and subject to change at anytime.</td>
</tr>
<tr>
<td>Carroll County</td>
<td>3/19/03</td>
<td>Code Yellow restrictions. Only field trips within Carroll County and within the state are permitted. No out of state field trips permitted. Athletic events will continue as scheduled until further notice.</td>
</tr>
<tr>
<td></td>
<td>4/01/2003</td>
<td>Continue to operate under Code Yellow restrictions. Out-of-state field trip prohibition is being changed. Field trips to Washington, DC and New York, NY prohibited. All other field trips will be decided on a case-by-case basis by the principal with consultation from the appropriate school director or Coordinator of Security.</td>
</tr>
<tr>
<td>County</td>
<td>Date</td>
<td>Field Trip Policies</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Charles County</td>
<td>3/19/03</td>
<td>No international field trips. When threat assessment is green, blue or yellow schools make the determination. When orange or red school system reviews all trips and may place restrictions.</td>
</tr>
<tr>
<td>Fairfax County</td>
<td>3/07/03</td>
<td>From their website by the Community relations office. In their FAQ's: How are field trips handled? The impact of any critical situation on field trips--both division-wide and at individual schools--will depend on the specifics of the situation. If the situation warrants, all field trips will be canceled. Cancellations could also include travel to academies, community programs, and other events. There may be circumstances that could require the cancellation of field trips to certain areas. All school buses are equipped with radio communications with the transportation office. If a field trip is under way and must be recalled, buses would be directed to return to the school or a designated safe area. Any such decision will be announced using the FCPS emergency messaging system. Parents are reminded that FCPS retains the right to cancel any field trip for safety reasons and is not responsible for any financial obligations parents may have.</td>
</tr>
<tr>
<td>Harford County</td>
<td>See matrix provided by the school system. Notice Orange and Red specify field trip policies.</td>
<td>As of 3/31/03</td>
</tr>
<tr>
<td>Howard County</td>
<td>As of 3/7/03 The latest Board meeting restated no foreign travel. Other field trips are on a day-to-day basis based on security alert levels, locations, and events. At present</td>
<td>3/31/03</td>
</tr>
<tr>
<td>Location</td>
<td>Date</td>
<td>Information</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Baltimore City, Washington, DC, New York City allowed. (Public Information office)</td>
<td>until further notice</td>
<td></td>
</tr>
<tr>
<td>Montgomery County</td>
<td>3/7/03</td>
<td>There is no change in MCPS at present. All field trips foreign and domestic are up to the principal to decide after discussing the matter with their staff and community. No restrictions on cities that can be visited. (Office of Community superintendent, Donald Kress, spoke with Patricia Wade assistant)</td>
</tr>
<tr>
<td></td>
<td>3/19/02</td>
<td>All overnights trips (with exception of MCPS outdoor education) or trips beyond 75-mile radius are suspended. 75 miles tracked from BOE headquarters to destination using MapQuest. Trips to Washington DC not suspended but principals should confer with parents, staff, students and community superintendent regarding appropriateness of visiting tourist areas before finalizing decisions.</td>
</tr>
</tbody>
</table>
| Prince George’s County | As of 3/07/03 no restrictions on field trips of any kind, but subject to change if necessary. (According to the CEO’s office) | 3/19/03  
All field trips to Washington, DC, Baltimore, Annapolis, Philadelphia, and New York are cancelled. Effective March 24-Friday April 25, 2003 all field trips are canceled. If conditions change the school system will revisit the cancellations and announce any updates. |

NOTE: All information on chart was current and accurate as of 12:30pm Monday, April 7, 2003.
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Wrap-Up, Key School Legislation

ORIGINATOR: Dr. George P. Poff, Jr., Assistant to the Superintendent
Governmental Relations

FOR YOUR INFORMATION

* * * * *

That the Board consider the attached Wrap-Up of Key School Legislation

Attachment I – Wrap-Up, Key School Legislation
Baltimore County Public Schools

WRAP-UP
KEY SCHOOL LEGISLATION
APRIL 22, 2003

SB 75 Public Charter School Act of 2003
Although several Charter School Bills were introduced this Session including one by the Governor, this Bill, which had passed the Senate in 2002, was significantly amended and passed the legislature this year. Meeting the Federal requirement for a State Bill, in order to access Federal funding, this Bill establishes local boards of education as primary chartering entities and clarifies the State Board’s role in acting in its appeal review capacity. The Bill also states that the State Board may function as a chartering authority for restructured schools. Each county board is required to develop a public charter school policy and submit by November 1, 2003. Model language will be disseminated to local boards.

HB 22 Public Schools – Specialists – Stipends
This Bill would have authorized the State Board of Education (SBE) to expand eligibility for State stipends that are paid to employees of local school boards who hold certification from the National Board for Professional Teaching Standards. Subject to the availability of funds, eligibility would have been expanded to library media specialists, speech-language pathologists, audiologists, and other professionally certified education specialists, in that order. The State stipend is equal to the county grant for national certification, up to a maximum of $2,000 per qualifying individual.

The Teacher Quality Incentive Act of 1999 established the original State stipend for “classroom teachers.”

The Board of Education has consistently supported this proposal as an incentive for the demonstration of an exceptional level of professional standing reflected in national certification by the National Board for Professional Teaching Standards.

HB 22 received an unfavorable report in the House Ways and Means Committee.

SB 32 Education – Children in Out-of-County Living Arrangements – Informal Kinship Care
This year’s legislation is the outcome of staff collaboration with Senator Delores Kelley to expedite the provision of educational services to children experiencing “hardships” and as a result of living in a “kinship care” arrangement.
This Bill requires a county school superintendent to allow a student whose parent or guardian resides in another school district to attend the local public school system if the student is living with a relative within the school district due to a serious family hardship. The student’s relative must be providing informal kinship care to the student. The student’s relative must sign a sworn affidavit that includes the student’s old and new addresses and defines the family hardship and provide supporting documentation verifying the serious family hardship. The affidavit must be filed annually, and if a change in the care of the student occurs, the relative must notify the local school system in writing within 30 days of the change. Unless a court appoints a different guardian for the student, the student’s relative providing informal kinship care shall make educational decisions for the student.

The Bill also allows the county receiving the student to collect payments from the county transferring the student.

The Board supported SB 32 with amendments. The amended Bill passed.

SB 66 Sales and Use Tax – Annual Back-to-School Tax-Free Week
This legislation, sponsored by Baltimore County Senators Brochin and Klausmeier, would have added specified “school supplies” to the exemption from sales taxes during the “tax-free week for back-to-school shopping” in Maryland.

The Board supported SB 66 with an amendment that would include the purchase of electronic devices to be exempt from taxation as a “school supply.”

The Bill was withdrawn by its sponsor.

SB 81 Education – County School Board – Authority to Remove County Superintendents
Following the action of the State Superintendent of Schools to block the dismissal of their Superintendent by the Prince George’s County Board of Education, several local boards have sought a change in State law to allow a local board authority to dismiss a Superintendent exclusive of any actions by the State Superintendent or Board.

This legislation would have made that statutory clarification and allowed removal subject to the terms of the contract between the Superintendent and the County Board or for cause.

The Board supported SB 81. SB 81 received an unfavorable report on February 21, 2003.

SB 395 Commercialism in Schools Act of 2003 – Policy
This legislation, which has been unsuccessful in 2001 and 2002, would have statutorily mandate local school board policies regarding the prohibition of certain advertising and/or contracts between Boards and vendors.
While the stated intention of the sponsors of this Bill has been the protection of students, this law would supersede the role and responsibilities of local boards of education to consider and implement school policy in this area. The Board opposed SB 395.

SB 395 received an unfavorable report in the Senate Education, Health, and Environmental Affairs Committee.

**HB 245 (SB 178) Residential Child Care Programs – State-Funded Operators – Licensing Provisions**

Speaker Pro Tem Jones and Senator Kelley introduced this legislation to strengthen the standards for licensure of residential childcare programs by the addition of a new subsection to the Education Article. The operator must expeditiously obtain the academic records of a child from the transferring school and send the records to the school that the child will be attending while living in the operator’s care. The licensed operator must also meet with the child’s teacher at the time of enrollment and at any other time the school or teacher requests, and sign and return the student’s report card to the school. The state agency that licenses the operator must notify the operator of these requirements. A residential childcare program includes group homes, alternative living units, and emergency shelter care.

The Board supported this legislation with an amendment to achieve improved cooperation between the school and caregivers. This was accepted by the Bill’s sponsors.

Both Bills were passed.

**HB 611 (SB 27) Teachers’ Retirement and Pension Systems – Reemployment of Retired Speech-Language Pathologists and Audiologists**

These pension Bills would have exempted from the reemployment earnings limitations retirees of the Teachers’ Retirement System (TRS) or Teachers’ Pension System (TPS), who are reemployed as speech-language pathologists or audiologists. This legislation would have added these two categories of employees to the laws of 1999 and 2000 dealing with classroom teachers and principals.

The Board has consistently supported these efforts, which expand their hiring options in needed employment categories.

The Board supports HB 611.

This legislation failed.

**SB 620 State Board of Education – Graduation Requirements – Student Service**
This legislation would have statutorily amended the powers and duties of the State Board of Education, as specified in State Law, concerning “policy and guidelines for programs of instruction.” Specifically, the State Board would have been disallowed from requiring student service as a condition of graduation. Local boards of education of Maryland historically have supported the role of the State Board of Education in the establishment of educational policy and standards for graduation.

The Board opposed SB 620.

This Bill failed.

**HB 778 Education – Baltimore County – Public School Employees**

This legislation clarifies unit membership eligibility for supervisory employees whose jobs do not require educational certification. Language also clarifies that Baltimore County may have three non-supervisory units under the subtitle governing organizations of certificated employees.

The Board supported the new language proposed but suggested a minor amendment.

HB 778 passed.

**HB 1087 Teachers’ Retirement and Pension Systems – Reemployment of Retired Teachers – Sunset Extension**

This legislation was designed to extend the sunset date of existing law, which is designed to allow teachers and principals, who meet certain conditions, to retire and be rehired without an actuarial penalty to their retirement benefit.

This proposal would have extended the option to local superintendents and boards in meeting staffing needs.

The Board supported HB 1087.

HB 1087 failed, thus leaving the Sunset date in the law June 30, 2004. Summer study of this proposal is expected.
State Aid to Education – Operating Budget

As you may be aware from media accounts, we have achieved the funding of the Thornton Commission’s recommendation for FY 2004, as set in place by last year’s legislation. This year’s state expenditure sets the base for a planned major increase in state support for local education beginning the 2005 fiscal year’s budget. Pending amendments to the law, it is this base upon which future funding is developed. If the legislature does not affirm by resolution next Session that Thornton can be “afforded” in 2005, it is upon this base that the automatic 5% growth figure is calculated. A significant turn around in the economy or some structural changes in state revenue may be necessary to realize our expectations of 2005 Thornton projections.

On the negative side of our education balance sheet was the removal of state support of the “Teacher Salary Grant” funds originated several years ago by the Governor, whereby a local board of education that granted a 4% teacher salary increase, received a 1% “match” from the state. This state 1% was scheduled to be phased out over three years. The legislature, however, in this year of revenue shortfall, accelerated the plan and removed 100% support in the upcoming fiscal year—a $3.5 million loss to Baltimore County. When taking this loss into account, the Baltimore County Public Schools will receive a projected $306,785,927 in state aid—a $20.7 million increase over FY 2003.

State Aid to Education – Capital Budget

As we await the final action of the Board of Public Works, it is encouraging to note that the General Assembly added $33 million to the available revenue for school construction funding.

Of our request for $30,928,000, we currently have received approval for $6,639,000 worth of projects. At their meeting of April 30, it is hoped that we will be granted additional funds.
SENATE BILL 32

By: Senators Kelley, Hollinger, Britt, Colburn, Conway, Della, Giannetti, Gladden, Grosfeld, Hooper, Jacobs, Jones, Lawlah, Mooney, Stoltzfus, and Teitelbaum

Introduced and read first time: January 13, 2003
Assigned to: Education, Health, and Environmental Affairs

Committee Report: Favorable with amendments
Senate action: Adopted
Read second time: February 24, 2003

CHAPTER_______

1 AN ACT concerning

2 Education - Children in Out-of-County Living Arrangements - Informal Kinship Care Relationships

3 FOR the purpose of providing for the funding of the education of a child in an informal kinship care relationship due to a serious family hardship under certain circumstances; requiring a child in an informal kinship care relationship to receive an appropriate education; providing that a certain child shall be included in a certain enrollment count; requiring a certain agency to notify the State Superintendent of Schools of the name of each child in an informal kinship care relationship in that county; requiring a certain agency to notify the State Superintendent of a certain preliminary determination regarding the financially responsible local education agency for a certain child; establishing certain notice requirements; authorizing a certain agency to appeal a certain determination; requiring the State Superintendent to decide certain appeals and to make a certain determination; requiring each county board of education to provide certain data to the State Superintendent; requiring the State Superintendent to deduct a certain payment to a certain agency under certain circumstances; requiring the State Board of Education to adopt certain regulations; requiring a superintendent of schools of a county to allow a child to attend a public school in a county other than where the child was previously domiciled in Maryland with the child's parent or legal guardian if the child lives with a relative in the county in an informal kinship care relationship due to a serious family hardship; altering a certain definition; defining certain terms; requiring certain relatives of a child to file certain affidavits and certain supporting documentation under certain circumstances; requiring certain supporting documentation to be consistent with certain privacy and confidentiality policies and statutes;
establishing the contents and form of certain affidavits; requiring certain affidavits to be provided free of charge at certain offices; authorizing certain relatives to make educational decisions for children in their custody; requiring each county board of education to report certain information to the Maryland State Department of Education on or before certain dates; requiring the Department to compile and submit certain information to certain legislative committees; and generally relating to children in out-of-county living arrangements who live with relatives who provide informal kinship care due to a serious family hardship.

BY renumbering Article - Education Section 7-101(c) to be Section 7-101(d) - 7-101(e) Annotated Code of Maryland (2001 Replacement Volume and 2002 Supplement)

BY repealing and reenacting, with amendments, Article - Education Section 4-122(a) and 7-101(b) Annotated Code of Maryland (2001 Replacement Volume and 2002 Supplement)

BY adding to Article - Education Section 4-122.1 and 7-101(c) and (d) Annotated Code of Maryland (2001 Replacement Volume and 2002 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That Section(s) 7-101(c) of Article - Education of the Annotated Code of Maryland be renumbered to be Section(s) 7-101(d) - 7-101(e).

SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article - Education

4-122.

(a) (1) In this section the following words shall have the meanings indicated.

(2) "Local current expense per student" means all expenditures made by a county from county appropriations, except State, federal, and other aid, for public elementary and secondary education in the prior fiscal year, divided by the full-time equivalent enrollment, as defined in § 5-202(a) of this article.
"Child in an out-of-county living arrangement" means a child who is:

(I) placed by a State agency, a licensed child placement agency as provided by § 5-507 of the Family Law Article, or a court in a county other than where the child's parent or legal guardian resides. Child in an out-of-county living arrangement does not include a child residing; OR

(II) domiciled with a relative, stepparent or a person exercising temporary care, custody or control over a child at the request of a parent or guardian of the child. Relative who exercises care, custody, and control over the child 24 hours a day and 7 days a week and who provides informal kinship care, as defined in § 7-101 of this Article, for the child.

"Service providing local education agency" means the local education agency for the county where a child in an out-of-county living arrangement is placed.

"Financially responsible county" means the county where the parent or legal guardian of a child in an out-of-county living arrangement resides. If the parents of the child live apart, the financially responsible county is:

(i) The county where the parent who has been awarded custody of the child resides;

(ii) If custody has not been awarded, the county where the parent with whom the child lives when not in a foster care home, in the home of an informal kinship care provider, or residential facility resides;

(iii) If custody has been awarded to both parents and the parents reside in different counties, both counties shall be considered financially responsible and shall pay one-half the amount as computed in accordance with subsection (c) of this section, except that if the child receives a public education in a county where a parent resides, this subparagraph shall not apply; or

(iv) If custody has been awarded to both parents and one parent resides in a county and the other resides out of state, the county shall be considered the financially responsible county.

4-122.1.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) "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 THE CHILD DUE TO A SERIOUS FAMILY HARDSHIP.

(3) "LOCAL CURRENT EXPENSE PER STUDENT" MEANS ALL EXPENDITURES MADE BY A COUNTY FROM COUNTY APPROPRIATIONS, EXCEPT STATE, FEDERAL, AND OTHER AID, FOR PUBLIC ELEMENTARY AND SECONDARY
EDUCATION IN THE PRIOR FISCAL YEAR, DIVIDED BY THE FULL-TIME EQUIVALENT ENROLLMENT, AS DEFINED IN § 5-202(A) OF THIS ARTICLE.

"RECEIVING AGENCY" MEANS THE LOCAL EDUCATION AGENCY FOR THE COUNTY WHERE THE RELATIVE OF A CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP RESIDES.

"RELATIVE" MEANS AN ADULT RELATED TO THE CHILD BY BLOOD OR MARRIAGE WITHIN THE FIFTH DEGREE OF CONSANGUINITY.

"SENDING AGENCY" MEANS THE LOCAL EDUCATION AGENCY FOR A COUNTY WHERE THE PARENT OR LEGAL GUARDIAN OF A CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP RESIDES, SUBJECT TO THE FOLLOWING CONDITIONS:

(I) IF THE PARENTS OR LEGAL GUARDIANS OF THE CHILD LIVE APART, THE SENDING AGENCY IS THE LOCAL EDUCATION AGENCY IN THE COUNTY WHERE THE PARENT OR LEGAL GUARDIAN WHO HAS BEEN AWARDED CUSTODY OF THE CHILD RESIDES;

(II) IF CUSTODY HAS NOT BEEN AWARDED TO A PARENT OR LEGAL GUARDIAN, THE SENDING AGENCY IS THE LOCAL EDUCATION AGENCY OF THE COUNTY WHERE THE PARENT OR LEGAL GUARDIAN WITH WHOM THE CHILD LIVES WHEN NOT IN AN INFORMAL KINSHIP CARE RELATIONSHIP RESIDES;

(III) IF CUSTODY HAS BEEN AWARDED TO BOTH PARENTS OR LEGAL GUARDIANS, AND THE PARENTS OR LEGAL GUARDIANS RESIDE IN DIFFERENT COUNTIES, THE LOCAL EDUCATION AGENCIES OF BOTH COUNTIES SHALL BE CONSIDERED A SENDING AGENCY AND SHALL PAY ONE-HALF THE AMOUNT AS COMPUTED IN ACCORDANCE WITH SUBSECTION (D) OF THIS SECTION, EXCEPT THAT IF A CHILD RECEIVES A PUBLIC EDUCATION IN A COUNTY WHERE A PARENT RESIDES, THIS SUBPARAGRAPH SHALL NOT APPLY, AND

(IV) IF CUSTODY HAS BEEN AWARDED TO BOTH PARENTS OR LEGAL GUARDIANS, AND ONE PARENT RESIDES IN A COUNTY AND THE OTHER RESIDES OUT-OF-STATE, THE LOCAL EDUCATION AGENCY OF THE COUNTY SHALL BE CONSIDERED THE SENDING AGENCY.

"SERIOUS FAMILY HARDSHIP" MEANS:

(I) DEATH OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;

(II) SERIOUS ILLNESS OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;

(III) DRUG ADDICTION OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;

(IV) INCARCERATION OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;
ABANDONMENT BY A PARENT OR LEGAL GUARDIAN OF A
CHILD; OR

ASSIGNMENT OF A PARENT OR LEGAL GUARDIAN OF A CHILD
TO ACTIVE MILITARY DUTY.

(B) SUBSECTION (D) OF THIS SECTION SHALL APPLY TO THE EDUCATION
FUNDING OF A CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP IF THE FISCAL
IMPACT OF THE REQUIREMENTS OF § 7-101(C) OF THIS ARTICLE TO A COUNTY
EXCEEDS 0.1% OF A COUNTY BOARD'S TOTAL OPERATING BUDGET FOR A FISCAL
YEAR.

(C) (1) A CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP SHALL
RECEIVE AN APPROPRIATE EDUCATION FROM THE RECEIVING AGENCY.

(2) THE RECEIVING AGENCY SHALL INCLUDE A CHILD ENROLLED AS
THE RESULT OF AN INFORMAL KINSHIP CARE RELATIONSHIP IN ITS FULL-TIME
EQUIVALENT ENROLLMENT AS PROVIDED BY § 5-202(A) OF THIS ARTICLE.

(D) (1) SUBJECT TO SUBSECTION (B) OF THIS SECTION, AND EXCEPT AS
PROVIDED IN PARAGRAPH (3) OF THIS SUBSECTION, FOR EACH CHILD IN AN
INFORMAL KINSHIP CARE RELATIONSHIP ENROLLED IN A PUBLIC SCHOOL
PROGRAM, THE SENDING AGENCY SHALL PAY THE RECEIVING AGENCY AN AMOUNT
EQUAL TO THE LESSER OF:

(I) THE LOCAL CURRENT EXPENSE PER STUDENT UNDER THE
JURISDICTION OF THE SENDING AGENCY; OR

(II) THE LOCAL CURRENT EXPENSE PER STUDENT UNDER THE
JURISDICTION OF THE RECEIVING AGENCY.

(2) IF THE RECEIVING AGENCY DETERMINES THAT A CHILD IN AN
INFORMAL KINSHIP CARE RELATIONSHIP IS DISABLED AND NEEDS PUBLIC SCHOOL
INTENSITY IV OR V SPECIAL EDUCATION SERVICES, THE SENDING AGENCY SHALL
PAY THE RECEIVING AGENCY FOR EACH SUCH CHILD AN AMOUNT EQUAL TO THE
LESSER OF:

(I) THREE TIMES THE LOCAL CURRENT EXPENSE PER STUDENT
UNDER THE JURISDICTION OF THE SENDING AGENCY; OR

(II) THREE TIMES THE LOCAL CURRENT EXPENSE PER STUDENT
UNDER THE JURISDICTION OF THE RECEIVING AGENCY.

(3) IF THE RECEIVING AGENCY DETERMINES THAT A CHILD IN AN
INFORMAL KINSHIP CARE RELATIONSHIP IS DISABLED AND NEEDS A NONPUBLIC
EDUCATIONAL PROGRAM AS PROVIDED BY § 8-406 OF THIS ARTICLE, THE SENDING
AGENCY SHALL PAY FOR EACH SUCH CHILD THE AMOUNT PROVIDED BY § 8-415(D)(3)
OF THIS ARTICLE.

(E) (1) EACH RECEIVING AGENCY SHALL:
(I) NOTIFY THE STATE SUPERINTENDENT OF THE NAME OF EACH
CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP AS OF DECEMBER 31 OF EACH
YEAR; AND

(II) SUBJECT TO SUBSECTION (B) OF THIS SECTION, MAKE A
PRELIMINARY DETERMINATION OF THE SENDING AGENCY THAT IS FINANCIALLY
RESPONSIBLE FOR EACH CHILD UNDER SUBSECTION (D) OF THIS SECTION.

(2) THE RECEIVING AGENCY SHALL SEND A COPY OF THE NOTICE
REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION TO THE SENDING AGENCY
BY JANUARY 31, AND, AT THE SAME TIME, SHALL SEND NOTICE TO THE STATE
SUPERINTENDENT.

(3) THE SENDING AGENCY THAT WAS DETERMINED TO BE FINANCIALLY
RESPONSIBLE UNDER THIS SUBSECTION MAY APPEAL THAT DETERMINATION TO
THE STATE SUPERINTENDENT WITHIN 30 DAYS OF THE DATE ON WHICH THE NOTICE
WAS MAILED.

(4) THE STATE SUPERINTENDENT SHALL DECIDE ALL APPEALS THAT
ARE MADE UNDER PARAGRAPH (3) OF THIS SUBSECTION AND MAKE A FINAL
DETERMINATION REGARDING THE SENDING AGENCY'S FINANCIAL RESPONSIBILITY
FOR EACH CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP UNDER THE
JURISDICTION OF THE RECEIVING AGENCY.

(5) BY JANUARY 15 OF EACH YEAR, EACH COUNTY BOARD SHALL
PROVIDE THE STATE SUPERINTENDENT THE DATA NECESSARY TO COMPUTE THE
LOCAL CURRENT EXPENSE PER STUDENT UNDER THIS SECTION.

(6) IF BY MAY 15 A SENDING AGENCY HAS FAILED TO MAKE THE
REQUIRED PAYMENT TO A RECEIVING AGENCY, THE STATE SUPERINTENDENT SHALL
DEDUCT FROM THE NEXT PAYMENT OF STATE AID TO THE SENDING AGENCY AN
AMOUNT EQUAL TO THE AMOUNT OWED UNDER THIS SECTION AND SHALL PAY
THOSE FUNDS TO THE RECEIVING AGENCY.

(F) THE STATE BOARD SHALL ADOPT REGULATIONS TO IMPLEMENT THIS
SECTION.

7-101.

(b) (1) Except as provided in § 7-301 of this title and in paragraph (2) of this
subsection, each child shall attend a public school in the county where the child is
domiciled with the child's [parent or guardian] PARENT, GUARDIAN, OR RELATIVE
PROVIDING INFORMAL KINSHIP CARE, AS DEFINED IN SUBSECTION (C) OF THIS
SECTION.

(2) Upon request and in accordance with a county board's policies
concerning residency, a county superintendent may allow a child to attend school in
the county even if the child is not domiciled in that county with the child's parent or
guardian.
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(3) If a child fraudulently attends a public school in a county where the child is not domiciled with the child's parent or guardian, the child's parent or guardian shall be subject to a penalty payable to the county for the pro rata share of tuition for the time the child fraudulently attends a public school in the county.

(4) Nothing in this section alters the requirements for out-of-county placements contained in § 4-122 and Title 8, Subtitles 3 and 4 of this article or in any other State or federal law.

(C) (1) (I) IN THIS SUBSECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(II) "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 THE CHILD DUE TO A SERIOUS FAMILY HARDSHIP.

(III) "RELATIVE" MEANS AN ADULT RELATED TO THE CHILD BY BLOOD OR MARRIAGE WITHIN THE FIFTH DEGREE OF CONSANGUINITY.

(IV) "SERIOUS FAMILY HARDSHIP" MEANS:

1. DEATH OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;
2. SERIOUS ILLNESS OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;
3. DRUG ADDICTION OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;
4. INCARCERATION OF A PARENT OR LEGAL GUARDIAN OF THE CHILD;
5. ABANDONMENT BY A PARENT OR LEGAL GUARDIAN OF THE CHILD; OR
6. ASSIGNMENT OF A PARENT OR LEGAL GUARDIAN OF A CHILD TO ACTIVE MILITARY DUTY.

(2) (I) A COUNTY SUPERINTENDENT SHALL ALLOW A CHILD WHO IS A RESIDENT OF THIS STATE TO ATTEND A PUBLIC SCHOOL IN A COUNTY OTHER THAN THE COUNTY WHERE THE CHILD IS DOMICILED WITH THE CHILD'S PARENT OR LEGAL GUARDIAN IF THE CHILD LIVES WITH A RELATIVE PROVIDING INFORMAL KINSHIP CARE IN THE COUNTY AND THE RELATIVE VERIFIES THE INFORMAL KINSHIP CARE RELATIONSHIP THROUGH A SWORN AFFIDAVIT.

(II) THE AFFIDAVIT SHALL BE ACCOMPANIED BY SUPPORTING DOCUMENTATION OF ONE OR MORE SERIOUS FAMILY HARDSHIPS AND, WHERE POSSIBLE, THE TELEPHONE NUMBER AND ADDRESS OF ANY AUTHORITY
SENATE BILL 32

1 WHO IS LEGALLY AUTHORIZED TO REVEAL INFORMATION WHICH CAN VERIFY THE
2 ASSERTIONS IN THE AFFIDAVIT.

3 2. THE SUPPORTING DOCUMENTATION REQUIRED UNDER
4 SUBSUBPARAGRAPH 1 OF THIS SUBPARAGRAPH SHALL BE CONSISTENT WITH LOCAL,
5 STATE, AND FEDERAL PRIVACY AND CONFIDENTIALITY POLICIES AND STATUTES.
6
7 (3) THE AFFIDAVIT SHALL INCLUDE:
8
9 (I) THE NAME AND DATE OF BIRTH OF THE CHILD;
10
11 (II) THE NAME AND ADDRESS OF THE CHILD'S PARENT OR LEGAL
12 GUARDIAN;
13
14 (III) THE NAME AND ADDRESS OF THE RELATIVE PROVIDING
15 INFORMAL KINSHIP CARE;
16
17 (IV) THE DATE THE RELATIVE ASSUMED INFORMAL KINSHIP CARE;
18
19 (V) THE NATURE OF THE SERIOUS FAMILY HARDSHIP AND WHY IT
20 RESULTED IN INFORMAL KINSHIP CARE;
21
22 (VI) THE KINSHIP RELATION TO THE CHILD OF THE RELATIVE
23 PROVIDING INFORMAL KINSHIP CARE;
24
25 (VII) THE NAME AND ADDRESS OF THE SCHOOL THE CHILD
26 PREVIOUSLY ATTENDED;
27
28 (VIII) NOTICE THAT THE COUNTY SUPERINTENDENT MAY VERIFY
29 THE FACTS GIVEN BY THE RELATIVE PROVIDING INFORMAL KINSHIP CARE IN THE
30 AFFIDAVIT AND CONDUCT AN AUDIT OF THE CASE AFTER THE CHILD HAS BEEN
31 ENROLLED IN THE COUNTY PUBLIC SCHOOL SYSTEM;
32
33 (IX) NOTICE THAT IF FRAUD OR MISREPRESENTATION IS
34 DISCOVERED DURING AN AUDIT, THE COUNTY SUPERINTENDENT SHALL REMOVE
35 THE CHILD FROM THE COUNTY PUBLIC SCHOOL SYSTEM ROLL; AND
36
37 (X) NOTICE THAT ANY PERSON WHO WILLFULLY MAKES A
38 MATERIAL MISREPRESENTATION IN THE AFFIDAVIT SHALL BE SUBJECT TO A
39 PENALTY PAYABLE TO THE COUNTY FOR THREE TIMES THE PRO RATA SHARE OF
40 TUITION FOR THE TIME THE CHILD FRAUDULENTLY ATTENDS A PUBLIC SCHOOL IN
41 THE COUNTY.

42 (4) THE AFFIDAVIT SHALL BE IN THE FOLLOWING FORM:
43
44 (I) I, THE UNDERSIGNED, AM OVER EIGHTEEN (18) YEARS OF AGE
45 AND COMPETENT TO TESTIFY TO THE FACTS AND MATTERS SET FORTH HEREIN.
46
47 (II) ___________ (NAME OF CHILD), WHOSE DATE OF BIRTH IS
48 ___________, IS LIVING WITH ME BECAUSE OF THE FOLLOWING SERIOUS FAMILY
49 HARDSHIP: (CHECK EACH THAT IS APPLICABLE)
SENATE BILL 32

1  _____DEATH OF FATHER/MOTHER/LEGAL GUARDIAN
2  _____SERIOUS ILLNESS OF FATHER/MOTHER/LEGAL GUARDIAN
3  _____DRUG ADDICTION OF FATHER/MOTHER/LEGAL GUARDIAN
4  _____INCARCERATION OF FATHER/MOTHER/LEGAL GUARDIAN
5  _____ABANDONMENT BY FATHER/MOTHER/LEGAL GUARDIAN
6  _____ASSIGNMENT OF A PARENT OR LEGAL GUARDIAN OF A
7  CHILD TO ACTIVE MILITARY DUTY

8  (III) THE NAME AND LAST KNOWN ADDRESS OF THE CHILD'S
9  PARENT(S) OR LEGAL GUARDIAN IS:

10       ____________________________
11       ____________________________
12       ____________________________

13  (IV) MY KINSHIP RELATION TO THE CHILD IS _____________
14  (V) MY ADDRESS IS:

15        ____________________________________________
16        STREET                                APT. NO.

17        ____________________________________________
18        CITY                   STATE            ZIP CODE

19  (VI) I ASSUMED INFORMAL KINSHIP CARE OF THIS CHILD FOR 24
20  HOURS A DAY AND 7 DAYS A WEEK ON ________________ (DAY/MONTH/YEAR).

21  (VII) THE NAME AND ADDRESS OF THE LAST SCHOOL THAT THE
22  CHILD ATTENDED IS: ________________________________

23  (VIII) THE COUNTY SUPERINTENDENT MAY VERIFY THE FACTS
24  CONTAINED IN THE FOREGOING AFFIDAVIT AND CONDUCT AN AUDIT ON A
25  CASE-BY-CASE BASIS AFTER THE CHILD HAS BEEN ENROLLED IN THE COUNTY
26  PUBLIC SCHOOL SYSTEM. IF THE COUNTY SUPERINTENDENT DISCOVERS FRAUD OR
27  MISREPRESENTATION, THE CHILD SHALL BE REMOVED FROM THE COUNTY PUBLIC
28  SCHOOL SYSTEM ROLL.

30  (IX) I SOLEMNLY AFFIRM UNDER THE PENALTIES OF PERJURY
31  THAT THE CONTENTS OF THE FOREGOING ARE TRUE TO THE BEST OF MY
32  KNOWLEDGE, INFORMATION, AND BELIEF.
SIGNATURE OF AFFIANT

(DAY/MONTH/YEAR)

(X) ANY PERSON WHO WILLFULLY MAKES A MATERIAL MISREPRESENTATION IN THIS AFFIDAVIT SHALL BE SUBJECT TO A PENALTY PAYABLE TO THE COUNTY FOR THREE TIMES THE PRO RATA SHARE OF TUITION FOR THE TIME THE CHILD FRAUDULENTLY ATTENDS A PUBLIC SCHOOL IN THE COUNTY.

(5) (I) INSTRUCTIONS THAT EXPLAIN THE NECESSITY FOR BOTH AN AFFIDAVIT AND SUPPORTING DOCUMENTATION OF THE SERIOUS FAMILY HARDSHIP RESULTING IN INFORMAL KINSHIP CARE SHALL:

1. BE ATTACHED TO AFFIDAVIT FORMS THAT COMPLY WITH SUBSECTION (C)(4) OF THIS SECTION PARAGRAPH (4) OF THIS SUBSECTION; AND

2. INCLUDE LANGUAGE ENCOURAGING THE RELATIVE PROVIDING INFORMAL KINSHIP CARE TO SUBMIT THE AFFIDAVIT AND SUPPORTING DOCUMENTATION PRIOR TO SEPTEMBER 30 OF EACH YEAR.

(II) THE AFFIDAVIT FORMS, WITH ATTACHED INSTRUCTIONS, SHALL BE MADE AVAILABLE FREE OF CHARGE AT THE OFFICES OF EACH COUNTY BOARD OF EDUCATION, EACH LOCAL DEPARTMENT OF SOCIAL SERVICES, AND EACH LOCAL AREA AGENCY ON AGING.

(6) IF A CHANGE OCCURS IN THE CARE OR IN THE SERIOUS FAMILY HARDSHIP OF THE CHILD, THE RELATIVE PROVIDING INFORMAL KINSHIP CARE FOR THE CHILD SHALL NOTIFY THE LOCAL SCHOOL SYSTEM IN WRITING WITHIN 30 DAYS AFTER THE CHANGE OCCURS.

(7) (I) AN INFORMAL KINSHIP CARE AFFIDAVIT MAY BE FILED DURING A SCHOOL YEAR.

(II) THE RELATIVE PROVIDING INFORMAL KINSHIP CARE SHALL FILE AN AFFIDAVIT ANNUALLY AT LEAST 2 WEEKS PRIOR TO THE BEGINNING OF THE SCHOOL YEAR FOR EACH YEAR THE CHILD CONTINUES TO LIVE WITH THE RELATIVE BECAUSE OF A SERIOUS FAMILY HARDSHIP.

(8) UNLESS THE COURT APPOINTS A GUARDIAN FOR THE CHILD OR AWARDS CUSTODY OF THE CHILD TO SOMEONE OTHER THAN THE RELATIVE PROVIDING INFORMAL KINSHIP CARE, THE RELATIVE PROVIDING INFORMAL KINSHIP CARE SHALL MAKE THE FULL RANGE OF EDUCATIONAL DECISIONS FOR THE CHILD.

(9) THE RELATIVE PROVIDING INFORMAL KINSHIP CARE SHALL MAKE REASONABLE EFFORTS TO INFORM THE PARENT OR LEGAL GUARDIAN OF THE CHILD OF THE INFORMAL KINSHIP CARE RELATIONSHIP.
(10) THE PARENT OR LEGAL GUARDIAN OF A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT INFORMAL KINSHIP CARE RELATIONSHIP SHALL HAVE FINAL DECISION MAKING AUTHORITY REGARDING THE EDUCATIONAL NEEDS OF THE CHILD.

(D) SECTION 4-122.1 OF THIS ARTICLE SHALL APPLY TO THE EDUCATION FUNDING OF A CHILD IN AN INFORMAL KINSHIP CARE RELATIONSHIP IF THE FISCAL IMPACT OF THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION EXCEED 0.1% OF A COUNTY BOARD'S TOTAL OPERATING BUDGET FOR A FISCAL YEAR.

SECTION 3. AND BE IT FURTHER ENACTED, That each county board of education, including the Baltimore City Board of School Commissioners, shall report to the Maryland State Department of Education on or before September 1, 2003, regarding:

(1) the number of family hardship waivers that were granted during the 2001-2002 and 2002-2003 school years;

(2) the number of family hardship waivers that were granted under subsection (1) of this section that were for out-of-state/out-of-country students;

(3) the number of family hardship waivers that were granted under subsection (1) of this section that were for out-of-county/in-state students;

(4) the number of family hardship waivers that were denied and why they were denied;

(5) the fiscal impact on the local education agency of granting these family hardship waivers including both a dollar amount and an assessment of future implications of this dollar amount on the local education agency; and

(6) the amount of money that a local education agency received from other sources (i.e. other counties, other states) for a child placed in that county as the result of an informal kinship care relationship.

The Maryland State Department of Education shall compile the reports from the county boards of education and the Baltimore City Board of School Commissioners and, subject to § 2-1246 of the State Government Article, shall submit a report that presents all of the data collected from the county boards in a comprehensive manner to the Senate Education, Health, and Environmental Affairs Committee and the House Ways and Means Committee on or before December 31, 2003.

SECTION 4. AND BE IT FURTHER ENACTED, That each county board of education, including the Baltimore City Board of School Commissioners, shall report to the Maryland State Department of Education on or before October 1 of each year regarding:

(1) the number of family hardship waivers that have been granted as a result of this Act.
the fiscal impact on the local education agency of this Act including both a
dollar amount and an assessment of future implications of this dollar amount on the
local education agency; and

the amount of money that a local education agency received from other
sources (i.e. other states, other counties) for a child placed in that county as the result
of an informal kinship care relationship.

The Maryland State Department of Education shall compile the reports from
the county boards of education and the Baltimore City Board of School
Commissioners and, subject to § 2-1246 of the State Government Article, shall
submit a report that presents all of the data collected from the county boards in a
comprehensive manner to the Senate Education, Health, and Environmental Affairs
Committee and the House Ways and Means Committee on or before December 31 of
each year.

SECTION 5. AND BE IT FURTHER ENACTED, That this Act shall take effect
July 1, 2003.
SENATE BILL 75

UNOFFICIAL COPY

F1

ENROLLED BILL

-- Education, Health, and Environmental Affairs/Ways and Means --

Introduced by Senators Dyson, Hollinger, Colburn, DeGrange, Frosh, Giannetti, Harris, Hooper, Kittleman, Lawlah, Mooney, and Stone

Read and Examined by Proofreaders:

_____________________________________________
Proofreader.

_____________________________________________
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this _____ day of __________ at __________________ o'clock, _____M.

_____________________________________________
President.

CHAPTER_______

1 AN ACT concerning

Public Charter School Act of 2003

3 FOR the purpose of establishing the Maryland Public Charter School Program;

4 adding a certain definition; establishing certain authority in certain boards;

5 specifying certain charter school application requirements; prohibiting a county

6 board public chartering authority from granting a charter to certain schools;

7 requiring a county board to review an application to establish a charter school

8 and render a decision within a certain time period; establishing a certain

9 appeals process; requiring the State Board of Education to render a certain

10 decision within a certain time period; authorizing the State Board of Education

11 to direct a county board to grant a charter under certain circumstances and

12 requiring the State Board to mediate a certain decision; establishing a certain

13 certification requirement; requiring a public charter school to comply with

14 certain provisions of law; authorizing a public charter school to apply for a

15 certain waiver; prohibiting the granting of a waiver from certain provisions of

16 law; providing for certain bargaining rights for certain employees; providing for
the negotiation of certain amendments to certain collective bargaining agreements; requiring a county board to disburse a certain amount of money to a public charter school; authorizing certain boards to give educational materials, supplies, furniture, and other equipment to a public charter school; requiring county boards to develop a certain policy; establishing a certain liaison for the Program; requiring the State Department of Education to create and disseminate to each local board of education a certain model public charter school policy by a certain date; requiring the State Board of Education to submit a certain report on or before a certain date; defining certain terms; authorizing the State Board to act as the public chartering authority for restructured schools under certain circumstances; specifying certain procedures and requirements governing an application for a restructured school that seeks to become a charter school; specifying certain limitations and requirements for charter schools with regard to educational services for children with disabilities; requiring the State Board of Education to provide certain technical assistance to certain operators of charter schools, and generally relating to the Maryland Public Charter School Program.

BY repealing and reenacting, with without amendments, Article - Education Section 6-401(e) and 6-501(g) Annotated Code of Maryland (2001 Replacement Volume and 2002 Supplement)


SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article - Education

6-401.

"Public school employer" means a county board of education for, the Baltimore City Board of School Commissioners, OR A PUBLIC CHARTER SCHOOL, AS DEFINED IN TITLE 9 OF THIS ARTICLE.

6-501.

"Public school employer" means the county board in each county, OR A PUBLIC CHARTER SCHOOL, AS DEFINED IN TITLE 9 OF THIS ARTICLE.
"Public school employer" includes the Baltimore City Board of School Commissioners.

TITLE 9. MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

9-101.

(A) THERE IS A MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

(B) THE GENERAL PURPOSE OF THE PROGRAM IS TO ESTABLISH AN ALTERNATIVE MEANS WITHIN THE EXISTING PUBLIC SCHOOL SYSTEM IN ORDER TO PROVIDE INNOVATIVE LEARNING OPPORTUNITIES AND CREATIVE EDUCATIONAL APPROACHES TO IMPROVE THE EDUCATION OF STUDENTS.

9-102.

IN THIS TITLE, "PUBLIC CHARTER SCHOOL" MEANS A PUBLIC SCHOOL THAT:

1. IS NONSECTARIAN IN ALL ITS PROGRAMS, POLICIES, AND OPERATIONS;
2. IS A SCHOOL TO WHICH PARENTS CHOOSE TO SEND THEIR CHILDREN;
3. IS OPEN TO ALL STUDENTS ON A SPACE-AVAILABLE BASIS AND ADMITS STUDENTS ON A LOTTERY BASIS IF MORE STUDENTS APPLY THAN CAN BE ACCOMMODATED;
4. IS A NEW PUBLIC SCHOOL OR A CONVERSION OF AN EXISTING PUBLIC SCHOOL;
5. PROVIDES A PROGRAM OF ELEMENTARY OR SECONDARY EDUCATION OR BOTH;
6. OPERATES IN PURSUIT OF A SPECIFIC SET OF EDUCATIONAL OBJECTIVES;
7. IS TUITION-FREE;
8. IS SUBJECT TO FEDERAL AND STATE LAWS PROHIBITING DISCRIMINATION;
9. IS IN COMPLIANCE WITH ALL APPLICABLE HEALTH AND SAFETY LAWS; AND
11. OPERATES UNDER THE SUPERVISION OF THE PUBLIC CHARTERING AUTHORITY FROM WHICH ITS CHARTER IS GRANTED AND IN ACCORDANCE WITH ITS
CHARTER AND, EXCEPT AS PROVIDED IN § 9-106 OF THIS SUBTITLE, THE PROVISIONS OF LAW AND REGULATION GOVERNING OTHER PUBLIC SCHOOLS;

(12) REQUIRES STUDENTS TO BE PHYSICALLY PRESENT ON SCHOOL PREMISES FOR A PERIOD OF TIME SUBSTANTIALLY SIMILAR TO THAT WHICH OTHER PUBLIC SCHOOL STUDENTS SPEND ON SCHOOL PREMISES; AND

(13) IS CREATED IN ACCORDANCE WITH THIS TITLE AND THE APPROPRIATE COUNTY BOARD POLICY.

9-103.

(A) THE PRIMARY PUBLIC CHARTEERING AUTHORITY FOR THE GRANTING OF CHARTERS A CHARTER SHALL BE THE COUNTY BOARDS BOARD OF EDUCATION.

(B) THE SECONDARY PUBLIC CHARTEERING AUTHORITY FOR THE GRANTING OF CHARTERS A CHARTER SHALL BE THE STATE BOARD ACTING IN ITS APPEAL REVIEW CAPACITY OR AS THE PUBLIC CHARTEERING AUTHORITY FOR A RESTRUCTURED SCHOOL IN ACCORDANCE WITH § 9-104(A) OF THIS SUBTITLE.

(C) THE STATE BOARD MAY CREATE ADDITIONAL PUBLIC CHARTEERING AUTHORITIES.

9-104.

(A) (1) AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL SHALL BE SUBMITTED TO THE COUNTY BOARD OF THE COUNTY IN WHICH THE CHARTER SCHOOL WILL BE LOCATED.

(2) AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL MAY BE SUBMITTED TO A COUNTY BOARD BY:

(I) THE STAFF OF A PUBLIC SCHOOL;

(II) A PARENT OR GUARDIAN OF A STUDENT WHO ATTENDS A PUBLIC SCHOOL IN THE COUNTY;

(III) A NONSECTARIAN NONPROFIT ENTITY;

(IV) AN NONSECTARIAN INSTITUTION OF HIGHER EDUCATION IN THE STATE; OR

(V) ANY COMBINATION OF PERSONS SPECIFIED IN ITEMS (I) THROUGH (IV) OF THIS PARAGRAPH.

(3) A COUNTY BOARD PUBLIC CHARTEERING AUTHORITY MAY NOT GRANT A CHARTER UNDER THIS TITLE TO:

(I) A PRIVATE SCHOOL;

(II) A PAROCHIAL SCHOOL; OR
SENATE BILL 75

(III) A HOME SCHOOL.

(4) (I) EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE COUNTY BOARD SHALL REVIEW THE APPLICATION AND RENDER A DECISION WITHIN 120 DAYS OF RECEIPT OF THE APPLICATION.

(II) FOR A RESTRUCTURED SCHOOL:

1. THE COUNTY BOARD SHALL REVIEW THE APPLICATION AND RENDER A DECISION WITHIN 30 DAYS OF RECEIPT OF THE APPLICATION;

2. THE COUNTY BOARD MAY APPLY TO THE STATE BOARD FOR AN EXTENSION OF UP TO 15 DAYS FROM THE TIME LIMIT IMPOSED UNDER ITEM 1 OF THIS SUBPARAGRAPH;

3. IF AN EXTENSION IS NOT GRANTED, AND 30 DAYS HAVE ELAPSED, THE STATE BOARD MAY BECOME A CHARTERING AUTHORITY; AND

4. IF AN EXTENSION HAS BEEN GRANTED, AND 45 DAYS HAVE ELAPSED, THE STATE BOARD MAY BECOME A CHARTERING AUTHORITY.

(B) (1) IF THE COUNTY BOARD DENIES AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL, THE APPLICANT MAY APPEAL THE DECISION TO THE STATE BOARD, IN ACCORDANCE WITH § 4-205(C) OF THIS ARTICLE.

(2) THE STATE BOARD SHALL RENDER A DECISION WITHIN 120 DAYS OF THE FILING OF AN APPEAL UNDER THIS SUBSECTION.

(3) IF THE COUNTY BOARD DENIES AN APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL AND THE STATE BOARD REVERSES THE DECISION, THE STATE BOARD MAY DIRECT THE COUNTY BOARD TO GRANT A CHARTER AND SHALL MEDIATE WITH THE COUNTY BOARD AND THE APPLICANT TO IMPLEMENT THE CHARTER.

9-105.

A MEMBER OF THE PROFESSIONAL STAFF OF A PUBLIC CHARTER SCHOOL SHALL HOLD THE APPROPRIATE MARYLAND CERTIFICATION.

9-106.

(A) SUBJECT TO SUBSECTION (B) OF THIS SECTION, A PUBLIC CHARTER SCHOOL SHALL COMPLY WITH THE PROVISIONS OF LAW AND REGULATION GOVERNING OTHER PUBLIC SCHOOLS.

(B) SUBJECT TO SUBSECTION (C) OF THIS SECTION, A WAIVER OF THE REQUIREMENTS UNDER SUBSECTION (A) OF THIS SECTION MAY BE SOUGHT THROUGH AN APPEAL TO THE STATE BOARD.

(C) A WAIVER MAY NOT BE GRANTED FROM PROVISIONS OF LAW OR REGULATION RELATING TO:
SENATE BILL 75

(1) AUDIT REQUIREMENTS:

(2) THE MEASUREMENT OF STUDENT ACADEMIC ACHIEVEMENT,

INCLUDING ALL ASSESSMENTS REQUIRED FOR OTHER PUBLIC SCHOOLS AND OTHER

ASSESSMENTS MUTUALLY AGREED UPON BY THE PUBLIC CHARTERING AUTHORITY

AND THE SCHOOL; OR

(3) THE HEALTH, SAFETY, OR CIVIL RIGHTS OF A STUDENT OR AN

EMPLOYEE OF THE CHARTER SCHOOL.

9-107.

(A) A PUBLIC CHARTERING AUTHORITY MAY NOT GRANT A CHARTER TO A

PUBLIC CHARTER SCHOOL WHOSE OPERATION WOULD BE INCONSISTENT WITH ANY

PUBLIC POLICY INITIATIVE, COURT ORDER, OR FEDERAL IMPROVEMENT PLAN

GOVERNING SPECIAL EDUCATION THAT IS APPLICABLE TO THE STATE.

(B) A PUBLIC CHARTERING AUTHORITY SHALL ENSURE THAT THE

AUTHORIZING PROCESS FOR A PUBLIC CHARTER SCHOOL AND THE CHARTER

APPLICATION ADDRESS THE ROLES AND RESPONSIBILITIES OF THE COUNTY BOARD

AND THE APPLICANTS AND OPERATORS OF THE PUBLIC CHARTER SCHOOL WITH

RESPECT TO CHILDREN WITH DISABILITIES.

(C) THE PUBLIC CHARTERING AUTHORITY SHALL ENSURE THAT, PRIOR TO

OPENING A PUBLIC CHARTER SCHOOL, THE OPERATORS OF THE SCHOOL ARE

INFORMED OF THE HUMAN, FISCAL, AND ORGANIZATIONAL CAPACITY NEEDED TO

FULFILL THE SCHOOL'S RESPONSIBILITIES RELATED TO CHILDREN WITH

DISABILITIES.

(D) THE STATE BOARD SHALL PROVIDE TECHNICAL ASSISTANCE TO THE

OPERATORS OF A PUBLIC CHARTER SCHOOL TO HELP THE SCHOOL MEET THE


9-107, 9-108.

(A) EMPLOYEES OF A PUBLIC CHARTER SCHOOL:

(1) ARE PUBLIC SCHOOL EMPLOYEES, AS DEFINED IN §§ 6-401(D) AND

6-501(F) OF THIS ARTICLE;

(2) ARE EMPLOYEES OF A PUBLIC SCHOOL EMPLOYER, AS DEFINED IN §§

6-401(E) AND 6-501(G) OF THIS ARTICLE, IN THE COUNTY IN WHICH THE PUBLIC

CHARTER SCHOOL IS LOCATED; AND

(3) SHALL HAVE THE RIGHTS GRANTED UNDER TITLE 6, SUBTITLES 4

AND 5 OF THIS ARTICLE.

(B) IF A COLLECTIVE BARGAINING AGREEMENT UNDER TITLE 6, SUBTITLE 4

OR 5 OF THIS ARTICLE IS ALREADY IN EXISTENCE IN THE COUNTY WHERE A PUBLIC
SENATE BILL 75

CHARTER SCHOOL IS LOCATED, THE EMPLOYEE ORGANIZATION AND THE PUBLIC CHARTER SCHOOL MAY MUTUALLY AGREE TO NEGOTIATE AMENDMENTS TO THE EXISTING AGREEMENT TO ADDRESS THE NEEDS OF THE PARTICULAR PUBLIC CHARTER SCHOOL.


A COUNTY BOARD SHALL DISBURSE TO A PUBLIC CHARTER SCHOOL AN AMOUNT OF COUNTY, STATE, AND FEDERAL MONEY FOR ELEMENTARY, MIDDLE, AND SECONDARY STUDENTS THAT IS COMMENSURATE WITH THE AMOUNT DISBURSED TO OTHER PUBLIC SCHOOLS IN THE LOCAL JURISDICTION.

(B) THE STATE BOARD OR THE COUNTY BOARD MAY GIVE SURPLUS EDUCATIONAL MATERIALS, SUPPLIES, FURNITURE, AND OTHER EQUIPMENT TO A PUBLIC CHARTER SCHOOL.

9-109, 9-110.

(A) EACH COUNTY BOARD SHALL DEVELOP A PUBLIC CHARTER SCHOOL POLICY AND SUBMIT IT TO THE STATE BOARD.

(2) THE POLICY REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL INCLUDE GUIDELINES AND PROCEDURES REGARDING:

(I) EVALUATION OF PUBLIC CHARTER SCHOOLS;

(II) REVOCATION OF A CHARTER;

(III) REPORTING REQUIREMENTS; AND

(IV) FINANCIAL, PROGRAMMATIC, OR COMPLIANCE AUDITS OF PUBLIC CHARTER SCHOOLS.

(B) THE DEPARTMENT SHALL DESIGNATE A STAFF PERSON TO FUNCTION AS A CONTACT PERSON FOR THE MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

SECTION 2. AND BE IT FURTHER ENACTED, That the State Department of Education shall create and disseminate to each local board of education model public charter school policy language which can be used to create a public charter school policy as required by this Act. Each local board of education shall submit its public charter school policy to the State Board of Education by November 1, 2003.

SECTION 3. AND BE IT FURTHER ENACTED, That on or before October 1, 2006, based on information gathered from each local board of education, the Board of School Commissioners of Baltimore City, and the public, the State Board of Education shall submit to the General Assembly, in accordance with § 2-1246 of the State Government Article, a report including an evaluation of the public charter school program. The report shall address the advisability of the continuation, modification, expansion, or termination of the program.
SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect October 1, 2003.
CHAPTER______

1  AN ACT concerning

2  Residential Child Care Programs - State-Funded Operators - Licensing

3  Provisions

4  FOR the purpose of requiring a licensed operator of a residential child care program
5  who receives State funding to meet certain academic needs of a child in the
6  operator's care; exempting certain licensed operators from certain requirements;
7  requiring certain group homes to comply with certain provisions of law;
8  requiring the department that licenses the group home to notify certain group
9  homes of certain provisions of law; and generally relating to certain licensing
10  provisions for State-funded operators of residential child care programs.

11  BY adding to
12  Article - Education
13  Section 7-309
14  Annotated Code of Maryland
BY repealing and reenacting, with amendments,
Article - Family Law
Section 5-526
Annotated Code of Maryland
(1999 Replacement Volume and 2002 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article - Education

7-309.

(A) (1) IN THIS SECTION, "RESIDENTIAL CHILD CARE PROGRAM" MEANS A PROGRAM THAT:

(I) PROVIDES CARE FOR CHILDREN 24 HOURS A DAY WITHIN A STRUCTURED SET OF SERVICES AND ACTIVITIES DESIGNED TO ACHIEVE OBJECTIVES RELATED TO THE NEEDS OF THE CHILDREN SERVED; AND

(II) IS LICENSED BY THE DEPARTMENT OF HEALTH AND MENTAL HYGIENE, THE DEPARTMENT OF HUMAN RESOURCES, OR THE DEPARTMENT OF JUVENILE JUSTICE.

(2) A "RESIDENTIAL CHILD CARE PROGRAM" INCLUDES:

(I) GROUP HOMES;

(II) ALTERNATIVE LIVING UNITS; AND

(III) EMERGENCY SHELTER CARE.

(B) EACH LICENSED OPERATOR OF A RESIDENTIAL CHILD CARE PROGRAM WHO HAS LEGAL CUSTODY OR CARE AND CONTROL OF A CHILD WHO IS AT LEAST 5 YEARS OLD AND UNDER THE AGE OF 16 YEARS AND RECEIVES STATE FUNDING AS PROVIDED IN § 5-526 OF THE FAMILY LAW ARTICLE SHALL:

(1) SHALL ENROLL THE CHILD IN THE LOCAL SCHOOL SYSTEM WHERE THE RESIDENTIAL CHILD CARE PROGRAM IS LOCATED UNLESS THE RESIDENTIAL CHILD CARE PROGRAM OPERATES AN APPROVED EDUCATIONAL PROGRAM IN ACCORDANCE WITH THE LICENSING REGULATIONS THAT GOVERN THE RESIDENTIAL CHILD CARE PROGRAM;

(2) SHALL EXPEDITIOUSLY RETRIEVE INITIATE AND MONITOR THE TRANSFER OF THE ACADEMIC RECORDS OF A CHILD IN THE OPERATOR'S CARE FROM THE TRANSFERRING SCHOOL AND SEND THE ACADEMIC RECORDS TO INSURE THAT THE ACADEMIC RECORDS ARE TRANSFERRED TO THE SCHOOL THAT THE CHILD WILL BE ATTENDING WHILE LIVING IN THE OPERATOR'S CARE;
MAY REQUEST A MEETING WITH THE CHILD'S TEACHERS;
AND
SHALL MEET THE CHILD'S TEACHERS AT THE TIME OF
ENROLLMENT AND AT ANY OTHER TIME THE SCHOOL OR A TEACHER REQUESTS;
AND
SHALL SIGN THE CHILD'S REPORT CARD AND, INSURE THAT
THE REPORT CARD IS RETURNED TO SCHOOL, AND INCLUDE A COPY OF THE REPORT
CARD IN THE CHILD'S CASE RECORD.

Article - Family Law

5-526.

(a) (1) The Department shall provide for the care, diagnosis, training,
education, and rehabilitation of children by placing them in group homes and
institutions that are operated by for-profit or nonprofit charitable corporations.

(2) Any group home utilized under the provisions of this section shall
comply with the provisions of §§ 5-507 through 5-509 of this subtitle AND § 7-309 OF
THE EDUCATION ARTICLE.

(3) THE DEPARTMENT THAT LICENSES THE GROUP HOME SHALL
NOTIFY ANY GROUP HOME UTILIZED UNDER THE PROVISIONS OF THIS SECTION OF
THE REQUIREMENTS OF § 7-309 OF THE EDUCATION ARTICLE.

(b) (1) The Department shall reimburse these corporations for the cost of
these services at appropriate monthly rates that the Department determines, as
provided in the State budget.

(2) The reimbursement rate may differ between homes and institutions
that provide intermediate services, as defined by the Department, and homes and
institutions that provide full services.

(c) The Department, or the Department's designee, may not place a child in a
residential group home or other facility that is not operating in compliance with
applicable State licensing laws.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take
effect July 1, 2003.
CHAPTER_______

1 AN ACT concerning

2  Education - Baltimore County - Public School Employees

3 FOR the purpose of altering the definition of "public school employee" as it applies to
4    provisions that relate to organizations of employees in Baltimore County;
5    establishing a certain unit of certain employees in Baltimore County;
6    authorizing only a certain number of units in Baltimore County; providing that
7    a certain unit shall be deemed the designated representative for a certain unit of
8    employees; providing that this Act may not be construed to modify, amend, or
9    supercede certain provisions of law; providing that this Act may not be
10    construed to confer certain rights of certification on certain noncertified
11    employees; and generally relating to organizations for public school employees
12    in Baltimore County.

13 BY repealing and reenacting, with amendments,
14    Article - Education
15    Section 6-401, 6-404, and 6-505
16    Annotated Code of Maryland
17    (2001 Replacement Volume and 2002 Supplement)

18 BY repealing and reenacting, without amendments,
19    Article - Education
20    Section 6-501
21    Annotated Code of Maryland
22    (2001 Replacement Volume and 2002 Supplement)
SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article - Education

6-401.

(a) In this subtitle the following words have the meanings indicated.

(b) "Employee organization" means an organization that:

(1) Includes certificated employees of a public school employer or individuals of equivalent status in Baltimore City; and

(2) Has as one of its main purposes the representation of the employees in their relations with that public school employer.

(c) (1) "Home and hospital teacher" means a teacher employed by a public school employer to provide instructional services to a public school student who is unable to function effectively in the classroom setting due to the student's medical, physical, or emotional condition.

(2) A home and hospital teacher may teach in:

(i) A private home;

(ii) A hospital;

(iii) A therapeutic center;

(iv) A school; or

(v) Any other appropriate site.

(d) (1) "Public school employee" means a certificated professional individual who is employed by a public school employer or an individual of equivalent status in Baltimore City, except for a county superintendent or an individual designated by the public school employer to act in a negotiating capacity as provided in § 6-408(b) of this subtitle.

(2) In Montgomery County, "public school employees" include:

(i) Certificated and noncertificated substitute teachers employed by the public school employer for at least 7 days before March 1 of the school fiscal year ending June 30, 1978, and each year after; and

(ii) Home and hospital teachers employed by the public school employer for at least 7 days before March 1 of the school fiscal year ending June 30, 2000, and each year after.

(3) In Baltimore County, "public school employee" includes:
(I) [a] A secondary school nurse, an elementary school nurse, and
a special school nurse; AND

(II) SUPERVISORY NONCERTIFICATED EMPLOYEES AS DEFINED
UNDER § 6-501(H) OF THIS TITLE.

(4) In Frederick County, "public school employee" includes a social
worker employed by a public school employer.

(5) In Prince George's County, "public school employee" includes home
and hospital teachers and junior reserve officer training (JROTC) instructors.

"Public school employer" means a county board of education or the
Baltimore City Board of School Commissioners.

6-404.

(a) Each public school employer shall designate, as provided in this subtitle,
which employee organization, if any, shall be the exclusive representative of all public
school employees in a specified unit in the county.

(b) (1) Except as provided in paragraph (2) of this subsection, the public
school employer shall determine the composition of the unit in negotiation with any
employee organization that requests negotiation concerning the composition of the
unit.

(2) In Baltimore County, the public school employer may designate a
separate unit comprised of all registered nurses employed by the county in
elementary schools or special schools.

(c) (1) Except as provided in paragraph (2) of this subsection, there may not
be more than two units in a county.

(2) In Baltimore County, there may not be more than three units,
provided that one unit consists of elementary and special school nurses AND ONE
UNIT CONSISTS OF EMPLOYEES WHOSE POSITION REQUIRES AN ADMINISTRATIVE
AND SUPERVISORY CERTIFICATE AND SUPERVISORY NONCERTIFICATED
EMPLOYEES AS DEFINED UNDER § 6-501(H) OF THIS TITLE.

(d) All eligible public school employees shall:

(1) Be included in one of these units; and

(2) Have the rights granted in this subtitle.

6-501.

(a) In this subtitle the following words have the meanings indicated.

(b) "Confidential employee" includes an individual whose employment
responsibilities require knowledge of the public school employer's posture in the
(c) "Employee organization" means an organization that:

(1) Includes noncertificated employees of a public school employer; and

(2) Has as one of its main purposes the representation of the employees in their relations with that public school employer.

(d) "Management personnel" includes an individual who is engaged mainly in executive and managerial functions, as determined by the public school employer in negotiation with an employee organization that requests negotiation on this issue.

(e) "Noncertificated employee", in Montgomery County, means only a full-time employee.

(f) (1) "Public school employee" means a noncertificated individual who is employed for at least 9 months a year on a full-time basis by a public school employer.

(2) "Public school employee" includes a noncertificated employee in Baltimore City notwithstanding that the noncertificated employee does not work for at least 9 months a year on a full-time basis.

(3) "Public school employee" does not include:

(i) Management personnel;

(ii) A confidential employee; or

(iii) Any individual designated by the public school employer to act in a negotiating capacity as provided in § 6-510(b) of this subtitle.

(g) (1) "Public school employer" means the county board in each county.

(2) "Public school employer" includes the Baltimore City Board of School Commissioners.

(h) "Supervisory employee" includes any individual who responsibly directs the work of other employees, as determined by the public school employer in negotiation with an employee organization that requests negotiation on this issue.

(a) (1) Each public school employer may designate, as provided in this subtitle, which employee organization, if any, shall be the exclusive representative of all public school employees in a specified unit in the county.

(2) In Baltimore City, Garrett County, and Frederick County, the public school employer shall designate, as provided in this subtitle, which employee
organization, if any, shall be the exclusive representative of all public school employees in a specified unit in the county.

(b) The public school employer shall determine the composition of the unit in negotiation with any employee organization that requests negotiation concerning the composition of the unit.

(c) (1) There may not be more than three units in a county and a unit may not include both supervisory and nonsupervisory employees.

(2) If a county has more than three recognized units and, as of July 1, 1974, the units have exclusive representation for collective negotiations, these units may continue as negotiating units.

(3) IN BALTIMORE COUNTY, THERE SHALL ONLY BE THREE NONSUPERVISORY UNITS IN ADDITION TO THE SUPERVISORY UNIT DEFINED UNDER § 6-404(C)(2) OF THIS TITLE.

(d) (1) All eligible public school employees shall:

(i) Be included in one of these units; and

(ii) Have the rights granted in this subtitle.

(2) Except for an individual who is designated as management personnel or a confidential employee under this subtitle, each public school employee is eligible for membership in one of the negotiating units.

AND BE IT FURTHER ENACTED, That the organization for administrative and supervisory positions currently recognized under § 6-404 of the Education Article shall be deemed the designated representative for the unit created in § 6-404(c)(3) § 6-404(c)(2) of the Education Article and shall be subject to the provisions of Subtitle 6 of the Education Article, as enacted by Section 1 of this Act.

AND BE IT FURTHER ENACTED, That this Act may not be construed to modify, amend, or supercede the provisions of the Education Article relating to changes in representation for the unit.

AND BE IT FURTHER ENACTED, That this Act may not be construed to confer rights arising from certification on noncertificated employees.

AND BE IT FURTHER ENACTED, That this Act shall take effect October 1, 2003.
Exhibit

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

April 22, 2003

SABBATICAL LEAVES - Effective July 1, 2003

MONICA DIANE ADDISON – Halstead Academy School
Years in Baltimore County: 8 years
Degree Status: M+60
Effective School Year: 2003-2004; to obtain 1500 hours School Psychology internship within the school system

JEROME BANKS-BEY – Loch Raven Academy
Years in Baltimore County: 10 years
Degree Status: BS
Effective School Year: 2003-2004; to obtain a Master’s of Arts degree in drama/theatre to pursue a teaching position at a center of the arts magnet school

DAMAN L. HARRIS – Shady Spring Elementary
Years in Baltimore County: 7 years
Degree Status: Master’s Equivalent
Effective School Years: 2003-2005, to pursue a Doctorate degree in Education Policy and Leadership at the University of Maryland, College Park.

JILL MICHELLE MONAHAN – Chesapeake High School
Years in Baltimore County: 8 years
Degree Status: Master’s Equivalent
Effective School Year: 2003-2004; to obtain a Master’s degree program in School Counseling at Loyola College

These sabbatical leaves are contingent upon funding.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Office</th>
<th>Years of Service</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Cynthia Cathell</td>
<td>Teacher</td>
<td>Shady Spring Elem.</td>
<td>30.0</td>
<td>7-1-03</td>
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<tr>
<td>Sharon Criswell</td>
<td>Teacher</td>
<td>Hereford Middle</td>
<td>31.0</td>
<td>7-1-03</td>
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<tr>
<td>William Dunkerton</td>
<td>Teacher</td>
<td>Perry Hall High</td>
<td>32.0</td>
<td>7-1-03</td>
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<td>Mary Ericson</td>
<td>Reading Specialist</td>
<td>Shady Spring Elem.</td>
<td>18.0</td>
<td>7-1-03</td>
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<tr>
<td>Mary Friedman</td>
<td>Teacher</td>
<td>Perry Hall Middle</td>
<td>27.0</td>
<td>7-1-03</td>
</tr>
<tr>
<td>Charles Gehrman</td>
<td>Teacher</td>
<td>Dulaney High</td>
<td>30.0</td>
<td>7-1-03</td>
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<tr>
<td>Karen Gronau</td>
<td>Teacher</td>
<td>Seven Oaks Elem.</td>
<td>26.0*</td>
<td>9-1-03</td>
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<tr>
<td>Robert Hamilton</td>
<td>Associate Principal</td>
<td>Hereford High</td>
<td>30.0</td>
<td>7-1-03</td>
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<tr>
<td>Donald Huber</td>
<td>Teacher</td>
<td>Dundalk High</td>
<td>33.0</td>
<td>7-1-03</td>
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<tr>
<td>Craig L. Huller</td>
<td>Teacher</td>
<td>Perry Hall High</td>
<td>34.0</td>
<td>7-1-03</td>
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<tr>
<td>Edith Lynch</td>
<td>Teacher</td>
<td>Dulaney High</td>
<td>31.0</td>
<td>7-1-03</td>
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<tr>
<td>James McLean</td>
<td>Teacher</td>
<td>Dundalk High</td>
<td>30.0</td>
<td>7-1-03</td>
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<tr>
<td>Robert McIvor</td>
<td>Teacher</td>
<td>Franklin High</td>
<td>31.0</td>
<td>7-1-03</td>
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<tr>
<td>Donna Price</td>
<td>Teacher</td>
<td>Towson High</td>
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<td>7-1-03</td>
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<tr>
<td>Kenneth Reinhardt</td>
<td>Teacher</td>
<td>Hillcrest Elem.</td>
<td>34.0</td>
<td>7-1-03</td>
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<tr>
<td>Sharon Rider</td>
<td>Admin. Asst. II</td>
<td>Northeast Area Office</td>
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<td>7-1-03</td>
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<td>Alfred Schattschneider</td>
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<td>Curtis Soukup</td>
<td>Teacher</td>
<td>Gen. John Stricker Middle</td>
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<td>7-1-03</td>
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<td>Sara Stites</td>
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<td>7-1-03</td>
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<tr>
<td>Helen Waesche</td>
<td>Teacher</td>
<td>Pine Grove Middle</td>
<td>39.0</td>
<td>7-1-03</td>
</tr>
</tbody>
</table>

* Corrected BCPS years of service from Board Exhibit, February 11, 2003.
As of 4/1/03
RESIGNATIONS

ELEMENTARY – 5

Battle Grove Elementary School
Kathleen F. Hannigan, 03/28/03, 9.7 yrs.
(Nurse)

Randallstown Elementary School
Georgina Bolden-Handy, 06/30/03, 8.0 yrs.

Red House Run Elementary School
Barbara Martin, 06/30/03, 1.4 yrs.

Martin Boulevard Elementary School
Adrienne R. Wolfe, 06/30/03, 1.0 yr.

Wellwood International School
Leslie B. Posner, 04/22/03, 8.0 mos.

SECONDARY - 15

Dundalk High School
Vivian C. Wray, 06/30/03, 6.7 yrs.

Golden Ring Middle School
James Protzman, 06/30/03, 4.0 yrs.

Kenwood High School
Kristy L. Lowe, 06/30/03, 2.0 yrs.
Karen L. Straw, 06/30/03, 11.0 yrs.

Milford Mill Academy
Michael Baccala, 03/03/03, 1.0 mo.
Michael Dett, 03/19/03, 2.0 mos.

Old Court Middle School
Henry P. Mello II, 03/24/03, 7.0 mos.

Parkville High School
David A. Klein, 06/30/03, 4.4 yrs.
Kimberly J. Moody, 06/30/03, 4.0 mos.

Sollers Point/Southeastern Technical
Cynthia R. Davis, 06/30/03, 1.0 yr.

Sparrows Point Middle School
Charles R. Elburn, 04/01/03, 7.0 mos.
Laura K. Smith, 06/30/03, 6.0 yrs.
(Guidance)

Western School of Technology
Jeffrey S. Mohler, 01/31/03, 2.5 yrs.

Woodlawn High School
Stephen C. Knox, 03/14/03, 7.0 mos.

Woodlawn Middle School
Michael D. Roll, 03/14/03, 7.0 mos.

ADMINISTRATORS – 2

Loch Raven Technical Academy
Carol Nemeroff, 06/30/03, 8.0 yrs.
(Principal)

Shady Spring Elementary School
Jacqueline Edmond, 06/30/03, 1.0 yr.
(Assistant Principal)

AMENDED (Board Agenda March 25, 2003)
Franklin Middle School
Miriam E. Mauro, 02/28/03, 2.6 yrs.
(Change of Resignation Date/Years of Service)

DOP: 4/23/03
SEPARATIONS FROM LEAVE – 5

John P. Britt, granted Personal Leave, 07/01/02-06/30/03, resigning 06/30/03, 12.0 yrs.
Juanita L. Conroy, granted Child Rearing Leave, 12/02/01-12/02/03, resigning 06/30/03, 7.0 yrs.
Daniel N. Sussman, granted Unusual or Imperative Leave, 07/01/02-06/30/03, resigning 03/15/03, 7.7 yrs.
Sally Maycock, granted Child Rearing Leave, 05/08/01-06/30/03, resigning 06/30/03, 14.0 yrs.
Joan Williams, granted Personal Leave, 07/01/02-06/30/03, resigning 06/30/03, 10.0 yrs.
Baltimore County Public Schools
Towson, Maryland 21204

April 22, 2003

Leaves

Academic Leave

Nina A. Chollet – Kenwood High School
Effective August 25, 2003 through June 30, 2004

Child Rearing Leaves

Kathleen Egan Carter – Sparks Elementary School
Effective May 5, 2003 through May 5, 2005

Kristin Dugan Connelly – Fullerton Elementary School
Effective July 25, 2003 through June 30, 2005

Kimberly Heidel – Overlea High School (Cafeteria Worker)*
Effective January 23, 2003 through June 30, 2003

Tara Vinje Kahnert – Formerly Parkville Middle School
Effective March 11, 2003 through March 11, 2005

Claire Arrowsmith Kisper – Perry Hall Middle School
Effective May 24, 2003 through May 24, 2004

Erica Panella Krabitz – Eastwood Elementary Magnet School
Effective April 7, 2003 through April 7, 2005

Michelle Heise Miller – Formerly Golden Ring Middle School
Effective May 9, 2003 through May 9, 2005

Tina Pappas Windle – Sparrows Point Middle School
Effective July 2, 2003 through July 2, 2005

Educational Leave

Consuelia Craig – Randallstown Elementary School (Administrative Secretary)
Effective August 19, 2003 through February 19, 2004

Extension Unusual or Imperative Leaves

Sharon Rainville – Formerly Middlesex Elementary School
Effective July 1, 2003 through June 30, 2004

Laura Riley-Hill – Human Resources (Secretary I)
Effective April 2, 2003 through January 8, 2004

*Non-member Maryland State Retirement System & Pension System

DOP: 4/23/2003
PERSONAL ILLNESS LEAVE

PATRICIA ANN SMITH – Middleborough Elementary School (Cafeteria-Person in Charge)*
Effective August 26, 2002 through August 26, 2003

UNUSUAL OR IMPERATIVE LEAVES

MARY J. CLINE – Patapsco High School (Cafeteria Worker)*
Effective March 14, 2003 through August 26, 2003

MARLENE MILNOR – Western School (Food Service-Lead Production Worker)*
Effective February 21, 2003 through February 21, 2004

CHRISTINE RIDER – Riverview Elementary School
Effective July 1, 2003 through June 30, 2004

JODI MARIE WARD – Maiden Choice School
Effective July 1, 2003 through June 30, 2004

MEDICAL LEAVE

Lillie Gaddy – Stemmers Run Middle School (Custodian)*
Effective March 3, 2003 through July 15, 2003

MILITARY LEAVES

GUY FOWL – Golden Ring Middle School
Effective February 25, 2003 through July 3, 2004

LINDA MARIE PIAZZA – Battle Monument School
Effective February 26, 2003 through February 26, 2004

JOANN M. YATES – Featherbed Lane Elementary-Primary School
Effective March 5, 2003 through March 5, 2004

*Non-member Maryland State Retirement System & Pension System

DOP: 4/23/2003
DECEASED

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

JAMES M. BASKERVILLE
Building Service Worker
Franklin Middle School
March 1, 2003

MELISSA J. GETTEMY
Elementary Classroom
Deer Park Elementary School
February 25, 2003
Recommendation

That Rainier Collins Harvey be appointed as a member to the Northwest Area Educational Advisory Council.

*****
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.
Recommendations for Award of Contracts  
Board Exhibit – April 22, 2003

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

1. **Contract**: Contracted Services: "On Call" wood floor refinishing, re-lining & repair for gymnasiums, stages, and other locations
   
   **Bid #**: RHA-362-03

   **Term**: 5 years  
   **Extensions**: 0  
   **Contract Ending Date**: April 28, 2008 (tentative)

   **Estimated annual award value**: $50,000  
   **Estimated total award value**: $250,000

   **Bid issued**: February 6, 2003  
   **Pre-bid meeting date**: February 19, 2003  
   **Due Date**: March 6, 2003

   **No. of vendors issued to**: 14  
   **No. of bids received**: 8  
   **No. of no-bids received**: 0

**Description**:

Contracted Services: "On Call" for Time & Material Projects with *Not-to-Exceed* Quotes

The Division of Physical Facilities, Office of Maintenance, has requested the Office of Purchasing to issue the following solicitation. This is an indefinite-quantity contract, as the services intended for purchase are based upon future needs of the system and are pending allocation of funds.

The Office of Maintenance intends to have pre-qualified contractors with the appropriate insurance, training, and certification to be on call to do wood floor refinishing, re-lining and repair for gymnasiums, stages, and other locations. All work under this contract will be done either on a *time-and-material* or by a *not-to-exceed* quote basis.

Time and material jobs will be done by the award contractor. For the following contract, if a larger project with a definable scope has been identified, all of the award bidders will be asked to provide a *not-to-exceed* quote. All of the award bidders will be provided with the scope of the project and will be asked to include all materials and labor required to properly complete the project by a specified date. Since all the award bidders are offering a competitive price, the cost is usually substantially less than utilizing the *time-and-material* scenario. However, this quote process still guarantees that all work is to be done by pre-qualified contractors.
Specifications were developed in conjunction with the Office of Maintenance staff and contractors.

**Recommendation:**

Award of contract is recommended to:

- A-L Abatement, Inc., Baltimore, MD, for refinishing and repairing damaged flooring with new matching wood flooring
- Harrison Wood Floors, Baltimore, MD, for relining of athletic courts on wood floors
- Weyers Floor Service, Odenton, MD, for relining of non-wood floors
- Youngs Floor & Remodeling, Baltimore, MD, for wood floor refinishing

**Responsible school or office:** Office of Maintenance and Office of Engineering and Construction

**Contact Person:** Cornell Brown

**Funding Source:** Operating budget, aging school funds, and capital projects
2. **Contract:** Cosmetology Labs at Carver Center for the Arts & Technology and Western School of Technology & Environmental Science  
   **Bid #:** JNI-705-03  
   **Term:** 1 Year  
   **Extensions:** 0  
   **Contract Ending Date:** June 30, 2004 (tentative)  
   **Estimated annual award value:** $123,725  
   **Estimated total award value:** $123,725  
   **Bid issued:** February 20, 2003  
   **Pre-bid meeting date:** March 6, 2003  
   **Due Date:** March 18, 2003  
   **No. of vendors issued to:** 15  
   **No. of bids received:** 2  
   **No. of no-bids received:** 0  

**Description:**  
A bid was issued for Cosmetology Labs for Carver Center for the Arts & Technology and Western School of Technology & Environmental Science. These labs and the equipment purchased will include: reception desks, mannequin workstations, styling stations, styling chairs, shampoo stations, and stationary hair dryers. These facilities will be used to train students in skills necessary to be licensed in the State of Maryland and eligible for entry-level employment into the job market.

**Recommendation:**  
Recommendation of award is made to Most Inc., Baltimore, MD

**Responsible school or office:** Office Technical Programs  
**Contact Person:** Rhonda Hoyman  
**Funding Source:** State Categorical Grant Funds allotted to the Office of Technical Programs
3. **Contract:** Diesel Antifreeze
   **Bid #:** 2-269-01

**Term:** 1 year Extension  
**Contract Ending Date:** May 30, 2004 (tentative)

**Estimated annual award value:** $25,000

**Bid issued:** March 29, 2001
**Pre-bid meeting date:** April 17, 2001
**Due Date:** April 25, 2001
**No. of vendors issued to:** 11
**No. of bids received:** 2
**No. of no-bids received:** 1
**No. of non-responsive:** 1

**Description:**

This is a one-year extension to a multi-year contract for providing heavy-duty diesel antifreeze. Normally we extend a contract after reviewing the vendor’s performance, and determining that there has been no change in the type of product, or service, or in our product requirements, or a significant drop in the market price that the award bidder would be unwilling to extend. Frequently an extension of the contract can allow for a slight price increase based on the Consumer Price Index (CPI). However in this solicitation, the volatility of the market precluded any long-term price guarantees or CPI-based price adjustments. In this case our contract requires that the prices offered shall be firm from the date of approval by the Board of Education for six months. After the six month grace period the award vendor must provide BCPS within 10 days of any manufacturer’s price changes. Any price adjustments to BCPS are limited to the actual manufacturer’s price change. The award bidder also agrees to pass on any price reductions as well. If BCPS accepts the new price increase the award vendor agrees to maintain the new price for a six-month period. The original award of contract was approved by the Board of Education in May 2001. The antifreeze is primarily used to maintain BCPS’ fleet of 787 school buses as well as approximately 350 trucks.

**Recommendation:**

Award of contract is recommended to:

Johnson & Towers, Baltimore, MD

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

**Contact Person:** Wayne Hopkins

**Funding Source:** Operating budget of Office of Transportation.
4. **Contract:** Document Printing System  
   **Contract #:** PCR- 223-03 (02CM-191, Anne Arundel County Public Schools)

**Term:** 5 year  
**Extension:** 0  
**Contract Ending Date:** May 1, 2008 (tentative)  
**Estimated annual award value:** $33,912  
**Estimated total award value:** $169,560

**Description:**

Approval is requested to participate in the Anne Arundel County Public Schools (AACPS) award for the installation of one Oce model DPS 400 digital document printing system. This is a five-year lease. The lease will include all maintenance, supplies and use of the equipment and is based on a minimum number of impressions per year. This unit is designed for copy center use, as opposed to office-quality equipment, and will replace three lesser-rated Oce models that Copy and Print Services currently runs. This equipment will be used primarily for requirements from Special Education and for the production of curriculum guides. The terms of the lease allow for 7,200,000 impressions per year at a cost of $2826 per month, this is equivalent to a $.00471 cents per impression, less the cost of paper. The cost of the DPS 400 will be the same as the aggregate of the three machines it replaces while doubling printing speed, providing input scanning of documents, and increasing print resolution to 600dpi. Costs are significantly lower than AACPS’ rates in that Oce has agreed to apply under-used copy allocations from contracted Oce machines in area offices to the DPS 400. In addition to expanding capacity, the DPS 400 improves efficiency in that it requires one operator, whereas the 3155s it replaces require three operators if run simultaneously. The DPS 400 supports job submission through job ticketing software that BCPS already owns.

**Recommendation:**

Oce USA, Inc, Baltimore, MD

**Responsible school or office:** Office of Copy and Print Services  
**Contact Person:** Don Dent  
**Funding Source:** Operating budgets of the Office of Copy and Print Services
5. **Contract:** Lubricants and Motor Oils  
**Bid #:** 2-266-01

**Term:** 1 Year Extension:  
**Contract Ending Date:** April 25, 2004 (tentative)  
**Estimated annual award value:** $70,000

**Bid issued:** February 8, 2001  
**Pre-bid meeting date:** February 22, 2001  
**Due Date:** March 8, 2001  
**No. of vendors issued to:** 12  
**No. of bids received:** 4  
**No. of no-bids received:** 2

**Description:**

This is a one-year extension to a multi-year contract for providing lubricants and motor oils. Normally we extend a contract after reviewing the vendor’s performance, and determining that there has been no change in the type of product, or service, or in our product requirements, or a significant drop in the market price that the award bidder would be unwilling to extend. Frequently an extension of the contract can allow for a slight price increase based on the Consumer Price Index (CPI). However in this solicitation, the volatility of the market precluded any long-term price guarantees or CPI-based price adjustments. In this case our contract requires that the prices offered shall be firm from the date of approval by the Board of Education for ninety days. After the ninety-day grace period the award vendor must provide BCPS within 10 days of any manufacturer’s price changes. Any price adjustments to BCPS are limited to the actual manufacturer’s price change. The award bidder also agrees to pass on any price reductions as well. If BCPS accepts the new price increase the award vendor agrees to maintain the new price for a ninety-day period. The lubricants and motor oils are primarily used to maintain BCPS’ fleet of 787 school buses as well as approximately 350 trucks. The original award of contract was approved by the Board of Education in April, 2001. Proposals were evaluated as an aggregate of six items, weighted by projected usage, to provide realistic price evaluation, thus assuring uniformity of product throughout BCPS. Lubricants and motor oils are used by the Offices of Transportation, Maintenance, and Grounds.
Recommendation:

Extension of contract is recommended to:

United Oil Company, Inc, Baltimore, MD

Responsible school or office: Office of Transportation
Contact Person: Wayne Hopkins
Funding Source: Operating budgets of the individual using offices.
6. **Contract:** Printing: Science Lab Manuals  
   **Bid #:** JCO-417-03

**Term:** 120 days  
**Extensions:** 0  
**Contract Ending Date:** August 3, 2003 (tentative)  
**Estimated total award value:** $20,861

**Bid issued:** February 6, 2003  
**Pre-bid meeting date:** February 19, 2003  
**Bid due date:** February 28, 2003  
**No. of vendors issued to:** 32  
**No. of bids received:** 10  
**No. of no-bids received:** 2  
**No. of non-responsive:** 0

**Description:**

The bid specifications required the bidder(s) to offer a price for the printing of seven lab manuals (various titles) for delivery to the Distribution Center no later than June 1, 2003. The science lab manuals are delivered to the Distribution Center for distribution to the middle and high schools.

**Recommendation:**

Award of contract is recommended to:

   Reproductions, Inc., Gaithersburg, MD

**Responsible school or office:** Office of Science  
**Contact Person:** George Newberry  
**Funding Source:** The operating budget of the Office of Science.
7. **Contract:** Technology Education Furniture-Workbenches  
**Bid #:** JNI-704-03

**Term:** 20 Month  **Extension:** 0  **Contract Ending Date:** December 31, 2004 (tentative)  
**Estimated total award value:** $35,000

**Bid issued:** February 20, 2003  
**Pre-bid meeting date:** March 6, 2003  
**Due Date:** March 18, 2003  
**No. of vendors issued to:** 6  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

A bid was issued for workbenches for the Technical Programs Office for various styles and types of workbenches to be used in the technical programs at Eastern Technical and New Town High Schools.

**Recommendation:**

Recommendation of award is made to:

Midwest Technology Products and Services of Sioux City, IA

**Responsible school or office:** Office Technical Programs  
**Contact Person:** Rhonda Hoyman  
**Funding Source:** State Categorical Grant Funds that were allotted to the Office of Technical Programs
8. **Contract:** Various Digital Equipment: Video Cameras, Projectors, Accessories, and Others  
   **Bid #:** RHA-389-03

   **Term:** 9 Month  **Extension:** 0  **Contract Ending Date:** December 31, 2003 (tentative)  
   **Estimated annual award value:** $100,000  
   **Estimated total award value:** $100,000

   **Bid issued:** March 3, 2003  
   **Pre-bid meeting date:** NA  
   **Due Date:** March 17, 2003  
   **No. of vendors issued to:** 47  
   **No. of bids received:** 13  
   **No. of no-bids received:** 2

   **Description:**

   A multi-year bid was issued for a School-University Partnership for Excellence in Research-Based Science Technology Engineering and Math Project Grant to purchase equipment for various schools.

   The equipment was specified within the grant and, therefore, the specifications were for only the specified manufacturer and model equipment and supplies identified. This is for purchase of specific items for a specific grant.

   **Recommendation:**

   Award of contract is recommended to the following companies:

   - Kunz, Inc., Baltimore, MD—digital videotapes and cables
   - Kipp Visual & Security Systems, Baltimore, MD—projector, screen, and speaker (installed)
   - Trox, Gibbsboro, NJ—digital video camera and tripod
   - Valiant, Inc., South Hackensack, NJ—tripod
   - CDW-G, Inc., Vernon Hills, IL—cables, microphones, photo carrying case
Responsible school or office: Information Technology
Contact Person: Gary Schlimme
Funding Source: National Science Grants
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Resolution for Financing

ORIGINATOR: Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Patrick Fannon, Controller; Richard Gay, Purchasing Manager

RECOMMENDATION

That the Board of Education approve the Resolution for Financing at the April 22, 2003 board meeting.

*****

See the attached presented for consideration by the Board of Education of Baltimore County.
**Nature of Issue:**

U.S Treas. Reg. Section 1.150-2 (commonly referred to as the “reimbursement regulations”) requires a local governmental entity’s governing body or its designee to make a “declaration of official intent” if the local governmental entity reasonably anticipates making project expenditures prior to closing on a tax-exempt financing and using the proceeds of such financing to reimburse such original expenditures. It has been the Board of Education of Baltimore County’s annual practice to delegate by resolution to a named official the authority to make a declaration of official intent on its behalf with regard to a planned lease-purchase financing for its vehicle fleet. While the Office of Purchasing does not anticipate that such a declaration will be required in connection with this year’s or any following year’s lease-purchase financing, the Board of Education has been advised to designate an official (by office, not name) to act on its behalf and issue declarations of official intent that satisfy the requirements of U.S. Treas. Reg. Section 1.150-2 for any future tax-exempt financing, if applicable. This delegation of authority will remain in effect unless revoked in writing by the Board and will preclude the need to annually make such a delegation.

**Background:**

A bid for the purchase of 79 school buses issued on October 17, 2002 and approved by the Board of Education on December 17, 2002 in the amount of $1,941,797.00 to District International, Hyattsville, MD for thirty-seven (37) 5000 series buses that accommodate 64 walk-on passengers and forty-two (42) 4000 series buses configured to accommodate 20 walk-on passengers and 3 wheelchair passengers in the amount of $2,432,834.00 from West End Service, Ellicott City, Md. The purchase will be funded by a multi-year lease purchase agreement. The amount of the award was dependent on the amount of money and number of buses approved by the Baltimore County Government for the lease purchase. The school buses will replace existing units and expand the bus fleet to meet growing enrollments. The buses will provide transportation for designated students. The Office of Purchasing, in coordination with our special tax counsel Funk & Bolton Attorney at Law, is currently preparing a bid for obtaining the necessary financing to lease-purchase these buses along with ten 4-door sedans in the amount of $125,900.00 the Board of Education approved on November 18, 2002. These automobiles will serve as replacement vehicles in the existing fleet. A bid for 20 trucks of various sizes, not to exceed $878,370, was approved by the Board of Education on March 11, 2003. The trucks of various sizes will be used by multiple offices to provide daily services to the school system, i.e., distribution, maintenance, and operations.

**Recommendation:**

That the Board of Education approves the attached delegation resolution.
Board of Education of Baltimore County
Delegation Resolution

WHEREAS, Treasury Reg. 1.150-2 imposes certain requirements that must be satisfied in order for the proceeds of a tax-exempt financing to be used to reimburse expenditures paid prior to the date of financing; and

WHEREAS, this Resolution is conditioned upon the financing being a “qualified tax exempt obligation” within the meaning of the Internal Revenue Code, which in turn requires that the Board reasonably anticipate that it and its subordinate units will not tax – exempt obligations in the face amount of more than $10 million during calendar 2003; and

WHEREAS, Treasury Reg. 1.50-2 requires that the issuer (or a person designated by the issuer to make declarations of official intent on behalf of this issuer) evidence the issuer’s reasonable expectations to reimburse original expenditure(s) will be/were paid; and

WHEREAS, the Board of Education of Baltimore County desires to designate an official of Baltimore County Public Schools who shall be responsible for making declarations of official intent for the purpose of satisfying the official intent requirements of U.S. Treasury Reg. 1.150-2, when applicable, with respect to any future contemplated tax-exempt financing, subject to the provisions of this resolution.

NOW THEREFORE, BE IT RESOLVED, that the Superintendent, Baltimore County Public Schools, be, and hereby is designated as the official of Baltimore County Public Schools, who shall be responsible for making declarations of official intent on behalf of Baltimore County Public Schools for the purpose of satisfying the official intent of Treasury Reg. 1.150.2.

The Board of Education of Baltimore County, Maryland

__________________________________________
Donald L. Arnold, President

____________________________
Joe A. Hairston, Secretary-Treasurer

April 22, 2003
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contracts – Chairlift Installation at Elmwood Elementary School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contracts – Chairlift Installation at Elmwood Elementary School.

Appendix I – Recommendation for Award of Contract
Appendix I

Recommendation for Award of Contract
Chairlift Installation at Elmwood Elementary School
April 22, 2003

On March 27, 2003, two (2) bids were received for the installation of a chairlift at Elmwood Elementary School - Bid #RHA-376-03. This project consists of this installation of a vertical chairlift, the partial demolition of a section of the second floor, building new walls for a shaft, and related structural, electrical, and mechanical work. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contract to RWC Contracting Corporation, the lowest responsive bidder, in the amount of $63,390.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $6,339.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available through the Fiscal Year 2002 QZAB Program.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RWC Contracting Corporation</td>
<td>Most, Inc.</td>
</tr>
<tr>
<td>Base Bid:</td>
<td></td>
</tr>
<tr>
<td>$63,390.00</td>
<td>$121,106.00</td>
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</tbody>
</table>
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Hot Water Heater Replacement at Holabird Middle School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Hot Water Heater Replacement at Holabird Middle School.

Appendix I – Recommendation for Award of Contract
Appendix I

Recommendation for Award of Contract
Hot Water Heater Replacement at Holabird Middle School
April 22, 2003

On March 27, 2003, ten (10) bids were received for the hot water heater replacement at Holabird Middle School - Bid #PCR-217-03. This project consists of removing the existing hot water generator and installing a new domestic hot water heater. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contract to GW Mechanical, Inc., the lowest responsive bidder, in the amount of $51,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $5,100.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available through the Fiscal Year 2001 QZAB Program.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
<table>
<thead>
<tr>
<th>Bidders’ Name</th>
<th>Base Bid Price</th>
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<tbody>
<tr>
<td>GW Mechanical, Inc.</td>
<td>$51,000</td>
</tr>
<tr>
<td>Denver-Elek</td>
<td>$51,737</td>
</tr>
<tr>
<td>GH Nitzel</td>
<td>$52,500</td>
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<tr>
<td>M&amp;M Welding</td>
<td>$58,700</td>
</tr>
<tr>
<td>T.A. Gorman</td>
<td>$63,400</td>
</tr>
<tr>
<td>R.F. Warder</td>
<td>$67,200</td>
</tr>
<tr>
<td>Hurley Company</td>
<td>$67,350</td>
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<tr>
<td>Chilmar Corporation</td>
<td>$68,800</td>
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<tr>
<td>American Combustion</td>
<td>$69,145</td>
</tr>
<tr>
<td>L.J. Brossoit</td>
<td>$69,750</td>
</tr>
</tbody>
</table>
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Hallway Locker Replacement at Lansdowne High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Hallway Locker Replacement at Lansdowne High School.

Appendix I – Recommendation of Award of Contract
On April 3, 2003, three (3) bids were received for the replacement of the hallway lockers at Lansdowne High School – Bid #RHA-381-03. This project consists of the demolition of the existing lockers and the furnishing and installing of new lockers, including built-in combination locks. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Partition Plus, Inc., the lowest responsive bidder, in the amount of $139,920.00.

At this time, we also are requesting approval of a 10% change order allocation in the amount of $13,992.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available through the Fiscal Year 2003 Aging Schools Program.

APPROVED:

[Signature]

Donald F. Krenzel, Ph.D.
Executive Director
Baltimore County Public Schools  
Lansdowne High School – Hallway Locker Replacement  
Bid Number: RHA-381-03  
Bid Due Date: April 3, 2003

<table>
<thead>
<tr>
<th>Bidders’ Name</th>
<th>Partitions Plus, Inc</th>
<th>Glover Equipment LLC</th>
<th>Steel Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td>$139,920</td>
<td>$146,475</td>
<td>$148,800</td>
</tr>
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</table>
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Fire Alarm Replacement at Stoneleigh Elementary School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Fire Alarm Replacement at Stoneleigh Elementary School.

Appendix I – Recommendation of Award of Contract
On April 9, 2003, four (4) bids were received for replacing the fire alarm system at Stoneleigh Elementary School - Bid #PCR-222-03. This project consists of replacing the existing fire alarm system with a new addressable fire alarm system. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Lee’s Electric, Inc., the lowest responsive bidder, in the amount of $62,970.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $6,297.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Fiscal Year 2003 Aging Schools Program.

APPROVED:

Donald F. Krembel, Ph.D.
Executive Director
Baltimore County Public Schools  
Stoneleigh Elementary School – Fire Alarm Replacement  
Bid Number: PCR-222-03  
Bid Due Date: April 9, 2003

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Lee’s Electrical, Inc.</th>
<th>Key Systems</th>
<th>Ashton</th>
<th>Urban Frances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td>$62,970.00</td>
<td>$68,950.00</td>
<td>$75,000.00</td>
<td>$91,500.00</td>
</tr>
</tbody>
</table>
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Networking/Electrical Upgrades at Hereford High School and Milford Mill Academy

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Networking/Electrical Upgrades at Hereford High School and Milford Mill Academy.

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contracts
Networking/Electrical Upgrades at Hereford High School and Milford Mill Academy
April 22, 2003

On March 27, 2003, four (4) bids were received to provide networking/electrical upgrades at Hereford High School and Milford Mill Academy - Bid #JNI-703-03. These projects consist of providing engineering design, all labor, equipment, materials, and services to install new power, structured data cabling, video distribution, and voice telecommunications wiring systems. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts to Action Electric, Inc., the lowest responsive bidder, in the amounts of $518,000.00 for Hereford High School and $648,900.00 for Milford Mill Academy.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $116,690.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
## Biddess' Names

<table>
<thead>
<tr>
<th>Action Electric</th>
<th>Ashton Electric</th>
<th>Denver-Elek-Langrill</th>
<th>Casper G. Sippel, Inc.</th>
<th>Herbert Electric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid: Hereford High School</strong></td>
<td>$518,000</td>
<td>No Bid</td>
<td>$639,000</td>
<td>$649,666</td>
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<tr>
<td><strong>Base Bid: Milford Mill Academy</strong></td>
<td>$648,900</td>
<td>$750,000</td>
<td>$673,000</td>
<td>$695,458</td>
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</tbody>
</table>
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Reroofing Project at Hereford Middle School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Reroofing Project at Hereford Middle School.

Appendix I – Recommendation for Award of Contract
Appendix I

Recommendation for Award of Contract
Reroofing Project – Hereford Middle School
April 22, 2003

On March 13, 2003, five (5) bids were received for the reroofing project at Hereford Middle School - Bid #RHA-302-03. This project consists of replacing the existing roofing system with a new metal and four-ply, built-up roofing system. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Brothers Construction Company, Inc., the lowest responsive bidder, in the amount of $999,000.00 for the Base Bid plus Add Alternate #1. This add alternate includes the provision of additional insulation under the metal portion of the roofing system.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $99,900.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project #671 - Roof Rehabilitation.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
## Bidders’ Names

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid:</th>
<th>Add Alternate #1:</th>
<th>Base Bid Plus Add Alternate #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brothers Construction Company, Inc.</td>
<td>$826,000</td>
<td>$173,000</td>
<td>$999,000</td>
</tr>
<tr>
<td>Top Construction Company, Inc.</td>
<td>$998,500</td>
<td>$190,000</td>
<td>$1,188,500</td>
</tr>
<tr>
<td>K I Construction Company, Inc.</td>
<td>$998,862</td>
<td>$191,514</td>
<td>$1,190,376</td>
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<tr>
<td>Alliance Roof &amp; Sheet Metal, Inc.</td>
<td>$1,188,000</td>
<td>$170,000</td>
<td>$1,358,000</td>
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<tr>
<td>J &amp; R Roofing Company, Inc.</td>
<td>$1,467,055</td>
<td>$360,150</td>
<td>$1,827,205</td>
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<tr>
<td>National Roofing Company, Inc.</td>
<td>$1,497,700</td>
<td>$450,000</td>
<td>$1,947,700</td>
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</tbody>
</table>
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Reroofing Project at Patapsco High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Reroofing Project at Patapsco High School.

Appendix I – Recommendation for Award of Contract
Appendix I

Recommendation for Award of Contract
Reroofing Project – Patapsco High School
April 22, 2003

On March 13, 2003, ten (10) bids were received for the reroofing project at Patapsco High School - Bid #RHA-301-03. This project consists of replacing the existing roofing system with a new four-ply, built-up roofing system. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to G.B.A. Contracting, Inc., the lowest responsive bidder, in the amount of $1,434,000.00 for the Base Bid and Deduct Alternate #2. This deduct alternate removes the use of sheet metal shelf covers along a portion of the new roof.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $143,400.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project #671 - Roof Rehabilitation.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
## Baltimore County Public Schools
Patapsco High School – Reroofing Project
Bid Number: RHA-301-03
Bid Due Date: March 13, 2003

<table>
<thead>
<tr>
<th>Bidders' Names</th>
<th>Base Bid Price</th>
<th>Add Alternate #1: Install wall panels around roof in lieu of flashing</th>
<th>Deduct Alternate #2: Omit sheet metal shelf covers along a portion of the roof</th>
<th>Base Bid with Deduct Alternate #2:</th>
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<tr>
<td>G.B.A. Contracting</td>
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<td>($17,200)</td>
<td>$1,434,000</td>
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<td>Brothers Construction Company, Inc.</td>
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<td>($5,000)</td>
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<td>J &amp; R Roofing Company, Inc.</td>
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<td>($5,047)</td>
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<td>KI Construction Company, Inc.</td>
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<td>National Roofing Company, Inc.</td>
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<td>Cole Roofing Company, Inc.</td>
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<td>Top Construction Company, Inc.</td>
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<td>$12,050</td>
<td>($4,700)</td>
<td>$1,780,550</td>
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</table>
DATE:        April 22, 2003

TO:          BOARD OF EDUCATION

FROM:        Dr. J. Hairston, Superintendent

SUBJECT:     Request for Change Order – Design Services for Major Maintenance
             Renovation Project at Campfield Early Childhood Center

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

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

RECOMMENDATION

That the Board of Education approves a change order.

*****

Request for Change Order – Design Services for Major Maintenance Renovation Project at
Campfield Early Childhood Center.

Appendix I – Request Approval of a Change Order
Appendix I

Request for Approval of a Change Order
Design Services for Major Maintenance Renovation Project
at Campfield Early Childhood Center
April 22, 2003

On May 16, 2000, the Board of Education approved a fee acceptance with KCI Technologies, Inc. to provide consultant design services for the major maintenance renovation project at Campfield Early Childhood Center. The scope of renovation work at this Phase I school included the provision of a fire suppression system for the entire building. During the course of construction, it was determined that the existing structural roof joists in the corridors did not have sufficient capacity to support the additional weight of the proposed sprinkler mains. In order to complete this renovation project within the required schedule, the fire suppression system was removed from the project.

With construction on both Phase I and II schools essentially complete, the Department of Physical Facilities is in the process of returning to previous sites, such as Campfield Early Childhood Center, to complete work previously removed from the initial scope. To expedite the installation of the fire suppression system, the Department of Physical Facilities requests approval of a change order with KCI Technologies, Inc., in the not-to-exceed amount of $55,000.00, to provide certified, permit approved, fire suppression system drawings for the installation of a sprinkler system. The certified drawings will be used by the fire sprinkler contractor to install the proposed system and will include sizes and details for the required structural support members.

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

APPROVED:

[Signature]
Donald F. Krempl, Ph.D.
Executive Director
DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Request for Change Order – Design Services for Major Maintenance Renovation Project at Chase Elementary School

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

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

RECOMMENDATION

That the Board of Education approves a change order.

*****

Request for Change Order – Design Services for Major Maintenance Renovation Project at Chase Elementary School.

Appendix I – Request Approval of a Change Order
Appendix I

Request for Approval of a Change Order
Design Services for Major Maintenance Renovation Project at Chase Elementary School
April 22, 2003

On May 16, 2000, the Board of Education approved a fee acceptance with E-B-L Engineers, Inc. to provide consultant design services for the major maintenance renovation project at Chase Elementary School. The scope of renovation work at this Phase I school included the provision of a fire suppression system for the entire building. Due to unforeseen circumstances, the fire suppression system was removed from the project in order to meet the required completion schedule.

With construction on both Phase I and II schools essentially complete, the Department of Physical Facilities is in the process of returning to previous sites, such as Chase Elementary, to complete work previously removed from the initial scope. To expedite the installation of the fire suppression system, the Department of Physical Facilities requests approval of a change order with E-B-L Engineers, Inc. in the not-to-exceed amount of $30,000.00 to provide certified, permit approved, fire suppression system drawings for the installation of a sprinkler system at Chase Elementary School. The certified drawings will be used by the fire sprinkler contractor to install the proposed system.

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

APPROVED:

[Signature]
Donald F. Kempe, Ph.D.
Executive Director
Enclosed for the approval of the Board of Education is the proposed BCPS Special Education Staffing Plan for 2003-2004, rev. 4/2/03. At the Thursday, March 27 statewide meeting of special education directors, Dr. Carol Ann Baglin of MSDE referred to the BCPS plan as a model plan. Office of Special Education staff collaborated with a staffing plan work group, including parent and teacher representatives, from August through October of 2002 on the draft of this plan. In March, parent and stakeholder feedback was received through phone calls, letters, and emails, as well as at three community input sessions and a meeting of the Citizen’s Advisory Council for Special Education. Enclosed with the proposed plan is a copy of the input/questions from parents and stakeholders, as well as a list of the changes made to the plan as a result of that input. As required by COMAR, the BCPS Special Education Staffing Plan includes evidence of maintenance of effort, staffing patterns of service providers, types of providers needed, a description of how the plan meets the requirements of state regulations, and the goals for staffing ratios, contingent upon available funding. The plan is due to MSDE on or before July 1, 2003.
Special Education Staffing Plan
2003-04

Assurance

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

Background

The Code of Maryland Regulations requiring local school systems to develop staffing plans went into effect in July of 1999. These regulations eliminated state-mandated ratios; rather, each local school system is to define the continuum of special education and related services and to establish staffing ratios. The plan is required to document the data input process and procedures used by the school system to determine the numbers and types of service providers needed to ensure the provision of a free, appropriate public education. The plan is intended to allow staff to meet the MSDE requirements of describing the process utilized to staff schools and to meet the needs of students for the upcoming year.

Philosophy

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

Revised 4-2-03
All students in Baltimore County should have access to educational services provided by personnel who are sufficiently and adequately trained. Systemwide school improvement and the mission of quality education necessitate that staff be deployed on the basis of identified instructional needs. Appropriate and child-centered special education staffing should be based on the assurance that each student with a disability is provided a free, appropriate public education (FAPE). The provision of FAPE requires the development and implementation of services and supports that provide opportunities for higher levels of academic achievement and skill development. Staffing decisions by a local school system must be based upon the provision of instructional services and supports to students with disabilities in accordance with a student’s IEP in the Least Restrictive Environment (LRE). During the county-wide principals’ meeting held on November 13th, 2002, the Superintendent conveyed the expectation that principals and their staffs will educate children with disabilities in their home school and in the least restrictive environment (LRE). On November 15th, 2002, a Superintendent’s Bulletin reinforced the responsibility of the IEP team to:

- seek home school placements in the least restrictive environment,
- provide the necessary supports and modifications for home school and least restrictive placements, and
- recommend out-of-school and self-contained placements only when clearly required by student needs.

In the Baltimore County Public Schools, services provided to students with disabilities align directly with the Bridge to Excellence and the Blueprint for Progress by utilizing the Key Strategies to achieve the Indicators of Student Progress. As the BCPS Mission Statement denotes, we support staffing schools in a manner that results in improving academic rigor at all levels and improving student achievement.

**Assessment of 02-03 Staffing Plan**

The 02-03 Staffing Plan has been evaluated by reviewing data regarding students who receive special education services and by reviewing input gathered during public information settings. Baltimore County Public Schools is concerned about data related to the inclusion of students with disabilities in general education environments. BCPS is in the 4th quartile for students ages 6 to 21 years, when compared to other school systems in Maryland. Over the last three years in Baltimore County, there have been increases in the number of students in the disability categories of emotional disturbance, autism, and other health impairments. These students' IEPs often call for placement in small, structured, special education classes.

A review of the least restrictive environment data below indicates that between December 1, 2000 and December 1, 2002 the following trends have occurred:

- The number of students receiving special education services in inclusive settings has increased from 49% to 52%.
• The number of students receiving special education services in resource rooms has declined from 21% to 15%.
• The number of students receiving special education services in self-contained classes in regular schools has increased from 23% to 25%.
• The number of students attending special schools has declined from 4% to 3%.

### SPECIAL EDUCATION STUDENTS BY LRE Percent

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A Reg Class</td>
<td>49</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td>B Resource</td>
<td>21</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>C Sep Class</td>
<td>23</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>F Spec School</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>G Spec School Non-public day</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I Spec School Non-public residential</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

From the input received during public input sessions, and through email, telephone and US mail, it appears that constituents are supportive of the ratios in the plan, with the exception of the student teacher ratio for children with autism and inclusion.

Several speakers voiced concern that the 9:1 ratio for autism is too high. The numbers of students with autism in Baltimore County has grown steadily for the last five years. Staff will study this issue and gather additional data in time for the development of the 2005 budget and corresponding staffing plan. As public input also reflected concern regarding a ratio for infants and toddlers, staffing for this program will be considered at the same time.

The staffing plan provides for consistent allocations of staff to schools.

• All ratios in the plan (with the exception of inclusion) are funded by the local operating budget.
• The local operating budget in 02-03 funds inclusion at 15:1. Special revenue funding reduced the inclusion ratio to 14:1 for FY 02 and to 13.2 for FY 03.
• In the proposal for 03-04, special revenue funds reduce the inclusion ratio to 12.1:1.
• As stated in this plan (see page 17), the goal for inclusion is 11:1 for both teachers and instructional assistants. Instructional assistants are currently staffed at 24:1 for inclusion.
• Staffing for special education programs presented in this plan is contingent upon available funding.

The following information will be considered in the evaluation of the proposed 03-04 plan:

• achievement for all students with IEPs,
• LRE data,

(This page revised 4-7-03)

Revised 4-2-03
Discussion

Description of Special Education Services in BCPS

Intensities of service were eliminated from the State regulations because they no longer represented special education service delivery systems as defined by federal law (The Individuals with Disabilities Education Act). Many students with disabilities receive a combination of special education and related services, often across classroom settings. Students may be in regular classrooms for most of the day while still receiving extensive special education services.

The majority of students with disabilities receive special education supports within regular classrooms. On December 1, 2002, approximately 68% of the students with IEPs received services in the regular classroom and/or in a resource room. This figure includes students receiving only speech language services. Excluding speech only students, 36% of students with IEPs are fully included, 60% are fully included or included for the majority of the school day with some resource support. The preference for serving students in regular classrooms is sound educational practice and is required by federal and state law. This preference presents many challenges from a staffing point of view. School administrators must balance grouping large numbers of students with IEPs in classrooms or spreading students with IEPs across many classrooms. When large numbers of students with disabilities are placed in concentrated classes, each class may, in fact, become a de facto special education class. When students are spread across many classes, the special education teacher will have a difficult time implementing the services on students' IEPs in all subjects. With increasing numbers of students with disabilities in regular classrooms, the instructional assistant, with direction from the special education teacher, is able to support both students with disabilities and regular education teachers. Adequate teacher and assistant staffing for students in inclusive environments is critical to student success.

Baltimore County is well known for training and providing mentoring supports to new teachers, especially those working in schools with large numbers of untenured teachers. In order to support inclusion, general educators have been included in training activities provided by the Office of Special Education. They are provided opportunities to attend state and national...
conferences. Ongoing collaboration between regular and special education has resulted in consistently increased joint training of teachers and support staff. BCPS is committed to finding alternative reading strategies and providing training for teachers of students who need alternative delivery of reading instruction, including Wilson Reading, EdMark, and ProED. To reflect new legislation enhancing the use of assistive technology in classrooms, professional development for assistive technology has been provided during 02-03 and will continue in 03-04. MSDE funding supports conference attendance, stipends for training, and consultant fees. Baltimore County provides support to general education teachers through the Instructional Support Team [IST] model, the Teacher Student Support Team [TSST] model, and the Student Support Team [SST].

In order to support compliance leading to effective planning for instruction, audits of special education services are conducted and feedback in the form of professional development is individualized and provided for schools. Mentoring and training are provided throughout the school year for first and second year IEP team chairmen. Mentoring includes onsite observation and feedback.

**BCPS Continuum of Service**

Special Education options can be described as:

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

**Guiding Principles**

The major considerations in recommending a staffing plan are student needs and teacher responsibilities. When making staffing decisions and determining caseloads, the focus is directed towards the services and supports necessary to fully implement the student’s IEP in the LRE. The following principles have guided the development of the Baltimore County Public Schools’ staffing model:

- Caseload and staffing decisions are based on providing the services and supports students need in order to be successful, rather than on a specific category or severity of the disability.
Services and supports required by the student’s IEP are crucial factors in determining caseloads.

Flexibility is important to address changes in the factors affecting caseload and staffing which may occur throughout the school year.

Compliance is necessary with federal and state law, regulation, and policies governing special education.

Participation of parent(s) is crucial.

Staff members from the Office of Special Education conduct school visits and compliance reviews. During the course of the school year, the specialist for IEP services, in collaboration with the cluster leader conducts compliance reviews in schools. For FY03, formal compliance reviews will occur in 31 schools. Each formal review includes a minimum of three visits. In conjunction with Monitoring for Continuous Improvement when schools are visited for compliance, observations of IEP implementation occurs, and students’ records are reviewed utilizing MSDE developed criteria. School administrators participate in a follow-up meeting where they receive feedback in the form of commendations and recommendations for improvement. Consistent with recommendations for improvement, the Specialist for IEP Services provides staff development and follow-up to assure that recommendations are implemented.

Data Communication Timeline

In developing the staffing plan for 2003-04, dialogue has occurred and will continue with representatives of the following groups: Citizens’ Advisory Committee for Special Education; Partners for Success Centers; Special Education staff, and the Baltimore County Commission on Disabilities. The factors in determining caseloads include: demographics, personnel certification/license, experience and training, school size, travel time, transportation, and case management demands. Data is collected from schools based on IEPs, information from school improvement plans, and the information collected during the annual budgetary planning process. Data collection, maintenance, and retention procedures to assure schools are providing accurate information are as follows:

IEP Data Collection: Timeline for Communication with Schools:

- **September**
  - Current Verification List sent to all schools with explanation and directions.
    (See Appendix C.)
  - Current Listing of IEP Annual Review Dates in Chronological Order.
  - Current Listing of IEP 3-Year Re-Evaluation Dates in Chronological Order.
  - Total summary of all special education students by disability.
  - Current listing of IEPs in need of review prior to October 31 census sent to all schools with explanation and directions.

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

Revised 4-2-03
• **January**  
  Current Verification List sent to all schools with explanation and directions. Current listing of IEP annual review dates in chronological order.  
  Current listing of IEP 3-Year Re-evaluation Dates in Chronological Order

• **February**  
  Projected lists of students’ transitioning to next level (elementary to middle, middle to high school) sent to all schools with explanation and directions

• **April**  
  Reminder to send IEP data sheets prior to end of school year

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

**Staffing Model**

During the 2002-03 school year, staffing was allocated based on a program model reflecting the needs of students in Baltimore County. This model was utilized to request and provide schools with staffing for 2003 and will be utilized in 2004.

For school year 2003-04, the staffing recommendation for inclusion is as follows:

- The ratio for positions funded through local operating budget is 15 students to 1 teacher.
- The ratio for positions funded through local operating budget plus special revenue is 12.1 students to 1 teacher.
- The ratio for special education teachers plus regular education teachers of included students is 8.0 students to 1 teacher (see Appendix 1).
- The total ratio for included students to instructional assistants is 24 students to 1 instructional assistant.

Special education teachers who instruct included students serve students in regular classrooms in collaboration with regular classroom teachers. They also work with students in instruction and support students to improve study skills. The pairing of a special education teacher and an instructional assistant is critical. The role of instructional assistants working with included students is to support students with IEPs in regular classrooms. Working under the direction of and in collaboration with the regular education teacher, the instructional assistant provides instructional support to identified students with disabilities. The special education teacher is responsible for planning for students with disabilities while implementation is collaboratively provided by the special education teacher, the regular education teacher, and the instructional assistant.

Revised 4-2-03
For the 2002-03 school year, BCPS was awarded a competitive discretionary grant by the MSDE for the purpose of identifying an effective model for inclusion. This grant is consistent with reorganization of the Office of Special Education in that it emphasizes the importance of a strong instructional program for students with disabilities. Identified staff is aligned to focus on developing and implementing an effective model for inclusion. Student achievement data is an integral part of establishing a systemic inclusion model.

For students whose needs cannot be met satisfactorily in the regular classroom, even with the use of supplemental aids and services, we support for 2004 utilization of the self-contained ratios recommended in the BCPS staffing plan for 2002-03. The ratios for both teachers and instructional assistants in self-contained classes in Baltimore County are:

- 7.5:1 for special schools for severely and profoundly disabled, and White Oak School,
- 9:1 for classes for emotionally disturbed,
- 9:1 for special education classes--preschool, autistic,
- 10:1 for life skills classes, and
- 13:1 for special education classes--functional, adaptive.

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

In 1998, MSDE dropped its recommendations for staffing ratios and required every local school system to present a staffing plan containing ratios and other staffing information. There is no set formula in the BCPS for determining these ratios. In preparing the BCPS Staffing Plan, the Office of Special Education staff complete the following annually:

- Drawing upon their collective experiences, special education staff met over a number of sessions to dialogue and analyze past and present staffing patterns. Dialogue was conducted with MSDE.
- The Staffing Plans of other jurisdictions were reviewed and compared to BCPS preliminary ratios.
- In formulating the staffing recommendations, staff considered individual students’ needs, direct and indirect services, number of students to be served, frequency of services provided, supports for school personnel, location of services, collaboration with general education, and the organizational structure of elementary, middle and high schools.

Describing ratios by disability types might appear contradictory to the requirement that the staffing plan reflect students' needs rather than be based on specific category or severity of disability. This is not so. In a school system with over 13,000 students receiving special education and related services, there must be a baseline from which to establish programs and staffing. Individual decisions will always drive class sizes based upon the needs of students as indicated in their Individualized Educational Programs. Factors considered when distributing

Revised 4-2-03
positions to schools include: teacher planning time, assessment time, parent contacts, IEP preparation, team meeting attendance, direct vs. indirect instruction, location and frequency of services, and collaboration time.

Distribution of Staff

For FY04, the special education office recommended staffing as detailed below:

Special Education Teachers

Special education positions are provided for the following areas:
- Itinerant teachers for the vision, deaf and hard of hearing programs
- Transition facilitators
- Autism support
- Infants and Toddlers
- Adapted physical education
- College outreach
- Child Find Assessment

Crisis Intervention Staff:
Crisis intervention staffing is allocated for each of the schools providing self-contained programs for students with emotional disturbance and related disorders. The baseline staffing is 1.0 teacher for crisis. When the number of students with IEPs who need crisis intervention in a school exceeds 75 students, an additional crisis intervention teacher is allocated for the school. When the number of students with emotional disturbance and related disorders with IEPs in a school exceeds 100, special education staff schedule a site visit to review the crisis intervention logs and to consult with the school staff. Additional staff may be allocated based upon the above data collection.

Schools who refer a high percentage of students to programs for students with emotional disturbance and related disorders are also given consideration for a crisis teacher. After a review of data collected on out of school placements for students with emotional disturbance, special education staff conduct a site visit. During this visit data is reviewed and a recommendation is made collaboratively with the school principal and the area Executive Director of Schools as to whether a crisis teacher should be requested for the school.

Special School /Special Area Staffing and Nurses are determined for: Battle Monument, Maiden Choice, Ridge Ruxton, and White Oak. Special education positions are utilized to fund art, music, physical education, library, reading, and school counseling in these schools.

Recommendations for special school nurses are based upon a special school nurse staffing formula. As with all Baltimore County Public Schools, each special school receives a base allocation of one nurse. Additional nurses are provided based upon:
- Percentage of students requiring nursing interventions during community instruction
- Supplemental nursing indicators (number of procedures/medications that can only be

Revised 4-2-03
performed by a nurse; number of students with health problems which require intense additional nursing interventions; number of procedures/medications that must either be performed by a nurse or which require that a health assistant be supervised by a nurse; or procedures or supportive interventions which may be performed by a health assistant without direct supervision by a nurse).

In addition, special education schools may receive staffing for health assistants. The factors considered in determining the need for a health assistant include: percent of students receiving free/reduced lunch, oral medications administered, agency placed students, non-verbal students, and mobility.

Distribution of special education positions to schools:
Working with the Offices of Research and Data Analysis, December 1, 2002 census data was reviewed and the staffing ratios were applied to determine the recommended staffing for each school. Special education staff reviewed computer-generated staffing recommendations for schools and considered individual student IEPs, projected program movement, school placements, and development of new programs.

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

Distribution of Personal Assistants
There are currently approximately 400 students in Baltimore County with personal assistants and the numbers continue to grow. The students with personal assistants are typically those whose disabilities, whether physical, behavioral, or cognitive, require that the student have one-on-one attention for most or all of the school day. The salary of personal assistants was increased for school year 2000-01 from $5.40 per hour to $7.50 per hour. This increase followed the recommendations of a work group that met during the spring of 2000. For FY02, personal assistants received a 3% increase to $7.75 per hour. Beginning with September 2000, schools have been required to thoroughly document efforts to utilize existing supports prior to recommending personal assistants. School staff will identify strategies to increase the independence of students utilizing personal assistants.

Parent and staff concerns regarding staffing are addressed as follows:
Parent concerns regarding staffing are directed to the principal of the school. Principals may
choose to consult the Office of Special Education for assistance with the utilization of staff in order to implement a student’s IEP. All requests for staffing are routed through the Executive Directors of Schools to the Office of Position Management for ultimate approval by the Deputy Superintendent of Curriculum and Instruction. Any of these noted staff members may also consult the Office of Special Education for technical support regarding the school’s staffing request.

Maintenance of Effort

The approved Board of Education budget for FY04 identifies funds allocated to the special education program, which exceed the amount of funds allocated to the program in FY03. The federal passthrough application for FY04 will identify additional special education positions and services to be funded with federal funds. These additional funds have not been used to reduce the level of local expenditures from the prior year. The application will also detail staff funded through local funds. The Board of Education approved budget for FY 04 provides for an increase in local staffing for special education.

Special Education Services

Adapted Physical Education

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

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

Assistive Technology

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

**Audiology**
Audiologists in Baltimore County Public Schools’ provide services in the clinical and educational setting. BCPS audiologists complete hearing screenings and assessments. Audiologists also recommend, distribute, and monitor Assistive technology, such as FM systems, sound field systems, etc., for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to faculty and staff, as well as parents regarding hearing loss, the child’s hearing status, and equipment. Most Infants and Toddler audiology services are provided by the Department of Health at no cost to the school system.

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

In addition to BCPS staff interpreters, freelance interpreters and agency interpreters are hired in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and ADA (Americans with Disabilities Act).

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

**Physical Therapy**
Physical Therapists’ (PT) caseloads are determined on an individual basis, according to students’ IEPs. Caseload assignments take into account direct services, travel time, assessment and consultation. Physical therapist caseloads average 24 to 27 students per full time physical therapist. A typical physical therapist provides service to students attending eight to ten schools.

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

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

Special Education Programs

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

Key Strategies
- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, community, and school system support staff in order to foster greater understanding, increased involvement, greater accountability, and quality organization.
- Provide the necessary student support services to enable all students to maximize their educational opportunities.

Staffing Guidelines: 13:1

Revised 4-2-03

13
Autism

Baltimore County Public Schools currently provides a broad continuum of services for students with autism. Some students are fully included within their home school; others are placed in self-contained adapted or functional programs; while others are in special schools. Many students with autism are in specifically designed, self-contained programs in comprehensive schools. In 2003-04 there will be self-contained special education classrooms specifically for students who fall along the autism spectrum in 17 Baltimore County schools.

In each classroom there are a teacher and an instructional assistant. Related services, particularly speech language therapy and occupational therapy, are integrated into the classroom program. The program is highly structured, visually based, and utilizes a variety of teaching techniques that are known to benefit students with autism. Some of the techniques utilized include the TEACCH method, discrete trials, incidental teaching techniques, and "floor-time." Every classroom has access to high- and low-tech communication systems, such as PECS, voice output devices, communication picture boards, computers and other assistive technology, and sensory integration equipment. Communication between school and home is vital to student success; therefore, every student has a communication book that goes back and forth between home and school on a daily basis. In addition, each site offers parent workshop opportunities to gain strategies and materials to use with their children in the home.

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

Key Strategies

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

Staffing Guidelines: 9:1

Revised 4-2-03
College-based Life Skills

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

Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 10:1

Deaf and Hard-of-Hearing

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

Revised 4-2-03
The itinerant teacher's role includes: direct instruction for the student, support to faculty and staff, assistance with classroom modifications and accommodations, and information to the family. The type and amount of services provided by the itinerant teacher are determined at the IEP team based on the needs of the individual student.

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

Staffing Guidelines: 9:1
An appropriate ratio for a pre-kindergarten class or a primary or intermediate class is nine, with a teacher and an IA in the room. By secondary school age, most hearing-impaired students are included in regular classes. If students still require a secondary self-contained class the recommended ratio is 9:1.

Emotional Disturbance

The majority of students with emotional disturbances access the general education curriculum with additional supports, such as behavior management programs, crisis intervention, and counseling and/or therapeutic supports. The focus of these programs is to support instruction through a highly structured classroom environment.

The Individualized Education Plans for these students are provided within a full range of programs and services, ranging from full inclusion to more restrictive environments. Some students may be able to achieve academic success within an inclusive setting, given the necessary classroom modifications and behavior supports. Other students may require a more restrictive setting, such as a cluster class in a comprehensive school.

Elementary-aged students (and a small number of middle school students) who require an even more restrictive setting may attend White Oak School, which provides an array of supports and services to facilitate the educational, behavioral, and social-emotional development of elementary-aged students. Chatsworth School, a magnet elementary, serves a similar but smaller population.

Revised 4-2-03
Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1

Functional Program

The program is designed to meet the needs of students with mild to high moderate mental retardation. The instructional program is aligned with the Essential Curriculum, as well as the Maryland Learning Outcomes and Core Learning Goals. Instructional content emphasizes a practical application of knowledge to daily living.

Key Strategies

- Improve achievement for all students with mild mental retardation
- Enhance student learning through the consistent identification and implementation of instructional practices that incorporate knowledge of lesson and unit planning, student learning styles, and ongoing diverse assessment
- Incorporate in the instructional program a strong system of values that encourages responsible behavior and decision-making.

Staffing Guidelines: 13:1

Inclusion

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

Revised 4-2-03
Key Strategies

- Provide students with disabilities the opportunity to access the general education curriculum (IDEA’97)
- Serve students with disabilities in their home schools
- Support BCPS’ system goal, “To improve achievement for all students.”

Staffing Guidelines: s12:1

Infants and Toddlers

Infants and Toddlers is an interagency program that provides special education and related services to eligible children from birth through 2 years of age. The Baltimore County Public Schools’ staff provides the majority of services. These children (1,346 from 12/1/01 to 12/1/02) are enrolled in the Infants and Toddlers program, but not in the Baltimore County Public Schools. The Infants and Toddlers program’s need for additional staff is due to increased number of children served, increased complexity of disability, the home-based nature of the services provided by the program which is required by Federal and State regulations and the provision of year-round continuous, uninterrupted service. Additional staff were hired for FY 03 as a result of an infusion of State money from MSDE and the federal government to address the provision of the required 12-month service for every child, provision of services in natural environments, and timeline compliance.

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

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

Revised 4-2-03
Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Promote a multicultural perspective in curriculum and instructional strategies.
- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.
- Recruit and maintain a quality work force and provide for the needs of employees.
- Provide differentiated professional development for all personnel that is aligned with system goals, focused on research-based practices, and designed to increase the quality of programs and services.
- Provide safe and well-maintained facilities that will enhance the implementation of instructional programs.
- Maintain community and legislative support for the school system and obtain the funding levels necessary to provide quality educational opportunities in all schools.

Life Skills

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

Key Strategies

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
• Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.

• Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.

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

Staffing Guidelines: 10:1

Preschool

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

In each classroom, there is a teacher and an instructional assistant. Related services, including speech language therapy, occupational therapy and physical therapy, are integrated into the classroom program. The preschool program focuses on readiness skills for academic success: language remediation and enrichment (oral language skills, receptive and expressive language, basic concepts, vocabulary, auditory awareness, literacy); expanding general knowledge; increasing social competence; developing adaptive skills (feeding, dressing, toileting); fine and gross motor skills; and physical well-being. Every classroom has access to high and low-tech communication systems, such as voice output devices and communication picture boards, computers, and other assistive technology as needed.

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

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

Key Strategies

• Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction,
diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.

- Establish a flexible and responsive direction for the use of technology to prepare students to meet the requirements of a technologically oriented society and to meet the data access needs of staff members.
- Implement systemwide processes to strengthen communication among schools, homes, and the community and among components of the school system in order to foster greater understanding, increased involvement, and greater accountability, and to ensure a quality organization.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.

Staffing Guidelines: 9:1

**Visual Impairment**

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

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

**Key Strategies**

- Identify and consistently implement a common core of research-based instructional practices that will result in more engaging work for students by incorporating state-of-the-art knowledge of lesson and unit planning, student learning styles, direct instruction, diverse and ongoing assessment, critical thinking, brain research, and multiple intelligences.
- Implement programs that will develop a strong values system in students and promote positive behavior and ethical decision-making.
- Provide the necessary student support services that will enable all students to maximize their educational opportunities.
## State and County Funding for Special Education  
**FY '98 through FY '04**

**General Fund Operating Budget for BCPS**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Budget for Special Education ¹</th>
<th>Special Education Special Revenue ²</th>
<th>Total</th>
<th>% Change</th>
<th>General Fund Operating Budget for BCPS ¹</th>
<th>Total Special Revenue ²</th>
<th>Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>$72,896,611</td>
<td>$10,401,089</td>
<td>$83,297,700</td>
<td>4.64%</td>
<td>$633,400,343</td>
<td>$44,361,264</td>
<td>$677,761,607</td>
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<tr>
<td>1999</td>
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<td>2001</td>
<td>$87,823,837</td>
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<td>$756,471,528</td>
<td>$73,336,327</td>
<td>$829,807,855</td>
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<td>2002</td>
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<td>$115,538,667</td>
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<td>2003</td>
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<td>2004</td>
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<td>$891,262,848</td>
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<td><strong>Total</strong></td>
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<td><strong>$132,943,312</strong></td>
<td><strong>$750,300,321</strong></td>
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<td><strong>$405,533,101</strong></td>
<td><strong>$4,730,192,392</strong></td>
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**Sources of data**

¹ General Fund Operating Expenditures report out of BRASS-Special Education  
² Special Revenue includes Infants & Toddlers, Special Ed, & 3rd Party Billing from Budget books
**PROPOSED BCPS FY 04 SPECIAL EDUCATION STAFFING (FTE)**

**APPENDIX B**

**DRAFT**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Projected Student Count</th>
<th>FY04 Teaching Positions</th>
<th>FY04 I.A. Positions</th>
<th>FY04 Ratios</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General Fund</td>
<td>Special Fund</td>
<td>General Fund</td>
</tr>
<tr>
<td>Autism</td>
<td>453.0</td>
<td>50.3</td>
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<td>50.3</td>
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<tr>
<td>Outreach</td>
<td>26.0</td>
<td>4.0</td>
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<td>Emotionally Disturbed</td>
<td>1058.0</td>
<td>117.6</td>
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<td>Special Schools</td>
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<td>44.1</td>
<td>3.4</td>
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<tr>
<td>Functional/Adapted</td>
<td>3,245.0</td>
<td>249.6</td>
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<tr>
<td>Lifeskills</td>
<td>559.0</td>
<td>55.9</td>
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<td>55.9</td>
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<tr>
<td>Preschool</td>
<td>536.0</td>
<td>31.3</td>
<td>1.4</td>
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<tr>
<td>White Oak</td>
<td>132.0</td>
<td>17.6</td>
<td>1.5</td>
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<td>Inclusion</td>
<td>3,958.0</td>
<td>263.9</td>
<td>63.7</td>
<td>56.1</td>
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<td><strong>Subtotal</strong></td>
<td><strong>10,298.0</strong></td>
<td><strong>834.3</strong></td>
<td><strong>70.0</strong></td>
<td><strong>562.8</strong></td>
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<tr>
<td>Alternative Schools</td>
<td></td>
<td>6.0</td>
<td>-</td>
<td>6.0</td>
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<tr>
<td>Adapted PE</td>
<td></td>
<td>3.6</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Infants &amp; Toddlers</td>
<td>825.0</td>
<td>20.0</td>
<td>3.7</td>
<td>5.0</td>
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<tr>
<td>Crisis Intervention</td>
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<td>6.5</td>
<td>1.0</td>
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<tr>
<td>Special Area/ Special Schools</td>
<td>33.6</td>
<td>8.4</td>
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<td>Transition</td>
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<td>Autism Support</td>
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* Preschool programs are both half-day and full day. The students per teacher ratio for a full day of preschool is 9:1. The ratio shown for preschool in the chart above reflects that amount of staffing provided for each full day preschool program combined with one-half of that amount of staffing provided for each half day preschool program.

(SOURCE: Office of Special Education, BCPS)

Revised, 3/15/03
Explanation of Special Fund Positions

In most instances, the local operating budget provides special education staffing at the ratios recommended in the BCPS Special Education Staffing Plan. The one exception is staffing for inclusion. For inclusion, the local operating budget has annually supported a 15:1 ratio. However, the recommended ratio in the special education staffing plan for inclusion is 11:1. Each year BCPS has worked to lower the inclusion ratio without requesting additional operating funds. Through special revenue funds, the inclusion ratio was lowered from 14:1 in 2001 – 2002 to 13.2:1 for 2002 – 2003. Special revenue funds are also used in the proposed budget to lower the inclusion ratio for next year to 12.1:1. In the other special education programs, special revenue funds may be used to provide staffing that lowers the ratio beyond the recommendation. For example:

- An order from a ruling by MSDE, mediation, or a due process hearing may attach staffing to a student or program above the ratio.
- Students at special schools or in cluster programs may require special education and specialized therapeutic services above and beyond those provided within the school’s staffing ratio.

Currently special revenue funding supplements local operating budget staffing in three categories: special schools, White Oak School, and preschool. The special revenue staffing provided to these schools is explained below.

Special schools – 3.4 special revenue positions supplement the ratio consistent with the unique needs of children and the individualized education programs of children. These positions enable special schools to serve students who would otherwise require non-public placement. Additional staff is provided to:

- serve deaf or blind students
- serve autistic students with mental retardation and significant behaviors
- support implementation of the Independence Mastery Assessment Program [IMAP]

White Oak School – 1.5 special revenue positions supplement the ratio consistent with the unique needs of children. These positions enable White Oak School to offer two unique programs. Two classes for students with significant behavioral/therapeutic needs reduce class size to three students per teacher and assistant. These classes serve as an alternative to non-public placement. Additionally, the positions support an in-school behavior intervention program, an alternative to crisis intervention for students experiencing emotional episodes.

Preschool – 1.4 special revenue teachers support two classes for hearing impaired preschool students where the “incidence” results in class sizes below the 9 to 1 ratio. Students are grouped based upon the need for either an “oral” or “total communication” program. The special revenue teachers also support inclusion service for preschool aged children.
### Sample Elementary

SCHOOL VERIFICATION LISTING FOR SPECIAL EDUCATION STUDENTS. All Students and Services as of February 19, 2003

- **<PAST** indicates a past due date. The Special Ed and Related Services Report, referred to as Part IV, needs to be sent in as soon as possible.
- **<JUNE** shows students that need to be teamed by June 20, 2003.
- **<OCTOBER** identifies students that are due by October 31.

To make changes, send Part IV to Marilyn Richards at Student Data, Timonium Support Services.

If you recently sent in the Part IV, it may not yet be reflected on this list.

If the student is not listed, please make sure to send the Part IV.

To end all services, write 'DISMISSED' and the Date Dismissed on the Part IV and send to Student Data.

To add a new non-public student, attach the A01 form to the Part IV.

#### Sample Elementary

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Office of Student Data, Department of Technology
For an updated report, please call 7697 or email pcolohan@bcps.org or tbarrow@bcps.org
Questions? Call Pat Colohan or Tom Barrow at 7697
Fax 410-453-6769

Monday, March 03, 2003

(Source: P. Colohan, Facilitator, Office of Student Data, Baltimore County Public Schools) Revised 3/3/03
Baltimore County Public Schools

Special Educator Staffing Information

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<th>Total SP ED Teachers</th>
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<th>% Prov</th>
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Other BCPS Teachers

| 7,075                | 91     | 6,445    | 9      | 630      | 80        | 5,638      | 20           | 1,437          | 13             |

(Source: R. Harden, Personnel Officer, Department of Personnel, Baltimore County Public Schools)
Revised 3/3/03
## Office of Special Education
### 2002-03 Plan for Professional Development

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<th>Required/Optional</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Intended Audience</th>
<th>Budget Source</th>
<th>Specific Dates for Activities</th>
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<td>Wilson, Fundations reading research study</td>
<td>Judy Glass</td>
<td>Teachers and IAs from target group schools; teachers from the control group schools</td>
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<td>Working with Autistic Students</td>
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<td>Investigating Emerging Technology</td>
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<td>Teachers of students D/HH</td>
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<td>Best Practices for Working with Students with Autism</td>
<td>Sara Egorin-Hooper</td>
<td>Personal Assistants of students with autism, including Asperger's Syndrome</td>
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<td>New SLPs</td>
<td>Special Revenue</td>
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<td></td>
<td>Apr. 4</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Writing Effective Educational Assessments Using the W-J-III Achievement Battery</td>
<td>Marcella Franczekowski and Joyce Reier</td>
<td>Teachers who adm. educa. assessment and write IEPs</td>
<td>Special Revenue</td>
<td>10/28, 29; 11/11, 12; 12/9, 10; 1/7, 8; 2/5, 6; 2/25, 26; 3/17, 18; 4/7, 8.</td>
<td>Holiday Inn, Timonium</td>
</tr>
<tr>
<td>Required</td>
<td>Handwriting: OT as a Support to the Classroom</td>
<td>Meg Gilbert</td>
<td>Occupational Therapists</td>
<td>Special Revenue</td>
<td>Feb. 14</td>
<td>Greenwood</td>
</tr>
<tr>
<td>Required</td>
<td>Pediatric Taping to Improve Function</td>
<td>Karen Greeley and Ann Marie Spakowski</td>
<td>Physical Therapists</td>
<td>Special Revenue</td>
<td>Feb. 14</td>
<td>Ridge Ruxton School</td>
</tr>
<tr>
<td>Required</td>
<td>Discipline with Dignity</td>
<td>Diane McGowan</td>
<td>Teachers and IAs with ED programs</td>
<td>Special Revenue</td>
<td>Feb. 14</td>
<td>Days Inn, Timonium</td>
</tr>
<tr>
<td>Required</td>
<td>Brain Based Research Which Affects Teaching and Learning</td>
<td>Marsye Kaplan</td>
<td>Invited special educators at elementary level</td>
<td>Special Revenue</td>
<td>Feb. 14</td>
<td>Oregon Ridge</td>
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<tr>
<td>Required</td>
<td>Sign Language Interpreters Skills Development</td>
<td>Diane Perkins</td>
<td>Sign lang. Interp.</td>
<td>Special Revenue</td>
<td>Feb. 14</td>
<td>Parkville HS</td>
</tr>
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</table>

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools) REVISED 3/21/03
<table>
<thead>
<tr>
<th>Required</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Intended Audience</th>
<th>Budget Source</th>
<th>Specific Dates for Activities</th>
<th>Location</th>
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<tbody>
<tr>
<td>Required</td>
<td>LS/Autism/IMAP</td>
<td>Sara Egorin-Hooper</td>
<td>Teachers</td>
<td>Special Revenue</td>
<td>Sept. 26; Oct. 24; Nov. 14; Jan. 16; Feb. 14; Mar. 13; April 3; June 5</td>
<td>Greenwood</td>
</tr>
<tr>
<td>Required</td>
<td>IMAP Training</td>
<td>Sara Egorin-Hooper and Paul Mazza</td>
<td>Test Coordinators</td>
<td>Special Revenue</td>
<td>Oct. 21 and Oct. 22</td>
<td>Greenwood Cocksievile</td>
</tr>
<tr>
<td>Required</td>
<td>IEP Chair meetings</td>
<td>Bev Andress</td>
<td>New IEP chairs</td>
<td>Special Revenue</td>
<td>7/10, 11 8/14, 15 9/17, 18 10/4 1/17; 4/25</td>
<td>Hampton Greenwood Ridge Ruxton Greenwood Days Inn, Timonium</td>
</tr>
<tr>
<td>Required</td>
<td>IEP Chair meetings</td>
<td>Bev Andress</td>
<td>All IEP chairs</td>
<td>Special Revenue</td>
<td>9/19; 9/24; 11/11; 4/1; 4/3; 4/10</td>
<td>Cocksievile Greenwood</td>
</tr>
<tr>
<td>Required</td>
<td>Dept. Chair Meetings</td>
<td>Bev Andress</td>
<td>Sp. Ed. DC</td>
<td>Special Revenue</td>
<td>10/23; 1/29; 3/11; 4/24</td>
<td>Cocksievile</td>
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</table>
### Office of Special Education

**DRAFT**

**Proposed Plan for 2003-04 Professional Development**

<table>
<thead>
<tr>
<th>Required</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Intended Audience</th>
<th>Budget Source</th>
<th>Specific Dates for Activities</th>
<th>Location</th>
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<tbody>
<tr>
<td>Optional</td>
<td>Use of Assistive Technology</td>
<td>Marsye Kaplan</td>
<td>Two teachers from all middle and high schools</td>
<td>Special Revenue</td>
<td>Summer 2003</td>
<td>TBA</td>
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<tr>
<td>Optional</td>
<td>New Special Educator Induction</td>
<td>Ann-Marie Spakowski</td>
<td>New special educators</td>
<td>Local Operating</td>
<td>Aug. 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td></td>
<td>Topics: Differentiation; Accessing supports;</td>
<td></td>
<td></td>
<td>Budget</td>
<td></td>
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<tr>
<td></td>
<td>IEP development IDEA compliance</td>
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<tr>
<td>Optional</td>
<td>Overview of Adapted Physical Education</td>
<td>Linda Webbert</td>
<td>New PE teachers</td>
<td>Local Operating</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
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<tr>
<td></td>
<td>Utilizing Adapted Physical Education resources</td>
<td></td>
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<td>Budget</td>
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<td>Optional</td>
<td>Orientation for New P.E. teachers</td>
<td>Linda Webbert and Staff</td>
<td>New PE teachers</td>
<td>Local Operating</td>
<td>9/19,12/5,2/25, 5/7</td>
<td>TBA</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Budget</td>
<td></td>
<td></td>
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<tr>
<td>Optional</td>
<td>Orientation for New Speech Language Therapists</td>
<td>Robin Bosley</td>
<td>New SLPs</td>
<td>Local Operating</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
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<td></td>
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<td>Budget</td>
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<tr>
<td>Optional</td>
<td>Orientation for New Occupational Therapists</td>
<td>Meg Gilbert</td>
<td>New OTs</td>
<td>Local Operating</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
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<td></td>
<td></td>
<td>Budget</td>
<td></td>
<td></td>
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<tr>
<td>Optional</td>
<td>Orientation for New Physical Therapist</td>
<td>Karen Greeley</td>
<td>New PTs</td>
<td>Local Operating</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
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<td></td>
<td></td>
<td>Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td>Orientation for new teachers who work with</td>
<td>Sara Egorin-Hooper</td>
<td>New classroom teachers</td>
<td>Local Operating</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
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<tr>
<td></td>
<td>students with autism</td>
<td></td>
<td></td>
<td>Budget</td>
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</table>

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools)

Revised 3/21/03
<table>
<thead>
<tr>
<th>Optional</th>
<th>Orientation of new teachers of the Deaf and Hard of Hearing</th>
<th>Diane Perkins</th>
<th>New teachers who work with DHH</th>
<th>Local Operating Budget</th>
<th>Week of August 11</th>
<th>Perry Hall HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional</td>
<td>Orientation of new teachers for students with Emotional and Behavioral disorders</td>
<td>Diane McGowan Tim Price</td>
<td>New teachers who work with students with emotional and behavior disorders</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td>Required</td>
<td>Consultation and Collaboration</td>
<td>Jean Dannenfelser</td>
<td>Transition Facilitators</td>
<td>Local Operating Budget</td>
<td>Week of August 18</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Consultation and Collaboration</td>
<td>Lind Starner</td>
<td>Teachers/staff of Vision Program</td>
<td>Local Operating Budget</td>
<td>Week of August 18</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Orientation to early childhood, elementary, and secondary curriculum topics</td>
<td>Judy Glass Marisa Conner Elementary and Secondary Programs</td>
<td>New special educators who will work with students receiving general education curriculum</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td>Required</td>
<td>New assessment tools and how to share results with families</td>
<td>Robin Boxley</td>
<td>Speech and Language Therapists</td>
<td>Special Revenue</td>
<td>Week of August 18</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Service Providers Role in Promoting Effective Inclusion of Students who are Deaf and Hard of Hearing Coclear Implants: The Process of Activation, Rehabilitation, Communication</td>
<td>Diane Perkins</td>
<td>Teachers of the Deaf and Hard of Hearing, Audiologists Sign Language Interpreters</td>
<td>Special Revenue</td>
<td>Week of August 18</td>
<td>TBA</td>
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</tbody>
</table>

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools) Revised 3/21/03
<table>
<thead>
<tr>
<th>Required/Optional</th>
<th>Topic</th>
<th>Facilitator</th>
<th>Audience</th>
<th>Revenue Type</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Consultation and Collaboration in the School System</td>
<td>Meg Gilbert, Karen Greeley</td>
<td>Occupational and Physical Therapists</td>
<td>Special Revenue</td>
<td>Week of August 18, TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Adapted Physical Education Update</td>
<td>Linda Webbert and staff</td>
<td>All PE teachers</td>
<td>Special Revenue</td>
<td>Week of August 18, TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Adapted Physical Education Q &amp; A</td>
<td>Linda Webbert and staff</td>
<td>Elementary PE teachers</td>
<td>Local Operating Budget -PE</td>
<td>11/7, 1/30, After school meeting, TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Adapted Physical Education Q &amp; A</td>
<td>Linda Webbert and staff</td>
<td>Middle school content Leader</td>
<td>Local Operating Budget -PE</td>
<td>10/14, 3/17, TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Adapted Physical Education Q &amp; A</td>
<td>Linda Webbert and staff</td>
<td>High School Department Chairs</td>
<td>Local Operating Budget -PE</td>
<td>9/23, 11/13, 1/14, 3/17, 5/14, TBA</td>
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<tr>
<td>Required</td>
<td>Using IMAP standards to drive instruction</td>
<td>Sara Egorin, Hooper and staff</td>
<td>Teachers of life skills and autism</td>
<td>Special Revenue</td>
<td>Week of August 18, TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Wilson Language, and &quot;Fundations&quot; reading program</td>
<td>Judy Glass, Terri Janiak</td>
<td>Teachers who implement the Wilson Reading program</td>
<td>Special Revenue</td>
<td>Fall 2003, Spring 2004, TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Crisis Prevention Institute training and refresher re-certification training</td>
<td>Diane McGowan, Tim Price</td>
<td>ED teachers crisis staff</td>
<td>Special Revenue</td>
<td>Fall 2003 and as needed, TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Providing Natural Support</td>
<td>Sara Egorin-Hooper</td>
<td>Identified teachers and IAs</td>
<td>Special Revenue</td>
<td>Fall 2003, TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Life Skills and Functional Meetings Topics: communication prompts; IMAP; reading supports; transition</td>
<td>Sara Egorin-Hooper and staff</td>
<td>Teachers of students in life skills and autism classes</td>
<td>Special Revenue</td>
<td>Monthly, TBA</td>
</tr>
</tbody>
</table>

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools)
Revised 3/21/03
<table>
<thead>
<tr>
<th>Required</th>
<th>Assistive Technology/Software Implementation</th>
<th>Linda Starner</th>
<th>Teachers and staff of vision programs</th>
<th>Special Revenue</th>
<th>Fall</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Using Technology to support programming</td>
<td>Jean Dannenfelser</td>
<td>Transition facilitators</td>
<td>Special Revenue</td>
<td>Fall</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Working effectively with diverse populations</td>
<td>Jean Dannenfelser</td>
<td>Transition facilitators</td>
<td>Special Revenue</td>
<td>Spring</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Best Practices for Working with Students with Autism</td>
<td>Sara Egorin-Hooper</td>
<td>Instructional Assistants of students with autism, including Asperger's Syndrome</td>
<td>Special Revenue</td>
<td>Quarterly</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>SLP and related topics: ONE System, Classroom Accommodations</td>
<td>Robin Bosley and staff</td>
<td>New SLPs</td>
<td>Special Revenue</td>
<td>Monthly</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Speech and Language Services: IEP update, Compliance issues, Problem solving Case Studies</td>
<td>Robin Bosley</td>
<td>All SLPs</td>
<td>Special Revenue</td>
<td>4 meetings per year</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Writing Effective Educational Assessments Using the W-J-III Achievement Battery</td>
<td>Marcella Franczowski Joyce Reier</td>
<td>Teachers who provide educational assessments and write IEPs</td>
<td>Special Revenue</td>
<td>4 sessions/year</td>
<td>Holiday Inn, Timonium</td>
</tr>
<tr>
<td>Required</td>
<td>Language Intervention techniques focusing on strategies that work with families</td>
<td>Robin Bosley</td>
<td>All SLPs</td>
<td>Special Revenue</td>
<td>Feb. 13</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Brain-Based Learning</td>
<td>Meg Gilbert</td>
<td>Occupational Therapists</td>
<td>Special Revenue</td>
<td>Feb. 13</td>
<td>TBA</td>
</tr>
<tr>
<td>----------</td>
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<tr>
<td>Required</td>
<td>Brain Based Learning</td>
<td>Karen Greeley</td>
<td>Physical Therapists</td>
<td>Special Revenue</td>
<td>Feb. 13</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Using data collection techniques to change behavior</td>
<td>Diane McGowan</td>
<td>Teachers and IAs with ED programs</td>
<td>Special Revenue</td>
<td>Feb. 13</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Legislation Update: Assistive Technology</td>
<td>Marsye Kaplan</td>
<td>Invited special educators</td>
<td>Special Revenue</td>
<td>Feb. 13</td>
<td>TBA</td>
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<tr>
<td>Required</td>
<td>Skills update for signing in the classroom setting</td>
<td>Diane Perkins</td>
<td>Sign language Interpreters.</td>
<td>Special Revenue</td>
<td>Feb. 13 and two Additional workshops</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Inclusion Practices in the Classroom</td>
<td>Judy Glass and Nancy Feeley</td>
<td>General and special educators</td>
<td>Special Revenue</td>
<td>Workshop series: 4-1/2 days per school</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>LS/Autism/IMAP</td>
<td>Sara Egorin-Hooper</td>
<td>Teachers</td>
<td>Special Revenue</td>
<td>8 monthly meetings</td>
<td>TBA</td>
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<tr>
<td>Required</td>
<td>IMAP Training</td>
<td>Sara Egorin-Hooper and Paul Mazza</td>
<td>Test Coordinators</td>
<td>Special Revenue</td>
<td>Fall 2003</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>IEP Chair meetings Topics: updates in federal and state mandates</td>
<td>Bev Andress</td>
<td>New IEP chairs</td>
<td>Special Revenue</td>
<td>Quarterly meetings</td>
<td>TBA</td>
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<tr>
<td>Required</td>
<td>IEP Chair meetings Topics: compliance</td>
<td>Bev Andress</td>
<td>All IEP chairs</td>
<td>Special Revenue</td>
<td>August 14 and quarterly meetings</td>
<td>TBA</td>
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<tr>
<td>Required</td>
<td>Dept. Chair Meetings</td>
<td>Bev Andress</td>
<td>Sp. Ed. DC</td>
<td>Special Revenue</td>
<td>monthly</td>
<td>Cockeysville Middle</td>
</tr>
</tbody>
</table>

Note: All special educators who provide accommodations of the general education curriculum and work with diploma bound students are trained in curriculum implementation with the general education peers.

(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools) Revised 3/21/03
Special Education Annual Growth Patterns From Within BCPS Enrollment

<table>
<thead>
<tr>
<th>Year*</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
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<tr>
<td>General Education</td>
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<tr>
<td>Actual Count from 9/30</td>
<td>106,723</td>
<td>107,133</td>
<td>107,322</td>
<td>108,604</td>
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<tr>
<td>Percentage of Growth from Projection to Actual</td>
<td>99-00 to 00-01</td>
<td>00-01 to 01-02</td>
<td>01-02 to 02-03</td>
<td>0.4%</td>
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<tr>
<td>Special Education</td>
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<tr>
<td>Actual Count from 12/31</td>
<td>9,379</td>
<td>9,993</td>
<td>10,132</td>
<td>10,298</td>
</tr>
<tr>
<td>Percentage of Growth from Projection to Actual</td>
<td>99-00 to 00-01</td>
<td>00-01 to 01-02</td>
<td>01-02 to 02-03</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

1. Average annual rate of increase in regular education above the September 31 count, 1999-00 to 2002-03 = 0.60%
2. Average annual rate of increase in special education above the December 1 count, 1999-00 to 2002-03 = 3.17%
3. Three year average increase of special education enrollment above overall enrollment = 2.57%
4. FY03 December 1 count of 10,298 x 2.57% = 265 students.
5. 265 students x BCPS FY03 actual teacher to pupil ratio for special education of 11.1 to 1 = 23.9 FTE.
6. Calculations for Local Operating Budget positions for 265 students:
   a. 265 total: 45.25% elementary = 125 students, 54.75% secondary = 145 students
   b. 145 secondary students/18.8 = 7.7 FTE
   c. 120 elementary students/23.9 = 5.0 FTE
   d. Total FTE = 12.7 FTE
7. Provision for 23.9 growth factor FTE for special education:

<table>
<thead>
<tr>
<th>To Special Education</th>
<th>Available in Regular Education, LOB</th>
<th>Available in Passthrough</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>10.8 FTE</td>
<td>13.1 FTE</td>
<td></td>
<td>23.9 FTE**</td>
</tr>
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</table>

** Between July 1, 2002 and December 1, 2002, BCPS funded 14.2 additional teacher FTE to accommodate growth in special education enrollment beyond the December 1 count of 2001.

Impact

- An increase of 32.2 FTE is requested for special education to meet published ratios and IDEA standards. The 10.8 FTE for the growth factor will be funded at $1,502,516.00 from New Thornton Funds.
- The school teaching positions will increase by 32.2. The distribution of the FY04 positions, including the additional 32.2 FTE is detailed in Appendix B of the Staffing Plan.

(SOURCE - Office of Special Education, BCPS)
Revised, 3/21/03
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>TBP</th>
<th>I/T</th>
<th>RP</th>
<th>PP</th>
<th>LH</th>
<th>Local Positions</th>
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<tr>
<td>Carroll Manor Elementary</td>
<td>0.7</td>
<td>0.7</td>
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<tr>
<td>Carver Center for Arts</td>
<td>0.0</td>
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<tr>
<td>Cen. Child Find (White Oak)</td>
<td>0.5</td>
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<tr>
<td>Cen. Child Find (White Oak)</td>
<td>1.0</td>
<td>1.0</td>
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# BCPS

## Speech Language Pathologist

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Source: R. Bosley, Office of Special Education, BCPS  
revised: 3/21/03
# BCPS

Speech Language Pathologist

Proposed Assignments

Funding Sources

2003-2004

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|   | 6.0 | 3.2 | 10.3 | 6.0 | 5.1 | 123.0 | 153.6 |

(Total SLP funding for 153.6 positions)

### Area Totals:

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<th>I/T - Infants and Toddlers</th>
<th>RP - Regular Passthrough</th>
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<td>NW</td>
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### BCPS
#### Speech Language Pathologist
Proposed Assignments
Funding Sources
2003-2004

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<th>VT</th>
<th>RP</th>
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<td>SE</td>
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Total SLP

Source: R. Bosley, Office of Special Education, BCPS
revised: 3/21/03
In February 1999 the State Board of Education approved revisions to Code of Maryland Regulations (COMAR) that included the requirement that public agencies submit a staffing plan to the Maryland State Department of Education with their annual local application for federal funds. In reviewing public agency staffing plans over the last two years, the Maryland State Department of Education identified two critical components of the staffing plan that required clarification. Representatives from public agencies, parents, advocates, and professional organizations were brought together in September 2001 to continue the work of the Staffing Model Task Force. These individuals were asked to analyze public input procedures and methods of accountability/evaluation used by public agencies. As a result of that analysis, it was recommended that the Department provide additional guidance to public agencies to clarify the expectation for sufficient documentation. It was also recommended a technical assistance bulletin is the most useful way to provide this guidance and advised MSDE to revise and update Technical Assistance Bulletin #2, Special Education Staffing Plan. The format of the bulletin has also been changed to provide individual with disabilities equivalent access to the information.

1. **What is a staffing plan?**

   A staffing plan documents the data, input process, and procedures used by an agency to determine the numbers and types of service providers needed to ensure the provision of a FAPE. A comprehensive staffing plan should consider identified student needs, teacher responsibilities, and the constraints specific to varied educational services and settings.

2. **What are the required elements of a staffing plan?**

   COMAR 13A.05.02.13D requires the public agency’s staffing plan to include the following:
   - Evidence of public input;
   - Evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort;
   - Staffing patterns of service providers of special education and related services;
   - The number and type of service providers needed to provide a free appropriate public education (FAPE) to each student with a disability in the least restrictive environment (LRE); and
   - How the public agency will use the staffing plan to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE for each student with a disability in the LRE.

3. **What information should be included in the staffing plan?**

   A public agency’s staffing plan should include sufficient narrative information that describes the processes and “evidence of need” factors used by an agency to determine their staffing needs. All personnel used by a public agency to provide special education and related services to students with disabilities should be included. This also includes contractual personnel. Service providers are individuals who provide special education and related
services to students with disabilities. This includes, but is not limited to:

- What data was reviewed and analyzed?
  - Personnel data
    - General educators
    - Special educators
    - Related service providers
    - Contractual personnel
    - Related service providers
    - Other individuals determined appropriate
    - Certification
  - Student IEPs
  - Transportation
  - SSIS data

- How are the time requirements and staffing needs for instruction, assessments, supervision, student observations, and planning considered?

- What local accountability procedures are used to review the public agency's staffing plan to ensure implementation of IEPs, address concerns of personnel and parents, and adjust the plan to changing needs?

- What are the procedures to be followed to resolve staff and/or parent concerns?

- How will the public agency evaluate the effectiveness of the plan?

- How will public agency personnel use the staffing plan to address school improvement planning and the budgetary process?

4. How does a public agency demonstrate maintenance of effort?

Maintenance of effort is demonstrated when a public agency's use of federal special education funds are not used to reduce the level of expenditures from local funds for the education of students with disabilities below the level of those expenditures for the preceding fiscal year. [34 CFR §300.231(a)] There are exceptions to the maintenance of effort rule identified in 34 CFR §300.232.

5. How does a public agency determine staffing patterns of service providers?

There is no specific Statewide formula for determining staffing patterns. It is important for a public agency to analyze the number of service providers needed and how these resources will be allocated within a public agency. When making staffing decisions and determining caseloads, the public agency should focus on the identification of the services and supports necessary to fully implement IEPs of students with disabilities in the LRE in order to provide a FAPE. A public agency will be required to specify the staffing formula as a component of the Local Application for Federal Funds and to provide supporting documentation.

A public agency should consider the following guiding principles throughout the decision making and planning process. These principles have been identified to assist public agencies to develop local staffing patterns. There must be:

- A determination that caseload and staffing decisions are based on providing the services and supports a student needs in order to receive a FAPE, rather than on a specific category of disability or severity of disability;
- A recognition that the services and supports required by the students’ individualized education programs (IEPs) are crucial factors in determining caseloads;
- Flexibility to address changes in the factors affecting caseload and staffing which may occur throughout the school year; and
- Compliance with federal and State law, regulation, and policies governing special education.
6. **What factors should a public agency use to determine its staffing patterns?**

Staffing patterns should focus on the services and supports necessary to implement the IEPs of students with disabilities in the LRE. The factors and information used by a public agency will vary and are dependent upon local data. A public agency should consider the following in determining its staffing patterns:

- Individual student needs;
- Direct and/or indirect services;
- Number of students to be served;
- Natural proportions of students with disabilities in the general population;
- Frequency of services provided;
- Supports for personnel on behalf of students;
- Location of services;
- Continuum of services;
- Organizational structure of elementary, middle, and high schools;
- Collaboration with general education; and
- Linkages to school improvement plans and initiatives.

7. **How does a public agency determine the number and type of service providers needed to provide FAPE?**

To determine baseline information on the number and type of service providers needed, the public agency must first analyze the total number of students to receive special education and related services. Using this data, a public agency must determine the number of service providers needed to ensure that each student with a disability receives the services identified on the student's IEP.

The number of students served by an individual service provider will vary based upon the needs of students, the location of services, and other duties required of service providers, such as case management, service coordination, conducting assessments, participating in meetings, travel time for itinerant staff, etc. A service provider is considered to be serving an appropriate number of students if the service provider is able to implement the IEPs of all students for whom the individual is assigned instructional responsibility.

Below are some factors to be considered when determining caseload:

- How much time is allocated for class/student planning/preparation?
- How much time is specified for the provision of direct services on the IEPs?
- How much time is specified for the provision of indirect services on the IEPs?
- What is (are) the location(s) for service(s)?
- What is the frequency of service delivery?
- How much time is needed for providing supports to other professionals on behalf of students?
- Is the service provider responsible for the supervision of support personnel, e.g., paraprofessionals, assistants, or aides?

8. **What are the requirements for evaluating staffing plans and how should a public agency evaluate whether the staffing plan is meeting the needs of the agency?**

A public agency is to evaluate the effectiveness of the staffing plan including the sufficiency of staff, number of students served, types of service provided, and the allocation of service providers. As a result of the evaluation, a public agency should be able to identify future staffing needs and any barriers that need to be addressed, and to revise the staffing plan as necessary to ensure the provision of a FAPE in the LRE to students with disabilities. Each public agency is accountable for the development of a staffing plan that meets the needs of students by
ensuring the implementation of IEPs, addressing the concern of personnel and parents and adjusting staffing to address changing needs so that each student receives a FAPE.

There are many considerations when evaluating the effectiveness of the staffing plan. A central question when evaluating a plan might be, "Were all children served in a manner that is likely to result in meaningful educational progress in the LRE?" Factors to examine when making this determination include, but are not limited to the following questions:

- Was any student or any group of students denied FAPE for a period of time due to a lack of teachers or any other service provider?
- Did the public agency rely on short-term or long-term subs?
- How many unanticipated positions were assigned during the year?
- For itinerant personnel, what is the impact of travel time upon services?
- Is sufficient time included within the plan to provide educators, related service providers, and others the ability to consult with each other and families?
- Were children moved to other classrooms or other schools due to unavailability of staff?
- Did complaints or hearing decisions cause appointment or reallocation of staff?
- Did appeals for positions from administrative staff cause appointment of unanticipated staff?
- Did mobility factors, transfers, or move-ins drive the allocation of additional staff at any time during the year?
- What is the relationship between the allocation of staff and the public agency’s LRE data?
- What is the relationship between the public agency’s performance results and staffing patterns?
- Was the need for transportation, i.e. time on the bus, support staff, etc., considered when staff allocation was under consideration?
- Was the effectiveness of the staffing plan evaluated at regular intervals during the year?

Documentation of actions based on the above questions include, but are not limited to:

- Evidence of changes made to the staffing plan during the year;
- Changes in reassignments, new assignments or allocations of full time equivalencies (FTEs);
- Number of unserved children identified and served; and
- Evidence the next plan reflected the results/analysis of the evaluation of the previous plan.

9. What are the basic requirements for public input in the development of the staffing plan?

First, a public agency will solicit public input in advance of the deadline for developing the staffing plan so that input can be received, considered and/or utilized prior to the plan’s final version. The staffing plan will include a narrative which describes the efforts by the public agency to obtain public input from the following sources or provide evidence that the public agency obtained input from the following sources:

- Parent community;
- Staff, representing both general education and special education, including, but not limited to administrators, teachers, support services, etc.;
- School and community related organizations; and
- Concerned citizens.

The public agency documentation should be as specific as possible with regards to:

- Who provided input;
- What types of input were received;
- When did the public have an opportunity for public input;
- Where did public input occur;
- How did a local school system notify the public of the jurisdiction’s request for public input; and
- Did the public agency involve their local special education advisory committee?
10. What strategies can be used for obtaining public input in to the staffing plan?

Strategies should include the following:
- Publication of a timeline for public input into the development, implementation, finalization, and evaluation stages of the staffing plan process;
- Documentation of efforts to receive meaningful input from all stakeholders;
- Multiple opportunities and times to provide input;
- The use of various methods for public input (e.g., interviews, surveys, written comments, large group gatherings, and small group gatherings); and
- Utilizing the indicators and results of numerous available data sources in the development of the plan, including needs as identified through the school improvement planning process, monitoring feedback from consumers, analyzing complaints, and the changing needs of the population, mobility, etc.

The staffing plan should be made available in alternative formats, sites, to accommodate the needs of the agency and community. As examples, consider the use of the following:

- An agency web-site;
- Alternative electronic means;
- PTA meetings;
- Newsletters;
- Local press;
- Public service announcements;
- Libraries; and
- Partners for Success Centers

11. What can an agency use to document public input into the staffing plan?

A public agency may use any of the following:

- Agendas for public input meetings;
- Board agendas;
- Sign-in sheets for participants at public input meetings;
- Copies of public notices and announcements;
- Minutes from public input meetings;
- Board minutes;
- Numbered drafts;
- Documents provided for public input; or
- Documents showing timelines, current allocations, special needs of students, staffing formulas, anticipated future needs, and projected staffing needs.

12. What are the requirements for evaluating the public input into staffing plans and how does a public agency document the evaluative results of the public input process?

Public input is an important part of the process when constructing a staffing plan. Each public agency is responsible for ensuring the public input process results in meaningful participation by a broad and diverse group of stakeholders. A public agency is to evaluate the process used to solicit broad-based meaningful public input and its impact in the development of the final staffing plan. Considerations when evaluating this process include, but are not limited to:

- What opportunities and venues were provided to the public for input?
- Did parents, school staff, and other community members participate?
- Did parents represent a broad cross section of the school population?
What methods were used to solicit input?
How many people participated in the input process?
How was the input used in shaping the plan or drafting the final plan?
Were any suggestions not addressed? Why?

Documentation of actions based on the above questions should include:
- Evidence of the number and types of activities used to solicit and garner public input;
- Demographics of participants;
- Composition of comments received and disposition of comments;
- Evidence of changes made to the staffing plan during the year, and
- Changes in reassignments, new assignments or allocations of FTEs.

For more information, call 410-767-0858

MARYLAND STATE DEPARTMENT OF EDUCATION
Nancy S. Grasmick, State Superintendent of Schools
Carol Ann Baglin, Assistant State Superintendent
Division of Special Education/Early Intervention Services
200 West Baltimore Street
Baltimore, MD 21201
## FY 03 INCLUSION STAFFING

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(Source: Office of Special Education, BCPS)

3/21/03
## Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<th>How Determined?</th>
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<td><em>Resource Programs = 20:1</em></td>
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<td>No specific formula</td>
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<td></td>
<td><em>Cluster Programs = 1 teachers + 1 IA</em></td>
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<td>Inclusion Programs – teachers + 1As assigned</td>
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<td></td>
<td></td>
<td></td>
<td>&quot;based on number of typical classrooms where students with disabilities are to be assigned&quot;</td>
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<td>Anne Arundel</td>
<td><em>Out &lt; 21% = 1:40 elem, 1:50 secd</em></td>
<td>Hrs. of service are added</td>
<td>Hrs. of service are added to create &quot;units&quot;</td>
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<td></td>
<td><em>Out 21-60% = 1:18</em></td>
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<td><em>Out &gt;60% = (sep. class) 1:10</em></td>
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<td><em>elem, 1:12 secd. out &gt; 50% + (public separate day) 1:6</em></td>
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<tr>
<td></td>
<td><em>home based preschool</em></td>
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<td><em>1:20 itinerant + (SLP/Preschool)</em></td>
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<td><em>Mdle - 1 per 15 students</em></td>
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<td><em>Elem, Mdle, &amp; High</em></td>
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<tr>
<td></td>
<td><em>Blind</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Elem, Mdle, &amp; High</em></td>
<td></td>
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<tr>
<td></td>
<td><em>1 per 4 blind students</em></td>
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<tr>
<td></td>
<td><em>DHH</em></td>
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<tr>
<td></td>
<td><em>Elem, Mdle, &amp; High</em></td>
<td></td>
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<tr>
<td></td>
<td><em>1 per 9 students</em></td>
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<td></td>
<td><em>Mod. Int. Limited</em></td>
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<tr>
<td></td>
<td><em>Elem, Mdle, &amp; High</em></td>
<td></td>
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<td></td>
<td><em>1 per 9 students</em></td>
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<td></td>
<td><em>SPH</em></td>
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<td></td>
<td><em>Elem, Mdle, &amp; High</em></td>
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<tr>
<td></td>
<td><em>1 per 7 students</em></td>
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<tr>
<td></td>
<td><em>Multi-handicapped</em></td>
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<tr>
<td></td>
<td><em>Elem, Mdle, &amp; High</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>1 per 7 students</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Program for Autistic-Like</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Elem, Mdle, High</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)
Updated 4/2/2003
Comparison of Ratios for Students with Disabilities Based on Staffing Plan

<table>
<thead>
<tr>
<th>County</th>
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<th>Related Services Ratios</th>
<th>How Determined?</th>
</tr>
</thead>
</table>
| Caroline | 1 per 7 students 
Emot. Handicapped 
Elem, Mdl., High 
1 per 9 students 
Infants (ages 0-2) 
Elem, Mdl. & High 
.5 per 10 students 
Pre-K 
Elem, Mdl. & High 
.5 per 10 students | 1 FTE Related Service staff per 35 direct service students in the area of OT, PT and SLP | “Ratios act only as guidelines for caseloads, however, no ratios are stated in the staffing plan.” 
Data obtained from case managers include: 
- # of students served 
- # of hours of service 
- Max # of students per class 
- # of staff provided with consultation on a regular basis |
| Carroll | 1 FTE Sp. Ed. Teacher for every 250 students in a school. 
1 FTE IA for every 400 students in a school. | 1 FTE Related Service staff per 35 direct service students in the area of OT, PT and SLP | Based upon overall student population rather than disability or severity of disability. |
| Calvert | Elem/MS – 1 Sp. Ed. teacher for every 175 students in a building 
HS – 1 Sp. Ed. teacher for every 300 students 
IAs assigned as needed 
DHH – 5-7:1:1 
Pre K Autism 4-6:1:2 
Sp. Pre K 10:1:1 
Spec K 10:1:1 
Elem Func 5-7:1:1 
Elem Beh Dev. 6-8:1:1 
EI/MS Integrated Acad 6-8:1:1 
EI/MS Autism 6-8:1:1 
MS Funct 8-10 1:1 | Speech 60:1 
OT/PT 30:1 
Visual Itinerant 12-14:1 | Census information provided the basis for caseload determination, but rely more heavily on number of students requiring services, hours of service provided, the number of time staff spends in IEP meetings, doing individual student evaluations and paperwork. |

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools) 
Updated 4/2/2003
# Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<thead>
<tr>
<th>County</th>
<th>Ratios or Assignments</th>
<th>Related Services Ratios</th>
<th>How Determined?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecil</td>
<td>General class 200:1</td>
<td>Speech 60:1</td>
<td>Based on enrollment projections, IEP’s and on individual student needs, considerations, and staffing allocations.</td>
</tr>
<tr>
<td></td>
<td>Resource 20:1</td>
<td>Adap PE 60:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>El Self-Contained 13:1</td>
<td>OT/PT 60:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS/HS Self - Cont 15:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Incid Self-Cont 9:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Inc &amp; Phys. Dis Self Cont 7:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each school = minimum of 2 full time equivalent sp. ed. teachers</td>
<td>Related Services</td>
<td>Use Dec. 1 SSIS count + school census info</td>
</tr>
<tr>
<td></td>
<td>Permanent + hourly paraprofessionals are used but not included in census formula</td>
<td>SLP 45-60</td>
<td>Stafing formulas for majority of students are based on census based staffing.</td>
</tr>
<tr>
<td></td>
<td>Regional Programs</td>
<td>Vision 20-40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sp. Ed. Pre-K</td>
<td>OT 30-40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-11:1:1</td>
<td>PT 30-40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- EI 7-9:1:1</td>
<td>Audiologist 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Multi SPH IT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-9:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Career &amp; Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-40:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Adult (18-21) 2 job coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles</td>
<td>Up to 5 hrs service 40:1</td>
<td>Speech 60:1</td>
<td>Caseloads are based on the services and supports a student requires to appropriately implement their IEP. Staffing patterns are then based on the total specialized services and supports needed to appropriately implement the EPS of special education students. Formula used is based on the number of student contact hours.</td>
</tr>
<tr>
<td></td>
<td>5-15 hrs 20:1 or 30:1:1</td>
<td>Psych 60:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt;15 hrs 10:1 or 13:1:1</td>
<td>OT/PT 10:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt;15 hrs MS/HS</td>
<td>Vision 10:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:1 or 15:1:1</td>
<td>Hearing 10:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre School/Low Incid</td>
<td>Audiology 60:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:1 or 9:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical or Multi Dis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:1:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools) Updated 4/2/2003
### Comparison of Ratios for Students with Disabilities Based on Staffing Plan

<table>
<thead>
<tr>
<th>County</th>
<th>Ratios or Assignments</th>
<th>Related Services Ratios</th>
<th>How Determined?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick</td>
<td>Pre K 9:1:1&lt;br&gt;Challenges I,II,III 7:1:3&lt;br&gt;SET Program 9:1:1&lt;br&gt;School Within a School 9:1:1&lt;br&gt;Transition Skills 6:8:1:2&lt;br&gt;Hearing Impaired 5:1&lt;br&gt;Hearing Impaired K 4:5&lt;br&gt;Elem (caseload) 22:1 – 70 hrs of service&lt;br&gt;MS (caseload) 24:1 – 100 hrs of service&lt;br&gt;HS (caseload) 26:1 – 140 hrs of service&lt;br&gt;Autism Cadre – based on students needs</td>
<td>Sp/Lang 1900:54.7&lt;br&gt;Vision 79:3&lt;br&gt;Other related services are based on student needs.</td>
<td>Number of hours of service along with the projected number of sp. ed. students.</td>
</tr>
<tr>
<td>Garrett</td>
<td>Not identified in staffing plan</td>
<td></td>
<td>- All schools have at least 1 special educator</td>
</tr>
<tr>
<td>Harford</td>
<td>Not identified in staffing plan</td>
<td></td>
<td>- Caseload data, testing time, time for IEP mtgs. &amp; preparation&lt;br&gt;- Staffing ratios are based on services hours&lt;br&gt;- Other factors considered – overall school size, special programs, unique staff issues and construction projects.</td>
</tr>
<tr>
<td>Kent</td>
<td>Multiple Dis 7:1:1&lt;br&gt;ED (middle) 10:1:1&lt;br&gt;Elem Class (&gt;15 hrs) 12:1:1&lt;br&gt;MS Class (&gt;15 hrs) 15:1:1&lt;br&gt;Multi-Sensory Reading Class (Elem) 10:1:1&lt;br&gt;Multi-Sensory Reading Class (MS) 12:1:1&lt;br&gt;Elem Resource 25:1&lt;br&gt;MS/HS Res 30:1</td>
<td>Speech/Lang – 60:1&lt;br&gt;OT/PT – 100:1&lt;br&gt;Vision – 10:1&lt;br&gt;Hearing – 10:1&lt;br&gt;Assistive Tech – As required by IEP team</td>
<td>Unclear</td>
</tr>
<tr>
<td>Pre-K</td>
<td>Speech/Lang. 60:1 (K-12)</td>
<td></td>
<td>Unclear</td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 4/2/2003
## Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<tr>
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<th>Ratios or Assignments</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Montgomery</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Autism 6:1</td>
<td>Speech Lang 40:1 (pre-K)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DHH 7:1</td>
<td>OT/PT 34.6:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PEP 22:1</td>
<td>Vision mobility 45:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vision resource 15:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elementary-Resource</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less than 600 students</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>enrolled at school = 1.0 res. Teacher</td>
<td></td>
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<tr>
<td></td>
<td>&gt; than 600 &lt; than 750 = 1.5 Res. Teacher</td>
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<tr>
<td></td>
<td>&lt; than 649 student = 2.0 Res. Teacher</td>
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<tr>
<td></td>
<td>Autism 6:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DHH 7:1</td>
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<tr>
<td></td>
<td>ED 10:1</td>
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<td></td>
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<tr>
<td></td>
<td>LD 13:1</td>
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<tr>
<td></td>
<td>CBI 6:1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Vision 6:1</td>
<td></td>
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<tr>
<td></td>
<td><strong>Secondary Resource</strong></td>
<td></td>
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<tr>
<td></td>
<td>&lt; than 801 enroll = 1.0 teacher</td>
<td></td>
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<tr>
<td></td>
<td><strong>Middle</strong></td>
<td></td>
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<tr>
<td></td>
<td>&gt; than 800 &lt; than 1,001 = 1.5 teachers</td>
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<tr>
<td></td>
<td>&gt; than 1,000 = 2.0 teacher</td>
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<td></td>
<td><strong>High</strong></td>
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<td></td>
<td>&lt; than 1,001 = 1.0 teacher</td>
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<tr>
<td></td>
<td>1,000-1500 = 1.5 teachers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>&gt; then 1501 = 2.0 teachers</td>
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<tr>
<td></td>
<td>Autism 6:1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>DHH 7:1</td>
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<tr>
<td></td>
<td>ED 9:1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>LD 13:1</td>
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<tr>
<td></td>
<td>CBI 6:1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Vision 6:1</td>
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</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)

Updated 4/2/2003
<table>
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<tr>
<th>County</th>
<th>Ratios or Assignments</th>
<th>Related Services Ratios</th>
<th>How Determined?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince George's</td>
<td>Not identified in staffing plan</td>
<td>- 1 SLP to 60 students (working toward a caseload of 45)</td>
<td>Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- OT/PT provide 64-85 hrs. of service, per month</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- .1 motor dev. for every 2 classes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Itn. hearing provides 80 hrs. of service/month</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Itn. vision provides 80 hrs. of service/month</td>
<td></td>
</tr>
<tr>
<td>Queen Anne's</td>
<td>No ratios utilized</td>
<td>*Share with consortium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assigned 53 teachers &amp; 54.5 IAs</td>
<td>• Caseloads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*No consistency when you average caseloads Vs. # of Sp. Ed. Stud.</td>
<td>• Schedules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Referrals</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Travel time</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SSIS data</td>
<td></td>
</tr>
<tr>
<td>St. Mary's</td>
<td>Maximum caseload of 175 IEP hours per week per sped teacher. One Sp. Ed. teacher for every 200 students enrolled.</td>
<td>Not Available</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determined by the number of IEP hours and the ratio of special education teachers to the total number of students enrolled. Additional staff for students with intensive needs or low incidence disabilities. Increased staff support may be provided for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students working on a functional curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students requiring emotional/behavioral support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students with hearing/vision impairments</td>
<td></td>
</tr>
<tr>
<td>Somerset</td>
<td>Not identified in staffing plan</td>
<td>Caseloads of sp.ed. staff are looked at for the following things:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SSIS data submissions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Instructional assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual staff schedules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Service hours per sp. ed. staff member</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Projected number of referrals</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Administrative time spent on testing, meetings, etc</td>
<td></td>
</tr>
<tr>
<td>Talbot</td>
<td>Pre-K</td>
<td>Speech Lang – 1:60 (travel to rural areas 1:50)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:50 hr. of service</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:15 stud.—case</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools) Updated 4/2/2003
## Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<tbody>
<tr>
<td></td>
<td>6:1 for Sp. Program - CB/DHH</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Middle: 1 teacher &amp; 1 IA - (over 500 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wicomico</td>
<td>No formulas established</td>
<td>No formulas established</td>
<td></td>
</tr>
<tr>
<td>Worchester</td>
<td>Not identified in staffing plan</td>
<td>Uses Dec SSIS count to make a projection of students needing services then compares that to the current year. Consideration also given to school requests and teacher schedules.</td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 4/2/2003
Summary of Mediation/Due Process Hearing

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Requests</th>
<th>Mediated</th>
<th>Pending</th>
<th>Parent Proposal Awarded</th>
<th>Sch System Proposal Awarded</th>
<th>Request Withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-00</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>00-01</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>01-02</td>
<td>63</td>
<td>29</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>02-03*</td>
<td>31</td>
<td>14</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Lisa Settles, Law Office, Baltimore County Public Schools
Revised 3/3/03
## Projected Timeline for Development of the 2004-2005 BCPS Special Education Staffing Plan

**Date:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before July 1, 2003</td>
<td>Office of Special Education (OSE) and Citizens' Advisory Council for Special Education (CACSE) meet to determine recommendations to the Superintendent for membership on the Staffing Plan Development Work Group.</td>
</tr>
<tr>
<td>Oct. 15 – Nov. 1, 2003</td>
<td>OSE staff adjusts draft of the Staffing Plan based upon feedback from community input sessions.</td>
</tr>
<tr>
<td>Nov. 1 – Nov. 15, 2003</td>
<td>Proposed Special Education Staffing Plan submitted to Executive Leadership.</td>
</tr>
<tr>
<td>On or before Jan. 15, 2004</td>
<td>Proposed Special Education Staffing Plan submitted to Baltimore County Board of Education for approval after three readings.</td>
</tr>
<tr>
<td>July 1, 2004</td>
<td>BCPS Special Education Staffing Plan due to Maryland State Department of Education.</td>
</tr>
</tbody>
</table>

(Source: Office of Special Education, BCPS)

3/21/03
To: Members of the Board of Education

From: Ron Boone

Re: Stakeholder Input for the 2003-04 Special Education Staffing Plan

Date: April 1, 2003

The following is a visual organizer that documents the questions expressed at the CACSE meeting, the three public input meetings, and by email, phone and letter. They focus on three major areas: the Staffing Plan, specific schools, and general concerns.

**Questions from the 3/10/03 CACSE meeting:** 10 parents and 12 staff members were in attendance.

Question: How were IAs used two years ago?
Response: IAs have always been used to support the instructional programs for students.

Question: What was the IA ratio when we began?
Response: In the past the school system did not maintain this ratio.

Question: What is the IA ratio now?
Response: For every self-contained classroom program an IA is allocated. The ratio for inclusion is 24 students to 1.0 IA.

Question: How are IAs used in self-contained settings?
Response: IAs take direction from the classroom teacher and provide instructional support in a variety of ways with students in: one to one; small group and large group settings; in assistance to teachers in the preparation of materials.

Question: What is the timeline for staffing at the 11:1 ratio for inclusion?
Response: The ratio is a recommendation. BCPS continues to move towards this recommendation as quickly as local and special revenue funding allows. No timeline has been set.
Question: Appendix B – Where are the 13.1 Passthrough positions cited as special revenue growth factor positions?
Response: See revised Appendix B (growth factor). As recommended in parent input sessions, these positions have been reflected in the plan.

Comment: Page 6 – Explain the math related to the assignment of teachers in the “Staffing Model” sections or remove it from the plan.
Response: It has been removed. An explanation of the staffing model was provided to parents, including why such specific mathematical formula is not feasible for ratio driven staffing, was provided at the CACSE meeting.

Comment: Appendix F – Special schools and White Oak don’t match as shown in this appendix, and other numbers on it are inconsistent with other system data.
Response: Due to parent concerns over clarity and readability of the staffing plan, Appendix F of the March 3 draft has been deleted. Appendix E of that draft has been removed for the same reason.

Comment: Please provide more time for parents to review the draft before the public hearings.
Response: As a result of parent input, Appendix L, Projected Timeline for the Development of the 2004-05 BCPS Special Education Staffing Plan has been added. It responds to the parent concern about more time for review of the plan.

Comment: Lower the ratio for Life Skills classes. It should be like special school ratio of 7.5:1, not 10:1.
Response: The needs of the majority of students in life skills programs in general education settings can be effectively met a classroom setting of ten students with a 1.0 teacher and instructional assistant, and, in some instances, personal assistants for selected students.

Comment: There should be a work session with CACSE before the public input sessions for 2004-05 plan.
Response: The timeline presented in Appendix L provides for this work session.

Comment: The staff development plan presented as an appendix in the Staffing Plan should be the one proposed for next school year as opposed to the current school year.
Response: A proposed plan for 2003-04 has been added. {See Appendix E-2.} This year’s plan also remains in the Staffing Plan. The Office of Special Education staff see the value of both professional development plans being available for review.

Questions and concerns raised at community input sessions on Wednesday March 12 and through letter, mail, and email to BCPS, Department of Federal and State Programs.

<table>
<thead>
<tr>
<th>Essex Elementary</th>
<th>Ridge Ruxton School</th>
<th>Dogwood Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total attendance</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Speakers</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Staff/Bd. of Ed.</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

2
<table>
<thead>
<tr>
<th>Staffing Plan</th>
<th>Specific Schools</th>
<th>General Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower the current 9:1 autism ratio for students to teacher.</strong></td>
<td><strong>Ridge Ruxton</strong> – The school needs to provide three nurses.</td>
<td>Provide differentiated teaching for dyslexic students</td>
</tr>
<tr>
<td>2 speakers -Ridge Ruxton site; 1 speaker –Dogwood site; 1 email-Curtis {CN area}</td>
<td>4 speakers –Ridge Ruxton site</td>
<td>1 email to BCPS, Towson</td>
</tr>
<tr>
<td><strong>Smaller caseload/more SLP time is needed.</strong></td>
<td>1 email –inappropriate placement at Ridge Ruxton</td>
<td>Reduce harassment of students with disabilities.</td>
</tr>
<tr>
<td>1 speaker –Ridge Ruxton site</td>
<td>1 email- Perry Hall</td>
<td>1 speaker –Essex</td>
</tr>
<tr>
<td><strong>The need for an I&amp;T write-out ratio.</strong></td>
<td><strong>Harford Hills</strong> - Any consideration for full staffing support is highly appreciated.</td>
<td>Don’t force students into inclusion</td>
</tr>
<tr>
<td>1 speaker –Ridge Ruxton site</td>
<td>A letter addressed to Ron Boone</td>
<td>1 speaker –Essex</td>
</tr>
<tr>
<td><strong>More teacher time is necessary for inclusion related duties such as, planning, co-teaching.</strong></td>
<td><strong>Dulaney</strong>- Daughter with “dyslexia” is struggling in school,</td>
<td>Provide professional development for all teachers regarding students with disabilities.</td>
</tr>
<tr>
<td>1 speaker –Ridge Ruxton</td>
<td>1 email to BCPS is referred to cluster leader.</td>
<td>1 speaker –Essex</td>
</tr>
<tr>
<td><strong>Mental Health/Counseling supports for ED programs</strong></td>
<td><strong>White Oak</strong>- Retain therapeutic supports currently staffed at the school.</td>
<td>There should be a “top-down system” at Greenwood</td>
</tr>
<tr>
<td>3 speakers – Essex</td>
<td>2 speakers-Ridge Ruxton</td>
<td>1 speaker –Essex</td>
</tr>
<tr>
<td>1 speaker – Dogwood</td>
<td><strong>Orems</strong>- The pre-school program is wonderful. There are no students with autism at Orems {parent confused by the chart since her child is coded as autistic}</td>
<td>Concerns about algebra and geometry and the increased burden on special education teachers</td>
</tr>
<tr>
<td>1 letter to BCPS – Bishop, (White Oak)</td>
<td>1 speaker- Essex</td>
<td>2 speakers-Ridge Ruxton</td>
</tr>
<tr>
<td>1 email to BCPS – Norris, (NW)</td>
<td><strong>Charlestown</strong> – Maintain the functional programs.</td>
<td>Supported the need for highly qualified teachers for science and math</td>
</tr>
<tr>
<td><strong>Staffing for Special Education services is “wonderful”</strong></td>
<td>2 speakers – Essex</td>
<td>1 speaker – Ridge Ruxton</td>
</tr>
<tr>
<td>1 email to BCPS – Lauren, (CN)</td>
<td><strong>Edmondson Heights</strong> – Overcrowded</td>
<td>What can a parent do when they disagree with the IEP team?</td>
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<tr>
<td></td>
<td>1 speaker – Dogwood</td>
<td>1 speaker – Dogwood</td>
</tr>
<tr>
<td></td>
<td><strong>Westowne</strong> – PreK spec ed program ratio is too high</td>
<td>How frequently should IEP teams be held?</td>
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<td></td>
<td><strong>Milford Mill</strong> – The school is not implementing IEP</td>
<td>1 speaker Dogwood</td>
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<tr>
<td></td>
<td>1 speaker - Dogwood</td>
<td>An IA provides inclusion services. Teachers, not the IAs should be providing direct services</td>
</tr>
<tr>
<td></td>
<td>1 speaker- Dogwood</td>
<td>1 speaker - Dogwood</td>
</tr>
</tbody>
</table>
General Concerns

The high turnover rate of SE teachers is a serious problem.
1 speaker-Dogwood

The Procedural Safeguards document does not provide all the steps in the IEP process.
1 speaker-Dogwood

IEP teams should use jargon free language in oral and written communication.
1 speaker-Dogwood

Too frequently, parents are rushed through IEP teams
1 speaker-Dogwood

Students are not prepared for the world of work by current programs.
1 speaker-Dogwood

What is the criterion for EYS?
1 speaker-Dogwood

Can schools provide instrumental music for students in self-contained classes?
1 speaker-Dogwood

As a result of feedback through CACSE, community input sessions, mail, email, and phone calls, the following adjustments have been made to the proposed 2004 Special Education Staffing Plan.

1. Appendix B, “Proposed BCPS FY04 Special Education Staffing (FTE)” was changed to include the 13.1 projected growth factor teaching positions under special fund.

2. Appendix B, “Proposed BCPS FY04 Special Education Staffing (FTE)” was corrected under “FY04 IA positions, general fund,” to a total of 574.8 FTE.

3. Bulleted language under the “Staffing Model” section (pages 6 and 7 of the March 3, 2003 draft) was removed from the plan.

4. Appendices E “Special Education Cluster and Home School Self-contained Program Data – Countywide” and F, “Special Education Students and Staff Program By Program – Student Counts Based on December 1, 2002 Count” from the March 3, 2003 draft of the Staffing Plan, were removed.

5. Under “Distribution of Staff” language relative to the staffing of special areas and nurses in special schools was added. (page 9 of the March 24, 2003 draft, “Special School/Special Area Staffing and Nurses for:)

6. Draft and revision dates as well as sources of information have been provided on each staffing plan appendix.
7. An appendix (B-1) was added entitled “Explanation of Special Fund Positions” to provide details regarding the special revenue positions shown in Appendix B, “Proposed BCPS FY04 Special Education Staffing (FTE).”

8. Appendix E-2, “Proposed Plan for 2003-04 Professional Development” was added.

9. Appendix F, “Special Education Annual Growth Patterns From Within BCPS Enrollment” was edited (#6) and added to the staffing plan.

10. Appendix G, “Speech Language Pathologist Proposed Assignments” was added.


12. Appendix I, “BCPS Inclusion Staffing, FY03 and FY04 was added to display the calculations behind the services of regular educators to students with disabilities in the least restrictive environment.

13. Appendix J, “Comparison of Ratios for Students with Disabilities Based on Staffing Plans,” was added.


15. Language related to the allocation of crisis intervention staff has been added to the plan (page 8, “Crisis Intervention Staff:”).

C: Dr. Joe A. Hairston
Ms. Christine Johns
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: April 22, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Memorandum of Understanding between the Board of Education of Baltimore County and the University of Maryland, Baltimore County for implementation of the National Science Foundation grant

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Ronald Boone, Executive Director Federal and State Programs
Kimberly Grabarek, Specialist for Teacher Quality, Title I and Grant Assistance

RECOMMENDATION

That the Board of Education will review and approve the Memorandum of Understanding (MOU) between the Board of Education of Baltimore County and the University of Maryland, Baltimore County (UMBC). The purpose of this agreement is to establish and define the implementation of the School-University Partnership for Excellence in Research-based (SUPER) Science, Technology, Engineering, and Math (STEM) Project through funding provided by the National Science Foundation (NSF). Information regarding the SUPER STEM Project was presented to the Board on Wednesday, February 26, 2003. Approval of the MOU will allow Baltimore County Public Schools to subgrant funds to UMBC as outlined in the grant.