MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, May 27, 2003
5:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for May 27, 2003

IV. MINUTES

Consideration of the open and closed session minutes of April 22, 2003, and April 30, 2003

V. SUPERINTENDENT’S REPORT

VI. SPECIAL ORDER OF BUSINESS – Recognition of Sarah D. Bormel (Mr. Arnold)

VII. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM MAY 13, 2003 (Mr. Grimsley)

VIII. OLD BUSINESS

Consideration of the Special Education Staffing Plan for 2003-2004 (Third Reading) (Mr. Boone) Exhibit B

IX. REPORT

Report on Middle School Task Force Recommendations (Ms. Grant)
(Ms. Bonham)
(Ms. Simon)
Exhibit C

X. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Mr. Grimsley)

1. Sabbatical Leave – Rescinded Exhibit D

2. Retirements Exhibit E

3. Resignations Exhibit F

4. Leaves of Absence Exhibit G

5. Deceased Exhibit H
X. NEW BUSINESS (Cont.)

6. Appointments

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

1. Book Wholesaling/Recycling Services  
   Exhibit J

2. eCatalog Contracts
   a. Art Photo Supplies
   b. Art Supplies
   c. Audio-Visual Supplies
   d. Classroom/School Office Supplies
   e. Elementary Instructional Media
   f. Elementary School Textbooks
   g. Family Studies Supplies
   h. High School Textbooks
   i. Instructional Materials for Technology Education 2003-04
   j. Interscholastic Athletic Supplies and Equipment
   k. Library Instructional Media
   l. Medications and First Aid Supplies and Equipment
   m. Middle School Textbooks
   n. Music: Instrumental Supplies
   o. Music: Vocal Supplies
   p. Physical Education Supplies and Equipment
   q. Science Supplies
   r. Secondary Instructional Media
   s. Secondary Math Supplies
   t. Special Education Instructional Media
   u. Special Education School Textbooks

3. Financing: Cars, Trucks, and School Buses

4. Printing: BEBCO Forms

5. Selection Process for Algebra II Textbooks for 2003-04


7. Universal Virus Protection System for BCPS

C. Consideration of consent to the following Building recommendations: (Building Committee)

1. ADA Modifications – Baltimore Highlands and Riverview Elementary Schools  
   Exhibit K
X. NEW BUSINESS (Cont.)

2. ADA Modifications to Health Suite – Lansdowne Middle School  Exhibit L

3. Boiler Replacement – Dulaney High School  Exhibit M

4. Boiler Replacement – Lansdowne High School  Exhibit N

DEFER 5. Boiler Replacement – Old Court Middle School  Exhibit O

DEFER 6. Boiler Replacement – Patapsco High School  Exhibit P

7. Boiler Replacement – Woodlawn High School  Exhibit Q

8. Chalkboard and Tackboard Replacement – Six Elementary Schools  Exhibit R

9. Chalkboard and Tackboard Replacement – Five Elementary Schools  Exhibit S

10. Exterior Lighting – Dulaney High School  Exhibit T

11. Exterior Lighting – Glenmar Elementary School  Exhibit U

12. Exterior Lighting – Woodlawn Middle School  Exhibit V

13. Parking Lot Improvements – Chatsworth School  Exhibit W


15. Parking Lot Improvements – Fullerton Elementary School  Exhibit Y

16. Parking Lot Improvements – Pot Spring Elementary School  Exhibit Z

17. Parking Lot Improvements – Relay Elementary School  Exhibit AA

18. Parking Lot Improvements – Woodbridge Elementary School  Exhibit BB

19. Systemic Renovations – Dundalk Middle School  Exhibit CC

DEFER 20. Systemic Renovations – Franklin Middle School  Exhibit DD

DEFER 21. Systemic Renovations – Golden Ring Middle School  Exhibit EE

22. New Gas Service – Dulaney High School  Exhibit FF

23. Fee Acceptance – Construction Inspection Services for Science Room Renovation Project – Patapsco High School  Exhibit GG
X. NEW BUSINESS (Cont.)


25. Change Order – Design Services – Major Maintenance Renovation Project – Chapel Hill Elementary School  Exhibit II

26. Approval of Property – Woodholme Elementary School Site  Exhibit JJ

D. Consideration of proposed adjustment to Schedule of Board Meetings, 2003-2004  (Mr. Arnold) Exhibit KK

E. Consideration of Budget Appropriation Transfer  (Ms. Burnopp) Exhibit LL

XI. INFORMATION

Revised Rule 5560 – Suspension or Expulsion  Exhibit MM

XII. ANNOUNCEMENTS

A. Constituent Groups

B. Public Comment – Policy 3225 (Second Reading)

C. Public Comment – Policy 5550 (Second Reading)

D. Public Comment – Policy 5560 (Second Reading)

E. Public Comment – Proposed School Calendar, 2004-2005 (Second Reading)

F. General Public Comment

Next Board Meeting  June 10, 2003
7:30 P.M. Greenwood
The Board of Education of Baltimore County, Maryland, met in open session at 4:40 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, Ms. Janese Murray, Mr. James R. Sasiadek, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Arnold asked for nominations for the Maryland Association of Boards of Education’s (MABE) annual Willis Award. A former Board president will be nominated.

Mr. Arnold announced MABE’s Summer Leadership Conference will be held in June. Board members interested in attending are to contact Ms. Zepp.

President Arnold announced the date of the next Board retreat—Sunday, June 8th. The retreat will be held at the Marshy Point Nature Center from 10:00 a.m.—2:00 p.m.

Mr. Hayden and Mr. Teplitzky entered the room at 4:47 p.m.

At the retreat, there will be a presentation from MABE on building strong leadership teams, and there will be a discussion about the Education Foundation.

Mr. Grzymski inquired about a date for the Board’s annual summer retreat. The dates of August 16th and 23rd will be considered.

At 4:52 p.m., Mr. Sasiadek moved to adjourn the open session for a brief dinner recess. The motion was seconded by Mr. Walker and approved by the Board. The Board hosted the Baltimore City School Commissioners for dinner.

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:39 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: 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 Miss Cierra Batock, a student at Wellwood International School, and a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

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

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

SUPERINTENDENT’S REPORT

Dr. Hairston provided an update on New Town High School, noting that overall construction is 90% complete and occupancy is slated for mid-June. Textbook and instructional materials orders will be mailed this week, and the Office of Student Data is preparing a list of students based on the established boundaries. Special Transfer applications are being accepted, but none will be considered until after August 15th.

The Superintendent announced that prior to Spring Break, Dorothy Hardin, Principal of Pikesville High School, was honored as the 2003-2004 Maryland High School Principal of the Year at the Maryland Association of Secondary School Principals Spring Conference. Ms. Hardin will represent Maryland in the national competition.

Dr. Hairston announced that the National Association of State Directors of Career and Technology Education awarded Susan Falcone, a Family Studies teacher at Loch Raven High School, their first CTE Star of Education Award.

Austin Davis, a fourth grader at Lutherville Laboratory, was named the Maryland grand prizewinner in the Mutual of Omaha’s Kid’s Summit 2003 essay contest.

Representatives from Halstead Academy, Lutherville Laboratory, and Lansdowne High School Academy of Finance attended the recent annual Magnet Schools of America Conference.

Teams from Dogwood, Edmondson Heights, Hernwood, Milbrook, Powhatan, Winfield, and Woodmoor Elementary Schools participated in the Sixth Maryland State Black Saga Competition held at the University of Maryland, College Park. Our teams made a very strong showing with Edmondson Heights moving on to the final competition round.

The Superintendent announced that the Baltimore County Commission for Women named Sara Reihl, a senior at Parkville High School as “2003 Young Woman of the Year.”
SUPERINTENDENT’S REPORT (Cont.)

Dr. Hairston informed the Board and audience that the Maryland Association for Supervision and Curriculum Development selected Battle Monument School for the Outstanding Program in Education Award for 2002-2003.

With regard to the County Executive’s Budget Message, Dr. Hairston noted that the Board’s request was fully funded and thanked Mr. Smith for his commitment to education. He also acknowledged the 3% COLA’s were not appropriated at this time.

Mr. Arnold announced the County Council will hold its annual public hearing on the budget on April 28th at 7:00 p.m. at Loch Raven High School.

OLD BUSINESS

On motion of Mr. Kennedy, seconded by Mr. Sasiadek, the Board approved the recommendation not to make any changes to Policy 2352 – Accidents/Medical Emergencies.

REPORTS

The Board received the following reports:

A. On a motion by Mr. Walker, seconded by Mr. Sasiadek, the Board adopted a Resolution proclaiming May 4-10, 2003, as Pupil Personnel Workers Week.

B. On a motion by Mr. Sasiadek, seconded by Mr. Walker, the Board adopted a Resolution proclaiming May 4-10, 2003, as School Psychologists Week.

C. Enrollment Report for Strategically Located Schools—Ms. Fromm, Executive Director for Planning and Support Operations, and Ms. Staskiewicz, a representative from DeJong and Associates, updated the Board on the work of the Office of Strategic Planning to address the overcrowding issue at New Town Elementary School and other schools in the county since the DeJong recommendations were presented to the Board in November.

Ms. Fromm noted the County Executive’s proposed budget includes funding for construction of the new Woodholme Elementary School. Short-term, emergency initiatives to relieve overcrowding at New Town Elementary School have been approved by the Superintendent. New Town students residing in the Garrison Forest Apartments and some single-family homes in the area will be annexed to Glyndon and Franklin Elementary Schools. New Town students residing in the McDonogh
REPORTS (Cont.)

Township and Garrison Woods areas will be annexed to Fort Garrison and Summit Park Elementary Schools. This area includes various types of housing. In addition, students moving into Red Run II, Winterset Woods, and Brookside Common will be annexed to Reisterstown Elementary. Ms. Fromm stated there are plans to relocate the self-contained special education classes for students with emotional disabilities from New Town to Chatsworth School.

Other initiatives include a combination of full-day and half-day kindergarten programs. The system will maintain current enrollment levels of prekindergarten classes. Ms. Fromm stated that with these emergency measures, it is anticipated that when school opens in August, there will be 901 available seats in New Town Elementary and an enrollment of approximately 806 students.

At Dogwood Elementary School (in the Southwest Area), there are plans to relocate three (3) self-contained special education classes for students with emotional disabilities to Winfield. At Edmondson Heights, kindergarten enrollment will be capped at the current level, and three (3) relocatables will be added to that site. Ms. Fromm informed Board members any additional kindergarten registrations will be served at Westowne Elementary School starting in August. At Featherbed Lane Elementary School, the primary and intermediate schools will be consolidated under one administration. There will also be some facilities improvements.

Ms. Staskiewicz reviewed the process to be used to complete Phase II of the DeJong study—a review of all high school enrollments and boundaries. A steering committee will be formed. The committee will gather data, review the system profile, and look at the educational and magnet programs being offered to see how they affect overcrowding and undercapacity enrollments in high schools. Options will be developed. They may include program, boundaries, or program recommendations. Three (3) community forums will be held in various areas of the county, with recommendations being brought to the Board in September of this year.

Mr. Arnold asked that a written copy of the presentation be provided to Board members for its review.
REPORTS (Cont.)

Ms. Ettinger inquired about the impact of annexation on the receiving schools. Ms. Fromm responded that all principals of the receiving schools are comfortable with the plan and are ready to implement it. Ms. Ettinger also asked for written information on current enrollment of the receiving schools, the stated capacity, and the expected enrollment with the annexation. Ms. Ettinger also stated that if the system moves forward with this plan, it will be important to have a sense of the time line that is required to build a new school so that parents will not be under any false impressions that a new school will “pop up.”

After receiving clarification from Ms. Fromm that magnet schools will be part of the high school study only as it affects enrollment issues, Dr. Hayman requested a complete study of magnet schools.

Mr. Walker asked for the number of students who will be annexed from New Town to the various other schools.


Because of the large amount of information presented, Mr. Arnold suggested scheduling a work session on this issue. Contingent upon checking the Board’s calendar, a work session will be held on Wednesday, April 30th at 6:30 p.m. at Greenwood.

Mr. Grzymski expressed concern about the community forums being scheduled in June, noting that with the end of school, attendance at the forums may be lacking. He urged the forum dates be determined as quickly as possible so that it can be communicated to the public.

D. Report on the Status of Field Trips and Foreign Travel—Through a Power Point™ presentation, Ms. Bailey and Ms. Farley briefly reviewed the history of the field trip and foreign travel policy since 2001 and the system’s current position.

Mr. Teplitzky voiced his support of a ban on foreign travel, but disagreed with the ban on travel in the United States. He suggested there be an individual review of each trip, especially with the lowering of the alert level. This view was supported by several board members, noting that students’ safety is the system’s first responsibility.
Mr. Kennedy asked the Superintendent and staff to revisit the issue of field trips within the United States.

Dr. Hayman shared concerns communicated to him that staff who participate in trips that are not affiliated with the school system would suffer repercussions. Dr. Hairston stated that this was a non-school sponsored activity and was isolated. He further stated that rumors of repercussion have not surfaced within the school system.

Ms. Ettinger stated that should the school system move in the direction of allowing trips within the United States after individual review, it should be made clear to students and parents that because of the volatile situation in the world, changes may occur.

C. Summary of Key School Legislation – Dr. Poff reviewed key pieces of legislation considered by the General Assembly that affect Baltimore County.

While the Public Charter School Act bears little or no resemblance to the four proposals during the early part of the Session, it retains the objective of the Maryland Association of Boards of Education that the primary chartering authority would be local boards of education with the existing appeal process.

Children in Out-of-County Living Arrangements passed. In its final form, the legislation was amended in accordance with the recommendations of the Board.

With regard to Residential Child Care Programs, as part of the licensure of residential childcare programs, caregivers are required to meet with teachers and assist in the obtaining and delivery of information about the students as they enter school.

HB 778 – Public School Employees – passed.

Dr. Poff also reviewed the budget as it affects Baltimore County Public Schools, Thornton funding, and state aid to local governments.

Mr. Hayden noted that the Maryland Association of Boards of Education was pleased with Dr. Poff’s work at this year’s Session. Mr. Hayden expressed his pleasure with the State’s allocation for special education transportation.
PERSONNEL MATTERS

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

CONTRACT AWARDS

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved items 1-8.

1. Contracted Services: On-Call Wood Floor Refinishing, Relining, and Repair for Gymnasiums, Stages, and Other Locations
2. Cosmetology Labs at Carver Center for the Arts and Technology and Western School of Technology and Environmental Science
3. Diesel Antifreeze
4. Document Printing System
5. Lubricants and Motor Oils
6. Printing: Science Lab Manuals
7. Technology Education Furniture – Workbenches
8. Various Digital Equipment: Video Cameras, Projectors, Accessories, and Others

RESOLUTION FOR FINANCING

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved a resolution for the financing of vehicles. Mr. Arnold abstained from discussion and voting on this item.

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-9. Mr. Kennedy asked Mr. Cassell to explain “QZAB.” Qualified Zone Academic Bonds are funds given by the State to schools that offer free and reduced lunches. These schools are given a certain amount of money to be used in the capital program. There are some qualifications and restrictions on how the money can be used.

Mr. Walker pulled item 4; Mr. Teplitzky pulled item 8. The Board approved items 1-3 and 5-7, and 9.
BUILDING COMMITTEE (Cont.)

1. Chairlift Installation – Elmwood Elementary School
2. Hot Water Heater Replacement – Holabird Middle School
3. Hallway Locker Replacement – Lansdowne High School
5. Networking/Electrical Upgrades
6. Reroofing Project – Hereford Middle School
7. Reroofing Project – Patapsco High School
9. Change Order – Design Services for Systemic Renovations – Chase Elementary School

Item 4

After questioning the support of the ceiling for the fire suppression system, it was determined that Mr. Walker’s question concerned item 8. Mr. Walker asked for assurance that the removal of the fire suppression system from the project was not due to finances. Mr. Cassell reassured Mr. Walker that was not the case but was due to an effort to keep the renovation project moving and with the intent to come back to it later, rather than stop work for that one issue.

As recommended by the Building Committee, the Board approved item 4.

4. Fire Alarm Replacement – Stoneleigh Elementary School

Item 8

Mr. Teplitzky inquired if there is anything about this project that would limit the school system’s ability to use the building for a comprehensive school in the future. Mr. Cassell responded negatively. Mr. Teplitzky reiterated the purpose of this work is to make Campfield a totally useable building and would not limit the school system’s ability to use it should the Board decide to make such a change in the future.

As recommended by the Building Committee, the Board approved item 8.

8. Change Order – Design Services for Major Maintenance Renovation Project – Campfield Early Childhood Center
SPECIAL EDUCATION STAFFING PLAN

Mr. Boone noted the approved staffing plan is due to the Maryland State Department of Education on or before July 1, 2003. He also noted that at a State meeting of Special Education directors, Dr. Baglin, Assistant Superintendent of the Division of Special Education at the State Department, referred to Baltimore County’s plan as a model plan. The review process included three community input sessions.

Mr. Kennedy asked Mr. Boone if he was comfortable with the student/teacher ratio for students who are autistic. Mr. Boone stated that more information is being gathered from around the system and that there is some evidence that another ratio might be more favorable, but it was still premature to make a recommendation.

Mr. Kennedy expressed concern that the staffing ratio may be based on anticipated funding from fiscal authorities rather than on what is needed.

Ms. Ettinger inquired about the time line for achieving the goal of an 11:1 ratio for teachers and instructional assistants for inclusion. Mr. Boone was unable to provide that time line noting that over the years, Baltimore County Public Schools has consistently improved the ratio from 30:1 in the late 70’s to the proposed 12.1:1. Ms. Ettinger shared Mr. Kennedy’s concern regarding the staffing for children with autism.

On motion of Mr. Kennedy, seconded by Mr. Grzymski, the Board approved the proposed Special Education Staffing Plan for 2003-04.

ANNOUNCEMENTS

Mr. Arnold made the following announcements:

① On April 28, 2003, the County Council will hold a public hearing on the proposed budget at Loch Raven High School at 7:00 p.m.

② On Thursday, April 24, 2003, the Board will hold its last Recognition Night program for the 2002-2003 school year. The program will begin at 7:00 p.m. at Cockeysville Middle School.

② On Tuesday, April 29, 2003, the Northwest Area Educational Advisory Council will meet at New Town Elementary School at 7:00 p.m.

② On Tuesday, May 6, 2003, the Southeast Area Educational Advisory Council will meet at Bear Creek Elementary School at 7:30 p.m.

② On Monday, May 12, 2003, the Citizens’ Advisory Committee for Special Education will meet at 7:00 p.m. at Greenwood. Two speakers from the
ANNOUNCEMENTS (Cont.)

① Maryland State Department of Education will provide an overview of the new High School Assessment requirements and what this means for students receiving special education services.

② The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, May 13, 2003, at Greenwood. The meeting will begin with an open session at 5:00 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions.

③ As announced earlier in the evening, the Board will hold a work session on Wednesday, April 30, 2003, at 6:30 p.m. in the ESS building regarding the Enrollment Report on Northwest and Southwest Area Schools.

PUBLIC COMMENT

Ms. Amethyst Danesie, President of the Baltimore County Student Councils (BCSC), noted Baltimore County’s representation at the recent state conference. She also noted that at April’s General Assembly meeting, next year’s officers were elected. Board members were invited to BCSC’s annual Bull Roast.

Mr. Arnold announced that the vote on the proposed Special Education Staffing Plan was premature, in that the public had not been given the opportunity to comment on the proposal. On motion of Mr. Kennedy, seconded by Mr. Grzymski, the Board reversed its decision to approve the proposed Special Education Staffing Plan for 2003-2004. Mr. Arnold announced that the public would be given an opportunity to comment at the May 13th meeting, with a vote on the plan scheduled for the May 27th meeting.

Ms. Kelli Nelson, Chair of the Citizens Advisory Committee for Special Education, stated in response to Mr. Kennedy’s concern about staffing to meet funding that we need to move away from that way of thinking. She voiced her pleasure with the public input process in the development of the proposal. With regard to federal guidelines that require all students be educated by highly qualified teachers, she stated many special education teachers may not be able to teach in the content area. With regard to the New Town Elementary School recommendations, she shared her disappointment that special education programs are being removed, especially for those students who are in their home school. She urged the Board to look at the inclusion of housing developments in the annexed areas. Ms. Nelson also voiced her opinion that there was not adequate community input in the development of these recommendations. She also stated that in order to truly alleviate the overcrowding at New Town Elementary School, more than 104 students need to be moved from the school.
PUBLIC COMMENT (Cont.)

Ms. Maggie Kennedy, Coordinator of the Area Educational Advisory Councils, asked that “annexing” be more clearly defined. She urged the Board to keep students with disabilities in their home schools, when possible, noting that the emotionally disabled students benefit from consistent and secure settings. Ms. Kennedy noted a Coalition meeting with the County Council on April 29th to support full funding of the County Executive’s budget. She shared her disappointment with the County Executive’s failure to include raises for school system employees in his budget.

Ms. Meg O’Hare, Chair of the Northeast Area Educational Advisory Council, noted three schools in the Northeast Area who participated in Destination Imagination – Norwood Elementary School, Pine Grove Middle School, and Kenwood High School. The retirements of Sharon Rider, Administrative Assistant in the Northeast Area Office, and Sharon Norman, liaison to the advisory councils, were also noted. Ms. O’Hare complimented the process of the Middle School Task Force. Despite the County Executive’s failure to include a COLA for school system employees, Ms. O’Hare stated her belief that the County Executive is sincere in his support of education.

Mr. Michael Franklin, President of the PTA Council of Baltimore County, thanked the Board for slowing down the process regarding the overcrowding at New Town Elementary School to allow for public input. He also shared the PTA Council’s support of Ms. Nelson’s earlier comments on the issue. Mr. Franklin noted an oversight in procedure in the invitation of PTA Council representatives to the Master Plan Oversight Committee. Finally, Mr. Franklin noted the PTA Council’s Reflections Awards ceremony on April 30th at Cockeysville Middle School.

Mr. Mark Beytin, President of the Teachers Association of Baltimore County, reminded Board members of the May 6th joint Recognition/Retirement Program. He shared his disappointment with the County Executive’s budget and the lack of a COLA for teachers, noting that it is a sad day for public education.

Ms. Kelli Nelson, a parent residing in the Northwest Area, shared her disappointment at the lack of notice for public input on the New Town and Dogwood issues. The Board was encouraged to include the community in this process.

Ms. Anita Bass shared her disappointment over the continued ban on travel within the United States, particularly as it affects Kenwood High School.

Ms. Marilyn Baytop spoke of safety issues in her child’s school that have not been addressed.

Ms. Beverly Mason spoke about the lack of discipline on school buses and requested that bus drivers be provided an assistant or a school staff member to deal with discipline issues on the
PUBLIC COMMENT (Cont.)

bus. She stated she had a petition signed by 300 parents to support her position. Ms. Baytop stated the same situation exists in classes.

Ms. Joan White-McCain, Chair of the Overcrowding Committee at New Town Elementary School, shared parents’ encouragement of the plans to address overcrowding at the school. She also voiced agreement of the annexation of special education classes to Chatsworth. Ms. McCain was not in favor of eliminating the enrollment cap.

Ms. Arvis Tucker, PTA President of the New Town Elementary School, noted more needs to be done with regard to alleviating the overcrowding at the school. She urged the Board to retain the enrollment cap until Woodholme Elementary School is built, noting that if the cap is removed more students will enter New Town Elementary as they move into the community.

Noting the PTA Council’s awards program scheduled for April 30th, Mr. Arnold asked if Board members could attend a work session on May 1st. Several indicated they would not be able to attend and the work session remains scheduled for April 30th.

At 10:30 p.m., Mr. Walker moved to adjourn the open session. The motion was seconded by Mr. Hayden and approved by the Board.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

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The Board of Education of Baltimore County, Maryland, met in open session at 5:45 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Mr. Sasiadek immediately moved 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. Hayden and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley reviewed the statutory requirement to renegotiate with bargaining units when the fiscal authority does not approve enough funds to implement the negotiated agreement.

Ms. Burnopp outlined changes made by the County Executive to the Board’s proposed budget.

Mr. Capozzi reported on a meeting between him and the coalition for the bargaining representatives to discuss the budgetary changes.

At 6:28 p.m., Ms. Ettinger moved to adjourn the closed session. The motion was seconded by Mr. Walker and approved by the Board.

REPORT OF THE BOARD OF EDUCATION WORK SESSION

President Arnold called the work session to order at 6:40 p.m. In addition to President Arnold, the following Board members were in attendance: Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, 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, and staff members were present.

Mr. Arnold reminded the audience that the Board would not entertain public comment tonight, but later in the evening, a date would be announced to give members of the public an opportunity to comment on the plans to annex students at New Town.
Elementary School. Members of the public were also informed they could contact Board members or the Board secretary with any comments.

Ms. Fromm reminded Board members that summary information on the initiatives was presented last week. Details and background information to support the initiatives were presented through a Power Point™. Data presented included:

- Past Annexing Samples
- Annexing Recommendations for New Town Elementary School
- Solutions Considered, But Not Recommended
- Administrative Process
- Maps Showing Annexed Areas
- Enrollment Projections of Impacted Schools
- Northwest Area Enrollment Data.

Ms. Ettinger expressed concern about the movement of special education children. She also noted that the data appears to indicate available space at Campfield Early Childhood Learning Center. Dr. Gehring stated the Office of Strategic Planning did look at Campfield, but New Town has seven (7) kindergarten classes, and it was the intent not to split kindergarten students because of the sibling issue.

Ms. Murray questioned what was meant by the County Executive’s support of Woodholme Elementary School in his ’04 budget message. Ms. Fromm responded that $6.7 million in funding was pledged by the County Executive for construction of this new school. She noted that this is only a portion of the money needed. The state would also have to provide funds for the school’s construction.

Mr. Kennedy voiced the concern of the New Town community that even with annexation, the school will continue to be overcrowded as new families move into the area. Ms. Fromm acknowledged there is still growth potential at New Town Elementary School, but felt the situation can be managed by the annexation proposal. He also shared concern that when new housing developments are built, County officials assume the schools will absorb the students into the existing schools. He challenged County officials to be more cognizant of the impact new developments have on area schools.

Mr. Grzymski inquired if annexed students become a part of the receiving school, to which Dr. Gehring responded that receiving schools will treat those students as their own.

Mr. Hayden stated he was happy to hear that staff is working more collaboratively with County officials identifying students. He shared Mr. Kennedy’s concern about future planning. Mr. Hayden also noted that the State will not provide funding money for
new construction based on enrollment projections—the students must already be in place. Mr. Hayden also inquired about the use of a prototype school for Woodholme. Dr. Krempel stated that a prototype building, such as that used in the construction of Essex and Westchester Elementary Schools, would be used in the Woodholme project.

Ms. Bormel inquired about the addition of teaching staff in the receiving schools for the annexed students. Dr. Gehring responded there would be staffing shifts from the sending school to the receiving schools. Ms. Bormel also asked how long the annexation would last. Dr. Gehring responded that annexation of students would last until Woodholme Elementary School is built.

Ms. Ettinger asked if the Woodholme site had been inspected for potential site problems. Dr. Krempel stated that it had, and he did not foresee any problems with the site. He also added that being able to fast track this project is predicated upon funding.

Ms. Ettinger inquired about moving along the financial process. Dr. Hairston stated that is a legislative issue, and discussions with county and state legislators would have to take place.

Ms. Ettinger expressed concern that with the prospective development in New Town and surrounding areas, Fort Garrison and Summit Park Elementaries may be at or over capacity in 2006.

Ms. Ettinger shared her concern about parents’ perceptions that they may have been left out of the process. Dr. Gehring stated that principals have shared information with parents and PTA’s. Mr. Shah of Strategic Planning has also met with members of the PTA and parents. Letters have been sent to parents about the annexation to which there has been positive feedback. Dr. Gehring did note that there wasn’t a process in place, as is the case for boundary changes.

Ms. Murray questioned if there was a maximum amount of time students could be annexed. Ms. Fromm stated there was not a specific period of time that students could be annexed and noted past history reflects multi-year annexation in some cases. Ms. Murray also shared Mr. Walker’s concern about New Town still being severely overcrowded after annexation.

Mr. Sasiadek inquired about the number of special education students to be annexed. Ms. Satterfield noted that 14 students out of the current 24 students would be moved. Dr. Gehring noted that in moving these students, two classrooms (or about 70 seats) would become available. Mr. Sasiadek stated that it is important for these students to be in familiar surroundings.
With regard to meetings with parents, Mr. Sasiadek asked if principals have kept a record of major meetings with parent and community groups about this issue. Dr. Gehring reiterated that the process for annexation plans did not replicate the boundary process. Dr. Gehring offered to have principals gather that information for Mr. Sasiadek.

Mr. Teplitzky noted that this is a serious problem that needs dramatic action. He stated that the balance of funding needed for the construction of Woodholme will not be forthcoming this coming July 1st because of the current process. Mr. Teplitzky questioned whether the County Executive is willing to forward fund the money. He shared his concern that unrealistic expectations are being set for the public that a new elementary school will be built in two years. He commended staff for the work that went into developing the short-term solutions, but he suggested the Board should be discussing long-term issues.

Mr. Teplitzky asked about the role the receiving school principals will play in the annexation. The receiving school administrators present described what plans have been made and what meetings have or will take place to prepare for the annexed students. Finally, Mr. Teplitzky stated the community, the Board, and the local elected officials need to actively communicate with politicians about Woodholme funding.

Dr. Hairston commented that he considers New Town’s situation an emergency. He stated that the community, the Board, and all interested parties need to be aggressive in seeking funding to build Woodholme.

Ms. Ettinger shared Mr. Teplitzky’s concern about leaving parents with the misconception that a new school will be built in two years.

Mr. Arnold agreed with Mr. Teplitzky’s and Ms. Ettinger’s concerns. He stated that the Board would welcome the opportunity to work with the community, the County Executive, the County Council, the state, and with elected officials to explore alternatives to move the Woodholme project along in a timely manner.

In an effort to give the public an opportunity to comment on the annexation plans, Mr. Arnold announced a public hearing would be held on Wednesday, May 14th, at 7:30 p.m. at New Town Elementary School.

The work session concluded at 8:28 p.m.

At 8:42 p.m., the Board of Education of Baltimore County, Maryland, met in open session at the Greenwood Administration Building. In addition to President Donald Arnold, the following Board members were present: Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr.
James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. Also present were Dr. Joe A. Hairston, Superintendent of Schools, and staff members.

Mr. Walker immediately 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. Sasiadek and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley briefly summarized for the Board member absent earlier the discussion regarding renegotiations with the bargaining units.

Mr. Grimsley shared the groups’ position on a particular issue and advised the Board of its options. After discussion, the Board advised Mr. Grimsley and Mr. Capozzi how to proceed.

At 8:55 p.m., Mr. Walker moved to adjourn the closed session. The motion was seconded by Mr. Sasiadek and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

dz
WHEREAS, Sarah D. Bormel has served as student member of the Board of Education of Baltimore County with honor and distinction for the school year 2002-2003; and

WHEREAS, She has served as a member of this Board's Curriculum Committee; and

WHEREAS, Sarah has shown an interest in student government, serving as Baltimore County Student Councils' Central Member-at-Large and Educational Liaison as well as a member of the Maryland Association of Student Councils executive board and a delegate to the National Association of Student Councils; and

WHEREAS, She has served as Student Government president and corresponding secretary and also served as Chair of the Baltimore County Student Councils Camp Airy Leadership Workshop; and

WHEREAS, Sarah has been a member of the National Honor Society since grade 10 and a member of the Mock Trial competition in grades 9, 10, and 11; and

WHEREAS, She has also served as a student representative to the PTA Council of Baltimore County executive board; and

WHEREAS, Sarah has also shown an interest in sports, participating as a member of Carver Center of Arts and Technology’s Varsity Lacrosse and Varsity Soccer teams and receiving the Scholar Athlete Award in both sports, as well as being selected to the Baltimore County Varsity All-Academic Team in lacrosse and soccer in grades 9-11; and

WHEREAS, Sarah will begin the next phase of her education at Boston University; now, therefore, be it

RESOLVED, That the Board of Education of Baltimore County, assembled in regular session on the twenty-seventh of May, in the year two thousand three, expresses to Sarah D. Bormel its fondest regards and gratitude for her services; and be it further

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

______________________________  ________________________________
Donald L. Arnold, President    Joe A. Hairston, Secretary-Treasurer

May 27, 2003
Recommendation

That the Board of Education approve the Special Education Staffing Plan for 2003-2004.

*****

The proposed 2003-04 Special Education Staffing Plan was initially presented to the Board during the April 22, 2003, Board Meeting. The second reading of the plan, involving public input, occurred during the May 13, 2003, Board Meeting. As a result of public input during the Board Meeting and input received in recent weeks, additional improvements were made to the proposed plan. The changes involve the following: clarifying the data and including additional explanation of services for deaf and hard of hearing students.
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.
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. BUS 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

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* AS MSDE REPORTING IS REQUIRED FOR ALL STUDENTS WITH IEPS, THIS DATA INCLUDES SPEECH ONLY STUDENTS.
**LESS THAN 1 PER CENT

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.

This page revised 4/7/03; 5/20/03
The following information will be considered in the evaluation of the proposed 03-04 plan:

- achievement for all students with IEPs,
  - LRE data,
  - numbers of students with disabilities educated in their neighborhood schools,
  - disproportionality data,
- class sizes at mid-year compared to ratios in the staffing plan,
- caseload data: speech language pathologists, occupational therapist, physical therapists, case management for teachers,
- numbers of students educated in non-public settings,
- 504 analysis: student support services versus special education case management,
- personal assistant data,
  - professional development data,
  - grant utilization data and grant evaluation, and
- school audits.

**Discussion**

**Description of Special Education Services in BOPS**

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 defacto special education class. When students are spread across many classes, the special education teacher will have a difficult time implementing the services on students’ IEPs in all subjects. 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

- 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.

For the 2002-03 school year, BOPS 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 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 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 BOPS *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
QUALIFIED 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 QUALIFIED 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, QUALIFIED sign language 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. QUALIFIED 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. (SEE PAGE 15 FOR FURTHER DETAILS REGARDING COMMUNICATION OPTIONS, SUCH AS COCHLEAR IMPLANTS, FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING.)

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

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 is 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

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

BOPS 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.

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.

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

Revised 5/20/03
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.

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: 12:1

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.

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 out-put 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.

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Revised 5/20/03
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**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Budget for Special Education</th>
<th>Special Education Special Revenue</th>
<th>Total</th>
<th>% Change</th>
<th>General Fund Operating Budget for BCPS</th>
<th>Total Special Revenue</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></td>
<td>$633,400,343</td>
<td>$44,361,264</td>
<td>$677,761,607</td>
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</tr>
<tr>
<td>1999</td>
<td>$73,750,153</td>
<td>$13,409,698</td>
<td>$87,159,851</td>
<td>4.64%</td>
<td>$652,497,806</td>
<td>$57,025,942</td>
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<td>4.69%</td>
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<tr>
<td>2000</td>
<td>$79,660,783</td>
<td>$14,917,733</td>
<td>$94,578,516</td>
<td>8.5%</td>
<td>$682,568,408</td>
<td>$55,759,912</td>
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<tr>
<td>2001</td>
<td>$87,823,837</td>
<td>$19,897,299</td>
<td>$107,721,136</td>
<td>13.90%</td>
<td>$756,471,528</td>
<td>$73,336,327</td>
<td>$829,807,855</td>
<td>12.39%</td>
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<td>2002</td>
<td>$95,926,970</td>
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<td>$115,538,667</td>
<td>7.26%</td>
<td>$791,410,448</td>
<td>$77,559,014</td>
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<td>2003</td>
<td>$97,057,516</td>
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<td>$124,016,271</td>
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<td>$808,290,758</td>
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<tr>
<td>2004</td>
<td>$110,241,139</td>
<td>$27,747,041</td>
<td>$137,988,180</td>
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<td>$891,262,848</td>
<td>$73,032,343</td>
<td>$964,295,191</td>
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</table>

Total: $617,357,009 | $132,943,312 | $750,300,321 |          |          | $5,215,922,139                          | $405,533,101         | $4,730,192,392 |          |

### 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)

<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>
</tr>
</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>
<td>-</td>
<td>50.3</td>
</tr>
<tr>
<td>Outreach</td>
<td>26.0</td>
<td>4.0</td>
<td>-</td>
<td>8.0</td>
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<tr>
<td>Emotionally Disturbed</td>
<td>1058.0</td>
<td>117.6</td>
<td>-</td>
<td>104.2</td>
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<tr>
<td>Special Schools</td>
<td>331.0</td>
<td>44.1</td>
<td>3.4</td>
<td>-</td>
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<tr>
<td>Functional/Adapted</td>
<td>3,245.0</td>
<td>249.6</td>
<td>-</td>
<td>245.8</td>
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<tr>
<td>Lifeskills</td>
<td>559.0</td>
<td>55.9</td>
<td>-</td>
<td>55.9</td>
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<tr>
<td>Preschool</td>
<td>536.0</td>
<td>31.3</td>
<td>1.4</td>
<td>42.5</td>
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<tr>
<td>White Oak</td>
<td>132.0</td>
<td>17.6</td>
<td>1.5</td>
<td>33.0</td>
</tr>
<tr>
<td>Inclusion</td>
<td>3,958.0</td>
<td>263.9</td>
<td>53.7</td>
<td>56.1</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

- Alternative Schools        | 6.0                     | -            | 6.0        | -            |            |
- Adapted PE                 | 3.6                     | -            | -          | -            |            |
- Infants & Toddlers         | 825.0                   | 20.0         | 3.7        | 5.0          | 2.7        |
- Crisis Intervention        | 29.0                    | 6.5          | 1.0        | -            |            |
- Special Area/ Special Schools| 33.6              | 8.4          | -          | -            |            |
- Transition                 | 10.0                    | 1.0          | -          | -            |            |
- Autism Support             | 1.0                     | 2.0          | -          | -            |            |
- Growth Factor              | 10.8                    | 13.1         |            |              |            |

**Total**                   | **948.3**               | **104.7**    | **574.8**  | **229.5**    |            |

* 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 VERIFICATION LIST

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,

1 To make changes, send Part IV to Marilyn Richards at Student Data, Timonium Support Services.
2 If you recently sent in the Part IV, it may not yet be reflected on this list.
3 If the student is not listed, please make sure to send the Part IV.
4 To end all services, write 'DISMISSED' and the Date Dismissed on the Part IV and send to Student Data.
5 To add a new non-public student, attach the A01 form to the Part IV.

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(Source: P. Colohan, Facilitator, Office of Student Data, Baltimore County Public Schools) Revised 3/3/03
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(Source: P. Colohan, Facilitator, Office of Student Data, Baltimore County Public Schools)
Revised 3/3/03
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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>% Prov</th>
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* THE NUMBER OF "TEACHERS" VARIES FROM APPENDIX B AS THIS NUMBER INCLUDES NOT ONLY TEACHERS, BUT THERAPISTS ALSO.

(Source: R. Harden, Personnel Officer, Department of Personnel, Baltimore County Public Schools)
Revised 3/3/03; 5/20/03
# APPENDIX E-1

## Office of Special Education
### 2002-03 Plan for Professional Development

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<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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<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>
<td>Special Revenue</td>
<td>Oct. 16; Oct. 21</td>
<td>Days Hotel, Timonium</td>
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<td>Crisis Prevention Institute training and refresher re-certification training</td>
<td>Nancy Feeley and Tim Price</td>
<td>ED teachers</td>
<td>Special Revenue</td>
<td>Oct. 16; Nov. 4; Oct. 28</td>
<td>Cockeysville MS and Perry Hall MS</td>
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<td>Working with Autistic Students</td>
<td>Sara Egorin-Hooper</td>
<td>IAs</td>
<td>Special Revenue</td>
<td>Oct. 21</td>
<td>Pine Grove MS</td>
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<td>Life Space Crisis Intervention Institute</td>
<td>Jean Satterfield and Tim Price</td>
<td>Crisis staff</td>
<td>Special Revenue</td>
<td>Oct. 21, 22; Nov. 21, 22, 23</td>
<td>White Oak School</td>
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<td>Required</td>
<td>Investigating Emerging Technology</td>
<td>Diane Perkins</td>
<td>Teachers of students D/HH</td>
<td>Special Revenue</td>
<td>November 13</td>
<td>Parkville High</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>
<td>Special Revenue</td>
<td>Nov. 1; Dec. 6; Jan. 24; Mar. 28</td>
<td>Cockeyesville Middle</td>
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<td>Speech and Language Services</td>
<td>Robin Bosley</td>
<td>New SLPs</td>
<td>Special Revenue</td>
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<td>Perry Hall HS Franklin HS Lutherville Lab Lutherville Lab Lutherville Lab</td>
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(Source: J. Satterfield, Office of Special Education; Alicia Palmer, Office of Professional Development, Baltimore County Public Schools)

REVISED 3/21/03
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<td>Special Revenue</td>
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<td>Life Skills and Functional Meetings</td>
<td>Sara Egorin-Hooper</td>
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<td>Sept. 26; Oct. 24; Nov. 14; Dec. 12; Jan. 16; Feb. 14; Mar. 13; Apr. 3; June 5</td>
<td>Cockeysville, Greenwood, Cockeysville, Cockeysville, Cockeysville, Essex Elem., Cockeysville, Cockeysville, Cockeysville</td>
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<td>Writing Effective Educational Assessments Using the W-J-III Achievement Battery</td>
<td>Marcella Franczowski and Joyce Reier</td>
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<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>
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<td>Karen Greeley and Ann-Marie Spakowski</td>
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<td>Diane McGowan</td>
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<td>Marsye Kaplan</td>
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<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>
</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>Activities</th>
<th>Person(s) Responsible</th>
<th>Intended Audience</th>
<th>Budget Source</th>
<th>Specific Dates for Activities</th>
<th>Location</th>
</tr>
</thead>
<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</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>Cockeysville 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>Cockeysville</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
### 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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Optional</td>
<td>New Special Educator Induction Topics: Differentiation; Accessing supports; IEP development IDEA compliance</td>
<td>Ann-Marie Spakowski</td>
<td>New special educators</td>
<td>Local Operating Budget</td>
<td>Aug. 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td>Optional</td>
<td>Overview of Adapted Physical Education Utilizing Adapted Physical Education resources</td>
<td>Linda Webbert</td>
<td>New PE teachers</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<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 Budget</td>
<td>9/19, 12/5, 2/25, 5/7</td>
<td>TBA</td>
</tr>
<tr>
<td>Optional</td>
<td>Orientation for New Speech Language Therapists</td>
<td>Robin Bosley</td>
<td>New SLPs</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td>Optional</td>
<td>Orientation for New Occupational Therapists</td>
<td>Meg Gilbert</td>
<td>New OTs</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td>Optional</td>
<td>Orientation for New Physical Therapist</td>
<td>Karen Greeley</td>
<td>New PTs</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
</tr>
<tr>
<td>Optional</td>
<td>Orientation for new teachers who work with students with autism</td>
<td>Sara Egorin-Hooper</td>
<td>New classroom teachers</td>
<td>Local Operating Budget</td>
<td>Week of August 11</td>
<td>Perry Hall HS</td>
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(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 Bosley</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 Cochlear 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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</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>Event Title</th>
<th>Facilitators</th>
<th>Audience</th>
<th>Funding Source</th>
<th>Time Frame</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Required</td>
<td>Consultation and Collaboration in the School System</td>
<td>Meg Gilbert and Karen Greeley</td>
<td>Occupational and Physical Therapists</td>
<td>Special Revenue</td>
<td>Week of August 18</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>TBA</td>
</tr>
<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</td>
<td>TBA</td>
</tr>
<tr>
<td>Required</td>
<td>Wilson Language, and &quot;Fundations&quot; reading program</td>
<td>Judy Glass and Terri Janiak</td>
<td>Teachers who implement the Wilson Reading program</td>
<td>Special Revenue</td>
<td>Fall 2003 Spring 2004</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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 Tech/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 Franczkowski 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>
</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>Brain-Based Learning</th>
<th>Meg Gilbert</th>
<th>Occupational Therapists</th>
<th>Special Revenue</th>
<th>Feb. 13</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<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, Susie Swindell, Tim Price</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>
</tr>
<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>
</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>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>
</tr>
<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>
</tr>
<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
APPENDIX F
DRAFT

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>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Actual Count from 9/30</td>
<td>106,723</td>
<td>107,133</td>
<td>107,322</td>
<td>108,604</td>
</tr>
<tr>
<td>Special Education Actual Count from 12/31</td>
<td>9,379</td>
<td>9,993</td>
<td>10,132</td>
<td>10,298</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year*</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<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>
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</tr>
<tr>
<td>0.4%</td>
<td>0.2%</td>
<td>1.2%</td>
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<td></td>
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<tr>
<td>6.5%</td>
<td>1.4%</td>
<td>1.5%</td>
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</tr>
</tbody>
</table>

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.

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>From [Regular Education/ LOB</th>
<th>Available in Passthrough\h</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Special Education</td>
<td>10.8 FTE</td>
<td>3.1 FTE</td>
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</tbody>
</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
5/20/03
## BCPS
### Speech Language Pathologist
#### Proposed Assignments
##### Funding Sources

<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</th>
<th>Total SLP Positions</th>
</tr>
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<tbody>
<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>
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<td>0.0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cen. Child Find (White Oak)</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
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<tr>
<td>Cen. Child Find (White Oak)</td>
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<tr>
<td>Central I/T - White Oak</td>
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<td>0.2</td>
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<tr>
<td>Central I/T - White Oak</td>
<td>0.2</td>
<td>0.2</td>
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<tr>
<td>Central I/T - White Oak</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>Central Facilitator ESS</td>
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<td>1.0</td>
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<tr>
<td>Cockeysville Middle</td>
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<tr>
<td>Cromwell Valley Magnet</td>
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<tr>
<td>Dulaney High *</td>
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<td>0.0</td>
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<tr>
<td>Dumbarton Middle</td>
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<td>0.4</td>
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<td>Fifth District Elementary</td>
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<tr>
<td>Halstead Academy</td>
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<td>1.0</td>
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<tr>
<td>Hampton Elementary</td>
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<th>TBP</th>
<th>I/T</th>
<th>RP</th>
<th>PP</th>
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(Total SLP funding for 153.6 positions)

**Area Totals:**

<table>
<thead>
<tr>
<th>Codes</th>
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<tr>
<td>TBP - Third Party Billing</td>
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<tr>
<td>I/T - Infants and Toddlers</td>
<td></td>
</tr>
<tr>
<td>RP - Regular Passthrough</td>
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</tr>
<tr>
<td>SCHOOL NAME</td>
<td>TBP</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>SE</td>
<td>PP</td>
</tr>
<tr>
<td>SW</td>
<td></td>
</tr>
<tr>
<td>Floater</td>
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</tbody>
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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?

6. 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 providers, 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

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.

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
## BCPS Inclusion Staffing, FY03 & FY04

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(Source: Office of Special Education, BCPS)
Revised 3/21/03
5/16/03
## Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<th>County</th>
<th>Ratios or Assignments</th>
<th>Related Services Ratios</th>
<th>How Determined?</th>
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<td>Allegheny</td>
<td>Resource Programs = 20.1</td>
<td>None</td>
<td>No specific formula</td>
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<td></td>
<td>Cluster Programs = 1 teachers + 1 IA</td>
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<td>Inclusion Programs – teachers + IAs assigned</td>
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<tr>
<td></td>
<td>Out &lt; 21%</td>
<td>Hrs. of service are added to create &quot;units&quot;</td>
<td>&quot;based on number of typical classrooms where students with disabilities are to be assigned&quot;</td>
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<tr>
<td></td>
<td>1:40 elem, 1:50 secd</td>
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<td>Out 21-60% = 1:18</td>
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<td></td>
<td>out &gt;60% = (sep. class) 1:10</td>
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<td>elem, 1:12 secd. out &gt; 50% + (public separate day) 1.6</td>
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<td></td>
<td>home based preschool 1:20</td>
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<td></td>
<td>itinerant + (SLP/Preschool) 1:35</td>
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<tr>
<td>Anne Arundel</td>
<td>Self-contained Elem - 1 per 12 students</td>
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<td>Uses data from SETS (Sp. Ed. Tracking System)</td>
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<td></td>
<td>Mdle - 1 per 15 students</td>
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<td></td>
<td>High - 1 per 60 pupil periods</td>
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<td>Vision Elem, Mdle, &amp; High 1 per 9 students</td>
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<td>Blind Elem, Mdle, &amp; High 1 per 4 blind students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DHH Elem, Mdle, &amp; High 1 per 9 students</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mod. Int. Limited Elem, Mdle, &amp; High 1 per 9 students</td>
<td></td>
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<tr>
<td></td>
<td>SPH Elem, Mdle, &amp; High 1 per 7 students</td>
<td></td>
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<tr>
<td></td>
<td>Multi-handicapped Elem, Mdle, &amp; High 1 per 7 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program for Autistic-Like Elem, Mdle, High 1 per 7 students</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)

Updated 5/21/2003
## 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></td>
<td>1 per 7 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Emot. Handicapped</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem, Mdle, High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 per 9 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Infants (ages 0-2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem, Mdle. &amp; High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.5 per 10 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pre-K</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem, Mdle. &amp; High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.5 per 10 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not identified in staffing plan</td>
<td></td>
<td>&quot;Ratios act only as guidelines for caseloads, however, no ratios are stated in the staffing plan.&quot;</td>
</tr>
<tr>
<td></td>
<td>1 FTE Sp. Ed. Teacher for every 250 students in a school.</td>
<td>1 FTE Related Service staff per 35 direct service students in the area of OT, PT and SLP</td>
<td>Data obtained from case managers include:</td>
</tr>
<tr>
<td></td>
<td>1 FTE IA for every 400 students in a school.</td>
<td></td>
<td>• # of students served</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• # of hours of service</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Max # of students per class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• # of staff provided with consultation on a regular basis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Based upon overall student population rather than disability or severity of disability.</td>
</tr>
<tr>
<td></td>
<td>Elem/MS – 1 Sp. Ed. teacher for every 175 students in a building</td>
<td>Speech 60:1</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>HS – 1 Sp. Ed. teacher for every 300 students IAAs assigned as needed</td>
<td>OT/PT 30:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DHH – 5:7:1:1</td>
<td>Visual Itinerant 12-14:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre K Autism 4:6:1:2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sp. Pre K 10:1:1</td>
<td></td>
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<tr>
<td></td>
<td>Spec K 10:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem Func 5:7:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem Beh Dev. 6:8:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI/MS Integrated Acad 6-8:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI/MS Autism 6-8:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS Funct 8-10 1:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)
Updated 5/21/2003
# 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>
</table>
| Cecil    | MS/HS Beh Dev 8:10:1:1  
HS Funct 10:12:1:1  
General class 200:1  
Resource 20:1  
El Self-Contained 13:1  
MS/HS Self -Cont 15:1  
Low Incid Self-Cont 9:1  
Low Incid & Phys. Dis Self Cont 7:1 | Speech 60:1  
Adap PE 60:1  
OT/PT 60:1 | Based on enrollment projections, IEP’s and on individual student needs, considerations, and staffing allocations. |
| Charles  | Each school = minimum of 2 full time equivalent sp. ed. teachers  
Permanent + hourly paraprofessionals are used but not included in census formula  
**Regional Programs**  
- Sp. Ed. Pre-K  
9-11:1:1  
- ED 7-9:1:1  
- Multi SPH IT  
7-9:1:1  
- Career & Tech  
30-40:1:1  
-Adult (18-21) 2 job coaches | **Related Services**  
SLP 45-60  
Vision 20-40  
OT 30-40  
PT 30-40  
Audiologist 30 | • Use Dec. 1 SSIS count + school census info  
• Staffing formulas for majority of students are based on census based staffing.  
• Formula does not include regionalized programs. |
| Dorchester | Up to 5 hrs service 40:1  
5-15 hrs 20:1 or 30:1:1  
>15 hrs 10:1 or 13:1:1  
>15 hrs MS/HS  
12:1 or 15:1:1  
Pre School/Low Incid  
4:1 or 9:1:1  
Physical or Multi Dis  
6:1:1 | Speech 60:1  
Psych 60:1  
OT/PT 10:1  
Vision 10:1  
Hearing 10:1  
Audiology 60:1 | 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. |

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 5/21/2003
## Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<thead>
<tr>
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<th>Related Services Ratios</th>
<th>How Determined?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick</td>
<td>Pre K 9:1:1 Challenges I,II,III 7:1:3 SET Program 9:1:1 School Within a School 9:1:1 Transition Skills 6-8:1:2 Hearing Impaired 5:1 Hearing Impaired K 4:5 Elem (caseload) 22:1 -70 hrs of service MS (caseload) 24:1 -100 hrs of service HS (caseload) 26:1 -140 hrs of service Autism Cadre – based on student needs</td>
<td>Sp/Lang 1900:54.7 Vision 79:3 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>
</tbody>
</table>
| Harford | Not identified in staffing plan | | - Caseload data, testing time, time for IEP mtgs. & preparation  
- Staffing ratios are based on services hours  
- Other factors considered – overall school size, special programs, unique staff issues and construction projects. |
| Pre-K | Speech/Lang, 60:1 (K-12) | | Unclear |

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 5/21/2003
<table>
<thead>
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<th>Related Services Ratios</th>
<th>How Determined?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery</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>
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<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 enrolled at school = 1.0 res. Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; than 600/&lt; than 750 = 1.5 Res. Teacher</td>
<td></td>
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</tr>
<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>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ED 10:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LD 13:1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>CBI 6:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vision 6:1</td>
<td></td>
<td></td>
</tr>
<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>
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<tr>
<td></td>
<td><strong>Middle</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; than 800 &lt; than 1,001 = 1.5 teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; than 1,000 = 2.0 teacher.</td>
<td></td>
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<tr>
<td></td>
<td><strong>High</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>&lt; than 1,001 = 1.0 teacher 1,000-1500 = 1.5 teachers</td>
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<tr>
<td></td>
<td>&gt;then 1501 = 2.0 teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Autism 6:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DHH 7:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED 9:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LD 13:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBI 6:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vision 6:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)
Updated 5/21/2003
### Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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</tr>
</thead>
</table>
| Prince George's | Not identified in staffing plan                                                         | - 1 SLP to 60 students (working toward a caseload of 45)  
- OT/PT provide 64-85 hrs. of service, per month  
- .1 motor dev. for every 2 classes  
- 1.5 hearing provides 80 hrs. of service/month  
- 1.5 vision provides 80 hrs. of service/month | Unclear                                                                                                                                                                                                                  |
| Queen Anne's    | No ratios utilized  
- Assigned 53 teachers & 54.5 IAs  
*No consistency when you average caseloads Vs. # of Sp. Ed. Stud. | *Share with consortium  
- Caseloads  
- Schedules  
- Referrals  
- Travel time  
- Testing  
- Meetings  
- SSIS data | • Indications of students needs (current and incoming)  
• Current teacher/related serv. staff caseloads & schedules  
• Impl. of LRE opportunities  
• Supports needed for Indiv. Student  
• Support for reg. ed. teachers  
• Requirements for plan time, testing & participation on IEP mtgs.  
• Relationship of programs to other school initiatives |
| St. Mary's      | Maximum caseload of 175 IEP hours per week per spec ed teacher.  
One Sp. Ed. teacher for every 200 students enrolled. | Not Available | 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:  
- Students working on a functional curriculum  
- Students requiring emotional/behavioral support  
- Students with hearing/vision impairments |
| Somerset        | Not identified in staffing plan                                                         | Caseloads of sp.ed. staff are looked at for the following things:  
- SSIS data submissions  
- Instructional assignments  
- Individual staff schedules  
- Service hours per sp. ed. staff member  
- Projected number of referrals  
- Administrative time spent on testing, meetings, etc |                                                                                                                   |
| Talbot          | Pre-K  
1:50 hr. of service  
1:15 stud. – case                                   | Speech Lang – 1:60  
(travel to rural areas 1:50) | Unclear                                                                                                                                                                                                                  |

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)  
Updated 5/21/2003
## Comparison of Ratios for Students with Disabilities Based on Staffing Plan

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<tbody>
<tr>
<td></td>
<td>management not to exceed 1:3 environ.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elem.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students &lt;15 hr. serv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:75 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:25 - case management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:5 – environ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem. stud &gt; than 15 hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:100 hrs. serv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:20 – case management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt; 15 hr. serv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:75 hr. of serv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:25 case management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 15 hr. serv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:100 – hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:20 – case management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td><strong>High</strong></td>
<td></td>
<td>Gen. Ed. census in each bldg. Is looked at 1 sp.ed. teacher + 1 IA for 250-300 students.</td>
</tr>
<tr>
<td></td>
<td>ED – 10:1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:1 for Sp. Program –</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>CBI/DHH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Middle</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 teacher &amp; 11A – (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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em># of student on SSIS as of Dec 1</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Review of changes on SSIS after Dec. 1</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>% of students served by sp. ed. and gen. ED</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Negotiated amount of planning time</em></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><em>Amount of time to supervise &amp; supp. personnel</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Review of general caseloads.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worcester</td>
<td>Not identified in staffing plan</td>
<td></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>
</tr>
</tbody>
</table>

(Source: C. Connolly, Office of Special Education, Baltimore County Public Schools)

Updated 5/21/2003
### 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></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 Range</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
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Middle School Task Force Recommendations

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

RESOURCE PERSON(S): Gwendolyn R. Grant, Executive Director of Secondary Programs
Charlene Bonham, Coordinator of Office of Career and Technology Education
Paula Simon, Coordinator of Office of Secondary English and Reading

INFORMATION

The recommendations of the Middle School Task Force Report will provide a blueprint to improve the education and achievement of Baltimore County Public Schools’ middle grades students.

* * * * *
The Middle School Task Force Executive Summary

All students must have the knowledge and skills to be prepared for the demands of a dynamic and global marketplace. To meet these demands, schools must do more to prepare our young people for the realities of the 21st century. This is especially true of the middle grades students as the high school improvement program, and its rigorous assessments, require more of our middle schools than ever before. With this in mind, the purpose of The Middle School Task Force was to examine and assess the state of middle schools in Baltimore County Public Schools and suggest structural and programmatic changes to improve middle school achievement.

The middle years refer to students from ages 11 through 14 in grades six through eight. In Baltimore County Public Schools, approximately 26,000 of the 108,000 students are middle grades students. Students in the middle grades are in early adolescence, the second greatest stage of human development, and have complex physical, emotional, and intellectual needs unique to their developmental stage.

Research on improving student achievement for middle level students supports:

- Middle schools that are academically excellent emphasizing rigorous academic curricula aligned with state standards providing students with opportunities to apply knowledge to real-world problems.

- Middle schools that are developmentally responsible, understanding, and accommodating the needs unique to the developmental changes of middle grades students.

- Middle schools that are socially equitable implementing the characteristics of being both academically excellent and developmentally responsive.

The recommendations of this report provide a blueprint for improving education and achievement of Baltimore County’s middle grades students. The recommendations are:

**Recommendation I**

All Baltimore County Middle Schools will have consistent vision, mission, and belief statements focused on providing challenging and engaging work for every child and aligned with *The Blueprint for Progress, No Child Left Behind Act 2001*, and *Bridge to Excellence in Public Schools Education Act* and *The Maryland Visionary Panel for Better Schools: Achievement Matters Most*.

**Recommendation II**

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with the Maryland State Learning Outcomes, Learning Goals, and *The Essential Curriculum inclusive of the Reading Screening, Special Education, and Guidance Program Proposals*. 
**Recommendation III**

Middle schools will have in place a schedule that allows students time to experience the minimum proposed content hours outlined in Recommendation II of this document. Four seven-period-day schedules are listed. The Task Force recommends that principals select from one of the four seven-period-day models or use them as models in creating new or modifying existing schedules. Schedule A and A2 allow students time to experience the recommended content hours.

Middle schools will schedule time (possibly in homeroom) twice per quarter to link all students with an in-school adult/teacher mentor/advisor to assist students and parents with monitoring student achievement and planning for future courses in middle school and into high school (CollegeEd).

Middle schools will schedule after-school and/or weekend extra help sessions, focused on improving students’ skills and providing students with enrichment opportunities that will move them to higher levels of understanding and student mastery, and prepare students to enter into more rigorous challenging courses. Accelerated curricula taught by highly qualified teachers will increase student achievement.

**Recommendation IV**

All students will be taught by highly qualified teachers with emphasis on increasing each year the number of certified math teachers at the middle level. Initiatives are outlined by the Office of Mathematics.

**Recommendation V**

Baltimore County Middle Schools will implement CollegeEd in seventh grade infusing the 12 lessons in the content strands of family studies and technology education with a guidance support component. This program provides students and their families with early college awareness and a five-year educational plan.
Middle School Task Force
2002-2003
RECOMMENDATIONS
Focused on Quality;
Committed to Excellence

Baltimore County Public Schools
Middle Grades Matter

Our schools aim to provide all students with the knowledge and skills that spell success in the global, dynamic marketplace of the 21st century. The task is monumental—our society, our world, is in constant flux. To meet this challenge, educators must continually re-examine and refine their standards, goals, and methods.
Middle Grades Matter

Maryland schools must do more, beginning in the early grades and continuing through the middle and higher grades, to prepare our young people for the realities of the new century. This is an especially critical time for middle schools, as the high school improvement program, and its accompanying rigorous assessments, will demand more of our middle schools than ever.
The Task Force will examine and assess the state of middle schools in Baltimore County Public Schools and suggest structural and programmatic changes to improve middle school achievement.
Task Force Members - 31

Middle School Principals

Curriculum Coordinators & Supervisors

Parents and Community Members

Teachers
Part A - Status of Baltimore County Public Middle Schools

- BCPS Middle School Data 1998-2002
  - CTBS
  - MFT and Writing
  - Attendance
- Parent and Teacher Surveys
- Middle School Programs
• Middle School Course of Study
• World Language & Reading Programs
• Southern Regional Education Board Research Brief (SREB) on Middle Grades to High
Middle School Data Indications

- Student performance discrepancies exist by Area, School, Ethnicity, Special Education, Poverty, and for English Language Learners in the areas of:
  - Math
  - Writing
  - Reading
Parent and Teacher Surveys

Indications

Continued focus on:

- Academic Assistance
- Academic Rigor
- Career Choices
- Conflict Resolution/Social Skills
- Quality Staff
Middle School Course of Study
Middle School Programs
World Language/Reading Programs
Indications

• Content and program discrepancies.
  – Some programs were infused into several content strands.
  – Some programs were not offered at all/not offered at all grade levels.

• Different middle school philosophies
Southern Regional Educational Board Research (SREB) on Middle Schools

Indications

“We continue to place large numbers of students in lower-level courses where they have little or no chance of gaining the skills and knowledge they need to succeed.”
SREB/Recommendations

• Students must be challenged to perform at high levels.
• Students must be prepared before they enter ninth grade to meet these challenges.
• Students must be given the extra help and extra time they need to succeed.
The Middle School Task Force
Recommendations (7)
Categories (5)

I. Vision, Mission, and Belief Statements
II. Content Strands/Curricula
III. School Schedules
IV. Highly Qualified Teachers/Math Teachers
V. CollegeEd
Recommendation I
Vision, Mission, Belief Statements

All Baltimore County Middle Schools will have consistent vision, mission, and belief statements focused on providing challenging and engaging work for every child and aligned with *The Blueprint for Progress, No Child Left Behind Act 2001,* and *Bridge to Excellence in Public Schools Education Act* and *The Maryland Visionary Panel for Better Schools: Achievement Matters Most.*
Alignment to the Blueprint for Progress: BCPS

Vision

Baltimore County Public Schools’ graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.
The Baltimore County Public Schools’ mission is to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens.
Global Vision:

Baltimore County Public Middle Schools will provide a challenging and engaging academic program for every child. The middle schools will work in partnership with families and communities to prepare students to be good citizens and productive members of society.
Middle School Mission:

The mission of the middle school is to prepare each student with the knowledge, skills, and values necessary for a successful learning experience in middle school and into high school.
Belief Statements:

- We believe all students will learn and achieve.

- We believe middle schools will challenge students to meet rigorous academic standards emphasizing real world connections and applications of content.
• We believe that teacher quality, preparedness, and continual professional development are critical to quality and engaging instruction.

• We believe middle schools will be academically excellent, responsive, and socially equitable, providing students with age appropriate supports.
• We believe in meaningful school-family connections promoting parent involvement in his/her child’s education both at home and at school.
Alignment to the Blueprint for Progress:

Belief Statements
Recommendation II

Content Strands/Curricula
Rigor/Relevance

All Baltimore County Middle Schools will offer consistent rigorous content strands/curricula aligned with the Maryland State Learning Outcomes, Learning Goals, and The Essential Curriculum inclusive of the Reading Screening, Special Education, and Guidance Program Proposals.
Definition of Rigor

Rigor and Relevance – Curriculum aligned with the Maryland Content Standards and Core Learning Goals, articulating a clear set of goals for student learning requiring application of knowledge to real-world situations. (COMAR).
Alignment to the
Blueprint for Progress:

**Performance Goal 1**

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.
Performance Goal 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Goal 5

All students will graduate from high school.
Summary of Content Strands - 13
All students will experience:

A rigorous and relevant core curriculum aligned with state standards.
English Language Arts Curriculum

Strand  Five 45-minute periods at grades 6-8

An Enrichment Language Arts course for grade 8 and then grade 7 will be developed to prepare students for movement into more rigorous courses.
Enrichment

Programs and courses intended to supplement and add value to the regular academic curriculum increasing depth or variety of subject matter.
**World Languages Curriculum Strand**
Five 45-minute periods at grades 7/8 upon existing grade 6/7 reading

**Reading Screening Program**
Grade 6/7 exit from reading to world language or continuation of reading

**Social Studies Curriculum Strand**
Five 45-minute periods at grades 6-8
Science Curriculum Strand
Life, physical, and earth sciences at grades 6-8 for 45 minutes per day

Mathematics Curriculum Strand
By grade 8 - prealgebra, algebra I, or algebra II with the availability of star math 6 and 7 for students in stanines 1 and 2 for 45 minutes per day
**Special Education Program**
Transition, support, and full participation programs

**Physical Education Curriculum Strand**
Four days of physical education at grades 6-8 for 35-45 minutes
Health Curriculum Strand
40-45 health lessons/hours in grades 6-8 for 45 minutes each

Visual and Performing Arts (Dance, Theater, Visual Arts, Music)
Sequential year-long program of study in grades 6-8
Technology Education Curriculum Strand
35 periods at grades 6-8/CollegeEd

Information & Computer Technology Curriculum Strand
Incorporated into technology education at grades 6-8
(NCLB Requirement)
Family Studies Curriculum Strand
35 periods at grades 6-8/CollegeEd

Guidance and Counseling Program
Student experiences will include:
Grade 6
Orientation to grade six expectations and behaviors that lead to school success
Grade 7
Career exploration, CollegeEd, and development of a five-year plan of study

Grade 8
Transition to high school skills

Grades 6, 7 & 8
Registration and Special Programs based on student needs
“Students taking a core curriculum outperformed non-core takers on average.” (ACT Math and Science Research Brief).
Recommendation III
School Schedules

- Middle Schools will have in place a schedule that allows students time to experience the minimum proposed content hours outlined in recommendation II of this document. Four seven-period day schedules are listed. The Task Force recommends that principals select from one of the four seven period-day models or use them as models in creating new or modifying existing schedules. Schedules A and A2 are most desirable.

- How to fit 13 content strands into 7 periods?
Middle Schools will schedule time (possibly in homeroom and in small groups) twice per quarter to link all students with an in-school adult/teacher mentor/advisor to assist students and parents with monitoring student achievement and planning for future courses in middle school and into high school (CollegeEd).
Middle Schools will schedule after-school and/or weekend extra help sessions focused on improving students’ skills and providing students with enrichment opportunities that will move them to higher levels of understanding and student mastery and prepare students to enter into more rigorous challenging courses. Accelerated curriculum taught by highly qualified teachers will increase student achievement.
Alignment to the Blueprint for Progress:

**Performance Goal 1**

By 2007, all students will reach high standards as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.
Performance Goal 3
By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4
All students will be educated in school environments that are safe and conducive to learning.
<table>
<thead>
<tr>
<th>Schedule A</th>
<th>7-period day</th>
<th>AB Weeks</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 - A week</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
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<tr>
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<tr>
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<td>Lunch</td>
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<td>Lunch</td>
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<tr>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>TE</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td>SS</td>
<td>SS</td>
<td>SS</td>
<td>SS</td>
</tr>
</tbody>
</table>
• Schedule A is a seven-period day, alternating A and B weeks, with five of the periods allotted to year-long courses (English reading/world language, social studies, science, and math) which meet every day.

• PE is a year-long course which meets four times a week. Health is a 40-hour course, which in this schedule, meets once a week for the year.
• The remaining period is shared by art, music, technology education, and family studies. Art and music are year-long courses which meet on alternate days and offer approximately 60 hours of instruction.

• Technology education and family studies are semester courses which meet twice a week and offer approximately 40 hours of instruction. In grade 7, CollegeEd (12 lessons) will be delivered through technology education and family studies.

• Schedule A2 - 75 hours for music and art
  25-30 hours for tech. Ed./FS
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
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<td>Lunch</td>
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<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>Music</td>
<td>Art</td>
<td>Health</td>
<td>TE</td>
<td>FS</td>
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<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<td>SS</td>
<td>SS</td>
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<td>SS</td>
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</tbody>
</table>

Week 2, 3, and 4 SAME
• Schedule B is a seven-period day with six of the periods allotted to year-long courses (English, reading/world language, social studies, science math, and physical education).
• The remaining period is shared by art music, health, technology education, and family studies. Each class will meet approximately 36 times in a year. In a month, each class will meet 4 times.
• The open PE period could be utilized to supplement/enhance the minimum suggested hours in these content strands.
# Quarter Schedule

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>7 period day</th>
<th>Schedule C</th>
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<tr>
<td><strong>Quarter 1</strong></td>
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<td><strong>Wednesday</strong></td>
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<tr>
<td>English</td>
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<tr>
<td>Reading</td>
<td>Reading</td>
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<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
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<tr>
<td>PE</td>
<td>PE</td>
<td>Music</td>
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<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>TE</td>
<td>TE</td>
<td>TE</td>
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<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td>SS</td>
<td>SS</td>
<td>SS</td>
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</tbody>
</table>

CollegeEd in Family Studies & Technology Education in grade 7
- Schedule C is a quarterly rotation of the special areas of art, health family studies, and technology education. Music is a year-long course for one day a week.
- Music and art are recommended to be year-long courses in the middle school.
- Special Areas meet for approximately 40 times per year.
Recommendation IV

Highly Qualified Teachers

All students will be taught by highly qualified teachers with emphasis on increasing each year the number of certified math teachers at the middle level.
Standards-based training will be offered for non-certified math teachers in grades 3-7

Training       June 23-July 2, 2003
Practicum      July 7-July 25, 2003
Follow-Up      2003-2004 school year
Performance Goal 3

By 2005-2006, all students will be taught by highly qualified teachers.
Baltimore County Middle Schools will implement CollegeEd in seventh grade infusing the 12 lessons in the content strands of family studies and technology education with a guidance support component. This program provides students and their families with early college awareness and a five-year educational plan.
Alignment with the Blueprint for Progress:

Performance Goal 5

All students will graduate from High School.
Alignment with the
Blueprint for Progress:

Performance Goal 6

Engage parents/guardians, business, and community members in the educational process.
Alignment with the Blueprint for Progress:

Performance Goal 7

Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.
Middle Level SREB Recommended Actions Aligned to Task Force Recommendations (TFR)
Middle grades schools can:

A. Change the mathematics curriculum so that all students complete either pre-algebra or algebra I successfully by the end of eighth grade;

B. Expect all students to read 25 books or the equivalent across the curriculum;

Alignment to TFR

Recommendation II - Content Strand/Math

Recommendation II - All Content Strands/More Rigor
Middle grades schools can:

C. Identify students by grade seven who may have difficulty completing a challenging curriculum in grade nine, and take steps to increase their instructional time in reading English, and mathematics;

D. Place struggling students in accelerated curriculum with the best teachers;

Alignment to TFR

Recommendation II - Content Strand/Reading Screening Process/Math

Recommendation III - School Schedules
Middle grades schools can:

E. Take steps to provide all middle grades students in grades seven and eight with teachers who have at least a minor (preferably a major) in the content area(s); and

F. Work with students and families to educate them about which courses lead to greater achievement and success, and help students and their families develop a five-year educational plan.

Alignment to TFR

Recommendation IV - Highly Qualified Teachers With Emphasis On Math

Recommendation V – CollegeEd

Recommendation III – School Schedules/Mentors
Middle Level SREB Key Findings Aligned to Task Force Recommendations (TFR)
**Key Findings**

A. Many students who expect to go to college are not taking the necessary courses in high school.

B. Some schools enroll many more students in college-preparatory courses than others. The difference is not explained by differences in students or demographics.

**Alignment to TFR**

Recommendation V - CollegeEd
Key Findings

C. Enrollment in more demanding courses does not result in more failures. In fact, the evidence suggests that challenging content results in lower failure rates. It appears that many students in all kinds of schools can handle more challenging intellectual assignments than schools are willing to give them.

Alignment to TFR

Recommendation I - Vision, Mission, Belief Statement
Recommendation II - Content Strands
Recommendation III - School Schedules
**Key Findings**

D. Taking algebra or pre-algebra in the middle grades leads to enrollment in higher-level mathematics courses in high school and does not increase failure rates.

**Alignment to TFR**

Recommendation II - Content Strands  
Recommendation V - CollegeEd
Key Findings

E. Middle grades schools that successfully prepare students for college-preparatory courses in ninth grade provide extra help and link students with an adult Mentor. Successful schools come in many sizes, and their students vary by ethnicity and socioeconomic status.

Alignment to TFR

Recommendation III - School Schedules/.Adult Mentors
Key Findings

F. Teachers matter enormously; middle grades students who have teachers as advisers are more likely to have educational goals and plans for high school.

G. There are simple steps that middle grades and high schools can take to make sure almost all students will be successful in college-preparatory courses.

Alignment to TFR

Recommendation III - School Schedules/Adult Mentors
Recommendation V - CollegeEd

Recommendations I, II, III, IV, and V
## Middle School Task Force
### Planning and Implementation Schedule

<table>
<thead>
<tr>
<th>Categories &amp; Recommendation</th>
<th>Planning</th>
<th>Implementation</th>
<th>Budget/Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Vision, Mission, Belief Statements</td>
<td>2003-04 Alignment with existing school documents</td>
<td>2004-05</td>
<td>None</td>
</tr>
<tr>
<td>II. Content Strands Reading Screening Special Ed. Guidance Program</td>
<td>2003-04 Informational and planning meetings with curriculum, special education, and guidance staffs and principals.</td>
<td>2004-05</td>
<td>Possible reallocation of reading/world languages teachers. Budget request for reading acceleration programs TBD during 2003-04</td>
</tr>
<tr>
<td>Categories &amp; Recommendation</td>
<td>Planning</td>
<td>Implementation</td>
<td>Budget/Staffing</td>
</tr>
<tr>
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</tr>
<tr>
<td>III. School Schedules</td>
<td>2003-04</td>
<td>2004-05</td>
<td>Possible reallocation of teachers in FS, TE, Music, Art, PE, and Health</td>
</tr>
<tr>
<td></td>
<td>Selection/modification of school schedules to include the minimum proposed content hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentorship/Advisory</td>
<td>2003-04</td>
<td>2004-05</td>
<td>None – use existing staff to mentor students</td>
</tr>
<tr>
<td></td>
<td>Refocus/change advisory to include mentorships for the purpose of monitoring and advising parents and students on student achievement</td>
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</tr>
<tr>
<td>Categories &amp; Recommendation</td>
<td>Planning</td>
<td>Implementation</td>
<td>Budget/Staffing</td>
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</tr>
<tr>
<td>After School And/Or Saturday Enrichment And Accelerated Programs</td>
<td>2003-04 Refocus existing afterschool/Saturday programs to enrichment not remediation centers. Curriculum coordinators will assist schools with selecting implementing, and writing programs/curricula.</td>
<td>2004-05</td>
<td>None – use existing staff, school operating budget, and grant funds</td>
</tr>
<tr>
<td>Categories &amp; Recommendation</td>
<td>Planning</td>
<td>Implementation</td>
<td>Budget/Staffing</td>
</tr>
<tr>
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</tr>
<tr>
<td>IV. Highly Qualified Teachers/.Math</td>
<td>2003-04 Training throughout the year provided by the offices of Elementary and Secondary Math.</td>
<td>2003-04 2004-05</td>
<td>Grants, operating budget, and collaborative efforts with colleges and universities.</td>
</tr>
<tr>
<td>Categories &amp; Recommendation</td>
<td>Planning</td>
<td>Implementation</td>
<td>Budget/Staffing</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>V. CollegeEd</td>
<td>February – June 2003</td>
<td>2003-04</td>
<td>1st year</td>
</tr>
<tr>
<td>College Readiness</td>
<td>Pilot Program – 8 schools. August training 2003 for implementation in 2003-04</td>
<td>Incorporated into family studies and technology education in grade 7</td>
<td>$94,600 in student and teacher materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd year</td>
</tr>
</tbody>
</table>
The Middle School Recommendations are aligned with the current research (SREB), *The Blueprint for Progress*, parent, community, and teacher insights and curricular mandates and experiences that will prepare students for the world they will live in as adults. Every child will:

- Have rigorous, relevant academic programs.
- Be challenged to perform at high levels.
- Be prepared before they enter ninth grade with a five-year plan.
- Be given the extra help and extra time they need to succeed.

All Students can achieve!
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

May 27, 2003

SABBATICAL LEAVES - RESCINDED

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
## RETIREMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/Office</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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<tbody>
<tr>
<td>Sylvia Ay</td>
<td>Teacher</td>
<td>Carroll Manor Elem.</td>
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<tr>
<td>Cheryl Bootey</td>
<td>Speech/Lang. Path.</td>
<td>Ridge/Ruxton School</td>
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<tr>
<td>Beverly A. Bruening</td>
<td>Teacher</td>
<td>Patapsco High</td>
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<td>Jeannette Cadwallader</td>
<td>Teacher</td>
<td>Franklin High</td>
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<tr>
<td>Barbara Charnock</td>
<td>Teacher</td>
<td>Deer Park Mid. Magnet</td>
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<tr>
<td>Reta M. Corn</td>
<td>Instructional Asst.</td>
<td>Middlesex Elem.</td>
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<td>Janice Dix</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>13.0</td>
<td>7-01-03</td>
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<td>Carole Jennings</td>
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<td>Linda Middlestadt</td>
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<td>Sharon M. Norman</td>
<td>Director</td>
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<td>Linda Oliver</td>
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<td>Charles W. Palmore</td>
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<td>Julianne R. Plutschak</td>
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<td>Joyce Rottman</td>
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<td>Nancy Stem</td>
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<td>Susan Stewart</td>
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<td>David Wiscott</td>
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<td>Ronald Wolf</td>
<td>Teacher</td>
<td>Carney Elementary</td>
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<tr>
<td>Susan Zepp</td>
<td>Admin. Asst. IV</td>
<td>Greenwood Adm. Bldg.</td>
<td>35.0</td>
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</tbody>
</table>
RESIGNATIONS

ELEMENTARY – 15

Chesapeake Terrace Elementary School
Lyda M. Marchiano, 06/30/03, 2.0 yrs.

Deep Creek Elementary School
Judith R. Pitre, 06/30/03, 1.0 yr.

Edgemere Elementary School
Leanne G. Baur, 06/30/03, 1.0 yr.

Featherbed Lane Elementary Primary School
Maggie D. Bass, 06/30/03, 1.0 yr.

Fullerton Elementary School
Gregory J. Vogt, 06/30/03, 1.0 yr.

Logan Elementary School
Rita M. Kryglik, 06/30/03, 1.2 yrs.

Middlesex Elementary School
Jennifer A. Payne, 06/30/03, 2.0 yrs.

New Town Elementary School
Elizabeth A. Ricci, 06/30/03, 1.0 yr.

Owings Mills Elementary School
Michelle S. Dube, 06/30/03, 1.0 yr.

Rodgers Forge Elementary School
Devin A. Colby, 06/30/03, 1.0 yr.

Seneca Elementary School
Marvin R. Anderson, 06/30/03, 1.0 yr.
Amanda G. Neiswander, 06/30/03, 9.0 mos.

Shady Spring Elementary School
Julie A. Lynch, 06/30/03, 4.0 yrs.

Villa Cresta Elementary School
Maureen Jackson, 06/30/03, 1.0 yr.

SECONDARY - 44

Winand Elementary School
Tracey S. Pratt, 06/30/03, 2.0 yrs.

Arbutus Middle School
Nicole L. Schwartz, 06/30/03, 2.6 yrs.

Carver Center for Arts and Technology
Kenneth W. Skrzesz, 06/30/03, 7.0 yrs.

Catonsville High School
Anne W. Waldrop, 06/30/03, 1.0 yr.

Chesapeake High School
Eve A. Ayres, 06/30/03, 1.0 yr.

Deep Creek Middle School
Shannon K. Richmond, 06/30/03, 7.0 yrs.

Deer Park Middle Magnet School
Adrienne W. Carver, 06/30/03, 1.0 yr.

Dulaney High School
Molli M. Holthaus, 06/30/03, 1.0 yr.
David E. Hughes, 06/30/03, 6.0 yrs.
Lee M. Kladky, 06/30/03, 1.0 yr.
Devin Page, 06/30/03, 2.0 yrs.

Dundalk High School
Gretchen G. Slaughter, 06/30/03, 2.0 yrs.

Dundalk Middle School
Beth A. Rogowsky, 06/30/03, 1.0 yr.
Amy K. Schaffer, 06/30/03, 5.0 yrs.
Shannon B. Strain, 06/30/03, 1.0 yr.

Franklin High School
Christine M. Hoelscher, 06/30/03, 5.0 mos.

General John Sticker Middle School
Erin M. Nowak, 06/30/03, 1.0 yr.
RESIGNATIONS

Hereford High School
Gregory P. Ekey, 06/30/03, 2.0 yrs.
Nicole D. Hammond, 06/30/03, 6.0 yrs.

Inverness Center
Sharon A. Dillon, 06/30/03, 4.0 yrs.
Susan C. Domanico, 06/30/03, 16.0 yrs.

Kenwood High School
Steven Behrens, 06/30/03, 1.0 yr.

Lansdowne High School
Jessica A. DiGiglio, 06/30/03, 1.0 yr.
Kimberly D. Russell, 06/30/03, 9.0 yrs.

Lansdowne Middle School
Traci R. Fowlkes, 06/30/03, 1.0 yr.

Loch Raven Technical Academy
Elizabeth H. Brettschneider, 06/30/03, 8.0 yrs.
Joseph S. Taray, 06/30/03, 1.0 yr.

Middle River Middle School
Sarah A. McKnight, 06/30/03, 1.0 yr.

Overlea High School
Jeneane R. Jacobson, 06/30/03, 3.0 yrs.

Owings Mills High School
Shlomit S. Katzef, 06/30/03, 2.0 yrs.

Parkville High School
Perry Hall High School
Jessica C. Phillips, 06/30/03, 2.7 yrs.

Tara L. Bartley, 06/30/03, 5.0 yrs.
Beth A. Schwabenbauer, 06/30/03, 3.0 yrs.

Pikesville High School
Carol Riegelman, 06/30/03, 1.0 yr.

Pine Grove Middle School
Leah J. Reedstrom, 06/30/03, 1.0 yr.
Wendy L. Wilson, 06/30/03, 5.0 yrs.

Sollers Point/Southeastern Technical
Jennifer L. Zeigenfuse, 06/30/03, 4.0 yrs.

Southwest Academy
Kim M. Reilly, 06/30/03, 1.0 yr.
Tanya Taliaferro, 06/30/03, 6.0 mos.
Stephanie E. Wilson-Gonzalez, 06/30/03, 2.7 yrs.

Sparrows Point Middle School
Jennifer McKenzie, 05/06/03, 9.0 mos.

Woodlawn High School
Elizabeth T. Doggett, 06/30/03, 1.0 yr.
Jeannette M. Mandycz, 06/30/03, 1.0 yr.

Woodlawn Middle School
Wanda A. Richardson, 06/30/03, 1.0 yr.
Victor B. Sargent, 06/30/03, 1.0 yr.

AMENDED (Board Agenda May 13, 2003)
Elmwood Elementary School
Kathryn R. Hobbs, 06/30/03, 4.5 mos.
(Change of Resignation Date/ Years of Service)

SEPARATIONS FROM LEAVE – 8

Scott P. Audlin, granted Academic Leave, 07/01/01-06/30/03, resigning 06/30/03, 6.0 yrs.
Karen S. Baer, granted Child Rearing Leave, 04/20/01-06/30/03, resigning 06/30/03, 17.0 yrs.
Stacey D. Danielczyk, granted Unusual or Imperative Leave, 08/19/02-06/30/02, resigning 06/30/03, 5.0 yrs.
Katherine W. Franzoni, granted Child Rearing Leave, 03/19/01-03/19/03, resigning 06/30/03, 12.0 yrs.
Samantha Jenkin, granted Unusual or Imperative Leave, 07/01/02-06/30/03, resigning 06/30/03, 5.0 yrs.
Sherry D. Moore, granted Child Rearing Leave, 07/16/01-07/16/03, resigning 06/30/03, 10.0 yrs.
Heather M. Tom, granted Child Rearing Leave, 06/12/01-06/12/03, resigning 06/30/03, 7.0 yrs.
Holly L. Ziarko, granted Military Leave, 08/13/01-
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

May 27, 2003

RESIGNATIONS

ADDENDUM

SECONDARY - 5

Deer Park Middle Magnet School
Patricia C. Lenehan, 06/30/03, 1.0 yr.

General John Stricker Middle School
Janice E. Grant, 06/30/03, 8.0 mos.

Middle River Middle School
Tracy H. Murrell, 06/30/03, 6.0 yrs.

Perry Hall High School
Monica W. Speaks, 06/30/03, 2.0 yrs.

Sollers Point/Southeastern Technical
Kevin Gnipp, 06/30/03, 1.0 yr.

ADMINISTRATORS - 1

Dundalk Middle School
Michele P. Jancewski, 06/30/03, 13.7 yrs.
(Assistant Principal)

DOP: 5/28/03
Baltimore County Public Schools
Towson, Maryland 21204

May 27, 2003

Leaves

Child Rearing Leaves

Stacy Glick Alperstein – New Town Elementary School
Effective July 24, 2003 through June 30, 2005

Amy Rollison Dobler – Formerly Prettyboy Elementary School
Effective September 17, 2002 through June 30, 2004

Julie Miller Girard – Westowne Elementary School
Effective August 20, 2003 through June 30, 2005

Mary Claire Brown Holmes – Edgemere Elementary School
Effective September 10, 2003 through June 30, 2005

Sibyl Devereux Lavin – Pikesville Middle School
Effective August 19, 2003 through June 30, 2005

Eileen Christie Norris – McCormick Elementary School
Effective June 22, 2003 through June 30, 2005

Jessica Wolf Rhoten – Department of Elementary Programs-ESS
Effective July 22, 2003 through June 30, 2005

Extension Unusual or Imperative Leave

Deborah Hulting – Formerly Pinewood Elementary School
Effective July 1, 2003 through June 30, 2004

Extension Military Leave

David F. Frankenhauser – Formerly Patapsco High School
Effective April 28, 2003 through April 28, 2004

Personal Leave

Regina L. Damico – Edgemere Elementary School
Effective July 1, 2003 through June 30, 2004

DOP: 5/28/2003
PERSONAL ILLNESS

MARY HUGHES – Middlesex Elementary School (Person-in-Charge, Cafeteria)*
Effective April 1, 2003 through August 25, 2003

VIRGINIA NELSON – Lansdowne High School (Cafeteria Worker)*

UNUSUAL OR IMPERATIVE LEAVE

AMALIE LYNN DOLAN – Cockeysville Middle School
Effective July 1, 2003 through June 30, 2004

PERSONAL LEAVE - RESCINDED

JASON L. CONKLIN – Charlesmont Elementary School
Effective July 1, 2003 through June 30, 2004

*Non-member Maryland State Retirement System & Pension System
The Board gratefully acknowledges the service of the employee listed below:

JENS OTTO H. MOSE
Science Teacher
Owings Mills High School
May 4, 2003
# Recommended Appointments

**Baltimore County Public Schools**

**Towson, Maryland 21204**

**May 27, 2003**

## Recommended Appointments

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<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td><strong>Beth M. Abraham</strong></td>
<td>Teacher/Instructional Support</td>
<td>Assistant Principal Church Lane Elementary Technology School Church Lane Elementary Technology School</td>
</tr>
<tr>
<td><strong>Yvonne K. Barhight</strong></td>
<td>Acting Supervisor, Language Arts, Department of Elementary Programs</td>
<td>Supervisor, Language Arts Department of Elementary Programs</td>
</tr>
<tr>
<td><strong>Delvin A. Burton</strong></td>
<td>Teacher/Resource Deer Park Middle Magnet School</td>
<td>Assistant Principal Deer Park Middle Magnet School</td>
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<tr>
<td><strong>Christina C. Byers</strong></td>
<td>Mentor/Trainer Sandy Plains Elementary School</td>
<td>Assistant Principal General John Stricker Middle School</td>
</tr>
<tr>
<td><strong>Susan E. Harris</strong></td>
<td>Teacher/Social Studies Pine Grove Middle School</td>
<td>Assistant Principal Dumbarton Middle School</td>
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<tr>
<td><strong>Ryan J. Imбриале</strong></td>
<td>Program Coordinator for Professional Development Johns Hopkins University</td>
<td>Specialist Office of Instructional Technology</td>
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<td><strong>Nancy J. Klein</strong></td>
<td>Mentor/Trainer Elmwood Elementary School</td>
<td>Assistant Principal Shady Spring Elementary School</td>
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<tr>
<td><strong>Julie A. Miller</strong></td>
<td>Teacher/Spanish</td>
<td>Assistant Principal</td>
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DOP: 5/28/2003
RECOMMENDED APPOINTMENTS

(Effective July 1, 2003) Sudbrook Magnet Middle School Dundalk Middle School

(Replacing Michele Jancewski, resigning)

NICOLE K. NORRIS
IEP Chairperson Assistant Principal
(Effective July 1, 2003) Hereford Middle School Catonsville Middle School

(Replacing Deborah Bittner, promoted to Principal, Catonsville Middle School)

JOHN E. O'BRIEN
Principal Assistant Principal
(Effective July 1, 2003) Cardinal Gibbons School Hereford High School

(Replacing Robert Hamilton, retired)

ROBIN S. RUPPRECHT
Facilitator Assistant Principal
(Effective July 1, 2003) New Town Elementary School Winand Elementary School

(Replacing Clayton Myers, retiring)

CHERYL L. SCOTT
Mentor/Trainer Assistant Principal
(Effective July 1, 2003) Woodlawn High School Stemmers Run Middle School

(Replacing Susan Evans, promoted to Principal, Ridgely Middle School)

JENNIFER A. SEVERSON
Academic Intervention Team Assistant Principal
(Effective July 1, 2003) Division of Curriculum and Instruction Pine Grove Elementary School

(Replacing Carol Wingard, promoted to Principal, Seven Oaks ES)

PAUL T. SHOULDICE
Assistant Principal Principal
(Effective July 1, 2003) Deer Park Middle School Dundalk Middle School

(Replacing Frank Passaro, transferring to Inverness Center)

MONIQUE M. WHEATLEY-PHILLIP
Teacher/Special Education Assistant Principal
(Effective July 1, 2003) Deep Creek Elementary School Johnnycake Elementary School

(Replacing Laverne Goins, promoted to Principal, Bedford Elementary School)

DOP: 5/28/2003
# RECOMMENDED TRANSFERS

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<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
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<tr>
<td>MALCOLM E. CAIN</td>
<td>Principal</td>
<td>Assistant Principal</td>
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<tr>
<td>(Effective July 1, 2003)</td>
<td>Randallstown High School</td>
<td>Western School of Technology</td>
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<td>(Replacing E. Donald Weglein, promoted to Principal, Western School of Technology)</td>
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<tr>
<td>ALISON L. DONLON</td>
<td>Coordinator</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2003)</td>
<td>Department of Elementary Programs</td>
<td>Golden Ring Middle School</td>
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<td></td>
<td>Language Arts</td>
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<td>(Replacing Kevin Roberts, transferring to Assistant Principal, Loch Raven Technical Academy)</td>
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<tr>
<td>STEPHANIE A. FANSHAW</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2003)</td>
<td>Mars Estates Elementary School</td>
<td>Lutherville Laboratory</td>
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<td>(Replacing Sharon Anthony, promoted to Principal, Woodbridge Elementary School)</td>
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<tr>
<td>TERESA H. FILBERT</td>
<td>Principal</td>
<td>Principal</td>
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<td>(Effective July 1, 2003)</td>
<td>Wellwood International School</td>
<td>Cedarmere Elementary School</td>
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<td>(Replacing Sandra Kroh, transferred to Wellwood International)</td>
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<td>JOHN T. FOLEY</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2003)</td>
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<td>Dundalk Middle School</td>
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<td>(Replacing Lisa Sampson, transferring to New Town High School)</td>
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</table>

1.0 Years in Current Position

3.0 Years in Current Position

1.0 Year in Current Position

4.0 Years in Current Position

12.0 Years in Current Position
CATHY C. GANTZ  Returning From Unusual/ Assistant Principal
(Effective July 1, 2003) Imperative Leave Oakleigh Elementary School
(Replacing: Kathryn Arnold, promoted to Principal, Pinewood Elementary School)

HOWARD T. MOONEY  Assistant Principal Assistant Principal
(Effective July 1, 2003) Woodlawn High School Perry Hall High School
(New Position; excessed from Woodlawn High School)
2.0 Years in Current Position

FRANK J. PASSARO, JR.  Principal Principal
(Effective July 1, 2003) Dundalk Middle School Inverness Center
(Replacing Robert Pettibone, transferring to Assistant Principal, Deep Creek Middle School)
5.0 Years in Current Position

ROBERT J. PETTEBONE  Principal Assistant Principal
(Effective July 1, 2003) Inverness Center Deep Creek Middle School
(New Position; excessed from Mars Estates Elementary School)
7.0 Years in Current Position

KEVIN D. ROBERTS  Assistant Principal Assistant Principal
(Effective July 1, 2003) Golden Ring Middle School Loch Raven Academy
(Replacing John Foley, transferring to Assistant Principal, Dundalk Middle School)
4.0 Years in Current Position

LISA M. SAMPSON  Assistant Principal Assistant Principal
(Effective July 1, 2003) Dundalk Middle School New Town High School
(New Position)
1.0 Years in Current Position

APRIL L. SEIFERT  Assistant Principal Assistant Principal
(Effective July 1, 2003) Logan Elementary School (.5) Grange Elementary School
Sandy Plains Elementary School (.5)
(Replacing Linda Whalen, transferring to Assistant Principal, Logan Elementary School and Sandy Plains Elementary School)
2.0 Years in Current Position

DOP: 5/28/2003
LINDA R. WHALEN  Assistant Principal  Assistant Principal
(Effective July 1, 2003)  Grange Elementary School  Logan Elementary School (.5)
Sandy Plains Elementary School (.5)
(Replacing April Seifert, transferring to Assistant Principal, Grange Elementary School)
4.0 Years in Current Position

PAMELA W. ZEIGLER  Assistant Principal  Assistant Principal
(Effective July 1, 2003)  Milford Mill Academy  New Town High School
(New Position)
6.0 Years in Current Position
RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

RLG/ Caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts
Board Exhibit – May 27, 2003

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

   Bid #: JCO-439-03
   Term: 2 years   Extensions: 0   Contract Ending Date: June 30, 2005 (tentative)
   Estimated annual award value: $60,000 (income)
   Estimated total award value: $120,000
   Bid issued: March 27, 2003
   Pre-bid meeting date: April 7, 2003
   Bid due date: April 24, 2003
   No. of vendors issued to: 5
   No. of bids received: 3
   No. of no-bids received: 1
   No. of non-responsive: 0

Description:

The bid specifications require the bidders to offer a fixed price per ton of withdrawn or recycled books. The trucking company will determine the weight of the books during their initial weigh-in after leaving Distribution Services. BCPS will get additional dollars when, and if, books can be wholesaled rather than recycled. This amount is not guaranteed and cannot be determined ahead of time. The award bidder will make this determination within 90 days from the pick-up of the books. The value of the contract is based upon historical data. The school will send books to Distribution Services for pick-up by the vendor. Books do not need to be sorted by the schools or Distribution Services.

Recommendation:
Award of contract is recommended to:

Budgetext, Inc., Fayetteville, AR

Responsible school or office: Distribution Services and Curriculum Offices

Contact Person: Don Dent

Funding Source: NA
2. **eCatalog Contracts**

The following 23 contracts for instructional supplies and equipment, textbooks, and instructional media represent our third year in developing an on-line electronic catalog for an electronic procurement system for schools and offices to use. In fiscal year 2001, our initial year, we implemented five supply eCatalogs (Art, Audio Visual, Library Media, Physical Education, and Science), which allowed schools and offices to electronically purchase goods valued at $322,540. In fiscal year 2002, we added eight more catalogs to the eProcurement process (Art Photo, Family Studies, Music-Vocal, Music-Instrumental, Math, Unique Office Supplies, Technology Education, and Medical & First Aid). The addition of these eight new catalogs increased the total-dollar value in FY 2001 by over 52 percent. In the first nine months of FY 03, we have done almost as much purchasing as we did all of FY 02. We are projecting that by the end of FY 03 we will have processed over $1 million in on-line transactions throughout BCPS. We are currently developing ten new on-line catalogs for this coming fiscal year (FY 04), listing all of our textbooks and instructional materials within our approved curriculum. This would be almost a third of the normal volume.
a. Contract: Art Photo Supplies
   Bid #: PCR-211-03

   Term: 1 year
   Extensions: 1/1-year
   Contract Ending Date: 05/31/05 (tentative)
   Estimated annual award Value: $50,000
   Estimated total award value: $100,000

   Bid issued: April 2, 2003
   Pre-bid meeting date: NA
   Due Date: April 23, 2003
   No. of vendors issued to: 5
   No. of bids received: 4
   No. of no-bids received: 0

Description:

Contract awards consist of 200 items approved for school use.

Recommendation:
Award of contract is recommended to:

  Atlantic Systems & Tech, Greenbelt, MD
  Kunz, Inc., Baltimore, MD
  Penn Camera, Beltsville, MD
  Service Photo, Baltimore, MD

Responsible school or office: Art Office

Contact Person: Joyce Bucci

Funding Source: The operating budgets of the individual schools
b. Contract: Art Supplies  
    Bid #: PCR-212-03

Term: 1 year  Extensions: 1/1-year  Contract Ending Date: 05/31/05 (tentative)
Estimated annual award Value: $425,000
Estimated total award value: $850,000

Bid issued: April 2, 2003
Pre-bid meeting date: NA
Due Date: April 23, 2003
No. of vendors issued to: 4
No. of bids received: 4
No. of no-bids received: 0

Description:

Contract awards consist of 1600 items approved for school use.

Recommendation:
Award of contract is recommended to:

    - Claywork Supplies, Baltimore, MD
    - Sax Arts & Crafts, New Berlin, WI

Responsible school or office: Art Office
Contact Person: Joyce Bucci
Funding Source: The operating budgets of the individual schools
c. Contract: Audio-Visual Supplies
   Bid #: PCR-210-03

   Term: 1 year   Extensions: 1/1-year   Contract Ending Date: 05/31/05 (tentative)
   Estimated annual award Value: $110,000
   Estimated total award value: $220,000

   Bid issued: April 2, 2003
   Pre-bid meeting date: NA
   Due Date: April 23, 2003
   No. of vendors issued to: 6
   No. of bids received: 4
   No. of no-bids received: 0

Description:

Contract awards consist of 40 items approved for school use.

Recommendation:
Award of contract is recommended to:

   Kunz, Inc., Baltimore, MD
   Landon Systems, Westminster, MD
   Reliable Reproduction, Baltimore, MD
   Nelson White Systems, Baltimore, MD

Responsible school or office: Library Information Services
Contact Person: Art Stritch
Funding Source: The operating budgets of the individual schools
d.  **Contract:** Classroom/School Office Supplies  
**Bid #:** JCO-425-03  

**Term:** 1 year  
**Extensions:** 1/1-year  
**Contract Ending Date:** May 30, 2005 (tentative)  
**Estimated annual award value:** $190,000  
**Estimated total award value:** $380,000  

**Bid issued:** March 27, 2003  
**Pre-bid meeting date:** NA  
**Bid due date:** April 24, 2003  
**No. of vendors issued to:** 38  
**No. of bids received:** 12  
**No. of no-bids received:** 7  
**No. of non-responsive:** 0  

**Description:**  
The bid specifications require the bidders to offer pricing for a variety of classroom and school office supplies (chalk, clay, masking tape, duplicating supplies, classroom paper) for all schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.  

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

- Duplicator Sales, Inc., Towson, MD  
- FKM Copier Products, Irvine, CA  
- KM2 Inc., Catonsville, MD  
- Rudolph’s Office & Computer Supply, Inc., Baltimore, MD  
- School Specialty, Mansfield, OH  

**Responsible school or office:** Office of Purchasing  
**Contact Person:** Della Curtis and Arthur Stritch  
**Funding Source:** The operating budgets of the individual schools
e. **Contract:** Elementary Instructional Media  
   **Bid #:** JCO-440-03

**Term:** 1 year  
**Extensions:** 1/1-yr  
**Contract Ending Date:** 05/30/05 (tentative)  
**Estimated annual award value:** $157,000  
**Estimated total award value:** $314,000

**Bid issued:** April 3, 2003  
**Pre-bid meeting date:** NA  
**Bid due date:** May 8, 2003  
**No. of vendors issued to:** 550  
**No. of bids received:** 31  
**No. of no-bids received:** 39  
**No. of non-responsive:** 0

**Description:**

The bid specifications require the bidders to offer pricing for various elementary instructional media supplies for all elementary schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.

**Recommendations:**

Award of contract is recommended to multiple vendors.

**Responsible school or office:** Office of Elementary Programs  
**Contact Person:** Kathleen McMahon  
**Funding Source:** The operating budgets of the individual schools
f. Contract:  Elementary School Textbooks
   Bid #:  JNI-723-03

Term:  1 year   Extensions:  1/1-yr   Contract Ending Date:  May 31, 2005 (tentative)
Estimated annual award Value:  $762,000
Estimated total award value:  $1,524,000

Bid issued:  April 16, 2003
Pre-bid meeting date:  NA
Due Date:  May 8, 2003
No. of vendors issued to:  550
No. of bids received:  37
No. of no-bids received:  54

Description:

The bid specifications allowed the bidders to offer pricing for 6,743 elementary school textbooks that are used in the curriculum. The textbooks are ordered on an as-needed basis by the individual schools or the various curricular offices.

Responsible school or office:  Office of Elementary Programs

Contact Person:  Kathleen McMahon

Funding Source:  The operating budgets of the individual schools
| g. Contract: | Family Studies Supplies |
| Bid #: | PCR-213-03 |

**Term:** 1 year  
**Extensions:** 1/1-year  
**Contract Ending Date:** 05/31/04 (tentative)  
**Estimated annual award Value:** $30,000  
**Estimated total award value:** $60,000  
**Bid issued:** April 2, 2003  
**Pre-bid meeting date:** NA  
**Due Date:** April 23, 2003  
**No. of vendors issued to:** 5  
**No. of bids received:** 2  
**No. of no-bids received:** 1

**Description:**  
Contract awards consist of 220 items approved for school use.

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

- Jackman’s, Inc., St. Louis, Mo  
- Sax Arts & Crafts, New Berlin, WI

**Responsible school or office:** Family Studies  
**Contact Person:** Maggie Caples  
**Funding Source:** The operating budgets of the individual schools
h. **Contract:** High School Textbooks  
   **Bid #:** JNI-725-03

**Term:** 1 year  
**Extensions:** 1/1-yr  
**Contract Ending Date:** May 31, 2005 (tentative)  
**Estimated annual award Value:** $481,000  
**Estimated total award value:** $962,000

**Bid issued:** April 16, 2003  
**Pre-bid meeting date:** NA  
**Due Date:** May 8, 2003  
**No. of vendors issued to:** 550  
**No. of bids received:** 45  
**No. of no-bids received:** 50

**Description:**

The bid specifications allowed the bidders to offer pricing for 4,638 high school textbooks that are used in the curriculum. The textbooks are ordered on an as-needed basis by the individual schools or the various curricular offices.

**Responsible school or office:** Office of Secondary Programs  
**Contact Person:** Gwendolyn Grant  
**Funding Source:** The operating budgets of the individual schools
i. **Contract:** Instructional Materials for Technology Education 03-04  
**Bid #:** JNI-708-03

**Term:** 1 year  
**Extensions:** 1/1-year  
**Contract Ending Date:** May 31, 2005 (tentative)

**Estimated annual award Value:** $75,000  
**Estimated total award value:** $150,000

**Bid issued:** April 24, 2003  
**Pre-bid meeting date:** NA  
**Due Date:** April 15, 2003  
**No. of vendors issued to:** 31  
**No. of bids received:** 7  
**No. of no-bids received:** 5

**Description:**

Middle and high schools utilize this contract to purchase instructional materials for the technology programs that students take in their instructional program.

**Recommendation:**
Award of contract is recommended to the following nine vendors:

- Midwest Technology, Sioux City, IA  
- Print-O-Stat, York, PA  
- METCO, Leechburg, PA  
- Modern School Supplies, Bloomfield, CT  
- Industrial Arts Supply Co., St. Louis Park, MN  
- Mark Electronics, Beltsville MD  
- Pikesville Lumber Co., Baltimore, MD  
- Kelvin Electronics, Farmingdale, NY  
- Grainger Industrial Supply, Timonium, MD

**Responsible school or office:** Office Technology Education  
**Contact Person:** Michael Shealey  
**Funding Source:** The operating budgets of the individual schools
j.  **Contract:**  Interscholastic Athletic Supplies and Equipment  
    **Bid #:**  JNI-709-03

**Term:**  1 year  
**Extensions:**  1/1-year  
**Contract Ending Date:**  May 31, 2005 (tentative)

**Estimated annual award Value:**  $125,000  
**Estimated total award value:**  $250,000

**Bid issued:**  April 10, 2003  
**Pre-bid meeting date:**  NA  
**Due Date:**  April 29, 2003  
**No. of vendors issued to:**  31  
**No. of bids received:**  16  
**No. of no-bids received:**  2

**Description:**

The various high school athletic departments utilize this contract to purchase the supplies and equipment necessary to provide interscholastic programs in Baltimore County.

**Recommendation:**

Award of contract is recommended to the following 16 companies:

- Aluminum Athletic Equipment, West Conshohocken, PA
- Anaconda Sports, Kingston, NY
- Bachrach Rasin, Towson, MD
- Bill Fritz, Apex, NC
- DVF Sports, Williamsburg, VA
- George-Sports, Lancaster, PA
- H.L. Corporation, Manhattan Beach, CA
- M.F. Athletics, Cranston, RI
- Pioneer Manufacturing, Cleveland, OH
- Riddell/All American, Elyria, OH
- Spieth Anderson, Fort Worth, TX
- Sports Supply Group, Jenkintown, PA
- Sports Stop, Brooklandville, MD
- Sportsman’s, Johnston, PA
- Sportmaster, Pittsburgh, PA
- Micro Biomedics, Pelham, NY

**Responsible school or office:**  Department of Athletics  
**Contact Person:**  Ronald Belinko  
**Funding Source:**  The operating budgets of individual high schools
k. **Contract:** Library Instructional Media  
   **Bid #:** JCO-422-03

   **Term** 1 year  
   **Extensions:** 1/1-year  
   **Contract Ending Date:** May 30, 2005 (tentative)

   **Estimated annual award value:** $60,000
   **Estimated total award value:** $120,000

   **Bid issued:** March 27, 2003
   **Pre-bid meeting date:** NA
   **Bid due date:** April 24, 2003
   **No. of vendors issued to:** 30
   **No. of bids received:** 10
   **No. of no-bids received:** 4
   **No. of non-responsive:** 2

   **Description:**

   The bid specifications require the bidders to offer pricing for a variety of library instructional materials (videos, media software, etc.) for all schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.

   **Recommendations:**

   Award of contract is recommended to:

   Guidance Associates, Inc., Mount Kisco, NY  
   Kunz, Inc., Baltimore, MD  
   New SVE, Inc., Chicago, IL  
   Weston Woods, Inc., Norwalk, CT

   **Responsible school or office:** Library Information Systems

   **Contact Person:** Della Curtis and Arthur Stritch

   **Funding Source:** The operating budgets of the individual schools
I. **Contract:** Medications and First Aid Supplies and Equipment
   **Bid #:** JNI-711-03

   **Term:** 1 year  
   **Extensions:** 1/1-year  
   **Contract Ending Date:** May 31, 2005 (tentative)

   **Estimated annual award Value:** $100,000
   **Estimated total award value:** $200,000

   **Bid issued:** April 3, 2003
   **Pre-bid meeting date:** 0
   **Due Date:** April 22, 2003
   **No. of vendors issued to:** 26
   **No. of bids received:** 9
   **No. of no-bids received:** 1

   **Description:**

   All schools utilize this contract to purchase first aid materials and references for their
   nurses to provide services to students. The medications are purchased to support the
   health center programs in Baltimore County that are under the direction of the Office of
   Health Services.

   **Recommendation:**

   Award of contract is recommended to the following eight companies:

   - Armstrong Medical, Lincolnshire, IL
   - Gamma Medical, Frederick, MD
   - Home Aid Health Care, Santa Clarita, CA
   - Livingston, Stern & Associates, Santa Monica, CA
   - Micro-Biomedics, Pelham Manor, NY
   - William MacGill, Lombard IL
   - McKesson Medical, Elkridge, MD
   - Moore Medical, New Britian, CT

   **Responsible school or office:** Office of Health Services
   **Contact Person:** Michele Prumo
   **Funding Source:** The operating budgets of the individual schools
m. Contract: Middle School Textbooks  
Bid #: JNI-722-03

Term: 1 year  Extensions: 1/1-yr  Contract Ending Date: May 31, 2005 (tentative)
Estimated annual award Value: $340,000
Estimated total award value: $680,000

Bid issued: April 16, 2003
Pre-bid meeting date: NA
Due Date: May 8, 2003
No. of vendors issued to: 550
No. of bids received: 46
No. of no-bids received: 27

Description:

The bid specifications allowed the bidders to offer pricing for 2,418 middle school textbooks that are used in the curriculum. The textbooks are ordered on an as-needed basis by the individual schools or the various curricular offices.

Responsible school or office: Office of Secondary Programs

Contact Person: Gwendolyn Grant

Funding Source: The operating budgets of the individual schools
n. Contract: Music: Instrumental Supplies
   Bid #: JCO-423-03

   Term: 1 year    Extensions: 1/1-year    Contract Ending Date: May 30, 2005 (tentative)
   Estimated annual award value: $20,000
   Estimated total award value: $40,000

   Bid issued: March 27, 2003
   Pre-bid meeting date: NA
   Bid due date: April 24, 2003
   No. of vendors issued to: 25
   No. of bids received: 12
   No. of no-bids received: 7
   No. of non-responsive: 0

Description:

The bid specifications require the bidders to offer pricing for a variety of instrumental music supplies for all schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.

Recommendations:

Award of contract is recommended to:

   Music Is Elementary, Cleveland, OH
   National Educational Music Company, Mountainside, NJ
   Stu’s Music Shop, Westminster, MD
   Washington Music Center, Wheaton, MD
   West Manor Music Inc., Bronx, NY

Responsible school or office: Office of Music

Contact Person: Jamie Tucker

Funding Source: The operating budgets of the individual schools
Contract: Music: Vocal Supplies
Bid #: JCO-424-03

Term: 1 year  Extensions: 1/1-year  Contract Ending Date: May 30, 2005 (tentative)
Estimated annual award value: $20,000
Estimated total award value: $40,000

Bid issued: March 27, 2003
Pre-bid meeting date: NA
Bid due date: April 24, 2003
No. of vendors issued to: 33
No. of bids received: 10
No. of no-bids received: 4
No. of non-responsive: 0

Description:
The bid specifications require the bidders to offer pricing for various vocal music supplies for all schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.

Recommendations:
Award of contract is recommended to:

- Kunz, Inc., Baltimore, MD
- Music Is Elementary, Cleveland, OH
- Music In Motion, Plano, TX
- Stu’s Music Shop, Westminster, MD
- Washington Music Center, Wheaton, MD
- Wenger Corporation, Owatonna, MN

Responsible school or office: Office of Music
Contact Person: Jamie Tucker
Funding Source: The operating budgets of the individual schools
Term: 1 year  Extensions: 1/1-year  Contract Ending Date: May 31, 2005 (tentative)
Estimated annual award Value: $150,000
Estimated total award value: $300,000

Bid issued: April 3, 2003
Pre-bid meeting date: NA
Due Date: April 22, 2003
No. of vendors issued to: 72
No. of bids received: 22
No. of no-bids received: 6

Description:
All school physical education departments utilize this contract to purchase the supplies and equipment necessary to provide the varied activities in the physical education program in Baltimore County.

Recommendation:
Award of contract is recommended to the following 16 companies:

Aluminum Athletic Equipment Co., West Conshohocken, PA
Bachrach Rasin Sporting Goods, Towson, MD
Bill Fritz, Apex, NC
Calico Industries, Annapolis Junction, MD
Fitness Equipment Solutions, Belcamp, MD
H.L. Corporation, Manhattan Beach, CA
George Sports, Lancaster, PA
MF Athletics, Cronston, RI
Pioneer Manufacturing, Cleveland, OH
Sportmaster, Pittsburgh, PA
Sportime International, Atlanta, GA
Tiffin Athletic Mats, Elkton, MD
Sportman’s, Johnstown, PA
Sports Stop, Brooklandville, MD
Sports Supply Group, Jenkintown, PA
Micro-Bio Medics, Pelham Manor, NY

Responsible school or office: Office of Physical Education

Contact Person: Sarajane Quinn

Funding Source: The operating budgets of the individual schools
q. **Contract:** Science Supplies  
   **Bid #:** PCR-214-03

**Term:** 1 year  
**Extensions:** 1/1-year  
**Contract Ending Date:** 05/31/05 (tentative)

**Estimated annual award Value:** $250,000  
**Estimated total award value:** $500,000

**Bid issued:** April 2, 2003  
**Pre-bid meeting date:** NA  
**Due Date:** April 23, 2003  
**No. of vendors issued to:** 17  
**No. of bids received:** 14  
**No. of no-bids received:** 0

**Description:**

Contract awards consist of 2,000 items approved for school use.

**Recommendation:**

Award of contract is recommended to:

- Associated Microscope, Elon, NC
- Benz Microscope, Ann Arbor, MI
- Carolina Biological, Burlington, NC
- Connecticut Valley Supply, Southampton, MA
- D & H Distributing Co., Harrisburg, PA
- Fisher Scientific, Hanover Park, IL
- Frey Scientific, Mansfield, OH
- Sargent Welch, Buffalo Grove, IL
- Science Kit, Tonawanda, NY
- Southern Scientific, McKenzie, TN
- Ward’s Natural Science, Rochester, NY

**Responsible school or office:** Science Office

**Contact Person:** Ron Barnes

**Funding Source:** The operating budgets of the individual schools
r. **Contract:** Secondary Instructional Media  
   **Bid #:** JCO-441-03

**Term:** 1 year  
**Extensions:** 1/1-yr  
**Contract Ending Date:** May 30, 2005 (tentative)  
**Estimated annual award value:** $42,000  
**Estimated total award value:** $84,000

**Bid issued:** April 3, 2003  
**Pre-bid meeting date:** NA  
**Bid due date:** May 8, 2003  
**No. of vendors issued to:** 550  
**No. of bids received:** 40  
**No. of no-bids received:** 41  
**No. of non-responsive:** 0

**Description:**

The bid specifications require the bidders to offer pricing for various elementary instructional media supplies for all elementary schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.

**Recommendations:**

Award of contract is recommended to multiple vendors

**Responsible school or office:** Office of Secondary Programs  
**Contact Person:** Gwendolyn Grant  
**Funding Source:** The operating budgets of the individual schools
s. **Contract:** Secondary Math Supplies
   **Bid #:** PCR-215-03

   **Term:** 1 year  **Extensions:** 1/1-year  **Contract Ending Date:** 05/31/05 (tentative)
   **Estimated annual award Value:** $75,000
   **Estimated total award value:** $150,000

   **Bid issued:** April 2, 2003
   **Pre-bid meeting date:** NA
   **Due Date:** April 23, 2003
   **No. of vendors issued to:** 10
   **No. of bids received:** 2
   **No. of no-bids received:** 1

   **Description:**

   Contract awards consist of 140 items approved for school use.

   **Recommendation:**

   Award of contract is recommended to:

   - Kunz, Inc., Baltimore, MD
   - D & H Distributing, Harrisburg, PA

   **Responsible school or office:** Math Office
   **Contact Person:** Penelope Booth
   **Funding Source:** The operating budgets of the individual schools
t. Contract: Special Education Instructional Media
   Bid #: JCO-441-03

   Term: 1 year   Extensions: 1/1-yr   Contract Ending Date: May 30, 2005 (tentative)
   Estimated annual award value: $24,000
   Estimated total award value: $48,000

   Bid issued: April 3, 2003
   Pre-bid meeting date: NA
   Bid due date: May 8, 2003
   No. of vendors issued to: 550
   No. of bids received: 22
   No. of no-bids received: 58
   No. of non-responsive: 0

   Description:

   The bid specifications require the bidders to offer pricing for various elementary instructional media supplies for all elementary schools. The supplies are ordered on an as-needed basis for delivery directly to the schools.

   Recommendations:

   Award of contract is recommended to multiple vendors

   Responsible school or office: Office of Secondary Programs
   Contact Person: Gwendolyn Grant
   Funding Source: The operating budgets of the individual schools
u. **Contract:** Special Education School Textbooks  
   **Bid #:** JNI-724-03

**Term:** 1 year  **Extensions: 1/1-yr**  **Contract Ending Date:** May 31, 2005 (tentative)  
**Estimated annual award Value:** $25,000  
**Estimated total award value:** $50,000

**Bid issued:** April 16, 2003  
**Pre-bid meeting date:** NA  
**Due Date:** May 8, 2003  
**No. of vendors issued to:** 550  
**No. of bids received:** 20  
**No. of no-bids received:** 53

**Description:**

The bid specifications allowed the bidders to offer pricing for 1,078 special education textbooks that are used in the curriculum. The textbooks are ordered on an as-needed basis by the individual schools or the various curricular offices.

**Responsible school or office:** Office of Special Education  
**Contact Person:** Judith Glass  
**Funding Source:** The operating budgets of the individual schools
3. **Contract:** Financing: Cars, Trucks, and School Buses  
   **Bid #:** JCO-435-03  

   **Term:** 5 year  
   **Extensions:** 0  
   **Contract Ending Date:** July 30, 2007 (tentative)  
   **Estimated total award value:** $5,557,445.49  

   **Bid issued:** April 3, 2003  
   **Pre-bid meeting date:** April 22, 2003  
   **Bid due date:** May 1, 2003  
   **No. of vendors issued to:** 26  
   **No. of bids received:** 8  
   **No. of no-bids received:** 1  
   **No. of non-responsive:** 1  

**Description:**

A bid was issued to finance $5,347,700 over a 63-month period for the purchase of replacement automobiles, trucks, and school buses.

The Division of Fiscal Services is recommending the award of contract to Sun Trust Bank, Baltimore, MD, with the APR of 2.03 percent for a total of $5,557,445.49.

The recommendation is based on selecting the financing option that provides the most cost-effective financing plan. The proposed interest rate shall be fixed, and the principal and interest will be budgeted and paid each year, on an annual basis, in accordance with an established repayment schedule. The total principal and interest will be repaid over a period of five fiscal years (July 1 through June 30), but shall not exceed a period of 63 months. This financing arrangement has been coordinated with the Baltimore County Office Budget and Finance to ensure the annual payments required are funded in the BCPS budget.

The proposal is conditioned upon the financing being a “qualified tax-exempt obligation” within the meaning of the Internal Revenue Code, which in turn requires the Board of Education to reasonably anticipate that it and its subordinate units would not issue tax-exempt obligations in the face amount of more than $10 million during calendar year 2003. The award of the financing shall constitute evidence of such reasonable anticipation by the Board, as well as the Board’s designation of the financing as a “qualified tax-exempt obligation” within the meaning of Section 265 (b)(3) of the Internal Revenue Code of 1986, as amended. Lindsay A. Rader, Esq., of Funk & Bolton, P.A., Baltimore, MD, shall serve as special tax counsel for this transaction.
   Bid #: JCO-436-03

Term: 120 days  Extensions: 0  Contract Ending Date: September 30, 2003 (tentative)
Estimated total award value: $25,531

Bid issued: March 27, 2003
Pre-bid meeting date: NA
Bid due date: April 27, 2003
No. of vendors issued to: 19
No. of bids received: 12
No. of no-bids received: 2
No. of non-responsive: 0

Description:

The bid specifications require the bidders to offer pricing for the printing of various forms (i.e., P.E. Interim Report, PreK Progress Report, Interim Reports, Student Records, Interoffice Envelopes, etc.) used in the schools and offices. The BCPS Copy and Print Services cannot print these forms due to the construction of the documents, such as format, numbering, perforations, multiple colors, and envelopes that require string and button closures. The forms are kept in inventory at Distribution Services and ordered on an as-needed basis by the schools and offices.

Recommendations:
Award of contract is recommended to:

   Forms Express, Inc. Gaithersburg, MD
   Mendelsohn Printing and Graphics, Reisterstown, MD
   Moore North America, Hunt Valley, MD
   PS Graphics, Inc., Baltimore, MD
   Regal Forms, Inc., Congers, NY
   Talon Printing Resources, Baldwin, MD

Responsible school or office: Copy and Print Services

Contact Person: Don Dent

Funding Source: The operating budget of Copy and Print Services
5. **Contract:** Selection Process for Algebra II Textbooks for SY 03-04  
   **Bid #:** NA

   **Term:** 3 years  **Extensions:** 0  **Contract Ending Date:** April 28, 2006 (tentative)  
   **Estimated total award value:** $546,848

   **Bid issued:** NA  
   **Pre-bid meeting date:** NA  
   **Due Date:** NA  
   **No. of vendors issued to:** 6  
   **No. of bids received:** 4  
   **No. of no-bids received:** 0

**Description:**

The Department of Mathematics requests approval from the Board of Education to purchase approximately 8,000 volumes of *Glencoe Algebra 2* published by Glencoe/McGraw-Hill. The Algebra II textbook currently in use in all schools has a copyright date of 1993. The *Principles and Standards for School Mathematics*, published by the National Council of Teachers of Mathematics in 2000, guides mathematics programs for systems and state agencies throughout the United States. The document describes the content knowledge for mathematics, critical thinking skills, technology, and related pedagogy for K-12 students. In 2001, the Maryland State Department of Education published the *Bridge Goals*, a document that describes the expectations for all students entering Maryland colleges and universities, and revised the *Maryland Content Standards*. The decision to adopt a new textbook was based on the need to provide an updated text aligned with national, state, and local expectations. *Glencoe Algebra 2* has a copyright date of 2003, and Glencoe holds the copyright. Because it is copyrighted material, and the book is not available from any other source, the Office of Purchasing will purchase these materials under our sole-source guidelines. The Superintendent’s Rule 3209, paragraph 2. (A) requires “All purchases of textbooks, computer software, and other materials are subject to the published procedures, authority, and scrutiny of the Office of Purchasing.” The Office of Purchasing Procedure OP4002.4 indicates that a sole-source purchase may arise from the following conditions: copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology), which ensure a compatible learning environment for students/faculty at various school sites. This book is not available from any other source.

The Office of Mathematics followed the selection process as established in Board Policy 6163.2 and Superintendent’s Rule 6163.2. Beginning in 2000, the Office of Mathematics conducted a series of discussions with mathematic’s leaders about revising Algebra II, and in October, 2002, surveyed the mathematic’s chairmen about adding Honors Algebra II to the high school program to align the mathematics’ offerings to those of English, Science, and Social Studies. In December, 2002, the Office of Mathematics appointed a study committee of master teachers from middle and high schools to define the content of Algebra II, Honors Algebra II, and Gifted and Talented Algebra II. The composition of
the study committee reflected representation for race, gender, geographic area of the county, teacher experience, and both comprehensive and magnet middle and high schools. The study committee examined the Principles and Standards of School Mathematics, Maryland Content Standards and Bridge Goals, and the BCPS Essential Curriculum to develop indicators for each of the three courses and identify evaluation criteria for new textbooks. The subject office invited all representatives of publishers of secondary mathematics’ textbooks listed in the Educational Sales Representatives’ Association of Maryland, District of Columbia, and Delaware Directory to present textbooks and ancillary materials for our consideration, and to participate in a one-year pilot program in six schools. The pilot program was established and conducted in accordance with Board Policy 6141.1.

The following textbooks were selected for evaluation in the pilot program. Two textbooks that did not meet the criteria were eliminated from participating in the pilot.

- **Algebra 2**  Prentice Hall
- **Glencoe Algebra 2**  Glencoe/McGraw-Hill
- **Algebra 2 and Trigonometry**  McDougal Littell
- **Algebra 2**  Holt Rinehart and Winston

The publishers supplied student texts, teacher’s editions, and ancillary materials for the pilot. Two books were piloted in one class in a middle and high school. Two books were piloted in two high school classes. In July, 2003, the pilot teachers met to develop the scope and sequence, indicators, and timelines for each of the three Algebra II courses. Summative assessments were developed for ten units of study. Throughout 2002-2003, the pilot teachers implemented the planned course outlines and summative assessments and reported results to the subject office. Supervisory personnel visited pilot classrooms. One mid-year meeting was held to discuss teachers’ perceptions of the materials, the progress of students, and the feasibility of the planned timelines.

In April, 2003, the study committee met to prepare a recommendation for adoption. The State of Virginia Standards of Learning for Algebra II, the original evaluation criteria, and summative assessment results were reviewed as part of the decision-making process. The pilot teachers voted unanimously to select the Glencoe Algebra 2 text and ancillary materials. The teachers presented the new textbook and the selection rationale to all department chairmen on May 1, 2003. Instructions for ordering the new materials were provided by the Office of Mathematics.

The *Glencoe Algebra 2* was selected for a variety of reasons:

- It met all the established criteria, and was exceptional in some areas.
- The text matches the sequence and rigorous curriculum developed by the study group and subject office personnel for the standard, honors, and gifted and talented programs. The selection of one text provides flexibility as course enrollments change, and limits expenditures for instructional materials.
The text includes differentiated problem sets and activities to address three levels of instruction, a variety of learning styles and preferences, and the anticipated increase in the number of students participating in the University of Maryland Completer program.

The course materials contain standardized test items. This will become increasingly important as Algebra II skills will be assessed on the Scholastic Aptitude Test beginning in 2005.

The program includes transparencies of algebraic models of visual and manipulatives for tactile learners.

Technology and use of the Internet are woven into lessons with many online resources from the publisher.

The program includes, for all teachers, a CD that contains the complete Teacher’s Resource Kit, additional teaching suggestions, and supplementary activities to reinforce and extend the content.

The program includes an interactive CD for students who wish for additional practice or challenge.

The publisher has an agreement with USA Today to provide readings relevant to topics in Algebra II.

Lessons include excellent models, reading and vocabulary strategies, and assistance in decoding symbols.

**Recommendation:**

Award of contract is recommended to Glencoe/McGraw-Hill Copyrighted Publisher of *Glencoe Algebra 2* at a cost of $59.44 per volume, plus shipping and handling.

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

**Contact Person:** Penny Booth

**Funding Source:** Operating Budget, and the operating budgets of the individual schools
6. Contract: Selection Process for Grade 11 US History Textbooks for School Year 03-04

Bid #: NA

Term: 5 year Extension: 0 Contract Ending Date: April 28, 2008 (tentative)
Estimated total award value: $497,000

Bid issued: NA
Pre-bid meeting date: NA
Due Date: NA
No. of vendors issued to: 5
No. of bids received: 5
No. of no-bids received: 0

Description:


In the 2003-2004 budget, the Office of Social Studies has been allocated redirected general funds to purchase Grade 11 U.S. History textbooks. We request approval from the Board of Education to purchase the selected text--The American Nation: The Modern Era, published by Holt, Rinehart and Winston. The book has a copyright date of 2003 and HRW holds the copyright. Because it is copyrighted material and the book is not available from any other source, the Office of Purchasing will purchase these materials under our sole-source guidelines. Superintendent’s Rule 3209 paragraph 2. (A) requires “All purchases of textbooks, computer software, and other materials are subject to the published procedures, authority, and scrutiny of the Office of Purchasing.” The Office of Purchasing Procedure OP4002.4 indicates that a sole-source purchase may arise from the following conditions: copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology), which ensure a compatible learning environment for students/faculty at various school sites.

The Office of Social Studies followed the selection process as established in Policy 6163.2 and Superintendent’s Rule 6163.2. The Office of Social Studies appointed a study committee in September, 2002, to define the content of the new program of study. The committee used this draft program of study to identify books for preview. Based upon our established criteria for quality and type of materials needed, we solicited five books and supporting materials from four vendors.

America: Pathways to the Present Prentice Hall
American History: Modern Era Since 1865 Glencoe
The Americans McDougal Littel
The American Nation In the Modern Era Holt Rinehart and Winston
American Republic Since 1877 Glencoe
A textbook-selection committee was formed with a representative from each geographic area. The committee members received copies of each of the five books to use in planning and classroom instruction, and a criteria list to be completed on each book. The committee members were asked to compare the book content to the proposed program of study and the MDSE Core Learning Goals. The committee met to report their findings. We reviewed the completed criteria lists. Committee members were given a complete set of the ancillary materials that accompany the HRW text for field-test to ensure that the support materials also met the needs of the program and the previously established criteria. The committee met again to review and approve the ancillary materials.

The *American Nation In the Modern Era* was selected for a variety of reasons:

It met all the established criteria and was exceptional in some areas.

- The text presents U.S. History from a multicultural point of view.
- It makes good use of the Internet and provides guidance for student use.
- It makes adaptations for ESOL students.
- The program includes a CD with IEP modifications that will enable special education and inclusion teachers to differentiate in order to meet student needs.
- The text includes challenging readings and critical questions.
- The text contains activities engaging to students with sections such as "Teen life," "Then and Now" and "What's Your Opinion?"
- The publisher has a connection with CNN to provide current material.
- The program requires students and teachers to make use of technology.
- The book incorporates reading and vocabulary strategies into the body of the text.

**Recommendation:**

Award of contract is recommended to Holt, Rinehart and Winston, Copyrighted Publisher of the *American Nation In the Modern Era*, at a cost of $58.80 per volume, plus shipping and handling

**Responsible school or office:** Office of Social Studies

**Contact Person:** Nancy Boyd

**Funding Source:** Operating Budget
7. **Contract:** Universal Virus Protection System for BCPS  
   **Bid #:** JNI-727-03

   **Term:** 1 year  
   **Extensions:** 1/1-year  
   **Contract Ending Date:** July, 2005 (tentative)

   **Estimated annual award Value:** $65,000  
   **Estimated total award value:** $133,900

**Description:**

The Board of Education approved the original purchase of the McAfee virus protection system for desktop computers and server installations on May 30, 2001. The University System of Maryland, Bowie, MD, extended the invitation to local education agencies to participate in a master agreement USMCS-2000-08 with ECS of Baltimore, MD. The contract is renewed on a yearly basis. Over one-half of the public school systems in Maryland participate in this program. The initial cost per computer is $3.75, and the cost of continuing the program on the computers is $2 per year, per computer. All purchases are made through the University System of Maryland (lead customer) to ECS, acting as the reseller on behalf of Network Associates Inc., Santa Clara, CA. The cost for the 2003-2004 school year for 4,200 new computers and 23,500 continuing contracts will be $62,750. The estimated cost for 2004-2005 is $71,150.

The virus protection is essential in our implementation of servers in schools and is an integral part of protecting email messages with the Outlook 2000. The contract provides full upgrades, access to technical support, and updates against new virus releases.

**Recommendation:**

Award of contract is recommended to:

The University System of Maryland, Bowie, MD

**Responsible school or office:** Department of Technology

**Contact Person:** Jack S. Nichols

**Funding Source:** The operating budget of the Department of Technology
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – ADA Modifications at Baltimore Highlands Elementary and Riverview Elementary Schools

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., 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 Contract – ADA Modifications at Baltimore Highlands Elementary and Riverview Elementary Schools

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
ADA Modifications at Baltimore Highlands Elementary and Riverview Elementary Schools
May 27, 2003

On May 22, 2003, five (5) bids were received for ADA Modifications at Baltimore Highlands Elementary and Riverview Elementary Schools – Bid #RHA-384-03. These projects consist of the demolition of toilet compartments, plumbing fixtures, and associated sanitary and water supply piping and replacing with new ADA compliant stalls, fixtures, and accessories. In addition, a chairlift will be installed at Riverview Elementary School. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to E. Pikounis Construction Company, the lowest responsive bidder for Baltimore Highlands Elementary School, in the amount of $21,177.00; and an award of contract to RWC Contracting Corporation, the lowest responsive bidder for Riverview Elementary School, in the amount of $87,065.00 for the Base Bid plus Add Alternate #1. The Add Alternate at Riverview Elementary School is for the installation of a chairlift.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $2,117.00 with E. Pikounis Construction Company and $8,706.00 with RWC Contracting Corporation, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for these projects is available through the Qualified Zone Academy Bond Program.

APPROVED:

[Signature]
Donald F. Kempe, Ph.D.
Executive Director
Baltimore County Public Schools  
ADA Modifications at Baltimore Highlands Elementary and Riverview Elementary Schools  
Bid Number: RHA-384-03  
Bid Due Date: May 22, 2003

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>E. Pikounis Construction Company, Inc.</th>
<th>RWC Contracting Corporation</th>
<th>Bensky Construction Company, LLC</th>
<th>Hunter Allied, Inc.</th>
<th>Mirabile Construction Company</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baltimore Highlands Elementary Base Bid</strong></td>
<td>$21,177</td>
<td>$28,800</td>
<td>$30,100</td>
<td>$39,570</td>
<td>$51,705</td>
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<tr>
<td><strong>Riverview Elementary Base Bid</strong></td>
<td>$39,233</td>
<td>$47,800</td>
<td>$65,000</td>
<td>$54,200</td>
<td>$128,125</td>
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<tr>
<td><strong>Riverview Elementary School Add Alternate #1: Installation of a chairlift</strong></td>
<td>$64,446</td>
<td>$39,265</td>
<td>$54,000</td>
<td>$49,430</td>
<td>$9,800</td>
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<tr>
<td><strong>Base Bid plus Add Alternate #1</strong></td>
<td>$103,679</td>
<td>$87,065</td>
<td>$119,000</td>
<td>$103,630</td>
<td>$137,925</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – ADA Modifications to Health Suite at Lansdowne Middle School

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., 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 Contract – ADA Modifications to Health Suite at Lansdowne Middle School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
ADA Modifications to Health Suite at Lansdowne Middle School
May 27, 2003

On May 22, 2003, six (6) bids were received for ADA Modifications to Health Suite at Lansdowne Middle School - Bid #RHA-413-03. This project consists of all work necessary to provide an ADA accessible toilet room within the health suite including reconfiguration of some walls and widening doorways. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to E. Pikounis Construction Company, the lowest responsive bidder, in the amount of $22,646.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $2,264.00, 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 from Capital Budget Project #011 – Access for the Disabled.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools
ADA Modifications to Health Suite at Lansdowne Middle School
Bid Number: RHA-413-03
Bid Due Date: May 22, 2003

<table>
<thead>
<tr>
<th>Bidders' Names</th>
<th>E. Pikounis Construction</th>
<th>Hunter Allied, Inc.</th>
<th>RWC Contracting Corporation</th>
<th>JLN Construction Services LLC</th>
<th>Bensky Construction Company</th>
<th>Mirabile Construction Company</th>
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<tr>
<td>Base Bid:</td>
<td>$22,646</td>
<td>$27,964</td>
<td>$29,800</td>
<td>$31,518</td>
<td>$38,000</td>
<td>$39,960</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Boiler Replacement at Dulaney High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Boiler Replacement at Dulaney High School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Boiler Replacement at Dulaney High School
May 27, 2003

On May 15, six (6) bids were received for Boiler Replacement at Dulaney High School - Bid #RHA-394-03. This project consists of installing one new boiler, one domestic hot water heater, and associated equipment and piping. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Chasney & Company, Inc., the lowest responsive bidder, in the amount of $395,100.00 for the Base Bid and Add Alternate #1. This Add Alternate provides for the replacement of a second boiler.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $39,510.00, 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 from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools
Boiler Replacement at Dulaney High School
Bid Number: RHA-394-03
Bid Due Date: May 15, 2003

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<tbody>
<tr>
<td><strong>Base Bid:</strong></td>
<td>$318,600</td>
<td>$383,800</td>
<td>$372,500</td>
<td>$354,000</td>
<td>$424,700</td>
<td>$472,000</td>
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<tr>
<td><strong>Add Alternate #1:</strong> replace second boiler</td>
<td>$76,500</td>
<td>$75,900</td>
<td>$90,000</td>
<td>$114,000</td>
<td>$68,100</td>
<td>$141,000</td>
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<tr>
<td><strong>Add Alternate #2:</strong> replace second hot water heater</td>
<td>$32,400</td>
<td>$32,200</td>
<td>$46,200</td>
<td>$40,000</td>
<td>$24,800</td>
<td>$58,000</td>
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<tr>
<td><strong>Add Alternate #2:</strong> replace lighting in boiler room</td>
<td>$7,950</td>
<td>$12,300</td>
<td>$5,100</td>
<td>$10,000</td>
<td>$11,200</td>
<td>$14,000</td>
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<tr>
<td><strong>Base Bid plus Add Alternate #1</strong></td>
<td>$395,100</td>
<td>$458,700</td>
<td>$462,500</td>
<td>$468,000</td>
<td>$492,800</td>
<td>$613,000</td>
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</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Boiler 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
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Leonard Collevecchio, Mechanical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Boiler Replacement at Lansdowne High School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Boiler Replacement at Lansdowne High School
May 27, 2003

On May 15, 2003, four (4) bids were received for Boiler Replacement at Lansdowne High School - Bid #RHA-395-03. This project consists of one new boiler, a new hot water heater, a new expansion tank, and the associated equipment and piping. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to BGE Home/BGE Commercial Building Systems, the lowest responsive bidder, in the amount of $409,000.00 for the Base Bid plus Add Alternate #1. This Add Alternate included the replacement of the second boiler.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $40,900.00, 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 from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
### Baltimore County Public Schools
### Boiler Replacement at Lansdowne High School
### Bid Number: RHA-395-03
### Bid Due Date: May 15, 2003

<table>
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<th></th>
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<tbody>
<tr>
<td><strong>Base Bid:</strong></td>
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<td></td>
<td>$375,000</td>
<td>$346,200</td>
<td>$375,000</td>
<td>$344,100</td>
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<tr>
<td><strong>Add Alternate #1: replace second boiler</strong></td>
<td>$34,000</td>
<td>$101,000</td>
<td>$112,000</td>
<td>$108,300</td>
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<tr>
<td><strong>Base Bid Plus Add Alternate #1</strong></td>
<td>$409,000</td>
<td>$447,200</td>
<td>$487,000</td>
<td>$452,400.00</td>
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</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Boiler Replacement at Woodlawn High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Boiler Replacement at Woodlawn High School

Appendix I – Recommendation of Award of Contract
On May 15, 2003, four (4) bids were received for Boiler Replacement at Woodlawn High School - Bid #RHA-395-03. This project consists of installing one new boiler, a new hot water heater, and associated equipment and piping. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to BGE Home/BGE Commercial Building Systems, the lowest responsive bidder, in the amount of $366,000.00 for the Base Bid plus Add Alternate #1. This Add Alternate provides for the replacement of the second boiler.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $36,600.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available from Capital Budget Project #665 – Major Maintenance.
Baltimore County Public Schools
Boiler Replacement at Woodlawn High School
Bid Number: RHA-395-03
Bid Due Date: May 15, 2003

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<tbody>
<tr>
<td>Base Bid:</td>
<td>$285,000</td>
<td>$346,600</td>
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<td>$413,000</td>
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<td>Add Alternate #1: replace second boiler</td>
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<tr>
<td>Add Alternate #2: replace burner on existing boiler #3</td>
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<tr>
<td>Base Bid Plus Add Alternate #1</td>
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<td>$475,900</td>
<td>$477,200</td>
<td>$513,000</td>
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</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Chalkboard and Tackboard Replacement at Six Elementary Schools

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
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 – Chalkboard and Tackboard Replacement at Six Elementary Schools

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Chalkboard and Tackboard Replacement at Six Elementary Schools
May 27, 2003

On May 16, 2003, two (2) bids were received for the replacement of existing chalkboards and tackboards at Berkshire Elementary, Chase Elementary, Colgate Elementenary, Dundalk Elementary, Glenmar Elementary, and Hawthorne Elementary Schools – Bid #RHA-322-03. Unit pricing for replacement of the existing chalkboards and tackboards was received. The recommendation of award is being made to the lowest bidder at each site based upon the total cost of the replacement of all units identified at that site. The total cost was determined by multiplying the number of units to be replaced by the unit price and adding these costs to arrive at the aggregate base bid price for each school. However, due to the fact that the Qualified Zone Academy Bond funding is limited, the unit pricing will be used to determine the quantity of boards that can actually be replaced given the available funding. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contract to A-L Abatement, the lowest responsive bidder, for chalkboard and tackboard replacement at Berkshire Elementary School, in the not-to-exceed amount of $43,000.00; at Colgate Elementary School, in the not-to-exceed amount of $101,500.00; at Glenmar Elementary School, in the not-to exceed amount of $58,500.00; and Hawthorne Elementary School, in the not-to-exceed amount of $71,500.00. Also, the Department of Physical Facilities recommends the award of contract to Partition Plus, Inc., the lowest responsive bidder for chalkboard and tackboard replacement at Chase Elementary School, in the not-to-exceed amount of $46,500.00 and Dundalk Elementary School, in the not-to-exceed amount of $38,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $27,450.00 for A-L Abatement, Inc. and $8,450.00 for Partition Plus, Inc. to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for these projects is available through the Fiscal Year 2002 Qualified Zone Academy Bond program and Capital Budget Project #665 – Major Maintenance.

APPROVED:

Donald F. Kremel, Ph.D.
Executive Director
Baltimore County Public Schools
Chalkboard and Tackboard Replacement at Six Elementary Schools
Bid Number: RHA-322-03
Bid Due Date: May 16, 2003

<table>
<thead>
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<tbody>
<tr>
<td><strong>Berkshire Elementary School</strong></td>
<td><strong>Base Bid:</strong></td>
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</tr>
<tr>
<td><strong>Base Bid:</strong></td>
<td>(27 chalkboard and</td>
<td></td>
</tr>
<tr>
<td><strong>tackboard combinations)</strong></td>
<td>$79,734</td>
<td>$78,800</td>
</tr>
<tr>
<td><strong>Chase Elementary School</strong></td>
<td><strong>Base Bid:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Base Bid:</strong></td>
<td>(13 chalkboards, 1</td>
<td></td>
</tr>
<tr>
<td><strong>tackboard, and 19 chalkboard</strong></td>
<td>$92,775</td>
<td>$97,671</td>
</tr>
<tr>
<td><strong>Colgate Elementary School</strong></td>
<td><strong>Base Bid:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Base Bid:</strong></td>
<td>(14 chalkboards, 3</td>
<td></td>
</tr>
<tr>
<td><strong>tackboards, and 28 chalkboard</strong></td>
<td>$63,764</td>
<td>$63,643</td>
</tr>
<tr>
<td><strong>Dundalk Elementary School</strong></td>
<td><strong>Base Bid:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Base Bid:</strong></td>
<td>(15 chalkboards and 12</td>
<td></td>
</tr>
<tr>
<td><strong>chalkboard and tackboard</strong></td>
<td>$103,180</td>
<td>$105,430</td>
</tr>
<tr>
<td><strong>Glenmar Elementary School</strong></td>
<td><strong>Base Bid:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Base Bid:</strong></td>
<td>(2 tackboards and 33</td>
<td></td>
</tr>
<tr>
<td><strong>chalkboard and tackboard</strong></td>
<td>$108,327</td>
<td>$107,049</td>
</tr>
<tr>
<td><strong>Hawthorne Elementary School</strong></td>
<td><strong>Base Bid:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Base Bid:</strong></td>
<td>(1 tackboard and 44</td>
<td></td>
</tr>
<tr>
<td><strong>chalkboard and tackboard</strong></td>
<td>$108,112</td>
<td>$107,036</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Chalkboard and Tackboard Replacement at Five Elementary Schools

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
                     Department of Physical Facilities
                     Richard H. Cassell, P.E., Administrator
                     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 – Chalkboard and Tackboard Replacement at Five Elementary Schools

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Chalkboard and Tackboard Replacement at Five Elementary Schools
May 27, 2003

On May 16, 2003, two (2) bids were received for the replacement of existing chalkboards and tackboards at Edmondson Heights Elementary, Featherbed Lane Elementary, Johnnycake Elementary, Owings Mills Elementary, and Scotts Branch Elementary Schools - #RHA-311-03. Unit pricing for replacement of the existing chalkboards and tackboards was received. The recommendation of award is being made to the lowest bidder at each site based upon the total cost of the replacement of all units identified at that site. The total cost was determined by multiplying the number of units to be replaced by the unit price and adding these costs to arrive at the aggregate base bid price for each school. However, due to the fact that the Qualified Zone Academy Bond funding is limited, the unit pricing will be used to determine the quantity of boards that can actually be replaced given the available funding. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts to Partition Plus, Inc., the lowest responsive bidder, for chalkboard and tackboard replacement at Edmondson Heights Elementary School, in the not-to-exceed amount of $80,000.00; at Featherbed Lane Elementary School, in the not-to-exceed amount of $78,000.00; at Johnnycake Elementary School, in the not-to-exceed amount of $30,000.00; at Owings Mills Elementary School, in the not-to-exceed amount of $84,000.00; and at Scotts Branch Elementary School, in the not-to-exceed $60,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $33,200.00 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 these projects is available through the Fiscal Year 2002 Qualified Zone Academy Bond program and Capital Budget Project #665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools
Chalkboard and Tackboard Replacement at Five Elementary Schools
Bid Number: RHA-311-03
Bid Due Date: May 16, 2003

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Edmondson Heights Elementary School</strong></td>
<td>$103,429</td>
<td>$107,771</td>
</tr>
<tr>
<td>Base Bid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(17 tackboards, and 40 chalkboard and tackboard combinations)</td>
<td></td>
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</tr>
<tr>
<td><strong>Featherbed Lane Elementary School</strong></td>
<td>$80,892</td>
<td>$82,450</td>
</tr>
<tr>
<td>Base Bid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1 tackboard and 47 chalkboard and tackboard combinations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Johnnycake Elementary School</strong></td>
<td>$71,011</td>
<td>$72,072</td>
</tr>
<tr>
<td>Base Bid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(19 chalkboards and tackboard combinations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Owings Mills Elementary School</strong></td>
<td>$95,676</td>
<td>$99,455</td>
</tr>
<tr>
<td>Base Bid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(28 chalkboards and 28 chalkboard and tackboard combinations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scotts Branch Elementary School</strong></td>
<td>$75,664</td>
<td>$75,899</td>
</tr>
<tr>
<td>Base Bid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(40 chalkboard and tackboard combinations)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATE:   May 27, 2003

TO:    BOARD OF EDUCATION

FROM:  Dr. J. Hairston, Superintendent

SUBJECT:   Award of Contract – Exterior Lighting at Dulaney High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Exterior Lighting at Dulaney High School

Appendix I – Recommendation of Award of Contract
On May 15, 2003, seven (7) bids were received for exterior lighting at Dulaney High School - Bid #JNI-721-03. This project consists of furnishing and installing exterior lighting for the parking lots. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Douglas Electric & Lighting, Inc., the lowest responsive bidder, in the amount of $24,300.00 for the Base Bid plus Add Alternate #1. This Add Alternate includes the provision of one additional pole light.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $2,430.00, 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 Aging School Program.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools
Exterior Lighting at Dulaney High School
Bid Number: JNI-721-03
Bid Due Date: May 15, 2003

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Base Bid:</strong></td>
<td>$18,400</td>
<td>$19,500</td>
<td>$22,900</td>
<td>$20,590</td>
<td>$28,500</td>
<td>$33,600</td>
<td>$37,740</td>
</tr>
<tr>
<td><strong>Add Alternate #1: One additional pole light</strong></td>
<td>$5,900</td>
<td>$5,500</td>
<td>$3,100</td>
<td>$6,585</td>
<td>$5,900</td>
<td>$3,700</td>
<td>$8,584</td>
</tr>
<tr>
<td><strong>Base Bid Plus Add Alternate #1</strong></td>
<td>$24,300</td>
<td>$25,000</td>
<td>$26,000</td>
<td>$27,175</td>
<td>$34,400</td>
<td>$37,300</td>
<td>$46,324</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Exterior Lighting at Glenmar 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, P.E., Administrator
Office of Engineering and Construction
Vladimir Mukasey, Electrical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Exterior Lighting at Glenmar Elementary School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Exterior Lighting at Glenmar Elementary School
May 27, 2003

On May 15, 2003, seven (7) bids were received for exterior lighting at Glenmar Elementary School - Bid #JNI-721-03. This project consists of furnishing and installing exterior lighting for the parking lots. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Ashton Electric Company, Inc., the lowest responsive bidder, in the amount of $28,000.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $2,800.00, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available through the Qualified Zone Academy Bond Program.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools  
Exterior Lighting at Glenmar Elementary School  
Bid Number: JNI-721-03  
Bid Due Date: May 15, 2003

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td>$28,000</td>
<td>$32,400</td>
<td>$36,000</td>
<td>$36,400</td>
<td>$37,580</td>
<td>$40,400</td>
<td>$64,194</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Exterior Lighting at Woodlawn 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, P.E., Administrator
Office of Engineering and Construction
Vladimir Mukasey, Electrical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Exterior Lighting at Woodlawn Middle School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Exterior Lighting at Woodlawn Middle School
May 27, 2003

On May 15, 2003, six (6) bids were received for exterior lighting at Woodlawn Middle School - Bid #JNI-721-03. This project consists of furnishing and installing exterior lighting for the parking lots. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Douglas Electric & Lighting, Inc., the lowest responsive Baltimore County-based bidder, in the amount of $49,800.00 for the Base Bid plus Add Alternate #1. This Add Alternate includes the provision of one additional pole light.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $4,980.00, 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 Qualified Zone Academy Bond Program.

APPROVED:

[Signature]
Donald F. Krenkel, Ph.D.
Executive Director
Baltimore County Public Schools  
Exterior Lighting at Woodlawn Middle School  
Bid Number: JNI-721-03  
Bid Due Date: May 15, 2003

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td>$45,900</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$62,000</td>
<td>$62,800</td>
<td>$87,800</td>
</tr>
<tr>
<td>Add Alternate #1: One additional pole light</td>
<td>$3,900</td>
<td>$4,800</td>
<td>$5,000</td>
<td>$6,400</td>
<td>$4,000</td>
<td>$5,829</td>
</tr>
<tr>
<td>Base Bid Plus Add Alternate #1</td>
<td>$49,800</td>
<td>$49,800</td>
<td>$50,000</td>
<td>$68,400</td>
<td>$66,800</td>
<td>$93,629</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Parking Lot Improvements at Chatsworth School

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Mark Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Improvements at Chatsworth School

Appendix I – Recommendation of Award of Contract
Recommendation for Award of Contract
Parking Lot Improvements at Chatsworth School
May 27, 2003

On May 22, 2003, three (3) bids were received for Parking Lot Improvements at Chatsworth School - Bid #RHA-408-03. This project consists of rebuilding and widening the existing driveway, patching sections of the parking lot, and stripe painting the entire site. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Bosley Construction, the lowest responsive bidder, in the amount of $180,423.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $18,042.00, 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 from Capital Budget Project # 672 – Site Improvements.

APPROVED:

[Signature]
Donald F. Kremel, Ph.D.
Executive Director
<table>
<thead>
<tr>
<th>Bidders’ Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosley Construction, Inc.</td>
</tr>
<tr>
<td>Melvin Benhoff Sons, Inc.</td>
</tr>
<tr>
<td>Peak Incorporated</td>
</tr>
<tr>
<td>Base Bid:</td>
</tr>
<tr>
<td>$180,423</td>
</tr>
<tr>
<td>$210,959</td>
</tr>
<tr>
<td>$292,700</td>
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</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Parking Lot Improvements at Glyndon 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, P.E., Administrator
Office of Engineering and Construction
Mark Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Improvements at Glyndon Elementary School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Parking Lot Improvements at Glyndon Elementary School
May 27, 2003

On May 22, 2003, five (5) bids were received for Parking Lot Improvements at Glyndon Elementary School - Bid #RHA-405-03. This project consists of rebuilding the existing parking lot, service lane, driveway exit, and some concrete curb, gutter and walk replacement. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Bosley Construction, Inc., the lowest responsive bidder, in the amount of $163,634.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $16,363.00, 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 from Capital Budget Project # 672 – Site Improvements.

APPROVED:

Donald F. Krenzel, Ph.D.
Executive Director
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</tr>
</thead>
<tbody>
<tr>
<td>BOSLEY CONSTRUCTION INC.</td>
<td>$194,175</td>
<td>$211,363</td>
<td>$218,625</td>
<td>$224,047</td>
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</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Parking Lot Improvements at Fullerton 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, P.E., Administrator
Office of Engineering and Construction
Mark Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Improvements at Fullerton Elementary School

Appendix I – Recommendation of Award of Contract
On May 13, 2003, three (3) bids were received for Parking Lot Improvements at Fullerton Elementary School - Bid #RHA-403-03. This project consists of rebuilding the existing parking lot, entrance to the lot, and service area. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Bosley Construction, Inc., the lowest responsive bidder, in the amount of $67,775.50.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $6,777.00, 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 from Capital Budget Project #672 – Site improvements.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td>$67,775.50</td>
<td>$79,230.00</td>
<td>$88,460.00</td>
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</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Parking Lot Improvements at Pot Spring 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, P.E., Administrator
Office of Engineering and Construction
Mark Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Improvements at Pot Spring Elementary School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Parking Lot Improvements at Pot Spring Elementary School
May 27, 2003

On May 22, 2003, three (3) bids were received for Parking Lot Improvements at Pot Spring Elementary School - Bid #RHA-404-03. This project consists of adding 24 additional parking spaces. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Central Maintenance Corporation, the lowest responsive bidder, in the amount of $58,224.00 for the Base Bid plus Add Alternate #1. This Add Alternate includes four additional parking spaces.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $5,822.00, 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 from Capital Budget Project # 672 – Site Improvements.

APPROVED:

[Signature]

Donald F. Krempel, Ph.D.
Executive Director
Baltimore County Public Schools
Parking Lot Improvements at Pot Spring Elementary School
Bid Number: RHA-404-03
Bid Due Date: May 22, 2003

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Central Maintenance Corporation</th>
<th>Bosley Construction Inc.</th>
<th>Melvin Benhoff Sons Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid:</strong></td>
<td>$45,186</td>
<td>$43,850</td>
<td>$46,986</td>
</tr>
<tr>
<td><strong>Add Alternate #1: four additional parking spaces</strong></td>
<td>$13,038</td>
<td>$15,900</td>
<td>$15,986</td>
</tr>
<tr>
<td><strong>Base Bid Plus Add Alternate #1:</strong></td>
<td>$58,224</td>
<td>$59,750</td>
<td>$62,972</td>
</tr>
</tbody>
</table>


DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Parking Lot Improvements at Relay 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, P.E., Administrator
Office of Engineering and Construction
Mark Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Improvements at Relay Elementary School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Parking Lot Improvements at Relay Elementary School
May 27, 2003

On May 22, 2003, two (2) bids were received for Parking Lot Improvements at Relay Elementary School - Bid #RHA-406-03. This project consists of rebuilding the existing service area, entrance driveway, exit driveway apron, and resurfacing the existing parking lot. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Melvin Benhoff Sons, Inc., the lowest responsive bidder, in the amount of $95,045.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $9,504.00, 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 from Capital Budget Project # 672 – Site Improvements.

APPROVED:

Donald F. Kramtel, Ph.D.
Executive Director
Baltimore County Public Schools  
Parking Lot Improvements at Relay Elementary School  
Bid Number: RHA-406-03  
Bid Due Date: May 22, 2003

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
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</thead>
<tbody>
<tr>
<td>Melvin Benoff Sons, Inc.</td>
<td>$95,045</td>
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</tr>
<tr>
<td>American Asphalt Paving Company, Inc.</td>
<td>$119,575</td>
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</tr>
<tr>
<td>Base Bid:</td>
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</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Parking Lot Improvements at Woodbridge Elementary School

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Mark Camponeschi, Civil Engineering Supervisor
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Parking Lot Improvements at Woodbridge Elementary School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Parking Lot Improvements at Woodbridge Elementary School
May 27, 2003

On May 22, 2003, two (2) bids were received for Parking Lot Improvements at Woodbridge Elementary School - Bid #RHA-407-03. This project consists of rebuilding the existing parking lot. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to American Asphalt Paving Company, Inc., the lowest responsive bidder, in the amount of $151,260.00 for the Base Bid plus Add Alternates #1 and #2. These Add Alternates include resurfacing the bus loop, the main entrance drive, and the parking lot entrance driveway.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $15,126.00, 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 from Capital Budget Project # 672 – Site Improvements.

APPROVED:

Donald F. Kremel, Ph.D.
Executive Director
<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>American Asphalt Paving Company, Inc.</th>
<th>Melvin Benhoff Sons, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td>$120,560</td>
<td>$132,347</td>
</tr>
<tr>
<td>Add Alternate #1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resurface bus loop and main entrance</td>
<td>$27,310</td>
<td>$34,247</td>
</tr>
<tr>
<td>Add Alternate #2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resurface parking lot driveway</td>
<td>$3,390</td>
<td>$6,300</td>
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<tr>
<td>Base Bid plus Add Alternates #1 and #2</td>
<td>$151,260</td>
<td>$172,894</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Systemic Renovations at Dundalk 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, P.E., Administrator
Office of Engineering and Construction
Clarence H. Foard, P.E., Project Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract - Systemic Renovations at Dundalk Middle School

Appendix I – Recommendation for Award of Contract

Corrected 5/23/03
Appendix I

Recommendation for Award of Contract
Systemic Renovations at Dundalk Middle School
May 27, 2003

On May 22, 2003, nine (9) bids were received for the systemic renovations at Dundalk Middle School Bid# RHA-412-03. This project consists of replacing the heating, ventilating, air conditioning, and plumbing systems, and ceilings, electrical upgrades, and related work along with the installation of a sprinkler 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 E. Pikounis Construction Company, Inc., the lowest responsive bidder, in the amount of $4,101,500.00 for the Base Bid plus all seven Add Alternates.

At this time, we are also requesting approval of a 10% change order allocation in the amount of $410,150.00, 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 Capital Budget Project No. 097 – Dundalk Middle Systemic Renovations.

APPROVED:

Donald F. Kremel, Ph.D.
Executive Director
Baltimore County Public Schools Renovation Program  
Dundalk Middle School Systemic Renovations  
Bid Number: RHA-412-03  
Bid Due Date: May 22, 2003

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid Price:</strong></td>
<td>$3,750,000</td>
<td>$3,922,000</td>
<td>$4,124,000</td>
<td>$4,098,000</td>
<td>$4,350,000</td>
<td>$4,372,000</td>
<td>$4,435,000</td>
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<tr>
<td><strong>Alternate # 1:</strong> Provide centrifugal chiller</td>
<td>$12,000</td>
<td>$10,000</td>
<td>$0.00</td>
<td>$27,000</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$10,000</td>
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<tr>
<td><strong>Alternate # 2:</strong> Replace insulation on chilled and domestic water piping</td>
<td>$71,000</td>
<td>$70,000</td>
<td>$65,000</td>
<td>$74,000</td>
<td>$65,000</td>
<td>$67,000</td>
<td>$63,000</td>
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<tr>
<td><strong>Alternate # 3:</strong> Replace windows</td>
<td>$41,000</td>
<td>$36,000</td>
<td>$50,000</td>
<td>$47,500</td>
<td>$46,000</td>
<td>$47,400</td>
<td>$16,000</td>
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<tr>
<td><strong>Alternate # 4:</strong> Replace exterior doors</td>
<td>$23,000</td>
<td>$28,000</td>
<td>$25,000</td>
<td>$26,000</td>
<td>$21,000</td>
<td>$19,700</td>
<td>$20,000</td>
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<tr>
<td><strong>Alternate # 5:</strong> Replace flooring in Auditorium</td>
<td>$16,500</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$20,800</td>
<td>$14,780</td>
<td>$15,000</td>
<td>$18,000</td>
</tr>
<tr>
<td><strong>Alternate # 6:</strong> Replace flooring on 1st floor</td>
<td>$96,000</td>
<td>$86,000</td>
<td>$88,000</td>
<td>$99,000</td>
<td>$78,500</td>
<td>$84,400</td>
<td>$97,000</td>
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<tr>
<td><strong>Alternate # 7:</strong> Replace flooring on 2nd and 3rd floors</td>
<td>$92,000</td>
<td>$87,000</td>
<td>$81,000</td>
<td>$92,000</td>
<td>$74,900</td>
<td>$79,600</td>
<td>$93,000</td>
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<tr>
<td><strong>Base Bid Plus Alternates # 1 - #7</strong></td>
<td>$4,101,500</td>
<td>$4,254,000</td>
<td>$4,448,000</td>
<td>$4,484,300</td>
<td>$4,650,180</td>
<td>$4,685,100</td>
<td>$4,752,000</td>
</tr>
</tbody>
</table>
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – New Gas Service at Dulaney High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – New Gas Service at Dulaney High School

Appendix I – Recommendation of Award of Contract
In conjunction with the boiler replacement project at Dulaney High School, it is necessary that BGE upgrade the existing gas service. This work includes extension of the existing gas main, a new meter regulating station, a new meter pad, and all associated restoration work. BGE has agreed to perform this work for a cost of $32,123.00.

At this time, the Department of Physical Facilities requests the Board’s approval of an award of contract in the amount of $32,123.00 with BGE to upgrade the gas service at Dulaney High School. Funding for this work is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Fee Acceptance – Construction Inspection Services for Science Room Renovation 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 
Richard Cassell, P.E., Administrator  
Office of Engineering and Construction 
James Adeoye, Project Engineer  
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a negotiated fee.

*****

Fee Acceptance – Construction Inspection Services for Science Room Renovation Project at Patapsco High School.

Appendix I – Recommendation of Fee Acceptance
Appendix I

Recommendation of Fee Acceptance
Construction Inspection Services for Science Room Renovation Project
at Patapsco High School
May 27, 2003

In order to provide for daily construction inspection services during the science room renovation project at Patapsco High School, the Department of Physical Facilities requests approval to utilize the services of DFI, Inc. This firm is an approved on-call construction inspector for Baltimore County Government. The Department of Physical Facilities has negotiated a fee of $30,000.00 to provide inspection services throughout the completion of this project. This is a not-to-exceed fee whereby the Baltimore County Public Schools will only be invoiced for the actual hours worked along with the associated expenses.

At this time, the Department of Physical Facilities recommends acceptance of a negotiated fee with DFI, Inc. in the not-to-exceed amount of $30,000.00 for inspection services at Patapsco High School. Funding for this project is available in Capital Budget Project # 666 – Alterations/Code Updates/Restorations.

APPROVED:

[Signature]

Donald F. Krentz, Ph.D.
Executive Director
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Request for Change Order – Design Services and Construction Administration for Reroofing Project at Golden Ring 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 a change order.

*****

Request for Change Order – Design Services and Construction Administration for Reroofing Project at Golden Ring Middle School.

Appendix I – Request Approval of a Change Order
Appendix I

Request for Approval of a Change Order
Design Services and Construction Administration for Reroofing Project
at Golden Ring Middle School
May 27, 2003

On May 14, 2002, the Board of Education approved an award of contract to Nelson-Salabes, Inc. to provide design services and construction administration for the reroofing project at Golden Ring Middle School. The original scope of work on this project consisted of reroofing 21,380 square feet of damaged roofing at this school. Upon further investigation, it was determined that an additional 14,469 square feet of damaged roofing should also be replaced at this time. In order to address this increase in the scope of work, our design consultant has requested an increase in their fee to perform this additional work. Nelson-Salabes, Inc. has provided the Department of Physical Facilities a proposal in the amount of $13,015.95 for this additional design work.

This price proposal has been reviewed by our in-house staff and found reasonable. At this time, the Department of Physical Facilities requests approval of a change order in the amount of $13,015.95 with Nelson-Salabes, Inc. for additional design associated with reroofing at Golden Ring Middle School.

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

APPROVED:

[Signature]

Donald F. Krempek, Ph.D.
Executive Director
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Request for Change Order – Design Services for Major Maintenance Renovation Projects at Chapel Hill 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, P.E., Administrator
Office of Engineering and Construction
E. Phillip Schied, P.E., Systemic Program Manager
Office of Engineering and Construction

RECOMMENDATION

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

*****

Request for Change Order – Design Services for Major Maintenance Renovation Projects at Chapel Hill Elementary School.

Appendix I – Request for Change Order
Appendix I

Request for Approval of a Change Order
Design Services for Major Maintenance Renovation Project
at Chapel Hill Elementary School
May 27, 2003

On May 16, 2000, the Board of Education awarded a contract to Grieves, Worrall, Wright & O’Hatnick, Inc. to provide design services for the Major Maintenance Renovation Project at Chapel Hill Elementary School. Under the original scope of work, the design required the contractor to remove the underground fuel oil storage tanks along with the associated fuel oil piping and transfer pumps in anticipation of the installation of new gas fired boilers. Due to delays with the installation of the new gas service, our design consultant was directed by the Program Manager to prepare the necessary design documents to reinstall fuel oil transfer pumps and the associated piping to fire the new boilers with oil until the new gas service was available.

At this time, the Department of Physical Facilities recommends a change order in the amount of $3,784.00 with Grieves, Worrall, Wright & O’Hatnick, Inc. to reimburse the costs associated with the additional designs services performed at Chapel Hill Elementary Schools. Funding for this change order is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Request for Approval of Property - Woodholme School Site

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
J. Kurt Buckler, Head of Engineering, Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves use of site.

*****

Request for Approval of Property – Woodholme School Site

Appendix I – Request for Approval of Property – Woodholme Elementary School Site
Appendix I

Request for Approval of Property  
Woodholme Elementary School Site  
May 27, 2003

In 1969, the Board of Education purchased a proposed school site in the western area of Baltimore County. This 20-acre site is located on the north of Mount Wilson Lane, west of Reisterstown Road. A drawing depicting this property is attached. In order for the Department of Physical Facilities to develop this property as a school, the State Superintendent of Schools, as well as the Interagency Committee for Public School Construction requires that the Board of Education approve the use of this site. At this time, we are requesting the approval of the Board of Education to use this site for the proposed Woodholme Elementary School.

APPROVED:

[Signature]

Donald F. Krempel, Ph.D.  
Executive Director
DATE: May 27, 2003

TO: BOARD OF EDUCATION

FROM: Dr. Joe Hairston, Superintendent

SUBJECT: Proposed Adjustment to Schedule of Board Meetings, 2003-2004

ORIGINATOR: Denise Zepp, Administrative Assistant

RESOURCE PERSON: Denise Zepp, Administrative Assistant

RECOMMENDATION

That the proposed adjustment to the Schedule of Board Meetings, 2003-2004, be approved.

*****

The date for the fall National Federation of Urban and Suburban School Districts (NFUSSD) Conference has been publicized. The last day of the conference conflicts with the October 7 Board meeting. As several Board members have indicated their desire to attend the conference, it is recommended the Board reschedule the October 7th Board meeting to Thursday, October 9th.

Appendix I – Schedule of Board Meetings, 2003-2004
May 27, 2003

TO: Members of the Board of Education

FROM: Denise Zepp
       Administrative Assistant

RE: Proposed Adjustment to Schedule of Board Meetings, 2003-2004

The change of meeting date listed below is proposed for your consideration:

    July 8
    August 12
    September 9 and 23
    October [7] 9 and 21
    November 4 and 18
    December 2 and 16
    January 13 and 27
    February 10 and 25 (W)
    March 9 and 23
    April 20
    May 11 and 25
    June 8
    July 13
    August 10
RECOMMENDATION

That the Board of Education approve a supplemental appropriation from State and other revenue sources to fund a deficit in the Operations category due to severe winter weather.

* * * * *
BALTIMORE COUNTY PUBLIC SCHOOLS
Budget Appropriation Transfer

Summary of Increases by Category

0004 Instructional Textbooks and Supplies - $784,193
An increase of $784,193 in Instructional Textbooks and Supplies will be used for start-up costs for New Town High.

0010 - Operation of Plant - $781,596
An increase of $781,596 is necessary to cover the additional expenses for snow removal, overtime, and utilities due to the severe winter weather.

Summary of Decreases by Category

0003 - Instructional Salaries - $1,565,789
$1,565,789 is projected to be available in Instructional Salaries due to turnover savings greater than the amount originally budgeted, fewer new hires, EYE savings and a reduction in workshops held.
### BALTIMORE COUNTY PUBLIC SCHOOLS
#### BUDGET APPROPRIATION TRANSFER

<table>
<thead>
<tr>
<th>Category</th>
<th>Present Appropriation</th>
<th>Amount to Transfer</th>
<th>New Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>04 - Instr. Text/Supplies</td>
<td>15,425,782</td>
<td>784,193</td>
<td>16,209,975</td>
</tr>
<tr>
<td>10 - Operation of Plant</td>
<td>57,280,697</td>
<td>781,596</td>
<td>58,062,293</td>
</tr>
</tbody>
</table>

**Total Transfer** 1,565,789

**Explanation:**
The transfer provides the necessary category adjustments to accomplish year-end closing.

**Signatures Required:**

- **Budget and Reporting** Date
- **Fiscal Services** Date
- **Superintendent** Date
- **Board of Education** Date

---

 explanations: The transfer provides the necessary category adjustments to accomplish year-end closing.
Baltimore County Public Schools

Date: May 27, 2003

To: Board of Education

From: Dr. J. Hairston, Superintendent

Subject: Rule 5560

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

Resource Person(s): Robert J. Kemmery, Executive Director of Student Support Services; Dale Rauenzahn, Director of Student Support Services

Information

That Rule 5560 is presented to the Board of Education for information.

*****

RJK/ds
STUDENTS: Conduct

Suspension or Expulsion

1. Short-term Suspension

The principal of each school, in accordance with the rules of the Board of Education, shall have the right to suspend temporarily, for cause, any pupil in the school under his/her direction for a period of not more than ten (10) school days.

Prior to any suspension, a student shall receive oral or written notification of the charge against him/her, the conduct which forms the basis of the charge, and the policy, rule, or regulation violated. If the student denies the charge, he/she has the right to an explanation of the evidence supporting the charge and an opportunity to present his/her side of the story. A student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, may be immediately removed from school provided that, as soon as practicable thereafter, the student shall be informed of the nature of the charge against him/her and the evidence supporting it, and be given the opportunity to present his/her side of the story.

The principal will implement the suspension by preparing the [appropriate] NOTICE OF TEMPORARY [s]Suspension form [BECBO 84-42-76] (BECBO 84-042-88). One copy of the suspension form is given to the student, one copy is mailed to the parent or guardian, the school retains one copy, and one copy is forwarded to the pupil personnel worker for that school. Every effort will be made to notify the parent(S) or guardian(S) of the suspension by phone. Normally, suspensions will be activated at the end of the school day.

It is the responsibility of the school administrator to make every effort to schedule a conference with the student and his/her parent(S) or guardian(S) as soon as possible, preferably the same or next school day. Parents of students, including those of students UNDER eighteen (18) years [and older], are required to participate in suspension conferences. If the conference is satisfactory, the student should be reinstated immediately unless the principal deems it to be advantageous for the student or the school that the suspension be longer. If the conference is not satisfactory, the case [should] MAY be referred to the pupil personnel worker assigned to the school.

In certain other cases of temporary suspension, the principal may deem it advisable that the pupil personnel worker assigned to the school should assume the responsibility for conferring with the student and his/her parents. Generally, prior to taking this action, the principal should discuss this matter with the pupil personnel worker. Suspensions processed by the pupil personnel worker require that a parent-student conference be held promptly. Whenever a temporary suspension is to be handled by a pupil personnel worker.
worker, the appropriate suspension form, signed by the principal, must be immediately forwarded to the pupil personnel worker. A phone call subsequent to the completion of proper forms will assist in the communication process. In addition, a detailed school report must be forwarded as quickly as possible to the pupil personnel worker.

2. Long-term Suspension or Expulsion

Suspension for greater than ten (10) school days or expulsion may be made by the Superintendent of Schools or the designee at the recommendation of the principal. It must be stressed that the school should use all of its resources prior to making such a recommendation, except in cases of acts of behavior that warrant immediate suspension with a recommendation for a long-term suspension or expulsion. Pending action by the Superintendent, the principal may temporarily suspend a student in accordance with the procedures previously stated for short-term suspension.

The procedure for recommending a long-term suspension or expulsion is begun by the principal forwarding a copy of the [appropriate] NOTICE OF [Temporary] [s]Suspension form [BEBCO 84-40-81] (BEBCO 84-040-89), signed by the principal, to the Superintendent or the designee, with a copy to the parent(s) OR GUARDIAN(S), one copy to the student, one copy to the pupil personnel worker for the school, and one copy to the Coordinator of Pupil Personnel. Every effort will be made to notify the parent by phone of the suspension. Normally, suspensions should be activated at the end of the school day. The copies of the suspension form must contain specific and adequate information to justify the recommendation for a suspension for more than ten (10) school days.

Following receipt of the suspension notice and other appropriate data, the Superintendent, or the designee, shall [investigate] REVIEW and determine whether a suspension longer than ten (10) school days appears to be warranted. This decision must be communicated promptly by letter to the principal. If it is determined that a suspension beyond ten (10) school days is not advisable, the principal shall process the suspension as he/she would regularly process a short-term suspension. In all instances of a principal’s recommendation for a long-term suspension or expulsion, a thorough school report (THE SUSPENSION PACKET) must be promptly submitted to the Superintendent’s designee. Prompt receipt of the school report will assist the Superintendent, or the designee, in [arranging] CONDUCTING a hearing with the student and his/her parents or guardian(S) within [five (5)] TEN (10) school days OF THE SUSPENSION BY THE PRINCIPAL.

[If, after a thorough investigation of the problem, the Superintendent, or the designee, believes that a long-term suspension or expulsion is warranted,] [t]he Superintendent or the designee shall [arrange] CONDUCT [for] a hearing with the student and his/her
parent(S) or guardian(S) within [five (5)] TEN (10) school days of the date of the temporary suspension. The student and the parent or guardian shall be notified in writing of the time and place of the hearing, the nature of the charge, the evidence and witnesses upon which the charge is based, the policy, rule, or regulation violated, and the fact that the hearing may result in the student’s suspension for longer than ten (10) school days or expulsion. The notice shall also inform the student and the parent or guardian that the student may have witnesses and a representative or attorney appear on his/her behalf. At the hearing, the student shall have the right to [be personally confronted with the witnesses testifying against him/her, to ask questions of such witnesses, and to have witnesses testify on his/her behalf] REVIEW ALL DOCUMENTARY EVIDENCE.

If, upon consideration of all of the evidence presented at the hearing, the Superintendent or the designee concludes that a long-term suspension or expulsion is warranted, he/she may impose an expulsion or continue the suspension as long as necessary. The Superintendent or the designee shall notify the student and parents or legal guardians in writing of his/her findings and decision; this letter shall also advise the parents and student of their right to appeal this decision to the Board of Education by sending such a request in writing to the Superintendent within ten (10) days of the decision of the Superintendent or the designee.

While under expulsion, expelled students are prohibited from participating in any school activity on property owned by the Board or any off-site school-sponsored activities except those associated with approved counseling and alternative educational programs. Seniors who are under expulsion shall not be permitted to participate in any graduation-related activity including the HOME SCHOOL commencement program.

3. Follow-up

One of the most meaningful aspects of a suspension is the follow-up of recommendations made during the period of suspension. The principal has the responsibility of considering, in consultation with the staff, the appropriate follow-up activities to be pursued at the school level. Such activities may include a principal-student conference, schedule adjustment, feedback to staff, involvement of school counseling services, case conference, or team conference. Coupled with this approach is the understanding that [pupil] STUDENT SUPPORT services personnel will follow-up those recommendations which are related to their roles.

In the event of expulsion or long-term suspension, the student will be offered an alternative instructional program. [Pupil] STUDENT SUPPORT services personnel will assist the student in transferring to an [alternate] ALTERNATIVE program. The student, PARENT(S), OR GUARDIAN(S) shall also be informed regarding possible reinstatement.
4. Consideration of Readmission

Immediately following the final determination of expulsion or a long-term suspension, the [Associate Superintendent] EXECUTIVE DIRECTOR for [Educational] STUDENT Support Services may consider, in consultation with the appropriate parties, mitigating circumstances to determine the duration of an expulsion and consider readmission to the regular day school program.

The [associate superintendent] EXECUTIVE DIRECTOR FOR STUDENT SUPPORT SERVICES may consider the following circumstances in the consideration of readmission:

1) The student’s disciplinary history;
2) Present effort in academic program including attendance and citizenship;
3) Whether the offense for which the student was expelled caused disruption;
4) Whether the readmission would create disruption;
5) Health and safety issues implications for the school; and
6) Recommendations of the school staff.

Legal References: Annotated Code of Maryland, Education Article §7-304 Suspension and Expulsion
Code of Maryland Regulations (“COMAR”) 13A.08.01.11(B) Suspension and Expulsion 13A.05.01.17 School Use of Reportable Offenses

Rule
approved: 8/12/76
revised: 7/13/78
revised: 7/9/81
revised: 6/14/84
revised: 8/8/85
revised: 6/19/86
revised: 7/2/96
REVISED: Superintendent of Schools