

TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, November 20, 2007  
5:00 P.M.-Closed Session, 7:30 P.M.-Open Session  
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for November 20, 2007

IV. MINUTES

Consideration of the Open and Closed Minutes of November 7, 2007  
(*rescheduled from November 6, 2007*)

Exhibit A

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT'S REPORT

- Recognition of Stewart Emmerich, Jackie Morgan, and Cheryl Milligan – Teachers of the Year by the Maryland Art Education Association
- Recognition of Nina Riggs and Sharon Brown – Maryland Council of Teachers of Mathematics Teachers of the Year
- Red House Run Elementary and Hereford Middle Schools – Maryland Blue Ribbon Schools of Excellence

(Ms. Murphy)

VIII. OLD BUSINESS

A. Consideration of the following Board of Education:

- Proposed New Policy 4008 – PERSONNEL: Obligations of Employees of the Board of Education of Baltimore County (third reading)

(Ms. Harris)  
Exhibit B

IX. REPORTS

A. Resolution Proclaiming November 14, 2007 as Educational Support Personnel Day

(Ms. Murphy)

IX. REPORTS (cont)

B. Report on the following Board of Education Policies:

- Re-adoption of Policy 6104 – INSTRUCTION: Field Trips and Foreign Travel (first reading) (Ms. Barhight)  
Exhibit C

C. Report on BCPS School Counseling Program (Mr. Rauenzahn)  
Exhibit D

X. NEW BUSINESS

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

1. Retirements Exhibit E
2. Resignations Exhibit F
3. Leaves of Absence Exhibit G
4. Administrative Appointments Exhibit H

B. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)  
Exhibit I

- Deferred
1. Classroom Sound Enhancement System
  2. Grant Development Services
  3. Maintenance of Automated External Defibrillator Equipment
  4. Contract Modification: General Contractor Construction Services Contract – Lansdowne Middle School Renovation
  5. Roof Replacement – Deep Creek Middle School
  6. Boiler Replacement – Sandalwood Elementary School

XI. INFORMATION

A. FY08 Financial Report for months ending September 30, 2006 and 2007 Exhibit J

B. Central Area Education Advisory Council Pre-budget Minutes of October 11, 2007 Exhibit K

XII. ANNOUNCEMENTS

A. General Public Comment

Next Board Meeting      Tuesday, December 4, 2007  
7:30 PM                      Greenwood

**TENTATIVE MINUTES****BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND**

Wednesday, November 7, 2007  
(rescheduled from November 6, 2007)

The Board of Education of Baltimore County, Maryland, met in open session at 5:33 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Donna Flynn, Mr. John A. Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Board member, Ms. Mary-Margaret O'Hare entered the room at 5:34 p.m.

Ms. Murphy reminded Board members of community functions and Board of Education events scheduled in October and November.

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

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), and (a)(9) and upon motion of Ms. O'Hare, seconded by Ms. Johnson, the Board commenced its closed session at 5:36 p.m.

**CLOSED SESSION MINUTES**

The Board of Education of Baltimore County, Maryland, met in closed session at 5:36 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Donna Flynn, Mr. John A. Hayden, III, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and the following staff members were present: J. Robert Haines, Esq., Deputy Superintendent; Dr. Sonia Diaz, Chief Academic Officer, Ms. Rita Fromm, Chief of Staff; Mr. William Lawrence, Assistant Superintendent, Northwest Area; Dr. Manuel Rodriguez, Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Mr. Lyle Patzkowsky, Assistant Superintendent, Central Area; Margaret-Ann Howie, Esq., General Counsel; Dr. Donald Peccia, Assistant Superintendent, Human Resources and Governmental Relations; Dr. Alpheus Arrington, Director, Personnel Staffing; Mr. Daniel Capozzi, Staff Relations Manager; P. Tyson Bennett, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

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

Mr. Capozzi discussed with Board members the status of collective bargaining negotiations.

CLOSED SESSION MINUTES (cont)

Board member, Mr. Earnest E. Hines, entered the room at 5:47 p.m.

Dr. Peccia, Dr. Arrington, and Mr. Capozzi exited the room at 5:55 p.m.

Mr. Bennett provided legal advice to Board members concerning e-mail.

At 6:05 p.m., Mr. Hayden moved the Board adjourn for a brief dinner recess. The motion was seconded by Ms. Shillman and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:36 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: Ms. Donna Flynn, Ms. Frances A. S. Harris, Mr. John A. Hayden, III, Mr. Earnest E. Hines, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Ms. Mary-Margaret O'Hare, Ms. Joy Shillman, and Miss Audrey Dittman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

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

Mr. Janssen moved to add an item to the agenda under New Business, Consideration of the Articulated Instruction Module (AIM) Program. Mr. Hayden seconded the motion. Ms. Murphy noted that in accordance with Policy 8314, additional items may be added to the agenda by the unanimous consent of the Board members present. The motion did not carry (favor-6; opposed-4; abstain-0).

MINUTES

Hearing no additions or corrections to the Board of Education Open and Closed Minutes of October 23, 2007, Ms. Murphy declared the minutes approved as presented on the Web site.

Ms. Murphy informed the audience of the sessions in which Board members had participated earlier in the afternoon.

### SELECTION OF SPEAKERS

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

### ADVISORY AND STAKEHOLDER COMMENTS

Mr. Boyd Crouse, Coordinator of the Area Education Advisory Councils, reported on the joint area education advisory council meeting held October 24 where Ms. Barbara Burnopp, Chief Financial Officer, explained to council members the budget process.

Mr. Bud Staigerwald, Chair of the Southeast Area Education Advisory Council, reported on the council's October 8 pre-budget hearing. Topics included: replacing antiquated computer equipment, continued funding of CTE program, funding of college access counselor(s), and additional special education teachers.

Ms. Carmela Veit, a representative of the Baltimore County Education Coalition, reported on the coalition's October 29 meeting where the discussion centered on progress in response to the PDK audit.

Ms. Susan Katz, President of the PTA Council of Baltimore County, reported on the council's fall reception and workshop held October 25. More than 250 parents, educators, community leaders, and elected officials attended the reception.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, distributed a flyer to Board members requesting that the state's legislators increase education funding. With respect to the budget process, Ms. Bost stated TABCO is looking at increasing the number of kindergarten assistants, clerical and technical support, and additional inclusion teachers.

### SUPERINTENDENT'S REPORT

There was no report from the Superintendent.

### OLD BUSINESS

#### **Board of Education Policies**

The Board Policy Committee, represented by Ms. Harris, recommended approval of Board of Education policies, exhibits B and C. This is the third reading for all policies.

On motion of Mr. Hayden, seconded by Ms. Shillman, the Board approved the proposed deletion of Policy 7440 – NEW CONSTRUCTION: Constructing-Protection and Guarantees.

OLD BUSINESS (cont)

With respect to Policy 8314 – INTERNAL BOARD OPERATIONS: Operations-Meetings: Agenda, Ms. Harris noted that Mr. Hayden’s suggestions from the October 2 Board meeting had been incorporated.

Ms. Flynn moved to defer the approval of Policy 8314 until after the Board’s work session tentatively scheduled for December 11, 2007. The motion was seconded by Mr. Hayden. The Board approved the deferral of Policy 8314 (favor-8; opposed-0). Ms. Murphy and Ms. O’Hare did not vote.

REPORTS

The Board received the following reports:

- A. **Board of Education Ethics Code Policies** – Ms. Frances Harris, Chairperson of the Board Policy Committee, stated that the Board of Education’s Policy Committee met on October 22, 2007, to consider the policies presented this evening, and the committee is recommending approval of these policies. Ms. Harris noted that the committee met with the members of the Board’s Ethics Review Panel to discuss possible amendments to the ethics code policies. This is the first reading for these policies.

Mr. Hayden requested clarification of the state law that if the state fails to act in 60 days the policies are approved. Ms. Howie and Mr. Bennett will verify state law.

- Proposed Changes to Policy 8360 – INTERNAL BOARD OPERATIONS: Ethics Code-Definitions
- Proposed Changes to Policy 8361 – INTERNAL BOARD OPERATIONS: Ethics Code-General
- Proposed Changes to Policy 8362 – INTERNAL BOARD OPERATIONS: Ethics Code-Gifts to the Board of Education, Schools, and Offices within the School System – With respect to paragraph 2G, Mr. Hayden expressed concern that Board members could not accept complimentary tickets to attend events. He noted that such opportunities could arise among school board members because of external contacts, not from his or her position on the Board. Mr. Hayden stated that this language is too restrictive. Mr. Hines concurred with Mr. Hayden’s comments.

With respect to paragraph 3, Mr. Hayden stated that a “potential vendor” is a broad concept and needs to be revisited.

Mr. Hines agreed with Mr. Hayden, stating this addition to the policy is a narrow approach and puts Board members in a tight box. Mr. Hines recommended removing paragraph 3 from Policy 8362.

REPORTS (cont)

- Proposed Changes to Policy 8364 – INTERNAL BOARD OPERATIONS:  
Ethics Code-Financial Disclosure
- Proposed Changes to Policy 8365 – INTERNAL BOARD OPERATIONS:  
Ethics Code-Lobbying Disclosure
- Proposed Changes to Policy 8366 – INTERNAL BOARD OPERATIONS:  
Ethics Code-Ethics Review Panel – With respect to paragraph D-i, Mr. Hayden suggested that the last sentence read, "The ETHICS REVIEW Panel will be advised by an attorney from the Office of Law OR SUCH OTHER COUNSEL THAT MAY BE ENGAGED AT THE BOARD'S EXPENSE FOR SUCH PURPOSE regarding the rule on motions, objections, and issues of law."

In regards to paragraph D-vi, Mr. Hayden suggested changing the last sentence to read, "The Panel will have the right to inspect and/or have copies produced of any relevant document, paper, ELECTRONIC MEDIA, or other tangible object..."

- B. Legislative/Thornton Revenue Update** – Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, provided an update on the special legislative session of the Maryland General Assembly. Dr. Peccia reminded Board members that the state's obligation to public education, Article VIII, Section 1 of the constitution states, "the general assembly shall at its first session after the adoption of the constitution shall by law establish throughout the state a thorough and efficient system of free public schools and shall provide by taxation or otherwise for their maintenance."

Dr. Peccia reviewed the challenges that the proposed administration plan has with the budget gap, transportation, health, and higher education. The solutions presented were to use the current fund balance, general fund reduction, and new revenues.

Dr. Peccia then shared with the Board that \$650 million was expected in new revenues. However, projected education aid and entitlement increases exceed this amount. There would be no funds available for growth of state agencies, other post-employment benefits, or other state obligations. Revenues are not keeping up with potential state items.

Dr. Peccia reviewed the Budget Reconciliation Act: Impact on K-12 public education. By eliminating inflation increases in 2009 and 2010, the state would reduce future funding of public education by \$190 million and additional dollars in future years. If the plan is approved, Maryland school systems will not receive more than \$1.2 billion between 2009 and 2012. Dr. Peccia noted if the proposed administrative plan is adopted, Baltimore County Public Schools (BCPS) would receive approximately \$23.9 million less in FY 2009.

### REPORTS (cont)

Ms. Barbara Burnopp, Chief Financial Officer, reviewed with Board members:

- Increased general fund revenues for fiscal years 2003-2008;
- Thornton expenditures from 2003-2008; and
- General fund expenditures by category for fiscal years 2002-2007.

Ms. Burnopp reiterated that if there is no implicit price deflator (IPD) and geographic cost of education index (GCEI), BCPS would receive only \$2.4 million in fiscal year 2009.

Ms. Flynn stated it would be helpful that within the list of programs and initiatives funded by Thornton would be the support of the data that goes with the initiative and how it contributes to the goals of the school system. If there are new initiatives, the school system needs to establish criteria to ensure that these programs and initiatives are working. Dr. Hairston responded that there are programs throughout the school system that we have no idea of how well they are performing. BCPS is in the process of placing instruments together to capture the data to bring back to the Board. He stated that the school system is also looking at redirecting and transferring funds to programs that may be more effective.

Ms. O'Hare stated that she would like to see reports on programs such as language, reading, mathematics, and science.

### PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Hayden, the Board approved the personnel matters as presented on Exhibits K, L, M, and N. (Copies of the exhibits are attached to the formal minutes).

### BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-17 (Exhibit O). Mr. Hayden separated item 3 and 7 for further discussion. Mr. Janssen abstained from voting on items 8, 9, 10, 11, and 12.

The Board approved items 1-2, 5-6, and 8-17.

1. JMI-613-06 Contract Assignment: Direct Digital Control Preventative Maintenance Program
2. RGA-157-08 Baltimore County Public Schools (BCPS) Principals' Academy
4. Pulled
5. MBU-572-06 Contract Modification: Systemic Renovation at Cockeyville Middle School

BUILDING AND CONTRACT AWARDS (cont)

6. JMI-651-05 Contract Modification: Systemic Renovation Design Services at Deer Park Middle Magnet School
8. MWE-817-06 Contract Modification: General Contractor Construction Services Contract – Kenwood High School Addition and Technology Wing Renovation
9. MWE-817-06 Contract Modification: General Contractor Construction Services Contract – Kenwood High School Addition and Technology Wing Renovation
10. JMI-652-06 Contract Modification: General Contractor Construction Services Contract – Lansdowne Middle School Renovation
11. JNI-713-06 Contract Modification: General Contractor Construction Services Contract – Perry Hall Middle School Renovation
12. JNI-713-06 Contract Modification: General Contractor Construction Services Contract – Perry Hall Middle School Renovation
13. MWE-841-07 Contract Modification: Boiler Replacement and Utility Work at Perry Hall High School
14. JMI-631-06 Contract Modification: Design and Build Video Surveillance and Electronic Card Access Control Systems – Various Facilities
15. PCR-298-08 Roof Replacement Design and Contract Administration Services – Joppa View Elementary, Ridgely Middle, Western Technical High, Arbutus Elementary, Kingsville Elementary, Riderwood Elementary, Woodbridge Elementary, Old Court Middle, Cockeysville Middle, Battle Grove Elementary, and Deep Creek Middle Schools
16. PCR-293-08 Request to Negotiate: Consultant Services – Architectural/Engineering Services for Renovation and Addition for Technical Service Center
17. PCR-292-08 Request to Negotiate: Consultant Services – Architectural/Engineering Services for Office of Transportation Projects

Item #3

Mr. Hayden suggested construction increases be pointed out to the Board as part of its discussions concerning long-term contracts.

Mr. Hayden asked if the adoption of the PDP platform of \$19.7 million is BCPS' portion with Dr. Peccia responding affirmatively.

BUILDING AND CONTRACT AWARDS (cont)

On a motion of Mr. Janssen, seconded by Ms. Shillman, the Board approved item 3.

3. RGA-160-08 Medicare Prescription Drug Plan Administration

Item #7

Mr. Hayden asked if the code violations are a result of major improvements or errors made by a prior contractor. Mr. Sines responded these were errors made by a prior contractor.

On a motion of Mr. Janssen, seconded by Mr. Hayden, the Board approved item 7.

7. PCR-212-06 Systemic Renovation at Deer Park Middle Magnet School

INFORMATION

The Board received the following as information:

- A. September 30, 2007 Official Enrollment and Projection Comparison
- B. Deletion of Superintendent's Rule 7440 – NEW CONSTRUCTION: Constructing-Protection and Guarantees

ANNOUNCEMENTS

Ms. Murphy made the following announcements:

- On Thursday, November 8, 2007, the Board of Education's Fall Recognition Ceremony will be held at New Town High School beginning at 7:00 p.m.
- The High School Honors Music Concert will be held at the Joseph A. Meyerhoff Symphony Hall on Monday November 12, 2007, at 7:30 p.m.
- On Tuesday, November 13, 2007, the Northwest Area Education Advisory Council will be holding its meeting at New Town Elementary School beginning at 7:00 p.m.
- On Wednesday, November 14, the Northeast Area Education Advisory Council will hold its "Meet and Greet" meeting at Parkville Middle School beginning at 7:00 p.m.
- On Wednesday, November 14, the Southwest Area Education Advisory Council will hold its meeting at Windsor Mill Middle School beginning at 7:00 p.m.

ANNOUNCEMENTS (cont)

- On Thursday, November 15, 2007, the Central Area Education Advisory Council will hold its meeting at Stoneleigh Elementary School beginning at 7:00 p.m.
- The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Tuesday, November 20, 2007, at Greenwood. The meeting will begin with an open session at approximately 5:00 p.m. The Board will then adjourn to meet in closed session, which will be followed by a brief dinner recess. The open session will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions. The Board will host the China Exchange Program students for dinner on November 20, 2007, from 6:00 until 7:30 p.m.

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

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

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

GENERAL PUBLIC COMMENT

Mr. Mohammad Jameel urged the Superintendent to publicize the importance of the advisory committees throughout the county's communities.

Dr. Bash Pharoan believes it is not healthy to have an overcrowded board room. He also believes that the public comment lottery system restricts public speech.

Ms. Kanwal Rehman asked the Board to allow equal opportunities for all students in Baltimore County.

ADJOURNMENT

At 9:06 p.m., Mr. Janssen moved to adjourn the open session. The motion was seconded by Ms. Shillman and approved by the Board.

Respectfully submitted,

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Joe A. Hairston  
Secretary-Treasurer

bls

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** November 20, 2007

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **NEW BOARD OF EDUCATION POLICY 4008 – PERSONNEL:**  
**OBLIGATIONS OF EMPLOYEES OF THE BOARD OF EDUCATION**  
**OF BALTIMORE COUNTY**

**ORIGINATOR:**

**RESOURCE**  
**PERSON(S):**

**RECOMMENDATION**

That the Board of Education considers Policy 4008. This is the third reading of this policy.

\* \* \* \* \*

Attachment I – Policy Analysis  
Attachment II – Policy 4008

**BOARD OF EDUCATION OF BALTIMORE COUNTY**  
**POLICY ANALYSIS**

Board of Education Policy 4008

Personnel: General

*Obligations of Employees of the Board of Education of Baltimore County*

Statement of issues or questions to be addressed by the proposed policy

In its work over the past year, the Policy Committee has noticed that a number of policies address employee misconduct and that others relate employee prohibitions to specific statutory, regulatory or policy requirements. However, no single policy clearly outlines an employee's responsibility to obey the law, or even to follow a supervisor's directives. While this connection may appear to be evident, the Committee desires that the standard be explicitly stated in policy. Thus, the proposed policy articulates an employee's responsibility to follow the law, regulations and Board policy in performance of his/her duties. Additional refinements were included following the September comment period.

Fiscal Impact on the school system

No fiscal impact is anticipated or contemplated by this revision.

Relationship to other Board of Education Policies

Various policies address prohibited conduct, including: Policy 4005, Dating or Sexual Relations Between Staff and Students; Policy 4006, Telecommunications Access to Electronic Information, Services and Networks; Ethics Code Policy, 8363, Conflict of Interest; Policy 4001, Drug Free Workplace; Policy 4004, Suspected Child Abuse, Neglect and/or Inappropriate Behavior Towards a Student by an Employee of the Baltimore County Public Schools, and Policy 4003, Sexual Harassment. Additionally, numerous policies and rules establish the Board's expectations for employee conduct and duties. (See, e.g., Policy 4002, Precepts, Beliefs and Values and Policy 1110, Communications with the Public)

Similar Policies adopted by other local school systems

CARROLL COUNTY BOARD OF EDUCATION, Policy BC, Ethics

MICHIGAN ASSOCIATION OF SCHOOL BOARDS, Policy GBEB, Staff Conduct

ASPEN SCHOOL DISTRICT (Colorado) Staff Conduct and Responsibilities, NEPN Code C-BEB

Legal Requirements, such as federal, state or local laws or regulations

The Education Article permits a local board to discipline or discharge certificated employees, while local superintendents may discharge and discipline non-certificated employees. Section 6-202 of the Education Article of the *Annotated Code of Maryland* provides in pertinent part, that "a county board may suspend or dismiss a teacher, principal, supervisor, assistant superintendent, or other professional assistant for

misconduct in office, including knowingly failing to report suspected child abuse in violation of §5-704 of the Family Law Article.” The Family Law Article, in turn, requires educators to “immediately notify and give all information required” concerning suspected child abuse and neglect. Note, however, that there is no legal requirement that each board of education adopt a policy similar to this proposal.

*A draft of the proposed policy*

See attached

*Other alternatives that were considered by the Board members*

The Board Committee considered including a prohibition or admonition in each Board policy, but determined that such a method might become unwieldy. Additionally, it was discussed that such a method might overlook certain future prohibitions.

*Timeline*

Opportunity for Citizen Comment, September 5, 2007

Proposed Date of Adoption, November 20, 2007

PERSONNEL: GENERAL

OBLIGATIONS OF EMPLOYEES OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY

AS EVIDENCED IN ITS ETHICS CODE POLICIES AND IN THE [BLUEPRINT FOR PROGRESS](#), THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) BELIEVES THAT EVERY EMPLOYEE MUST MODEL ETHICAL BEHAVIOR AND EXHIBIT A STRONG WORK ETHIC.

AS MODELS OF ETHICAL BEHAVIOR, ALL EMPLOYEES MUST MAKE THEMSELVES FAMILIAR WITH, AND ABIDE BY, THE LAWS OF THE UNITED STATES, STATE OF MARYLAND, THE REGULATIONS OF THE STATE BOARD OF EDUCATION AND LOCAL CODES THAT AFFECT THEIR WORK, AS WELL AS THE POLICIES AND DECISIONS OF THE BOARD, AND THE APPLICABLE SUPERINTENDENT’S RULES.

ALL EMPLOYEES ARE EXPECTED TO COMPLY WITH THE LAWFUL DIRECTION OF THEIR SUPERVISORS IN THE PERFORMANCE OF THEIR DUTIES.

FAILURE TO ADHERE TO THIS POLICY SHALL BE CAUSE FOR DISCIPLINARY ACTION AND MAY BE CHARACTERIZED AS MISCONDUCT IN OFFICE, INSUBORDINATION, WILLFUL NEGLECT OF DUTY, INCOMPETENCY OR IMMORALITY.

Legal References: *Annotated Code of Maryland*, Education Article, §6-202  
*Annotated Code of Maryland*, Education Article, §4-205  
*Annotated Code of Maryland*, Family Law Article, §5-704

Related Policies: Board of Education Policy 1110, Communications with the Public  
Board of Education Policy 4001, Drug Free Workplace  
Board of Education Policy 4003, Sexual Harassment  
Board of Education Policy 4004, Suspected Child Abuse, Neglect or Inappropriate Behavior by an Employee of the Baltimore County Public Schools  
Board of Education Policy 4005, Dating or Sexual Relations Between Staff and Students  
Board of Education Policy 4006, Telecommunications Access to Electronic Information, Services and Networks

Policy  
ADOPTED:

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** November 20, 2007

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **RE-ADOPTION OF BOARD OF EDUCATION POLICY 6104: FIELD TRIPS AND FOREIGN TRAVEL**

**ORIGINATOR:** Sonia Diaz, Chief Academic Officer

**RESOURCE PERSON(S):** Yvonne Barhight, Acting Assistant Superintendent, Humanities

**RECOMMENDATION**

Policy 6104 was reviewed and approved by the Board of Education on September 9, 2002. No revisions have been made since that time; therefore, it is requested that Policy 6104 be re-adopted. This is the first reading.

\* \* \* \* \*

Attachment I – Policy Analysis  
Attachment II – Policy 6104

# **BOARD OF EDUCATION OF BALTIMORE COUNTY**

Policy Analysis for Proposed Revision to Policy 6104

INSTRUCTION: Field Trips and Foreign Travel

## Statement of Issues Addressed by the Proposed Policy Revision

Policy is being submitted for re-adoption, with non-substantive format changes, in its current form.

## Cost Analysis

There is no cost associated with the re-adoption.

## Relationship to Other Board of Education Policies

None

## Legal Requirement

None

## Similar Policies Adopted by Other School Systems

## Draft of Proposed Policy

A copy of Policy 6104 is attached.

## Other Alternatives Considered by Staff

Policy 6104 is sufficient in its current form.

## Timeline

Opportunity for Citizen Comment, December 4, 2007

Proposed Date of Adoption, December 18, 2007

## Instruction

Field Trips and Foreign Travel

The Board of Education OF BALTIMORE COUNTY (BOARD) recognizes the field trip as an integral part of the instructional program.

Field trips shall demonstrate recognition of students' needs, interests, and abilities as evidenced by careful planning; they shall be designed to support, enhance, and extend, classroom instruction and curriculum at all levels; and they shall capitalize on resources including historic sites, museums, and cultural exhibits, expanding students' horizons beyond the immediate community. When participating in field trips, students have the opportunity to develop and foster skills in real world settings, as well as to apply information learned in an academic setting to a practical setting. As an outgrowth of participation in field trips, students shall engage in reflection and meaningful follow-up.

Field trips, clearly aligned to and a logical outgrowth of the Essential Curriculum, shall be available to Baltimore County Public School (BCPS) students as part of a planned program. Enrichment through field trips is not intended to supplant this Essential Curriculum. While field trips serve as one means for broadening student experiences, the safety and security of the students, as well as the appropriate use of instructional time and personnel, are foremost in importance.

While on an approved field trip, participating students are expected to adhere to behavior expectations outlined in Board Policy 5550, STUDENTS: Conduct, Disruptive Behavior, and Board Policy 5560, STUDENTS: Conduct, Suspension or Expulsion.

The Board [of Education] further recognizes that secondary students may desire to participate in foreign travel programs which provide a unique opportunity for students to broaden their knowledge of other cultures. It is the expectation of the Board [of Education] that the staff shall consider the safety and security of students in planning and granting approval for foreign travel.

Further, the staff shall inform the Superintendent of the foreign travel programs operating in [the Baltimore County Public Schools] BCPS.

Specific information shall be made available to parents, guardians, and interested persons regarding the educational value related to the curriculum, the risks of financial loss, and logistics. While foreign travel is a vehicle for extending student experiences, the appropriate use of instructional time and personnel is foremost in importance.

While on approved foreign travel, participating students are to adhere to behavior expectations outlined in Board Policy 5550, STUDENTS: Conduct, Disruptive Behavior, and Board Policy 5560, STUDENTS: Conduct, Suspension or Expulsion.

The Board [of Education] does not assume financial liability for field trips or foreign travel including, but not limited to, refunds or cancellations for any reason.

Legal ReferenceS: *ANNOTATED CODE OF MARYLAND*, EDUCATION ARTICLE, §7-308 [Code of Maryland Regulations (COMAR)] COMAR 13A.08.01.01[, General Regulations: Attendance]

[Also see]RELATED POLICIES:

BOARD OF EDUCATION Policy 5550, [STUDENTS: Conduct,] Disruptive Behavior

BOARD OF EDUCATION Policy 5560, [STUDENTS: Conduct,] Suspension or Expulsion

BOARD OF EDUCATION Policy 8363, [ETHICS CODE:] Conflict of Interest

BOARD OF EDUCATION Policy 8362, [ETHICS CODE:] Gifts

Policy

Board of Education of Baltimore County

Adopted: 11/21/68

Revised: 4/25/95

Revised: 9/9/02

RE-ADOPTED: \_\_\_\_\_

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** November 20, 2007

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **REPORT ON BALTIMORE COUNTY PUBLIC SCHOOLS' SCHOOL COUNSELING PROGRAM**

**ORIGINATOR:** Sonia Diaz, Chief Academic Officer

**RESOURCE PERSON(S)** Dale Rauenzahn, Executive Director, Student Support Services  
Lynne Muller, Coordinator, Office of School Counseling  
Gail Cook, School Counseling Department Chair, Perry Hall High School  
Ellen Fitzkee, School Counseling Department Chair, Randallstown, High School

**INFORMATION**

The Office of School Counseling has been asked to present to the Board of Education the total counseling program offered in Baltimore County Public Schools. The report will give the global school counseling report of the programs that are being offered with an emphasis on the college awareness and preparation programs. Distributing the *College Board Programs to Enrich College Counseling Guide*, which was developed by our counselors, will demonstrate how college counseling begins in the middle school years and throughout the high school grades. Programs provided by two school counseling department chairs will round out the presentation.

- Attachment I – Executive Summary
- Attachment II – School Counseling Program Report 2007
- Attachment III – Introduction
- Attachment IV –The Elementary Program
- Attachment V – The Middle School Program
- Attachment VI – The High School Program
- Attachment VII – College Board/College Counseling – Coordination of Services

**Department of Student Support Services  
Office of School Counseling  
School Counseling Program Report  
2007-2008**

**Executive Summary**

All school counseling programs in the Baltimore County Public Schools are developed to meet the requirements set forth by the American School Counseling Association's (ASCA) *National Standards for School Counseling Programs* and the Maryland State Department of Education regulations for school counseling programs (COMAR 13 A.05.05.02), as well as our Policy 5410. As an integral part of the total program for instruction for all students, school counselors deliver a comprehensive program of counseling services based upon the goals of: school success, mastering decision-making and career development skills, and demonstrating intrapersonal and interpersonal competencies. The delivery of this comprehensive counseling program is outlined in the *School Counseling Essential Curriculum* (see attachment 1) and *Non-Negotiables*. The School Counseling program is reviewed by elementary and secondary levels in charts provided (see attachments 2-4).

Data demonstrate that due to the influence of school counselors, access and equity are increasing as reflected in the increased number of students participating in SATs, AP courses, college readiness programs, and parallel enrollment. School counselors are meeting with students individually and in small groups to share information and guidance related to post-secondary options (see attachment 5). A pilot senior evaluation survey (N=1,629 members of the Class of 2007 at smaller learning community schools) demonstrated that 86 percent of the students surveyed stated that their counselor was a source of help and 88 percent said that their counselor helped them plan their school schedules. Eighty-nine percent attended evening workshops provided by school counselors. Counselors were awarded a GPA of 3.2 from the students surveyed.

Staffing of school counseling is based on one counselor for each elementary school and one counselor for each 350 students at the secondary level. Special programs such as alternative programs, special education, Maryland's Tomorrow, college preparation grants, and Title I do fund additional positions as support of these programs.

**Department of Student Support Services  
Office of School Counseling  
School Counseling Program Report 2007**

**Background**

All school counselors or school counseling departments create a comprehensive, developmental, needs-based program of school counseling based on the Non-Negotiables and the *Revised Essential School Counseling Program K-12*. These programs meet the national standards for school counseling programs set forth by ASCA and the regulations contained in COMAR. Alignment with the *Blueprint for Progress* and the school improvement plan (SIP) is expected.

The three goals that form the framework for all school counseling programs are:

- Academic Development (school success)
- Decision-Making and Career Development.
- Personal/Interpersonal Development.

Delivery System:

- Counseling (individual, group, and classroom guidance).
- Consultation.
- Coordination.

In addition, school counselors serve as student advocates.

**The School Counseling Program**

1. Assess needs by using:
  - School system data.
  - School data (PBIS, suspension, grades, attendance, college, MSA, HSA, PSAT, SAT/ACT, and AP).
  - School improvement data.
  - Demographic data.
  - Formal and informal needs assessment (parents, students, teachers, and staff).
2. Interpret data and needs to design the program for the school.
3. Identify program goals (ASCA, MSDE, *Blueprint*, and SIP).
4. Align program goals.
5. Identify target populations, start time, lead persons, participants, data collection and analysis
6. Deliver, assess (formative), and re-align the program.
7. Deliver the program.
8. Evaluate the program (summative) and determine needs.

## **Essential School Counseling Program PreK-12** (Revised 2006) **INTRODUCTION**

### **Background**

In 1996, the Office of School Counseling Services, under the leadership of Dr. Thelma T. Daley, published the *Essential School Counseling Program, PreK-12*. The manual was developed to parallel the work being completed by the Division of Curriculum and Instruction of Baltimore County Public Schools, *The Essential Curriculum*. The offices within this division were charged by the superintendent to present the core curriculum taught to children in our school system. The Office of School Counseling Services developed a manual detailing the ways that school counseling services and the content of these services provide another essential component of learning for all students and contribute to their development.

The *Essential School Counseling Program, PreK-12* was based on the three Maryland State goals for school counseling programs:

- School success for all students.
- Decision making and career development.
- Intrapersonal and interpersonal relationship skills.

In addition to describing how school counseling was an essential component of all students' school experiences, the book also provided a rich resource of hundreds of classroom guidance lesson plans which were organized under the three State school counseling goals and disaggregated by instructional level (elementary, middle, and high).

### **Current Historical Influences**

Since that time, there have been a number of significant events in the school counseling profession and in Baltimore County Public Schools that argue for a revision of elements of the *Essential School Counseling Program*.

The American School Counseling Association (ASCA) published in 1997 its long awaited *National Standards for School Counseling Programs*. The *National Standards* identified three domains that defined the parameters for all school counseling programs:

- Academic Development.
- Career Development.
- Personal and Social Development.

Under each domain, there are three standards that describe general areas for students to develop skills, learnings, and behaviors that will help in the attainment of a given domain or school counseling goal. Each standard is further delineated in the document by the inclusion of related competencies (i.e., knowledge and skills that all students should acquire in order to attain success in school) students are expected to develop as a result of the activities and services provided by school counselors. Taken as a whole, these elements serve as the goals and student outcomes that are to be the heart of any school counseling program plan.

In 2002, ASCA published the *National Model: A Framework for School Counseling Programs*. This document used the *National Standards* as the foundation of all school counseling programs and then defined the steps that all school counselors are to take in creating a school counseling program design. There are four elements in this model that one would expect to find in any program plan:

- *Foundation* – The standards of a student competency-based program. The principles upon which the beliefs, philosophy, and mission of a school counseling program are based.
- *Delivery System* – A description of the activities and interventions, and services provided by school counselors to students and stakeholders within the school community in support of students’ school success and related outcomes.
- *Management System* – The “when, by whom, why, and on whose authority” a program is organized. Management identifies the needs that are to be addressed and the way they will be resolved.
- *Accountability* – Measurement of impact of services is an essential part of all planning. Evaluating strategies must be built into a plan. Student outcomes must be identified and data collected to determine the program’s impact on them.

It is the understanding of all who work in school counseling services that school counselors are to develop an annual school counseling program plan based on the National Standards and written in response to assessed student needs. This manual has been developed to provide a resource for school counselors as they assess student needs, create a school counseling program plan to address those needs, and evaluate the impact of their services in terms of student competencies.

While the *National Standards* and the *Nation Model* are explained in more detail in *Essential School Counseling Program, PreK–12*. It is important to note that these two documents, along with the State Goals for School Counseling, form the conceptual framework for all school counseling programs in the State of Maryland.

In the process of developing a revision of the *Essential Guidance Program*, two systemwide documents were developed in BCPS that have direct implications for the delivery of school counseling services – *The Blueprint for Progress: Realizing the Vision* and the *Master Plan*. These documents identify a number of performance goals, performance indicators, and key strategies that will serve as a map for this system to realize its educational mission. A review of these documents points to a number of counselor–related initiatives that should be incorporated into school counseling program plans:

- Encouraging high standards and rigorous course selection.
- Meeting Maryland School Assessment standards.
- Encouraging participation in PSAT, SAT, and Advanced Placement Testing.
- Supporting regular attendance.
- Forming partnerships in College Readiness initiatives with the Community College of Baltimore County to promote taking the Accuplacer, attending career fairs, and participating in Parallel Enrollment Program (PEP) courses on campus.
- Implementing instructional strategies that include multiculturalism and differentiation.
- Providing parents and guardians with strategies that support student learning.

- Strengthening communications between school and home to encourage school achievement.
- Contributing to the maintenance of a safe and orderly school environment.
- Implementing active character ethics education.
- Utilizing Student Support Teams to address the needs of students.
- Providing a continuum of support services through alternative education.
- Communicating to all students and parents the expectations of the *Student Handbook*.
- Assisting all students to meet the graduation requirements for the University System of Maryland or the Maryland career and technology education career completer requirements or both.
- Assisting students in danger of failure.
- Increasing participation in the Gifted and Talented programs.
- Developing with students a four-year plan of studies for all eighth graders using the Career Planning Profile.

The *Blueprint for Progress* and the *Master Plan*, along with information identified as key to a given school through the work of the School Improvement Plan, form the foundation of the development of a student needs-based school counseling program plan. Through the school counseling program plan, school counselors identify the targeted goals for their annual program, specify the intervention strategies they will employ to develop skills in students to attain these goals, and provide for both formative and summative assessments to demonstrate goals acquired or progress made toward them. It is the dual function of a school counseling program plan to organize and deliver services as well as clearly identify how these services are essential to the educational mission of the school in which they are provided.

### **Equity**

A significant benefit that arises from the school counseling program planning process is the emergence of underserved student populations and their related needs. Professional school counselors are no strangers to the role of advocacy for students whose needs may be unrecognized or underappreciated.

Recent Federal legislation, the *No Child Left Behind Act of 2001*, identified categories of students whose needs must be addressed in educational planning and for which schools are to be accountable. In the process of developing a school counseling program plan, counselors are expected to conduct needs assessments, which identify student needs, and to design responsive activities and interventions to resolve those needs.

Another way that school counselors are working to ensure equity in services to all students is in the development of three sets of “School Counseling Non-Negotiables.” In the past few years, teams of school counselors have been working with school counseling supervisors to draft three sets of services that school counselors guarantee will be provided to all students at specific grades and at specific levels in students’ educational experiences. These non-negotiables are, in essence, general statements about what should be taking place in school counseling program designs in order to assure parents and students who may move from one school to another in this system with a continuity of experiences and targeted learnings. The non-negotiables are also expected to serve as a basic template for school counseling program plans.

The *Revised Essential School Counseling Program Guide* provides school counselors with a number of school counselor-developed K-12 classroom guidance lessons. The lessons were written by counselor writing teams to demonstrate how school counselors can promote inclusion of all learners through differentiated instruction. Several of the lessons actually label a variety of learning styles and instructional strategies for school counselors interested in using the lesson design as templates for writing their own differentiated lessons.

### **Resource Materials**

The *Revised Essential School Counseling Program Guide (2006)* brings together a number of resources that have been developed since the first publication of this document in 1996. The purpose of the revision is not to replace the *Essential Guidance Program, PreK-12*; it is to compliment the document and the resources it has amassed. It is the intention of the Office of School Counseling Services to continue to distribute the original document for new school counselors as well as publish and distribute to all school counselors the *Revised Essential School Counseling Program Guide (2006)* as a compilation of school counseling resources and program development guide. It is envisioned that sections, as they develop in school counseling practice or staff development training, will be added to this binder.

The resources that are to be found within this document address a number of core school counseling functions:

- School counseling program planning –
  - Non-Negotiables – assurance of guaranteed services that will be provided by school counselors to all students at each level of their school experience.
  - New School Counseling Program Planning grids, including sections for the *ASCA National Standards* and the *Blueprint for Progress*.
  - Revised student indicators.
  - New sample needs assessments.
  - New program evaluation section with samples.
- Classroom Guidance Lesson Plans (K-12) based on Differentiated Instruction.
- Small Group Counseling Designs.
- Suggested Staff Development Activities.
- PowerPoint Presentation to School Counselors on –
  - School Counseling and the *Blueprint for Progress*.
  - School Counselors and Consultation with Parents and Teachers.

### **The Role of the Professional School Counselor as a Collaborator in the Delivery, Management, and Assessment of School Counseling Services**

A central feature of the *ASCA National Model: a Framework for School Counseling Programs (2002)* is the four role concepts that imbue all efforts focused on the design and development of a school counseling program plan that serves all students – systemic change, advocacy, leadership, and collaboration. These role concepts are a compliment to recent research into school counseling reform conducted by the Education Trust through its *Transforming School Counseling Initiative (1997)*. The intent behind reform in school counseling is multiple:

- To identify and advocate for the needs of students who constitute underserved populations within the school community.
- To evaluate all school counseling services for their assessed impact on students and for their connection to and support of the school's educational mission to enhance the development of all students.
- To, through systemic change, remove the environmental and institutional barriers to students' academic success.
- To present school counselors to their professional colleagues as consultants on the students' development and collaborators in a team effort to enhance student growth.
- To position the school counselors as educational leaders who design, develop, deliver, and assess student needs-based school counseling program plans that serve all students in their schools.
- To use assessed data to demonstrate to educational stakeholders the impact of their services and adjust program delivery and management in light of data results.

The development of a comprehensive school counseling program plan is an exercise in leadership that all professional school counselors within this system are expected to demonstrate each school year. The *Revised Essential School Counseling Program Guide* (2005) is a new manual developed by BCBS school counselors and supervisors to assist in the completion of this task.

#### **Relation of this Manual to the *Essential Guidance Program, PreK-12* (1996)**

**While the *Revised Essential School Counseling Program Guide* (2005) has a number of sections that are revisions of sections in the *Essential Guidance Program* (1996), there are a number of sections within the older document that still hold their own and should be consulted in the development of a school counseling program plan and in the delivery of classroom guidance lessons, K-12. The sections on school counseling goals, student indicator, scope and sequence, and related school counseling strategies still provide an effective template for the design of program planning grids. The hundreds of counselor-developed lesson plans present new school counselors with a broad variety of classroom guidance lessons disaggregated by instructional level and by school counseling goal. Care should be taken to adjust the lessons to reflect revised school counseling student indicators and differentiated instructional approaches.**

## The Elementary Program

Goal	Counseling	Consultation	Coordination	Advocacy	<i>Blueprint</i>
<b>Academic</b>	Individual	Teachers	Parent/family nights	<ul style="list-style-type: none"> <li>• GT Committee</li> <li>• Special education</li> <li>• Homeless liaison</li> <li>• Multicultural liaison</li> <li>• SIT</li> <li>• Adult mentoring</li> <li>• Magnet liaison</li> <li>• New programs</li> <li>• Equity</li> <li>• Access</li> </ul>	Goal 1
	<ul style="list-style-type: none"> <li>• Barriers</li> <li>• Goal setting</li> <li>• Anxiety</li> <li>• School issues</li> <li>• Problem solving</li> <li>• Coping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Conferences with parents/families</li> </ul>	<ul style="list-style-type: none"> <li>• Academic program</li> <li>• Transition to middle school</li> <li>• Magnet program</li> </ul>		Goal 2
	Group	Teacher teams	Special programs		Goal 4
	<ul style="list-style-type: none"> <li>• Study skills</li> <li>• Test skills</li> <li>• ADHD</li> <li>• Goal setting</li> <li>• Retained students</li> <li>• New students</li> </ul>	<ul style="list-style-type: none"> <li>• Academic</li> <li>• Social/emotional</li> <li>• Retention/promotion conferences</li> <li>• Middle school placement</li> </ul>	<ul style="list-style-type: none"> <li>• Student of the week/month</li> <li>• Attendance Stars</li> <li>• Homework club</li> </ul>		Goal 6
	Classroom guidance	Staff	Schoolwide programs		Goal 7
	<ul style="list-style-type: none"> <li>• School skills</li> <li>• Academic skills</li> <li>• Cooperation</li> <li>• Goal setting</li> <li>• Notebook organization</li> <li>• Magnet programs</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/language</li> <li>• Special education</li> <li>• Itinerant</li> <li>• ELL</li> </ul>	<ul style="list-style-type: none"> <li>• Character Education</li> <li>• PBIS</li> </ul>		
		Student support staff	Parent volunteers		
		<ul style="list-style-type: none"> <li>• PPW</li> <li>• School psychologist</li> <li>• School social worker</li> <li>• Nurse</li> </ul>	Summer school		
		SST	Assemblies		
		IEP team	504 managers		
	IST	FBA			

### The Elementary Program

Goal	Counseling	Consultation	Coordination	Advocacy	<i>Blueprint</i>
<b>Career /Decision Making</b>	Individual Group Classroom guidance <ul style="list-style-type: none"> <li>• Career awareness</li> <li>• Community workers</li> <li>• Decision-making skills</li> <li>• Interests</li> <li>• College vocabulary and information</li> </ul>	Teachers Teacher teams Staff Student support staff Parents/family Outside agencies Colleges	Career days Career fairs College visits Assemblies Speakers	College/post-secondary focus for all students	Goal 5  Goal 6
<b>Personal/Social</b>	Individual Group <ul style="list-style-type: none"> <li>• Loss</li> <li>• Deployed parents</li> <li>• Divorce</li> <li>• Friendship</li> <li>• Bullies/Victims</li> <li>• Incarcerated parents</li> <li>• Cultural issues</li> </ul> Classroom guidance <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Anger management</li> <li>• Social skills</li> <li>• Teasing</li> <li>• Bully prevention</li> <li>• Peer pressure</li> <li>• <i>Personal Safety Units</i></li> </ul>	Teachers <ul style="list-style-type: none"> <li>• Staff development</li> </ul> Teacher teams Staff Parents/family <ul style="list-style-type: none"> <li>• Information nights</li> <li>• Individual</li> <li>• Parenting group</li> <li>• Referrals</li> <li>• BCPS offices</li> </ul> Student support staff Outside agencies <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Consultations</li> </ul> After-school programs Student support staff	<ul style="list-style-type: none"> <li>• Peer Mediation</li> <li>• Peer Helpers</li> <li>• Parent nights on behavior needs and child development needs (The Angry Child, Understanding ADHD)</li> </ul> <ul style="list-style-type: none"> <li>• Food drives, clothes drives</li> <li>• No-Name Calling Week, Red Ribbon Week</li> <li>• Child abuse and neglect trainings</li> <li>• Suicide prevention and awareness staff development</li> </ul>	Developmental student needs at parent/family-teacher conferences	Goal 1  Goal 2  Goal 4  Goal 6

## **The Middle School Program**

Goal	Counseling	Consultation	Coordination	Advocacy	Blueprint
<b>Academic</b>	<p>Individual</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Grades, attendance</li> <li>• Anxiety</li> <li>• Coping skills</li> </ul> <p>Group</p> <ul style="list-style-type: none"> <li>• Study skills</li> <li>• Organization</li> <li>• Test skills</li> <li>• ADHD</li> <li>• Goal setting</li> <li>• Retained students</li> <li>• New students</li> </ul> <p>Classroom guidance</p> <ul style="list-style-type: none"> <li>• Academic skills</li> <li>• LPI-learning styles</li> <li>• Cooperation</li> <li>• Goal setting</li> <li>• Notebook organization</li> <li>• Magnet programs</li> <li>• Time management</li> <li>• High school preparation</li> <li>• 4-year planning</li> <li>• Registration for high school</li> </ul>	<p><b>The Middle School Program</b></p> <p>Teachers</p> <ul style="list-style-type: none"> <li>• Conferences with parents/family</li> </ul> <p>Teacher teams</p> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Social/emotional</li> <li>• Student placement</li> <li>• Student promotion/retention</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Special education</li> <li>• Special area</li> <li>• ELL</li> </ul> <p>Student support staff</p> <ul style="list-style-type: none"> <li>• PPW</li> <li>• School psychologist</li> <li>• School social worker</li> <li>• Nurse</li> </ul> <p>SST</p> <p>IEP team</p> <p>Attendance committee</p> <p>Transition programs</p> <ul style="list-style-type: none"> <li>• Elementary school</li> <li>• High school</li> </ul>	<p>Scheduling of new entrants</p> <p>Grade reporting</p> <p>Registration</p> <p>Transition meetings and visits</p> <p>Parent/family nights</p> <ul style="list-style-type: none"> <li>• Academic program</li> <li>• Transition to middle school</li> <li>• Transition to high school</li> <li>• Magnet program</li> <li>• College planning/financial aid</li> </ul> <p>Special programs</p> <ul style="list-style-type: none"> <li>• Attendance Stars</li> <li>• Homework Doctor</li> <li>• Recommendations-AVID, Maryland's Tomorrow</li> <li>• Orientation to middle school visits to elementary school</li> <li>• Student-led conferences</li> </ul>	<ul style="list-style-type: none"> <li>• GT Committee</li> <li>• Special education</li> <li>• Homeless liaison</li> <li>• Multicultural</li> <li>• SIT</li> <li>• Adult mentoring</li> <li>• Magnet liaison</li> <li>• Equity and access</li> <li>• New programs</li> </ul>	<p>Goal 1</p> <p>Goal 2</p> <p>Goal 4</p> <p>Goal 6</p> <p>Goal 7</p>
<b>Academic</b>	<b>Counseling</b>	<b>Consultation</b>	<p><b>Coordination</b></p> <p>Schoolwide programs</p> <ul style="list-style-type: none"> <li>• Character Education</li> <li>• PBIS</li> </ul> <p>Grade 8 to 9 registration</p>	<b>Advocacy</b>	<p><b>Blueprint</b></p> <p>Page 12</p>

## The High School Program

Goal	Counseling	Consultation	Coordination	Advocacy	<i>Blueprint</i>
<b>Academic</b>	Individual <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Grades, attendance</li> <li>• Personal issues</li> <li>• Coping skills</li> <li>• Anxiety management</li> <li>• Stress management</li> </ul> Group <ul style="list-style-type: none"> <li>• College concerns</li> <li>• Organization</li> <li>• Test skills</li> <li>• Goal setting</li> <li>• Retained students</li> <li>• New students</li> <li>• Stress reduction</li> </ul> Classroom guidance <ul style="list-style-type: none"> <li>• Academic/study skills</li> <li>• PSAT/SAT/AP</li> <li>• Learning styles</li> <li>• Cooperation</li> <li>• Goal setting</li> <li>• Time management</li> <li>• College preparation</li> <li>• 4-year planning</li> <li>• Registration</li> </ul>	College representatives Career speakers Military representatives Teachers Parents/family Department chairs Leadership teams Teacher teams Staff <ul style="list-style-type: none"> <li>• Special education</li> <li>• Special area</li> <li>• ELL</li> </ul> Student support staff <ul style="list-style-type: none"> <li>• PPW</li> <li>• School psychologist</li> <li>• School social worker</li> <li>• Nurse</li> </ul> Special Education-accommodations for College Board  Tech Prep teachers  IEP teams  Attendance committee  Transition programs <ul style="list-style-type: none"> <li>• middle school</li> <li>• college</li> </ul>	Registration of all new entrants <ul style="list-style-type: none"> <li>• Schedule</li> <li>• Grade/schedule changes</li> <li>• Course history</li> </ul> College Board Programs; deliver and interpret/use data  Scholarship/Awards  College applications and recommendations  College, career and military speakers/visits  Schoolwide programs <ul style="list-style-type: none"> <li>• Registration</li> <li>• PSAT preparation and interpretation</li> <li>• AP program development</li> <li>• 504 managers</li> <li>• Service learning coordination</li> <li>• Summer school registration</li> <li>• Night school registration</li> </ul>	<ul style="list-style-type: none"> <li>• New programs</li> <li>• Equity</li> <li>• Access</li> <li>• GT Committee</li> <li>• Special education</li> <li>• Homeless Liaison</li> <li>• Multicultural</li> <li>• SIT</li> <li>• Mentoring</li> <li>• AP inclusion</li> <li>• Minority issues</li> <li>• After-school programs</li> </ul>	Goal 1  Goal 2  Goal 4  Goal 6  Goal 7
<b>Academic</b>					

**The High School Program**

<b>Goal</b>	<b>Counseling</b>	<b>Consultation</b>	<b>Coordination</b>	<b>Advocacy</b>	<i>Blueprint</i>
		<p>Student placement</p> <p>Scheduling Parents/family</p> <p>Academic supports</p> <ul style="list-style-type: none"> <li>• Tutors</li> <li>• Businesses</li> <li>• Programs</li> <li>• Recommendations</li> </ul> <p>AVID, Maryland's Tomorrow, other programs</p>	<ul style="list-style-type: none"> <li>• Home and Hospital registration</li> <li>• School tutoring</li> <li>• Identification of students for scholarships and awards</li> <li>• Accuplacer</li> <li>• Parallel enrollment</li> </ul> <p>Parent/family nights</p> <ul style="list-style-type: none"> <li>• Academic programs (GT, honors, special programs)</li> <li>• Graduation requirements</li> <li>• College preparatory meetings                             <ul style="list-style-type: none"> <li>○ Financial aid</li> <li>○ College night</li> <li>○ College planning process</li> </ul> </li> </ul> <p>Special programs</p> <ul style="list-style-type: none"> <li>• Orientation to high school visits to middle school</li> </ul> <p>Parent/family conferences</p>		
<b>Career /Decision Making</b>	Individual Group	Teachers Teacher teams	College Readiness	College/post-secondary focus	Goal 5

**The High School Program**

<b>Goal</b>	<b>Counseling</b>	<b>Consultation</b>	<b>Coordination</b>	<b>Advocacy</b>	<b>Blueprint</b>
	Classroom guidance <ul style="list-style-type: none"> <li>• Career awareness</li> <li>• Career clusters</li> <li>• Career folder</li> <li>• Decision-making skills</li> <li>• College and post-secondary training</li> </ul>	Staff  Parents/family  Outside agencies  Businesses  Business Roundtable  Colleges  Post-secondary Institutions  ABC-apprenticeships	Kuder Interest Inventory  Parallel enrollment  Partnership  Career days Career fairs College visits CCBC days  Assemblies  Speakers	for all students	Goal 6
<b>Personal/Social</b>	Individual Group <ul style="list-style-type: none"> <li>• Relationship</li> <li>• Minority issues</li> <li>• Depression</li> <li>• Disorders-eating, substance, self injury</li> <li>• Loss/Divorce</li> <li>• Cultural issues</li> </ul> Classroom guidance <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Anger management</li> <li>• Peer pressure</li> <li>• Risky behaviors</li> <li>• Suicide</li> </ul>	Teachers Teacher teams Administrators Staff Parents/family <ul style="list-style-type: none"> <li>• Information nights</li> <li>• Individual</li> <li>• Parenting group</li> <li>• Referrals</li> </ul> Student support staff Outside agencies <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Consultations</li> </ul> Outside mental health providers	Peer helpers  Parent/family nights  Child abuse and neglect trainings  Suicide prevention staff development  Staff development	Developmental awareness and needs  Parent-teacher conferences  After-school programs	Goal 1  Goal 2  Goal 4  Goal 5  Goal 6

## College Board/College Counseling - Coordination of Services

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
College Board	College Ec	PSAT SAT On-line 4F Courses* My Docs	PSAT Accuplacer 4F Courses* 4F Portfolio SAT On-line My Docs	PSAT SAT Accuplacer 4F Courses SAT On-line My Docs	SAT 4F Courses SAT On-line My Docs
BCPS	Rigorous Courses Con/TARGET Career  Magnet School Programs  Advisory*	Rigorous Courses  Magnet School Programs 4VCB* Smaller Learning Communities* Career & Technology JPGTC* Advisory*	Rigorous Courses PSAT/SAT Prep Courses SAT Summer Camp* Alternative Ec (SAT Prep) Magnet School Programs Career & Technology 4VCB* Smaller Learning Communities* JPGTC* Advisory*	Rigorous Courses SAT Preparation Courses SAT Summer Camp* Alternative Ec (SAT Prep) Parallel Enrollment Career & Technology Articulated Credits 4VCB* Smaller Learning Communities* JPGTC* Advisory*	Rigorous Courses Post-secondary Selection Senior Internships  Parallel Enrollment Career & Technology Articulated Credits 4VCB* Smaller Learning Communities* JPGTC* Advisory*
Counseling Strategies and Partnerships	Discovery/Group Counseling Classroom Guidance Assessment Learning Styles Early College Awareness Career/College Resources Career Days/Seawars College Days Job Shadowing College Visits CCBC College Fairs 4-year Plans	Discovery/Group Counseling Classroom Guidance PSAT/GreenPath/Interpretation Career/College Seminar*  4-year Plans Career/College Resources Career/College Days/Seawars College Visits CCBC College Fairs	Discovery/Group Counseling Classroom Guidance PSAT/SAT Interpretation 4F Portfolio  4-year Plans Career/College Resources College Resource Program Career/College Days/Seawars College Visits CCBC College Fairs College/Career Seawars College Planning	Discovery/Group Counseling Classroom Guidance PSAT/SAT Interpretation ACT/TGERL 4F Portfolio Post-Secondary Planning Career/College Resources College Resource Program College Resource Courses (Reading/Writing/Math) Career/College Days/Seawars College Visits CCBC College Fairs College/Career Seawars College Application	Discovery/Group Counseling Classroom Guidance SAT Interpretation ACT/TGERL Post-secondary Decision-making and Application Process Internships Financial Aid/Scholarships Career/College Resources College Resource Program College Resource Courses (Reading/Writing/Math) Career/College Days/Seawars College Visits CCBC College Fairs CCBC Student Ambassadors College/Career Seawars
	Parent Night Newsletters Electronic Reminders Counseling Web sites	Parent Night Newsletters Electronic Reminders Counseling Web sites	Parent Night Newsletters Electronic Reminders Counseling Web sites	Parent Night - Post-secondary Planning and Financial Aid Newsletters Electronic Reminders Counseling Web sites Division of Rehabilitative Services Maryland's Tomorrow*	Parent Night - Post-secondary Planning & Financial Aid Newsletters Electronic Reminders Counseling Web sites Division of Rehabilitative Services Maryland's Tomorrow*
	Educational Talent Search* Center for Talented Youth Star-UP* Nexus Grant Program* Great Expectations Grant*	Educational Talent Search* Center for Talented Youth Umareo Bonds* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant*	Educational Talent Search* Center for Talented Youth Umareo Bonds* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant* 4SV4E	Educational Talent Search* Center for Talented Youth Umareo Bonds* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant* 4SV4E	Educational Talent Search* Center for Talented Youth Umareo Bonds* Nexus Grant Program* Great Expectations Grant* JCC C4F - College Awareness Grant* 4SV4E
<b>GOAL</b>	<b>Awareness</b>	<b>Preparation</b>	<b>Preparation</b>	<b>Readiness</b>	<b>Performance</b>

\* offered at some BCPS high schools

**BALTIMORE COUNTY PUBLIC SCHOOLS  
TOWSON, MARYLAND 21204****November 20, 2007****RETIREMENTS**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>SCHOOL/OFFICE</u></b>	<b><u>YRS. OF SERVICE</u></b>	<b><u>EFFECTIVE DATE</u></b>
Cecelia Laufert	Paraeducator	Sandalwood Elementary	16.1	10/01/07
Cynthia Wilhoite	Teacher	Pine Grove Middle	24.6	01/01/07

As of 10/18/2007

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

**November 20, 2007**

**RESIGNATIONS**

**SECONDARY – 3**

Owings Mills High School

Mary L. Rich, 10/25/07, 7.0 yrs.

Mathematics

Woodlawn High School

Laura K. Yeager, 10/09/07, 2.0 mos.

English

Perry Hall High School

Richard A. Szul, 11/02/07, 7.0 yrs.

Special Education – Self-Contained

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

**November 20, 2007**

**LEAVES**

**CHILD REARING LEAVES**

JESSICA MARSHALL LONG – (Elementary) Seneca Elementary School  
Effective November 18, 2007, through June 30, 2009

ALLISON LYNN REED PICONE – (Guidance Counselor) Golden Ring Middle School  
Effective January 16, 2008, through June 30, 2009

ELIZABETH MAIER SMITH – (Science) Milford Mill Academy  
Effective December 3, 2007, through June 30, 2009

CARRIE BROWN WEAVER – (Physical Education) Dumbarton Middle School  
Effective November 18, 2007, through June 30, 2009

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**RECOMMENDED APPOINTMENTS**

**NOVEMBER 20, 2007**

<b><u>NAME</u></b>	<b><u>FROM</u></b>	<b><u>TO</u></b>
<b><u>CHRISTINE W. KOTH</u></b> (Effective November 21, 2007)  (New Position)	Johns Hopkins Bloomberg School of Public Health Department of Mental Health Assistant Scientist	Specialist, Research Title I Programs Department of Humanities
<b><u>J. KURT BUCKLER</u></b> (Effective February 1, 2008)  (Replacing Richard Cassell, Retiring)	Assistant Administrator, Engineering Department of Physical Facilities	Administrator Engineering and Construction Department of Physical Facilities

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** November 20, 2007

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**RE:** **RECOMMENDATIONS FOR AWARD OF CONTRACTS**

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

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

**RECOMMENDATION**

That the Board of Education approves the following contract recommendations.

\*\*\*\*\*

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

**Recommendations for Award of Contracts  
Board Exhibit – November 20, 2007**

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

- 1. Contract:** Classroom Sound Enhancement System  
**Contract #:** JN1-703-08

**Term:** 5 years    **Extension:** 0    **Contract Ending Date:** 11/30/12  
**Estimated annual award value:** \$ 98,250  
**Estimated total award value:** \$491,250

**Bid issued:** 10/11/07  
**Pre-bid meeting date:** 10/25/07  
**Due date:** 11/8/07  
**No. of vendors issued to:** 27  
**No. of bids received:** 4  
**No. of no-bids received:** 3

**Description:**

This contract consists of providing a sound enhancement system to include installation, training, and all components needed to provide amplification of a teacher’s voice and full integration with other audio-visual educational technology equipment in the school. Installation may be completed as funds are available and is approved by the Department of Physical Facilities. The first year of the contract will include installation of the sound system at Vincent Farm Elementary School.

**Recommendation:**

Award of contract is recommended to:

LightSPEED Technologies, Inc. (Individual classrooms)	Tualatin, OR
Dell Marketing LP (Vincent Farm Elementary)	Round Rock, TX

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

**Contact person:** Michael G. Sines

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.



**Explanatory Details:**

- Align instructional strategies in all guides, including core and non-core content areas, with each objective in terms of content, context, and cognitive rigor. Provide teachers with strategies that give specific approaches to teaching the expected learning of the objective.
- Provide professional development on the use of curriculum documents for teachers in the non-core content areas, and include these offerings in the district's comprehensive professional development plan.

**3. Contract:** Maintenance of Automated External Defibrillator Equipment  
**Contract #:** JN1-702-08

**Term:** 5 years      **Extension:** 0      **Contract Ending Date:** 11/30/12  
**Estimated annual award value:** \$ 67,728  
**Estimated total award value:** \$ 338,640

**Bid issued:** 10/11/07  
**Pre-bid meeting date:** 10/25/07  
**Due date:** 11/8/07  
**No. of vendors issued to:** 3  
**No. of bids received:** 2  
**No. of no-bids received:** 1

**Description:**

This contract consists of providing a maintenance agreement for the 272 defibrillators that are installed in the schools and offices. The contract provides for the replacement of various components, semi-annual inspection, and testing of the defibrillators.

**Recommendation:**

Award of contract is recommended to:

Rescue One Training for Life	Gaithersburg, MD
<b>Responsible school or office:</b>	Department of Student Support Services
<b>Contact person:</b>	Dale Rauenzahn
<b>Funding source:</b>	Operating budget
<b>PDK Audit Alignment:</b>	None
<b>Explanatory Details:</b>	The PDK audit does not address this item.

**4. Contract Modification:** General Contractor Construction Services Contract –  
Lansdowne Middle School Renovation  
**Contract #:** JMI-652-06

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$12,615,000  
**Estimated modification amount:** \$35,091

**Description:**

On October 24, 2006, the Board awarded a construction contract to James W. Ancel, Inc. (JWA). This contract modification will provide labor, material, and equipment for the installation of motor starters for three (3) phased, variable speed exhaust fans, and chilled water and hot water pumps.

**Recommendation:**

Award of contract modification is recommended to:

James W. Ancel, Inc.	Towson, MD
<b>Responsible school or office:</b>	Department of Physical Facilities
<b>Contact person:</b>	Michael G. Sines
<b>Funding source:</b>	Capital budget
<b>PDK Audit Alignment:</b>	None
<b>Explanatory Details:</b>	The PDK audit does not address this item.

**5. Contract:** Roof Replacement – Deep Creek Middle School  
**Contract #:** MBU-534-08

<b>Term:</b> N/A	<b>Extension:</b> N/A	<b>Contract Ending Date:</b> N/A
<b>Estimated annual award value:</b>		\$2,364,844
<b>Estimated contingency amount:</b>		\$236,484
<b>Estimated total award value:</b>		\$2,601,328

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

**Description:**

This project consists of the removal of the existing roof system and the installation of approximately 134,152 square feet of a four-ply built-up, cold coat surface, and gravel roof system with a 20-year warranty.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

**6. Contract:** Boiler Replacement – Sandalwood Elementary School  
**Contract #:** MWE-840-08

**Term:** N/A      **Extension:** N/A      **Contract Ending Date:** N/A  
**Estimated annual award value:** \$410,000  
**Estimated contingency amount:** \$41,000  
**Estimated total award value:** \$451,000

**Bid issued:** 9/27/07  
**Pre-bid meeting date:** 10/5/07  
**Due date:** 11/1/07  
**No. of vendors issued to:** 14  
**No. of bids received:** 6  
**No. of no-bids received:** 0

**Description:**

This project consists of the installation of two boilers, a gas-fired water heater, four pumps and controls with related piping and valves, and removal of the existing equipment.

**Recommendation:**

Award of contract is recommended to:

Towson Mechanical, Inc.      Towson, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.

		Bidders' Names		
		Towson Mechanical, Inc.	Denver Elek, Inc.	Dynastics, Inc.
Base Bid	\$410,000	\$539,000	\$556,486	
		M & M Welding and Fabricators, Inc.	Welch and Rushe, Inc.	Maryland Mechanical Systems, Inc.
Base Bid	\$558,000	\$563,600	\$644,000	

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** November 20, 2007

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **FINANCIAL REPORT – FOR THE MONTHS ENDING  
SEPTEMBER 30, 2006 AND 2007**

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

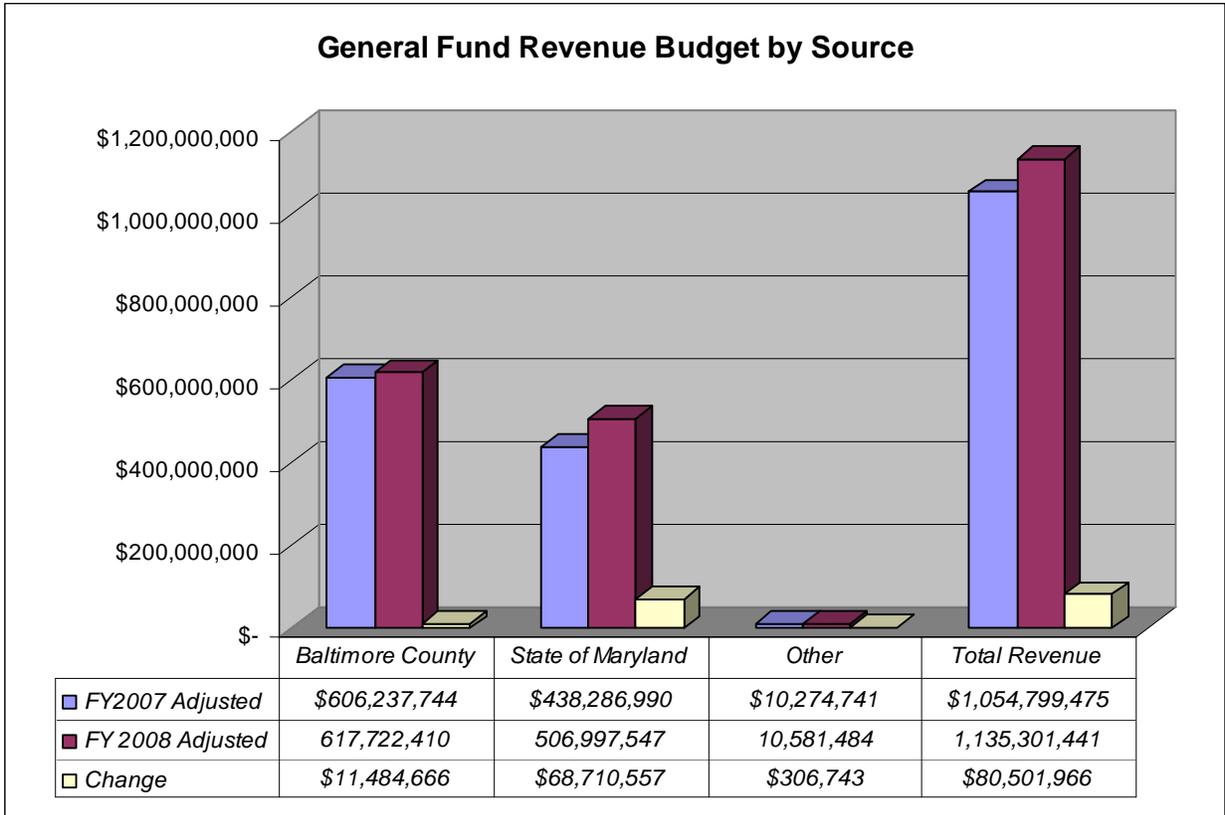
**RESOURCE  
PERSON (S):** Barbara S. Burnopp, Chief Financial Officer  
Patrick M. Fannon, Controller

***INFORMATION***

Attached is the General Fund *Comparison of FY2007 and FY2008 Revenues, Expenditures, and Encumbrances – Budget and Actual* for the periods ended September 30, 2006 and 2007.

***General Fund Comparison of FY2007 and FY2008 Revenues, Expenditures, and  
Encumbrances - Budget and Actual***

These data are presented using Maryland State Department of Education categories. Amounts included reflect actual revenues, expenditures, and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2007 and FY2008 General Fund Revenue Budget. Figure 2 provides an overview of the FY2008 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of September 30, 2006 and 2007. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.

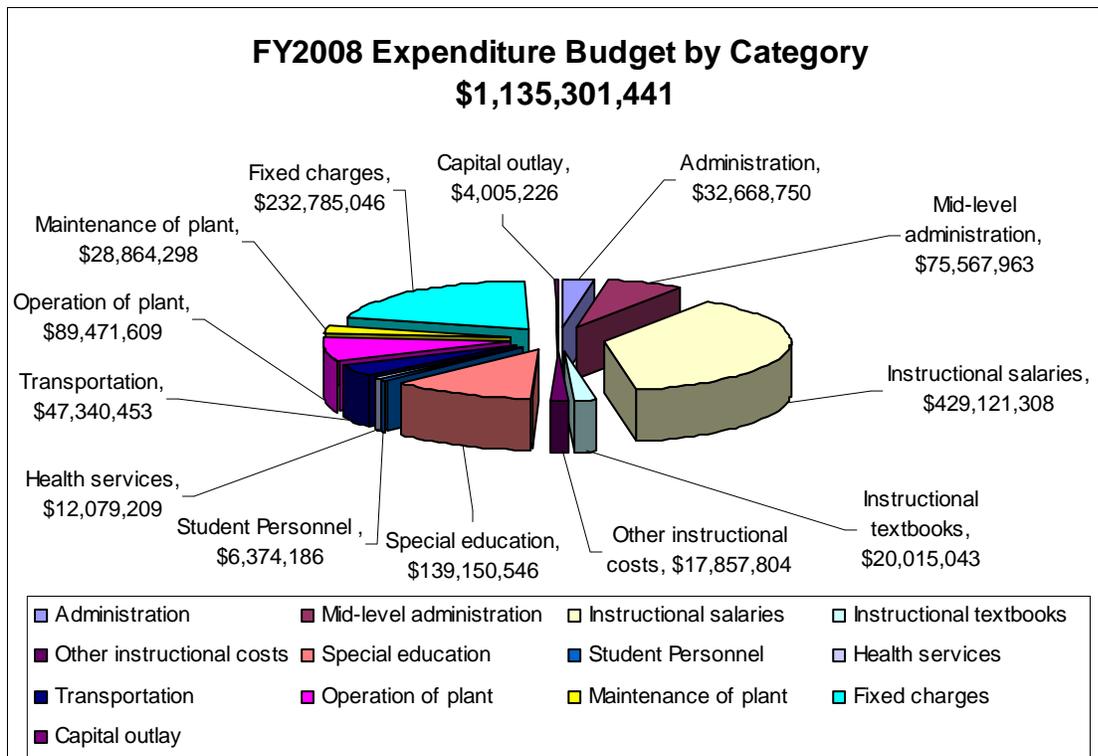


**Figure 1**

***Year-to-Date Comparison***

- ***Baltimore County*** – The FY2008 county appropriation increased \$11.5 million, 1.9% over the FY2007 budget. County funds are drawn based on cash flow requirements. Year-to-date county revenue recognized is \$82.6 million, 13.4% of the budget, as compared to \$52.3 million, 8.2% of the budget, for FY2007.
- ***State of Maryland*** – The FY2008 state appropriation increased \$68.7 million, 15.7% over the FY2007 budget. The increase is the result of the fifth year of the Maryland *Bridge to Excellence in Public Schools Act*. The majority of state funds are received bi-monthly in equal installments. As of September 2007, two of the state payments had been received.
- ***Other Revenues*** – The other revenue budget is comprised of re-appropriations of funds from the prior year’s fund balance, out-of-county living arrangement payments from other local education agencies, which are estimated to be \$4 million and are generally collected at year-end, tuitions and sundry revenues. The year-to-date revenue includes the re-appropriation of \$2.5 million of the prior year’s fund balance, and tuition and other revenues of approximately \$1.2 million.

Figure 2 (Detail included in Figure 4)



**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through September 2007 are \$244 million, 21.5% obligated, compared to \$216 million, 20.5% obligated, for the same period in FY2007. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 22% of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month school-based personnel (e.g., Instructional Salaries, Special Education, Student Personnel, Health Services, and Transportation) average 12% of budget, which is in line with the percentage of the school year that has elapsed.

The increase of \$42 million in budgeted salary expense is attributable to salary restructuring for all employees and costs for additional positions required to expand full-time kindergarten, for the Crossroads Center and other new programs.

The non-salary expenditures are budgeted for an overall increase of \$39.2 million, or 10.4% over the prior year. The increases in these expenditures are in a number of categories throughout the budget, including \$5.6 million in Other Instructional Costs category related to replacing computer network equipment and software in all schools; an increase of \$1.2 million in Mid-level Administration which is the result of the expenditure for student assessment software; an increase of \$2.1 million in Fixed Charges for additional reimbursement paid to teachers for

tuition course work; an increase of \$2 million in Transportation for increased fees to be paid to private bus contractors because of increased rates; and, an increase of \$3.6 million in non-public placement costs in Special Education due to an increase in rates and additional students. Additionally, an increase has been budgeted in Fixed Charges of \$17.1 million, due primarily to additional payroll related costs, which increase as salaries are increased; and cost increases in health insurances.

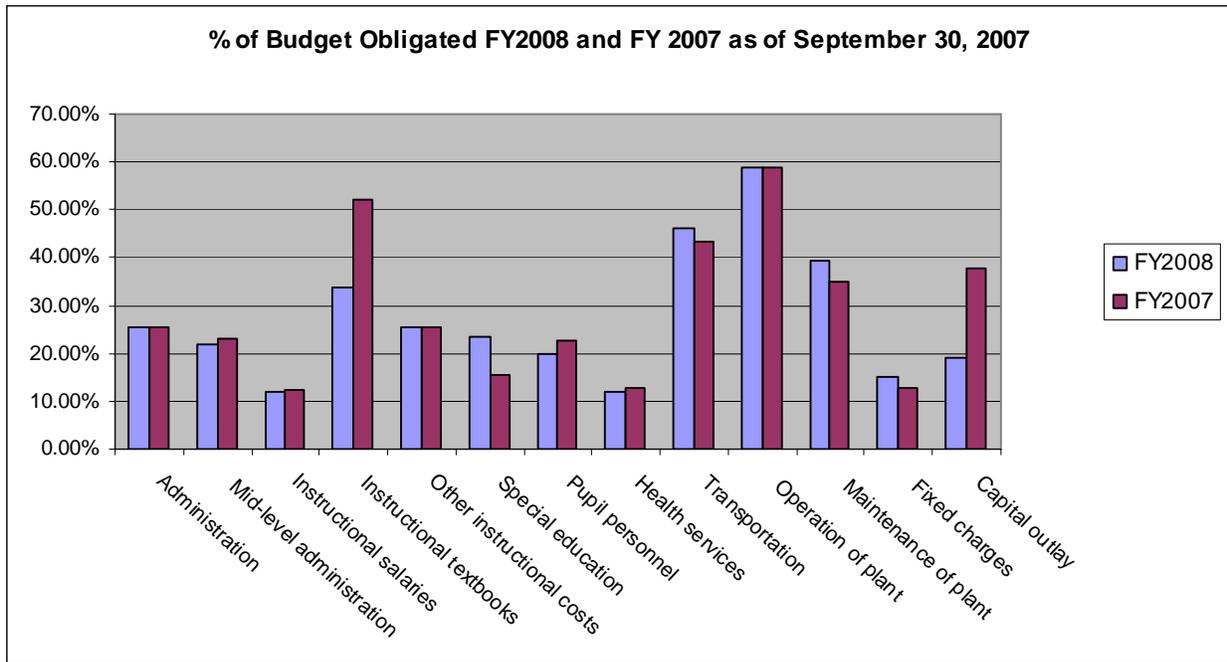


Figure 3

- **Administration and Mid-level administration** – Year-to-date FY2008 administrative non-salary expenditures and encumbrances are comparable with the prior year. Mid-level administration non-salary expenditures are budgeted for an increase due to the student assessment software. The percentage expended in the non-salary will increase as the school year progresses.
- **Instructional salaries** – The budget for instructional salaries was increased by \$20.6 million in FY2008 to include additional funding for salary restructuring and step increases. The budget increase also resulted from added instructional positions required to expand full-day kindergarten programs, for the Crossroads Center, for special education and other programs.
- **Instructional textbooks and supplies** – A significant portion of the instructional textbooks and supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was decreased by 13.9% or approximately \$4 million for the year. The decrease was a result of a budget item in the prior year related to county-wide expenditure for math textbooks and for reading materials for grades 7 and 8. To date, \$6.8 million, 33.8% of the FY2008 budgeted textbook funds has been committed; the remaining budget will be spent

during the school year to purchase additional consumable classroom supplies, library books and other media.

- ***Other instructional costs*** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional programs. The budgeted funds in this category were increased \$6.7 million primarily relating to expenditures for computer network upgrades. To date, \$4.5 million, 25.3% of the FY2008 budgeted funds have been committed. In the prior year, \$2.9 million, 25.6% had been committed. It is expected that the remaining funds will be utilized by year end.
- ***Special education*** – The special education category includes costs associated with the educational needs of students receiving special education services. The FY2008 salary budget includes increased funding for salary restructuring, step increases, and the cost of staff to support additional services. \$36.4 million (92.6%) of the FY2008 special education non-salary budget is for private placement of children in non-public schools. To date, 46.9% of the budgeted funds for private placement, \$17.1 million, have been committed, compared with 18.5% committed at September 2006.
- ***Student personnel and Health services*** – Year-to-date FY2008 expenditures for student personnel and health services are currently in line with the budget and comparable to the prior year.
- ***Transportation*** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased \$2.1 million, which can be attributed primarily to additional expenditures for private bus contractors resulting from an increase in contractor rates. Year-to-date expenditures are in line with the budget.
- ***Operation of plant*** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally, costs of utilities (including telecommunications costs, gas and electric, fuel oil, sewer, and water) are also included. The non-salary expenditure budget for this category has increased \$5.2 million, 11.1% over the prior year. This increase is attributable to anticipated additional cost of telephone services of \$1 million for conversion to fiber optic technology; and for expected increase in utility costs of \$2.6 million. Encumbrances for utilities have been established for approximately the full amount of the budgeted annual costs of \$35 million. Other expenditures in this category include the cost of building rent, \$3.6 million; property insurance, \$1.6 million; trash removal, \$1.2 million and other related expenditures. As of September 2007, 86.5% of the non-salary budget has been committed, compared with 87.5% as of September 2006.

- ***Maintenance of plant and capital outlay*** – The maintenance category consists of activities related to the service and upkeep of building systems and grounds. The non-salary expenditure budget for this category increased \$1.7 million or 11.6% over the prior year. This increase includes additional costs for contracted services to maintain and replace building systems throughout the schools. Year-to-date non-salary expenditures and encumbrances are \$9.1 million, 53% of the budgeted amount, as compared with \$7.3 million, 47.6% in the prior fiscal year. Capital Outlay non-salary expenditures are 15.1% expended at September 2007, as compared to 66.7% expended in September 2006. This decrease is attributable to the expenditures for relocatable units purchased early in the last fiscal year.
- ***Fixed charges*** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 71% and 23% of the fixed charges budget, respectively. The FY2008 budget includes an increase of \$12 million resulting from increases in premiums for health insurance and costs related to new positions. Year-to-date FY2008 expenditures and encumbrances are in line with the budget.

Board of Education of Baltimore County  
 Comparison of FY 2007 and FY 2008 Revenues, Expenditures, and Encumbrances  
 Budget and Actual  
 For the Periods Ended September, 2006 and 2007  
 General Fund

		FY 2007				FY 2008			
		Adjusted	Total	Remaining	Percentage	Adjusted	Total	Remaining	Percentage
		Budget	Rev/Exp/Enc. as of 09/30/06	Budget as of 09/30/06	Earned or Obligated	Budget	Rev/Exp/Enc. as of 09/30/07	Budget as of 09/30/07	Earned or Obligated
Revenues :									
Baltimore County		\$ 606,237,744	\$ 52,316,479	\$ 553,921,265	8.2%	\$ 617,722,410	\$ 82,559,477	\$ 535,162,933	13.4%
State of Maryland		438,286,990	142,137,391	296,149,599	32.4%	506,997,547	163,895,842	343,101,705	32.3%
Other		10,274,741	4,321,852	5,952,889	57.9%	10,581,484	3,752,812	6,828,672	35.5%
Total revenues		\$ 1,054,799,475	\$ 198,775,722	\$ 856,023,753	18.8%	\$ 1,135,301,441	\$ 250,208,131	\$ 885,093,310	22.0%
Expenditures and encumbrances :									
Administration	salary	\$ 19,368,269	\$ 4,497,157	\$ 14,871,112	23.2%	\$ 21,840,565	\$ 4,787,474	\$ 17,053,091	21.9%
	non-salary	9,732,841	2,931,623	6,801,218	30.1%	10,828,185	3,505,701	7,322,484	32.4%
	subtotal	29,101,110	7,428,780	21,672,330	25.5%	32,668,750	8,293,175	24,375,575	25.4%
Mid-level administration	salary	63,906,065	14,035,402	49,870,663	22.0%	68,796,100	14,909,027	53,887,073	21.7%
	non-salary	5,321,035	1,820,149	3,500,886	34.2%	6,771,863	1,620,059	5,151,804	23.9%
	subtotal	69,227,100	15,855,550	53,371,550	22.9%	75,567,963	16,529,086	59,038,877	21.9%
Instruction:									
Instructional salaries	salary	408,507,122	49,883,102	358,624,020	12.2%	429,121,308	51,609,139	377,512,169	12.0%
Instructional textbooks	non-salary	23,255,928	12,082,992	11,172,936	52.0%	20,015,043	6,755,227	13,259,816	33.8%
Other instructional costs	non-salary	11,308,956	2,896,862	8,412,094	25.6%	17,857,804	4,517,732	13,340,072	25.3%
Special education	salary	92,926,790	13,006,870	79,919,920	14.0%	99,874,153	14,119,433	85,754,720	14.1%
	non-salary	34,590,120	6,759,041	27,831,079	19.5%	39,276,393	18,330,234	20,946,159	46.7%
	subtotal	127,516,910	19,765,911	107,750,999	15.5%	139,150,546	32,449,666	106,700,880	23.3%
Pupil personnel	salary	5,156,410	1,183,409	3,973,001	23.0%	6,351,880	1,244,362	5,107,518	19.6%
	non-salary	184,706	16,955	167,751	9.2%	22,306	16,552	5,754	74.2%
	subtotal	5,341,116	1,200,364	4,140,752	22.5%	6,374,186	1,260,914	5,113,272	19.8%
Health services	salary	10,728,840	1,351,812	9,377,028	12.6%	11,723,020	1,404,522	10,318,498	12.0%
	non-salary	233,809	47,089	186,720	20.1%	356,189	55,485	300,704	15.6%
	subtotal	10,962,649	1,398,901	9,563,748	12.8%	12,079,209	1,460,007	10,619,202	12.1%
Transportation	salary	26,951,651	3,715,064	23,236,587	13.8%	28,584,825	3,926,784	24,658,041	13.7%
	non-salary	16,574,814	15,144,437	1,430,377	91.4%	18,755,628	17,825,748	929,880	95.0%
	subtotal	43,526,465	18,859,500	24,666,965	43.3%	47,340,453	21,752,532	25,587,921	45.9%
Operation of plant	salary	35,828,432	7,689,956	28,138,476	21.5%	37,822,008	8,141,025	29,680,983	21.5%
	non-salary	46,462,946	40,633,666	5,829,280	87.5%	51,649,601	44,680,882	6,968,719	86.5%
	subtotal	82,291,378	48,323,622	33,967,756	58.7%	89,471,609	52,821,907	36,649,702	59.0%
Maintenance of plant	salary	11,598,468	2,183,753	9,414,715	18.8%	11,745,239	2,302,675	9,442,565	19.6%
	non-salary	15,336,156	7,292,635	8,043,521	47.6%	17,119,059	9,068,880	8,050,179	53.0%
	subtotal	26,934,624	9,476,388	17,458,236	35.2%	28,864,298	11,371,554	17,492,744	39.4%
Fixed charges	non-salary	213,502,467	27,501,334	186,001,133	12.9%	232,785,046	34,744,646	54,477,108	14.9%
Capital outlay	salary	2,286,455	562,538	1,723,917	24.6%	2,719,761	572,222	2,147,539	21.0%
	non-salary	1,037,195	691,520	345,675	66.7%	1,285,465	194,285	1,091,180	15.1%
	subtotal	3,323,650	1,254,058	2,069,592	37.7%	4,005,226	766,507	3,238,719	19.1%
Total Salary		\$ 677,258,502	\$ 98,109,062	\$ 579,149,440	14.5%	\$ 718,578,859	\$ 103,016,662	\$ 615,562,197	14.3%
Total Non-Salary		377,540,973	117,818,302	259,722,671	31.2%	416,722,582	141,315,430	131,843,859	33.9%
Total expenditures and encumbrances		\$ 1,054,799,475	\$ 215,927,364	\$ 838,872,111	20.5%	\$ 1,135,301,441	\$ 244,332,093	\$ 747,406,056	21.5%

Figure 4

Prepared by: Office of Accounting and Financial Reporting, October 22, 2007

**CENTRAL AREA EDUCATIONAL ADVISORY COUNCIL**

Baltimore County Public Schools  
6901 North Charles Street  
Baltimore, Maryland 21204  
(410) 887-3172

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**To: Baltimore County Board Of Education****Date: October 11, 2007****From: Central Area Educational Advisory Council****RE: Pre-Budget Hearing Report**

The pre-budget hearing for the Central area was held on October 11, 2007 at Sparks Elementary School. We have prepared this report for your review and consideration. We have organized the report into the following three sections and attached an appendix that contains the written testimony of any speakers who provided such testimony:

- I. Introduction -States the purpose and highlights major issues of concern
- II. Information and Summarized Testimony -Statistical information about the hearings and excerpts from the testimony of individual speakers by school category or issue where appropriate.

**I. INTRODUCTION**

**A. Purpose**—The Central Area community voiced their concerns about what they believe the priorities should be for the next operating budget for their school system. The pre-budget hearing serves as the primary opportunity for citizens to express their opinions directly about the budget. We urge the Board to give careful consideration to the testimony and recommendations in this report. Giving serious consideration to citizen input maintains the Board's connection to the community it serves and contributes to a high quality educational system for our children.

**B. Issues**-- We have listed the issues presented in no particular order, provided a rationale along with the Council's recommended action for that issue. We believe these items require the Board's immediate attention and should be considered items for funding in the next operating budget.

1. **Personnel Resources** – This was a common thread that ran through the comments. Smaller schools feel penalized for their size because it limits their funding and staffing. No extra sources of special revenue are available for most of these schools. Baseline staffing requirements for all schools should be reviewed. These positions are based on student population and smaller schools are disadvantaged. Kindergarten classes are still felt to be too large and because our smaller schools do not qualify for extra dollars to hire Instructional Assistants (IAs) like other schools, these students are penalized. This same argument of the inability to merge dollars to boost hiring affect the ability of the smaller elementary schools to secure at least a halftime technology position. Some elementary schools have a science-math resource teacher to assist with student achievement. All elementary schools should have this resource. Continuation of music & arts program, magnet programs, science/math resource teachers, IT personnel, gifted & talented resource teachers in elementary schools, and other programs are dependent upon providing both the staffing and funding. These resources are needed to continue to offer a quality education in Baltimore County and to meet the needs of all the children. This issue continues to be a concern of our community. The dollars spent in these areas may well be offset by minimizing the need for remediation.

2. **Special Areas of Music & Art** – Concern was expressed that the school day has seen a reduction in the amount of time elementary students have in music and arts, reducing the time children have to discover and experiment.
3. **Compensation/Benefits for Teachers/Staff** - In order to attract and retain quality staff, not only do we need to be competitive with our salaries, but we also need to have a competitive benefits package. We are in fierce competition for hiring and keeping the brightest and best for our children not only within Maryland but outside of MD as well. It is essential that both salaries and benefits keep pace if Baltimore County Public Schools are to remain a quality system.
4. **Career and Technology Education** – The number of students participating in the Career and Technology programs has grown. Funding has remained static. Funds need to be preserved at current level at the very minimum to maintain program.
5. **Technology Needs** – Many comments from our speakers were about various technology needs. These included Sound Enhancement System, upgrading the IT position in elementary schools, and providing an IT position in all schools. The need for a full time technology integration person will become even more critical with the implementation of the new 4<sup>th</sup> grade keyboarding course. The Sound Enhancement System amplifies a teacher’s voice and evenly distributes it around the room. Studies have shown that even children with normal hearing can miss up to one third of what a teacher is saying in a regular classroom. Studies have shown that these systems increase test scores of all students by 10-15% and results in a decline in Special Education costs.
6. **Funding for School Supplies**– The parents and community request that BCPS needs to ensure that the individual schools have adequate funds to provide the needed supplies to run the school. Our children needs are not driven by politics and funding, to the contrary, their needs are what should drive politics and funding.
7. **Capital Concerns** – The issue of air conditioning and the hardship the lack of it causes in schools was brought up via email. Other issues address were the cancellation of a roller skating program due to asbestos in the floor. Need for additional on site parking at a local high school.

We commend the Board for their continuing support of the Advisory Councils and for their commitment to an open, inclusive budgetary process. As always, we thank you for your time and effort on behalf of all the students in the Baltimore County Public Schools.

cc: Dr. Joe Hairston, Superintendent  
Dr. Sonia Diaz, Chief Academic Officer  
Dr. Robert Haines, Deputy Superintendent of Business Services  
Rita Fromm, Chief of Staff  
Lyle Patzkowsky, Area Assistant Superintendent  
Barbara Burnopp, Executive Director of Fiscal Services  
Michael Sines, Executive Director of Physical Facilities  
Boyd Crouse, Coordinator of Area Educational Advisory Councils  
Jim Smith, Baltimore County Executive  
T. Bryan McIntire, Third District County Councilman  
Vincent J. Gardina, Fifth District County Councilman  
Joe Bartenfelder, Sixth District County Councilman  
Kevin Kamenetz, Second District County Councilman  
Kenneth Oliver, Fourth District County Councilman  
Samuel Moxley, First District County Councilman  
John Olszewski, Sr., Seventh District County Councilman

## II. INFORMATION AND SUMMARIZED TESTIMONY

### A. Statistical Information

Central Area Educational Advisory Members Attending:	4
Total Number Attending:	27
Number of Speakers:	7
Number Submitting Written Testimony Only:	4
Number of Schools Represented:	7
Number of Special Groups Represented:	2

### B. Middle Schools & High School

#### 1. Ridgely Middle School

- ❖ Air Conditioning needed in school. (See attached testimony)

#### 2. Hereford High School

- ❖ Needs additional on-site parking

### C. Elementary Schools

#### 1. Jacksonville Elementary School

- ❖ Increase funding to Instructional Technology positions so that every elementary school can increase to full time
- ❖ Resource personnel for special education should be based on number of hours in the IEPS not the number of students with IEPs
- ❖ Kindergarten classes need instructional assistants

#### 2. Padonia International

- ❖ Art & Music instruction time decreasing and increase emphasis on homework impeding children's ability to creatively experiment & discover on their own
- ❖ Increase funding for school supplies

#### 3. Pleasant Plains Elementary School

- ❖ Kindergarten classes need instructional assistants
- ❖ View technology as a tool to enhance learning and aide student & teachers
- ❖ Provide needed technology support to teachers

#### 4. Riderwood Elementary School

- ❖ Increase funding for school supplies

#### 5. Seventh District Elementary School

- ❖ Concern over cancellation of roller-skating program and asbestos in floor

### D. Community

- ❖ Continue to support Career & Technology programs
- ❖ Support Sound Enhancement System request
- ❖ Recruitment & retention of highly qualified teachers and staff
- ❖ Full time support technology person needed in all schools