MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, May 6, 2008
5:15 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for May 6, 2008

IV. MINUTES

Consideration of the Open and Closed Minutes of April 8, 2008

Exhibit A

V. SELECTION OF SPEAKERS

VI. ADVISORY AND STAKEHOLDER GROUPS

VII. SUPERINTENDENT’S REPORT

VIII. SPECIAL ORDER OF BUSINESS – Recognition of Ms. Thea Jones, International Society for Technology and Education 2008 Award for Outstanding Leadership

(Ms. Murphy)

IX. SPECIAL ORDER OF BUSINESS – MSDE Interpretation of Special Education Facilities Accommodations

(Dr. Grasmick/Dr. Baglin)

X. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS FROM APRIL 22, 2008

(Dr. Peccia)

XI. OLD BUSINESS

A. Consideration of the following Board of Education Policies (third reading):

- Proposed Changes to Policy 1260 – COMMUNITY RELATIONS: Community Involvement-School Volunteers

Exhibit B

- Proposed Changes to Policy 3410 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Responsibilities and Duties

Exhibit C

- Proposed Changes to Policy 3530 – NON-INSTRUCTIONAL SERVICES: Physical Plant Services-Safety and Security

Exhibit D
XI. OLD BUSINESS (cont)

- Proposed Deletion of Policy 6145.4 – INSTRUCTION: Curriculum-Public Performances and Exhibitions
  Exhibit E

- Proposed Deletion of Policy 6145.7 – INSTRUCTION: Curriculum-Guidelines for Drama Productions
  Exhibit F

- Proposed Deletion of Policy 6164.8 – INSTRUCTION: Health Education
  Exhibit G

XII. REPORTS

A. Report on the following Board of Education Policies (first reading): (Ms. Harris)

- Proposed Re-adoption of Policy 3113 – NON-INSTRUCTIONAL SERVICES: Budget-Transfers and Supplements
  Exhibit H

- Proposed Re-adoption of Policy 3122 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Classification of Expenditures
  Exhibit I

- Proposed Re-adoption of Policy 3123 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Reporting
  Exhibit J

- Proposed Deletion of Policy 3124 – NON-INSTRUCTIONAL SERVICES: Fiscal Services-Other Source Funds
  Exhibit K

- Proposed Deletion of Policy 3131 – NON-INSTRUCTIONAL SERVICES: Auditing-External Audit
  Exhibit L

- Proposed Changes to Policy 6111 – INSTRUCTION: School Calendar
  Exhibit M

- Proposed Deletion of Policy 6161.2 – INSTRUCTION: Equipment and Supplies
  Exhibit N

- Proposed Changes to Policy 6163.1 – INSTRUCTION: School Libraries (renumbered a 6163)
  Exhibit O

- Proposed Changes to Policy 6174 – INSTRUCTION: Summer School
  Exhibit P

- Proposed Changes to Policy 6500 – INSTRUCTION: Research and Testing Assessment
  Exhibit Q

B. Report on Proposed 2009-2010 School Calendar (first reading) (Ms. Calder)

Exhibit R


Exhibit S
XIII. NEW BUSINESS

A. Consideration of consent to the following personnel matters:  (Dr. Peccia)
   1. Transfers  Exhibit T
   2. Retirements  Exhibit U
   3. Resignations  Exhibit V
   4. Non-Renewals  Exhibit W
   5. Leaves of Absence  Exhibit X
   6. Deaths  Exhibit Y
   7. Administrative Appointments  Exhibit Z

B. Consideration of Hearing Officers' Opinion in H.E. #08-21, #08-24, and #08-28  (Mr. Bennett, Esq.)

C. Consideration of consent to the following contract awards:  (Mr. Gay/Mr. Sines)
   Exhibit AA
   1. Converting Microfilm Records to Digital Searchable Format and Associated Services
   2. Financing – School Buses, Trucks, and Sedans
   3. Grounds Equipment Trailers
   4. Laboratory Testing for Potable Water
   5. Plumbing Equipment and Supplies – Kenwood High School Technology Education Department
   6. Roofing Inspection Services
   7. Summer School Math Curriculum
   8. Contract Modification: Systemic Renovation – General John Stricker Middle School
   9. Roof Replacement – Arbutus Elementary School
   10. Serving Lines and Kitchen Hood Replacement – Arbutus Middle School
   11. Boiler Replacement – Chesapeake High School
   12. Locker Rooms and Support Areas Renovations – Kenwood High School
   13. Phase I Penthouse Abatement and Floor Sealing – Perry Hall High School
   14. Roof Replacement – Pikesville Middle School
   15. Restroom Renovations Construction Contract – Rodgers Forge Elementary School
   16. Providing and Installing Split System Air Conditioners in Telecommunications Closets
XIII. NEW BUSINESS (cont)

17. HVAC System Upgrades – Western School of Technology

18. Fee Acceptance: Consultant Services – Architectural/Engineering Services for George Washington Carver Center for Arts and Technology

19. Request to Negotiate: Consultant Services – Architectural/Engineering Services for Woodlawn High School Auditorium and Gym Renovations

20. Request to Negotiate: Consultant Services – Architectural/Engineering (A/E) Services for Elementary School/Addition(s)


XIV. INFORMATION

A. Revised Superintendent's Rule 1260 – COMMUNITY RELATIONS: Community Involvement-School Volunteers

B. Deletion of Superintendent’s Rule 2351- Report on Monthly Fire Drills

C. Revised Superintendent’s Rule 3410 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Responsibilities and Duties

D. Revised Superintendent’s Rule 3530 – NON-INSTRUCTIONAL SERVICES: Physical Plant Services-Safety and Security

E. Deletion of Superintendent’s Rule 6145.4 – INSTRUCTION: Curriculum-Public Performances and Exhibitions

F. Deletion of Superintendent’s Rule 6145.7– INSTRUCTION: Curriculum-Guidelines for Drama Productions

G. Deletion of Superintendent’s Rule 6164.8 – INSTRUCTION: Health Education

H. MSDE Bi-annual Financial Status Report for Period Ending March 31, 2008


J. Central Area Education Advisory Council Capital Pre-budget Meeting of March 13, 2008
XV. ANNOUNCEMENTS

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

- Proposed Changes to Policy 1210 – COMMUNITY RELATIONS: Community Involvement-Relationship with Parent-Teacher Association
- Proposed Changes to Policy 1270 – COMMUNITY RELATIONS: Parent/Guardian and Family Involvement
- Proposed Changes to Policy 1300 – COMMUNITY RELATIONS: Use of School Facilities
- Proposed Deletion of Policy 4140 – PERSONNEL: Professional Compensation and Related Employee Benefits

B. General Public Comment

Next Board Meeting
Tuesday, May 20, 2008
7:30 PM Greenwood
TENTATIVE MINUTES
BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, April 8, 2008

The Board of Education of Baltimore County met in open session at 5:39 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: 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, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Ms. Murphy reminded Board members of community functions and Board of Education events scheduled in April and May.

Ms. Murphy distributed a proposal before the Board with respect to piloting a change to the Board meeting configuration. Ms. Murphy asked Board members to review the proposal for further discussion at the next meeting.

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

Pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7), and (a)(8) and upon motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board commenced its closed session at 5:49 p.m.

CLOSED SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in closed session at 5:49 p.m. at Greenwood. President JoAnn C. Murphy and the following Board members were present: 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, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., 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; Ms. Rita Fromm, Chief of Staff; Mr. William Lawrence, Assistant Superintendent, Northwest Area; Dr. Robert Tombreck, Assistant Superintendent, Northeast Area; Dr. Manuel Rodriguez, Assistant Superintendent, Southwest Area; Ms. Jean Satterfield, Assistant Superintendent, Southeast Area; Mr. Lyle Patzkowsky, Assistant Superintendent, Central Area; Dr. Donald Peccia, Assistant Superintendent, Human Resources and Governmental Relations; Dr. Alpheus Arrington, Director, Personnel Staffing; Mr. Daniel Capozzi, Staff Relations Manager; Margaret-Ann Howie, Esq., General Counsel; Edward J. Novak, Esq., Assistant General Counsel; P. Tyson Bennett, Esq., Counsel to the Board of Education; and Ms. Brenda Stiffler, Administrative Assistant to the Board.

Mr. Capozzi discussed with Board member the status of collective bargaining negotiations.
Mr. Capozzi exited the room at 6:04 p.m.

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

Mr. Bennett provided legal advice to the Board regarding hearing officers’ opinions in two cases to be considered this evening.

At 6:40 p.m., Ms. Harris moved the Board adjourn for a brief dinner recess. The motion was seconded by Mr. Parker 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. 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, Mr. Joseph J. Pallozzi, Mr. H. Edward Parker, Jr., 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 Captain Thomas Busch, followed by a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Hearing no additions or corrections to the Open and Closed Minutes of February 26, 2008, 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

Dr. Al Thompson, a representative of the Advisory Committee for Alternative Programs, introduced Ms. Brittany Williams, a student at Dundalk High School, who shared with Board members how she had personally benefited from the high school evening program.

Ms. Jan Thomas, Chair of the Central Area Educational Advisory Council, reported on the council’s capital pre-budget hearing, which had over 120 attendees. Ms. Thomas introduced Ms. Alyson Bonavoglia, who stated that she was glad to see that item 24 of the contracts exhibit was a feasibility study and not a design study.

Mr. Peter Mattes, Chair of the Northeast Area Educational Advisory Council, reported on its March 19 capital pre-budget meeting. He also stated that the Northeast Council is requesting the Board to conduct a land-use study to purchase new land for a high school in the northeast area.

Ms. Jasmine Shriver, a representative of the Baltimore County Education Coalition, introduced Ms. Laura Mullen, who stated that by adding a 400-seat addition to Ridge Ruxton School the least restrictive legal principle is negated thus violating the education plan in IDEA.

Mr. Stephen Crum, Chair of the Career & Technology Education Advisory Council, reported on its meeting with respect to scholarship awards. He also announced that the Career and Technology Education dinner will be held on Wednesday, April 30, 2008.

Ms. Susan Katz, President of the PTA Council of Baltimore County, introduced Ms. Doreen Garrett, PTSA President of Woodlawn High School, who talked about some of the positive things occurring at the school due to restructuring. Ms. Garrett also requested that Woodlawn High School receive seasoned, certified teachers; additional security; and textbooks for students.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, asked the Board to consider a budget supplement to include at least a 2% or 3% COLA.

SUPERINTENDENT’S REPORT

Dr. Hairston acknowledged the attendance of Senator Jim Brochin (Maryland State Senate, District 42).

SPECIAL ORDER OF BUSINESS

Ms. O’Hare moved to authorize the Board president to execute the Superintendent’s contract. The motion was seconded by Ms. Harris.
SPECIAL ORDER OF BUSINESS (cont)

In absentia, Ms. Flynn requested her statement be read by Mr. Hayden.

Mr. Hayden stated he would vote against the contract this evening.

The Board approved the authorization of the Board President to executive the Superintendent’s contract (in favor-10; opposed-1). Mr. Hayden opposed the Superintendent’s contract.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, recognized the administrative appointments made at the March 11, 2008 Board meeting:

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>Randolph C. Smith</td>
<td>Supervisor</td>
<td>Manager</td>
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<tr>
<td>(Effective March 12, 2008)</td>
<td>Architect</td>
<td>Construction/Renovations</td>
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<td></td>
<td>Department of Physical Facilities</td>
<td>Department of Physical Facilities</td>
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OLD BUSINESS

Board of Education Policies

The Board Policy Committee, represented by Ms. Harris, recommended approval of three policies. This is the third reading.

On motion of Mr. Hayden, seconded by Mr. Parker, the Board approved the following proposed policies:

- Proposed Changes to Policy 3420 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Routes and Services
- Proposed Changes to Policy 8339 – INTERNAL BOARD POLICIES: Operation-Appeal Before Hearing Examiners
- Proposed Changes to Policy 8340 – INTERNAL BOARD POLICIES: Operation-Appeal Before the Board of Education
REPORTS

The Board received the following reports:

A. **Report on Proposed Board Meeting Schedule for 2008-2009** – Ms. Murphy reviewed the proposed Board meeting dates for the upcoming year with Board members. The Board will vote on the proposed schedule at the April 22, 2008 Board meeting.

B. **Board of Education Policies** – Ms. Frances Harris, Chairperson of the Board Policy Committee, stated that the Board of Education’s Policy Committee met to consider the policies presented this evening, and that the committee is recommending approval of these policies. This is the first reading.

- Proposed Changes to Policy 1260 – COMMUNITY RELATIONS: Community Involvement-School Volunteers
- Proposed Changes to Policy 3410 – NON-INSTRUCTIONAL SERVICES: Transportation Services-Responsibilities and Duties
- Proposed Changes to Policy 3530 – NON-INSTRUCTIONAL SERVICES: Physical Plant Services-Safety and Security
- Proposed Deletion of Policy 6145.4 – INSTRUCTION: Curriculum-Public Performances and Exhibitions
- Proposed Deletion of Policy 6145.7 – INSTRUCTION: Curriculum-Guidelines for Drama Productions
- Proposed Deletion of Policy 6164.8 – INSTRUCTION: Health Education

C. **Report on Safe Schools** – Mr. Dale Rauenzahn, Executive Director of Student Support Services, highlighted some of the initiatives that BCPS has implemented concerning gangs and gang awareness, and the Gang Resistance Education (GREAT) program, now piloted at the Crossroads Center. Ms. Glenda Myrick, Coordinator of Safe and Drug Free Schools, reviewed BCPS’ partnership with the Baltimore County Police Department and the goals and strategies developed to address the gang issue.

Captain Thomas Busch, Facilitator of Safe Schools, stated that, at the present, BCPS does not have a problem with hard-core gangs in the schools. When an incident occurs in the community and schools, precinct commanders work with SROs and school administrators to quickly address the issue. Officer Tony Barr, School Resource Officer (SRO) at Parkville High School, reviewed a specific program that he developed at the school by viewing students’ MYSPACE Web sites and discussing issues with parents.

Mr. Hines asked Officer Barr how was he able to be successful in getting parents involved. Officer Barr responded that he contacted each parent and explained that their child may be involved in unsuitable activities.
REPORTS (cont)

Mr. Parker asked what has been the reaction of students once the parent/guardian has been informed. Officer Barr responded that students spoke of why they initially became a gang member. He also noted that parents were concerned about how the student could leave the gang safely. Officer Barr commented that parents meet weekly with a 90% attendance rate and that students accompany the parents to the meeting.

Ms. Johnson asked approximately how many gangs currently exist in Baltimore County and is that number growing. Officer Barr responded that while he is unsure how many gangs exist in the county; this particular gang had 30 to 40 members.

Mr. Janssen asked if there was a profile on why some students would join gangs. Officer Barr responded that students join for popularity; students do not understand what it means to be part of a gang. Mr. Janssen asked whether the next step would be to add onto this program. Ms. Myrick stated that BCPS can expand this program into other schools.

Mr. Parker asked whether the recruitment of gangs is community- or school-based. Officer Barr responded it is a combination of both.

Using the Safari Montage Resource Portal, Mr. Rauenzahn showed a harassment and bullying video created by students at George Washington Carver Center for Arts and Technology.

PERSONNEL MATTERS

On motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved the personnel matters as presented on Exhibits M, N, O, P, Q, and R (Copies of the exhibits are attached to the formal minutes).

HEARING OFFICERS’ OPINIONS

On a motion of Mr. Janssen, seconded by Mr. Pallozzi, the Board approved that the hearing examiner’s opinions in cases #07-39 be affirmed (in favor-10; opposed-0; abstained-0). Miss Dittman did not vote on this item.

On a motion of Mr. Pallozzi, seconded by Mr. Janssen, the Board approved that the hearing examiner’s opinions in cases #08-13 be affirmed (in favor-10; opposed-0; abstained-0). Miss Dittman did not vote on this item.
BUILDING AND CONTRACT AWARDS

The Building and Contracts Committee, represented by Ms. Shillman, recommended approval of items 1-25 (Exhibit S). Mr. Janssen separated item 24 for further discussion; Ms. Shillman separated item 25 for further discussion.

The Board approved items 1 through 23.

2. Electrical Installations, Repairs, Upgrades, and Preventative Maintenance
3. Lamps, Large
4. Resolution: Financing of Vehicles
5. Contract Modification: Systemic Renovation – General John Stricker Middle School
6. Contract Modification: Systemic Renovation – Pine Grove Middle School
7. Contract Modification: Systemic Renovation – Sparrows Point Middle/High School
8. Contract Modification: Systemic and Programmatic Renovation – Sudbrook Magnet Middle School
9. Contract Modification: Systemic Renovation – Woodlawn Middle School
10. Split System Air Conditioner – Berkshire Elementary School
11. Exterior Door Replacement and Installation – Dundalk High School
13. Unit Ventilator Replacement – Hawthorne Elementary School
14. Locker Replacement and Installation – Golden Ring Middle School, Middlesex Elementary School, and Stemmers run Middle School
15. Lecture Hall Renovations – Owings Mills High School
16. Serving Lines and Kitchen Hood Replacement – Ridgely Middle School
17. Fee Acceptance: Feasibility and Design Services – High School Renovations at Dundalk High School
18. Fee Acceptance: Feasibility and Design Services – High School Renovations at Franklin High School
19. Fee Acceptance: Feasibility and Design Services – High School Renovations at Hereford High School
20. Fee Acceptance: Feasibility and Design Services – High School Renovations at Kenwood High School
21. Fee Acceptance: Feasibility and Design Services – High School Renovations at Milford Mill Academy
BUILDING AND CONTRACT AWARDS (cont)

22. Fee Acceptance: Feasibility and Design Services – High School Renovations at Parkville High School

23. Fee Acceptance: Feasibility and Design Services – High School Renovations at Sollers Point Technical High School

Item #24

Mr. Hayden requested clarification on the “negotiating for the preparation of feasibility studies” and the inclusion of “addition project.” Ms. Shillman stated the feasibility studies are a separate consideration and staff will bring those studies to the Board. Mr. Hayden stated that, as the feasibility study moved forward, he would like the property bordering Highland Avenue, West Allegheny Avenue, and Central Avenue be consider for a new elementary school.

Ms. O’Hare expressed a concern with the word “addition” in the exhibit. Ms. O’Hare moved to amend the exhibit by removing the word “addition” from the description of the exhibit. Ms. Harris seconded the amendment.

Mr. Parker stated that the Board wants a comprehensive feasibility study and should be careful of the wording. Mr. Sines stated that BCPS will not have seats available if the school system does not move forward with the project. BCPS staff would like to have the flexibility to bring back viable recommendations to the Board. BCPS will provide a very specific charge to the design team, working with the Law Office and MSDE. The second beginning point would be to begin an educational specification for whatever recommendation the Board will support.

Ms. Murphy stated that the Board has stated it wants to be data-driven. If the Board fails to see the data, then we are failing children. The Board’s intent is to look at the broadest possibilities for the children.

Mr. Janssen concurred with Ms. Murphy’s statement. He stated that the Board would need to review the feasibility study and then make a sound decision based on the data.

Ms. Shillman stated the reason for the use of “addition” is budgetary. The Board needs to consider an addition as well as a new building.

Mr. Pallozzi stated that he is in favor of completing the feasibility study to find out what possibilities are available.

The Board approved amending the exhibit by removing the word “addition” from the exhibit (in favor-9; opposed-1; abstained-1). Ms. Murphy opposed the amendment, and Ms. Shillman abstained from voting.
BUILDING AND CONTRACT AWARDS (cont)

The Board approved the recommendation from the Buildings and Contract Committee to negotiate for the preparation of feasibility studies.

24. Request to Negotiate: Consultant Services – Architectural/Engineering (A/E) Services for Addressing Towson Area Elementary School Overcrowding

Item #25

Ms. Shillman noted that this item required a two-part vote: 1) easement for right-of-way on US Route 1; and 2) the placement of four banner poles on Perry Hall Elementary School.

On a motion of Ms. Harris, seconded by Mr. Parker, the Board approved “securing the right-of-way, easements, and/or other rights necessary for highway construction improvements to US-1.”

Ms. Shillman stated that the Perry Hall White Marsh Business Association is requesting permission to place four banner poles on the school property to promote the community’s activities.

Ms. Harris stated that these are four poles spaced in front of the school and across the street to display community’s activities. The signs would have to be approved by the school system before posting.

Ms. Shillman believes the signage sets a precedent and recommended that the Board vote against this item.

Ms. O’Hare asked what would be placed on the banners. Mr. Sines responded that the type of banner would measure 21 inches by 36 inches.

On a motion of Mr. Pallozzi, seconded by Mr. Janssen, the Board approved the request to place four banner poles on Perry Hall Elementary School (in favor-8; opposed-3). Ms. Harris, Mr. Parker, and Ms. Shillman opposed the item.

25. Request for Right-of-Way: Perry Hall Elementary School

CURRICULUM PROGRAMS

The Curriculum Committee, represented by Ms. Johnson, recommended approval of the 46 Mathematics Curriculum Guides, K-12, as presented in exhibit T (in favor-10; abstained-1). Miss Dittman abstained from voting on this item.
LEGISLATION UPDATE

Dr. Donald Peccia, Assistant Superintendent of Human Resources and Governmental Relations, reviewed key pieces of legislation considered by the General Assembly that affect Baltimore County Public Schools.

INFORMATION

The Board received the following as information:

A. Deletion of Superintendent’s Rule 6120 – INSTRUCTION: Objectives of the Instructional Program

B. Deletion of Superintendent’s Rule 6161.4 – INSTRUCTION: Written Request from Pupils for Information Pertaining to Studies

C. Policy Editing Conventions

ANNOUNCEMENTS

Ms. Murphy made the following announcements:

- The Northwest Area Education Advisory Council will hold its capital pre-budget meeting on Tuesday, April 15, 2008, at Woodholme Elementary School beginning at 7:00 p.m.
- The Southwest Area Education Advisory Council will hold its next meeting on Wednesday, April 16, 2008, at Catonsville High School beginning at 7:00 p.m.
- The Central Area Education Advisory Council will hold its next meeting on Thursday, April 17, 2008, at Riderwood Elementary School beginning at 7:00 p.m.
- The Board of Education of Baltimore County will hold its next regularly scheduled meeting on Tuesday, April 22, 2008, 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 Board will host the Baltimore County Department of Recreation and Parks for dinner on Tuesday, April 22, 2008, from 6:00 p.m. until 7:30 p.m. The open session will reconvene at approximately 7:30 p.m. The public is welcome to all open sessions.

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.
ANNOUNCEMENTS (cont)

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.

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 4006

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

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 6115.1 (renumbered to 6116)

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

PUBLIC COMMENT ON PROPOSED DELETION OF POLICY 6141.1

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

PUBLIC COMMENT ON PROPOSED CHANGES TO POLICY 6166

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

GENERAL PUBLIC COMMENT

Ms. Yara Cheikh stated that the Hampton Association supports a new elementary school in the Towson area. She also shared her concerns of an addition to Ridge Ruxton School and asked for greater transparency regarding the Loch Raven High School addition.

Mr. Mohammad Jameel ask the Board to approve one holiday, Eid-al-Fitr, in the 2009-2010 school calendar.

Ms. Donna McDonough expressed concern that all teachers will not be receiving a COLA. She stated that teachers’ workload has increased, planning time constant, and no increase.
GENERAL PUBLIC COMMENT (cont)

Mr. Ori Shebazz expressed his appreciation for the AVID funding. He requested assistance at Woodlawn High School with respect to intervention between administration and teachers.

Dr. Bash Pharoan stated that the calendar committee did not present any data to close schools on one religious holiday and that the Board is not extending the same to other minorities.

Ms. Kanual Rehman asked the Board to add two Muslim holidays to the school calendar.

Ms. Judy Weber expressed discouragement that a new special education school would not be built on the Mays Chapel site and asked the Board to reconsider the Mays Chapel feasibility study.

Mr. Dennis King asked the Board not to add an addition to the Ridge Ruxton School.

ADJOURNMENT

Since there was no further business, the Board adjourned its meeting at 9:46 p.m.

Respectfully submitted,

___________________
Joe A. Hairston
Secretary-Treasurer

bls
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 1260 – COMMUNITY INVOLVEMENT

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education considers the proposed changes to Policy 1260. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 1260
Statement of Issues Addressed by the Proposed Policy Revision
Policy 1260 has not been reviewed since it was adopted in 1978. It should be revised to clearly state the objectives of the BCPS volunteer program and include language to direct the Superintendent of Schools to establish volunteer program procedures.

Cost Analysis
There will be no new fiscal impact on the system.

Relationship to Other Board of Education Policies
Board of Education Policy 8363
Board of Education Policy 4004
Board of Education Policy 2352

Legal Requirement
No legal requirement to have a volunteer program.

Operation of a volunteer program related to the following:
• Annotated Code of Maryland Education Article §4-105 (Comprehensive liability insurance; defense of sovereign immunity). Board shall carry comprehensive liability insurance to protect the board and its agents and employees.
• Annotated Code of Maryland Education Article §6-106 (Volunteer Aides). County Board may use volunteer aides in school activities in county.
• Annotated Code of Maryland Criminal Procedure Article §11-722 (Entry onto school or day care property prohibited). Registered sex offenders are prohibited from school property.
• Annotated Code of Maryland Education Article 4-106 (Immunity of county board employees, volunteers and board members). Volunteer shall have immunity from liability described under 5-518 of the Courts Article.

Similar Policies Adopted by Other School Systems
Policies and procedures of Carroll County Public Schools were reviewed.

Draft of Proposed Policy
See attached.

Other Alternatives Considered by Staff
No other alternatives were considered

First Reader, April 8, 2008
Citizen Comment, April 22, 2008
Proposed Date of Approval, May 6, 2008
School Volunteers

Board of Education of Baltimore County (THE BOARD) RECOGNIZES THAT PARTICIPATION IN THE WORK OF THE SCHOOL SYSTEM BY PARENTS, GUARDIANS, BUSINESSES, AND COMMUNITY MEMBERS PROVIDES IMPORTANT SUPPORT FOR SCHOOLS AND STUDENTS AND HELPS FOSTER STRONG SCHOOL-COMMUNITY RELATIONSHIPS. THEREFORE, THE BOARD SUPPORTS THE USE OF VOLUNTEERS IN INSTRUCTIONAL AND NON-INSTRUCTIONAL ACTIVITIES IN A MANNER THAT PROMOTES SAFE AND ORDERLY LEARNING ENVIRONMENTS.

[supports the use of volunteers in instructional programs and non-instructional activities within the school. Volunteers represent a great asset to the school not only in terms of the help they give to teachers and students, but also in helping to develop good school-community relationships]

RELATED POLICIES: BOARD OF EDUCATION POLICY 8363 BOARD OF EDUCATION POLICY 4004 BOARD OF EDUCATION POLICY 2352

ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-105
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §4-106
ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE §6-106

Policy Board of Education of Baltimore County
Adopted: 2/9/78
REVISED: _____
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 3410 – TRANSPORTATION SERVICES

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

RESOURCE PERSON(S): Michele Prumo, Executive Director of Planning and Support Operations
Linda Fitchett, Director of Transportation

RECOMMENDATION

That the Board of Education approves the proposed changes to Policy 3410 – Transportation Services. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 3410
BOARD OF EDUCATION OF BALTIMORE COUNTY
Policy Analysis for Proposed Revision to Policy 3410:
Transportation Services

Statement of Issues Addressed By the Proposed Policy Revision
Policy 3410 was originally adopted by the Board of Education in September 1968 and addresses the responsibilities and duties for providing transportation services for eligible students. The policy has not been updated since November 1996. The proposed revision updates the language to reflect current regulations, best practices, responsibilities, and the current office title.

Cost Analysis and Fiscal Impact on School System
There is no new fiscal impact on the system as a result of the proposed policy revision.

Relationship to Other Board of Education Policies
Related policies as designated in the policy are: 3420, Routes and Services and 3430, Procedures for Emergencies

Legal Requirement
The legal references included in this policy:

Annotated Code of Maryland, Education Articles §7 – 801.
Annotated Code of Maryland, Education Articles §7 – 805.

Similar Policies Adopted by Other School Systems
Policies for Transportation Services in Anne Arundel County Public Schools, Howard County Public Schools, and Montgomery County Public Schools were reviewed and analyzed as listed below:

Anne Arundel County Public Schools
Policy Name: Student Transportation Services
Policy #: 700

Howard County Public Schools
Policy Name: Pupil Transportation
Policy #: 5111

Montgomery County Public Schools
Policy Name: Student Transportation
Policy #: 44-7

Draft of Proposed Policy and Rule (see attached)
Other Alternative Considered By Staff
Proposed revisions were submitted after review of transportation operating procedures in three other Maryland counties.

First Reader, April 8, 2008
Citizen Comment, April 22, 2008
Proposed Date of Approval, May 6, 2008
Responsibilities and Duties

The [Department] OFFICE of Transportation shall be organized to provide school transportation service for eligible students based on safety, efficiency, adequacy, and economy. THE BOARD HEREBY DIRECTS THE SUPERINTENDENT TO ESTABLISH RULES TO IMPLEMENT THIS POLICY [Through the use of publicly owned and privately owned buses, the following shall be taken into consideration in developing the school transportation system:]

[1. Every school bus ride in itself is a learning experience, and the school bus ride should also leave students in the proper frame of mind to take full advantage of the instructional program offered.]

[2. Certain rules and regulations pertaining to the transportation of public school students in the State of Maryland have been established. Items covered are as follows:]

[a. Specifications governing [new] school bus equipment:]  
[All school buses, both Board of Education and contracted school buses, shall fully meet the specifications as established by:]

[(1) Maryland State Department of Education]

[(2) Maryland Vehicle Law, Transportation Article]

[(3) Board of Education of Baltimore County.]

[b. Inspection]  
[All buses shall be regularly inspected a minimum of three (3) times each year. Unannounced inspections, as deemed necessary, may be made by the Department of Transportation each year.]

[c. School bus drivers]  
[All drivers shall meet the qualifications of the Annotated Code and Bylaws. Drivers shall pass a physical examination prior to employment and once a year during each year of employment. This examination must be made by a]
The Department of Transportation, Baltimore County Public Schools, shall maintain a list of physicians willing to conduct these examinations for a fee to be established in the annual budget. The physician shall complete Form DL-122 (7-80).]

[d. Driving regulations]

[3. Certain other driving regulations governing school buses are set forth in the Maryland Vehicle Law, Transportation Article.]

[4. The Board of Education shall establish its school bus system to conform to or exceed minimum standards as set forth by the State.]

[Occasionally, students eligible for free bus service are requested by the Board of Education to use public transportation serving their area. This service is paid for by the Board of Education.]

1. School bus transportation is provided under the jurisdiction of the Board of Education FROM ESTABLISHED STOPS for elementary and middle school students who must walk more than one (1) mile to the assigned school.

2. School bus transportation is provided under the jurisdiction of the Board of Education FROM ESTABLISHED STOPS for high school students who must walk more than one-and-one-half (1-1/2) miles to the assigned school.

3. SCHOOL BUS TRANSPORTATION IS PROVIDED UNDER THE JURISDICTION OF THE BOARD OF EDUCATION FROM ESTABLISHED STOPS AT MIDDAY FOR ALL HALF-DAY PRE-KINDERGARTEN STUDENTS.

4. THE SUPERVISION OF STUDENTS WHILE WALKING TO, FROM, OR WAITING AT THE ESTABLISHED BUS STOP IS THE RESPONSIBILITY OF THE STUDENTS’ PARENTS OR GUARDIANS.

5. THE SUPERVISION OF NON-TRANSPORTED STUDENTS TO AND FROM SCHOOL IS THE RESPONSIBILITY OF THE STUDENTS’ PARENTS OR GUARDIANS.
[The preceding statements of policy concerning walking distances of students to school shall be adhered to except when circumstances and surrounding road conditions necessitate a change. In these cases, some few students may be required to walk a distance in excess of the stated limits, or others who live within the limits may be transported. Cases will be individually considered by the Superintendent of Schools and the staff.]
Baltimore County Public Schools

Date: May 6, 2008

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Consideration of the Proposed Changes of Board of Education Policy 3530 – Non-Instructional Services: Physical Plant Services – Safety and Security

Originator: J. Robert Haines, Deputy Superintendent

Resource Person(s): Michael Sines, Executive Director, Physical Facilities

Recommendation

That the Board of Education considers the changes to Policy 3530. This is the third reading of this policy.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 3530
Statement of Issues Addressed by the Proposed Policy Revision
Text has been modified for clarification.

Cost Analysis
There will be no fiscal impact on the system as a result of the proposed revisions.

Relationship to Other Board of Education Policies
Revisions will not affect any other Board policy.

Legal Requirement
Board of Education Article §7-408 mandates that school systems hold fire drills.

Similar Policies Adopted by Other School Systems
The following school systems have similar policies:

- Prince George’s County Public Schools, 3517, Security of Buildings and Grounds
- Prince George’s County Public Schools, 2801, Safety Programs
- Montgomery County Public Schools, EBA-RA, Fire Safety

Draft of Proposed Policy
See attached.

Other Alternatives Considered by Staff
No other alternative was considered.
NON-INSTRUCTIONAL SERVICES: Physical Plant Services

Safety and Security

APPROPRIATE PROCEDURES SHALL BE ESTABLISHED TO PROVIDE FOR THE SAFE OPERATION AND [Proper steps shall be taken to insure the highest degree of safety in the] maintenance [and operation] of the school plant.

Boiler systems shall be PROPERLY MAINTAINED; inspected annually by the [Board of Education’s] insurance underwriter[s]; and OPERATED BY CERTIFIED PERSONNEL. [necessary repairs made.]

[The Baltimore County Health Department shall inspect periodically for adherence to local sanitation code.

The Baltimore County Fire Department shall periodically inspect and hold fire drills. Fire extinguishers shall be provided and checked annually for correct operating condition. All buildings shall be equipped with proper fire alarm systems, sprinkler systems, and emergency lighting systems as called for in the Baltimore County fire code.]

SCHOOL FACILITIES SHALL BE ACCESSIBLE TO THE BALTIMORE COUNTY FIRE DEPARTMENT AND HEALTH DEPARTMENT IN COMPLIANCE WITH APPLICABLE REGULATIONS AND CODE REQUIREMENTS.

Buildings and grounds shall be maintained in a condition that shall [reduce] MINIMIZE the [possibility] POTENTIAL of injury to anyone using these facilities. [All custodial personnel who operate boilers shall be required to take an in-service training program on boiler safety.]

[Also see policy and rule on fire drills in Series 2000, Administration.]

Legal Reference: Annotated Code of Maryland, Education Article §7-40(6)8 [Fire Drills]
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED DELETION OF POLICY 6145.4 – INSTRUCTION: PUBLIC PERFORMANCES AND EXHIBITIONS

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities Sonja Karwacki, Executive Director

RECOMMENDATION

That the Board of Education approves the proposed deletion of Policy 6145.4. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6145.4
Statement of Issues Addressed by the Proposed Policy
This policy was last revised in 1968. Policy 6145.4 is part of the 6145 Extracurricular Activities Sub Series of related policies and rules, describing appropriate instructional philosophical understandings related to extracurricular activities. Policy 6145.4 and its accompanying rule are recommended for deletion because the language is now part of Policy 6145, recently approved by the Board of Education.

Cost Analysis and Fiscal Impact on School System
Recommendations made in this policy do not create additional fiscal impact on the school system.

Relationship to Other Board of Education Policies
Policy 6145 Extracurricular Activities

Legal Requirement
Annotated Code of Maryland, Education Article § 7-108; COMAR 13A.08.01.09

Similar Policies Adopted by Other Local School Systems
Policies and rules from:
1. Anne Arundel County, 909 Extracurricular Programs;
2. Cecil County, IGD, Cocurricular and Extracurricular Activities;
3. Frederick County, Section 509, Extracurricular Activities;
4. Montgomery County, IQB-RA, Cocurricular and Extracurricular Activities; and IQC-RA, Procedures for Use of Professional Performing Companies, Individuals, or Workshops; were reviewed and analyzed.

Draft of Proposed Policies and Rules – (see attached)
Policy 6145.4

Other Alternatives Considered By Staff
Let Stand Policy and Rule 6145.4

First Reader, April 8, 2008
Citizen Comment, April 22, 2008
Proposed Date of Approval, May 6, 2008
Instruction

Public Performances and Exhibitions

Assemblies, public programs, and public performances by students have an important place in a well-rounded educational program. They must, however, be consistent with the educational goals of the schools.
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED DELETION OF POLICY 6145.7 – INSTRUCTION: EXTRA CLASS ACTIVITIES, DRAMA GUIDELINES

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities
Sonja Karwacki, Executive Director

RECOMMENDATION

That the Board of Education approves the proposed deletion of Policy 6145.7. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6145.7
Statement of Issues Addressed by the Proposed Policy
Policy 6145.7 is a policy which has been in existence since 1982 and describes only dramatic productions. It is part of the 6145 Sub Series describing instructional philosophical understandings related to extracurricular activities. The accompanying rule is dedicated only to Guidelines for Drama Productions which was a BEBCO form when the policy was written. The Board of Education has approved a new Policy 6145, Extracurricular Activities, and a new Rule 6145 is currently being written to include content from all the 6145 Sub Series, dealing with extracurricular activities not covered by other policies or COMAR. Policy and Rule 6145.7 are recommended for deletion because the language related to extracurricular activities is now part of Policy 6145, Extracurricular Activities. The Guidelines for Drama Productions will become a form included with Rule 6145.

Cost Analysis and Fiscal Impact on School System
Recommendations to delete this policy do not create additional fiscal impact on the school system.

Relationship to Other Board of Education Policies
Policy 6145, Extracurricular Activities

Legal Requirement
Annotated Code of Maryland, Education Article § 7-108; COMAR 13A.08.01.09

Similar Policies Adopted by Other Local School Systems
Policies and rules from:
1. Anne Arundel County, 909 Extracurricular Programs;
2. Cecil County, IGD, Co-curricular and Extracurricular Activities;
3. Frederick County, Section 509, Extracurricular Activities;
4. Montgomery County, IQB-RA, Co-curricular and Extracurricular Activities; and IQC-RA, Procedures for Use of Professional Performing Companies, Individuals, or Workshops; were reviewed and analyzed.

Draft of Proposed Policies and Rules – (see attached)
Policy 6145.7

Other Alternatives Considered By Staff
Make additional changes to Policy and Rule 6145.7

First Reader, April 8, 2008
Citizen Comment, April 22, 2008
Proposed Date of Approval, May 6, 2008
INSTRUCTION: Extra-class Activities

Guidelines for Drama Productions

The dramatic production, whether it be a play or a musical, can be a potent educational force, providing opportunities for students of all abilities and aptitudes to realize the significant contributions they are making to a group effort. Whether building a set, sewing a costume, playing a musical instrument, pulling a curtain, or standing in the spotlight, every participant in the production plays a major role when it comes to the quality of the overall production. Consequently, the primary concern of the professional staff must be the educational merit of the experience being provided to students. Furthermore, something as elaborate, time-consuming, and complex as the dramatic production requires that thoughtful consideration of many factors undergird the choice of the play/musical.
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: CONSIDERATION OF THE PROPOSED DELETION OF POLICY 6164.8 – INSTRUCTION: HEALTH EDUCATION

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities
Sonja Karwacki, Executive Director

RECOMMENDATION

That the Board of Education approves the deletion of Policy 6145.8. This is the third reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6164.8
Statement of Issues Addressed by the Proposed Policy
This policy was last revised in 1968. Instruction in Health Education has been specifically outlined by COMAR 13.A.04.18, and Baltimore County needs to delete the policy and rule which are outlined in COMAR.

Cost Analysis and Fiscal Impact on School System
There is no additional fiscal impact on the school system.

Relationship to Other Board of Education Policies
There are no related policies.

Legal Requirement
According to COMAR, all school systems shall provide Health Education for students in K-8, and a one half credit course for high school graduation.

Similar Policies Adopted by Other Local Systems
Policies from: Anne Arundel County-Related Entry IFR/605.20; Frederick County-Health Education Section 505; and Harford County-03.05.045 were reviewed.

Draft of the Proposed Policy and Rules – (see attached)
Policy 6164.8 Instruction: Health Education

Other Alternatives Considered By Staff
Move Policy 6164.8 to Instruction: Curriculum
All content areas write policies under Curriculum

First Reader, April 8, 2008
Citizen Comment, April 22, 2008
Proposed Date of Approval, May 6, 2008
Instruction

Health Education

Health Education is a multi-dimensional study which includes the physical, social, mental, and emotional aspects of growth and development and their inter-relationships. The creation of wholesome attitudes and health awareness is the dominant concept of health education. The scope of health education includes the biological processes, personal care and hygiene, emotional health, dimensions of growth, human relations, individuality, interpersonal relationships, family living and sex education, community and world health, safety consciousness, use of harmful substances, and first aid.

The importance of a sequential K-12 program in health education should be included in the curriculum. The support of this program by all those concerned with education is required not only to improve the scholastic program but also to ultimately enhance the society in which these pupils will play important roles.

DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED READAOPITION OF BOARD OF EDUCATION POLICY 3113 – NON-INSTRUCTIONAL SERVICES: TRANSFERS AND SUPPLEMENTS

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

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

RECOMMENDATION

In accordance with Superintendent’s Rule 8130, policy 3113 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3113 – NON-INSTRUCTIONAL SERVICES: Transfers and Supplements, for readoption. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3113
- Attachment II – Policy 3113
Statement of Issues or Questions Addressed
Board of Education Policy 3113 has been changed to reflect current language and an added legal reference.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3113.

Relationship to Other Board of Education Policies
Board of Education Policy 3111, *Budget Planning and Preparation*
Board of Education Policy 3112, *Operating Budget*

Legal Requirements
*Annotated Code of Maryland*, Education Article §§5-101, 5-105, 5-305
Charter of Baltimore County, Maryland §§711 - 712

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County, Policy 401.03, *Budget Transfers*
2. Montgomery County, Policy DAA, *Fiscal Responsibility and Control*
3. Prince George’s County, Policy 3130, *Budgets – Fiscal Responsibility and Control*

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy was revised to align with current law; therefore, no other alternatives were considered.

Time Line for Adoption
5/6/08 – First Reading and Presentation to the Board
5/20/08 – Second Reading – Public Comment
6/10/08 – Adoption by the Board of Education
NON-INSTRUCTIONAL SERVICES[: Fiscal Services]

[Budget:] Transfers and Supplements

The Superintendent [of Schools] shall administer expenditures in accordance with the limits adopted by the Board of Education OF BALTIMORE COUNTY (BOARD) through the budgeting process.

Transfer of funds between categories in the operating budget, transfer of funds between projects in the capital budget, and requests for supplemental funds for the operating or capital budget shall be approved by the Board [of Education] prior to submission to the Baltimore County Council or the County Executive, as appropriate.

Legal References:  *Annotated Code of Maryland*, Education Article §§5-101, 5-105, 5-305

- §5-101 Annual school budget
- §5-105 Expenditure of revenues; transfers within and between major categories
- §5-305 Separate accounts for construction funds
- §711, 712 Baltimore County, MD, Charter]

*CHARTER OF BALTIMORE COUNTY, MARYLAND §§711, 712*

Policy

Adopted:  9/18/68
Revised:  7/9/02
READOPTED: ____________

Board of Education of Baltimore County
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED READOPTION OF BOARD OF EDUCATION POLICY 3122 – NON-INSTRUCTIONAL SERVICES: CLASSIFICATION OF EXPENDITURES

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

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

RECOMMENDATION

In accordance with Superintendent’s Rule 8130, policy 3122 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3122 – NON-INSTRUCTIONAL SERVICES: Classification of Expenditures, for readoption. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3122
- Attachment II – Policy 3122
Statement of Issues or Questions Addressed
Board of Education Policy 3122 has been reviewed, which sets forth the classification of expenditures, and has no recommended changes.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3122.

Relationship to Other Board of Education Policies
Policy 3122 has no related policies.

Legal Requirements
Annotated Code of Maryland, Education Article §5-101

Similar Policies Adopted by Other Local School Systems
Similar policies were found in reviews of Montgomery, Howard, Harford, and Anne Arundel LEAs.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Time Line for Adoption
5/6/08 – First Reading and Presentation to the Board
5/20/08 – Second Reading – Public Comment
6/10/08 – Adoption by the Board of Education
[Accounting and Cash Management:] Classification of Expenditures

The code of accounts for the classification of expenditures shall be based on the approved budgets and shall be consistent with generally accepted accounting principles. The account structure shall permit compliance with the budgeting and financial reporting requirements established by the Maryland State Department of Education, as published in The Financial Reporting Manual for Maryland Public Schools.

Legal Reference: Annotated Code of Maryland, Education Article, §5-101 [§5-101, Annual school budget]
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED READOPTION OF POLICY 3123 – NON-INSTRUCTIONAL SERVICES: REPORTING

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

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

RECOMMENDATION

In accordance with Superintendent’s Rule 8130, policy 3123 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3123 – NON-INSTRUCTIONAL SERVICES: Reporting, for readoption. This is the first reading of this revised policy.

* * * * *

- Attachment I – Policy Analysis 3123
- Attachment II – Policy 3123
Statement of Issues or Questions Addressed
Board of Education Policy 3123 has been reviewed, and has been changed to reflect current language and titles. Legal references have been updated and the policy adheres to the board’s current policy editing conventions. The content is unchanged; therefore, re-adoption is appropriate.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by amending Policy 3123.

Relationship to Other Board of Education Policies
Policy 3131, which refers to the selection of an external auditor, is the only related board policy; however, Policy 3131 is recommended for deletion.

Legal Requirements
Annotated Code of Maryland, Education Article §5-111, Reports, requires county boards to make financial reports as required by the state superintendent. Additionally, the statute requires that a uniform method of reporting be established by the county superintendent.

Similar Policies Adopted by Other Local School Systems
Similar policies were found in reviews of Montgomery, Howard, Harford, and Anne Arundel LEAs.

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
No other alternatives were considered.

Time Line for Adoption
5/6/08 – First Reading and Presentation to the Board
5/20/08 – Second Reading – Public Comment
6/10/08 – Adoption by the Board of Education
NON-INSTRUCTIONAL SERVICES[: Fiscal Services]

[Accounting and Cash Management:] Reporting

The Superintendent [of Schools] shall submit to the Board of Education OF BALTIMORE COUNTY (BOARD) and to appropriate Baltimore County officials[,] monthly and annual reports regarding the status of appropriated funds. It shall also be the Superintendent’s responsibility to [prepare] PROVIDE such other financial reports as may be required by law, [or] regulation, OR GRANTING AGENCY [for any agency] of the county, state, or federal government.

School Activity Fund reporting shall be completed in accordance with the Accounting Manual for School Activity Funds.

Legal Reference: Annotated Code of Maryland, Education Article §5-111 [Reports]
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF BOARD OF EDUCATION POLICY 3124 – NON-INFRINGEMENTAL SERVICES: OTHER SOURCE FUNDS

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

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

RECOMMENDATION

In accordance with Superintendent’s Rule 8130, policy 3124 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3124 – NON-INSTRUCTIONAL SERVICES: Other Source Funds, for deletion. This is the first reading of this policy.

* * * * *

- Attachment I – Policy Analysis 3124
- Attachment II – Policy 3124
BOARD OF EDUCATION POLICY ANALYSIS
FOR THE DELETION OF POLICY 3124
Other Source Funds

Statement of Issues or Questions Addressed
Board of Education Policy 3124 has been reviewed and the Department of Fiscal Services is recommending that this policy be deleted, because it merely states that the Superintendent will follow the applicable law.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by deleting Policy 3124.

Relationship to Other Board of Education Policies
There are no related board policies.

Legal Requirements
Code of Maryland Regulations, 13A.02.06, General, Financial Aid to Local School Systems
20 USC §6435; 20 USC §6303
Annotated Code of Maryland, Education Article §§5-202, 5-204, 5-205, 5-206, 5-207, 5-208, 5-213

Similar Policies Adopted by Other Local School Systems
1. Frederick County, Section 205, Fiscal Procedures
2. Prince George’s County, Policy 3130, Budgets
3. Prince George’s County, Policy 3410, Classification of Expenditures
4. Harford County, Policy 06-0021-000, School Fund Accounting
5. Howard County, Policy 4030, Accountability of School Activity Funds
6. Howard County, Policy 4070, Undesignated Fund Balance Reserve
7. Anne Arundel County, Policy 410.02, Grant Funding Sources Within the School System/Mini-Grants

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy is recommended for deletion because the requirements are embodied in the law.

Time Line for Adoption
5/6/08 – First Reading and Presentation to the Board
5/20/08 – Second Reading – Public Comment
6/10/08 – Adoption by the Board of Education
NON-INSTRUCTIONAL SERVICES: Fiscal Services

Accounting and Cash Management: Other Source funds

1. State

   All funds received from the State of Maryland for Baltimore County Public Schools shall be spent in accordance with state law or regulations.

2. Federal

   The Superintendent of Schools may submit applications for federal funds. All federal funds received shall be spent in accordance with state and federal laws and regulations.
DATE: May 6, 2008
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 3131 – NON-INSTRUCTIONAL SERVICES: EXTERNAL AUDIT
ORIGINATOR: J. Robert Haines, Esq., Deputy Superintendent
RESOURCE PERSON(S): Barbara Burnopp, Chief Financial Officer

RECOMMENDATION

In accordance with Superintendent’s Rule 8130, policy 3131 is scheduled for review in school year 2008. It is recommended that the Board of Education approve Policy 3131 – NON-INSTRUCTIONAL SERVICES: External Audit, for deletion. This is the first reading of this policy.

* * * * *

- Attachment I – Policy Analysis 3131
- Attachment II – Policy 3131
Statement of Issues or Questions Addressed
Board of Education Policy 3131 has been reviewed and is recommended that this policy be deleted since it is currently a law.

Cost Analysis and Fiscal Impact on School System
The Board will not incur additional costs by deleting Policy 3131 because annual audits are already conducted.

Relationship to Other Board of Education Policies
There are no other related board policies.

Legal Requirements
COMAR 13A.02.07, Annual Audits of Financial Statements
Annotated Code of Maryland, Education Article §5-109, Annual Audit

Similar Policies Adopted by Other Local School Systems
1. Anne Arundel County Policy DDB, Annual Audit
2. Prince George’s County Policy 9260

Draft of Proposed Policy
Attached

Other Alternatives Considered by Staff
The policy is recommended for deletion because the requirement is embodied in the law and state regulations.

Time Line for Adoption
5/6/08 – First Reading and Presentation to the Board
5/20/08 – Second Reading – Public Comment
6/10/08 – Adoption by the Board of Education
NON-INSTRUCTIONAL SERVICES: Fiscal Services

Auditing: External Audit

By May 1 of the fiscal year to be audited, the Superintendent shall submit for approval to the State Superintendent of Schools the name of the independent certified public accountant or firm engaged, or to be engaged, by the Board of Education. The independent certified public accountant or firm shall conduct the audit in accordance with generally accepted auditing standards. The results shall be reported within three (3) months after the close of the fiscal year to the State Superintendent and the county fiscal authority. Copies of the annual audit shall be available for public distribution.

Legal Reference: Annotated Code of Maryland, Education Article
§5-109 Annual Reports
§5-111 Reports

Policy Board of Education of Baltimore County
Adopted: 9/18/68
Revised: 1/14/03]
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED CHANGES OF BOARD OF EDUCATION POLICY 6111 – INSTRUCTION: SCHOOL CALENDAR

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education considers the changes to Policy 6111. This is the first reading of this policy.

Attachment I – Policy Analysis
Attachment II – Proposed Policy 6111
Statement of Issues Addressed by the Proposed Policy Revision
Staff recommends one minor change to Policy 6111 to update the proper reference to the Board of Education. Other than this change, no amendment is recommended to the policy because, upon review, Policy 6111 supports current practice and is consistent with Board of Education goals and objectives.

Cost Analysis
There will be no negative or positive fiscal impact on the system as a result of this change.

Relationship to Other Board of Education Policies
Policy 6000, Instruction
Rule 6114, Severe Weather

Legal Requirement
Annotated Code of Maryland, Education Article, §7-103, COMAR 13A.02.01.04
(Both mandate the creation of a school calendar)

Similar Policies Adopted by Other School Systems
Harford County Public Schools, Section 20 – District Management, Policy 0002-000, School Calendar

Draft of Proposed Policy
See attached.

Other Alternatives Considered by Staff
No other alternatives were considered

Timeline:
First reading – May 6, 2008
Public comment – May 20, 2008
Third reading – June 10, 2008
INSTRUCTION: SCHEDULES

School Calendar

The school calendar must be developed to support the effective delivery of the instructional program. The calendar must meet legal requirements for both days and hours of instructional time and reflect school closings that are required by law. The school calendar, adopted annually by the Board of Education OF BALTIMORE COUNTY (BOARD), will ordinarily provide for more than the minimum days required by law in order to anticipate emergency closings and late openings for inclement weather or other systemwide emergencies. The school calendar must observe mandated federal, state, and Board-approved assessments.

Each year, the Superintendent [of Schools] shall submit a proposed calendar to the Board [of Education] for its approval.

Legal Reference:  Annotated Code of Maryland, Education Article, §7-103[(a), (c)]
[COMAR 13A.03.02.05]
COMAR 13A.02.01.04

Policy       Board of Education of Baltimore County
Adopted: 11/21/68
Revised: 9/9/02
READOPTED:
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED DELETION OF POLICY 6161.2 – INSTRUCTION: EQUIPMENT AND SUPPLIES

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

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

RECOMMENDATION

That the Board of Education considers the deletion of Policy 6161.2. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6161.2
Statement of Issues Addressed by the Proposed Policy Revision

Policy 6161.2 is being recommended for deletion. The policy states: “The Board of Education discourages the distribution to children of free school supplies which carry advertising space.” Policy 8362 entitled ETHICS CODE: Gifts references gifts to the Board, schools, and offices within the school system and states: “To be acceptable, a gift must meet the following criteria . . . not imply endorsement of any business or product.” Policy 8360 defines gift as: “the transfer of anything of economic value, regardless of the form, without adequate and lawful consideration. . . .” Therefore, Policy 6161.2 violates Ethics Code Policy 8362.

Cost Analysis

There will be no fiscal impact on the system as a result of the proposed deletion.

Relationship to Other Board of Education Policies

Deletion will not affect any other Board policy. However, related Superintendent’s Rule 6161.3 entitled INSTRUCTION Supplementary Materials is scheduled for revision and will need to reflect the deletion as well as the concepts contained in the Ethics Code policies.

Legal Requirement

Deletion does not affect legal requirements.

Similar Policies Adopted by Other School Systems

Policies for Montgomery County (Board of Education Policy IIB entitled Instructional Resources Evaluation and Selection and Board of Education Policy CNA entitled Informational Materials and Announcements), Prince Georges County (Board of Education Policy 6180.1 entitled Evaluation and Selection of Classroom Instructional Materials), and Howard County (Board of Education Policy 8040 entitled Selection of Instructional Materials) were reviewed. There are no policies similar to Policy 6161.2.

Draft of Proposed Policy

See attached.

Other Alternatives Considered by Staff

N/A

Timeline:

- First reading – May 6, 2008
- Public comment – May 20, 2008
- Third reading – June 10, 2008
INSTRUCTION

Equipment and Supplies

The Board of Education discourages the distribution to children of free school supplies which carry advertising space.
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 6163.1: INSTRUCTION, INSTRUCTIONAL SERVICES, SCHOOL LIBRARIES

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Dale R. Rauenzahn, Acting Assistant Superintendent, STEM
Della Curtis, Coordinator, Library Information Services

RECOMMENDATION

That the Board of Education considers the proposed changes to Policy 6163.1. This is the first reading of this policy.

*****

Attachment I – Policy Analysis
Attachment II – Proposed Policy 6163.1
Statement of Issues Addressed by the Proposed Policy
This policy and rule were last revised in 1968. Since that time significant library media program and technology changes have occurred. The proposed revision reflects current library media program standards, expectations, and support to the educational community. In addition, it clearly defines the instructional support to teachers.

Cost Analysis and Fiscal Impact on School System
There is no fiscal impact on the school system.

Relationship to Other Board of Education Policies
6161P   Equipment, Books, and Materials
6161.2P  Equipment and Supplies
6163.2P  Selection of Instructional Materials - Philosophy

Legal Requirement
COMAR 13A.05.04.01 Public School Library Programs. A. Each local school system shall establish in each school a unified school library media program for the use of all students which shall include, but not be limited to: 1) An organized and centrally managed collection of instructional materials and technologies; 2) Instruction emphasizing information literacy skills integrated into all content areas; 3) Appropriate materials and technologies to support the instructional program.

13A.12.03.03 Library Media Specialist. A. Definitions  1) In this regulation, the following terms have the meanings indicated. 2) Terms Defined. a) "Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.

Similar Policies Adopted by Other Local School Systems
Montgomery County Public Schools Regulation EDA-RA School Library Media Center adopted a similar comprehensive policy and rule that is proposed by BCPS. The regulation specifies components of a quality library media program, services, facilities, and staffing. The Harford County Public Schools’ Policy 06-0022-00 School Libraries specifies that all schools shall have library media centers.

Draft of Proposed Policies – (see attached)

Other Alternatives Considered By Staff
Timeline:
   First Reading – May 6, 2008
   Public Comment – May 20, 2008
   Third Reading – June 10, 2008
INSTRUCTION: INSTRUCTIONAL SERVICES

School Libraries

The Board of Education OF BALTIMORE COUNTY (BOARD) recognizes that [an effective school library is] SCHOOL LIBRARY MEDIA CENTERS PROVIDE STUDENTS AND STAFF EQUITABLE ACCESS TO THE PRINT AND DIGITAL RESOURCES CRITICAL TO SUPPORTING 21ST CENTURY TEACHING AND LEARNING. THE BOARD FURTHER RECOGNIZES THAT STATE CERTIFIED LIBRARY MEDIA SPECIALISTS ARE CRITICAL PARTNERS WITH TEACHERS IN INTEGRATING INFORMATION AND TECHNOLOGY LITERACY SKILLS WITH ALL CURRICULA BY COLLABORATING AND CO-TEACHING TO POSITIVELY IMPACT THE ACHIEVEMENT OF ALL STUDENTS. [an important and integral part of the instructional resources of each elementary and secondary school.]

Hence, the schools shall provide and maintain adequate school libraries. The Superintendent [of Schools] shall develop rules, regulations and procedures to insure the quality of content in these libraries and their systematic maintenance as current resources for teachers, STUDENTS, AND THEIR FAMILIES [and pupils]. [He] THE SUPERINTENDENT shall annually request sufficient funds AND ENSURE SUFFICIENT STAFFING to maintain these services [at a high level], using the standards of the American Library Association AND THE MARYLAND SCHOOL LIBRARY MEDIA PROGRAM STANDARDS as [a] guideS.

Legal References: Code of Maryland Regulations (COMAR)
- 13A.05.04.01 Public School Library Programs
- 13A.12.03.03 Library Media Specialist

Policy
Board of Education of Baltimore County
Adopted: 11/21/68
REVISED: _______
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON PROPOSED CHANGES TO BOARD OF EDUCATION POLICY 6174, - CURRICULUM EXTENSIONS, INSTRUCTION, SUMMER SCHOOL

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Dale Rauenzahn, Acting Assistant Superintendent, STEM
Vicky Ciulla, Coordinator, Alternative Education, Dropout Prevention, and Summer School

RECOMMENDATION

That the Board of Education considers the proposed change to Policy 6174. This is the first reading.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6174
Statement of Issues Addressed By the Revised Policy
The Department of Student Support Services is in the process of reviewing policies in the 6000 series. The department is recommending revisions to the policy. The current policy is general in nature and preserves the school system’s flexibility to change the summer program as needed. It is our goal to raise summer school student comprehension levels as measured by HSAs and Baltimore County Public Schools’ final exams.

Cost Analysis and Fiscal Impact on School System
No fiscal impact is anticipated or contemplated by this revision.

Relationship to Other Board Policies
None

Legal Requirement
COMAR 13A.03.02.05 Other Provisions for Earning Credit

Similar Policies Adopted by Other School Systems
PRINCE GEORGE’S COUNTY BOARD OF EDUCATION
Policy Number 5117 Supplemental Learning Opportunities and Promotion and Retention.
http://www.pgcps.org/~board/policy/

MONTGOMERY COUNTY BOARD OF EDUCATION
MCPS Policies & Regulations Handbook, CG Special Programs Administration, CGA-RA Special Programs Administration, Summer School Program – General

Draft of Proposed Policy (see attached)
Policy 6174

Other Alternatives Considered by Staff
The Department of Student Support Services did not consider other alternatives.
Timeline:
First Reading-May 6, 2008
Public Comment-May 20, 2008
Third Reading for Vote-June 10, 2008
Instruction: CURRICULUM EXTENSIONS

Summer School

The Board of Education OF BALTIMORE COUNTY (BOARD) may conduct a summer school program each year. Its purpose is to provide additional opportunities for [pupils] STUDENTS to receive [remedial instruction] ACADEMIC SUPPORT and participate in enrichment activities. Summer school attendance does not in any way guarantee promotion for [pupils] STUDENTS. They may, however, earn credits toward high school graduation which may result in a [revision] CHANGE of class placement in the high school.


COMAR 13A.03.02.05 OTHER PROVISIONS FOR EARNING CREDIT

Policy       Board of Education of Baltimore County
Adopted:  11/21/68
REVISED:  __________
To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Report on the Proposed Changes to Board of Education Policy 6500 - Instruction: Research and Testing

Originator: Stacy Shack, Acting Executive Director
            Department of Research, Accountability, and Assessment

Recommendation:

That the Board of Education considers the changes to Policy 6500. This is the first reading of this policy.

*****

Attachment I – Policy Analysis
Attachment II – Policy 6500
Statement of Issues Addressed by the Proposed Policy
This policy was last revised in 2002. The changes in this Policy reflect that the Superintendent shall ensure all standardized testing is administered and reported in accordance with federal and state mandates and more clearly describe the Board’s direction to staff. Staff is also requesting that the policy sub series be re-titled as “Research and Assessment.”

Cost Analysis and Fiscal Impact on School System
There is no fiscal impact on the school system.

Relationship to Other Board of Education Policies
Board of Education Ethics Policies, Policy 8360, et seq.

Legal Requirement
Annotated Code of Maryland, Education Article §7-204, Assessment of Testing;
20 USC §1232h;
20 USC §1232g.

Similar Policies Adopted by Other Local School Systems
Howard County Public Schools (8120, 3030)
Prince George’s County Public Schools (6139, 5124.1)
Montgomery County Public Schools (ILA-EA)
Anne Arundel County Public Schools (604.01, 609)

Draft of Proposed Policy
Attached

Other Alternatives Considered By Staff
None considered
Timeline:
  First reading – May 6, 2008
  Public comment – May 20, 2008
  Third reading – June 10, 2008
INSTRUCTION: Research and [Testing] ASSESSMENT

Research and [Testing] Assessment

[All countywide standardized tests and questionnaires administered under the auspices of the Baltimore County Public Schools, including those originating outside of the school system, shall be reviewed and approved by the Department of Assessment and Student Data prior to their administration.]

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) RECOGNIZES THE IMPORTANCE OF RESEARCH AND ASSESSMENT TO THE EDUCATIONAL PROCESS. RESEARCH CONDUCTED SHALL BE ALIGNED WITH THE GOALS IN THE BLUEPRINT FOR PROGRESS AND SHALL BE CONDUCTED IN SUCH A WAY AS TO SAFEGUARD THE PRIVACY OF ALL INDIVIDUALS INVOLVED.

THE BOARD RECOGNIZES ITS ACCOUNTABILITY FOR PROVIDING FOR STUDENT AND SCHOOL SUCCESS. THE SUPERINTENDENT SHALL BE RESPONSIBLE FOR ESTABLISHING AN ASSESSMENT PROGRAM THAT INCLUDES STATE-MANDATED, SYSTEM-SELECTED, AND CURRICULUM-EMBEDDED TESTS. THE ASSESSMENTS SHALL BE ADMINISTERED TO:

1. EVALUATE THE PROGRESS OF STUDENTS AND SCHOOLS IN MEETING THE GOALS OF THE BLUEPRINT FOR PROGRESS
2. IMPROVE CLASSROOM INSTRUCTION AND CURRICULAR PROGRAMS
3. PROVIDE INFORMATION AND FEEDBACK TO STUDENTS AND PARENTS.

The [Department of Assessment and Student Data] SUPERINTENDENT shall [insure] ENSURE that all standardized testing is administered and reported in accordance with ALL APPLICABLE federal and state mandates.

THE SUPERINTENDENT SHALL ESTABLISH PROCEDURES FOR APPROVING AND CONDUCTING RESEARCH, FOR DATA COLLECTION, DATA ANALYSIS, AND DATA REPORTING IN ORDER TO FULFILL FEDERAL AND STATE REQUIREMENTS AND TO ENSURE THE LEGAL AND ETHICAL USE OF THE RESULTING INFORMATION.
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: PROPOSED CALENDAR, SCHOOL YEAR 2009-2010

ORIGINATOR: Kara Calder, Chief Communications Officer

RESOURCES
PERSON(S):

INFORMATION

That the Board of Education consider the Proposed Calendar for School Year 2009-2010. This is the first reading of the proposed calendar.

Attachment I – Proposed 2009-2010 School Calendar
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>21</td>
<td>Administrative &amp; Supervisory Personnel Meeting</td>
</tr>
<tr>
<td></td>
<td>24(M)</td>
<td>Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>26(W)</td>
<td>Systemwide professional development</td>
</tr>
<tr>
<td></td>
<td>31(M)</td>
<td>Opening Day for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>September</td>
<td>7(M)</td>
<td>Labor Day—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>28(M)</td>
<td>Yom Kippur—Schools and Offices Closed</td>
</tr>
<tr>
<td>October</td>
<td>12(M)</td>
<td>Columbus Day*</td>
</tr>
<tr>
<td></td>
<td>16(F)</td>
<td>Professional Development Day/MSTA Convention—Schools Closed for Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>November</td>
<td>5(T)</td>
<td>First Marking Period Ends</td>
</tr>
<tr>
<td></td>
<td>6(F)</td>
<td>Assessment Day for All Schools*** and/or Professional Development Day for All Schools—Schools Closed for all Students</td>
</tr>
<tr>
<td></td>
<td>11(W)</td>
<td>Veterans Day*</td>
</tr>
<tr>
<td></td>
<td>19(Th)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>16-20(M-F)</td>
<td>American Education Week</td>
</tr>
<tr>
<td></td>
<td>23(M)</td>
<td>Elementary Conference Day—Schools Closed for Elementary Students</td>
</tr>
<tr>
<td></td>
<td>26-27(Th-F)</td>
<td>Thanksgiving Holiday—Schools and Offices Closed</td>
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<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>December</td>
<td>15(T)</td>
<td>Bill of Rights Day*</td>
</tr>
<tr>
<td></td>
<td>23(W)</td>
<td>Christmas/Winter Break Begins at End of School Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>January</td>
<td>4(M)</td>
<td>Schools Reopen</td>
</tr>
<tr>
<td></td>
<td>15(F)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday *</td>
</tr>
<tr>
<td></td>
<td>18(M)</td>
<td>Dr. Martin Luther King, Jr.’s Birthday Observed—Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>28(T)</td>
<td>Second Marking Period Ends</td>
</tr>
<tr>
<td></td>
<td>29(F)</td>
<td>Assessment Day for All Schools*** and/or Professional Development Day for All Schools—Schools Closed for all Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>February</td>
<td>11(Th)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>12(F)</td>
<td>Lincoln’s Birthday*</td>
</tr>
<tr>
<td></td>
<td>15(M)</td>
<td>Presidents’ Day—Schools and Offices Closed</td>
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<tr>
<td></td>
<td>22(M)</td>
<td>Washington’s Birthday*</td>
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<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>March</td>
<td>25(W)</td>
<td>Maryland Day*</td>
</tr>
<tr>
<td></td>
<td>26(F)</td>
<td>Easter/Spring Break Begins at the End of the School Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Days</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>April</td>
<td>6(T)</td>
<td>Schools Reopen</td>
</tr>
<tr>
<td></td>
<td>16(F)</td>
<td>Third Marking Period Ends—Assessment Day for Elementary and Middle Schools**—Schools Close 3 Hours Early for Elementary and Middle School Students</td>
</tr>
<tr>
<td>May</td>
<td>3(M)</td>
<td>Distribution of Report Cards</td>
</tr>
<tr>
<td></td>
<td>17(M)</td>
<td>PreK/K Conference Day—no Pre-K or Kindergarten sessions</td>
</tr>
<tr>
<td></td>
<td>28(F)</td>
<td>Last Day for Seniors</td>
</tr>
<tr>
<td></td>
<td>31(M)</td>
<td>Memorial Day Observed—Schools and Offices Closed</td>
</tr>
<tr>
<td>June</td>
<td>1-10 (T-Th)</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td></td>
<td>14(M)</td>
<td>Flag Day*</td>
</tr>
<tr>
<td></td>
<td>16-17 (W,Th)</td>
<td>Assessment Days****: Schools close 3 Hours Early for High School Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>17(Th)</td>
<td>Assessment Day**: Schools Close 3 Hours Early for Elementary and Middle School Students; Teachers on Duty</td>
</tr>
<tr>
<td></td>
<td>18(F)</td>
<td>Last Day of Classes for Students; Schools Close 3 Hours Early for Students; Teachers on Duty</td>
</tr>
<tr>
<td>July</td>
<td>2(F)</td>
<td>Summer School teachers on duty</td>
</tr>
<tr>
<td></td>
<td>5(M)</td>
<td>Independence Day Observed – Schools and Offices Closed</td>
</tr>
<tr>
<td></td>
<td>6(T)</td>
<td>Summer School begins</td>
</tr>
<tr>
<td>August</td>
<td>6(F)</td>
<td>Summer School ends</td>
</tr>
</tbody>
</table>

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

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

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

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

If schools are closed seven days due to emergency conditions, it will be necessary to alter the school calendar. Additional days may be scheduled as required at the end of the school year. Depending on the use of emergency closing time, the calendar may be reduced if the time is not needed to meet the minimum required days/hours. One-half days may be modified. Teacher duty days will not exceed 191.
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON THE PROPOSED SPECIAL EDUCATION STAFFING PLAN FOR 2008-2009

ORIGINATOR: Dr. Joe A. Hairston, Superintendent

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Department of Humanities
Pat Lawton, Director
Marcella Franczkowski, Coordinator

RECOMMENDATION

That the Board of Education reviews the Proposed Special Education Staffing Plan for 2008-2009. This is the first reading.

*****
SPECIAL EDUCATION STAFFING PLAN FOR 2008-2009

I. Assurance

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

- Evidence of maintenance of effort within the meaning of 34 CFR 300.231 and COMAR 13A.02.05.
- Evidence of public input.
- Staffing patterns of service providers of special education and related services, including paraprofessionals.
- The number and type of service providers needed to provide FAPE to each student with a disability in the LRE.
- How the staffing plan will be used to monitor the assignment of personnel to ensure personnel and other resources are available to provide FAPE to each student with a disability in the LRE.
- The number of special education teachers and paraprofessionals assigned to schools.
- The number of vacancies reported and how FAPE is provided when vacancies occur.

II. Introduction

Vision and Mission Statement

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

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

Goal: The Office of Special Education seeks to improve the performance of students with disabilities and close the achievement gap by maximizing inclusive educational opportunities with exposure to rigorous instruction through the provision of a continuum of services in the natural environment and schoolhouse.
Philosophy and Guiding Principles

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

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

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

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

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

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

The proposed Board of Education budget for FY09 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY08. The federal passthrough grant for FY09 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds. Due to a federal proposal that would eliminate reimbursement under the Medicaid program, the FY09 proposed budget reflects a redirection of Third Party Billing funded special education positions to the operating budget.

IV. Staffing Patterns for Special Education and Related Services

Determination and Monitoring of Special Education Staffing and Programs/Services

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

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

---

III. Maintenance of Effort

The proposed Board of Education budget for FY09 identifies funds allocated to the special education program that exceed the amount of funds allocated to the program in FY08. The federal passthrough grant for FY09 will continue to fund special education positions and related services. The grant will also detail staff funded through local funds. Due to a federal proposal that would eliminate reimbursement under the Medicaid program, the FY09 proposed budget reflects a redirection of Third Party Billing funded special education positions to the operating budget.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>General Fund Budget for Special Education</th>
<th>Special Revenue Fund Budget for Special Education</th>
<th>Total</th>
<th>% Change</th>
<th>General Fund Operating Budget for BCPS</th>
<th>Total Special Revenue Fund Budget</th>
<th>Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$115,424,473</td>
<td>$32,552,999</td>
<td>$147,977,472</td>
<td>8.22%</td>
<td>$922,937,045</td>
<td>$74,893,927</td>
<td>$997,830,972</td>
<td>5.70%</td>
</tr>
<tr>
<td>2006</td>
<td>$127,149,810</td>
<td>$36,940,320</td>
<td>$164,090,130</td>
<td>10.89%</td>
<td>$989,888,387</td>
<td>$84,487,154</td>
<td>$1,074,375,541</td>
<td>7.67%</td>
</tr>
<tr>
<td>2007</td>
<td>$127,516,910</td>
<td>$39,164,514</td>
<td>$166,681,424</td>
<td>1.58%</td>
<td>$1,056,091,475</td>
<td>$88,158,694</td>
<td>$1,144,250,169</td>
<td>6.50%</td>
</tr>
<tr>
<td>2008</td>
<td>$139,150,546</td>
<td>$36,359,258</td>
<td>$175,509,804</td>
<td>5.30%</td>
<td>$1,135,301,441</td>
<td>$85,259,525</td>
<td>$1,220,560,966</td>
<td>6.67%</td>
</tr>
<tr>
<td>2009</td>
<td>$146,647,086</td>
<td>$30,921,032</td>
<td>$177,568,118</td>
<td>1.17%</td>
<td>$1,188,362,348</td>
<td>$75,645,140</td>
<td>$1,264,007,488</td>
<td>3.56%</td>
</tr>
</tbody>
</table>

Sources of Data

1 Based on modified budgets in AMS for FY2005 - FY2008 and FY2009 Board Proposed Operating Budget
2 Special Revenue includes Infants & Toddlers, Special Education, and Third Party Billing from the BCPS Budget Books for FY 2005 - FY2008
3 Third Party Billing funded special education positions transferred to the operating budget for FY2009
Special education staff reviewed the October 26, 2007, census data and applied staffing guidelines to determine the number and type of service providers needed to provide FAPE to each student with a disability in the LRE.

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

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

The annual process of planning for special education programs requires calculated coordination, forecasted design, and collaboration with the strategic planning office, physical facilities, and special education with the support of executive leadership. The instructional environment must be planned for and appropriately designed to accommodate the needs of students with disabilities. While the majority of students with disabilities are educated in the general education classroom, some students will require programming in a self-contained classroom.

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

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

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

Process for Monitoring Caseloads - Resolving Vacancies

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

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

Data Communication Timeline

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

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

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

- **January** All schools have their current verification listing available to them in TIENET. Area reports, by school, of IEPs current and past due totals are available in TIENET.

- **February** Projected lists of students transitioning to next level (elementary to middle and middle to high) are sent to all schools with explanation and directions. IEP chairs and special education department chairs are notified by TIENET Reports of Grade 12 students with projected exit dates and graduation status (diploma or certificate) for verifications and/or corrections.
• April All special education staff are sent reminders to review and finalize all completed TIENET documents prior to the end of the school year.

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

V. Number and Type of Service Providers

Special Education Services

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

Decisions for how students are to receive the services are made by an IEP team and are based on the services needed to implement the students’ IEPs in the LRE. See Appendix A for the number and type of special education staffing proposed for FY09.

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Service Delivery Model</th>
<th>Staff Ratios Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and Toddlers (I &amp; T)</strong> <em>(12 months - 36 months)</em></td>
<td>The Baltimore County Infants and Toddlers Program, an interagency program among BCPS, Baltimore County Office of Health, and Baltimore County Department of Social Services, is a 12-month program that provides services to children birth through 36-months of age. The students have, or may have, developmental disabilities, delays, or special health needs. Staff from Baltimore County Infants and Toddlers meet with and assess every child referred to the program. For each eligible child, an Individualized Family Service Plan (IFSP) is developed to define the services to be provided to meet the needs of the child and the family. Many children receive multiple services including special instruction, related therapies, and health services. A service coordinator is responsible for supporting the family and ensuring that services are provided as they are defined on the IFSP.</td>
<td>• Infants and Toddlers services are provided in “natural environments,” which may include the home, childcare setting, or other community setting such as a library</td>
<td>Staffing guidelines are based on interagency collaboration, with each public agency contributing staffing to address program needs. Current ratio for Infants and Toddlers: 32.5 students 1 teacher</td>
</tr>
<tr>
<td><strong>Child Find (Age 3-Age 21)</strong></td>
<td>Child Find services maintain a system for locating, assessing, and identifying children from age 3 through age 21 who may have a suspected disability and may need special education and related services. Referrals for Child Find services for school age students (Grades K-12) are sent to the BCPS home school for the Child Find process. Referrals for Child Find services for three and four-year-old students are sent to one of the four Child Find Assessment Centers.</td>
<td>Each center includes the following: 1 FTE team leader, 1 FTE SLP, .8 FTE psychologist, .6 FTE nurse, .3 FTE OT, and .3 FTE PT. An audiologist is utilized by the Child Find center when needed.</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
<td>Service Delivery Model</td>
<td>Staff Ratios Proposed for FY09</td>
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<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Inclusive Education (IE) (Preschool – Grade 12) | Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include instruction in home settings or in parentally-placed community preschool, prekindergarten, and licensed childcare settings; instruction in the general education curriculum with modifications; small group resource support (both pullout and pullin); co-teaching; and consultation with general education teachers. | • Community based supports are provided in “natural environments,” such as the home or a childcare setting for students ages 3 and 4 • Inclusion in general education classes for part of or all of the school day with an evolving emphasis on co-teaching and differentiation • Educational services may occur in the general education classroom or students may receive pullout services | Community-based: 20 students 1 teacher  
Inclusion: 12.4* students 1 teacher .5 paraprofessional |

| Early Childhood Learning Support (ECLS) (Age 3 - Age 5) | Students with IEPs in need of early childhood learning support services are those students who demonstrate significant delays that impact their ability to learn in the areas of cognition, communication, social/emotional, motor and adaptive skills. Services offered may include a highly structured learning environment; use of developmentally appropriate practices; specialized instruction as identified by a student’s IEP team; use of multi-sensory lessons; and positive behavioral supports. | • Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student | 9 students 1 teacher 1 paraprofessional |

| Adapted Learning Support (ALS) (Grades 1 - 12) | Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic progress in core academic areas and their ability to make sufficient progress toward IEP goals in spite of significant accommodations and modifications made to the general education curriculum and/or setting. Services offered may include adaptations and modifications to the complexity and amount of the general education curriculum; specialized instructional strategies and materials; adjustments in pacing; reduction in output; and alternative methods for demonstrating skill acquisition. | • Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student | 13 students 1 teacher 1 paraprofessional |

| Behavior and Learning Support (BLS) (Grades 1 - 12) | Students with IEPs in need of behavior and learning support services are those whose complex learning needs impact their ability to be successful in the general education setting in school. Students requiring these services usually have normal intelligence but may not be achieving academically due to emotional and behavioral difficulties. Services offered may include a structured learning environment; behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; and availability of crisis intervention. | • Self-contained classes for the majority of the school day and inclusion in general education classes, as appropriate for the individual student  
• Public, separate day school | Self-Contained: 9 students 1 teacher 1 paraprofessional  
Public, Separate Day School: 7.5 students 1 teacher 1 paraprofessional  
Additional Support: 1 behavior intervention support staff per school |

| Communication and Learning Support (CLS) (Age 3 – Age 21) | Students with IEPs in need of communication and learning support services are those whose complex communication and learning needs result from being diagnosed with Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include a highly structured learning environment; use of visually-based strategies; emphasis on the development of language and social skills; use of sensory processing techniques; and the development of individualized behavioral strategies. | • Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student | 9 students 1 teacher 1 paraprofessional |
### Functional Academic Learning Support (FALS) (Age 3 – Age 21)

Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include instruction in a functional life skills curriculum, including personal management, community, recreation/leisure, career/vocational, and communication/decision making. Students are provided with extensive modification of objectives and learning materials and more time to learn.

<table>
<thead>
<tr>
<th>Service Delivery Model</th>
<th>Staff Ratios Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-contained classes for the majority of the school day and inclusion in general education classes as appropriate for the individual student</td>
<td>Self-Contained: 10 students 1 teacher 1 paraprofessional</td>
</tr>
<tr>
<td>Public, separate day school</td>
<td>Public, Separate Day School: 7.5 students 1 teacher 1 paraprofessional</td>
</tr>
<tr>
<td>College campuses</td>
<td>College Campuses: 10 students 1 teacher 2 paraprofessionals</td>
</tr>
</tbody>
</table>

### Learning Support for Students who are Deaf and Hard of Hearing (DHH) (Age 3 – Age 21)

Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include communication development; speech and language therapy; aural rehabilitation; instructional support; use of ALDs; and specialized accommodations/modifications. Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter. Students with a diagnosed hearing loss may or may not have other disabilities that require additional services.

<table>
<thead>
<tr>
<th>Service Delivery Model</th>
<th>Staff Ratios Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion in general education for part or all of the day</td>
<td>Self-Contained: 9 students 1 teacher 1 paraprofessional</td>
</tr>
<tr>
<td>Itinerant services, resource services</td>
<td></td>
</tr>
<tr>
<td>Self-contained classes</td>
<td></td>
</tr>
</tbody>
</table>

### Related Services and Support Staff

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

Related service staffing allocation recommendations are made collaboratively through the Office of Special Education, Office of Student Support Services, and the Department of Human Resources. Every effort is made to ensure consistency and equity of allocations to schools with similar profiles across the county. All recommendations are reviewed by executive leadership with final approval at the Superintendent’s staff level.

The following workload/caseload factors are considered when determining appropriate allocation of related services and additional support staff:

- The intensity of service and classroom modifications required by IEPs and 504 plans.
- The specific needs of the school and community including the impact of special education programs and inclusive services.
- The impact of preschool and nonpublic enrollment for speech language services.
- The participation in grade level/interdisciplinary/departmental teams, student support teams (SST), instructional support teams (IST), and individualized educational program teams (IEP team), and infants and toddlers transition teams.
- The amount of time a provider is involved with consultation with school staff.
• The assessment needs of the school student population, including report writing and developing collaborative IEPs.
• The number of schools that are serviced by an individual therapist or itinerant teacher; travel time.
• The ongoing maintenance of equipment.
• The amount of time a student is involved in BCPS sponsored after-school activities (for interpreters).
• The number of parents/guardians who are deaf/hard of hearing and request an interpreter for equal access under the Americans with Disabilities Act (ADA).

<table>
<thead>
<tr>
<th>Related Services</th>
<th>Description</th>
<th>Number of Service Providers Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Physical Education (APE)</td>
<td>Adapted Physical Education is a comprehensive program for students with disabilities who may not safely or successfully participate in the activities of the general physical education program without adaptations. The APE consultation program assists physical education teachers in assessing, planning, implementing, and evaluating quality physical education instructional programs. The APE consultation team serves all schools on an as-needed basis and spends additional time providing professional development to teachers and educational workshops to parents.</td>
<td>3.6 FTE</td>
</tr>
<tr>
<td>Assistive Technology (AT)</td>
<td>Assistive technology are services available for students identified through the IEP/IFSP team process as requiring additional support for accessing their educational program. The Assistive Technology program is a countywide, interdisciplinary team comprised of a special educator, an occupational therapist, and speech language pathologists. The AT staff complete the evaluation of specific technology needs and provide training to students, staff, and parents.</td>
<td>4.6 FTE</td>
</tr>
<tr>
<td>Audiology (Aud)</td>
<td>Audiology services in BCPS are provided in the clinical and educational setting, and consist of complete hearing screenings and assessments. Audiology services also include the recommendation, distribution, and monitoring of Assistive Listening Devices (ALD), such as FM systems and sounds field systems for the classrooms. As a member of the IEP team, an audiologist may also recommend acoustical modifications and accommodations within the classroom. Support services are provided to students, staff, and parents regarding hearing loss, hearing status, and equipment. Diagnostic services for infants and toddlers (birth to 3 years) are provided by the Baltimore County Department of Health (BCDH). Upon identification of a hearing loss, BCDH will contact a BCPS audiologist. BCPS and BCDH audiologists will develop intervention strategies related to the hearing loss.</td>
<td>4.0 FTE</td>
</tr>
<tr>
<td>Description</td>
<td>Number of Service Providers Proposed for FY09</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Interpreting/transliterating Services (Int)</td>
<td>13.5 FTE</td>
<td></td>
</tr>
<tr>
<td>Interpreting/transliterating services are provided for students and parents who are deaf and hard of hearing. Interpreting/transliterating services for students include sign language interpreters, oral interpreters, and cued speech transliterators, based on an IEP team recommendation. Interpreting services are provided to students during the instructional day, for extracurricular activities, as well as for parents and teachers who are deaf and hard of hearing at education-related activities and events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Coach Services (JC)</td>
<td>2.0 FTE</td>
<td></td>
</tr>
<tr>
<td>Job coach services are provided to students who need support in employment situations, and are a part of transition services. Job coach interventions provide one-on-one or small group support and training to students and business staff. The increased supervision assists the student in developing appropriate work behavior and interpersonal communication skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>49.7 FTE</td>
<td></td>
</tr>
<tr>
<td>The goal of occupational therapy services is to enable students with disabilities to be functional participants in their educational environment. Occupational therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) helping school teams devise strategies and adaptive aids in order to improve school performance and to include students with disabilities in school activities; 2) helping teachers understand the sensorimotor aspects of school activities such as writing, eating, and handling materials, in order to address problems in those areas; and 3) developing activities to improve fine motor control, to improve oral motor control for feeding, or to promote sensorimotor development (body awareness, postural control, eye-hand coordination).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy (PT)</td>
<td>20.3 FTE</td>
<td></td>
</tr>
<tr>
<td>The goal of physical therapy services is to enable students with disabilities to achieve functional independence in the school environment. Physical therapy services are provided directly and/or indirectly to students as indicated in their IEP. These services to students, school teams, and families may include: 1) recommending strategies, modifications, and adaptive aids in order to improve school performance, and to include disabled students in school activities; and 2) activities to improve large muscle control and balance, to promote sensorimotor development (body awareness, postural control), and/or to promote independence in functional mobility skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Language Services (SL)</td>
<td>168.1 FTE</td>
<td></td>
</tr>
<tr>
<td>The purpose of the speech and language program in BCPS is to provide services to students who have significant communication problems that affect their ability to access the curriculum. The program promotes success in the classroom, early literacy, social interaction, and learning. Speech language pathologists (SLPs) are assigned to all schools in the county based upon individual student needs. Speech language pathologists use a continuum of service delivery models including consultation, individual, small group, and classroom collaboration as determined by the students’ IEPs.</td>
<td></td>
<td></td>
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<tr>
<td>Description</td>
<td>Number of Service Providers Proposed for FY09</td>
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<td></td>
</tr>
<tr>
<td>Transition (Trans)</td>
<td>Transition services are designed to assist students with disabilities to move from public school into post-school activities such as training, college, employment, independent living. During transition planning, the team identifies the need for transition goals in the areas of employment, social/emotional, daily living/health, recreation/leisure, community access, mobility, and communication. Transition services must be addressed in the student’s IEP when a student reaches 14 years of age in BCPS. The transition facilitator assists the team in determining appropriate transition services and providing information for anticipated services and support services beyond the school system. The student must also be involved in the decision making process.</td>
<td>13.0 FTE</td>
</tr>
<tr>
<td>Vision (Vis)</td>
<td>Students who are blind or who have vision impairments are, for the most part, fully included. Exceptions are those students with multiple disabilities receiving services in special schools. Itinerant vision services are provided to students attending comprehensive schools and special schools by certified teachers of the visually impaired. Orientation and mobility specialists provide services, which assess the student’s ability to move independently and efficiently in the school and community and provide instruction as stated in the IEP. Primarily, itinerant teachers of the visually impaired teach specific skills, e.g., Braille, so that the students can participate in the general education curriculum with modifications and accommodations, including technologies that are identified in students’ IEPs.</td>
<td>6.0 FTE</td>
</tr>
</tbody>
</table>

**Student Support Services (systemwide positions)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Service Providers Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Intervention</td>
<td>Behavior intervention support (BIS) services are allocated for students in need of social, emotional, or behavioral support. BIS teachers provide services, which assist schools in creating a quality support program that employs positive behavior intervention practices that are proactive instead of reactive. As part of the school team, behavior intervention support teachers participate in the development and implementation of individual, classroom, and schoolwide positive behavior support programs in an effort to maximize student success.</td>
</tr>
<tr>
<td>School Counselor Services</td>
<td>School counselors provide a needs-based developmental counseling program for all students. This program of services includes individual counseling, group counseling, classroom guidance, consultation with all staff and community members, and coordination of schoolwide programs. Special education students are to receive the same services as all students and are involved in counseling groups, individual counseling, and classroom guidance activities as part of the school counseling program. School counselors often provide consultation services to students with IEPs in order to supplement the services provided by other staff. Consultation with teachers, parents, and other service providers allows school counselors to assist teachers and parents with meeting the social-emotional and instructional needs of students. School counselors work with student support service teams, IEP teams, and teacher teams in a consultative role.</td>
</tr>
</tbody>
</table>
### Description

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Description</th>
<th>Number of Service Providers Proposed for FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Nurse Services</strong></td>
<td>School nurses provide comprehensive school health services for all students. Included in school health services are medication administration and the performance of medical interventions that students need during the school day. School nurses are a resource for the IEP team in assessing students’ health status and strategizing how to accommodate students’ health needs in school. School nurses are instrumental in coordinating services for students in school by collaborating with outside agencies and health care providers. School nurses serve as case managers for students with IEPs and are responsible for writing health goals when indicated.</td>
<td>176.6 FTE</td>
</tr>
<tr>
<td><strong>School Psychologist Services</strong></td>
<td>School psychologists provide 12-month consultation, assessment, and intervention services to students, parents/guardians, and school staff to support student achievement and school environments that are safe and conducive to learning. As members of the IEP team, school psychologists: 1) review response to intervention assessments/data for students suspected of having an educational disability; 2) conduct Functional Behavioral Assessments and develop Behavior Intervention Plans for behaviors significantly interfering with learning; 3) review/conduct psychological assessments of cognitive, behavioral, social/emotional, adaptive and academic functioning; 4) determine educational disabilities, write IEP goals/objectives, and develop IEPs; 5) provide therapeutic counseling on a consultative, group, or individual basis to support attainment of academic goals/objectives; and 6) provide staff development to improve learning and behavior within inclusive school environments.</td>
<td>84.6 FTE</td>
</tr>
<tr>
<td><strong>School Social Work Services</strong></td>
<td>School social workers provide consultative, individual, and group therapeutic counseling services for special education students with counseling or social work services indicated on their IEPs. School social workers provide psychosocial assessments to the IEP team to assist in determining social emotional needs of students and the impact of the social emotional needs on academic functioning.</td>
<td>44.2 FTE</td>
</tr>
</tbody>
</table>

### Special Area Staffing and Nurses for Public, Separate Day Schools

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

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

### Role of the Personal Assistant

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

**Role of the General Education Service Providers**

The majority of students with disabilities spend all or part of their day being taught by general educators. Professional and paraprofessional staff from a variety of domains (general education, special education, related services, etc.) implements the IEP. All general educators who have students with disabilities in their classrooms are made aware of students’ needs by participating in the IEP team process, as well as receiving individual copies of a “Snapshot IEP” (a summary of the IEP). General education teachers provide FAPE through co-teaching delivery models and the use of modifications and/or accommodations that are outlined on individual student IEPs. For the 2008-2009 school year, a total of 6,069.2 general education teachers are proposed in the FY09 budget to support the provision of FAPE. In addition, general education teachers:

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

**Role of Building Administrators**

Building administrators are responsible for providing the necessary leadership, coordination, and support to teaching staff, both general and special education teachers, ensuring that students in each school are provided with FAPE. For the 2008-2009 school year, a total of 437.5 FTE administrators are proposed in the FY09 budget to support the provision of FAPE.

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

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

The Office of Special Education in collaboration with the Special Education Citizens’ Advisory Committee (SECAC) conducted two special education community forum meetings in September 2007 and April 2008 to gather public input/comment to refine/revise the staffing plan. The community forums were publicized in a variety of ways to solicit a representative sample of stakeholders. These included individual family US mailings, posted flyers, advertisements on the BCPS Web site, and in the Hand-In-Hand publication, and a public release announcement. Representatives from the board of education, area office administrators, curriculum office personnel, Special Education Citizens’ Advisory Committee members, Office of Special Education personnel, principals and parents/family members attended. Information received from the community forums, email, telephone, and US mail were reviewed and used by the Staffing Plan Workgroup Committee during the development of the 2008-2009 staffing plan (see Appendix B for items pertaining to the September 2007 meeting; see Appendix C for items pertaining to the April 2008 meeting). A summary of the comments from the various community forums includes:

Commendations:
• Quality of school-based service delivery.
• Commitment to students with disabilities and special needs.

Recommendations:

Instruction & Service:
• Continue to provide a systemic approach for creating inclusive education.
• Increase availability of special education programs/services in the home school.
• Offer full-day programs for the youngest students with autism.
• Concern for appropriate number of hours of service recommended for related services (speech language, OT, PT).
• Concern regarding Mod-MSA/Mod-HSA and MSA/HSA assessment tools and availability.

Professional Development:
• Provide additional professional development to all staff supporting students with disabilities on such topics as best practices for inclusive education, positive behavior strategies, and disability awareness (including professional development for personal assistants).

Staffing:
• Decrease the suggested staffing ratio of 9 students to 1 teacher for cluster communication and learning support classes.
• Decrease the suggested staffing ratio of 7.5 students to 1 teacher in special schools.
• Provide a lower staffing ratio to support inclusive educational practices (co-teaching).
• Investigate alternative staffing patterns for schools and classes (e.g., 1 teacher, 2 paraprofessionals vs. 1 teacher, 1 paraprofessional, 2 or more personal assistants).
• Decrease staffing ratio for students in the Infants and Toddlers Program.
**Personal Assistants:**
- Increase rate of pay and/or incentives (tuition for community college educational coursework, tuition for education degrees).
- Examine extending benefits to personal assistants.
- Examine systemic resources to recruit and retain personal assistants.
- Examine systemic resources to plan for effective training and professional development of personal assistants.

**Staffing Plan Process – Timeline**

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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – September  2007</td>
<td>Staffing plan workgroup reviews current Special Education Staffing Plan for 2007-2008</td>
</tr>
<tr>
<td></td>
<td>- August 23, 2007, work session</td>
</tr>
<tr>
<td></td>
<td>- September 6, 2007, work session</td>
</tr>
<tr>
<td>September 24, 2007</td>
<td>Public input sessions held to review current Special Education Staffing Plan for 2007-2008 at 5 locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Ridge-Ruxton School (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area)</td>
</tr>
<tr>
<td></td>
<td>- October 3, 2007, work session</td>
</tr>
<tr>
<td></td>
<td>- November 15, 2007, work session</td>
</tr>
<tr>
<td></td>
<td>- December 6, 2007, work session</td>
</tr>
<tr>
<td></td>
<td>- January 10, 2008, work session</td>
</tr>
<tr>
<td>March 2008</td>
<td>Proposed Special Education Staffing Plan for 2008-2009 submitted to area assistant superintendents and executive leadership</td>
</tr>
<tr>
<td>April 1 – June 1, 2008</td>
<td>Proposed Special Education Staffing Plan for 2008-2009 is adjusted, if necessary, in response to County Executive and County Council budget determinations</td>
</tr>
<tr>
<td>April 14, 2008</td>
<td>Proposed Special Education Staffing Plan for 2008-2009 presented to Special Education Citizens’ Advisory Committee</td>
</tr>
<tr>
<td>April 23, 2008</td>
<td>Proposed Special Education Staffing Plan for 2008-2009 submitted as an exhibit item for May 6, 2008, Board Meeting</td>
</tr>
<tr>
<td>April 28, 2008</td>
<td>Public input sessions held to review proposed Special Education Staffing Plan for 2008-2009 at 5 locations: Dogwood ES (SW Area), Church Lane ES, (NW Area), Ridge-Ruxton School (CN Area), Joppa View ES (NE Area), and Charlesmont ES (SE Area)</td>
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<tr>
<td>May 6, May 20, and June 10, 2008</td>
<td>Board of Education provides three readings for approval of the Special Education Staffing Plan for 2008-2009 (includes public comment opportunity)</td>
</tr>
<tr>
<td>July 1, 2008</td>
<td>Due date by which BCPS must have an approved Special Education Staffing Plan for 2008-2009</td>
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</table>
**Professional Development**

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

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

The OSE will collaborate with the content offices to address the needs of identified audiences. These audiences include both general and special educators, as well as support personnel (e.g. paraeducators, service providers, cafeteria workers, bus drivers, and attendants). The professional development plan should also consider the roles of school leaders who will supervise the implementation of instruction and appropriate accommodations. Professional development will model the use of resources for differentiation of core, supplemental, and intervention programs. A key element in the provision of FAPE for students with disabilities is the availability of trained personnel to implement each student’s IEP. Collaborating with stakeholders will allow opportunities to provide professional development that enhances the use of instructional adaptations and accommodations to support the home school connection.

Countywide professional development provides opportunities for school personnel, including all general educators, special educators, administrators, related service providers, parents, and paraprofessionals, to learn the skills necessary to meet the diverse needs of students with disabilities (see Appendix D).

**VII. Evaluation**

A staffing plan committee was established to evaluate the *Special Education Staffing Plan for 2007-2008* and to draft the *Special Education Staffing Plan for 2008-2009*. Representatives serving on this committee included parents, school-based administrators, related services personnel, as well as staff from the Offices of Student Support Services, Law, Special Education, and the Department of Humanities (see Appendix E).

In order to determine the effectiveness of the *Special Education Staffing Plan for 2007-2008* during the 2007-2008 school year, the plan was monitored continuously. The goal is to serve most students with IEPs in their home school, in the least restrictive environment (LRE) while increasing student achievement. The chart below indicates a steady increase in the percentage of students instructed in LRE A (inside general education 80% or more of the school day) for the last four years.
Percent of Special Education Students (6 through 21) by LRE (includes students receiving only speech/language services)

<table>
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<th>LRE Environment (See Appendix F for definitions)</th>
<th>October 2004</th>
<th>October 2005</th>
<th>October 2006</th>
<th>October 2007</th>
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<tr>
<td>A Inside gen ed 80% or more</td>
<td>58.1%</td>
<td>62.3%</td>
<td>64.5%</td>
<td>63.6%</td>
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<tr>
<td>B Inside gen ed 40 -79%</td>
<td>8.8%</td>
<td>9.0%</td>
<td>9.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>C Inside gen ed &lt; 40%</td>
<td>24.9%</td>
<td>20.0%</td>
<td>18.3%</td>
<td>16.1%</td>
</tr>
<tr>
<td>F Public separate day school</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>G, I Nonpublic Placements (G - Private separate day school, I - Private residential)</td>
<td>4.0%</td>
<td>4.6%</td>
<td>4.0%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Data source: Office of Student Data, October Child Count

Figure 1: Special Education Students by Least Restrictive Environment (LRE), Ages 6 -21 2004-2007

As depicted in Figure 1, the LRE data demonstrates the following patterns from October 2004 to October 2007:

- The number of students receiving service inside general education settings 80% or more of the school day (LRE A) has increased by 5.5 percentage points.
- The number of students receiving service inside general education settings between 40% and 79% of the school day (LRE B) has increased by 1.2 percentage points.
- The number of students receiving service inside general education settings less than 40% of the school day (LRE C) has decreased by 8.8 percentage points.
• The number of students receiving service in public separate day schools (LRE F) has decreased by 0.6 percentage points.
• The number of students receiving service in nonpublic settings [private separate day schools (LRE G) and private residential (LRE I)] has increased by 0.4 percentage points.

Additionally, as part of the evaluation process, *Maryland School Assessment* (MSA) and *Alternate Maryland School Assessment* (Alt-MSA) performance data for elementary and middle schools and *High School Assessment* (HSA) results were reviewed. The *Individuals with Disabilities Education Act* (IDEA) of 1997 clarified that all students with disabilities are to have access to instruction focused on the same skills and knowledge as all other students, and that their achievement is to be measured with the same district and statewide assessment programs as used for all students (and adding an alternate assessment for those students unable to participate in the general assessment) as specified under *No Child Left Behind*. The key to addressing student achievement is to maintain the same high expectations for students with disabilities as those held for all students. Students with disabilities must have access to a rigorous curriculum; highly qualified teachers; and an array of strategies and interventions that will improve learning.

An analysis of general education and special education student performance data indicates a trend of continuous improvement at the elementary and middle school levels (see graphs below).

**Figure 2:** Elementary School MSA and Alt-MSA Reading Percent Proficient and Advanced

**Figure 3:** Elementary School MSA and Alt-MSA Math Percent Proficient and Advanced

*Data source: Department of Research, Accountability, and Assessment; Cognos*

**Elementary School Achievement Results**

In the area of reading, Figure 2 shows a 29.0 percentage point increase in the percentage of students with disabilities scoring proficient and advanced from 36.9% in 2002-2003 to 65.9% in 2006-2007. The reading achievement gap between general education and special education student groups has decreased from 34.5 percentage points to 20.2 percentage points during the same time period, a 14.3 percentage point decrease. Likewise, in the area of mathematics, Figure 3 shows an increase from 35.2% proficient and advanced in the special education subgroup from 2002-2003 to 63.9% proficient in 2006-2007, a 28.7 percentage point increase. During this same span, the math achievement gap between students receiving special education services and general education students decreased by 5.5 percentage points.
The increased student achievement in elementary schools demonstrates a significant level of improvement for students with disabilities. From 2002-2003 to 2006-2007, the rate of improvement for students receiving special education services has been greater than that of their non-disabled peers.

Figure 4: Middle School MSA and Alt-MSA Reading Percent Proficient and Advanced

Figure 5: Middle School MSA and Alt-MSA Math Percent Proficient and Advanced

Data source: Department of Research, Accountability, and Assessment; Cognos

Middle School Achievement Results

In the area of reading, Figure 4 shows an increase in the special education subgroup in the percentage scoring proficient and advanced from 21.3% in 2002-2003 to 35.7% in 2006-2007, a 14.4 percentage point increase. The reading achievement gap between general education and special education student groups has decreased by 4.8 percentage points, from 44.8 percentage points to 40.0 percentage points during the same time period. Similarly, in the area of mathematics, Figure 5 shows an increase in the special education subgroup from 9.8% scoring proficient and advanced in 2002-2003 to 30.1% scoring proficient and advanced in 2006-07, a 20.3 percentage point increase. During this same span, the math achievement gap between students receiving special education services and general education students decreased by 0.8 percentage points.

While increases in student achievement are positive, an increased rate of improvement is needed to ensure 100% of students will be scoring in the proficient or advanced range by 2014.
Another component of the monitoring process evaluates high school achievement, including the comparison of special education students to general education students in meeting the high school assessment graduation requirements (see Figure 6) and student performance disaggregated by content (see Figure 7).

Figure 6:

<table>
<thead>
<tr>
<th>Percent of Class</th>
<th>Met Overall Grad Req</th>
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<tbody>
<tr>
<td>Special Education</td>
<td>24.5%</td>
</tr>
<tr>
<td>Non Special Education</td>
<td>71.3%</td>
</tr>
</tbody>
</table>

Data source: Department of Research, Accountability, and Assessment; Cognos

High School Achievement Results

The results in Figure 6 represent the graduating class of 2009 at the end of Grade 10. At the end of 2006-2007 school year, the first year that the data was reported by the percentage of students meeting the High School Assessment (HSA) graduation requirements, the special education subgroup had 24.5% meeting the HSA graduation requirements as compared to 71.3% for general education students.

The graduating class of 2009 will be the first class of students that are required to take and pass all four HSAs to earn a diploma, including the Modified HSA requirements. For students unable to pass the individually administered assessments, alternate paths are available including the Combined Score Option and/or the Bridge Plan for Academic Validation.
High School Achievement Results

The results in Figure 7 represent the diploma bound students in the graduating class of 2009 at the end of Grade 10. At the end of 2006-2007 school year, 77.0% of the general education students and 32.6% of the students receiving special education services had passed the Algebra/Data Analysis HSA. In the area of biology, 73.9% of the general education students and 30.2% of the students receiving special education services had passed the Biology HSA. In English, 71.6% of the general education students and 21.5% of the students receiving special education services had passed the English HSA. In Government, 82.3% of the general education students and 41.0% of the students receiving special education services had passed the Government HSA.

To ensure that all students meet the high school assessment graduation requirements by the end of the 2008-2009 school year, the quality and intensity of the instructional program will need to be reevaluated.

Staffing Results

Staffing allocations made during the spring of 2007 were reviewed during the school year. In accordance with the Process for Resolving Staffing Concerns, 27.9 additional teachers and 18.7 paraprofessional positions were allocated to schools throughout the year, as needed, to maintain appropriate ratios and to ensure the provision of FAPE.
The Department of Human Resources reported, at the outset of the 2007-2008, one vacancy for a special education teacher. By April 2008, the number of reported vacancies was 1.5 FTE due to resignations, retirements, illnesses, and additional staffing allocations at the elementary level. No vacancies were reported at the middle and high school level. Of the 1.5 FTE vacancies, 1.0 FTE is for the provision of special education services in a self-contained class; these professional positions require highly qualified status as well as special education certification. These vacancies are filled by long-term substitutes until qualified candidates are located and hired. Special education has been identified as a critical shortage area by the Maryland State Board of Education (MSDE). No students were moved to other classrooms or other schools because of the unavailability of staff.

Challenges continue for Baltimore County Public Schools in securing occupational therapists, physical therapists, and speech-language pathologists. There is a critical shortage of these related service providers throughout the nation. As of April 2008, there are 18.0 FTE vacancies for related services (10.8 FTE for speech/language; 7.0 FTE for occupational therapy; 0.2 FTE for physical therapy). These vacancies are covered by agency personnel through contracted services.

As of April 2008, no appointments or reallocations of instructional staff have been made as a result of complaints or hearing decisions.

**Evaluation Outcomes**

Sufficient time is included during the preparation of the staffing plan for 2008-2009 school year to provide educators and related service providers the ability to consult with each other and families about staffing needs. Based on information received from the community forums, monitoring of current staffing allocations and school feedback, the staffing plan committee discussed themes for consideration with a focus to improve achievement for students with disabilities in the least restrictive environment. Topics included:

- Expanding the provision of services and analyzing the current staffing for children in the infants and toddlers program.
- Increasing the availability of inclusive service options for the early childhood population.
- Providing early intervention services to young children (Preschool through Grade 2).
- Expanding the provision of services and analyzing the current staffing guidelines for students on the autism spectrum.
- Reducing the number of students with disabilities receiving special education services in the regular education setting less than 40% of the school day.
- Increasing the number of home school programs for students receiving adapted learning support services at the middle school level.
- Improving support to schools with behavioral and learning support services.
- Increasing the recruitment and the retention of personal assistants.
- Improving the quality and effectiveness of instructional models in self-contained classes.
- Increasing the capacity of a schoolhouse to implement co-teaching models and differentiated instruction.
- Intensifying and targeting professional development for special education and general education teachers in best practices for inclusive education and improving the achievement of students with disabilities.
In response to the identified needs and the commitment of BCPS to close the achievement gap for students with disabilities while receiving services in the least restrictive environment, the following supports and initiatives are recommended for the 2008-2009 school year:

**Services/Staffing**
- Expanding inclusive opportunities for three-year olds with IEPs by redirecting current self-contained models to include typically-developing peers.
- Continuing to support early childhood inclusion by providing differentiated, small group instruction to students with disabilities, as well as students who are at risk for future academic difficulties.
- Increasing the number of home school adapted learning support programs to complete the countywide roll-out for all middle school students to receive adapted learning support services in the least restrictive environment in their home school.
- Expanding the use of resource room support in home schools, rather than more restrictive placements in self-contained service models to support students with disabilities.
- Relocating cluster classes to support consistency of instruction and a continuum of special education services in one schoolhouse.
- Transferring 54.0 special education teacher FTEs and 11.0 paraprofessional FTEs from Third Party Billing funding to the operating budget.
- Collapsing 14 cluster classes in comprehensive schools and 5 cluster classes in public separate day schools.
- Increasing the salary for personal assistants.
- Continuing to monitor and evaluate best practices for the allocation of staffing.

**Curriculum and Instruction**
- Collaborating with the Office of Early Childhood to develop, implement, and provide site-based support to countywide early childhood learning support service delivery and instructional models.
- Supporting the implementation of the three tier elementary reading model, which allows for data driven small group targeted instruction for all students.
- Partnering with the Office of Mathematics PreK-12 to develop mathematics intervention models using tiered, differentiated instruction for the PreK–12 continuum.
- Developing, implementing, and providing site-based support to countywide adapted learning support service delivery and instructional models.
- Continuing to work collaboratively with general education support staff in the areas of English/language arts, math, social studies, and science to improve achievement for diploma-bound students with disabilities.
- Developing, implementing, and providing site-based support to middle and high schools regarding effective co-teaching models and co-planning practices.
- Building instructional capacity for secondary special education department chairs, including a series of ongoing professional development workshops.
- Participating in the Curriculum Development Work Group as assigned by the chief academic officer to ensure differentiation within curricula.
Evaluation
- Collaborating with the Office of Research, Accountability, and Assessment to evaluate the effectiveness of implemented programs.
- Collaborating with the Office of Research, Accountability, and Assessment to analyze systemic, school, and student performance data (See Appendix G).
- Participating in the Assessment, Monitoring, and Evaluation Work Group as assigned by the chief academic officer.

Professional Development
- Collaborating with the Office of Professional Development to conduct and support countywide and school-based professional development workshops for administrators, teachers, and support personnel to support the achievement of all students.
- Providing ongoing professional development in collecting and analyzing data to drive instruction and regroup students as needed.
- Supporting the implementation of the Articulated Instruction Module (AIM), an alignment and articulation tool that documents, as well as enhances, communication related to student academic progress for students, parents, educators, and support staff.
- Providing ongoing professional development to Behavior and Learning Support (BLS) services through summer BLS Academy.
- Conducting and supporting countywide professional development to high school department chairs in collaboration with the Offices of Science and Social Studies to expand the use of Kurzweil software program in instruction.
- Collaborating with Towson University to develop the course, Differentiated Instruction and Meaningful Application, for administrators and teachers.
- Participating in the Professional Development Work Group as assigned by the chief academic officer.

The staffing plan committee will monitor the Special Education Staffing Plan for 2008-2009 throughout the school year to gather information for future recommendations.
List of Appendices

Appendix A - Special Education Staffing

Appendix B - Fall Special Education Community Forums

Appendix C - Spring Special Education Community Forums

Appendix D - Countywide Professional Development

Appendix E - Special Education Staffing Plan Committee

Appendix F - Glossary of Terms

Appendix G - Additional Student Performance Data
### Special Education Staffing

#### School Based Teachers

<table>
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<tr>
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<tbody>
<tr>
<td>Communication and Learning Support</td>
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#### Instructional Assistants

| Instructional Assistants                          | 624.5 | 635.5 |

#### Total Instructional and Support

| Total Instructional and Support                        | 10,231 | 1,593.1 | 9,981 | 1,633.2 |

#### School Based Administration

| Principal - Special Education                       | 4.0 | 4.0 |
| Assistant Principals - Special Education            | 4.0 | 4.0 |
| School Based Clericals - Special Education          | 9.1 | 9.1 |

#### Total Administrative

| Total Administrative | 17.1 | 17.1 |

#### Total Positions - Special Education

| Total Positions - Special Education | 1,610.2 | 1,650.3 |

1. College community outreach programs exist at 5 college sites and are staffed by site at a maximum ratio of 9 to 1.
2. Preschool is staffed at a ratio of 9 to 1 for full-day and 18 to 1 for half-day.

#### Centralized Support Teachers³

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<td>3.0</td>
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<tr>
<td>School Support Resource Teachers</td>
<td>3.0</td>
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<tr>
<td>Child Find Resource Teachers</td>
<td>1.0</td>
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<td>1.0</td>
</tr>
</tbody>
</table>

#### Total Centralized Support Teachers

| Total Centralized Support Teachers                     | 47.6 | 47.6 |

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<tbody>
<tr>
<td>Non-Public Placement</td>
<td>478</td>
<td></td>
<td>531</td>
<td></td>
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<tr>
<td>Speech Language Only</td>
<td>2,990</td>
<td></td>
<td>2,870</td>
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</tr>
</tbody>
</table>

#### Total Child Count

| Total Child Count                                    | 13,699 | 13,382 |

3. Centralized support teachers are funded by the Office of Special Education. See page 157.
4. Infants and Toddlers are not counted in the total; MSDE counts these children separately.

Data Source: BCPS, Proposed Operating Budget Fiscal Year 2009
YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, September 24, 2007  7:00 p.m. to 8:00 p.m

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the approved Baltimore County Public Schools' (BCPS) Staffing Plan for 2007-2008. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-09. These community sessions will also provide an opportunity for parent input on other issues regarding Special Education.

What is the Baltimore County Public Schools Staffing Plan?

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

Where are the community sessions being held?

• Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.
• Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.
• Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.
• Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.
• Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204.

Why is community input needed?

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

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

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

To preview the 2007-08 “BCPS Special Education Staffing Plan,” visit:
www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML
For more information contact the Office of Special Education, 410-887-3660.
SPECIAL EDUCATION COMMUNITY FORUM MEETINGS

Five community forums have been scheduled to gather public input regarding the approved Baltimore County Public Schools’ (BCPS) Special Education Staffing Plan for 2007-2008. All forums will be held on Monday, September 24, 2007, from 7:00 p.m. to 8:00 p.m. in each geographic area of BCPS, as listed below. The input gathered through these forums will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-2009. These meetings will also serve as a forum for parents to share input on other special education topics. All principals are asked to publicize these meetings in school newsletters, to distribute the attached flyer to students at their earliest convenience, and to post the flyer in their buildings.

These special education community forums will be held:
Monday, September 24, 2007, from 7:00 p.m. to 8:00 p.m. at these locations:
* Charlesmont Elementary, 7800 W. Collingham Dr., Baltimore, MD 21222
* Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133
* Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
* Joppa View Elementary, 8727 Honeygo Blvd., Baltimore, MD 21128
* Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204

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

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

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

Date Submitted: _________________
Time Submitted: _________________
Parents and Educators Working Together
A joint publication of the Special Education Citizens’ Advisory Committee (SECAC) and the Baltimore County Public Schools, Office of Special Education

Its purpose is to provide families and staff with information related to children with disabilities.

You’re Invited!

The Office of Special Education and the Special Education Citizens’ Advisory Committee (SECAC) are asking for your input on the approved BCPS Staffing Plan for 2007-08. This input will be used to refine/revise the current staffing plan in preparation for drafting the BCPS Special Education Staffing Plan for 2008-09. These community sessions will also provide an opportunity for parent input on other issues regarding special education.

Meetings will take place on Monday, September 24, 2007, from 7:00 to 8:00 PM at these locations:

* Ridge Ruxton, 6916 Charles Street, Towson, MD 21204
* Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128
* Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244
* Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133
* Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222

Community members who are not able to attend may provide written comment through February by sending an email to: staffingplan@bcps.org or by writing to the BCPS Office of Special Education at 6901 Charles Street, Towson, MD 21204.

If you want to know more about special education programs and staffing, you can find it in the staffing plan for Special Education. The plan documents the information and procedures used by BCPS to recommend the number and types of service providers needed to ensure the provision of FAPE (Free, Appropriate, Public Education).

To preview the 2007-08 "BCPS Special Education Staffing Plan", visit: WWW.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML

SECAC Sets Agenda for the New School Year!
Don’t miss the first meeting!

The Baltimore County Special Education Citizens’ Advisory Committee will have its first meeting of the 2007-2008 school year; Monday, September 10th at the ESS Building at 7PM. Our presenters will be Dr. Sonia Diaz, Chief Academic Officer for BCPS, and Ms. Patricia Lawton, BCPS Director of Special Education. Dr. Diaz joined our school system last year and Ms. Lawton has been an educator with BCPS and was appointed the Director of Special Education, beginning July 1, 2007.
Hand-In-Hand

Advocating for Continuous Improvement

The Special Education Community Forum was held on September 24, 2007. Parents, educators, caregivers, special educators, administrators, school board members, assistant superintendents, and concerned citizens spent an evening together examining ways to improve the educational programs for students with disabilities. Meetings were held in all five regions of the county. This event is part of the process for developing an annual staffing plan for students receiving special education services in Baltimore County Public Schools. Special education staff collected a variety of thoughts and opinions about the public’s perspective on special education programs for the children in our county.

Commendations: Participants expressed satisfaction with the quality of special education instructional services, and acknowledged BCPS’ commitment to students with disabilities.

Recommendations: Participants provided testimony for the following areas of need: professional development, staffing, personal assistants, instruction and services and transportation.

Professional development was suggested in the following areas: best practices for inclusive education; assistive technology; social skills training, and bullying prevention. It was suggested that training be provided on those topics to not only general and special educators, but other service providers as well, such as para-professionals, additional adult assistants, bus drivers and attendants. Participants felt that the special area teachers, including art, physical education and music should also be involved in the training. A need for parent development in the area of IEP process and special education services was expressed.

There were numerous requests to increase special education staffing in order to decrease the current student/teacher ratio in the program areas of inclusive education, autism, infants and toddlers, and special schools. It was felt that the current ratios are not meeting the needs of the students in these programs.

Many participants expressed appreciation for the increase in the rate of pay for personal assistants, but felt that it is still not adequate enough for the job that is required. All agreed that the rate of compensation for this group needs to be increased.

In the areas of instruction and services, concerns for the appropriate number of hours of service for related services, such as speech/language, OT, PT were expressed. Other topics included were availability of the Mod-MSA assessment tool for qualifying students and the need for a full-day program for the youngest students with autism.

Some participants felt that school buses are overcrowded and that the bus ride is too long for students with disabilities.

The next Special Education Community Forum is scheduled for April 28, 2008.

Postcard invitations will be sent in the spring to all families of students with IEPs.

(Revised date as of 1/10/08)
YOU ARE INVITED TO ATTEND THE UPCOMING

SPECIAL EDUCATION COMMUNITY FORUM

Monday, April 28, 2008  7:00 p.m. to 8:00 p.m

The Office of Special Education and the Special Education Citizens' Advisory Committee (SECAC) are asking for your input on the proposed Baltimore County Public Schools' Staffing Plan for 2008-2009. These community sessions also provide an opportunity for parent input on other issues regarding Special Education.

What is the Baltimore County Public Schools Staffing Plan?

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

Where are the community sessions being held?

• Charlesmont Elementary, 7800 W. Collingham Drive, Baltimore, MD 21222.
• Church Lane Elementary, 3820 Fernside Road, Randallstown, MD 21133.
• Dogwood Elementary, 7215 Dogwood Road, Baltimore, MD 21244.
• Joppa View Elementary, 8727 Honeygo Blvd, Perry Hall, MD 21128.
• Ridge Ruxton School, 6916 Charles Street, Towson, MD 21204.

Why is community input needed?

• To provide comments/recommendations for changes to the draft of the 2008-09 BCPS Special Education Staffing Plan.
• To give parents an opportunity to express opinions about the delivery of special education services in BCPS.

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

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

To preview the 2008-09 “BCPS Special Education Staffing Plan,” visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML after 4/17/08

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

- Provide comments and recommendations for changes to the draft 2008-2009 “BCPS Special Education Staffing Plan”
- Express opinions and discuss issues regarding special education services provided by Baltimore County Public Schools

If you are unable to attend but have information you would like to share, please send an e-mail to: STAFFINGPLAN@BCPS.ORG
or write to us: Baltimore County Public Schools Staffing Plan Office of Special Education 6901 Charles Street Towson, MD 21204-3711

The draft of the proposed 2008-09 “BCPS Special Education Staffing plan” will be available on April 17, 2008. Visit: www.BCPS.ORG/OFFICES/SPECIAL_ED/STAFFING_PLAN.HTML
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<tr>
<th>Sponsoring Department/Office</th>
<th>Title</th>
<th>Description</th>
<th>Audience</th>
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<tbody>
<tr>
<td>Special Education</td>
<td>Special Education New Teacher Orientation</td>
<td>This all day training session provided participants with information regarding compliance and instruction for students with special needs. Topics included: case management, collaboration/co-teaching, behavior management, and the IEP team process.</td>
<td>Special educators and related service providers new to Baltimore County</td>
</tr>
<tr>
<td>Special Education</td>
<td>New IEP Team Chair Training - August 2007</td>
<td>These trainings provided new IEP team chairs with the skills necessary to facilitate the IEP team process, including the completion of all required documentation.</td>
<td>New IEP team chairs</td>
</tr>
<tr>
<td>Special Education</td>
<td>Countywide IEP Team Chair Trainings</td>
<td>This series of trainings focused on ongoing and emerging issues related to special education. Topics varied according to systemic needs.</td>
<td>IEP team chairs</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil 3000 Supporting Student Success in Biology</td>
<td>This hands-on lab session provided high school science department chairs with an overview of the myriad of features of the Kurzweil 3000 software program. Attendees learned how to differentiate instruction for students struggling with reading, comprehension, and writing utilizing the adapted textbook and curriculum items. At the completion of the session, participants were able to customize the learning environment, determine features appropriate for different learning styles, and began to develop a plan for integration within their buildings.</td>
<td>Science department chairs</td>
</tr>
<tr>
<td>Special Education</td>
<td>Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement</td>
<td>The Office of Special Education offered a course designed for special education teachers new to Baltimore County on Writing Effective Educational Assessments Using the Woodcock-Johnson III Tests of Achievement.</td>
<td>Special education teachers new to Baltimore County</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
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<tr>
<td>Special Education</td>
<td>FALS &amp; CALS/ ALT-MSA monthly meetings</td>
<td>These trainings provided support for teachers working with certificate bound students encompassing topics relating to ALT-MSA and behavioral strategies.</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Special Education, Physical Education</td>
<td>TIENET Training (2 separate sessions)</td>
<td>These sessions trained physical education teachers to use the TIENET system to input IEP goals.</td>
<td>PE teachers</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Boardmaker V.6 Level 1</td>
<td>This hands-on lab session provided an opportunity for experienced and novice Boardmaker users to learn how to create motivating and functional visual displays to support the curriculum. New and exciting ways to use this flexible software program were introduced.</td>
<td>Occupational therapists, paraeducators, speech pathologists, and teachers</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Writing with Symbols- Literacy Support</td>
<td>This training incorporated visual strategies into instruction to support literacy and learning as facilitated by the use of Writing with Symbols. Participants learned how to use the program to create adapted literacy activities.</td>
<td>Special education teachers, speech &amp; language pathologists, paraeducators, and teachers</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil 3000 2, Scanning, Editing and Integration Strategies</td>
<td>This session provided an opportunity to learn the in's and out's of scanning and editing documents. In addition, strategies for integrating the program into the curriculum and daily instruction were reviewed. Sharing and discussing challenges and successes inherent to technology integration was encouraged.</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education Dept Chair/Team Leaders and Elementary Building Representatives Meeting</td>
<td>This series of trainings focused on improving the teaching and learning of students’ with a variety of disabilities. Topics included positive behavior management strategies, responsive teaching, and information regarding students with autism and multiple disabilities.</td>
<td>Secondary department chairs/team leaders, elementary building representatives</td>
</tr>
<tr>
<td>Special Education</td>
<td>BCC-ASA</td>
<td>These monthly meetings included participants in the partnership between BCPS and the Baltimore Chesapeake Chapter of the Autism Society of America.</td>
<td>Educators, paraeducators, related service providers, and families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Make and Take</td>
<td>These trainings were designed for parents of 3-4 year old students with Autism Spectrum Disorder on a variety of topics to support their growth at home and in school.</td>
<td>Families of young students with Autism</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education - MOD-MSA and HSA training</td>
<td>This training was designed to assist school staff in determining which of their students may be eligible for a modified state assessment program.</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
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<td>Description</td>
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<tr>
<td>Special Education, Assistive Technology</td>
<td>Boardmaker Level 1</td>
<td>This hands on session acquainted participants with the wide variety of features of the Boardmaker V.6 software program. The focus of the session was creating basic adaptations to the curriculum using visual strategies.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Click Your Way to Writing Success: Clicker 5 and Cloze Pro</td>
<td>This lab session provided an overview of Clicker 5, a writing support and multimedia tool which enables students to write with whole words, phrases, or pictures. Cloze Pro is a tool that enables the creation of a cloze activity from any text in seconds. This hands on session prepared participants to return to the classroom with functional tools to enhance student success.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Overlay Maker</td>
<td>This session provided the participants with hands on opportunities to create interactive and motivating overlays for the IntelliKeys connected to the curriculum.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Level 1</td>
<td>This training focused on an introduction to the Kurzweil 3000 software program. Participants learned to navigate and customize the program to meet individual student needs.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Level 1</td>
<td>This training focused on an introduction to the Kurzweil 3000 software program. Participants learned to navigate and customize the program to meet individual student needs.</td>
<td>High school special education department chairs, and technology support personnel</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Programming for and Meeting the Needs of Students Using the SETT Framework</td>
<td>This series of sessions focused on using the SETT (Student, Environment, Tasks, and Tools) framework to create appropriate and functional goals, objectives, and tasks for students.</td>
<td>Maiden Choice staff</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Using Kurzweil 3000 to Enhance Student Achievement</td>
<td>This presentation was offered in collaboration with the Secondary Office of Social Studies. Information on the Kurzweil Project was provided along with an overview of the potential inherent to the software.</td>
<td>Secondary principals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Make and Take</td>
<td>This Make and Take workshop provided an opportunity for new speech language pathologists to gain a better understanding of the use of visual strategies. Participants created a series of products to be used with students.</td>
<td>New Speech &amp; Language Pathologists</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Co: Writer</td>
<td>This hands-on session highlighted the features of this word prediction program. Curriculum integration was the focus.</td>
<td>General and special educators, related service providers, and paraeducators</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
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<tr>
<td>Special Education, Assistive Technology</td>
<td>Classroom Suite: Motivating, Captivating and Functional MultiMedia</td>
<td>This hands-on session provided the attendee with an overview of how to customize this multimedia software program. Using the content neutral framework, participants created ready to use activities to fit their student's needs and the curriculum.</td>
<td>General and special educators, related service providers, and paraprofessionals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Overview</td>
<td>This school-based presentation highlighting the features and benefits of Kurzweil 3000.</td>
<td>Scotts Branch staff</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Assistive Technology (AT) Software Overview</td>
<td>This hands-on session focused on the myriad of strategies built into Microsoft Word. A brief overview of AT related software was also provided.</td>
<td>Special education office resource staff</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Level 2</td>
<td>This session focused on scanning, editing, and integrating the product into the curriculum.</td>
<td>General and special educators, related service providers, and paraprofessionals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Click Your Way to Writing Success: Clicker 5 and Cloze Pro</td>
<td>This series of 4 sessions focused on adapting the elementary curriculum with a wide variety of software programs. Enrollment in one or all four was offered. Samples of adapted curriculum activities were provided.</td>
<td>General and special educators, related service providers, and paraprofessionals</td>
</tr>
<tr>
<td>Special Education, Assistive Technology</td>
<td>Kurzweil Project</td>
<td>This session brought together a collaborative team of high school Social Studies department chairs, Science department chairs, Special Education department chairs, and technology liaisons from every Baltimore County high school. The agenda included an overview of the Kurzweil project, what to expect and when, demonstrations from both Social Studies and Science featuring the integration of the program into the curriculum, along with student reactions. Participants were provided with time to collaborate and begin creating an action plan detailing the use and integration of the program and hardware components into their buildings.</td>
<td>High school social studies, science and special education department chairs, technology liaisons, central office staff from the offices of social studies, science, and special education</td>
</tr>
<tr>
<td>Special Education</td>
<td>Summer Behavior Academy</td>
<td>These three-day sessions trained and assisted school teams as they developed or revised the BLS program procedures and a BLS handbook for their school.</td>
<td>Secondary schools that have implemented Behavior and Learning Support (BLS) Programs within the past five years</td>
</tr>
<tr>
<td>Special Education</td>
<td>TIENET Training</td>
<td>This training provided users technical assistance in navigating the TIENET system.</td>
<td>Special educators, related service providers, IEP chairs, and administrators</td>
</tr>
<tr>
<td>Special Education</td>
<td>Statewide IEP Training</td>
<td>These training sessions familiarized users with the Statewide IEP and provided guidance in developing high quality and compliant IEPs.</td>
<td>Special educators, related service providers, IEP chairs, and administrators</td>
</tr>
<tr>
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<tr>
<td>Special Education</td>
<td>Exit Document Training</td>
<td>This session provided the information needed to complete the Maryland Exit Document on line. The 10 components of the Exit Document were explained and the procedures and time line discussed to assist high school staff with compliance of IDEA and COMAR regulations regarding the Exit Document.</td>
<td>High school special education case managers and personnel</td>
</tr>
<tr>
<td>Special Education</td>
<td>Middle School Department Chair and Team Leader Meetings</td>
<td>This four part professional development series focused on differentiation strategies for planning and delivering high quality instruction.</td>
<td>Special education middle school department chairs/team leaders</td>
</tr>
<tr>
<td>Special Education and Social Studies</td>
<td>American Government, Geography, and Economics Legislation Workshops</td>
<td>These sessions were designed to provide content background on each of the four goals tested on the American Government High School Assessment.</td>
<td>Special educators - teaching social studies (Nifty-Nine schools targeted)</td>
</tr>
<tr>
<td>Special Education</td>
<td>Informal Assessments To Use When Completing an Annual IEP</td>
<td>This three session series focused on identifying and administering informal assessments in the areas of reading, math, written language, and behavior in order to determine present levels of performance and monitor progress on IEP goals.</td>
<td>All special educators</td>
</tr>
<tr>
<td>Special Education and Mathematics</td>
<td>Supporting Differentiation for All Classroom Teachers</td>
<td>During these ten sessions, 10-general education teachers and 10-special education teachers worked collaboratively to create a mathematics differentiation document, by grade level. The document identified core learning goals for each grade level in the area of mathematics and provided alignment information with Scott Foresman, Addison Wesley, Investigations and other supplemental resources. The document provided teachers with additional teaching strategies and differentiation techniques to assist struggling learners with acquisition of core mathematic skills.</td>
<td>10- general educators and 10- special educators were selected to participate</td>
</tr>
<tr>
<td>Special Education: Southeast Area: Selected Schools</td>
<td>Teachers and Paraeducators Working Together to Promote Success for All Students</td>
<td>This session provided participants with a working definition of the roles and responsibilities of the general educator and the paraeducator. Participants identified specific tasks paraeducators use to increase student performance. Participants were also provided with information on the development of effective collaborative relationships.</td>
<td>General and special educators and paraprofessionals</td>
</tr>
<tr>
<td>Special Education</td>
<td>County-wide Child Find Training for All Child Find Staff</td>
<td>The Office of Special Education provided training to all Child Find staff members regarding BCPS high quality assessments, IEP team meetings, and LRE decision making. Presentation information included updates regarding new services and programs for young children, TIENET and IDEA updates, and procedural changes regarding children transitioning from Infants and Toddlers.</td>
<td>Special educators, paraeducators, related service providers and psychologists working for Child Find</td>
</tr>
<tr>
<td>Sponsoring Department/Office</td>
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<tr>
<td>Special Education</td>
<td>County-wide Child Find Training for All Child Find Staff</td>
<td>The Office of Special Education provided training to all Child Find staff members regarding LRE trends and data and the Program Review and Support Process (PRASP).</td>
<td>Special educators, paraeducators, related service providers and psychologists working for Child Find</td>
</tr>
<tr>
<td>Special Education</td>
<td>Maryland Model for School Readiness and the Early Childhood Accountability System (ECAS)</td>
<td>These sessions focused on a review of the Early Childhood Accountability System (ECAS) and the Maryland Model for School Readiness (MMSR) procedures and data, as well as strategies for strategic observation and assessment.</td>
<td>General and special educators, and related service providers working with young children</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Strategies for Differentiating Read Play &amp; Learn</td>
<td>This session provided strategies for differentiating lessons from the preschool curriculum.</td>
<td>Preschool special educators</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Early Childhood Guided Reading for Kindergarten Teachers</td>
<td>This session provided strategies for guided reading as integrated into the curriculum.</td>
<td>General and special education kindergarten teachers</td>
</tr>
<tr>
<td>Special Education</td>
<td>PRT/DTT Training</td>
<td>This training provided specific intervention techniques to be used with children on the autism spectrum, as well as those with other complex developmental needs.</td>
<td>Service coordinators, paraeducators, service providers, and parents</td>
</tr>
<tr>
<td>Special Education</td>
<td>Annual Infants &amp; Toddlers Program Meeting: Research Related to Infants Born Prematurely/Infants Development from Birth to One</td>
<td>This session provided an overview of the Infants &amp; Toddlers program targeted priorities, current research related to premature infants and the impact of early intervention services and supports, and developmental milestones in all areas from birth to age one.</td>
<td>All infants &amp; toddlers staff, service coordinators, service providers, paraeducators, families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Infants &amp; Toddlers Program Orientation</td>
<td>This session provided an overview of program policies and procedures related to evaluation and assessment, as well as eligibility determination, and IFSP development.</td>
<td>All new employees, service coordinators, paraeducators, service providers, and families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Infants &amp; Toddlers Program Orientation</td>
<td>This session provided an overview of program policies and procedures related to IFSP development, including functional outcomes, meaningful strategies, and measurable criteria.</td>
<td>All new employees, service coordinators, paraeducators, service providers, and families</td>
</tr>
<tr>
<td>Special Education</td>
<td>Data Training</td>
<td>This session reviewed the I&amp;T database and trained participants on generating reports for program monitoring.</td>
<td>Infants &amp; toddlers site supervisors and data entry staff</td>
</tr>
</tbody>
</table>
# Special Education Staffing Plan Committee
## 2008-2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office/Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Renard</td>
<td>Coordinator, Compliance &amp; School Support</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Bailey, Carl</td>
<td>Committee Member</td>
<td>Special Education Citizen's Advisory Committee</td>
</tr>
<tr>
<td>Briganti, Nancy</td>
<td>Principal</td>
<td>Maiden Choice School</td>
</tr>
<tr>
<td>Considine, Jean</td>
<td>Parent Coordinator</td>
<td>BCPS</td>
</tr>
<tr>
<td>Cowles, Stephen</td>
<td>Staff Attorney, Compliance</td>
<td>Superintendent of Schools Law Office</td>
</tr>
<tr>
<td>Dennis, Cindy</td>
<td>Coordinator, Elementary</td>
<td>Office of Mathematics PreK-12</td>
</tr>
<tr>
<td>Ennels, Stephanie</td>
<td>Fiscal Officer</td>
<td>Division of Curriculum and Instruction</td>
</tr>
<tr>
<td>Feeley, Nancy</td>
<td>Supervisor, School Support</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Franczkowski, Marcella</td>
<td>Coordinator, Placement and Birth to Five</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Hart, Michelle</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Hartman, Elisa</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Hoffman, Sharon</td>
<td>Supervisor, Early Childhood</td>
<td>Office of Language Arts PreK-12</td>
</tr>
<tr>
<td>Kidder, Margaret</td>
<td>Coordinator</td>
<td>Office of Psychological Services</td>
</tr>
<tr>
<td>Lawton, Pat</td>
<td>Director</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Marchineck, Linda</td>
<td>Specialist</td>
<td>Department of Research, Accountability &amp; Assessment</td>
</tr>
<tr>
<td>McGowan, Diane</td>
<td>Specialist, Placement</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Miller, Heather</td>
<td>Coordinator, Secondary</td>
<td>Office of Language Arts PreK-12</td>
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<tr>
<td>Nelson, Kelly</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Neville, Betsy</td>
<td>Coordinator, Alt-MSA and Related Services</td>
<td>Office of Special Education</td>
</tr>
<tr>
<td>Rigopoulos, Mary Ann</td>
<td>Principal</td>
<td>Oliver Beach Elementary School</td>
</tr>
<tr>
<td>Saroff, Sharon</td>
<td>Parent</td>
<td>Community</td>
</tr>
<tr>
<td>Taylor, Phillip</td>
<td>Principal</td>
<td>Cockeysville Middle School</td>
</tr>
<tr>
<td>Thomas, Jan</td>
<td>Chairperson</td>
<td>Special Education Citizen's Advisory Committee</td>
</tr>
<tr>
<td>Tucker-Smith, Nicole</td>
<td>Supervisor</td>
<td>Department of Professional Development</td>
</tr>
<tr>
<td>White, Verletta</td>
<td>Executive Director</td>
<td>Department of Professional Development</td>
</tr>
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</table>
Glossary of Terms

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

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

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

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

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

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

- Algebra 412
- English 2 396
- Biology 400
- Government 394

Maryland School Assessment (MSA) - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading and mathematics. The MSA test measures basic as well as higher level skills. Science will be added to the assessment requirement as early as 2008.

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

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

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

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

Definitions (available from Maryland Statewide Individualized Education Program [IEP] Process Guide - [http://cte.jhu.edu/iepprocessguide](http://cte.jhu.edu/iepprocessguide))

**Special Education Placements (6-21)**

**LRE A - In Regular Education Settings 80% or more of the time.** 6-21 year old student enrolled in a comprehensive school that receives special education and related services inside general education settings 80% or more of the school day.

This may include students with disabilities placed in:
- Regular class with special education/related services provided within regular classes.
- Regular class with special education/related services provided outside regular classes.
- Regular class with special education services provided in resource rooms.

**LRE B - In Regular Education Settings Between 40% and 79% of the time.** 6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education settings between 40% to 79% of the school day.

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

This category may include students placed in:
- Resource rooms with special education/related services provided within the resource room.
- Resource rooms with part-time instruction in a regular class.

**LRE C - In Regular Education Settings Less Than 40% of the time.** 6-21 year old student enrolled in a comprehensive school that receives special education and related services in regular education setting less than 40% of the school day. Do not include students who are reported as receiving education programs in public or private separate school or residential facilities.
This category may include students placed in:

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

**LRE F - Public Separate Day School.** 6-21 year old student who receives special education and related services for greater than 50% of the school day in a public separate day facility that does not house programs for students without disabilities.

**LRE G - Private Separate Day School.** 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private separate day facility that does not house programs for students without disabilities.

**LRE I - PRIVATE Residential Facility.** 6-21 year old student who receives special education and related services for greater than 50% of the school day in a private residential facility.
Additional Student Performance Data

Figure 1: Elementary School MSA Reading Proficient Rates by Least Restrictive Environment

<table>
<thead>
<tr>
<th>Year</th>
<th>LRE A</th>
<th>LRE B</th>
<th>LRE C</th>
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</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>70.1</td>
<td>60.2</td>
<td>44</td>
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<tr>
<td>2005-06</td>
<td>67.9</td>
<td>57.8</td>
<td>37.4</td>
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<tr>
<td>2006-07</td>
<td>69.2</td>
<td>53.6</td>
<td>43.1</td>
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Figure 1 displays the consistency of the elementary MSA Reading Proficiency rates over the last three years by LRE. Although each group has decreased over a three year period, two of the three groups have increased since last year.

Figure 2: Elementary School MSA Mathematics Proficient Rates by Least Restrictive Environment

<table>
<thead>
<tr>
<th>Year</th>
<th>LRE A</th>
<th>LRE B</th>
<th>LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>60.4</td>
<td>41.1</td>
<td>29.2</td>
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<tr>
<td>2005-06</td>
<td>60.5</td>
<td>43.04</td>
<td>30.4</td>
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<tr>
<td>2006-07</td>
<td>70.1</td>
<td>46.4</td>
<td>26.4</td>
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Elementary school MSA mathematics scores have increased in the general education class and the resource/combined program groups since last year and also since 2004-05. The separate class group saw a decrease of 4 percentage points since last year but only 2.8 percentage points since 2004-05.

Data source: Cognos
Figure 3:

Elementary School Alt-MSA Proficiency Rates

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
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<tr>
<td>2004-2005</td>
<td>95.2</td>
<td>91.3</td>
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<tr>
<td>2005-2006</td>
<td>90.8</td>
<td>91.3</td>
</tr>
<tr>
<td>2006-2007</td>
<td>97.7</td>
<td>98.3</td>
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</table>

Elementary school Alt-MSA proficiency rates continue to be very high in both reading and mathematics. An increase of 2.5 percentage points and 6.9 percentage points are shown in Figure 3 from 2004-05 and 2005-06 to 2006-07 respectively in reading. Mathematics scores have increased 7.0 percentage points over the same time period.

Data source: Cognos
Figure 4: Middle School MSA Reading Proficient Rates by Least Restrictive Environment

Figure 4 displays the consistency of the middle school MSA Reading Proficiency rates over the last three years by LRE. Although each group has decreased over a three year period, the trend appears consistent in all 3 groups.

Figure 5: Middle School MSA Mathematics Proficient Rates by Least Restrictive Environment

Middle school MSA mathematics scores have increased in the general education class and the resource/combined program groups since 2005-06 and also since 2004-05. The separate class group saw a decrease of 4 percentage points since last year but only 2.8 percentage points since 2004-05.

Data source: Cognos
Middle school Alt-MSA proficiency rates continue to be very high in both reading and mathematics. An increase of 5.9 percentage points and 4.5 percentage points are shown in Figure 6 from 2004-05 and 2005-06 to 2006-07 respectively in reading. Mathematics scores have increased 9.9 percentage points since 2004-05 and 3.4 percentage points since 2005-06.

Data source: Cognos
Baltimore County Public Schools  
Towson, Maryland 21204  

May 6, 2008

RECOMMENDED TRANSFERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
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<tbody>
<tr>
<td>PAUL C. BALSAMO, JR.</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Fifth District Elementary School</td>
<td>Vincent Farms Elementary School</td>
</tr>
<tr>
<td>(New Position)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIFFANY M. HARRIS</td>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Lansdowne Middle School</td>
<td>Western School of Technology</td>
</tr>
<tr>
<td>(Replacing Alisha Trusty, transferred to Assistant Principal, Woodlawn High School)</td>
<td></td>
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</table>
# BALTIMORE COUNTY PUBLIC SCHOOLS

TOWSON, MARYLAND 21204

May 6, 2008

## RETIREMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SCHOOL/OFFICE</th>
<th>YRS. OF SERVICE</th>
<th>EFFECTIVE DATE</th>
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</thead>
<tbody>
<tr>
<td>Veronica Altvater</td>
<td>Guidance</td>
<td>Ridgely Middle</td>
<td>21.0</td>
<td>04/01/08</td>
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<tr>
<td>Bruno Baran</td>
<td>Teacher</td>
<td>Chesapeake High</td>
<td>32.0</td>
<td>07/01/08</td>
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<tr>
<td>Scott Bidwell</td>
<td>Teacher</td>
<td>Loch Raven High</td>
<td>25.0</td>
<td>07/01/08</td>
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<tr>
<td>Rita Blumberg</td>
<td>Paraeducator</td>
<td>Pikesville High</td>
<td>6.0</td>
<td>07/01/08</td>
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<tr>
<td>Eris Chorney</td>
<td>Guidance</td>
<td>Franklin Middle</td>
<td>24.2</td>
<td>04/01/08</td>
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<tr>
<td>Deborah Dehoff</td>
<td>Guidance</td>
<td>White Oak School</td>
<td>36.0</td>
<td>07/01/08</td>
</tr>
<tr>
<td>Keith Derrickson</td>
<td>Teacher</td>
<td>Pleasant Plains Elementary</td>
<td>30.0</td>
<td>07/01/08</td>
</tr>
<tr>
<td>Virginia Fuss</td>
<td>Bus Attendant</td>
<td>Rosedale Bus Facility</td>
<td>24.7</td>
<td>07/01/08</td>
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<tr>
<td>Marvin Harris</td>
<td>Library Science Media</td>
<td>Carney Elementary</td>
<td>37.0</td>
<td>07/01/08</td>
</tr>
<tr>
<td>Corliss Johnson</td>
<td>Teacher</td>
<td>Chesapeake High</td>
<td>34.0</td>
<td>07/01/08</td>
</tr>
<tr>
<td>Lynn Kunst</td>
<td>Paraeducator</td>
<td>Owings Mills High</td>
<td>11.7</td>
<td>04/01/08</td>
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<tr>
<td>K. Estella Ludwig</td>
<td>Teacher</td>
<td>Middleborough Elementary</td>
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<tr>
<td>Rosann Manfredi</td>
<td>Teacher</td>
<td>Chesapeake High</td>
<td>33.6</td>
<td>07/01/08</td>
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<tr>
<td>Jeanne Markert</td>
<td>Teacher</td>
<td>Fullerton Elementary</td>
<td>31.0</td>
<td>07/01/08</td>
</tr>
<tr>
<td>Jacqueline Nesbitt</td>
<td>Secretary</td>
<td>Pikesville Middle</td>
<td>31.0</td>
<td>07/01/08</td>
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<tr>
<td>Karen Neugebauer</td>
<td>Paraeducator</td>
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<td>07/01/08</td>
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<tr>
<td>Robert Pater</td>
<td>Teacher</td>
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<td>21.0</td>
<td>07/01/08</td>
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<tr>
<td>Kathleen Peregoy</td>
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<td>33.0</td>
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<tr>
<td>Jane Scott</td>
<td>Library Science Media</td>
<td>Franklin Elementary</td>
<td>34.6</td>
<td>07/01/08</td>
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<tr>
<td>Bettye Smith</td>
<td>Teacher</td>
<td>Patapsco High</td>
<td>17.0</td>
<td>07/01/08</td>
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<tr>
<td>Nancy Waters</td>
<td>Resource Teacher</td>
<td>Chase Elementary</td>
<td>26.0</td>
<td>07/01/08</td>
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<tr>
<td>NAME</td>
<td>POSITION</td>
<td>SCHOOL/OFFICE</td>
<td>YRS. OF SERVICE</td>
<td>EFFECTIVE DATE</td>
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<tr>
<td>Donna Weih</td>
<td>Teacher</td>
<td>Reisterstown Elementary</td>
<td>36.6</td>
<td>07/01/08</td>
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<tr>
<td>Deborah Whitaker</td>
<td>Teacher</td>
<td>Reisterstown Elementary</td>
<td>35.0</td>
<td>07/01/08</td>
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<tr>
<td>Peggylee Williams</td>
<td>Secretary</td>
<td>Battle Monument School</td>
<td>16.8</td>
<td>05/01/08</td>
</tr>
</tbody>
</table>

As of 4/15/2008
RESIGNATIONS

ELEMENTARY – 37

Carney Elementary School
Robert J. Marchanti, 07/01/08, 17.0 yrs., 3.0 mos.
Physical Education

Catonsville Elementary School
Jodi L. Svoboda, 07/01/08, 1.0 yr.
Special Education

Cedarmere Elementary School
Jeanette M. Manaig, 07/01/08, 1.0 yr., 2.0 mos.
Special Education – Self-Contained

Chadwick Elementary School
Jennifer A. Kennedy, 07/01/08, 2.0 yrs.
Grade 3

Chatsworth Elementary School
Michele L. Spencer, 05/17/08, 9.0 mos.
Audiologist

Colgate Elementary School
Amy C. Ramsey, 07/01/08, 1.0 yr.
Grade 5

Cromwell Elementary Magnet School
Rebeckah D. Risbon, 07/01/08, 1.0 yr.
Kindergarten

Andrea R. Schlezes, 07/01/08, 2.0 yrs., 4.0 mos.
Grade 4

Deep Creek Elementary School
Elizabeth W. Baker, 07/01/08, 1.0 yr.
Speech/Language Pathologist

Julie L. Kelso, 07/01/08, 2.0 yrs.
Grade 5

Edmondson Heights Elementary School
Katherine E. Gardner, 07/01/08, 2.0 yrs.
Grade 3

Halstead Academy
Dianne S. Carr, 07/01/08, 1.0 yr.
Grade 3

Hebbville Elementary School
Melissa G. Perez, 07/01/08, 2.0 yrs.
Grade 4

Hillcrest Elementary School
Deanna O’Connor, 07/01/08, 2.0 yrs.
Kindergarten

Joppa View Elementary School
Kimberly P. Foley, 07/01/08, 2.0 yrs., 9.0 mos.
Grade 2

Kingsville Elementary School
Sarah B. Walker, 07/01/08, 2.0 yrs.
ESOL

Logan Elementary School
Valerie J. Hammen, 07/01/08, 4.0 yrs., 8.0 mos.
Grade 3

Mars Estates Elementary School
Meghan C. Wisell, 07/01/08, 5.0 yrs.
Special Education – Self-Contained

Christine M. Brocato-Elliott, 07/01/08, 1.0 yr.
Special Education – Inclusion

Middlesex Elementary School
Dawn D. Adams, 07/01/08, 7.0 yrs.
Grade 3

Kathryn M. Guignion, 07/01/08, 3.0 yrs.
Grade 4

Norwood Elementary School
Lindsay M. Thorwart, 07/01/08, 2.0 yrs.
Grade 2
RESIGNATIONS

**Orems Elementary School**
Cynthia C. Humphrey, 07/01/08, 2.0 yrs., 6.0 mos.
Reading Specialist

**Owings Mills Elementary School**
Kimberly V. Dockman, 07/01/08, 2.0 yrs.
Grade 2

**Padonia Elementary School**
Mikaela M. Muntean, 07/01/08, 6.0 yrs.
Grade 1

**Pinewood Elementary School**
Wendy Budah, 07/01/08, 1.0 yr.
Special Education – Self-Contained

**Randallstown Elementary School**
Kimberly A. O’Banion, 04/26/08, 2.0 yrs. 4.0 mos.
Grade 2

**Riverview Elementary School**
Jennifer M. Cossentino, 07/01/08, 2.0 yrs.
Grade 2

**Michele S. Rausch, 07/01/08, 2.0 yrs.**
Reading Specialist

**Sussex Elementary School**
Karen A. Wells, 07/01/08, 1.0 yr.
Speech/Language Pathologist

**Timber Grove Elementary School**
Heather B. Parkinson, 07/01/08, 2.0 yrs.
Kindergarten

**Victory Villa Elementary School**
Rebecca E. Burger, 07/01/08, 1.0 yr.
Art

**Michelle P. Nightingale, 03/20/08, 8.0 mos.**
Resource Teacher

**Winfield Elementary School**
Jennifer C. Lorquet, 07/01/08, 1.0 yr.
Grade 4

**Woodholme Elementary School**
Kathleen H. Walder, 07/01/08, 13.0 yrs.
Grade 5

**Woodmoor Elementary School**
Tiffany Yi, 07/01/08, 2.0 yrs.
Grade 4

**SECONDARY – 75**

**Catonsville Center for Alternative Studies**
Elisabeth L. Jackewicz, 07/01/08, 3.0 yrs.
Guidance

**Catonsville High School**
Patricia A. Laun, 07/01/08, 12.0 yrs.
Science

**Bernadette Nielsen, 07/01/08, 7.0 yrs.**
Social Studies

**Chesapeake High School**
Robert H. Bardach, 07/01/08, 2.0 yrs.
English

**Rogacion A. Barrientos, 07/01/08, 1.0 yr.**
Science

**Martha Hite, 07/01/08, 1.0 yr.**
Special Education – Self-Contained

**Brian T. Volk, 07/01/08, 3.0 yrs.**
Social Studies

**Rizalina E. Ocaya, 07/01/08, 1.0 yr.**
Special Education – Self-Contained

**Cockeysville Middle School**
Jennifer M. Lazarus, 07/01/08, 11.0 yrs.
Social Studies

**Edralin A. Pagarigan, 07/01/08, 2.0 yrs.**
Science

**Deer Park Middle/Magnet School**
Margaret A. Patrick, 07/01/08, 1.0 yr.
Special Education - Inclusion

**Dulaney High School**
Annette S. Deese, 07/01/08, 5.0 yrs.
Social Studies

**Elizabeth M. Beatty, 07/01/08, 1.0 yr.**
Science

**Nicholas S. Merson, 07/01/08, 9.0 mos.**
Music - Instrumental

**Donna L. Sperling, 07/01/08, 1.0 yr.**
Special Education – Self-Contained

**Dundalk High School**
Michelle Goldenberg, 07/01/08, 1.0 yr.  
Special Education – Self-Contained  

Brenda Guidry, 07/01/08, 10.0 mos.  
English  

Eastern Technical High School  
Anne M. Bongiovanni, 07/01/08, 2.0 yrs.  
Social Studies  

Franklin Middle School  
Lisa A. Body-Davenport, 07/01/08, 1.0 yr.  
English  

General John Stricker Middle School  
Susan Benjamin, 07/01/08, 8.0 mos.  
Special Education – Self-Contained  

Golden Ring Middle School  
Amy E. Woods, 07/01/08, 6.0 mos.  
Guidance  

Hereford Middle School  
Amy W. Overfelt, 07/01/08, 2.0 yrs.  
Science  

Hereford High School  
Daniel W. Calloway, 07/01/08, 2.0 yrs.  
English  

Robert J. Kennedy, 07/01/08, 1.0 yr., 7.0 mos.  
Science  

Holabird Middle School  
Scott D. Endlich, 07/01/08, 6.0 yrs.  
Mathematics  

Matthew T. Huggins, 07/01/08, 6.0 yrs.  
Reading  

Kenwood High School  
Natasha C. Gorski, 07/01/08, 6.0 yrs.  
English  

Leah J. Soucy, 07/01/08, 1.0 yr.  
Science  

Lansdowne Middle School  
Melvin L. Jenkins, 07/01/08, 1.0 yr.  
Mathematics  

Lansdowne High School  
Daniel N. Kassel, 07/01/08, 9.0 mos.  
Science  

Aleeza H. Oshry, 07/01/08, 1.0 yr.  

New Town High School  
Judith R. Egerton, 04/19/08, 2.0 yrs., 8.0 mos.  
Mathematics  

Francis J. Filemyr, 07/01/08, 9.0 mos.  
Special Education – Inclusion  

Patrick M. Garvin, 07/01/08, 1.0 yr., 4.0 mos.  
Social Studies  

Arlo J. Horton, 07/01/08, 3.0 yrs.  
English  

Dawn O. Israel, 07/01/08, 2.0 yrs.  
Special Education – Self-Contained  

Old Court Middle School  
Thelma C. Hunter, 04/23/08, 9.0 mos.  
Mathematics  

Overlea High School  
Dylan L. Adair, 07/01/08, 1.0 yr.  
Science  

James W. Gilbart, 04/12/08, 4.0 yrs., 9.0 mos.  
Mathematics  

Danielle S. Outen, 07/01/08, 1.0 yr.  
Science  

Matthew D. Slater, 07/01/08, 8.0 mos.  
Science  

Joshua M. Thompson, 07/01/08, 1.0 yr.  
Science  

Rhonda E. Whitbeck, 07/01/08, 2.0 yrs.  
Spanish  

Owings Mills High School  
Susana C. Bukowski, 07/01/08, 2.0 yrs., 11.0 mos.  
Spanish  

Janice A. Houston, 03/12/08, 8.0 mos.  
Special Education – Self-Contained  

Parkville Middle School  
Lisa A. Weber, 04/05/08, 7.0 yrs., 9.0 mos.  
Mathematics  

Parkville High School  
Amber N. Grimes, 07/01/08, 1.0 yr.  
Special Education – Self-Contained
RESIGNATIONS

May 6, 2008

Jamie M. Guntner, 07/01/08, 2.0 yrs.
Social Studies

Whitney E. Novak, 07/01/08, 1.0 yr.
English

Kevin D. Shupe, 07/01/08, 1.0 yr.
Technology Education

Eric K. Sutton, 07/01/08, 1.0 yr.
English

Patapsco High School
Susan McNicholas, 07/01/08, 2.0 yrs.
Special Education – Self-Contained

Perry Hall Middle School
Margaret M. McLean, 07/01/08, 1.0 yr.
Reading

Angela R. McQuay, 07/01/08, 1.0 yr.
Mathematics

Rebecca A. Miller, 05/24/08, 2.0 yrs., 10 mos.
Spanish

Pikesville High School
Tineka Archer, 07/01/08, 11.0 mos.
French

Randallstown High School
Anthony Gayle, 07/01/08, 1.0 yr.
Mathematics

Tamara C. White, 07/01/08, 1.0 yr.
Mathematics

Sparrows Point High School
Remi L. Emdur, 07/01/08, 2.0 yrs.
Art

Jamie L. Mosley, 07/01/08, 7.0 yrs.
Spanish

Wayne D. Young, 07/01/08, 4.0 yrs.
Science

Western School of Technology
Janet C. Lindquist, 07/01/08, 22.0 yrs.
Vocal Music

Woodlawn Middle School
Yalonda A. Booker, 07/01/08, 2.0 yrs.
Reading

Sean M. Lowman, 07/01/08, 1.0 yr.
Social Studies

Karen V. McIntyre, 04/11/08, 1.0 yr., 1.0 mo.
Mathematics

Nicole P. Newman, 07/01/08, 12.0 yrs.
English

Justin C. Rix, 07/01/08, 2.0 yrs.
Science

Woodlawn High School
Eric R. Blood, 07/01/08, 2.0 yrs.
Social Studies

Cynthia A. Boyle, 07/01/08, 1.0 yr.
Social Studies

Mary Britt, 07/01/08, 1.0 yr.
Spanish

Jasmine P. Jackson, 07/01/08, 1.0 yr.
Reading Specialist

Kelly A. Law, 03/11/08, 8.0 mos.
Music

Rachael A. Saine, 07/01/08, 2.0 yrs.
Social Studies

William J. Santilli, 07/01/08, 9.0 mos.
English

ADMINISTRATORS – 2

Jennifer M. Bischer, 07/01/08, 11.0 yrs.
Assistant Principal

Kathy R. Taylor-Bradham, 07/01/08, 12.0 yrs.
Principal

CENTRAL OFFICES – 1

Gayle M. Lomax, 04/12/08, 2.0 yrs., 5.0 mos.
Specialist – Special Programs Prek-12

AMENDED (Board Exhibit March 11, 2008)

Catherine A. Dudley, 05/10/08, 10.0 mos.
Special Education – Self-Contained
(Change of Resignation Date/Years of Service)
RESIGNATIONS FROM LEAVE - 2
Alyson G. Ondesko, granted Child Rearing Leave, 08/21/06-06/30/08, resigning 07/01/08, 6.0 yrs., 7.0 mos.
Brenda L. Reinhart, granted Personal Leave, 07/01/07-06/30/08, resigning 07/01/08, 9.0 yrs.
Baltimore County Public Schools
Towson, Maryland 21204

May 6, 2008

Leaves

Child Rearing Leaves

Sinead Kayser Boyd – (Elementary) Red House Run Elementary School
Effective August 13, 2008, through June 30, 2009

Elizabeth Hutkin Masters – (Technology Integration) Chase Elementary School
Effective May 25, 2008, through May 25, 2010

Abigail Paulsen Metcalf – (Pre-K) Halethorpe Elementary School
Effective June 24, 2008, through June 24, 2010

Susanne Seibert Rising – (Vocal Music) Formerly Chase Elementary School
Effective September 15, 2008, through June 30, 2010

Personal Leave

David G. Russell – (Physics) Pikesville High School
Effective July 1, 2008, through June 30, 2009
Baltimore County Public Schools
Towson, Maryland 21204

May 6, 2008

DECEASED

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

Hilda Wright Gooding
Teacher
Elmwood Elementary School
March 15, 2008
## BALTIMORE COUNTY PUBLIC SCHOOLS
### RECOMMENDED APPOINTMENTS
#### MAY 6, 2008

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>MELISSA E. DIDONATO</td>
<td>Teacher/Resource</td>
<td>Specialist, Public Placement</td>
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<td>(Effective July 1, 2008)</td>
<td>Office of Special Education</td>
<td>Office of Special Education</td>
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<tr>
<td></td>
<td>(Replacing Diane McGowan, resigned)</td>
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<tr>
<td>NICOL A. ELLIOTT</td>
<td>Teacher/Resource</td>
<td>Specialist, Child Find and</td>
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<td>(Effective July 1, 2008)</td>
<td>Office of Special Education</td>
<td>Pre-School</td>
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<tr>
<td></td>
<td>(Replacing Donna Sochurek, transferred to Coordinator Resource Teacher, Office of Alternative Programs)</td>
<td>Office of Special Education</td>
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<tr>
<td>MILDRED B. GUILD</td>
<td>Teacher/Resource</td>
<td>Assistant Principal</td>
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<td>(Effective July 1, 2008)</td>
<td>Department of Humanities</td>
<td>Lansdowne Elementary School</td>
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<tr>
<td></td>
<td>Language Arts</td>
<td></td>
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<tr>
<td></td>
<td>(Replacing Jane Lichter, promoted to Principal, Lansdowne Elementary School)</td>
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</tr>
<tr>
<td>DOUGLAS H. HANDY</td>
<td>Education Program</td>
<td>Supervisor, Technology</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Specialist I</td>
<td>Education &amp; Manufacturing/</td>
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<td>Maryland State Department</td>
<td>Engineering/Technology</td>
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<td>Education</td>
<td>Programs</td>
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<tr>
<td></td>
<td>(Replacing Michael Weglein, transferred to Assistant Principal, Sollers Point Technical High School)</td>
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<tr>
<td>KYRIA L. JOSEPH</td>
<td>Teacher/Mathematics</td>
<td>Assistant Principal</td>
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<tr>
<td>(Effective July 1, 2008)</td>
<td>Woodlawn Middle School</td>
<td>Woodlawn Middle School</td>
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<tr>
<td></td>
<td>(Replacing Damien Ingram, promoted to Principal, Woodlawn Middle School)</td>
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<tr>
<td>KELLY A. LEHTO</td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
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<tr>
<td>(Effective July 1, 2008)</td>
<td>Wellwood International</td>
<td>Padonia International</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Elementary School</td>
</tr>
<tr>
<td></td>
<td>(Replacing Carolyn Wolf, recommended for appointment to Principal, Padonia International Elementary School)</td>
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</tr>
<tr>
<td>NAME</td>
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</tr>
<tr>
<td>MELISSA L. POWERS</td>
<td>Teacher/Classroom</td>
<td>Assistant Principal</td>
</tr>
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<td>(Effective July 1, 2008)</td>
<td>Franklin Elementary School</td>
<td>Harford Hills Elementary School</td>
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<tr>
<td>(Replacing Steven Binko, transferring to Mathematics position – school to be determined)</td>
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<td></td>
</tr>
<tr>
<td>STACEY A. RATHER</td>
<td>Teacher/Social Studies</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Woodlawn Middle School</td>
<td>Woodlawn Middle School</td>
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<tr>
<td>(Replacing Charlyne Maul, transferred to Assistant Principal, Lansdowne Middle School)</td>
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<tr>
<td>CAROLYN K. WOLF</td>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>(Effective July 1, 2008)</td>
<td>Padonia International Elementary School</td>
<td>Padonia International Elementary School</td>
</tr>
<tr>
<td>(Replacing Karen Cashen, retired)</td>
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</tbody>
</table>
DATE: May 6, 2008

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

1. **Contract**: Converting Microfilm Records to Digital Searchable Format and Associated Services  
   **Contract #**: JMI-635-08  
   **Term**: 3 years  
   **Extension**: 0  
   **Contract Ending Date**: 5/31/11  
   **Estimated annual award value**: $140,000  
   **Estimated total award value**: $420,000  
   **Bid issued**: March 6, 2008  
   **Pre-bid meeting date**: March 14, 2008  
   **Due date**: April 3, 2008  
   **No. of vendors issued to**: 40  
   **No. of bids received**: 7  
   **No. of no-bids received**: 0  

**Description:**  
This on-call, time and material contract consists of converting historical student records from microfilm to digital format to provide scanning services for hard copy student records and to provide miscellaneous scanning services.

**Recommendation:**  
Award of contract is recommended to:  
- **Smooth Solutions, Inc.**  
  **Lodi, NJ**  
- **Docucon Imaging Services, Inc.**  
  **San Antonio, TX**  

**Responsible school or office**: Student Support Services  
**Contact person**: Dale Rauenzahn  
**Funding source**: Operating budget  
**PDK Audit Alignment**: None  
**Explanatory Details**: The PDK audit does not address this item.
2. **Contract:** Financing – School Buses, Trucks, and Sedans  
**Contract #:** JNI-718-08

**Term:** 5 years  
**Extension:** 0  
**Contract Ending Date:** 7/03/13  
**Estimated total award value:** $6,059,133

**Bid issued:** March 14, 2008  
**Pre-bid meeting date:** March 20, 2008  
**Due date:** April 10, 2008  
**No. of vendors issued to:** 19  
**No. of bids received:** 4  
**No. of no-bids received:** 1

**Description:**
This contract consists of financing for required school buses, trucks, and sedans. The recommendation for the purchase of vehicles is based on selecting the financing option that provides the most cost-effective financing plan. The proposed interest rate shall be fixed, and the principal and interest will be budgeted and paid each year, on an annual basis, in accordance with an established repayment schedule. The total principal and interest will be repaid over a period of six fiscal years (July 1 through June 30), but shall not exceed a period of 61 months. The financing arrangement has been coordinated with the Baltimore County Office of Budget and Finance to ensure that the annual payments required are funded in the BCPS budget.

The proposal is conditioned upon the financing being a qualified tax-exempt obligation within the meaning of the Internal Revenue Code, which in turn requires the Board of Education to reasonably anticipate that it and its subordinate units would not issue tax-exempt obligations in the face amount of more than $10 million during calendar year 2008. The award of the financing shall constitute evidence of such reasonable anticipation by the board, as well as the board’s designation of the financing as a qualified tax-exempt obligation within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended. The board shall complete a delegate resolution to satisfy the official intent of the treasury regulations. Lindsey A. Rader, Esq., of Funk & Bolton, P.A., Baltimore, MD, shall serve as special tax counsel for this transaction.

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

- **SunTrust Bank**  
  **Baltimore, MD**

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

**Contact person:** Patrick Fannon

**Funding source:** Operating budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
3. **Contract:** Grounds Equipment Trailers  
   **Contract #:** MWE-811-08

   **Term:** 4 years  
   **Extension:** 0  
   **Contract Ending Date:** 5/31/12

   **Estimated annual award value:** $175,000  
   **Estimated total award value:** $700,000

   **Bid issued:** March 6, 2008  
   **Pre-bid meeting date:** N/A  
   **Due date:** March 20, 2008  
   **No. of vendors issued to:** 6  
   **No. of bids received:** 3  
   **No. of no-bids received:** 0

**Description:**

This supply contract consists of the purchase of trailers to transport grounds equipment.

**Recommendation:**

Award of contract is recommended to:

- Security Equipment Company  
  Stephan J. Green Trailers  
  Baltimore, MD  
  Farmingdale, NJ

**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.
4. **Contract:** Laboratory Testing for Potable Water  
   **Contract #:** MWE-805-08  

   **Term:** 5 years  
   **Extension:** 2 years  
   **Contract Ending Date:** 5/31/15  
   **Estimated annual award value:** $30,000  
   **Estimated total award value:** $210,000  

   **Bid issued:** March 6, 2008  
   **Pre-bid meeting date:** March 13, 2008  
   **Due date:** April 3, 2008  
   **No. of vendors issued to:** 9  
   **No. of bids received:** 6  
   **No. of no-bids received:** 0  

**Description:**  
This on-call contract consists of a variety of tests performed on drinking water.

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

   Martel Laboratories JDS, Inc.  
   Baltimore, MD  

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

**Contact person:** Michael G. Sines  

**Funding source:** Operating budget  

**PDK Audit Alignment:** None  

**Explanatory Details:** The PDK audit does not address this item.
5. **Contract:** Plumbing Equipment and Supplies – Kenwood High School Technology Education Department

**Contract #:** JNI-722-08

**Term:** 8 months  
**Extension:** 0  
**Contract Ending Date:** 12/30/08

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

**Bid issued:** March 6, 2008  
**Pre-bid meeting date:** N/A  
**Due date:** April 3, 2008  
**No. of vendors issued to:** 4  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This contract consists of the purchase and installation of the equipment and supplies for the plumbing program in technology education at Kenwood High School.

**Recommendation:**

Award of contract is recommended to:

- W.W. Grainger  
  White Cap Construction Supply  
  Timonium, MD  
  Baltimore, MD

**Responsible school or office:** Kenwood High School

**Contact person:** Paul D. Martin

**Funding source:** Capital Funds (FF& E)

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
6. **Contract:** Roofing Inspection Services  
   **Contract #:** MWE-808-08

   **Term:** 3 years  
   **Extension:** 2 years  
   **Contract Ending Date:** 5/31/13

   **Estimated annual award value:** $85,000  
   **Estimated total award value:** $425,000

   **Bid issued:** March 20, 2008  
   **Pre-bid meeting date:** April 2, 2008  
   **Due date:** April 10, 2008

   **No. of vendors issued to:** 9  
   **No. of bids received:** 5  
   **No. of no-bids received:** 0

**Description:**

This contract consists of inspection services, including all on-call construction inspection services, for all school and office building roofs.

**Recommendation:**

Award of contract is recommended to:

   Gordon Contractors, Inc.  
   Capitol Heights, MD

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

   **Contact person:** Michael G. Sines

   **Funding source:** Operating budget

   **PDK Audit Alignment:** None

   **Explanatory Details:** The PDK audit does not address this issue.
7. **Contract:** Summer School Math Curriculum  
**Contract #:** MWE-820-08

**Term:** 5 years  
**Extension:** 0  
**Contract Ending Date:** 5/31/13  
**Estimated annual award value:** $100,000  
**Estimated total award value:** $500,000

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

**Description:**

This contract consists of replacement materials for current curriculum for the summer school math program.

**Recommendation:**

Award of contract is recommended to:

- Houghton Mifflin  
- Math Teachers Press  
- National Training Network  
- Teacher Created Materials  

Geneva, IL  
Minneapolis, MN  
Summerfield, NC  
Huntington Beach, CA

**Responsible school or office:** Office of Student Support Services  
**Contact person:** Dale Rauenzahn  
**Funding source:** Operating budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.
8. **Contract Modification:** Systemic Renovation – General John Stricker Middle School  
**Contract #:** PCR-213-06

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A  
**Estimated annual award value:** $13,695,111  
**Estimated modification amount:** $42,212

**Description:**

On November 8, 2006, the Board approved this contract for the systemic renovation of General John Stricker Middle School.

This contract modification includes providing a warranty for the existing roof. The architect has reviewed the proposal and found it to be reasonable.

**Recommendation:**

Award of contract modification is recommended to:

Tuckman-Barbee Construction Co, Inc.  
Upper Marlboro, 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.
9. **Contract**: Roof Replacement – Arbutus Elementary School
   **Contract #**: MBU-581-08

**Term**: N/A  **Extension**: N/A  **Contract Ending Date**: N/A

**Estimated annual award value**: $799,601
**Estimated contingency amount**: 79,960
**Estimated total award value**: $879,561

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

**Description**:

This project consists of the removal of the existing roof system and the installation of approximately 31,959 square feet of a four-ply, built-up, cold-coat surface, and gravel roof system with a 20-year warranty, and approximately 3,773 square feet of 40-year fiberglass shingles.

**Recommendation**:

Award of contract is recommended to:

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

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

**Contact person**: Michael G. Sines

**Funding source**: Capital budget

**PDK Audit Alignment**: None

**Explanatory Details**: The PDK audit does not address this item.
10. **Contract:** Serving Lines and Kitchen Hood Replacement – Arbutus Middle School  
    **Contract #:** MWE-810-08

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A

- **Estimated annual award value:** $246,300  
- **Estimated contingency amount:** $24,600  
- **Estimated total award value:** $270,900

**Bid issued:** March 20, 2008  
**Pre-bid meeting date:** April 1, 2008  
**Due date:** April 17, 2008  
**No. of vendors issued to:** 6  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal of old serving lines and the replacement with two (2) hot serving lines and one (1) cold serving line. Included in the project is a new exhaust hood and make-up air system.

**Recommendation:**

Award of contract is recommended to:

- **Jerry DeBar Construction, Inc.**  
  Baltimore, MD

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.

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<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid</th>
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<tbody>
<tr>
<td>Jerry DeBar Construction, Inc.</td>
<td>$246,300</td>
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<tr>
<td>Chilmar Corporation</td>
<td>$262,800</td>
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<td>Maryland Construction, Inc.</td>
<td>$329,000</td>
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<tr>
<td>North Point Builders, Inc.</td>
<td>$318,000</td>
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</table>
11. **Contract:** Boiler Replacement – Chesapeake High School  
**Contract #:** JNI-710-08  

Term: N/A  
Extension: N/A  
**Contract Ending Date:** N/A  

Estimated annual award value: $498,056  
Estimated contingency amount: 49,805  
Estimated total award value: $547,861  

Bid issued: March 13, 2008  
Pre-bid meeting date: March 20, 2008  
Due date: April 10, 2008  
No. of vendors issued to: 14  
No. of bids received: 7  
No. of no-bids received: 0  

**Description:**  
This project consists of the removal and replacement of the existing boilers, boiler-related items, a hot water generator and heating water pumps, and other associated work.  

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

Phillips Way, Inc.  
Finksburg, MD  

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.  

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<td>$506,000</td>
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<tr>
<th></th>
<th>Fidelity Engineering Corporation</th>
<th>Denver-Elek, Inc.</th>
<th>Dynastics, Inc.</th>
<th>A.W.A. Mechanical, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$572,000</td>
<td>$618,400</td>
<td>$662,000</td>
<td>$730,559</td>
</tr>
</tbody>
</table>
12. **Contract:** Locker Rooms and Support Areas Renovations – Kenwood High School  
   **Contract #:** MBU-574-08  

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated annual award value:</strong></td>
<td>$724,000</td>
<td><strong>Estimated contingency amount:</strong></td>
<td>72,400</td>
<td><strong>Estimated total award value:</strong></td>
<td>$796,400</td>
</tr>
<tr>
<td><strong>Bid issued:</strong></td>
<td>March 13, 2008</td>
<td><strong>Pre-bid meeting date:</strong></td>
<td>March 20, 2008</td>
<td><strong>Due date:</strong></td>
<td>April 15, 2008</td>
</tr>
<tr>
<td><strong>No. of vendors issued to:</strong></td>
<td>8</td>
<td><strong>No. of bids received:</strong></td>
<td>4</td>
<td><strong>No. of no-bids received:</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

**Description:**

This project consists of renovations of the locker rooms, team rooms, storage rooms, showers, and coaches’ offices, including new lockers, toilet fixtures, and HV systems renovations.

**Recommendation:**

Award of contract is recommended to:

North Point Builders, Inc.  
Baltimore, MD

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

**Contact person:**  
Michael G. Sines

**Funding source:**  
Capital budget

**PDK Audit Alignment:**  
None

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>RWC Contracting Corporation</th>
<th>Keller Brothers, Inc.</th>
<th>Denver-Elek, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Point Builders, Inc.</td>
<td>$724,000</td>
<td>$778,651</td>
<td>$863,000</td>
</tr>
</tbody>
</table>

13. **Contract**: Phase I Penthouse Abatement and Floor Sealing – Perry Hall High School  
   **Contract #:** JMI-638-08

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$172,800</td>
<td>Estimated contingency amount:</td>
<td>17,280</td>
<td>Estimated total award value:</td>
<td>$190,080</td>
</tr>
</tbody>
</table>

**Bid issued:** April 3, 2008  
**Pre-bid meeting date:** April 10, 2008  
**Due date:** April 22, 2008  
**No. of vendors issued to:** 8  
**No. of bids received:** 2  
**No. of no-bids received:** 0

**Description:**  
This project consists of the hazmat abatement, floor drain replacement, and floor sealing of the penthouse floor.

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

- Chilmar Corporation  
  Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Aging School Program (ASP)

**PDK Audit Alignment:** None

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chilmar Corporation</td>
<td>$172,800</td>
</tr>
<tr>
<td>Denver-Elek, Inc.</td>
<td>$285,000</td>
</tr>
</tbody>
</table>
14. **Contract:** Roof Replacement – Pikesville Middle School  
**Contract #:** JNI-711-08

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A

**Estimated annual award value:** $2,511,764  
**Estimated contingency amount:** 251,176  
**Estimated total award value:** $2,762,940

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

**Description:**

This project consists of the removal of the existing roof system and the installation of approximately 135,170 square feet of a four-ply, built-up, cold-coat surface, and gravel roof system with a 20-year warranty.

**Recommendation:**

Award of contract is recommended to:

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

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
15. **Contract:** Restroom Renovations Construction Contract – Rodgers Forge Elementary School

**Contract #:** MWE-812-08

**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A

**Estimated annual award value:** $113,300  
**Estimated contingency amount:** 11,330  
**Estimated total award value:** $124,630

**Bid issued:** March 20, 2008  
**Pre-bid meeting date:** March 31, 2008  
**Due date:** April 10, 2008  
**No. of vendors issued to:** 6  
**No. of bids received:** 5  
**No. of no-bids received:** 0

**Description:**

This project consists of the demolition of the existing boys’ and girls’ locker rooms and the construction of new boys’ and girls’ restrooms.

**Recommendation:**

Award of contract is recommended to:

- North Point Builders, Inc.  
- Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

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

<table>
<thead>
<tr>
<th>Bidders' Names</th>
<th>Base Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Point Builders, Inc.</td>
<td>$113,300</td>
</tr>
<tr>
<td>Jerry DeBar Construction, Inc.</td>
<td>$119,000</td>
</tr>
<tr>
<td>Chilmar Corporation</td>
<td>$123,800</td>
</tr>
<tr>
<td>Huntington &amp; Hopkins, Inc.</td>
<td>$149,600</td>
</tr>
<tr>
<td>JLN Construction Services, LLC</td>
<td>$229,000</td>
</tr>
</tbody>
</table>
16. **Contract:** Providing and Installing Split System Air Conditioners in Telecommunications Closets  
**Contract #:** MBU-571-08  
**Term:** N/A  
**Extension:** N/A  
**Contract Ending Date:** N/A  
**Estimated annual award value:** $314,100  
**Estimated contingency amount:** $31,410  
**Estimated total award value:** $345,510  
**Bid issued:** March 6, 2008  
**Pre-bid meeting date:** March 18, 2008  
**Due date:** April 10, 2008  
**No. of vendors issued to:** 10  
**No. of bids received:** 4  
**No. of no-bids received:** 0  

**Description:**  
This project consists of providing and installing a split system (ceiling or wall) mounted indoor unit; providing supports, controls, and a wall mounted thermostat; an air-cooled condensing unit on roof and supports; a condensate pump and supports; and all necessary mechanical/electrical associated work.  

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

Chasney & Company, Inc.  
Baltimore, MD  

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.
Contract: Providing and Installing Split System Air Conditioners in Telecommunications Closets
Contract #: MBU-571-08

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid – Sites include</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dulaney High School (Closet s-201, s-213); Jacksonville Elementary School (Closet Across Library); Overlea High School (Record Room); Franklin Middle School (Annex Mechanical Room); Woodlawn High School (Science Room 109); Lansdowne High School (MDF Room 107); Western School of Technology (MDF Across from Room 210); Parkville High School (by Guidance Office); and Perry Hall High School (Library Workroom)</td>
<td>$229,900</td>
<td>$338,900</td>
<td>$333,000</td>
<td>$389,000</td>
</tr>
<tr>
<td>ADD Alternate No. 1: Sollers Point Technical High School</td>
<td>$23,100</td>
<td>$26,500</td>
<td>$33,000</td>
<td>$37,700</td>
</tr>
<tr>
<td>ADD Alternate No. 2: Franklin High School</td>
<td>$21,800</td>
<td>$23,500</td>
<td>$31,500</td>
<td>$36,600</td>
</tr>
<tr>
<td>ADD Alternate No. 3: Dundalk High School</td>
<td>$17,900</td>
<td>$21,500</td>
<td>$28,300</td>
<td>$32,400</td>
</tr>
<tr>
<td>ADD Alternate No. 4: Eastern Tech High School</td>
<td>$21,400</td>
<td>$24,500</td>
<td>$32,000</td>
<td>$37,900</td>
</tr>
<tr>
<td>Total</td>
<td>$314,100</td>
<td>$434,900</td>
<td>$457,800</td>
<td>$533,600</td>
</tr>
</tbody>
</table>
17. **Contract:** HVAC System Upgrades – Western School of Technology  
**Contract #:** MBU-565-08  

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>$161,250</td>
<td>Estimated contingency amount:</td>
<td>16,125</td>
<td>Estimated total award value:</td>
<td>$177,375</td>
</tr>
</tbody>
</table>

**Bid issued:** March 13, 2008  
**Pre-bid meeting date:** March 20, 2008  
**Due date:** April 10, 2008  
**No. of vendors issued to:** 10  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**

This project consists of the removal of the existing cafeteria heating and ventilating systems and the provision of two new air conditioning systems with DX cooling.

**Recommendation:**

Award of contract is recommended to:

Chilmar Corporation  
Baltimore, MD

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

**Contact person:** Michael G. Sines

**Funding source:** Capital budget

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
**Contract:**  HVAC System Upgrades – Western School of Technology  
**Contract #:**  MBU-565-08

<table>
<thead>
<tr>
<th>Bidder's Names</th>
<th>Chilmar Corporation</th>
<th>Dynastics, Inc.</th>
<th>Denver-Elek, Inc.</th>
<th>AWA Mechanical, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$142,800</td>
<td>$163,053</td>
<td>$193,800</td>
<td>$237,681</td>
</tr>
<tr>
<td>Alternate #1 Add: Replace Existing Duct Work</td>
<td>$18,450</td>
<td>$53,558</td>
<td>$24,700</td>
<td>$24,313</td>
</tr>
<tr>
<td>Total</td>
<td>$161,250</td>
<td>$216,611</td>
<td>$218,500</td>
<td>$261,994</td>
</tr>
</tbody>
</table>
18. **Fee Acceptance:** Consultant Services – Architectural/Engineering Services for George Washington Carver Center for Arts and Technology

**Contract #:** RGA-199-07

**Term:** N/A  **Extension:** N/A  **Contract Ending Date:** N/A

**Estimated annual award value:**
**Estimated contingency amount:**
**Estimated total award value:** $454,413 (Not-to-exceed)

**Description:**

On February 26, 2008, the Board gave approval for the Department of Physical Facilities to initiate contract negotiations with the recommended Quality Based Selection (QBS) consultants for eight of the high school renovations. The Department of Physical Facilities has negotiated a not-to-exceed cost of $454,413 with the consultant for assistance in preparing the educational specifications, schematic building design, and the site design for permitting.

**Recommendation:**

Award of contract is recommended to:

Grimm & Parker Architects, Inc.  Calverton, 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.
19. **Request to Negotiate:** Consultant Services – Architectural/Engineering Services for Woodlawn High School Auditorium and Gym Renovations

**Contract #:** JMI-632-08 Project PS 08-06

<table>
<thead>
<tr>
<th>Term:</th>
<th>N/A</th>
<th>Extension:</th>
<th>N/A</th>
<th><strong>Contract Ending Date:</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated annual award value:</td>
<td>N/A</td>
<td>Estimated modification amount:</td>
<td>N/A</td>
<td>Estimated total award value:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Description:**

Professional architectural/engineering (A/E) services will be required to provide design services for the Woodlawn High School auditorium and gym renovations. The services will include a design development phase, construction document phase with a construction cost estimate prepared for all three phases; assisting during bidding, and complete construction administration phase services.

On April 16, 2008, the Qualification Committee met and reviewed the “expressions of interest” submitted by eighteen (18) qualified consultants. This information was reviewed and graded with the Qualification Committee stating that the Selection Committee should consider the five (5) most qualified firms.

The Selection Committee met and discussed the firms on April 16, 2008. Based on the discussion, the Selection Committee recommends that approval be given to begin contract negotiations with the top ranked firm of Grieves, Worrall, Wright, & O'Hatnick, Inc. (GWWO).

**Recommendation:**

Approval is recommended to negotiate with:

Grieves, Worrall, Wright, & O'Hatnick, Inc. (GWWO)  
Baltimore, MD

**Responsible school or office:** Department of Physical Facilities  
**Contact person:** Michael G. Sines  
**Funding source:** Capital budget  
**PDK Audit Alignment:** None  
**Explanatory Details:** The PDK audit does not address this item.
20. **Request to Negotiate:** Consultant Services – Architectural/Engineering (A/E) Services for Elementary School/Addition(s)

   **Contract #:** JMI-630-08

- **Term:** N/A
- **Extension:** N/A
- **Contract Ending Date:** N/A
- **Estimated annual award value:** N/A
- **Estimated modification amount:** N/A
- **Estimated total award value:** To be negotiated and approved by the Board of Education

**Description:**

That the Board of Education approves the Consultant Services – Architectural/Engineering (A/E) Services contract to Design Collective for the construction of a new elementary school, or addition(s), in the Towson area.

**Recommendation:**

Approval is recommended to negotiate with:

- **Design Collective**
  - Baltimore, MD

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

- **Contact person:** Michael G. Sines

- **Funding source:** Capital budget

- **PDK Audit Alignment:** None

- **Explanatory Details:** The PDK audit does not address this item.
21. **Request for Approval:** Educational Facilities Master Plan and Comprehensive Maintenance Plan FY 2008
   **Contract #:** N/A

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

**Description:**

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

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

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

The Educational Facilities Master Plan and Comprehensive Maintenance Plan are consistent with Performance Goals 4 and 8 of the *Blueprint for Progress*.

The full report will be distributed to the Board under separate cover.

**Recommendation:**

Award of contract is recommended to:

N/A

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

**Contact person:** Michael G. Sines

**Funding source:** N/A

**PDK Audit Alignment:** None

**Explanatory Details:** The PDK audit does not address this item.
COMMUNITY RELATIONS: Community Involvement

School Volunteers

THE SUPERINTENDENT WILL ESTABLISH A PROGRAM THAT ENCOURAGES THE USE OF VOLUNTEERS IN SCHOOLS AND OFFICES TO ASSIST STAFF IN ACTIVITIES THAT SUPPORT THE BOARD’S VISION, POLICIES, AND GOALS. VOLUNTEER PROGRAM PROCEDURES WILL SUPPORT A SAFE AND ORDERLY LEARNING ENVIRONMENT THROUGH APPROPRIATE SCREENING, TRAINING, AND MONITORING OF VOLUNTEERS. VOLUNTEER PROGRAM PROCEDURES WILL ALSO INCLUDE RECOGNITION OF VOLUNTEERS AS ASSETS TO THE SCHOOL SYSTEM AND AS INTEGRAL TO HELPING DEVELOP STRONG SCHOOL-COMMUNITY RELATIONSHIPS.

[Volunteers, working under the direction of teachers and the school staff, can greatly increase the effectiveness of the instructional program for students. Such volunteers provide significant services to students by supplementing the work of paid professional and paraprofessional staff but are not substitutes for paid staff.]

[Typical assignments include supplemental instruction as determined by the classroom teacher, clerical work and supervision of student activities.]

In order to ensure community involvement, the principal will inform the local community of opportunities to serve as a volunteer in the [local] school. The principal or a designee, [working jointly with the school staff and the central staff coordinator for volunteer programs,] shall be responsible for the operation of a volunteer program in accordance with the protocols and procedures established in the Volunteer Coordinator Manual. [It will be the responsibility of the local school to provide volunteer orientation, training and information in regard to school and health regulations.]

[In order to assure protection under the state law for comprehensive liability insurance and worker’s compensation, a] A volunteer is defined as a person invited by the appropriate administrator in the school /OFFICE to offer his/her services without receipt of monetary compensation as set forth by the requirements if comprehensive liability insurance. A VOLUNTEER IS NOT A SUBSTITUTE FOR PAID STAFF.

[These] Volunteers are required to sign a time schedule sheet upon entering AND LEAVING the school, OFFICE OR PROGRAM WHERE THEY ARE PARTICIPATING IN VOLUNTEER ACTIVITIES. VOLUNTEER TIME SCHEDULE
RULE 1260

SHEETS SHALL BE MAINTAINED BY SCHOOLS AND OFFICES FOR THE PERIOD SET FORTH IN THE BCPS RECORDS RETENTION SCHEDULE.

[Also see "A Guide for Volunteer Programs," Baltimore County Public Schools.]

Related Rule: Superintendent’s Rule 3150
I hereby certify that the monthly fire drill was conducted on  
_________________________________ (date)  

Type Drill Held:  

General ___________ Number students enrolled___________  
Block Entrance ___________ Evacuation time:  
Auditorium ___________ _________ minutes _________ seconds  
Cafeteria ___________ Was drill satisfactory?  

_________ yes ________ no  

_________________________________  
School   Principal  

BEBCO 91-3-72  

This report shall be submitted to the appropriate area assistance superintendent.  

Rule  
Approved: 4/3/72]
NON-INSTRUCTIONAL SERVICES: Transportation Services

Responsibilities and Duties

[1.] [Department] OFFICE of Transportation

[The Department of Transportation of the Baltimore County Public Schools shall be responsible for providing safe, efficient, and adequate school bus service.]

a. 1. [Plans] [s]Shall be RESPONSIBLE FOR ENSURING COMPLIANCE WITH FEDERAL, STATE, AND LOCAL REGULATIONS REGARDING THE SPECIFICATIONS, PURCHASE, MAINTENANCE, INSPECTION AND DISPOSAL OF ALL BOARD OF EDUCATION VEHICLES [made so adequate equipment is available to transport all students eligible for bus service].

b. 2. SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE WITH FEDERAL, STATE, AND LOCAL REGULATIONS REGARDING THE CERTIFICATION OF SCHOOL BUS DRIVERS AND ATTENDANTS. [Specifications shall be established for all equipment used to transport students.]

c. 3. SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE WITH FEDERAL, STATE, AND LOCAL REGULATIONS REGARDING ALL SCHOOL BUS OPERATIONS.

d. 4. SHALL ESTABLISH BOUNDARY MAPS AND/OR WRITTEN DESCRIPTIONS DEFINING THE TRANSPORTED AREA FOR ALL SCHOOLS. [An acceptance check shall be made of each bus used to transport students.]

e. 5. Safe bus routes and stops shall be established.

f. 6. SHALL ESTABLISH A PROCESS FOR EVALUATING COMPLAINTS AND REQUESTS. [Qualified drivers, contractors, and special bus attendants shall be obtained.]

g. 7. SHALL ESTABLISH OPERATING PROCEDURES AND GUIDELINES FOR SCHOOL ADMINISTRATORS, PARENTS AND STUDENTS.

h. 8. SHALL ESTABLISH A HANDBOOK FOR BUS DRIVERS AND ATTENDANTS.

i. [All buses, including contract and all spare buses, shall be safety inspected three (3) times a year.]
RULE 3410

j. [One of these inspections shall be a preventive maintenance inspection.]

k. [All contractors shall maintain their buses in a safe, efficient operating condition at all times:]

l. [All county-owned buses shall be kept in safe and efficient operating condition.]

m. 9. School bus routes shall be MONITORED [supervised] so driver practices, BUS LOAD CAPACITIES, route conditions, and stop locations are checked.

n. [Correction of unsafe conditions shall be made or proper authorities notified of any unsafe conditions.]

o. 10. Loading and unloading procedures shall be evaluated at all schools, and necessary steps taken to correct unsatisfactory conditions.

p. [Safety programs shall be carried on throughout the year for all bus drivers and attendants.]

q. [School principals shall be advised of any unsafe conditions and encouraged to carry on safety programs.]

r. 11. SHALL INCORPORATE BEST [P]ractices into the daily transportation operation. [in school bus operations, policies, laws, new mechanical developments, and safety devices shall be under constant study by the Board of Education.]

s. [Transported and non-transported zones shall be established for each school.]

r. [Complaints and requests shall be investigated promptly.]

u. [special schools and special classes held in regular schools shall be served.]

a. [Special buses shall be equipped with recommended essential safety features, i.e., adequate seat space, lap belts and shoulder harnesses for special school students.]

12. Attendants shall be employed to ride each bus [serving special schools] TRANSPORTING STUDENTS WITH SPECIAL NEEDS. Their primary responsibility shall be to insure [the utmost in] THE safety OF [for] students [assigned to ride buses assigned to special schools] DURING LOADING, UNLOADING AND TRANSPORT.
RULE 3410

13. SHALL ESTABLISH PROCEDURES FOR THE USE OF BOARD OF EDUCATION BUSES FOR AUTHORIZED FIELD TRIPS. A LIST OF APPROVED CONTRACTORS SHALL BE MADE AVAILABLE TO SCHOOLS.

[2.] Principals

a. [The principal shall inform the Department of Transportation in ample time to obtain needed buses for any increased number of students to be transported.]

b. [The number of students to be picked up at each bus stop of each bus route shall be determined by the school, and the Department of Transportation shall be notified on the forms provided in ample time to establish school bus routes.]

c. [The Transportation Department shall establish boundary maps which shall be utilized by the school in determining student transportation eligibility.]

d. 1. SHALL NOTIFY students [shall be notified by the school] regarding bus schedules and stops. Bus [passes] CARDS may be issued as needed.

e. 2. SHALL BE RESPONSIBLE FOR ASSIGNING STUDENTS TO AN ESTABLISHED BUS STOP AND TO ENSURE THAT THE ASSIGNMENT IS TO THE SAME ESTABLISHED BUS STOP EVERY DAY OF THE WEEK. MORNING, MIDDAY, AND AFTERNOON STOPS MAY BE DIFFERENT BUT MUST BE CONSISTENT EACH DAY OF THE WEEK.

3. SHALL ENSURE THAT STUDENTS ARE FAMILIAR WITH THE ESTABLISHED CROSSING PROCEDURES FOR STUDENTS:

a. STUDENTS ARE TO BE AT THE ESTABLISHED BUS STOP ON THE SIDE OF THE ROAD OF THE PICK UP FIVE (5) MINUTES BEFORE THE DESIGNATED ARRIVAL TIME OF THE SCHOOL BUS.

b. STUDENTS EMBARKING FROM THE SCHOOL BUS MUST STAND AWAY FROM THE SIDE OF THE BUS UNTIL THE BUS PULLS AWAY. WHEN TRAFFIC CLEARS STUDENTS SHALL PROCEED ACROSS THE ROAD.

c. SAME SIDE SERVICE SHALL BE PROVIDED FOR ELEMENTARY SCHOOL STUDENTS RESIDING ON A ROAD WITH A POSTED SPEED LIMIT OF 35 MPH OR GREATER.

d. SAME SIDE SERVICE SHALL BE PROVIDED TO SECONDARY STUDENTS RESIDING ON A ROAD WITH A POSTED SPEED LIMIT OF 40 MPH OR GREATER.
e. [The school shall determine that all bus loads are within the legal capacity of each bus and balance loads as far as possible on the local level without changing the bus route. If this is not possible, the Department of Transportation should be notified.]

f. 4. [The school] [s]Shall be [constantly] alert for any unsafe school bus practices AND/or conditions and SHALL MAKE corrections [should be made,] or, if necessary, notify the Office of Transportation OF THE CONCERN.

g. 5. [All bus] SHALL ENSURE THAT students AND PARENTS ARE [shall be] informed ANNUALLY regarding GUIDELINES [recommended procedures of what is expected of them] FOR STUDENTS while at the bus stop, on the bus, and at the discharge point. All [new bus] students AND PARENTS shall be furnished a copy of the [“Baltimore County Public Schools Transportation Regulations.”] “PARENTS’ & STUDENTS’ GUIDE TO TRANSPORTATION. These [regulations] GUIDELINES shall be discussed with students so they are completely aware of their responsibilities. [Parents shall be made aware of these regulations.]

h. [All bus students shall be properly supervised between the time they reach school in the morning and the time classes begin. The same applies to the afternoon between the time students are dismissed and the time they board their bus to go home. Bus students are not to leave the school grounds after arrival in the morning, or while waiting for their bus in the afternoon without written permission from the principal. A record of the names and addresses of all students riding each bus route shall be kept up-to-date at each school.]

i. 6. SHALL BE COMPLETELY FAMILIAR WITH THE GUIDE FOR ADMINISTRATORS, ESTABLISHED BY THE OFFICE OF TRANSPORTATION. [In case of an accident, the driver is instructed to contact the Transportation Department immediately. If it is deemed necessary, police department assistance shall be requested and the school will be notified. A written report will be submitted to the proper authorities by the Transportation Department. Route Report Form 11A shall be completed and forwarded to the Office of Transportation as scheduled.]

j. 7. SHALL CONDUCT PRACTICE EMERGENCY BUS EVACUATION DRILLS SEMI-ANNUALLY IN SEPTEMBER AND FEBRUARY. [Student safety programs shall be conducted throughout the year, and shall include practice in leaving the bus by the emergency door. Students must have practice in opening the bus emergency door and in leaving the bus}
through this exit, as well as through the front door. Such drills, shall be conducted with the same seriousness as that displayed during the monthly fire drills in the school building. Students shall practice leaving the bus in an orderly manner, without pausing to gather books or personal belongings. Practice drills in emergency evacuation shall be conducted on the school grounds and not along the highway. The conduct of students after they have left the bus shall be stressed, and it shall be pointed out that in a true emergency many hazards could exist along a highway that do not exist in a practice drill on the school grounds.]

d. 11. [The school] [s] Shall WORK CLOSELY WITH THE OFFICE OF TRANSPORTATION WHEN RESPONDING TO [develop good public relations by answering to the best of its ability] any COMPLAINTS OR inquires regarding school bus service, WALKING ROUTES, AND THE NEED FOR CROSSING GUARDS.

o. [The principal shall monitor the use of pay buses:]

(1) [The school shall, insofar as possible, ascertain that students who use public transportation or private pay buses have safe conditions for getting to and from school.]

(2) [The school shall instruct students regarding safe practices and desired behavior when riding public transportation and private pay buses. It shall take needed steps to make certain students obey established regulations for use of such vehicles.]

(3) [The school shall supply the Office of Transportation with a list of private pay bus operators serving the walking zone of the school.]

(4) [All private pay buses using school driveways as a point to pick up and discharge students shall be assigned a safe location for carrying out these practices.]
(5) [The school shall work to insure the safety of students by informing parents, students, owners of private pay buses, and drivers of buses the need for following the established rules and regulations of the Baltimore County Public Schools.]

(6) [When a transit service is used by students, but not paid for by the Baltimore County Public Schools, the school may furnish a student identification card to any student desiring one.]

12. [The school shall establish procedures for use of special buses] SHALL ARRANGE FOR TRANSPORTATION SERVICES FOR STUDENTS WITH SPECIAL NEEDS.

1) a. A PARENT OR RESPONSIBLE PERSON SHALL BE REQUIRED TO MEET THE BUS AT THE ESTABLISHED BUS STOP IN THE MORNING, AFTERNOON, AND AT MIDDAY. Unless a written request FOR THE STUDENT PROVIDED WITH special [bus] TRANSPORTATION TO EMBARK AND DISEMBARK WITHOUT SUPERVISION [for a student to ride a] is initiated by the parent and [permission is granted] APPROVED by the principal [of the school], a parent or responsible person shall be required to meet the bus at the [designated] ESTABLISHED BUS stop [both] in the morning, [and] afternoon, AND AT MIDDAY.]

b. The principal [of the school housing a special class or classes] shall prepare AND MAINTAIN, with the assistance of [a supervisor of] the Office of Special Education, a roster of [the handicapped] students WITH SPECIAL NEEDS requiring special transportation. THE COMPLETE ROSTER SHALL BE PROVIDED TO THE OFFICE OF TRANSPORTATION IN JULY OF EACH YEAR.

c. The principal [of the school housing the special class or classes] shall BE RESPONSIBLE FOR PROVIDING notification[y] TO parents of [special class] students WITH SPECIAL NEEDS regarding transportation arrangements AND SCHEDULES.

4) d. PRINCIPALS SHALL SUBMIT TO THE OFFICE OF TRANSPORTATION AN UPDATED ROSTER OF STUDENTS REQUIRING SPECIAL NEEDS TRANSPORTATION ON THE LAST FRIDAY IN OCTOBER.
[NON-INSTRUCTIONAL SUPPORT SERVICES]  

Transportation Services FROM CHILD CARE FACILITIES

a. 1. Baltimore County Public Schools will provide transportation from a child care PROVIDER to a public [elementary] school providing the child care facility [is licensed by the Baltimore County Health Department,] is within the boundaries of the school district[,] and [is located] THE TRANSPORTED AREA OF [more than one mile from] the school.

b. 2. Children who have transferred to a public [elementary] school under existing transfer policies and are attending a child care facility within the boundaries of the school district AND THE TRANSPORTED AREA to which the child has transferred will likewise be provided transportation from the child care facility to the public [elementary] school.

c. 3. Children attending child care facilities that are within [a one mile walking distance] THE NON-TRANSPORTED AREA of an assigned school will not be provided transportation, unless the walking conditions as determined by the [Baltimore County Public Schools] OFFICE OF TRANSPORTATION are unsafe.

d. [The Office of Transportation will maintain a list of licensed child care facilities with their corresponding school districts. This list will be updated when a center is newly licensed, has its license revoked, or when school boundaries are changed. This procedure is not intended to affect transportation arrangements and/or procedures currently provided day care facilities which were in existence prior to the effective date of this rule.]

LEGAL REFERENCES:

ANNOTATED CODE OF MARYLAND, Transportation Article, §§11-153, -154, -173, -174; 13-420; 16-186; 21-703, -706, -706.1, -806, -1118; 22-218, -418; 25-110

COMAR 11.19.01 - 11.19.08

COMAR 13A.06.07
Rule
Approved: 9/18/68
REVISED:

Superintendent of Schools
NON-INSTRUCTIONAL SERVICES: Physical Plant Services

Safety and Security

The [Division] DEPARTMENT of Physical Facilities will schedule necessary [custodial] STAFF coverage, within budgetary limitations, to provide [maximum] security for the school plant. [All secondary schools and some elementary schools will have three eight-hour shifts, with seven-day-a-week coverage.] All [remaining] schools will have at least two eight-hour shifts, with five-day-a-week coverage and weekend security checks. Additional [watchmen] PERSONNEL will be employed when and where necessary. Security checks will be made during all SCHEDULED holidays[, including those holidays guaranteed to classified employees].

OPERATIONS PERSONNEL WHO OPERATE BOILERS SHALL ATTEND AN IN-SERVICE PROGRAM ON BOILER SAFETY.
INSTRUCTION

Public Performances and Exhibitions: Assemblies

Pay assemblies shall not be held during school hours.

The principal of the school shall be responsible for acceptable standards of pupil behavior at assembly programs. These programs shall meet the following criteria:

- Programs shall have both educational and inspirational value.
- Programs shall have interest variety.
- Wide participation in the programs should be encouraged.
- Good taste shall be demonstrated in the kinds of programs and behavior shown.

Rule Superintendent of Schools
Approved: 11/21/68
INSTRUCTION: Extra-Class Activities

Guidelines for Drama Productions

Procedures for the selection and approval of the production should begin with the director’s evaluation based on the merit of the educational experience, the suitability for participants and audience, and the appropriateness of the production requirements. Criteria for these considerations are listed below:

1. The Merit of the Educational Experience
   a. Will the production enrich the regular program of instruction in the school?
   b. Will the selection augment what the technical staff, performers, and/or audience know about theater as an art form?
   c. Does the selection provide an opportunity to cast a number of student with varying degrees of acting experience?
   d. Does the selection have literary/artistic merit as a serious drama, comedy, fantasy, or other significant type?
   e. Will the production be entertaining?
   f. Does the selection represent part of a well-balanced drama and/or music program?

2. The Suitability for Participants and Audience
   a. Will the selection appeal to performers and audience?
   b. Is the selection taught or presented with some frequency in secondary schools?
   c. Are the characterizations required within the capabilities and maturity level of the available talent?
   d. Will most adolescent performers and/or audience members be comfortable dealing with the characters, language, or situations in the production?
   e. Will costumes, choreography, or movements be considered appropriate by community standards?

3. The Production Requirements of the Selection
   a. Are the technical requirements within the school’s resources?
   b. Is there a reasonable expectation that the production will generate sufficient funds to cover its cost?
   c. Will the price of tickets be affordable for the majority of the community?
   d. Has a realistic production schedule been formulated?
Approval Process

The approval process must be completed before the director makes any commitments for the production to students or outside agencies. He/she should allow at least two (2) weeks for the selection to be reviewed by the department chairman and the principal. The process should include the following steps:

Step 1: The director should fill out in duplicate the checklist and approval form and submit both copies first to the department chairman for approval and then to the principal.

Step 2: The department chairman should evaluate the selection based on the criteria listed, indicating any questions he/she may have on the checklist itself. His/Her approval or disapproval should be noted on the approval form and returned to the director within five (5) school days.

Step 3: The principal should evaluate the selection based on the criteria listed, indicating any questions he/she may have on the checklist itself. Ultimate approval or disapproval from the principal should be noted on the approval form. Once copy should then be returned to the director within five (5) school days and the other kept for the principal’s file.

Appeal Process

An appeal for reconsideration may come from any one of a number of sources: a director who questions disapproval or a parent, student, or community member who questions either approval or disapproval. The appeal process will be the same regardless of the source or objection.

An appeal may also come at various times in the production schedule; it may come when the selection is announced, when the cast is well into production, or even after the performance. The appeal process will be the same regardless of time.

The appeal process should follow these steps:

Step 1: Once an appeal for reconsideration is made, the principal shall render his/her decision to approve or disapprove the production and notify the person appealing within three (3) school days.

Step 2: If the person appealing is dissatisfied with the decision of the principal, he/she may appeal this decision to a designated member of the
Superintendent’s staff who shall render a decision within three (3) school days of the notice of the appeal.

Step 3: If the person appealing is dissatisfied with the decision of the Superintendent’s designee, he/she may appeal this decision to the Board of Education. The Board of Education shall render its decision within five (5) days of the notice of appeal.
PLAY/MUSICAL PRODUCTION APPROVAL FORM

TITLE OF PRODUCTION: ________________________________________

PLAYWRIGHT:____________________________________________________

DATE(S) OF PRODUCTION: ______________________________________

FACILITY BEING USED: ___________________________________________

COMMENTS: (OPTIONAL) ____________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SIGNATURE OF DIRECTOR:    APPROVE  DISAPPROVE  DATE

___________________________   __________ ___________  _____

SIGNATURE OF DEPARTMENT CHAIRMAN:

____________________________________  __________  ___________            _____

SIGNATURE OF PRINCIPAL:

____________________________________  __________  ___________            _____

BEBCO 93-26-83]
Checklist for Selection of Dramatic Production

The director shall check all of the criteria for which the dramatic production meets standards. (Note: Not all criteria will be met by all worthwhile productions. However, the summary statements should apply in all categories.)

The Merit of the Educational Experience

___ Will the production enrich the regular program of instruction in the school?
___ Will the selection augment what the technical staff, performers, and/or audience know about theatre as an art form?
___ Does the selection provide an opportunity to case a number of students with varying degrees of acting experience?
___ Does the selection have literary/artistic merit as serious drama, comedy, fantasy, or other significant type?
___ Will the production be entertaining?
___ Does the selection represent part of a well-balanced drama and/or music program?

Summary: ____ The educational experience provided by the production has merit.

Optional Comments by Chairman and/or Principal:

______________________________________________________________________________

The Suitability for Participants and Audience

___ Will the selection appeal to performers and audience?
___ Is the selection taught or presented with some frequency in secondary schools?
___ Are the characterizations required within the capabilities and maturity level of the available talent?
___ Will most adolescent performers and/or audience members be comfortable dealing with the characters, language, or situations in the production?
___ Will costumes, choreography, and/or movements be considered appropriate by community standards?

Summary: ____ The production is suitable for participants and audience.

Optional Comments by Chairman and/or Principal:

______________________________________________________________

The Appropriateness of Production Requirements

___ Are the technical requirements within the school’s resources?
___ Is there a reasonable expectation that the production will generate sufficient funds to cover its cost?
___ Will the price of tickets be affordable for the majority of the community?
___ Has a realistic production schedule been formulated?

Summary: ____ The production requirements are appropriate and reasonable.

Optional Comments by Chairman and/or Principal:

______________________________________________________________________________

[RULE 6145.7, EXHIBIT]
INSTRUCTION

Health Education
Attention shall be given to the overall provisions of health education in grades K-12. The present method of implementing the essential concepts of the program is through a deliberately integrated approach. By incorporating each of the aspects of health education into the regular on-going program, pupils are given the benefit of seeing health in the perspective of the various disciplines, and large numbers of teachers are involved in the responsibility of dealing with the many facets of health education.

Rule
Approved: 11/21/68

Superintendent of Schools
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: MSDE BIANNUAL FINANCIAL STATUS REPORT FOR PERIOD ENDING MARCH 31, 2008

ORIGINATOR: J. Robert Haines, Deputy Superintendent

RESOURCE Barbara Burnopp, Chief Financial Officer

PERSON(S): Patrick Fannon, Controller

INFORMATION

As a result of SB894, Baltimore County Public Schools is required to submit a biannual report of its financial status.

Attachment I – MSDE Biannual Financial Status Report – Superintendent’s Certification
Attachment II – MSDE Biannual Financial Status Report – Revenue and Expenditure Report
Biannual Reporting Requirements under Senate Bill 894
Superintendent’s Certification

Local School System: Board of Education of Baltimore County

_____  Period Ending November 30, 2007  (report due to MSDE by December 31, 2007)
__X___  Period Ending March 31, 2008  (report due to MSDE by April 30, 2008)

This report reflects the financial status of the system’s Current Expense Fund (General Fund).

**Required elements:**
- ✓ Revenues, by source (local, state, federal, other)
- ✓ Expenditures, by category (as defined in the Financial Reporting Manual)
  - o Current approved budget
  - o Year-to-date actual
  - o Encumbered or obligated expenditures
  - o Available balance
  - o Percent of budget spent or encumbered
- ✓ Explanations, as necessary, if there is a variance of more than ten percentage points in any category between percent of budget obligated or received to date and percent of fiscal year elapsed
  (Each system may submit the attached template or a similar document that contains all of the required elements listed above.)

Check all that apply:

___X__  The attached schedule of year-to-date revenues and expenditures accurately reflects the financial position of the Baltimore County Public Schools.

___X__  Based on my knowledge of the system’s financial position, I **do not** anticipate any issues or problems associated with cash flow during this fiscal year.

___X__  Based on my knowledge of the system’s financial position, I **do not** anticipate any issues or problems associated with our ability to operate within our budgeted resources and avoid a deficit situation at the end of the fiscal year.

_____  Based on my knowledge of the system’s financial position, I **do** anticipate an issue or problem related to cash flow and/or deficit spending. I have attached a description of the possible problem(s) and a corrective action plan.

_____________________________________  _____________  
Superintendent’s signature     Date

_____________________________________  _____________  
Chair/President, Board of Education’s signature  Date

_____________________________________  _____________  
Chief Financial Officer’s signature    Date
Please submit certification and report to MSDE Audit Office, 200 West Baltimore St., Baltimore, MD 21201
### Total Summary by Revenue Source for Current Expense Fund (General Fund)

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Approved Budget</th>
<th>Year-to-Date Revenues</th>
<th>Anticipated Revenues</th>
<th>Projected Total Revenues</th>
<th>Percent of Budget Received to Date</th>
<th>Variance from % of FY Elapsed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Appropriation</td>
<td>$617,722,410</td>
<td>$416,974,338</td>
<td>$200,748,072</td>
<td>$617,722,410</td>
<td>67.5%</td>
<td>-7.498%</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>$8,081,484</td>
<td>$3,384,249</td>
<td>$4,697,235</td>
<td>$8,081,484</td>
<td>41.9%</td>
<td>-33.123%</td>
</tr>
<tr>
<td>State Revenue</td>
<td>$506,997,547</td>
<td>$409,422,984</td>
<td>$97,574,563</td>
<td>$506,997,547</td>
<td>80.8%</td>
<td>5.754%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
<td>0.000%</td>
</tr>
<tr>
<td>Other Resources/Transfers</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
<td>-</td>
<td>$2,500,000</td>
<td>100.0%</td>
<td>25.000%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$1,135,301,441</strong></td>
<td><strong>$832,281,571</strong></td>
<td><strong>$303,019,870</strong></td>
<td><strong>$1,135,301,441</strong></td>
<td>73.3%</td>
<td>-1.691%</td>
</tr>
</tbody>
</table>

### Total Expenditure Summary by Category for Current Expense Fund (General Fund)

<table>
<thead>
<tr>
<th>Category</th>
<th>Approved Budget</th>
<th>Year-to-Date Actual Expenditures</th>
<th>Encumbrances/Obligations</th>
<th>Available Balance</th>
<th>Percent of Budget Spent/Obligated</th>
<th>Variance from % of FY Elapsed</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Administration</td>
<td>$32,668,750</td>
<td>$20,887,591</td>
<td>$2,404,407</td>
<td>$9,376,752</td>
<td>71.3%</td>
<td>-3.70%</td>
</tr>
<tr>
<td>202 Mid-level Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Principal</td>
<td>$62,334,288</td>
<td>$45,271,323</td>
<td>$163,494</td>
<td>$16,899,469</td>
<td>72.9%</td>
<td>-2.11%</td>
</tr>
<tr>
<td>Administration &amp; Supervision</td>
<td>$13,233,677</td>
<td>$8,060,718</td>
<td>$167,808</td>
<td>$5,005,151</td>
<td>62.2%</td>
<td>-12.82%</td>
</tr>
<tr>
<td>203 Instructional Salaries</td>
<td>$429,121,308</td>
<td>$299,118,943</td>
<td></td>
<td>$130,002,365</td>
<td>69.7%</td>
<td>-5.30%</td>
</tr>
<tr>
<td>204 Textbooks &amp; Instructional Supplies</td>
<td>$20,015,044</td>
<td>$13,413,226</td>
<td>$1,023,589</td>
<td>$5,578,229</td>
<td>72.1%</td>
<td>-2.87%</td>
</tr>
<tr>
<td>205 Other Instructional Costs</td>
<td>$17,857,803</td>
<td>$12,905,233</td>
<td>$1,268,919</td>
<td>$3,683,651</td>
<td>79.4%</td>
<td>4.37%</td>
</tr>
<tr>
<td>206 Other Instructional Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206 Special Education</td>
<td>$139,150,546</td>
<td>$95,508,865</td>
<td>$12,576,539</td>
<td>$31,065,142</td>
<td>77.7%</td>
<td>2.68%</td>
</tr>
<tr>
<td>207 Student Personnel Services</td>
<td>$6,374,186</td>
<td>$4,679,846</td>
<td>$28,949</td>
<td>$1,665,391</td>
<td>73.9%</td>
<td>-1.13%</td>
</tr>
<tr>
<td>208 Health Services</td>
<td>$12,079,209</td>
<td>$8,488,148</td>
<td>$3,422</td>
<td>$3,587,639</td>
<td>70.3%</td>
<td>-4.70%</td>
</tr>
<tr>
<td>209 Student Transportation</td>
<td>$47,340,453</td>
<td>$34,230,440</td>
<td>$4,803,143</td>
<td>$8,306,870</td>
<td>82.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>210 Operation of Plant</td>
<td>$89,471,809</td>
<td>$55,594,163</td>
<td>$19,948,543</td>
<td>$13,928,903</td>
<td>84.4%</td>
<td>9.43%</td>
</tr>
<tr>
<td>211 Maintenance of Plant</td>
<td>$28,864,298</td>
<td>$16,004,884</td>
<td>$4,681,229</td>
<td>$8,178,185</td>
<td>71.7%</td>
<td>-3.33%</td>
</tr>
<tr>
<td>212 Fixed Charges</td>
<td>$232,785,046</td>
<td>$161,597,433</td>
<td>$797,844</td>
<td>$70,389,769</td>
<td>69.8%</td>
<td>-5.24%</td>
</tr>
<tr>
<td>213 Food Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
<td>0.00%</td>
</tr>
<tr>
<td>214 Community Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
<td>0.00%</td>
</tr>
<tr>
<td>215 Capital Outlay</td>
<td>$4,005,226</td>
<td>$2,162,826</td>
<td>$18,651</td>
<td>$1,823,749</td>
<td>54.5%</td>
<td>-20.53%</td>
</tr>
<tr>
<td>Undistributed Federal Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>$1,135,301,441</strong></td>
<td><strong>$777,923,639</strong></td>
<td><strong>$47,886,537</strong></td>
<td><strong>$309,491,265</strong></td>
<td>72.7%</td>
<td>-2.26%</td>
</tr>
</tbody>
</table>

* Explanations are required where there is a variance in excess of 10 percentage points between Percent of Budget Received To Date and the percent of the fiscal year elapsed.

** Explanations are required where there is a variance in excess of 10 percentage points between Percent of Budget Spent/Obligated and the percent of the fiscal year elapsed.
Report on Variances of More Than 10%

As of March 31, 2008, 75% of the fiscal year has elapsed and 70% of the 10-month school year has elapsed. The attached report shows that 73.3% of revenues have been received and that 72.7% of the expenditures have been incurred as of March 31, 2008. The overall activity reported is in line with the percentage of the year completed. As explained below there are two revenue categories where there is a variance in excess of 10 percentage points between the percent of the budget received to date and the percent of the fiscal year elapsed. There are two expenditure categories where the variance in estimated expenditures and the encumbrances is in excess of 10 percentage points between the percent of the budget spent and obligated, and the percent of the fiscal year elapsed. The following information is provided to explain these variances.

REVENUES

Other Local Revenue:

This category is comprised of out-of-county living arrangement payments from other local educational agencies, tuitions, investment earnings and other sundry revenues. The out-of-county arrangement payments, which are estimated to be $4 million annually, are generally not received until the end of the fiscal year; therefore, a major part of this budgeted revenue will not be recognized until then.

Other Resources/Transfers:

This category represents the re-appropriation of prior year fund balance. The Board budgeted and received approval from the Baltimore County Council to utilize $2.5 million of the prior year’s fund balance, which was recorded as revenue by early in the fiscal year.
Biannual Reporting Requirements under Senate Bill 894

Local School System: Board of Education of Baltimore County

Period Ending March 31, 2008 (report due to MSDE by April 30, 2008)

OBLIGATIONS (EXPENDITURES AND ENCUMBRANCES)

202 Mid-level Administration:

The budget in this category includes approximately $1.5 million, which is the estimated cost of student assessment software, which has not been encumbered at this time. These funds are expected to be utilized by year end.

215 Capital Outlay:

The Capital Outlay category contains salaries and other costs for project management of construction and renovation projects throughout the school system. The Capital Outlay budget includes $876,600 of costs to be incurred with the start-up of a new educational program. These costs are now expected to be incurred in the Other Instructional Costs category. It is anticipated that the Board of Education and the Baltimore County Council will approve a budget appropriation transfer to move these funds to the appropriate category prior to year end.
DATE: May 6, 2008

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent


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

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

INFORMATION

Attached is the General Fund Comparison of FY2007 and FY2008 Revenues, Expenditures, and Encumbrances – Budget and Actual for the periods ended March 2007 and 2008

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 March 2007 and 2008. 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 $416.9 million, 67.5% of the budget, as compared to $431.7 million, 71.2% 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 March 2008, five of the state payments have been received.

- **Other Revenues** – The other revenue budget is comprised of re-appropriation 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 $3.3 million. The decrease in other revenue when compared to the prior year is primarily the result of less appropriation of prior year’s fund balance.
### FY2008 Expenditure Budget by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional salaries</td>
<td>$429,121,308</td>
</tr>
<tr>
<td>Instructional textbooks</td>
<td>$20,015,044</td>
</tr>
<tr>
<td>Other instructional costs</td>
<td>$17,857,803</td>
</tr>
<tr>
<td>Health services</td>
<td>$12,079,209</td>
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<tr>
<td>Special education</td>
<td>$139,150,546</td>
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<tr>
<td>Transportation</td>
<td>$47,340,453</td>
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<tr>
<td>Fixed charges</td>
<td>$232,785,046</td>
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<tr>
<td>Maintenance of plant</td>
<td>$28,864,298</td>
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<tr>
<td>Operation of plant</td>
<td>$89,471,609</td>
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<td>Administration</td>
<td>$32,668,750</td>
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<tr>
<td>Mid-level administration</td>
<td>$75,567,963</td>
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<tr>
<td>Instructional salaries</td>
<td>$429,121,308</td>
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<tr>
<td>Instructional textbooks</td>
<td>$20,015,044</td>
</tr>
<tr>
<td>Other instructional costs</td>
<td>$17,857,803</td>
</tr>
</tbody>
</table>

Figure 2 (Detail included in Figure 4)

**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through March 2008, are $825.8 million, 72.7% obligated, compared to $782.7 million, 73.8% 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 71% 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 70% 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, the Crossroads Center, and other new programs.

The non-salary expenditures are budgeted for an overall increase of $33.9 million, or 8.9% 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 tuition reimbursements paid to teachers for course work; an increase of $2 million in Transportation for increased fees paid to private bus contractors because of increased rates; and, an increase of $3.6 million in non-public placement costs in Special Education to reflect costs increases resulting from changes in required administrative processes. 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.

![% of Budget Obligated FY2007 and FY2008 as of March 31](image)

**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 expenditures for contracted services and for supplies as a percentage of the budget were greater last year than at this time in the current year. Year end budget appropriation transfers into these categories are anticipated to offset scrivener’s errors, to fund unachieved turnover savings, and to make other year-end adjustments.

- **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, 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 15.1% or approximately $3.5 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, $14.4 million, 72.1% of the FY2008 budgeted textbooks and supplies 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. A year end budget appropriation transfer into this category is anticipated to cover additional start up costs at Vincent Farm Elementary School and to reclassify capital expenditures related to the AdvancePath Program.

- **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 $5.3 million primarily relating to expenditures for computer network upgrades. To date, $14.1 million, 79.4% of the FY2008 budgeted funds have been committed. In the prior year, $8.7 million, 69.5% had been committed. The increase in expenditures in this fiscal year is the result of encumbrances for anticipated contracted services over the amount expended in the prior year. It is expected that the remaining funds will be utilized by year end. A year end budget appropriation transfer into this category is anticipated to reclassify capital expenditures related to the AdvancePath program and to reflect budget reallocations by principals.

- **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 million (91%) of the FY2008 special education non-salary budget is for private placement of children in non-public schools. To date, 91% of the budgeted funds for private placement, $32.5 million, have been committed, compared with 94% of non-public placement funds committed at March 2007. The decrease in the percentage of non-salary expenditures over the prior year is the result of the timing of recording encumbrances for private placement services.

- **Student personnel and Health services** – Year-to-date FY2008 non-salary expenditures for student personnel are currently over budget. The budget was misallocated during the final stages of approval and a budget appropriation transfer will occur before year end to provide additional funds in this category. Expenditures in health services are currently in line with the budget. Student personnel category will need a year end budget appropriation transfer to offset a scrivener’s error in the initial county budget.

- **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuel for vehicles, cost of bus maintenance, and other non-salary expenditures. The non-salary budget increased $2.1 million, which can be attributed primarily to additional expenditures for private bus contractors resulting from an increase in contractor rates. A year end budget appropriation transfer into this category is anticipated to cover summer school transportation and rising diesel fuel costs.
• **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 $3.3 million, 6.8% 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 March 2008, 95% of the non-salary budget has been committed, which is comparable to the prior year. It is anticipated that utility savings in this category will be transferred to other categories as part of the year-end budget appropriation transfer.

• **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 $1.5 million or 9.5% 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 $12.9 million, 75.2% of the budgeted amount, as compared with $12.7 million, and 81.6% in the prior fiscal year. Capital Outlay non-salary expenditures are 22.9% expended at March 2008, as compared to 100% expended in March 2007. This decrease is attributable to a pending budget transfer of $877,000 from Capital Outlay to Other Instructional Costs for the AdvancePath Program. It is anticipated that turnover savings in Maintenance of Plant will be transferred to other categories as part of the year end budget appropriation transfer. It is also anticipated that a year end budget appropriation transfer will reclassify the expenditures for the AdvancePath program to the appropriate categories.

• **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.
## Baltimore County Public Schools
### Comparison of FY 2007 and FY 2008 Revenues, Expenditures, and Encumbrances
#### Budget and Actual
##### For the Periods Ended March, 2007 and 2008
##### General Fund

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<tr>
<th>Revenues</th>
<th>FY 2007</th>
<th>FY 2008</th>
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<td></td>
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<td>Remaining as of 03/31/07</td>
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<td></td>
<td>Budget</td>
<td>Total Earned or Adjusted Rev/Exp/Enc. Budget</td>
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<tr>
<td>Baltimore County</td>
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### Expenditures and encumbrances

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<td>Budget</td>
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<td>Remaining as of 03/31/07</td>
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<tr>
<td>Health services</td>
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<td>FY 2008</td>
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<td>Subtotal</td>
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<td>Student transportation</td>
<td>FY 2007</td>
<td>FY 2008</td>
</tr>
<tr>
<td></td>
<td>Adjusted as of 03/31/07</td>
<td>Remaining as of 03/31/07</td>
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<tr>
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<td>Budget</td>
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<td>Salary</td>
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<td>Non-salary</td>
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<td>Subtotal</td>
<td>$45,707,273</td>
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<tr>
<td>Maintenance of plant</td>
<td>FY 2007</td>
<td>FY 2008</td>
</tr>
<tr>
<td></td>
<td>Adjusted as of 03/31/07</td>
<td>Remaining as of 03/31/07</td>
</tr>
<tr>
<td></td>
<td>Budget</td>
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<td>Salary</td>
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<td>17,119,059</td>
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<td>Subtotal</td>
<td>$52,947,481</td>
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<td>Fixed charges</td>
<td>FY 2007</td>
<td>FY 2008</td>
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<td></td>
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<td>Budget</td>
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<td>Subtotal</td>
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### Total Salary

<table>
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<tr>
<th>FY 2007</th>
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<tr>
<td>Adjusted as of 03/31/07</td>
<td>Remaining as of 03/31/07</td>
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<tr>
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</tr>
<tr>
<td>$677,258,502</td>
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<tr>
<td>$718,539,579</td>
<td>$506,339,478</td>
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### Figure 4

Meeting Minutes as recorded by Sharon Elliott
* speakers numbered by sign-in order, but recorded in speaking order

Opening Comments Speaker #12 – Steve Lafferty – Delegate

Speaker Group #1 – Dr. Lori Taylor-Mitchell
(reference handout #1A)

- A/C at Ridgely
- rising temperature increases stress and decreases performance on testing
- thermal comfort 68-75 degrees based on heat stress index
- Baltimore County has no written policy for closing schools for excessive heat
- no County funds in budget for A/C in non-A/C schools
- noted later in the meeting that principal can make request for individual heat related school closings

Speaker Group #1 – Julie Sugar, Ridgely MS PTA President
(reference handout #1A)

- renovations have increased heat problem
- new windows not designed to ventilate
- renovated for A/C but no chiller and not in budget
- heat related symptoms in kids

Speaker Group #1 – Carolyn Cook, Ridgely MS Parent
(reference handout #1B)

- design flaws in recent renovations
- design lowered ceilings; windows don’t open much, therefore more heat

Speaker #2 – Dr. Lori Taylor-Mitchell, Parent Loch Raven HS
(reference handout #2)

- had to get feasibility study through Freedom of Information Act

Speaker #3 – George Ward, Loch Raven HS
(reference handout #3)

- had to get feasibility study through Freedom of Information Act
Central Area Education Advisory Council  
Capital Pre-Budget Meeting  
Dumbarton Middle School  
March 13, 2008 at 7:00 p.m.

Speaker #6 – Halley Mullen, Ridgely MS Student (school government delegate)  
(reference handout #6)  
- heat factor  
- safety – heat stress/migraines  
- administrators get A/C, why not students

Speaker #4 – Chris Parts, Rodgers Forge Parent (also an architect by trade)  
(reference handout #4)  
- referenced Towson UDAT  
- wants walkable sites/enhance community

Speaker #5 – Oscar Taube, Dumbarton MS  
(reference handout #5)  
- A/C and elevator for ADA accessibility and movement of heavy school equipment

Speaker #7 – Yara Cheikh, Hampton ES  
- first grade mom with three more under five  
- speaking to trailers/need A/C and windows  
- overcrowding  
- school to have new windows this summer; hope aren’t like Ridgely’s windows  
- requested two more trailers, already have two with no bathrooms  
- hope new trailers have bathrooms  
- would be great if replace two original trailers too

Speaker #8 – Michael Ertel, VP of Greater Towson Council  
- mentioned Towson UDAT  
- overcrowding at Rodgers Forge  
- has three kids at RF  
- has talked to school systems strategic planning office  
- Towson resurgence of new families  
- two years ago forwarded ideas of new Ridge Ruxton School and reopen Ridge Ruxton as Ruxton Elementary School  
- want a community elementary school  
- why not Mays Chapel?  
- Dulaney Springs site for elementary school?  
- back lot of Greenwood or White Oak off Perring Parkway for elementary school?
Central Area Education Advisory Council  
Capital Pre-Budget Meeting  
Dumbarton Middle School  
March 13, 2008 at 7:00 p.m.

Speaker #9 – Alyson Bonavoglia – Parent with two kids at Rodgers Forge  
(reference handout #9)

1.  640 students at RF with rated capacity of 396
2.  seven trailers – expecting two more in the summer
3.  promised another security monitor
4.  music classes held on cafetorium stage
5.  try getting such large number of kids through bathrooms during school day
6.  been asking for four years to address overcrowding; killed by politics
7.  how about Mays Chapel site?
8.  fiscal year 2010/2012 Towson overcrowding
9.  want an entire new school!

Speaker #10 – Cathi Forbes, Parent from RF and Dumbarton

- Chairperson for Towson Families United
- formed about Towson elementary school overcrowding
- want a new school not a wing
- supported Mays Chapel site

Speaker #11 – Kelly Friedman, PTA President for Stoneleigh ES  
(reference handout #11)

good short-term and long-term solutions for Stoneleigh (losing Pre-K to alleviate overcrowding and having two mobile computer labs
Stoneleigh is 114 over capacity
support proposals to alleviate overcrowding in Towson area

Speaker #13 – Dennis King, Parent Rodgers Forge (3rd grader)

- 451 students
- against Ridge Ruxton addition
- need funds for REAL, new school
- County didn’t solicit parents’ opinions to see what they wanted

Speaker #14 – Mike Homa, Loch Raven Booster Club  
(reference handout #14)

- looking for private/public partnership
- raised $200,000
- $19,000 contract for engineering recently signed (Baltimore County approved engineering firm) to bring water/sewer to site
Speaker #15 – Josh Glikin, Parent and Member of Towson Families United

- just moved to community a year ago
- want walkable/community school
- no option due to existing senior center; they already have May’s Chapel
- potentials Bykota/old Towson Elementary School—reverse 20 year ago decision

Speaker #16 – Maggie Kennedy

- Boast Bill - senate Bill 373; please call and voice concerns; bill for vouchers and income credits
- voucher bill in disguise
- another senate bill in committee, cigarette restitution fund for non-public schools; vote against
- senate bill 933 – take $ and eliminate high school assessments or only 20% of graduation requirement; public high school graduation requirements; legislating what schools take care of
- 20% attendance/attend 80% of time; 20% high school assessment (total score has to be 60); 20% GPA
Ridgely Middle School Climate Control Issues

The Ridgely PTA has heard from many parents voicing concerns about temperatures, particularly in the second floor classrooms and in the music wing. While Ridgely has always been uncomfortable on hot days because it has never been air conditioned, the recent renovation has turned an uncomfortable environment into an unmanageable one. The lowering of ceilings throughout and the design of the new windows that were installed as part of the renovation appear to have exacerbated the problem to the point where indoor air temperatures have been very high throughout most of the school year. We anticipate the situation getting worse in the spring when the outside temperatures begin to rise. Further compounding the issue is the fact that there are no current plans to install the air chillers needed to make the climate control system at Ridgely fully functional even though accompanying infrastructure was included as part of the existing $13 million renovation.

To put the scope of the problem into perspective, last fall inside air temperatures were typically 10 degrees warmer than the outside, with many classrooms registering temperatures in the 90's and 100's. In other words, when the outside air temperature was 80 degrees, the 2nd floor classrooms typically registered 90 degrees. From August-October 2007, Baltimore County had twenty-seven 80+ degree school days, the equivalent of 5.5 weeks of school, and we have yet to experience the spring. We think everyone can agree that a 90-104 degree classroom is not an optimal learning environment for our children and many might consider it to be unbearable.

In response, the Ridgely PTA formed the PTA Climate Control Committee. The Committee has been gathering information about the health and learning issues facing our children in an overheated environment, as well as looking at potential short and long-term solutions to this problem. Numerous studies have shown that the ability to learn and overall school performance decline as classroom temperatures rise.

The Committee believes that the long-term solution to the climate control problems at Ridgely is to install the chillers to make the new climate control system fully functional. BCPS estimates that installation of the chillers at Ridgely will cost $900,000.

In the meantime, Ridgely Principal, Sue Evans, is allowing teachers to move their classes outside and elsewhere in the building where space is available on hot days. This is a stop-gap measure until a short-term or long-term solution can be reached.

The Committee has put together this packet of information to make the Central Area Educational Advisory Council, Board of Education and BCPS aware of the indoor air quality issues facing Ridgely. We urge you to develop an adequate climate control plan for all Baltimore County public schools. We would like to ask for particular emphasis to be placed on those schools, like Ridgely, that have undergone renovations that are exacerbating current indoor temperature issues. We are also urging you to include funding in the 2009 budget cycle to begin fixing the indoor air quality problems caused by these renovation design flaws.

Thank you for your consideration,

Julie Sugar, PTA President
Kay Hardisky, PTA 1st Vice President
Laurie Mitchell, PTA Board member,
Carolyn Cook, PTA Board member,
& Ridgely PTA Climate Control Committee
Since the renovation, many Ridgely classrooms are 10 degrees hotter than outside.

These photos demonstrate that when it’s 80 degrees outside, it’s 90 degrees in these classrooms.

The photo below was taken on 10/10/2007 12:59:16 PM, about 100 steps away from the Ridgely school building.

The photo below was taken 6 minutes later, on 10/10/2007 01:05:47 PM, in a second floor Ridgely classroom. These two photos demonstrate the 10 degree temperature difference between outside and inside an RMS classroom.

We also know that when it’s 85 degrees outside, it’s 95 degrees in the classrooms. And when it’s 90 degrees outside, it’s 100 degrees in the classrooms.

We can probably all agree that a 90-100 degree classroom is not an environment conducive to learning.

According to AccuWeather reports, Baltimore County has had 27 school days so far this school year (August 20 - October 31, 2007) in which the temperature was 80-100 degrees.

This means Ridgely has had 27 school days so far this school year with 90-100+ degree classrooms. 27 school days is the equivalent of 5.5 weeks of school.
This photo shows the new inward opening windows and lowered ceilings installed throughout Ridgely as part of the current renovation.

In every classroom, half of the windows are fixed (do not open).

Of the new windows that open, they open at a 30-40 degree angle.

The large portion of the old windows opened outward at approximately a 90 degree angle.

Note the steel support blocking the full opening of the window. Two windows in this classroom are obstructed by steel support beams.

This new window design seems to be decreasing airflow into the classrooms.

The lowered ceilings in all the classrooms has given the rising heat nowhere to go.

When visiting this classroom on October 9th, the digital thermometer registered that it was still 92 degrees at 4 PM.
CAEAC

Pre-Budget Meeting

Speaker Comments
Ridgely has never been air conditioned. It's always been hot on hot days. But our recent renovation seems to have exacerbated the problem.

The $13M renovation the school is undergoing has prepared Ridgely to be climate controlled, including the installation of a new HVAC unit in every classroom. All that remains is to install the chillers so the new HVAC units can chill air.

To prepare Ridgely for climate control, ceilings have been lowered in all the classrooms and new windows were installed that are not designed to ventilate the classrooms.

Half of the new windows do not open. Those that do open, open about 1/3 as much as the old windows. (see visual)

Because Ridgely has been renovated for air conditioning but has not received it, we are experiencing unprecedented heat issues.

Teachers who have taught at Ridgely for years have said this year has been the hottest in over 18 years at Ridgely. August through October, I heard parents complain that their children were having unusual problems with headaches, nausea, dizziness, and other heat related symptoms. When I contacted our school nurse, she confirmed that she had been treating many students and teachers suffering from heat ailments on hot days.

The PTA began to look into it. We took temperature readings last October and discovered that the 2nd floor classrooms and music wing were a full 10 degrees hotter than outside temperatures.

**We are submitting photos to you of digital thermometer readings taken 6 minutes apart where the outside temperature is 80 degrees and the classroom temperature is 90 degrees. (see photos)**

90 degrees is by no means the hottest these classrooms get because when it's 85 outside, it's 95 in the classrooms, when it's 94 outside, it's 104 in the classrooms.

**It's important to know that 80 degrees outside is 90 degrees inside because we have a lot of 80+ degree days in Baltimore during the school year.**

In fact, from August to October 2007, we had TWENTY-SEVEN 80-94 degree school days.

**This means that Ridgely has had 27 school days so far this school year where our classrooms were 90-104 degrees.**

**27 school days is 5.5 weeks of school.**

And we expect the problem to be even worse once spring hits.

The chillers are estimated to cost about $900K, less than 7% of the cost of the overall renovation, and are unfortunately not in the current budget.

We would like to ask your Council to speak with BCPS on our behalf to ask that they look into this problem and figure out a solution.

Thank you!
Comments for Pre-Budget Meeting
Central Area Educational Advisory Council, March 13, 2008

I'm Dr. Laurie Taylor-Mitchell, I'm on the Executive Board of the Ridgely Middle School PTA, and my son is in the 8th grade at Ridgely. I'm here to speak about what our children are enduring with regard to high temperatures in classrooms. We're going to present information that we hope will help the Council make the case for having air conditioning as a top priority in the school budget.

Since the 1970s, studies on the effects of higher temperatures on learning have consistently shown that student performance is negatively affected when classroom temperatures are above the mid-70s. The results are summarized in your information packet; a study from 2005 is particularly important, on the effects of classroom air temperature on performance. In Table 2 of this study, lower temperatures allowed 28% faster calculations in math, 9.5% faster work in logical reasoning, and increased the ability to read texts at a constant rate by 24%. These dramatic positive effects were achieved by reducing the classroom temperatures in August and September from outside temperatures ranging from 73-82 degrees, to 68 degrees.

To my knowledge, studies on student performance in classroom temperatures of 85-95 degrees, the temperatures often endured by Ridgely students on hot days, have not been published. In sum: High temperatures in classrooms result in lower test grade performances and increased stress and fatigue.

Twenty-four years ago, the American Academy of Pediatrics became concerned about heat stress and children in schools. Their Committee on School Health published a paper on heat stress and school closings, using the national standards devised by ASHRAE, or the American Society of Heating, Refrigeration, Air Conditioning Engineers. These standards recommend a temperature for thermal comfort indoors of 68-75 degrees in the winter, and only slightly higher temperatures in the summer.

A heat stress index was also published by the Academy of Pediatrics, with guidelines for schools. The Caution, Extreme Caution, and Danger temperature categories listed by the American Academy of Pediatrics were all endured by Ridgely students and teachers last year.

Another policy of interest is that devised by the Dept. of Public Health of the State of Utah, where all schools without air conditioning must monitor and record classroom temperatures between May 1 and September 15. Their categories with temperature ranges from the Caution to Danger Levels - were likewise endured by children in classrooms at Ridgely last year, and are also provided in your information.

Local Policy: In the Baltimore City Public Schools: when the temperature reaches 85 degrees by 9 a.m., schools are dismissed 2 1/2 hours early.

Baltimore County Public Schools have NO written policy for closing schools for excessive heat. The temperatures in the 80s and 90s in classrooms at Ridgely Middle School, and undoubtedly in other County schools without air conditioning,
trigger no official response in the BCPS system to safeguard children's health and maintain effective learning.

Air conditioning rates in schools in nearby Counties: (please see fact sheet)
In Anne Arundel, Howard, and Carroll Counties, 100% of all public schools have full air conditioning. In Harford County, 90% of all schools have it, and AC is included in the few remaining renovations.

In Howard County, all older schools were retrofitted with AC at least 22 years ago. If Ridgely Middle school were in Howard County, it would have been fully air conditioned by 1986.

In Baltimore County, only 50% of the public schools have full AC. In the 4 surrounding Counties then, the schools of 3 counties are at 100%, one is at 90%, Baltimore County has 50%. Only Baltimore City schools have less fully air conditioned schools, at 43%.

In Washington D.C., 50% of the schools have full AC. In February, Mayor Adrian Fenty announced that their $120 million renovation funding was being implemented to ensure that all classrooms in the district were properly air conditioned by May 15 of this year.

Baltimore County desperately needs this kind of leadership by government and education officials on air conditioning in public schools.

In the 2009 Board Proposed Operating budget for Baltimore County, only 2 schools are listed for AC renovations using state money: Sandalwood Elementary, and LRHS
NO funding for AC in schools is provided by the County in the Proposed Operating Budget for FY2009, indeed, as far as I can tell, through 2014. None.

What did these nearby counties and the District of Columbia understand long ago about prioritizing air conditioning in schools that the Baltimore County school system has not? That cooler temperatures in classrooms have a major impact on learning and student performance. Perhaps Baltimore County has decided to emphasize enhancing the curriculum. But the best curriculum in the world will not succeed if it’s 90 degrees in the classroom.

Income statistics: Maryland
Highest median household income in nation
Maryland ranks 5th among states in per capita personal income
(Source: U.S. Dept. of Commerce, Bureau of Economic Analysis, data for 2006)
Students and Heat Stress
Heat Stress and School Closings
Committee on School Health
Pediatrics 1984;74;313-314

The online version of this article, along with updated information and services, is located on the World Wide Web at:
http://www.pediatrics.org
During the last decade, the practice of opening public school in early August has led to environmental stresses on students and teachers due to extremes of heat and humidity. In the South and Southwest, it is not unusual to have 15 to 20 days of 90°F (32.2°C) and relative humidity of 60% and higher during August. This puts a strain on teachers’ and students’ adaptability.

In surveying eight southern states, J. W. Trieschmann (unpublished data, 1983) found that the availability of air conditioning in public schools ranged from 15% in some states to 30% in others. The smaller, poorer, usually rural school districts had the least access to cooling equipment. Thus, a large school population is at the mercy of the elements. This is especially significant because the majority of this population has been acclimatized to air-conditioned homes and stores, and extremes of heat discomfort are not well tolerated.

Heat stress is defined as the overall effect of excessive heat on the human body. The important factors contributing to heat stress are air temperature, humidity, air movement, radiant heat, atmospheric pressure, physiologic factors (handicap or chronic disease), physical activity,1 and time exposure. Under normal conditions, temperature and humidity are the most important elements influencing comfort. The American Society of Heating, Refrigeration, Air Conditioning Engineers (ASHRAE) has published an index for determining heat stress based on human physiology, clothing, and standard room conditions.2 This index, called the “ET” or effective temperature (in Fahrenheit), is a measure of what hot weather feels like to the average person at different temperatures and humidities. The ET provides an excellent standard to be used by school superintendents in planning school hours during summer heat waves. The necessary information to calculate this is available from the National Oceanic and Atmospheric Administration (NOAA), which gives weather conditions on radio and broadcasts hourly temperature readings (in Fahrenheit) and relative humidity percentages. Using the nomogram in the Figure, the ET can easily be derived.3 For example: If the average temperature for the school hours 8 AM to 3 PM is 90°F and the relative humidity is 50%, then the ET would be 81°F.

The ET becomes important when it is subjected to clinical situations. Herrington,4 in 1951, found that errors increased from an average of 12 per hour to more than 90 per hour as the ET was increased from 70°F to 97°F. Similar findings by Peplar5 have confirmed that even slight increases in environmental temperature have an adverse effect on learning. Such data are convincing evidence of the undesirable effects of heat stress on school performance.

ASHRAE standards for air-conditioning systems strive to achieve 76°F with 50% relative humidity, or an ET of 70°F for all school environments. Classroom studies have shown maximal comfort for studying to be at an ET between 66°F and 75°F.6

The type of clothing and the length of time of exposure to a given environmental condition greatly affect the comfort index. In classroom situations, all data point to the relationship between temperature, the kind of activity conducted therein, and

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This statement has been approved by the Council on Child and Adolescent Health.

PEDIATRICS (ISSN 0031 4005). Copyright © 1984 by the American Academy of Pediatrics.

Figure. Temperature-humidity index.
the amount of concentration needed for the learning situation at hand.

An ET of 85°F for a sustained period of four to six hours is considered the maximum tolerable condition for sedentary educational activity. Fatigue and learning skills deteriorate rapidly beyond this point. At an ET between 93°F and 96°F, extreme caution is recommended. Such effective temperatures may result in heat cramps, heat stroke, and heat exhaustion.²

**TABLE. General Heat Stress Index**

<table>
<thead>
<tr>
<th>Category</th>
<th>Effective Temperature (ET) (°F)</th>
<th>Heat Stress Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danger</td>
<td>95</td>
<td>Heat stroke or sun stroke likely (no school)</td>
</tr>
<tr>
<td>Extreme caution</td>
<td>85–94</td>
<td>Heat stroke, heat cramps, heat exhaustion possible with long exposure (suggest ½ d—AM hours—or no school)</td>
</tr>
<tr>
<td>Caution</td>
<td>75–84</td>
<td>Learning skills decrease with long exposure; increased fatigue after 4–6 h (suggest ½ d AM hours)</td>
</tr>
<tr>
<td>Maximum comfort</td>
<td>65–74</td>
<td>Excellent learning skills; all day school (subject to activity and clothing)</td>
</tr>
</tbody>
</table>

* Data from ASHRAE.² Additional comfort during summer heat waves can be achieved by allowing students to wear shorts, “cut-offs,” or other light clothing. Liberal fluid intake and moderate physical activity (in shade) promote thermal adaptation. If high ET readings are consistent in the area year in and year out, a later school starting date should be considered. NOAA (weather radio) can provide the averages for the year for any region and locale.

Given the above data, the ET derived from the nomogram can be used to assist school authorities in determining when it is healthy and safe to hold school classes. The "Heat Stress Index" (Table) provides a guide based on ET readings.²

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**REFERENCES**

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To: All Principals and Head Custodians in Non-Air Conditioned Schools  
From: David Gourley, Assistant Superintendent  
Date: June 28, 2005  
Subject: “Classroom Temperature Health Intervention Plan” Requirements

The Utah Department of Health has established school classroom temperature requirements in “R392-200; Design, Construction, Sanitation and Safety of Schools.” All schools without air conditioning in the classrooms are required to:

- Monitor and record classroom temperatures on days when school is in session between May 1 and September 15 of each year;
- Have a plan for mitigating the effects of excessive heat to students and staff, including an emergency plan for all children with special health care needs; and,
- Immediately notify the local health officer when the level of “Danger” is reached anywhere inside the school where students/staff are present for an hour or longer.

The following is a brief outline to meet these requirements. Attached are monitoring record forms for fall and spring, and a copy of the school plan outline that was mailed to you last year. You will need to resubmit your current plan, along with your monitoring record, or create a new plan using this format. Both documents need to be returned to your School Services Director at your end-of-year evaluation.

**Monitoring and Recording Temperatures:**

At least one temperature reading must be taken each school day between May 1 and September 15 each year. A representative classroom or a random selection are both appropriate as long as any classroom with a specific concern is also measured when necessary. Submit the attached logs to School Services at your end-of-year evaluation.

**School Plan for Mitigating the Effects of Excessive Heat to Students and Staff:**

Use the enclosed outline or create your own school plan. This plan should be reviewed with all staff and will likely be requested during inspections conducted by the Utah Department of Health.

*School Services Manual*
Granite School District
Classroom Temperature Health Intervention Plan

School Level Plan for Mitigating the Effects of Excessive Heat to Students and Staff

School Name: ___________________________ Date Submitted: ___________________________

**Step 1**
Measure and record the temperature in a given classroom.

**Step 2**
Determine the “heat health hazard level” using the “dry bulb index”

- Below 79.9° F No Hazard
- 80° to 89.9° F Caution Level
- 90° to 99.9° F Extreme Caution Level
- 100° F or Above Danger Level

**Step 3**
Immediately begin mitigating the effects of excessive heat for any students or staff in an area of the school that is at or above the “caution” level by doing the following:

- Review and immediately implement any individualized health care plans for all children with special health care needs.
- **Caution Level** - encourage loose-fitting, light colored, lightweight clothing; encourage wide brimmed hats and sun screen (SPF 15 or higher) during recess and outdoor activities; maintain adequate fluid intake (encourage students to bring water bottles and take frequent water breaks); increase room ventilation (open windows/doors, use fans); provide wet wipes, damp clothes and/or spray bottles to cool forehead, arms, legs, and face; decrease physical activity at recess and in PE classes; and, limit recess to cooler morning hours if necessary.
- **Extreme Caution Level** - all of the above and move students/staff to cooler areas of the building, as often as necessary, to avoid being in the above 90° F areas for longer than 60 to 90 minutes at a time.
- **Danger Level** - all of the above and immediately move the students/staff to cooler areas of the building. If there are no suitable locations below the “danger” level, immediately contact the School Services Office to determine what actions, including the possible dismissal of school, to initiate.

**Step 4**
Immediately notify the Salt Lake County Sanitation and Safety Department (562-6435) if the heat health level of “danger” is reached anywhere inside the school where students or staff are present for an hour or longer, or on the same day two incidents occur in the school where health symptoms, such as heat stroke, cramps and heat exhaustion may have been caused by heat and a heat hazard level of “caution, extreme caution, or danger” has been recorded in the school.

---

*School Services Manual*
Granite School District
"Classroom Temperature Health Intervention Plan"

Classroom Temperature Monitoring Log - Non-Air Conditioned Schools

Start of School to September 15th

School Name: ___________________________ Date Submitted: ______________
Name of person completing this log: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Measured</th>
<th>Location in Building</th>
<th>Temperature</th>
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Comments or Concerns: ________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Turn completed logs into your School Services Director at your end-of-year evaluation

School Services Manual
Granite School District
“Classroom Temperature Health Intervention Plan”

Classroom Temperature Monitoring Log - Non-Air Conditioned Schools

May 1st to End of School Year

School Name: ___________________________ Date Submitted: ___________________________

Name of person completing this log: ___________________________

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<th>Date</th>
<th>Time Measured</th>
<th>Location in Building</th>
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Comments or Concerns: ____________________________________________________________
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Turn completed logs into your School Services Director at your end-of-year evaluation

School Services Manual
HEAT STRESS MEASUREMENT. Portable heat stress meters or monitors are used to measure heat conditions. These instruments can calculate both the indoor and outdoor WBGT index according to established ACGIH Threshold Limit Value equations. With this information and information on the type of work being performed, heat stress meters can determine how long a person can safely work or remain in a particular hot environment.

### TABLE III:4-2. PERMISSIBLE HEAT EXPOSURE THRESHOLD LIMIT VALUES

<table>
<thead>
<tr>
<th>Work/rest regimen</th>
<th>Light</th>
<th>Moderate</th>
<th>Heavy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous work</td>
<td>30.0°C (86°F)</td>
<td>26.7°C (80°F)</td>
<td>25.0°C (77°F)</td>
</tr>
<tr>
<td>75% Work, 25% rest, each hour</td>
<td>30.6°C (87°F)</td>
<td>28.0°C (82°F)</td>
<td>25.9°C (78°F)</td>
</tr>
<tr>
<td>50% Work, 50% rest, each hour</td>
<td>31.4°C (89°F)</td>
<td>29.4°C (85°F)</td>
<td>27.9°C (82°F)</td>
</tr>
<tr>
<td>25% Work, 75% rest, each hour</td>
<td><strong>32.2°C (90°F)</strong></td>
<td>31.1°C (88°F)</td>
<td>30.0°C (86°F)</td>
</tr>
</tbody>
</table>


According to the OSHA Technical Manual, an example of “Light Work” is sitting, using one arm to write which is pretty comparable to a student working in a classroom.

This table shows that OSHA condones continuous work at 86°F but for each degree above this, OSHA recommends that work time decrease and be interspersed with rest time. At 90°F, OSHA recommends that each hour, workers (students in our case) work for 15 minutes then rest for 45 minutes.

OSHA considers 90°F to be a permissible heat threshold which means that at 91°F, work becomes unsafe and is not recommended.
Effects of Classroom Temperature on Learning
Summaries Effects of Classroom Temperature on Learning

1: (Summary of results from article, "The Effects of Moderately Raised Classroom Temperatures and Classroom Ventilation Rate on the Performance of Schoolwork by Children," published in HVAC&R Research, Vol. 13, Number 2, March 2007, 193-219)

There have been only a few well-conducted studies of the effects of classroom temperature on student learning. A pioneering set of studies were carried out on this topic in Sweden in 1970. In a set of experiments reported by Wyon, students aged 9-10 years old in three different classes were exposed to classroom temperatures of 68°, 81°, and 86° for 2 hrs at each temperature. The students were tested on a variety of numerical and language-based tasks. Children's performance on both types of tasks were lower at the two higher temperatures. Higher classroom temperatures were associated with a lower rate of work and reduced reading comprehension, especially in the afternoon when children were fatigued (Wyon, 1970).

A recent study published in 2007 carried out on students in Denmark gave remarkably similar results. This well-designed study was based on students enrolled at an elementary/middle public school in Denmark. Classroom air temperatures were manipulated for 1 week at a time for two classes of 10-12 year old children. Each class was exposed for one week during which the classroom temperature was maintained at low temperature (mean temperature of 68°) and then exposed at a second week during which classroom temperatures were maintained at high temperature (mean temperature of 75°). One set of students received the lower temperatures first while the other set of students received the higher temperatures first. Ventilation rates were held constant. Teachers and pupils were allowed to open windows and doors as usual. The effect of temperature on learning was evaluated by comparing each students' performance on a series of tests administered between the low and high temperature classrooms. The tasks assessed performance on 8 different numerical and language-based tests, from reading to mathematics. The tasks were constructed to resemble standard teaching material (Wargocki and Wyon, 2007).

Results of the experiment are shown in the Figure below. The performance of two numerical and two language-based tests was significantly improved when the temperature was reduced from 77°F to 68°F. The above improvements were mainly in terms of the speed at which tasks were performed, with negligible effects on error rate.

The reduction in test performance associated with the higher temperature classroom was statistically apparent for four of the eight tasks. However, it should be noted that the mean classroom temperatures of the high temperature rooms were only 75°F. The mean outside temperatures during this period were only 60 - 63°F. There have been marked concerns raised about the effects of considerably higher classroom temperatures, but effects on classroom learning at these more extreme temperatures have not been systematically studied. This is of particular relevance to the Baltimore area when outside temperatures climb to eighty degrees or higher and classroom temperatures can climb as high as ninety degrees or higher.
References:


Figure 3. Change in the speed of performing each task and in percentage errors as a result of reducing temperature in Experiments 1T and 2T, relative to the level that normally occurred in the classrooms. In Experiment 1T, the change is shown regardless of ventilation rate.
Previous Page: From Wargocki P and Wyon DP, 2007. The upper panel shows the effect of lowering classroom temperature on increasing the speed at which various tasks are carried out. The lower panel shows the effect of lowering classroom temperature on reducing the number of errors in these tasks.

Summaries of other studies:

**Wyon (1970)** -- Reported on experiments to test language learning in a language laboratory at different temperatures. Performance was significantly worse at 27°C (80.6F) than at 20°C (68F), and the effect was more pronounced for less able children. Again, mild heat serves to decrease arousal.

**Pepler (1971)** - studied 3 pairs of schools near Portland, Oregon
3 schools air-conditioned and maintained 24°C (75.2F)
3 schools unconditioned and variable **up to 29°C (84.2F)**
Students tested twice per week. Test performance was significantly related to temperature. Generally, results showed that test scores were better with temperatures of 22-23°C than >26°C.


---

**The effects of moderate heat stress on mental performance.**

**Wyon DP, Andersen I, Lundqvist GR.**

Moderate heat stress is believed to affect mental performance by lowering levels of arousal. Conscious effort can counteract this effect. In most experiments, raised temperatures are perceived at the start by subjects and can act as a stimulus to exert conscious effort. In practice, temperatures usually rise slowly and may therefore have a more marked effect. Thirty-six male and 36 female 17-year-old subjects in standard cotton uniforms (0.7 clo) were exposed in groups of four in a climate chamber to rising air-temperature conditions typical of occupied classrooms, in the range 20–29 degrees C. [i.e. 68 - 84.2 Farenheit] The maximum rate of rise was 4 degrees C/h [i.e.7-8 degrees Farenheit]. Each group performed mental work during three successive periods of 50 min with 10-min breaks between. During each break the air temperature was reduced by 3 degrees C. **Sentence comprehension was significantly reduced by intermediate levels of heat stress in the third hour. A multiplication task was performed significantly more slowly in the heat by male subjects, showing a minimum at 28 degrees C [82.4 Farenheit] Recognition memory showed a maximum at 26 degrees C, decreasing significantly at temperatures below and above, and an independent measure of degree of certainty in recall showed a maximum at 27 degrees C. These findings are in accordance with the hypothesis of reduced arousal in moderate heat stress in the absence of conscious effort.**

PMID: 538426 [PubMed - indexed for MEDLINE]

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• Other studies:
- Differential effects of hot-humid and hot-dry environments on mental functions. [Int Arch Occup Environ Health. 1983]
- The effects of moderate heat stress and open-plan office noise distraction on SBS symptoms and on the performance of office work. [Indoor Air. 2004]

THE EFFECTS OF CLASSROOM AIR TEMPERATURE AND OUTDOOR AIR SUPPLY RATE ON THE PERFORMANCE OF SCHOOL WORK BY CHILDREN

P Wargocki*, DP Wyon, B Matysiak and S Irgens

International Centre for Indoor Environment and Energy, Technical University of Denmark, Nils Koppels Alle, Building 402, DK-2800 Kgs. Lyngby, Denmark www.ie.dtu.dk

ABSTRACT
A field intervention experiment was conducted in two classes of 10-year-old children. Average air temperatures were reduced from 23.6°C to 20°C and outdoor air supply rates were increased from 5.2 to 9.6 L/s per person in a 2x2 crossover design, each condition lasting a week. Tasks representing 8 different aspects of school work, from reading to mathematics, were performed during appropriate lessons and the children marked visual-analogue scales each week to indicate SBS symptom intensity. Increased ventilation rate increased work rate in addition, multiplication and number checking (P<0.05), and subtraction (P<0.06). Reduced temperature increased work rate in subtraction and reading (P<0.001), and reduced errors when checking a transcript against a recorded voice reading aloud (P<0.07). Reduced temperature at increased ventilation rate increased work rate in a test of logical thinking (P<0.03). This experiment indicates that improving classroom conditions can substantially improve the performance of schoolwork by children.

INDEX TERMS
Performance; Schools; Children; Outdoor air supply rate; Temperature

INTRODUCTION
It is well-documented that indoor environmental quality (IEQ) in schools is both inadequate and frequently much worse than in office buildings. For example, measurements in 39 schools in Sweden showed that 77% of schools did not meet building code regulations (Smedje and Norbäck, 2000). The most common defects in schools include insufficient outside air supplied to occupied spaces; water leaks; inadequate exhaust air flows, poor air distribution or balance; and poor maintenance of heating, ventilation and air-conditioning (HVAC) systems, as indicated by the analysis of 88 National Institute of Occupational Safety and Health (NIOSH) Health Hazard Evaluation Reports for educational facilities in the USA where the complaints were registered (Angell and Daisey, 1997). The underlying reason is almost always inadequate funding. School facilities are improperly operated and maintained because installation and running budgets have been reduced. As a result outdoor air supply rates per person in classrooms are often so low that carbon dioxide (CO2) levels are well above the recommended level of 800-1000 ppm (Sowa, 2002), causing poor air quality. There is often no adequate temperature control in classrooms, which especially in warm seasons results in increased temperatures. In spite of the above reports very little is known on how poor IEQ affects schoolwork (Mendell and Heath, 2005), even though performance of schoolwork can have lifelong consequences for a student and society. Most of the available information stems from experiments in 60s and 70s on how classroom temperatures affect school performance (Wyon, 1970; Wyon et al, 1979).

Poor IEQ in office buildings due to increased temperatures and poor air quality s a result of low outdoor air supply rates or poor HVAC maintenance can lead to the reduced performance of office work by adults (Wyon and Wargocki, 2005a,b). It is thus reasonable to suspect that they can also negatively affect school performance by children. Increased temperatures and low outdoor air supply rates can also cause general Sick Building Syndrome (SBS) symptoms such as headache, difficulty in concentrating, fatigue and lethargy (Krogstad et al., 1991; Wargocki et al., 2002) which may have a direct impact on learning. Poor IEQ can affect certain aspects of classroom behaviour that are important for maintaining discipline (Wyon and HoIrmberg, 1972), and may thus affect learning.

The objective of the present study was to determine whether classroom temperature and outside air supply rate affect schoolwork, to extend knowledge of the effects of poor IEQ on performance from adults in offices to children at school.

* Corresponding author email: pw@mek.dtu.dk
RESEARCH METHODS
The effect of reduced classroom temperature and increased outside air supply rate on the performance of schoolwork was studied in two parallel and identical classes of 10-year-old children (4th grade), in an elementary school providing education for children in the age range from 6 years old to 16 years old. The school is situated in a wealthy community in Northern Zealand, Denmark, and its main building was erected in 1950. The classrooms in which the experiments were carried out were built in 1963. The school buildings are of brick and smoking is not allowed. The classrooms selected for experiments were designed for 28 pupils and have a floor area of 65 m² and a volume of 189 m³. They have typical school furniture and floors covered with linoleum; hooks for overcoats are placed outside the classrooms in the adjacent corridor. The classrooms have south-facing façades that are almost entirely glazed, so that large solar heat gains considerably increase classroom temperatures. Both classrooms are ventilated on weekdays from 7:00 to 16:00 with 100% outdoor air supplied by a mechanical ventilation system that is served by the same air handling unit (AHU), which has pre-heating with a set-point of 20°C and a counter-current heat exchanger but no cooling or humidification. EU7 bag filters are installed in the supply airflow and EU5 in the return. They are changed every 6 months. No other classrooms are served by this AHU. The nominal flow per class is 600 m³/h to meet the Danish Building Code (BR, 1995) requiring 5 L/s per child, but the actual flow measured prior to the study was 180 m³/h per class, corresponding to only 1.8 L/s per child. This was probably due to energy reducing measures that had been implemented in the school and to small defects in the AHU. The air is provided to each class through 4 grills placed uniformly on the south façade about 2.5 m above the floor, and it is exhausted through 3 grills close to the floor, in the corridor wall. The ventilation system was installed in the classrooms in 1996 and uses existing brick shafts to transport the air from the basement, where the AHU is situated, to the classrooms. Its operation is controlled by the computer.

To increase the rate at which outdoor air was supplied to classrooms, the existing electrical motors of the fans in the AHU were replaced with bigger ones and connected to an automated system controlling the ventilation system by a frequency controller, new dampers were installed including butterfly dampers (to perform the airflow measurements), and the grills in the classroom were replaced with bigger ones to increase their effective area. These changes made it possible to increase the airflow to 800 m³/h per class without a noticeable change in the noise level in the classrooms. To reduce the classroom temperature, wall-mounted split-unit air conditioning was installed in each classroom, consisting of an outdoor unit, situated on the roof, connected to two low-noise indoor units installed on the walls perpendicular to the south façade, above the height of the ventilation inlet grills. Two indoor units were installed to keep the noise level as low as possible. The capacity of the cooling system was sufficient to keep classroom temperature at 20°C with outdoor temperatures up to 30°C.

The experiments were carried out in 4 weeks at the end of August and the beginning of September, 2004. The classroom temperature was reduced from 23-28oC, which would normally occur indoors in this period, down to 20oC and the outside air supply rate was increased from 180 m³/h to 800 m³/h per class in a blind 2x2 crossover design. Each condition was maintained in each classroom for a full week; the new condition was set on Fridays after the last class was over. Prior to the beginning of experiments and after the first 2 weeks of experiments, new supply air filters were installed in the AHU. The fans of the indoor units of the split air-conditioners were operated continuously, independently of whether the cooling was on or off, to create placebo condition. During experiments, the teachers and pupils were allowed to open the windows as usual, and no changes to lesson plan or normal school activities at school were made, so as to maintain the teaching environment and routines as normal as possible.

Each week, in appropriate lessons, the children’s usual teachers administered parallel versions of language-based and numerical-based performance tasks representing different aspects of schoolwork, from reading to mathematics. The tasks were selected so that they could be a natural part of an ordinary school day. They included: (1) addition of numbers; (2) multiplication of numbers; (3) subtraction of numbers; (4) checking columns of numbers against each other; (5) sentence comprehension (logical reasoning); (6) proof-reading of text with deliberate errors; (7) acoustic proof-reading of text with deliberate errors when listening to a recorded voice reading it aloud; and (8) reading of text with choice points inserted to determine whether the children understand the text. The tasks were developed to match the difficulty to the age of the children in consultation with the class teachers. They were long enough to ensure that children could not complete them in the time available. Up to 10-15 min was allocated for each test. Four versions of each test were prepared and they were confounded with occasions (i.e. first to fourth week). Performance was measured in terms of speed, i.e. how quickly each pupil worked, and accuracy, i.e. how many errors were committed; in the case of proof-reading, false-positives were also recorded.

Each week the teachers carried out check-list observation of the children’s behaviour. Parents and teachers recorded their observations of children’s health and mood in logbooks, and the children themselves marked visual-analogue scales each week on the last lesson each Friday to indicate the intensity of various SBS symptoms.
and perceptions of environment. CO₂ concentration, temperature, relative humidity and window/door opening behaviour were continuously logged during experiments. Each week spot measurements were made in the classrooms while they were unoccupied of operative temperature, air velocity, airborne particle density and ultrafine particle density, noise, ozone and airflow in the supply air ducts. Weather data for the whole period was registered.

The Statistica software package (version 7) was used for statistical analysis of the data. Shapiro-Wilk’s test was used to test whether the data was normally distributed. Repeated measures one-way and 2x2 ANOVA were used for normally distributed data; the least significance difference (LSD) method was used to compare pairs of observations. Friedman two-way analysis of variance was used for not normally distributed data; critical rank was calculated to compare pairs of observations. Wilcoxon matched-pairs signed-rank test was used to test the effects of main interventions when data was not normally distributed. The P-level was set to 0.05 (2-tail).

The experiment was approved by the Ethics Review Board, Local Authorities and Local School Board.

RESULTS
Table 1 shows the average conditions that were continuously recorded during the period that the classrooms were occupied each day (excluding short breaks between classes) under the four experimental conditions. Spot measurements in empty classrooms showed that the air velocities were <0.11 m/s, turbulence intensity <52% and noise levels 36-38 dB(A); these values did not differ between conditions. Ultrafine particle concentrations in empty classrooms were lower when temperatures were reduced (2100 instead of 3070 counts/cm²) and at increased outdoor air supply rate (2370 instead of 2800 counts/cm²). The ratio of indoor-to-outdoor ozone concentration in empty classrooms was about 0.6 at normal (low) outdoor air supply rate and 0.9 at the increased rate; it was not affected by reduced temperature. The average daytime outdoor ozone concentration was 25 ppb during the period of the experiment.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Temperature</th>
<th>Reduced (Low)</th>
<th>Normal (High)</th>
<th>Increased (High)</th>
<th>Normal (Low)</th>
<th>Increased (High)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>22±1</td>
<td>23±1</td>
<td>22±1</td>
<td>22.5±0.9</td>
<td>49±8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19.2±0.8</td>
<td>20.8±0.9</td>
<td>24.6±1.3</td>
<td>20.6-26.7</td>
<td>20.6-25.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.7-21.5</td>
<td>18.5-23.0</td>
<td>20.5-26.7</td>
<td>18.6-18.8</td>
<td>16.1-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.1±1.4</td>
<td>18.8±1.6</td>
<td>18.6±1.8</td>
<td>52±8</td>
<td>49±8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54±4</td>
<td>56±8</td>
<td>52±8</td>
<td>67±12</td>
<td>69±11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69±6</td>
<td>70±12</td>
<td>67±12</td>
<td>69±11</td>
<td>74±17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1049±154</td>
<td>809±148</td>
<td>952±232</td>
<td>399±17</td>
<td>396±10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>398±7</td>
<td>406±15</td>
<td>399±17</td>
<td>831</td>
<td>831</td>
</tr>
<tr>
<td>Classroom peak CO₂ (ppm)</td>
<td>Average</td>
<td>1218</td>
<td>843</td>
<td>1138</td>
<td>831</td>
<td>831</td>
</tr>
<tr>
<td></td>
<td>Total time with 1 or more windows opened (h)</td>
<td>10.7</td>
<td>13.3</td>
<td>26.7</td>
<td>23.5</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>Total time with main door opened (h)</td>
<td>2.7</td>
<td>6.0*</td>
<td>3.3</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>Total time with main door and ≥1 window opened simultaneously (cross-ventilation) (h)</td>
<td>1.6</td>
<td>4.7*</td>
<td>3.1</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Ventilation rate supplied by HVAC (m³/h)</td>
<td>180</td>
<td>800</td>
<td>180</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>Estimated effective ventilation rate** (m³/h)</td>
<td>402</td>
<td>800</td>
<td>468</td>
<td>881</td>
<td>881</td>
</tr>
<tr>
<td></td>
<td>(L/s per person)</td>
<td>4.7</td>
<td>9.3</td>
<td>5.7</td>
<td>9.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>

* the results from one class; ** supplied by HVAC system plus window ventilation; estimation was made using mass-balance model fitted to the measured changes increase of CO₂ concentration in the occupied class assuming CO₂ production rate per person at 17-18 L/h

Tables 2 and 3 respectively show the effects of reduced classroom temperature and increased outdoor air supply rate on the performance of schoolwork, on perception of the environment and on SBS symptom intensity; only effects that at least approached significance (P<0.10) are presented. The analysis of the observational checklists shows that pupils were more often observed to look around (P<0.03, Wilcoxon), to talk to neighbours (P<0.03, Wilcoxon) and to support their head with their hand (P<0.05, Wilcoxon) when ventilation rate was increased
compared with low (normal) ventilation rate, independently of classroom temperature. There was a tendency for pupil to be more often observed to work hard (P<0.12, Wilcoxon) at increased ventilation rate compared with low (normal) rate, and to cough/sneeze more (P<0.10, Wilcoxon) at high (normal) temperature compared with reduced temperature. Due to too low the return rate it was not possible to analyse parental logbooks.

### Table 2. The effects of interventions and their interactions on performance of schoolwork

<table>
<thead>
<tr>
<th>Performance test</th>
<th>Summary of effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effects of increased ventilation</strong></td>
<td></td>
</tr>
<tr>
<td>Addition</td>
<td>Increased ventilation rate increased by 14% number of units attempted at a constant error rate* (2x2 ANOVA, P&lt;0.016)</td>
</tr>
<tr>
<td>Multiplication</td>
<td>Increased ventilation rate increased by 15% number of units attempted at a constant error rate (2x2 ANOVA, P&lt;0.009)</td>
</tr>
<tr>
<td>Number comparison</td>
<td>Increased ventilation rate increased by 14% number of units attempted at a constant error rate (2x2 ANOVA, P&lt;0.05)</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Increased ventilation rate tended to increased by 14% number of correctly completed units* (2x2 ANOVA, P&lt;0.06)</td>
</tr>
<tr>
<td><strong>Effects of reduced temperature</strong></td>
<td></td>
</tr>
<tr>
<td>Subtraction</td>
<td>Reduced temperature increased number of units attempted by 28% at a constant error rate (2x2 ANOVA, P&lt;0.001)</td>
</tr>
<tr>
<td>Acoustic proof-reading</td>
<td>Reduced temperature tended to reduce by 10% number of committed errors (Wilcoxon, P&lt;0.07)</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>Reduced temperature increased by 24% the pace at which text was read at constant error rate (2x2 ANOVA, P&lt;0.001)</td>
</tr>
<tr>
<td><strong>Interaction effects between temperature and ventilation</strong></td>
<td></td>
</tr>
<tr>
<td>Logical reasoning</td>
<td>Interaction between ventilation and temperature (2x2 ANOVA, P&lt;0.04): Reducing temperature at increased ventilation rates increased by 9.5% number of units attempted at a constant error rate (paired t-test, P&lt;0.03)</td>
</tr>
</tbody>
</table>

* the results are only from one class in which a complete 2x2 design was made

### Table 3. The effects of interventions on SBS symptoms and perceptions of environment

<table>
<thead>
<tr>
<th>Visual analogue scale</th>
<th>Summary of effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effect of increased ventilation</strong></td>
<td></td>
</tr>
<tr>
<td>Too much noise –</td>
<td>Classroom was perceived less quiet at increased ventilation rate (Wilcoxon, P&lt;0.009)</td>
</tr>
<tr>
<td>Completely quiet</td>
<td></td>
</tr>
<tr>
<td><strong>Effect of reduced temperature</strong></td>
<td></td>
</tr>
<tr>
<td>Too cold – Too warm</td>
<td>Classroom was perceived less warm at reduced temperature (Wilcoxon, P&lt;0.0001)</td>
</tr>
<tr>
<td>Draughty – Air still</td>
<td>The air was perceived less still at reduced temperature (Wilcoxon, P&lt;0.0001)</td>
</tr>
<tr>
<td>Poor air – Fresh Air</td>
<td>The air was perceived more fresh at reduced temperature (Wilcoxon, P&lt;0.03)</td>
</tr>
<tr>
<td>Too little light – Too much light</td>
<td>Classroom was perceived less bright at reduced temperature (Wilcoxon, P&lt;0.009)</td>
</tr>
<tr>
<td>Very hungry - Full</td>
<td>Pupils indicated to be more hungry at reduced temperature (Wilcoxon, P&lt;0.06)</td>
</tr>
</tbody>
</table>

**DISCUSSION**

The present results support the anticipated negative effect on learning of poor indoor environment in schools. They were obtained in normal classrooms, during normal lessons using exercises that could be a part of a teaching curriculum that were administered by teachers, without introducing any restrictions to daily routines in the school, e.g. concerning the opening of windows/doors. This high degree of realism during the exposures adds validity to the observed results, taking into account that the performance of as many as 7 out of the 8 tests applied was affected by the interventions, all in the expected direction.

Due to lower than normal outdoor temperatures and opening of windows, the high temperature in the classrooms was lower than expected, especially at the increased outdoor air supply rate. This resulted in a difference of 3.5 K between the average temperatures in each condition (3.9 K in terms of maximum registered temperatures). Direct sunshine will have increased the thermal stress experienced in the warmer condition. Opening of windows raised total outdoor air supply rates above what had been intended. The low outdoor air supply rate corresponded to 5 L/s per person, and met the requirements for pupils in educational facilities in Denmark (BR, 1995). The
high rate was about 10 L/s per person, which is the minimum recommended for adults in office buildings in Europe. It should be emphasized that negative effects on performance were observed even though the children were exposed to the classroom environment for only 2.3 h per day on average, which is much shorter than in earlier experiments on adults performing simulated office work (Wyon and Wargocki, 2005b).

CONCLUSIONS AND IMPLICATIONS

- Reduced temperatures in summer and increased outdoor air supply rates have positive effect on the performance of schoolwork by children.
- The present results were obtained with Danish pupils but can be generalized to other countries in Europe and the USA because the conditions in the selected classrooms and the level of education and educational programs in Denmark are quite similar to those in the other developed countries.

ACKNOWLEDGEMENTS

This work was supported partially by ASHRAE through contract 1257-RP and partially by the Danish Technical Research Council (STVF).

REFERENCES


School Climate Control

in Baltimore and Surrounding Counties
March 2008
Air Conditioning in Public School System in Counties Surrounding Baltimore County, Baltimore City, and in District of Columbia

Prepared by Dr. Laurie Taylor-Mitchell, PTA Executive Board member, Ridgely Middle School

Summary

<table>
<thead>
<tr>
<th>County</th>
<th>Percentage of schools fully air conditioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Arundel</td>
<td>100%</td>
</tr>
<tr>
<td>Howard</td>
<td>100%</td>
</tr>
<tr>
<td>Carroll</td>
<td>100%</td>
</tr>
<tr>
<td>Harford</td>
<td>90% - 2 schools currently installing A/C; A/C included in remaining school renovations</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>50%</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>43%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td><strong>50% - with funding for A/C for 100% of classrooms in use by May 15, 2008</strong> (part of $120 million renovation budget for FY 2008)</td>
</tr>
</tbody>
</table>

Detailed County-specific Information

**Howard County Public Schools**
Contact: Patty Caplan, Director Public Information 410-313-6680

Schools: 72
Enrollment: 48,571

Top district for MSA scores
90% go beyond high school for further education

100% schools have Air Conditioning - exceptions are school gymnasiums,
All schools have had 100% A/C for at least 22 years
Including 30 schools built in last 20 years
All older schools retrofitted at least 22 years ago

Policy on closing for excessive heat: no fixed policy except for outdoor athletic practices in summer
Anne Arundel County Public Schools
Contact: Abdul Majid, Energy Management Office (hours 7-3)
410-439-8031 e-mail, amajid@aA/Cps.org

Schools: 117
Enrollment: approximately 75,000

100% Schools have Air Conditioning
According to Energy Management Office, A/C has been a priority in their budget plans
Last A/C project completed 2.5-3 years ago
Policy closing excessive heat: No written policy for closings

Carroll County Public Schools
Contact: Mr. Prokop, 410-751-3177

Schools: 41 schools
Enrollment: approximately 29,000

100% schools Air-Conditioned, last one renovated for A/C last year, major push by Board of Ed for last 4-5 years based on concerns about instruction and learning

Used "alternative financing" for A/C renovation, i.e. they upgraded without increasing operating costs by generating energy savings and paying bA/Ck money loaned to them for A/C with these savings - did this for 3 school renovations for A/C
2 others renovated recently through capital budget plan

Called a "performance contract" - County pays contractor up front w/money loaned from local bank, then pays back the bank with the energy savings from the renovation
Contractor was Johnson Controls.

Potential issue: state funds were not used for this type of financing
Policy on school closings for excessive heat: no fixed policy

Harford County Public Schools
Contact: Amanda, 410-887-7300

Schools: 54
Enrollment: approximately 40,000

90% have Air Conditioning as of May 2006, 49 schools had A/C; of 5 schools that do not have complete A/C, through Capital Improvements Program, Harford County has steadily been adding A/C as a separate project, or, as part of replacement/modernization projects
A/C has been a long-term project over number of years

Wakefield currently undergoing installation of mechanical cooling equipment. A/C will be added at Joppatowne under the current renovation. A/C will definitely be added at Deerfield and Youth's Benefit when they are renovated.

Policy closing excessive heat: Inclement Weather Policy, can consider Heat Advisories, Code Orange, etc., early closings considered on a case-by-case basis
Baltimore County Public Schools
Contacts: Office of Strategic Planning, 410-887-4215; Office of Physical Facilities, 410-887-6435

Schools: 166
Students: 104,037 (projected enrollment, Sept. 30, 2009)

Schools with A/C: 50%

2008 budget: only 2 schools included funding for chillers in Capital Budget with state funds: Millbrook Elementary, Perry Hall Elementary (BCPS FY08 Adopted Operating Budget, p. 220)

2009 budget: only 3 schools listed for renovations including A/C in Capital Projects Fund with state funding: Perry Hall Elementary, Sandalwood Elementary, and Loch Raven High School (pp. 208-209 of FY09 Proposed Operating Budget)

NO funds for A/C are listed in the County funds for FY2009 (p. 210)

No fixed policy for closings due to excessive heat; requests must be made by school principal to deputy superintendent, then forwarded on to superintendent for final decision

Baltimore City Public Schools:
Contact: Facilities Management 410-396-8670 Blaine Lipski - blipski@bcps.k12.md.us
(information on number of schools and students from Public School Review site online)

Schools: about 190, According to buildings (i.e. more than one school in one building)
Students: 92,248 (Student Placement Office)

Schools with A/C: 43% (82 have chillers)
Fans used extensively
A/C window units are used if electricity system can handle them

Policy school closings for excessive heat: When temperature reaches 85 degrees by 9 a.m., schools will be dismissed two and one half hours early, and all extended-day and after-school programs are cancelled early (Student and Parent Policies and Procedures, p. 33).

Washington D.C. Public Schools
Contact: Mr. Tony Robinson, Director of Communications for Office of Public Education Facilities Modernization, (202) 698-7703

Schools: approximately 142
Enrollment: approximately 50,000 (generally schools do not have full occupancy)

Schools with central A/C: 50%
100% of schools have window units in classrooms, although not all of them can be used due to electricity demands (please see below)

February 2008: Mayor Fenty of Washington, D.C., and Executive Director of the Office of Public Education Allen Lew announce that the final stages of the $120 million school stabilization program, for FY 2008, are underway to ensure that 100% all classrooms are properly air conditioned by May 15, 2008. Capital improvements provided through district's general obligation bonds.
(Source: http://www.dc.gov/mayor/news/release)

Policy school closings for excessive heat: Chancellors Directive (waiting for more information on this policy)
2007-2008 School Year

Baltimore County Weather Data
March 10, 2008

Laurie Mitchell  
Ridgely Middle School PTA  
121 Ridgley Road  
Lutherville, MD 21093  
FAX= 410-887-7834

Re: Maximum/Minimum Temperatures for Towson, Maryland Area

Dear Ms. Mitchell:

As you requested, enclosed are monthly summaries from the closest hourly reporting sites to Towson, Maryland for the months of August, September and October 2007. These sites are Baltimore-Washington International Airport (BWI) and Aberdeen Phillips Field, Maryland (APG). We felt these two sites would be the most representative of your situation.

Please note that the weather conditions are taken from 12:00 midnight to 12:00 midnight, Eastern Standard Time (EST) (1:00 a.m. to 11:00 a.m. Eastern Daylight Time, EDT) for BWI and at 4:00 p.m. to 4:00 p.m. EST (5:00 p.m. to 5:00 p.m. EDT) for APG. This may result in high temperatures delayed by 1 calendar day for APG, if the high temperature occurred after 4:00 p.m. EST (5:00 p.m. Eastern Daylight Time EDT). BWI has a tally of heating and cooling degree days summarized for the month in the lower left corner of the tables as well as daily heating and cooling degree days for each day within the table. Heating and cooling degree days are not available for APG.

Thank you for choosing AccuWeather as your source for weather information. We hope this information is useful to you. If you should have any additional questions or need further information, please do not hesitate to contact us via email at forensics@accuwx.com or phone at (814) 235-8626. Please reference AccuWeather.com and AccuWeather.com Forensics.

Best regards,

Alex J. Sosnowski  
Senior Forensic Meteorologist

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## QUALITY CONTROLLED LOCAL CLIMATOLOGICAL DATA

**Baltimore, MD**

<table>
<thead>
<tr>
<th>Month: 08/2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOAA, National Climatic Data Center</td>
</tr>
<tr>
<td>Station Location: BALTIMORE-WASHINGTON INTL AIRPORT (93721)</td>
</tr>
<tr>
<td>Lat. 39.172 Lon. -76.684</td>
</tr>
<tr>
<td>Elevation (Ground): 143 ft. above sea level</td>
</tr>
</tbody>
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### Temperature (°Fahrenheit)

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### Greatest 24-hr Precipitation: 1.21 Date: 20-21

### Greatest 24-hr Snowfall: 0.0 Date: M

### Greatest Snow Depth: 0 Date: M

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**Data Version: VER3**

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**August - 6 days - Baltimore**

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* EXTREME FOR THE MONTH - LAST OCCURRENCE IF MORE THAN ONE.
## QUALITY CONTROLLED LOCAL CLIMATLOGICAL DATA

**(final)**

NOAA, National Climatic Data Center

**Month:** 09/2007

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**Snow/ice on Ground (in):**

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**Greatest 24-hr Precipitation:** 0.23 Date: 10-11

**Greatest 24-hr Snowfall:** 0.0 Date: M

**Greatest Snow Depth:** 0 Date: M

**Sea Level Pressure:** 30.49

**Pressure:** 1013

**Temperature:** 59.6

**Station Location:** BALTIMORE-WASHINGTON INTL AIRPORT (93721)

**Baltimore, MD**

**Lat.: 39.172**

**Lon.: -76.684**

**Elevation(Ground):** 143 ft. above sea level

**Data Version:** VER3

*EXTREME FOR THE MONTH - LAST OCCURRENCE IF MORE THAN ONE.*

**September - 12 days - Baltimore**
### QUALITY CONTROLLED LOCAL CLIMATOLOGICAL DATA

**NOAA, National Climatic Data Center**

**Month:** 10/2007

#### Degree Days (Base 65 Degrees)

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### Data Version: VER3

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**Greatest 24-hr Precipitation**

**Greatest 24-hr Snowfall**

**Degrees Days**

**Season to Date**

---

**Max Temp >=90:**

**Min Temp <=32:**

**Number of Days with Thunderstorms:**

**Precipitation >=0.01 inch:**

**Preceditation >=0.10 inch:**
### Record of Climatological Observations

These data are quality controlled and may not be identical to the original observations.

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**Summary:** 87.9°F, 68.6°F, 5.32°F

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*p`Ground Cover: 1=Grass; 2=Fallow; 3=Bare Ground; 4=Brome grass; 5=Sod; 6=Straw mulch; 7=Grass muck; 8=Bare muck; 9=Unknown

**Trace: A=Accumulated amount since last measure, B=Accumulated amount includes estimated values, S=Included in a subsequent value, E=Estimated amount.

---

August: 6 days - Aberdeen
# Record of Climatological Observations

These data are quality controlled and may not be identical to the original observations.

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- Temperature: 1600
- Precipitation: 1600

## Evaporation

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** Summary **83.1  60.5  0.91  0

** The ** flags in Preliminary indicate the data have not completed processing and quality control and may not be identical to the original observation.

| *Ground Cover: 1=Grass; 2=Fallow; 3=Bare Ground; 4=Grass; 5=Sod; 6=Straw mulch; 7=Grass muck; 8=Bare muck; 0=Unknown

** **=TRACE, A=Accumulated amount since last measure, B=Accumulated amount includes estimated values, S=Included in a subsequent value, E=Estimated amount.

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September - 14 days - Aberdeen
## Record of Climatological Observations

These data are quality controlled and may not be identical to the original observations.

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The **bags in Preliminary indicate the data have not completed processing and quality control and may not be identical to the original observation.

All 9's (e.g., 999999, 999999, etc.) in the data column indicate that the value was not received or is missing.

**Ground Cover:** 1=Grass; 2=Fallow; 3=Bare Ground; 4=Bracken grass; 5=Sod; 6=Straw mulch; 7=Grass mulch; 8=Bare muck; 0=Unknown

**T=TRACE, A=Accumulated amount since last measure, B=Accumulated amount includes estimated values, S=Included in a subsequent value, E=Estimated amount.

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October - 10 days - Aberdeen
Central Area Advisory Meeting – March 13, 2008

Carolyn Cook – 6th & 8th grade – one coming in a few years

I know you can appreciate the role environment plays in the learning process

The data and studies linking classroom temperature and test scores that was presented earlier should not be new to you – this information has been around for many years now.

Our kids at Ridgley are experiencing first-hand how the design flaws in the recent renovations have exacerbated an already environmentally difficult learning atmosphere.

Based on what has happened during the renovations – lowered ceilings, additional piping – it appears from our vantage point that spending the County estimated $900,000 for the chillers to obtain full climate control will solve the environmental problems in the 2nd floor classrooms and the band wing.

Of course there are always more than one way to solve any problem, which makes us open to suggestions – the AC could be phased in with the 2nd floor and band wing receiving priority attention or there could be other alternatives out there of which we are unaware.

But what we do know is that this is not a problem unique to Ridgley – my 8th grader will be heading off to Dulaney next year where I understand they have similar environmental problems.  I also understand from speaking with Board personnel that that there is a growing recognition throughout the County that the decisions made not to include AC as part of the renovations were ill advised, especially in light of the nature of the renovations and type of window replacements that have occurred at Ridgley and elsewhere.
Irregardless, we have a serious problem at Ridgely today that must be solved because we cannot expect to achieve excellence when our classroom temperatures soar above 90 degrees every time our outside temperatures rise above 80.

So we have come to you tonight looking for your leadership in developing workable solutions to this very serious health problem so that mother nature does not continue to thwart the enormous efforts of both our teachers and students in keeping Ridgely as a national blue ribbon school.

We have come here tonight to ask that you fund a solution for the environmental problems at Ridgley that our recent renovations have exacerbated. We also ask you to develop a plan of action that protects the health & safety of our children so that our classroom temperatures do not go above 90 degrees.

Our children at Ridgley Middle School and throughout the County have come to you ready to learn and now we need your leadership in providing an environment where that can happen.

Thank you.
Statement against proposed addition to Loch Raven High School
Central Area Pre-budget hearing, March 13, 2008, Dumbarton Middle School
Dr. Laurie Taylor-Mitchell

I'm Dr. Laurie Taylor-Mitchell, I live near Loch Raven High School, and my son will be in the 9th grade at Loch Raven next year. Those present here today with regard to overcrowding in the elementary schools, should consider that the overall cost for the addition to Loch Raven High School, for 400 students, not counting the proposed renovation of the heat and air conditioning, is over $18 million dollars. The funding amount in the Board Proposed Operating Budget for 2009, for all new elementary school construction, as far as I can tell, is zero.

The conduct of Baltimore County government in the funding and design of this addition has consistently circumvented public scrutiny of this project. As Vice-President of the Chatterleigh neighborhood Association, I started inquiries about the feasibility study for this addition in October of 2007. No one had seen it, or knew what was in it. In mid-January of this year, an official in the Office of Strategic Planning told me that the report had either not been finished or was not available to the public. After sending a letter to Dr. Hairston in January asking about the feasibility study, we finally obtained a copy this week through the Freedom of Information Act, for a study published on October 1st of last year. Why has it been unavailable to the public?

This project has been rushed through the budget process and the Board of Education with a remarkable lack of transparency and impropriety in government procedure. The first meeting recorded in the feasibility study was August 22 of 2007 - by September 5, the architectural firm was ordered to shave 2 weeks off the study period to meet an Oct. 1st deadline. Second, a request for funds for the Architectural and Engineering design, presented at the Board of Ed. meeting on Feb. 13 of this year, was made using money taken from other projects in from the Capital Budget approved last year. Surveyors have already been at Loch Raven High School this week, but the funding for this addition has not even been approved. Moreover, the Loch Raven addition is contrary to the data in the De Jong report on overcrowding in Baltimore County Public Schools. Five years ago, this report stated that building a new high school in the northeast area was the best
way to relieve overcrowding, and the two locations suggested for new schools are nowhere near Loch Raven. A 400-seat addition at Loch Raven does not address the overcrowding in Perry Hall and Parkville. Why was $2 million dollars devoted to a feasibility study for an addition to Loch Raven, and where is funding for this study listed in the 2008 or 2007 budgets?

When government conducts the public's business in an autocratic and opaque way, it erodes the public's confidence and trust, and sets the stage for divisive conflict. Please reconsider this “steamroller” approach, please slow down, and help us find good solutions to these complex issues. Most importantly, please help us to restore good faith, and trust in the relationship between the Central and Northeast communities and Baltimore County Government.

Summary of information for Loch Raven High School addition:

Funds for feasibility study (as reported in Baltimore Sun, May 26 2007) $ 2,000,000

State and County funds for LRHS addition, proposed budge FY 2009 $16,370,000

HVAC renovation, LRHS, FY2009 $ 1,925,000

State funds, new elementary school construction, Board Proposed Budget, FY 2009 (pp. 208-209) 0

County funds, new elementary school construction, Board Proposed Budget, FY2009 (p. 210) 0

Capital Improvement Program, FY2009-FY2014: only $20,500 for entire 6 years Budgeted for new elementary school construction (p. 211, FY09 Board Proposed Operating Budget)
Baltimore County Public Schools

Date: February 13, 2008

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Adoption of Revised FY 2009 State and County Capital Budget Request and FY 2009 – FY 2014 County Capital Request

Originator: J. Robert Haines, Deputy Superintendent

Resource Person(s): Barbara Burnopp, Chief Financial Officer
Kevin Grabill, Fiscal Analyst, Budget and Reporting

Recommendation

That the Board of Education adopts the Superintendent’s revised FY 2009 state and county capital budget request and the revised FY 2009 – FY 2014 county capital request. Three projects have been moved in the state request from FY 2010 to FY 2009. The projects are to construct additions at Dogwood Elementary School, Cedamere Elementary School, and Loch Raven High School.

*************************************************************************

Attachment I- Proposed Revised FY 2009 State and County Capital Budget Request
Attachment II- Proposed Revised FY 2009 – FY 2014 County Capital Budget
19. **Request to Negotiate:** Consultant Services – Architectural/Engineering (A/E) Services for Addition at Loch Raven High School  
**Contract #:** JNI-721-08 (BCDPW #42936)

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

**Description:**  
In order to expedite this addition project, it is necessary to piggy-back Baltimore County’s DPW on-call architectural services with the firm of Rubeling & Associates, Inc.

**Recommendation:**  
Approval is recommended to negotiate with:

Rubeling & Associates, 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.
January 15, 2008

Dr. Joe A. Hairston  
Superintendent, Baltimore County Public Schools  
6901 Charles Street  
Towson, MD 21204

Dear Dr. Hairston:

First, thank you very much for sending my letter dated December 13 regarding concerns about the Board of Education meeting on to Dr. Diaz, who called me last week about those concerns. We had an interesting conversation regarding assessments and the language and assessments in relation to the content being evaluated. I hope that she’ll stay in touch with me.

The hat I’m wearing today is that of the Vice-President of the Chatterleigh Association, the neighborhood that borders Loch Raven High School. My son will begin attending Loch Raven next year. Our Association is very concerned about the impact of this expansion on the infrastructure of the school, and also on the surrounding residential area in terms of traffic congestion (in an area with three schools, Loch Raven, Baltimore Lutheran and Notre Dame Prep to the north), and increased need for parking. In a telephone conversation today with Mr. Ghasan Shah of the Office of Strategic Planning, he informed me that the feasibility study for the proposed expansion has not been completed and/or released to the public.

Our Association Board would greatly appreciate it if you could keep us informed regarding the date of completion of this feasibility study and its release to the public, and we would very much like to have a copy. We understand that there are many issues involved with this possible expansion, and no easy solutions. Thank you very much for your attention.

Sincerely yours,

Laurie Taylor-Mitchell, Ph.D.  
Vice-President, Chatterleigh Association  
1106 Chatterleigh Circle  
Towson, Maryland 21286  
e-mail: ltmitch@juno.com
Executive Summary

According to current projections, by the year 2007 the overall high school enrollment in Baltimore County Public Schools will be at 33,904, or 98% of capacity. Because the population is not evenly distributed in Baltimore County, some high schools will be significantly overcrowded while other schools will have enrollments below 98% of capacity.

In 2007, the following six high schools will have significant overcrowding, based on current projections. All of these schools are overcrowded today.

- Milford Mill Academy
- Perry Hall High School
- Kenwood High School
- Towson High School
- Pikesville High School
- Sparrows Point High School

The Southwest Area is the only area of the County where overcrowding does not exist and is not anticipated. Projections show there may be as many as 584 seats available in 2007, but most will be in the Southwest. Even if these 584 seats could be evenly distributed throughout the County, it would result in an excess of less than one classroom per high school. This is beyond the 95% capacity that the State of Maryland defines as overcrowded and is even further from the 90% capacity that the BCPS Board of Education defines as overcrowded.

This report compares capacity and projected enrollment, reviews current housing development data, analyzes potential boundary solutions, and provides potential overcrowding solutions, including both build and non-build options.

Boundary Recommendations

A district-wide boundary shift would not be an effective way for BCPS to manage high school enrollment. Keeping in mind that no boundary solution will reduce high school enrollment lower than 98% of capacity, hypothetical district-wide attendance boundaries were drawn to see if a boundary adjustment would equitably distribute enrollment. This exercise demonstrated that schools were no longer central to their attendance boundary, boundaries were shaped in ways too unconventional to be efficient for the transportation of students, and the new boundaries compromised neighborhood integrity. Smaller scale boundary shifts in the Northeast and Southeast Areas, coupled with other strategies could provide short-term relief for a limited number of schools. Further analysis of a district wide boundary solution can be found on page 4 of this report.

New Construction Recommendation

To reach a 95% capacity goal based on the State’s definition of overcrowded, 1,200 additional seats would be required. Based on current projections, the Central and Northeast Areas of the County combined will be 850 seats short by 2007. In addition, the May 2003 Subdivision List [5-List] provided by the Baltimore County Office of Planning, indicates 3,342 single and multi-family housing units approved for development in the Central Area and 5,114 units in the Northeast Area. This provides significant support to build a new high school that would relieve both Areas. Further analysis of this option is provided on page 18 of this report.
New Construction

Four of the top six overcrowded schools are located within the Central and Northeast Areas of the County. According to the most recent S-List, May 2003, received from the Baltimore County Office of Planning, there are over 8,000 single and multi-family housing units approved for development in the Central and Northeast Areas. In addition, it is projected that there will be at least 850 more students than seats in the Central and Northeast high schools. That being the case, construction of one new high school to alleviate overcrowding in both the Central and Northeast Areas is recommended as the best solution for the future of BCPS.

The map on the next page illustrates two potential high school locations based on proximity of the current student enrollment. By using Theissen polygons, the map points out the best geographical locations to look for a school site based on the distance students would have to travel.
Hypothetical High School Locations

EXPLANATION
- High school attendance boundary
- Lake or reservoir
- Thiessen* boundary based on school points
- River or stream
- High school
- Sample high school location
- High school student

High school students in sample areas
- Urban area student (690)
- Rural area student (700)

*Thiessen polygons can be used to apportion a group of points into regions known as Thiessen or Voronoi polygons. Each region contains only one point. Each region has the unique property that any location within a region is closer to the region’s point than to the point of any other region. (ESRI ARC/INFO electronic Help file)
Governor visits school at BRAC ground zero

West Meade Elementary already squeezed while officials plan for influx

By Phillip McGowan

sun reporter

May 26, 2007

West Meade Elementary School is in an enrollment crisis, jamming in twice as many students as it was designed to fit.

With six portable classrooms parked outside and a multipurpose room that's used for all PE, music classes and lunch periods, school officials are pressed to be creative with limited space - and that's before an onslaught of students is projected to arrive as part of the planned military expansion.

On his first tour of Fort Meade, Gov. Martin O'Malley expressed confidence yesterday that many of the school and road projects needed to handle an influx around the Army post in western Anne Arundel County and elsewhere will be built by 2011, the deadline when at least 45,000 workers must settle in Maryland.

"Many of the things we need to get done will be done" by 2011, O'Malley said. "How many projects will get done - that will be seen."

While officials in nearby Baltimore and Howard counties say they've either been building schools or have chairs to spare in classrooms, Anne Arundel County officials are worried that they don't have the money to replace or upgrade aging schools at Fort Meade to serve the children of newly arrived military families.

"I look at what we have done, and I can't help but think we are behind," said County Councilman Jamie Benoit, whose district includes Fort Meade.

Anne Arundel County is expected to bear the brunt of the school crunch brought by the base realignment process, known as BRAC. Nearly 4,500 households are expected to land there, translating into approximately 1,700 students, said a state report.

Many children of military families will attend schools on the post, since these middle-class households are more likely to live there than in more upscale neighborhoods elsewhere in the region.

Baltimore County considers itself "uniquely positioned" to handle the influx, said Donald I. Mohler, a
county spokesman.

He pointed to Vincent Farm Elementary, which is expected to open in the White Marsh area in time for the 2008-2009 school year, a 400-seat addition under construction at Kenwood High School in Essex, and $2 million budgeted to study and design an addition to Loch Raven High School.

Howard County public schools Superintendent Sydney L. Cousin said that his school system is prepared for any influx that BRAC might cause.

As home to Aberdeen Proving Ground, Harford County is in a more precarious position. Harford is expected to absorb about 60 percent of the new families coming to APG.

Still, Harford officials are planning expansions, and in some cases new buildings, for nearly all the schools closest to the installation.

Anne Arundel schools Superintendent Kevin M. Maxwell said his staff has an appropriate plan to accommodate BRAC growth, particularly at the Meade schools.

"Our intentions are there," he said. "If the county executive doesn't fund the programs, then the school district's hands are tied. We don't control purse strings."

At the beginning of the month, County Executive John R. Leopold yanked the school district's request for feasibility studies for West Meade and Pershing Hill elementary schools in his fiscal 2008 budget, but county lawmakers restored it this week after conferring with him. They also set aside $2.5 million for school planning.

While acknowledging the need to improve education to train the work force of the future at Fort Meade, Leopold said he has to balance many spending priorities.

If planning for West Meade proceeds as hoped, the 38,000-square-foot school will be replaced by a 65,501-square-foot building opening in 2011 - the peak year of BRAC growth.

In the meantime, the school holds 336 students, 159 more than its capacity. School officials project that enrollment will climb to 403 within four years.

As O'Malley and his point man on the military expansion, Lt. Gov. Anthony G. Brown, were wrapping up their tour of the school, Principal Carole Janesko made one last attempt to convey the need for state help: "I don't know what we're going to do if we don't get going," she told him.

"That's one of the things we're going to wrestle with," O'Malley said.

phill.mcgowan@baltsun.com
Sun reporters John-John Williams IV and Gina Davis contributed to this article.

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Good evening. My name is George Ward, and this is my wife, Ann.

We live on Concordia Drive, a few blocks from Loch Raven High School.

We are concerned that the proposed 400-student expansion at the school is penny-wise and pound-foolish.

The consultants' report that, cost taxpayers $2 million, puts the expansion cost at $16,979,952, about $20,000 shy of $17 million.

It has been our experience that publicly funded projects are subject to cost overruns, sometimes massively so.

The report proposes scheduling any construction that would create noise and disruption to be done when school is not in session. Wouldn't that be almost the total job?

The consultants' report also addresses the need for additional parking, and how to contain storm water. The cheaper storm water management plan would sacrifice a play field, while the more expensive plan would add $400,000 to the project.

Nowhere does the report address additional play fields for the additional students.

It does, however, call for the overhaul of every subsystem in the school, including heating and cooling, fire alarm and fire control, backup generator, public-address system and phones.

This report has been very difficult to obtain, with many in the school system professing no knowledge of its existence, even though it is dated Oct. 1, 2007. It took a Freedom of Information request to get BCPS to release it.

We believe it would be to everyone's advantage for the county to build a new school. The need for it surely will increase, especially as families move to Maryland because of BRAC.

A new high school could take advantage of the latest technical advances, include "green" thinking, and wouldn't need to be built in non-school hours.

We suggest that the county look into obtaining some or all of the 220 acres that comprise the Hickey School property. It is ludicrous for the state to spend $37 million dollars to house 48 juvenile offenders, as proposed by Governor O'Malley, on that property when it can be put to a far, far better use.
The site probably has room for more than just a high school, which could help with other county needs. And while the site currently is state property, shouldn't the needs of our students outweigh state or county ownership? That property really belongs to the taxpaying citizens.

Thank you.
March 13, 2006

Baltimore County Board of Education.
Central Area Advisory Council
FY 2009-2010 Capital Budget Hearing
Meeting at Dumbarton Middle School

Re: Central Towson Elementary School Design

Eight years ago my wife and I made a difficult decision, to move out of the city after investing years of sweat equity in a home and living in Baltimore for 10 years. We and many of our neighbors moved to Towson to enable our children to have what we saw as the best opportunity for a great education in our local public school system. We now have 4 children in grades 7, 4, 2 and Kindergarten, our oldest going to Dumbarton Middle school and our younger three children attending Rodgers Forge Elementary School. I can't talk enough about how pleased we have been with the dedication of the teachers, the administration and the staff at Rodgers Forge.

All of us here tonight are passionate about providing the best education we can offer to our children. We care deeply about the value of diversity in public education, to understand an appreciate views of others. By the time any of the designs being considered are built, most of my children will have passed through an overcrowded school, but this is an issue vital to our community health and it can't be treated lightly. I have outlined my key concerns with the process of the school site selection and design process in the following three items.

1. **Community input is vital.** Thank you for the opportunity to express our opinions on decisions made about our schools. Selecting a site and designing a school is a long term commitment. As the school board, the superintendent, the county executive, teachers move on from their positions, we as a community are affected by that decision for the useful life of the structure and often beyond the life of the buildings, in the way that site is used. I would suggest to you that site is selected, needs to have community input, it needs to make sense in serving the current population and look to the future. Ultimately a school that can be a core of a community will enhance the dedication of the people who surround it, to make it the best environment possible for its children.

2. **Schools are social centers of community and location is critical for a school to perform well.** I look to the Towson masterplanning process, where the county brought in planning consultants and put forth a great effort, including community charrettes to understand what is important to business owners and residents. Days of planning efforts were spent to understand what will make our business community succeed and how we can make a friendly environment for people to be in Towson. The key
and playground for the students. This is one small example of many similar projects that prove a creative approach may be a viable solution on a site thought too small.

We have sites available in the Central Towson area, such as the former Towson Elementary School, partnering for shared use with the YMCA on a 16 acre site, or the Towson Manor Village Neighborhood development a 9 ½ acre site at York Rd and Burke Ave. All are sites that given the right model, have sufficient open space for children, they are connected and walkable for a large part of the student population.

I am confident that the design team selected to develop the elementary school can design a project that will provide a great learning environment for our children. What I have seen thus far, causes me and I believe the greater Towson community great concern about site selection and the model being considered for the school design. Please consider the duration of impact the site selection may have, focus on how it can best be connected to the community it serves and please consider creative options on how to work with available sites.

Thank you for your consideration.

Chris Parts, AIA
West Towson Resident
To: Chairperson, Central Area Advisory Council for FY 10 Capital Pre-Budget Meeting  
From: Oscar Taube, MD (Parent of DMS student; Legislative Liaison, DMS PTSA).  
Re: Testimony on Dumbarton Middle School (DMS) need for air conditioning, and an elevator.  
Date: 3/13/08

Thank you for letting me speak on these two subjects; I'll be brief.

1. Air Conditioning. The lack of air conditioning at DMS violates the mission of BCPS's Dep't of Public Facilities: to maintain safe, clean and productive educational environments that are conducive to high student achievement. School days at DMS are lost due to heat-related school closings. Students have fainted in school from excessive heat. Students are listless and lack focus on these days, which may affect test scores.

2. Elevator: DMS cannot properly serve its many disabled students without an elevator. In addition, the school library is on the second floor, and heavy materials-such as computers- have to be hand carried, one by one, to the second floor.

Thank you for your consideration of these issues.
Hello my name is Hayley Mullen and I am a 6th grader at Ridgely Middle School and delegate of the Student Government Association. I am here tonight to speak to you about the temperature issues at Ridgely. Basically whatever the temperature is outside, its ten degrees warmer in the school. One time last year it hit 106 degrees, needless to say I didn’t learn any English that day. When students are this hot it is extremely difficult to concentrate let alone do our best work. That brings me to my next point.

MSA’s are coming up real soon and come late March early April it could hit 80-90o in the classrooms and if the county expects us to do good on the most important assessments of the year, it would be good if the kids weren’t falling asleep.

Next, I have one word to say, safety. If facilitators want to provide the safest learning environment possible, then why are the students put at risk for heat stroke, dehydration, migraines, and more. I think that the county and the school are both going to get in a lot of trouble if a child gets severely sick.

If administrators get their offices air conditioned why don’t the students? Are our voices not strong enough? Are we not important enough? If you really want to know what it feels like, turn your a/c off during a hot day, than maybe you’ll see our perspective.
Capital Pre-budget hearing
March 13, 2008
Alyson Bonavoglia
Rodgers Forge Elementary School
Member of PTA and Towson Families United

Today the enrollment of Rodgers Forge Elementary School is 640. The school’s stated-rated capacity is 396. Rodgers Forge Elementary School is at 162% capacity. We have seven trailers and expect two more this summer. Over 200 children will be moving between the trailers and the main building throughout the day. We’ve been promised one more security monitor, to be watched by our already overworked office staff. Music class is held on the cafetorium stage. Simply getting the younger children in and out of the bathrooms is a major undertaking.

After four years of Rodgers Forge parents asking Baltimore County Public Schools to address this overcrowding in a concrete way, finally a good proposal was put forth by BCPS and passed by the Board of Education—build a new special education school and convert Ridge Ruxton back to an elementary school. Then it got to County Executive Jim Smith’s office where it was killed. Why? Politics.

This past Tuesday the Board of Education said no to a slapdash proposal to put a 400 seat addition onto Ridge Ruxton. They openly condemned Jim Smith’s bullying tactics to get them to vote for his projects. The 400 seat addition came from Jim Smith’s office—not BCPS. BCPS are the experts in school building, not the county executive.

The Board called for further research into other possible solutions, and we applaud this. There are other, better solutions, namely Mays Chapel. We know there is $2 million in the budget request for Towson overcrowding for FY 10 and $18 million more in FY 12. We want enough money for a whole school—whether it be a new special ed school and a renovated Ridge Ruxton, or a new elementary school in Towson. We need classrooms and adequate shared space—cafeteria, gym, fields, offices, library etc.
Hello, my name is Kelly Friedman and I am the PTA President at Stoneleigh Elementary School. Tonight I am here to represent our PTA Executive Board and say that we were pleased with the BCPS response to the overcrowding at Stoneleigh Elementary. Both the short term solutions and the long term solutions offered to date seem viable and reasonable for our school community. It is our intent as a PTA to follow the protocols of the capital budget meeting process. We are grateful to have the opportunity to speak. We would like to go on record supporting any BCPS request for funding designated for school addition project proposals to alleviate the overcrowding in Towson Area Schools. We would also like to respectfully request, if Stoneleigh Elementary is the school chosen for an addition, that air conditioning our entire building be a part of that addition project. Thank you for your time.

Kelly Friedman
PTA President

Melissa Neumann
PTA Secretary

Jacquie Meyn

Kelly Mozich
PTA Member

Christine B. Warner, Principal
Melissa O'Brien, AP
Request for Funding Contribution

February 11, 2008

Presented by the Loch Raven High School Booster Club
by Co-Presidents Ken Dunphy, Mike Homa and Project Chair Lee Friant
Loch Raven High School Booster Club
1212 Cowpens Avenue, Loch Raven, Maryland 21286

Request for Funding

Date: February 11, 2008

To: Baltimore County Government

From: Loch Raven High School Booster Club
  Co-President: Ken Dunphy & Mike Homa
  Project Chair: Lee Friant

CC: Principal of Loch Raven High School Mrs. Jacqueline Lamp
    Athletic Director Dr. David Hoch
    BCPS Engineer Mark Camponeschi

Re: Loch Raven High School “Stadium Water Project”

Problem with the Athletic Stadium/Fields:
  - A wonderful stadium with stands, lights but NO WATER OR SEWER for a
    facility that is a 1/3 of mile (6 football fields) away from the school
    building/locker rooms resulting in under utilization because:
      - NO WAY TO MAINTAIN FIELD CONDITIONS RESULTING IN
        LIMITED USE OF FIELD FOR FOOTBALL AND OCCASIONAL
        SOCCER AND LACROSSE GAMES. Other County schools, such as
        Pikesville Senior High School, with water source can irrigate and
        therefore enjoy maximum use of stadium field for all games.
      - The fields are unsafe due to the inability to properly maintain them
        without water, resulting in unnecessary injuries to the student athletes.
      - Lack of lavatory facilities; discourages attendance, is inconvenient
        and unsanitary for everyone involved.
      - All water and ice must be manually transported 1/3 of mile (6 football
        fields away) from the school for every stadium event.
      - Poor stadium field conditions limit the access of the girls and boys
        soccer/lacrosse teams. This forces them to practice and play games on
        their deplorable alternate fields instead of playing in the stadium with
        lights and stands as intended.
        - Girls and boys soccer/ lacrosse practice/game fields never have a
          chance to regenerate due to their constant use.
        - The situation is compounded because these same fields are also
          utilized by the Greater Loch Raven Recreational Council and
          community groups.
Loch Raven High School Booster Club  
1212 Cowpens Avenue, Loch Raven, Maryland 21286

Booster Club Objectives:
- To seek a public - private partnership to obtain funding for:
  - Irrigation to enable proper care and full utilization of stadium/practice fields and to improve the safety of the student athletes.
  - To bring water and sewer to enable permanent bathroom facilities to be built.
  - To bring water to the stadium and practice fields so safe drinkable water supply is available to the student athletes and visitors.

Initiatives of Booster Club:
- The Loch Raven High School Booster Club has raised and spent its own money to kick off the engineering study to finally, after 34 years, bring water and sewer to this Baltimore County high school facility.
  - We have entered into an approximate $19,000 contract with a local Baltimore County approved engineering firm to conduct a thorough feasibility study to develop the best approach and the estimated cost for this project.
- The Loch Raven High School Booster Club has created several approaches to raise money for this public - private partnership:
  - Sale of our Stadium Water Project logo bottled water.
  - Booth at the Towsonville Festival to increase awareness and target alumni donations and community contributors.
  - Creation of the first Loch Raven High School Arts and Crafts Show. This is designed to be an annual event with 100% of the proceeds going to fund our project.
  - Proceeds have been raised from concession stand sales at the limited stadium events, spirit wear sales and other fundraising events.

Master Plan for Completing Project:
- Phase 1 of this plan is underway to complete the feasibility study and to generate a total cost for the project. A preliminary projection (feasibility not complete) is in excess of $200,000. This is due to the distance to obtain water and topography of the site, along with the construction costs of the bathroom facilities.
- Phase 2 is to obtain construction documents suitable for obtaining bids for the construction phase and to secure public - private funding.
- Phase 3 is to begin construction BASED ON THE AMOUNT OF CAPITAL WE HAVE SECURED FOR THESE COUNTY PROPERTY IMPROVEMENTS. Construction will then be phased based on the cost of completing the different tasks of this project.

Request for Funding:
- We are requesting $75,000 for the initial phase of bringing water and sewer to the stadium facility. A subsequent funding request to complete the project will be submitted next year based on final confirmed costs and result of fundraising efforts.

THANK YOU FOR YOUR CONSIDERATION!
From: Heidi Bunes [mailto:HeidiBunes@comcast.net]
Sent: Friday, March 14, 2008 9:41 AM
To: Jan560@comcast.net
Subject: BCPS Capital Pre-Budget Hearing

I’m Heidi Bunes, Treasurer of the Stoneleigh PTA. I believe you were not present at the hearing last night, but I’m sending this to you in your capacity as BCPS Central Area Education Advisory Council Chair. Please include this with the other information that was received last night as I was unable to stay long enough to make this clarification because of my sitter.

It pains me to not stand alongside others I work closely with on the Stoneleigh Elementary School PTA executive board, but I cannot honestly say that I support the position that the Stoneleigh PTA has taken. I made that clear at our meeting just prior to the hearing last night, yet Kelly Friedman failed to state that our board is not united in supporting the position she presented. Although the concept of school additions to solve the overcrowding problem could theoretically be viable, it could also be problematic as we saw with the Ruxton Ridge addition proposal that has thankfully been tabled and should be voted down. That is only one example of an unacceptable solution.

The details of the BCPS long term plans for school additions have been intentionally kept from us in spite of repeated requests, leading me to suspect that there’s something unpalatable about them. Otherwise it would obviously be in the BCPS interest to share the plans and gain the community’s support in working to see them implemented. Please convey to the BCPS that this practice of secrecy is appalling. Without the details I cannot associate my name with a position supporting the BCPS additions plan.

Stoneleigh’s having gotten an addition only a few years ago calls into question BCPS’s accuracy in planning and its willingness to address the growing number of students head on with adequate funding. If not for that addition, we would now be in the same position as Rogers Forge. However, had there been better, more accurate planning and funding, the addition would also have accommodated the third grade that currently uses four cramped trailers for classrooms. Next year the Pre-K program will be moved to another school and the computer lab put on a cart so we will have two more regular classrooms to accommodate additional students. After that, it’s back to adding more trailers.

In addition to my concern about overcrowding, I’d like to request funding for air conditioning the entire school. We have yet to measure temperatures like some of the other schools, but we are in the same situation. Especially on the west side of the school where there are no tall trees, classrooms are sweltering early and late in the school year, even with multiple fans running at top speed.

Overall, I’m asking that BCPS as well as the county be more forthcoming with both information and funding to address the rapidly growing elementary age population in Towson. Plans should not be tailored to the 451 students over capacity today, but look to the future when the projects are completed to ensure that solutions remain effective. If you have any questions or could use assistance from our school in addressing this issue, please let me know.
As Gaywood (a section of Rodgers Forge) homeowners, community board members, active Rodgers Forge Elementary School volunteers and participants in the BCPS Special Education Citizens Advisory Committee, as well as being TU educators, our family is actively engaged in supporting this extraordinary community we live in, and we feel very fortunate to be a part of it. Like others in the community, we are very worried about the physical state of our son’s school building and the toll the large student body is taking on its personnel and infrastructure. We need to find a solution for the immediate time and we need a solution for the future.

But as the parents of a child with disabilities who thrives in this community in part because he attends our neighborhood school, we are compelled to publicly oppose the Mays Chapel School plan that has been discussed. For those of us with a personal stake in holding the state of Maryland accountable and helping Maryland move forward in education policy and services, building a segregated school would be a hugely offensive step backward and a major disservice to the children of Baltimore County. Segregated schooling for kids with disabilities is an antiquated notion and does not exemplify educational best practices. Maryland’s track record is already poor in this area. Maryland is a wealthy state, but yet is one that does not rank highly in terms of LRE (least restrictive environment) placement statistics. According to the report entitled Inclusive Education in Maryland: A Blueprint for Change published in 2003, MD ranks #34 of 50 and was judged “non compliant” by the US Dept of Education’s Office of Special Education Programs (OSEP) monitoring reports as recently as 2001, in LRE requirements, among other areas. [See http://www.mciet.org/docs/publications/BlueprintforMaryland.pdf for the full document.]

These are two very distinct issues: One is overcrowding as related to future demographic and community planning in the ageing Towson area school buildings and the other is improving special education service delivery in Baltimore County and Maryland. Both are critically important, but they are unrelated. Blending these 2 issues does justice to neither.

In this forum, our family urges the community advocates, school board members and our legislators to address the critical issue of overcrowding and facilities planning directly.