

## MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

## OPEN SESSION

Tuesday, March 8, 2005  
4:45 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 March 8, 2005
- IV. MINUTES  
Consideration of the Open and Closed Session Minutes of February 8, 2005 Exhibit A
- V. ADVISORY AND STAKEHOLDER GROUPS
- VI. SUPERINTENDENT'S REPORT
- VII. OLD BUSINESS
  - A. Consideration of Proposed Changes to Policy 7520 – NEW CONSTRUCTION: Occupying – Naming of the Building and Dedication (Third Reading) (Dr. Gehring) Exhibit B
  - B. Consideration of Proposed Policy 7530 – NEW CONSTRUCTION: Occupying – Naming of a Capital Project or Area of a School (Third Reading) (Dr. Gehring) Exhibit C
  - C. Consideration of Proposed Policy 7330 – NEW CONSTRUCTION: Financing – Capital Projects that are Funded by Private Donations (Third Reading) (Dr. Gehring) Exhibit D
- VIII. REPORTS
  - A. Report on Maryland School Performance Program (Dr. Pish) Exhibit E
  - B. Report on Proposed Boundaries for Woodholme Elementary School (Dr. Gehring) Exhibit F

IX. NEW BUSINESS

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

1. Retirements Exhibit G
2. Resignations Exhibit H
3. Leaves of Absence Exhibit I
4. Administrative Appointments Exhibit J

AA. Hearing Officer's Case #03-37

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

1. Heating, Ventilation, Air Conditioning, and Refrigeration Systems Installation, Preventive Maintenance, Repair, and Service
2. Special Education Equipment
3. Award of Contract – ADA Upgrades for Timonium Elementary School
4. Award of Contract – ADA Upgrades for Franklin Elementary School
5. Award of Contract – ADA Upgrades for Featherbed Lane Elementary School
6. Award of Contract – ADA Upgrades for Grange and Middleborough Elementary Schools
7. Award of Contract – Various Construction Packages at Windsor Mill Middle School
8. Award of Contract – Replacement of Cooling Tower, Condenser Water Circulating Pumps/Motors, and Associated Plumbing at Perry Hall High School
9. Contract Modification – Design and Construction Administration Services at Windsor Mill Middle School
10. Contract Modification – Change Orders, Construction at Parkville High and Kenwood High Schools

C. Legislative Update (Ms. Calder)  
Exhibit L

XI. INFORMATION

A. Financial Report – For the Months Ending January 31, 2004 and 2005 Exhibit M

- B. Revised Rule 7520 – NEW CONSTRUCTION: Occupying – Naming of the Building and Dedication Exhibit N

XI. INFORMATION (cont)

- C. New Rule 7530 - NEW CONSTRUCTION: Occupying – Naming of a Capital Project or Area of a School Exhibit O
- D. New Rule 7330 – NEW CONSTRUCTION: Financing - Capital Projects that are Funded by Private Donations Exhibit P
- E. Southeast Area Educational Advisory Council Meeting Minutes of November 16, 2004 Exhibit Q

XII. ANNOUNCEMENTS

- A. Public Comment

Next Board Meeting      March 22, 2005  
7:30 PM                  Greenwood

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

Tuesday, February 8, 2005

The Board of Education of Baltimore County, Maryland, met in open session at 5:22 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Mr. Nicholas P. Camp, Mr. Thomas G. Grzymiski, Ms. Frances A.S. Harris, Dr. Warren Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Michael P. Kennedy, and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

President Sasiadek reminded Board members of upcoming functions for February and March 2005 and Board of Education events.

Mr. Sasiadek provided copies of Senate Bill 195 to Board members.

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

At 5:49 p.m., Mr. Kennedy moved the Board go into closed session to discuss personnel matters and consider matters relating to negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(9). The motion was seconded by Mr. Janssen and unanimously approved by the Board.

**CLOSED SESSION MINUTES**

Dr. Donald Peccia, Executive Director of Human Resources, reviewed appointments to be considered this evening with Board members.

Mr. Dan Capozzi, Manager of Staff Relations-Human Resources, provided the Board with a status report with regard to negotiations with employee groups.

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

**OPEN SESSION MINUTES**

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:40 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Mr. Nicholas P. Camp, Mr. Thomas G. Grzymiski, Ms. Frances A.S. Harris, Mr. John Hayden, III, Dr. Warren Hayman, Mr. Rodger C. Janssen, Ms. Ramona N. Johnson, Mr. Michael P. Kennedy, and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.



### PLEDGE OF ALLEGIANCE

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

Dr. Hairston noted one adjustment to the agenda for this evening's meeting – adding School Legislation – Senate Bill 195 as item D under XI, New Business.

### MINUTES

Hearing no additions or corrections to the Board of Education Open and Closed Minutes of January 11, 2005 and the Public Hearing on the FY2006 Proposed Operating Budget of January 26, 2005, Mr. Sasiadek declared the minutes approved as presented on the website.

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

### SPECIAL ORDER OF BUSINESS

On motion of Mr. Kennedy, seconded by Dr. Hayman the Board adopted a resolution requesting the Governor, Senate, and House of Delegates of the State of Maryland make available capital funds in the amount of \$250,000,000 for use in capital improvement projects identified by local educational authorities as critical in their efforts to maintain and construct public school facilities for the use and benefit of public school students throughout the State of Maryland.

### ADVISORY AND STAKEHOLDER COMMENTS

Mr. Mike German, Baltimore County Student Council President, reported that the executive board met to discuss upcoming events. This coming week BCSC will be visiting a high school in Anne Arundel County and be actively involved with the Maryland Association of Student Council's legislative session and student related bills.

Ms. Vicki Schultz-Unger, Coordinator of the Area Educational Advisory Councils, shared with the Board members highlights from the all-Council meeting held on January 18. She also noted that Council members traveled to Annapolis to support Baltimore County's state school construction request. She shared with the Board a letter the Council submitted that day to the Board of Public Works in support of the capital budget request.

Mr. Walter Hayes, Chair of the Northeast Area Educational Advisory Council, announced the next meeting of the area council would be on Thursday, February 17 at Perry Hall Middle School beginning at 7:00 p.m.

ADVISORY AND STAKEHOLDER COMMENTS (cont)

Mr. Stephen Crum, a Southeast Area Educational Advisory Council representative, announced the area council's next meeting would be on Tuesday, February 15 at Patapsco High School.

Ms. Maggie Kennedy, Chair of the Baltimore County Education Coalition, noted the recent activities attended and participated in by the coalition. She announced the coalition would be meeting with the County Executive to discuss the proposed operating budget. Ms. Kennedy asked the Board to consider whether the capital and proposed operating budgets meet the needs of the school system.

Mr. Maurice Bowden, Co-Chair of the Career & Technology Education Advisory Council, recognized Baltimore County Public School students who continue to succeed in an exemplary fashion. Mr. Bowden announced that February 14-18 is Career and Technology Education Week.

Ms. Karen Yarn, Chair of the Citizens Advisory Committee for Gifted and Talented Education, announced the committee's next meeting would be on February 9 at 7:30 p.m. in the ESS building. She also announced Gifted and Talented College Night on February 23 at Pikesville High School beginning at approximately 6:30 p.m.

Dr. Ella White-Campbell, Chair of the Minority Achievement Advisory Group, thanked the Board for dinner this evening. She noted the amount of progress made in closing the achievement gap. Dr. White-Campbell announced the advisory group would be visiting Annapolis to testify on legislative bills that impact minorities.

Mr. Jan Thomas, Operating Budget Chairperson of the PTA Council of Baltimore County, stated she was disturbed by a trend of business conducted outside of committee meetings and work sessions. She noted the few questions asked by Board members at the budget work session earlier this month.

Ms. Jasmine Shriver, Chair of the Special Education Citizens Advisory Committee, announced the next meeting of the advisory committee would be on Monday, February 14 at 7:00 p.m. in the ESS building.

Ms. Cheryl Bost, President of the Teachers Association of Baltimore County, commended the Board on its capital project proclamation. She updated the Board on TABCO's position on several legislative bills. Ms. Bost expressed thanks to staff for the updates to proposed Policy 5550.

SUPERINTENDENT'S REPORT

Dr. Hairston reported that he visited Patapsco High, Sandalwood Elementary, and Ridgely Middle Schools. He noted the appropriate levels of resources are in place and that staff is committed to working with children.

### RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Dr. Donald Peccia, Executive Director of Human Resources, recognized the administrative appointments approved at the January 25, 2005 Board meeting as follows:

- Ms. Jeanne K. North            Supervisor, Professional Development
- Ms. Shannon K. Parker       Assistant Principal, Deer Park Middle Magnet School
- Dr. Beverly G. Pish           Director, Office of Accountability, Research, and Testing
- Mr. Russell Pratt, Jr.         Assistant Principal, Halethorpe Elementary School

### OLD BUSINESS

#### **Proposed Changes to Policy 5540**

Mr. Rauenzahn explained to the Board this is a straight language change to the policy inserting the phrase “assigned to an alternative program or” as an option for the designee.

Mr. Kennedy asked for examples of a student who would be expelled versus a student who would go to an alternative program.

Mr. Grzynski commended Mr. Rauenzahn and staff for the updating of these policies and is a strong supporter of these changes.

Under the definition “other intoxicants,” Ms. Harris inquired about adding the words “but not be limited to.” Mr. Rauenzahn responded this is covered under the introduction to the whole policy.

Ms. Shillman asked for clarification on distribution, attempt to distribute, or possession with intent to distribute a non-controlled substance.

On page 2 of the policy, Dr. Hayman asked whether all the offenses are listed in any one place. Mr. Rauenzahn responded this is the most comprehensive list that exists. Dr. Hayman asked who determines the additional offenses. Mr. Rauenzahn responded every possibility could not be listed in a policy. Dr. Hayman expressed concern that this may seem inequitable.

Dr. Hayman raised concerns over disruptive behavior at bus stops and recent problems at school athletic events.

Mr. Hayden asked the Board to think about cell phone usage in schools. Mr. Rauenzahn stated there is a policy that states cell phones are to be turned off and stored. It could be an implementation issue.

Ms. Johnson asked what is being done to ensure students understand the seriousness of these offenses. Mr. Rauenzahn responded this is an ongoing process year-round to students and staff.

### **Proposed Changes to Policy 5540 (cont)**

Mr. Camp shared his appreciation of a policy that focuses less on straight punitive measures and more on providing flexibility for administrators and students.

Mr. Steele recommended that references to legal citation Article 27 be removed.

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved the proposed changes to Policy 5540 – STUDENTS: Conduct-Alcoholic Beverages and Drugs (Exhibit B).

### **Proposed Changes to Policy 5550**

Under the category Weapons, Ms. Shillman asked for clarification on “one-year expulsion.” Mr. Rauenzahn responded that according to federal law, if a student brings or possess a fire arm on school property, the student would be expelled for one year.

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved the proposed changes to Policy 5550 – STUDENTS: Conduct-Disruptive Behavior (Exhibit C).

### **REPORTS**

The Board received the following reports:

- A. The Board adopted a resolution proclaiming February 14, 2005 as National African-American Parent Involvement Day. The resolution was presented to Dr. Ella White-Campbell, Chair of the Minority Achievement Advisory Group.
- B. **Report on Proposed Policy 7330 – NEW CONSTRUCTION: Financing-Capital Projects that are Funded by Private Donations** – Dr. H. Scott Gehring, Executive Director of Schools, Northwest Area, provided an overview to the Board noting this policy was developed for capital projects that are funded by private donations. Superintendent’s Rule 7330 outlines the administrative process related to the proposed policy.
- C. **Report on Proposed Policy 7530 – NEW CONSTRUCTION: Occupying-Naming of a Capital Project or Area of a School** – Dr. Gehring noted this policy was developed for naming of a capital project or area within a school and Superintendent’s Rule 7530 outlines the administrative process related to the policy.
- D. **Report on Proposed Changes to Policy 7520 – NEW CONSTRUCTION: Occupying-Naming of the Building and Dedication** – Dr. Gehring stated this policy was last updated in 1969 and merely addresses naming of school facilities. This policy is being updated to specifically state that the Board of Education of Baltimore County has the sole control and authority over the naming of any building.

### REPORT (cont)

Mr. Hayden objects that a person be deceased before a building can be named after them. He stated that the policy also does not suggest naming a building after a prominent foundation. Mr. Hayden questioned why two separate policies are needed for naming a building versus naming a capital project as cited in proposed Policy 7530. Mr. Hayden proposed reviewing Policy 7520 and Policy 7530 as a single, continuous policy.

Mr. Kennedy inquired about the rationale in terms of being deceased in this policy and not being deceased in proposed Policy 7520. Dr. Gehring responded a capital project or area of a school can be named after a foundation as well as a deceased individual.

Ms. Shillman asked whether the name of a building could change after ten years. Dr. Gehring responded that Policy 7530 suggests that naming a scoreboard, playground or something of that nature would last for ten years. After the ten years, staff would come back to the Board to go beyond that period of time.

Dr. Hayman stated BCPS should utilize any person or organization when naming a building or capital project or area. He expressed concern that changing a name after ten years would be problematic.

With regards to Superintendent's Rule 7330, Dr. Hayman was troubled that the rule restricts student fund-raising activities on a capital project. He requested this item go back to the committee for possible modification. Mr. Hayden echoed Dr. Hayman's concerns regarding fund-raising activities.

Ms. Shillman inquired about the minimum contribution to a school. Dr. Gehring responded that the Office of Fiscal Services and Physical Facilities would be part of the decision regarding contribution amounts.

Regarding Policy 7530, Mr. Hayden was troubled by the ten year guideline. Dr. Gehring stated the purpose of the policies is to provide the Board sole control and authority over naming any building at any point in time.

### PERSONNEL MATTERS

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved the personnel matters as presented on Exhibits F-1, G, H, I, J, and K. (Copies of the exhibits are attached to the formal minutes.) Mr. Camp did not vote on Exhibit F-1.

### CONTRACT AWARDS

The Building and Contracts Committee, represented by Mr. Kennedy, recommended approval of items 1 through 3 (Exhibit L). The Board approved these recommendations.

1. Tree Pruning and Associated Services
2. Contract Modification – Dundalk Middle School Systemic Renovations
3. Contract Modification – Franklin Middle School Systemic Renovations

### CLEAN BUSES FOR KIDS DIESEL RETROFIT PROGRAM

Mr. Don Dent, Executive Director of Planning and Support Operations, stated this resolution is a result of a settlement between EPA and Toyota Motor Company to fund retrofitting of filters on diesel buses.

On motion of Mr. Hayden, seconded by Mr. Arnold, the Board approved the resolution for Clean Buses for Kids Diesel Retrofit Program (Exhibit M).

### SCHOOL LEGISLATION

Mr. Sasiadek provided a synopsis of Senate Bill 195. This bill would require the Governor to appoint the members of the Baltimore County Board of Education with the advice and consent of the Senate of Maryland. Mr. Sasiadek opened the item for discussion.

Ms. Harris considered about the Board supporting this bill. She stated this is just another layer of State bureaucracy.

Ms. Shillman stated the bill would provide a level of check and balance. However, she does not like the idea of Senators outside of Baltimore County appointing Board members.

Mr. Janssen opposed the bill because senatorial approval of a gubernatorial appointment is not getting the community involved in the process. He stated, if community input is necessary, consideration should be given to the previous process of the School Board Nominating Convention. Mr. Sasiadek asked Mr. Janssen to explain the SBNC process, which no longer exists. Mr. Janssen explained the SBNC process.

Mr. Hayden stated he is not in favor of the Board taking a position or making a recommendation on how appointments are made. In regards to Ms. Shillman's concern, Mr. Hayden noted that Senators' voting from other districts as a practical matter defer to the wishes of the Senators from the local jurisdiction.

Mr. Kennedy stated this bill further politicizes the process. He recommends the Board take no position on this bill.

SCHOOL LEGISLATION (cont)

Mr. Arnold stated this bill involves politics in education. He agrees the process of having greater community involvement in selecting Board members is extremely important. Mr. Arnold stated he is in favor of the bill because it provides a basis for a community-type process. However, he is only in favor of it because it does address some concerns under the present process, but only as a band-aid approach. He would like to go back to the School Board Nominating Convention process.

Mr. Grzyski stated the current process allows diversity on the Board. He noted there are other ways to address the issue and has trouble supporting this bill.

Ms. Johnson stated that no supporters have approached her to discuss the positive aspects of the bill. She added that as a new school Board member, she is honored and committed to the students of Baltimore County. Ms. Johnson stated that while she has no information, she cannot support the bill.

Mr. Kennedy moved that the Board take no position on Senate Bill 195 at this time. Mr. Hayden seconded the motion.

Dr. Hayman stated the recommendation of the Senator is one in support of what she believes is important for education in Baltimore County, and that he would support this bill. Dr. Hayman noted this is an opportunity to have another layer to get further involvement. He expressed concern that the legislature is not in session when it is time to appoint Board members.

Mr. Kennedy withdrew his motion that the Board not take a position on Senate Bill 195. Mr. Kennedy recommended that the Board take a vote to support or not support the bill. Dr. Hayman stated no position is taking a position.

After further discussion, Mr. Kennedy stated he would continue with his motion that the Board not take a position on the bill. Mr. Sasiadek clarified for Board members that the motion before the floor is that the Board takes no position on Senate Bill 195.

The following Board members were in favor of the Board taking no position on this bill: Mr. Camp, Mr. Grzyski, Mr. Hayden, Ms. Johnson, Mr. Kennedy, and Ms. Shillman. The following Board members were opposed to not taking a position on this bill: Mr. Arnold, Ms. Harris, Dr. Hayman, and Mr. Janssen. Mr. Sasiadek went with no comment at this time.

Mr. Kennedy commented that the Board can always revisit this position before the end of the legislative session. Mr. Grzyski suggested monitoring the bill as it goes through legislation.

Dr. Hayman requested information on the bills critical to education in Baltimore County. Dr. Hairston responded that staff is in the process of collating all the information and that staff will furnish such information to the Board regarding legislation.

### INFORMATION

The Board received the following as information:

- A. Financial Report – For the Months Ending December 31, 2003 and 2004
- B. Revised Rule 7520 – NEW CONSTRUCTION: Occupying – Naming of the Building and Dedication
- C. New Rule 7330 – NEW CONSTRUCTION: Financing - Capital Projects that are Funded by Private Donations
- D. New Rule 7530 - NEW CONSTRUCTION: Occupying – Naming of a Capital Project or Area of a School

### ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

- Schools and offices will be closed on Monday, February 21, 2005 in observance of President's Day. Schools will reopen for students and teachers on Tuesday, February 22, 2005.
- The Central Area Educational Advisory Council will meet on Wednesday, February 9 at Dumbarton Middle School beginning at 7:30 p.m.
- The Board of Education of Baltimore County will host the Baltimore City Board of School Commissioners for dinner on Tuesday, February 15, 2005 at 7:00 p.m.
- The Southeast Area Educational Advisory Council will meet on Tuesday, February 15, 2005 at Patapsco High School beginning at 7:30 p.m.
- The Southwest Area Educational Advisory Council will meet on Wednesday, February 16, 2005 at Woodbridge Elementary School beginning at 7:00 p.m.
- The Northeast Area Educational Advisory Council will meet on Thursday, February 17, 2005 at Perry Hall Middle School beginning at 7:00 p.m.
- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, February 22, 2005, at Greenwood. The meeting will begin with an open session at approximately 4:45 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions. The Board will host the Baltimore County Commission on Disabilities for dinner on February 22, 2005 from 6:00 p.m. to 7:30 p.m.



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

PUBLIC COMMENT

Mr. David Testa informed the Board on his invention, Vehicle Safety Speed Protection, which would eliminate motor vehicle speeding.

Mr. Muhammad Jameel asked that Muslim holidays be recognized on the school calendar.

Mr. John Roberts noted his support for the request to have Muslim holidays added to the school calendar.

Mr. Ali Hasan requested the two Muslim holidays be added to the school calendar.

Dr. Bash Pharoan encouraged the Board to include the Muslim holidays on the school calendar.

ADJOURNMENT

At 9:59 p.m., Mr. Kennedy moved to adjourn the open session. The motion was seconded by Mr. Arnold and approved by the Board.

Respectfully submitted,

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Joe A. Hairston  
Secretary-Treasurer

bls

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **POLICY AND RULE 7520 - NEW CONSTRUCTION:  
OCCUPYING - NAMING OF THE BUILDING AND DEDICATION**

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

**RESOURCE  
PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services  
H. Scott Gehring, Executive Director of Schools

**RECOMMENDATION**

That the Board of Education approve the proposed changes to Policy 7520.

The Department of Fiscal Services is seeking approval of changes to Board Policy 7520 New Construction: Occupying - Naming of the Building and Dedication. This policy was updated as part of the initiative of the Division of Business Services to update outdated Board Policies. The policy was adopted in 1969 and has never been revised. All policies were reviewed by the Board Policy Review Committee on November 10, 2004, and the requested changes were made. This is the third reading of this policy.

Attachment I – Policy Analysis for 7330, 7520 and 7530  
Attachment II - Draft revision of Board Policy 7520

## **BOARD OF EDUCATION OF BALTIMORE COUNTY**

### **Policy Analysis**

#### Proposed Revision:

Policy 7520 - New Construction: Occupying – Naming of the Building and Dedication

#### Proposed New Policies:

Policy 7530 - New Construction: Occupying – Naming of a Capital Project or Area of a School

Policy 7330 - New Construction: Financing – Capital Projects that are Funded by Private Donations

#### Statement of Issues Addressed by the Proposed Policy Revision

Policy 7520 was last updated in 1969, and merely addresses naming of school facilities. A Committee of principals, chaired by Robert Kemmery, former Executive Director of Schools, Southeast Area, initiated a review of Policy 7520 during the 2002-2003 school year to address the naming of school facilities. Subsequent reviews by law office and the Business Services Division determined that additional issues, including funding sources, review of documentation, and administrative process, required additional policies. Thus, Policy 7520 has been updated to specifically state that the Board of Education of Baltimore County has the sole control and authority over the naming of any building. The new policy also includes criteria for naming a building. Policy 7530 was developed for naming of a capital project or area within a school and the rule outlines the administrative process related to the proposed policy. Policy 7330 was developed for capital projects that are funded by private donations and the rule outlines the administrative process related to the proposed policy.

#### Cost Analysis

There is no specific new fiscal impact on the system as a result of the proposed revisions. If private funds are donated for a specific project, then revenues and expenditures would increase accordingly.

#### Legal Requirement

None.

#### Similar Policies Adopted by Other School Systems

Similar policies from other jurisdictions (Montgomery County, Charles County, and Prince George's Public Schools and School Board of the City of Virginia Beach) were reviewed in the development of these three proposed policies.

#### Draft of Proposed Policies and Rules

Policy 7330 (Exhibit D) attached

Policy 7530 (Exhibit C) and Policy 7520 (Exhibit B)

Rules 7520, 7530 and 7330 (Exhibit O, P, and Q)

#### Other Alternatives Considered by Staff

Less guidance was considered and rejected.

**NEW CONSTRUCTION: Occupying**

**Naming of the Building and Dedication**

The Board of Education reserves the right to approve, or reject, a name for a new school building upon receiving a recommendation for same from the Superintendent of Schools. THE BOARD OF EDUCATION OF BALTIMORE COUNTY RESERVES SOLE CONTROL AND AUTHORITY OVER THE NAMING OF ANY SCHOOL. MOREOVER, THE BOARD HEREBY RETAINS THE RIGHT TO RENAME A SCHOOL AT ANY TIME IN THE FUTURE IF THE NAME IS DEEMED BY THE BOARD TO BE INCONSISTENT WITH THE EDUCATIONAL MISSION OR OTHERWISE DISRUPTIVE TO THE LEARNING ENVIRONMENT.

Normally, the Board of Education [shall not name buildings for persons living or dead.] MAY NAME A SCHOOL AFTER:

- A. THE COMMUNITY, THE SUBDIVISION, THE STREET ON WHICH IT IS LOCATED
- B. THE GEOGRAPHIC LOCATION OF THE SCHOOL
- C. A SIGNIFICANT AND DISTINGUISHABLE LANDMARK, WHICH WILL IMMEDIATELY ASSIST ANYONE IN LOCATING THE GENERAL AREA OF THE SCHOOL
- D. A DECEASED, PROMINENT PERSON WHO HAS MADE AN OUTSTANDING CONTRIBUTION OF SERVICE TO BALTIMORE COUNTY, THE STATE OF MARYLAND, OR TO THE UNITED STATES.

The Board of Education further reserves the right to approve as to design, wording, and placement, or reject, proposals for erecting memorials in the form of plaques or monuments in new school buildings or on their sites. The Superintendent of Schools shall establish administrative procedures for appropriate dedication ceremonies that may be celebrated following completion and occupancy of a new school project.

RELATED POLICIES: BOARD OF EDUCATION POLICY 7330, CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

BOARD OF EDUCATION POLICY 7530, NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

Policy  
Adopted: 9/25/69  
REVISED: \_\_\_\_\_

Board of Education of Baltimore County

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **POLICY AND RULE 7530 - NEW CONSTRUCTION: NAMING OF  
A CAPITAL PROJECT OR AREA OF A SCHOOL**

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

**RESOURCE  
PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services  
H. Scott Gehring, Executive Director of Schools

**RECOMMENDATION**

That the Board of Education approve Policy 7530.

Policies 7530 and 7330 are being added to address additional concerns related to the naming and funding of capital projects. All policies were reviewed by the Board Policy Review Committee on November 10, 2004, and the requested changes were made. This is the third reading.

Attachment I - Draft Board Policy 7530

NEW CONSTRUCTION: OCCUPYING

NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

THE BOARD OF EDUCATION RECOGNIZES THAT INDIVIDUALS, PRIVATE ORGANIZATIONS, PARENT AND COMMUNITY GROUPS, OR BUSINESSES MAY WISH TO PROPOSE A NAME FOR A CAPITAL PROJECT OR AREA OF A SCHOOL. THE PROPOSAL MAY OR MAY NOT BE RELATED TO A PRIVATE DONATION, AS GOVERNED BY POLICY 7330.

ACCORDINGLY, THE BOARD HEREBY DIRECTS THE SUPERINTENDENT TO ESTABLISH THE NECESSARY RULES AND PROCEDURES FOR ACCEPTING A PROPOSAL TO NAME A CAPITAL PROJECT OR AREA OF A SCHOOL.

EXCEPTIONAL PRIVATE DONATIONS OR OTHER CIRCUMSTANCES MAY BE RECOGNIZED BY NAMING A CAPITAL PROJECT OR AN APPROPRIATE AREA AT A SCHOOL IN HONOR OF A DECEASED INDIVIDUAL, PRIVATE ORGANIZATION, BUSINESS, COMMUNITY ORGANIZATION OR FOUNDATION. UNLESS REAUTHORIZED BY THE BOARD, NO NAMING SHALL EXTEND BEYOND TEN (10) YEARS FROM THE DATE OF FORMAL BOARD ADOPTION.

THE BOARD OF EDUCATION OF BALTIMORE COUNTY RESERVES SOLE CONTROL AND AUTHORITY OVER THE NAMING OF ANY SCHOOL, CAPITAL PROJECT OR AREA OF ANY SCHOOL. MOREOVER, THE BOARD HEREBY RETAINS THE RIGHT TO RENAME ANY CAPITAL PROJECT OR AREA AT ANY TIME IN THE FUTURE IF THE NAME IS DEEMED BY THE BOARD TO BE INCONSISTENT WITH THE EDUCATIONAL MISSION OR OTHERWISE DISRUPTIVE TO THE LEARNING ENVIRONMENT.

RELATED POLICIES: BOARD OF EDUCATION POLICY 8362, GIFTS TO THE BOARD OF EDUCATION, SCHOOLS, AND OFFICES WITHIN THE SCHOOL SYSTEM

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

BOARD OF EDUCATION POLICY 7330, CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

POLICY  
ADOPTED: \_\_\_\_\_

BOARD OF EDUCATION OF BALTIMORE COUNTY

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **POLICY AND RULE 7330 - NEW CONSTRUCTION: CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS**

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

**RESOURCE PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services  
H. Scott Gehring, Executive Director of Schools

**RECOMMENDATION**

That the Board of Education approve Policy 7330.

Policies 7330 and 7530 were added to address additional concerns related to the naming and funding of capital projects. All policies were reviewed by the Board Policy Review Committee on November 10, 2004, and the requested changes were made. This is the third reading.

Attachment I - Draft revision of Board Policy 7330

NEW CONSTRUCTION: FINANCING

CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

THE BOARD OF EDUCATION OF BALTIMORE COUNTY RECOGNIZES THAT INDIVIDUALS, PRIVATE ORGANIZATIONS, PARENTS, COMMUNITY GROUPS, OR BUSINESSES MAY WISH TO PROVIDE FUNDING FOR CAPITAL PROJECTS.

ACCORDINGLY, THE BOARD HEREBY DIRECTS THE SUPERINTENDENT TO ESTABLISH THE NECESSARY RULES AND PROCEDURES FOR ACCEPTING PRIVATE DONATIONS FOR CAPITAL PROJECTS.

FUNDS MAY NOT BE ACCEPTED IF ACCEPTANCE WOULD CREATE A CONFLICT OF INTEREST OR PROVIDE BENEFIT TO AN INDIVIDUAL, IN VIOLATION OF THE BOARD OF EDUCATION'S ETHICS CODE POLICIES.

ANY REQUESTS FOR NAMING OF THE CAPITAL PROJECT MUST COMPLY WITH BOARD OF EDUCATION POLICY 7530 ON NAMING OF CAPITAL PROJECTS OR AREAS.

RELATED POLICIES: BOARD OF EDUCATION POLICY 8362, GIFTS TO THE BOARD OF EDUCATION, SCHOOLS, AND OFFICES WITHIN THE SCHOOL SYSTEM

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

BOARD OF EDUCATION POLICY 7530, NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

POLICY  
ADOPTED: \_\_\_\_\_

BOARD OF EDUCATION OF BALTIMORE COUNTY



**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **REPORT ON 2004 MARYLAND SCHOOL PERFORMANCE PROGRAM**

**ORIGINATOR:** Christine M. Johns, Deputy Superintendent, Curriculum & Instruction

**PERSON(S):** Dr. Beverly Pish, Director, Accountability, Research, and Testing  
Mr. Peter Cincotta, Resource Teacher, Accountability, Research, and Testing

**INFORMATION**

That the Board of Education review the Maryland School Performance Report for Baltimore County Public Schools for 2004.

Appendix I – Executive Summary  
Appendix II – Maryland State Assessment Results

## **Executive Summary**

### **Maryland School Performance Program Report, 2004**

The *Maryland School Performance Program Report* provides data on the Maryland School Assessments (MSA) in reading and mathematics along with attendance and graduation data. Alternative Maryland School Assessment data (Alt-MSA) is also provided. A small percentage of our students take the Alt-MSA. Additionally, data is presented on Teacher Certification rates and Adequate Yearly Progress (AYP) status.

Baltimore County Public School students attained reading proficiency rates on the MSA that exceeded the proficiency rates for the state of Maryland at every grade level (grades 3 to 8 and grade 10). MSA proficiency rates for BCPS students in reading also increased from 2003 levels.

Similarly, the mathematics proficiency rates on the MSA exceeded the proficiency rates for the state of Maryland at nearly every grade level from grades 3 to grade 8. MSA proficiency rates for BCPS students in mathematics also increased from 2003 levels. The high school mathematics test in Geometry experienced a slight increase in the proficiency rate for BCPS students from 2003 to 2004.

Students taking the Alt-MSA attained proficiency rates significantly higher than those for the state of Maryland at every grade level for both reading and mathematics.

Attendance rates are reported by school level. BCPS attendance rates exceeded Maryland State attendance rates at every school level (elementary, middle, and high). Attendance rates remained steady from 2003 to 2004 for BCPS students.

Similarly, the graduation rate reported for BCPS students surpassed the Maryland State graduation rate in 2004.

Teacher Certification rates increased slightly among BCPS teachers from 2003 to 2004. The percentage of both Advanced Professional Certificates (APC) and Standard Professional Certificates (SPC) rose. BCPS teachers have higher APC and SPC rates than the state of Maryland.

Baltimore County Public Schools met Adequate Yearly Progress for every student subgroup in reading and mathematics. AYP was also met for attendance and graduation on the county level.

Individual school data in the Maryland School Performance Program Report is compared with county and state data.

## Baltimore County

LEA# 03

### MARYLAND SCHOOL ASSESSMENT (MSA)

The Maryland School Assessment (MSA) is a test that measures student achievement in reading in grades 3-8 and 10. Results on the MSA are reported as the percent of students who scored at three levels of achievement: Basic, Proficient, or Advanced. Most special education students take the MSA with the same special help, or accommodations, they receive in the regular classroom. All students should be achieving at the Proficient or Advanced standard as indicated below:

**Basic:** Students at this level are unable to read and understand literature and passages of information that are written for students in their grade.

**Proficient:** Students at this level can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.

**Advanced:** Students at this level can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

Students in grades 4, 6, and 7 took the MSA for the first time in 2003-2004.

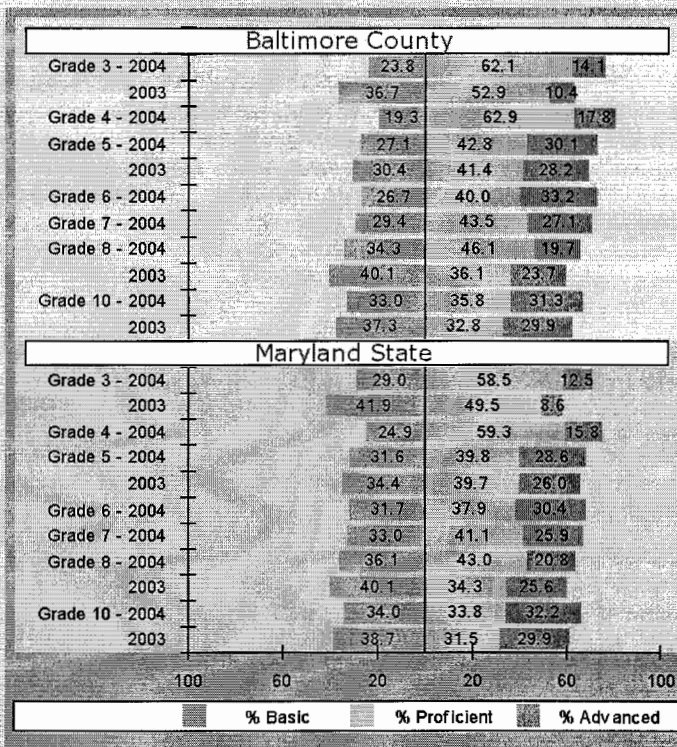
### ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA)

About one percent of Maryland students are not able to take the MSA because of their severe disability. These students take the ALT-MSA, which is specially designed to measure their progress.

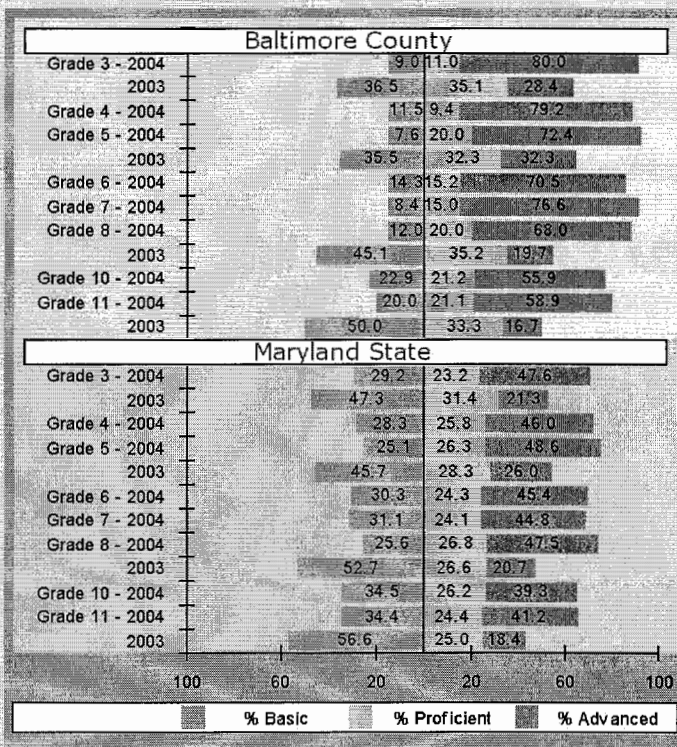
Performance on the ALT-MSA is reported as the percent of students in each grade who achieved the Basic, Proficient, and Advanced standard.

Students in grades 4, 6, and 7 took the ALT-MSA for the first time in 2003-2004.

## MSA Proficiency Levels



## ALT-MSA Proficiency Levels



## Baltimore County

LEA#: 03

### MARYLAND SCHOOL ASSESSMENT (MSA)

The Maryland School Assessment (MSA) is a test that measures student achievement in mathematics in grades 3-8 and 10 (geometry). Most special education students take the MSA with the same special help, or accommodations, they receive in the regular classroom. Students in grades 4, 6, and 7 took the MSA for the first time in 2003-2004.

The mathematics test is based on the Maryland Mathematics Content Standards and the Geometry Core Learning Goals that define what students in Maryland should know and be able to do at each grade level. The Maryland Mathematics Content Standards and the Geometry Core Learning Goals are available at [www.mdk12.org](http://www.mdk12.org).

Results on the MSA are reported as the percent of students who scored at three levels of achievement: Basic, Proficient, and Advanced. All students should be achieving at the Proficient or Advanced standard as indicated below.

#### Mathematics:

**Basic:** Students at this level show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.

**Proficient:** Students at this level show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.

**Advanced:** Students at this level show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

#### Geometry:

**Basic:** Students at this level show they have only partially mastered the skills and concepts defined in the Maryland Geometry Core Learning Goals.

**Proficient:** Students at this level show they have an understanding of fundamental geometry skills and concepts and can generally solve entry-level problems in geometry.

**Advanced:** Students at this level can regularly solve complex geometry problems and demonstrate superior ability to reason mathematically.

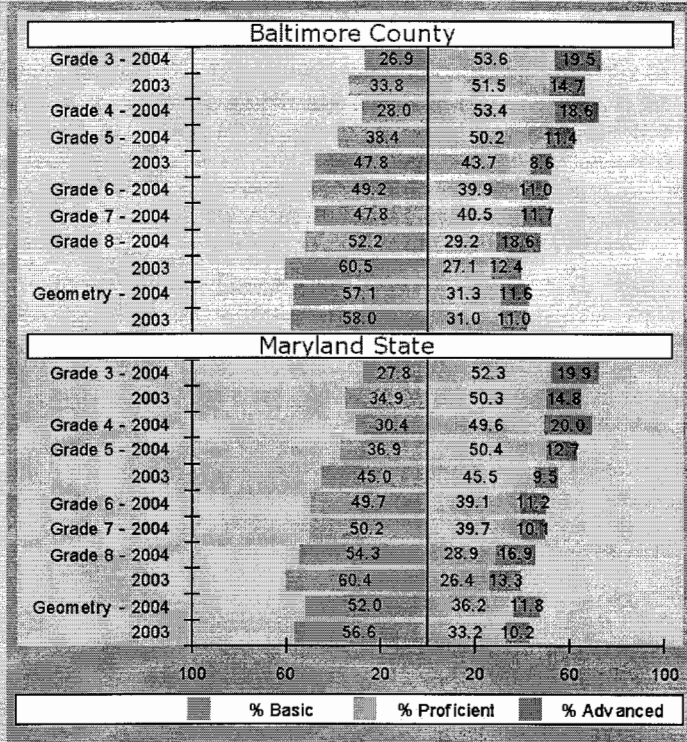
### ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA)

About one percent of Maryland students are not able to take the MSA because of their severe disability. These students take the ALT-MSA, which is specially designed to measure their progress.

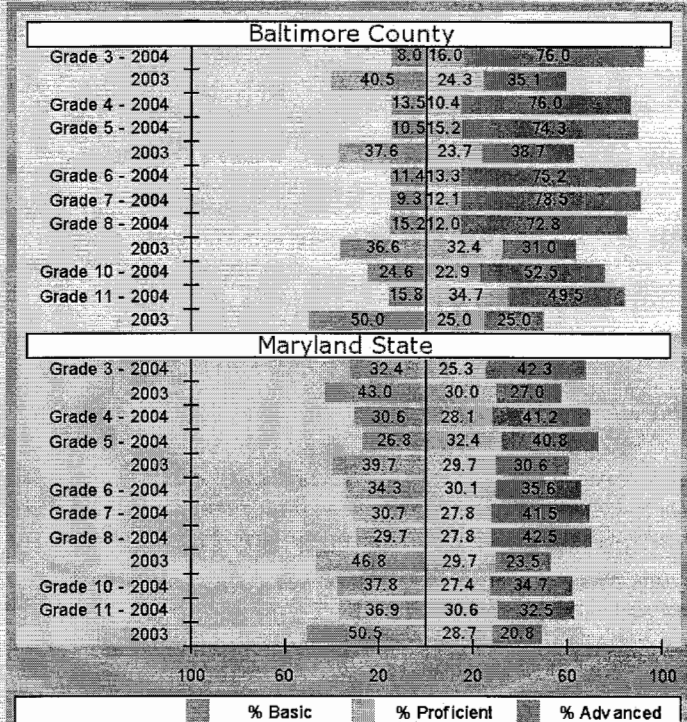
Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, and Advanced standard.

Students in grades 4, 6, and 7 took the ALT-MSA for the first time in 2003-2004.

### MSA Proficiency Levels



### ALT-MSA Proficiency Levels





## Baltimore County

LEA#: 03

### ADEQUATE YEARLY PROGRESS (AYP)

Each year, schools, school systems, and the state must show that students are making progress in reading, mathematics, and one other measure. The other measure, or performance standard, for elementary and middle schools is attendance. For high schools, it is graduation rate.

By the end of the school year 2013-2014, the federal No Child Left Behind (NCLB) Act requires that 100% of students be proficient or above proficient in reading/language arts and mathematics. Elementary and middle schools must achieve an attendance rate of 94% and high schools must achieve a graduation rate of 90%.

Schools, school systems, and the state must achieve certain performance targets each year in order to reach the 2013-2014 goals. A school, school system, or state that meets all of the performance targets achieves Adequate Yearly Progress. Schools and school systems that do not achieve Adequate Yearly Progress for two or more consecutive years are identified for improvement. For more information, check the Web site at [www.mdreportcard.org](http://www.mdreportcard.org).

### Results In Nine Categories

The reading and mathematics results for students are reported in nine different categories:

- All students
- Three special services groups:
  1. Students who are receiving free or reduced price meals
  2. Students receiving special education services
  3. Students who know no or very little English (called limited English proficient)
- Five racial/ethnic groups:
  1. American Indian/Alaskan Native
  2. Asian/Pacific Islander
  3. African American
  4. White (not of Hispanic origin)
  5. Hispanic.

Results for these groups, the disaggregated data, may be found on the Web site of the Maryland State Department of Education at [www.mdreportcard.org](http://www.mdreportcard.org).

For schools to make AYP, they must meet the yearly targets for reading and mathematics in all nine categories. Elementary and middle schools must also meet the target for attendance, and high schools must meet the target for graduation rate. School systems and the state must meet the yearly targets in reading and mathematics in all nine categories and must meet both the attendance and graduation targets for all students.

## Adequate Yearly Progress

### 2004 AYP

All indicators must be "Met" to make AYP.

	Attendance Rate		Graduation Rate	
	Met	Met	Met	Met
All Students	Met	Met	Met	Met
	Percent Proficient		Participation Rate	
	Reading	Mathematics	Reading	Mathematics
All Students	Met	Met	Met	Met
American Indian/Alaskan Native	Met	Met	Met	Met
Asian/Pacific Islander	Met	Met	Met	Met
African American	Met	Met	Met	Met
White (not of Hispanic origin)	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
Free/Reduced Meals	Met	Met	Met	Met
Special Education	Met	Met	Met	Met
Limited English Proficient	Met	Met	Met	Met

### Participation Rate

The participation rate refers to the students who take the Maryland School Assessment (MSA) or the Alternate Maryland School Assessment (ALT-MSA). It is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95% of the students who are enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate.

## Baltimore County

LEA#: 03

### ATTENDANCE RATE

Attendance Rate is a required AYP measure for elementary and middle schools. The Attendance Rate represents the percentage of students who were present in school for at least half of the average school day during the school year. The performance standard for the Attendance Rate for AYP is 94%.

### GRADUATION RATE

Graduation Rate is a required AYP measure for high schools. Graduation Rate is the percentage of students who receive a Maryland high school diploma during a specific school year. The Maryland performance standard for Graduation Rate is 90%. Yearly targets are set for Graduation Rate so that by 2013-2014 all schools will meet the 90% Graduation Rate.

In some cases, schools may make AYP by increasing their Graduation Rate from the previous year even though they do not achieve their yearly target. For additional information, see the Maryland State Department of Education Web site at [www.mdreportcard.org](http://www.mdreportcard.org).

### MARYLAND TEACHER CERTIFICATION

Maryland is required to report the percentage of teachers who have teacher certification to teach in the state. The percentage of teachers reported in each of the categories is based on the number of teachers who have teaching certificates and are teaching core academic subjects as defined by the federal NCLB Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Teachers who are teaching other subjects are not included in these totals.

Three professional certificates are available in Maryland: Standard Professional Certificate I and II and an Advanced Professional Certificate.

#### Standard Professional Certificate I and II

The Standard Professional Certificate I is issued to an applicant who meets all certification requirements and is employed by a local school system or by an accredited non-public school in Maryland. The Standard Professional Certificate II requires three years of satisfactory, professional school-related experience plus six hours of acceptable credit and a professional development plan that shows how the teacher is working toward the Advanced Professional Certificate.

#### Advanced Professional Certificate

The Advanced Professional Certificate requires verification of three years of full-time professional school-related experience; six semester hours of acceptable credit; and a master's degree or a minimum of 36 semester hours of post-baccalaureate course work, which must include at least 21 hours of graduate credit. The remaining 15 semester hours may include graduate or undergraduate course work and/or Maryland State Department of Education Continuing Professional Development (CPD) credits or the attainment of National Board Certification and a minimum of 12 semester hours of approved graduate course work earned after the bachelor's degree.

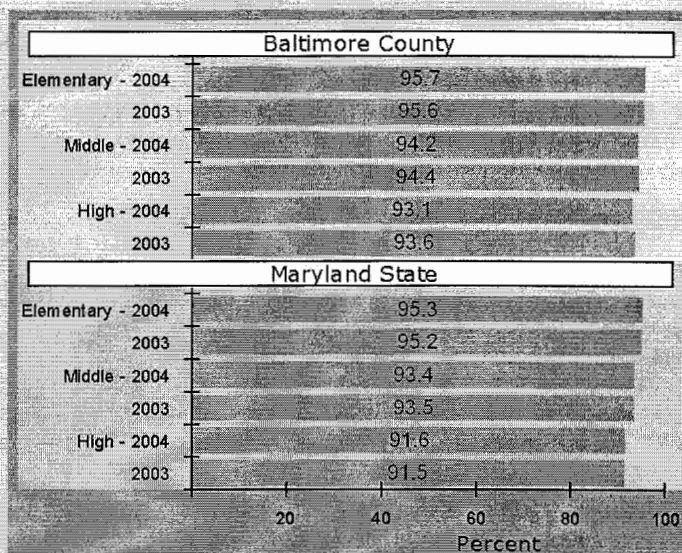
#### Resident Teacher Certificate

The Resident Teacher Certificate is issued to an applicant who has been selected by a local school system in a specialized program.

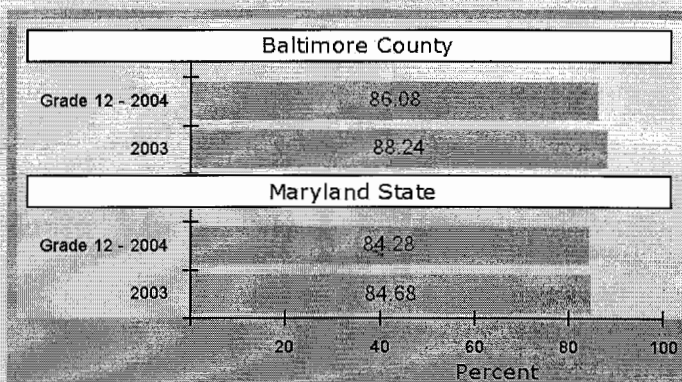
#### Conditional Certificate

The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who is employed in a local school system but does not meet all certification requirements.

### Attendance Rate



### Graduation Rate



### Maryland Teacher Certification

Percent of Teachers with	Advanced Professional Certificate	Standard Professional Certificate	Conditional Teacher Certificate	Resident Teacher Certificate
Baltimore County				
2004	49.3	37.5	7.6	0.0
2003	48.7	36.6	7.8	0.0
Maryland State				
2004	48.9	36.5	8.8	0.7
2003	47.1	34.3	11.6	0.1

For data on highly qualified teachers, check the Web site at [www.mdreportcard.org](http://www.mdreportcard.org).

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **BOUNDARY FOR WOODHOLME ELEMENTARY SCHOOL**

**ORIGINATOR:** Dr. H. Scott Gehring, Executive Director of Schools, Northwest Area

**PERSON(S):** Office of Strategic Planning  
Barbara Walker, Assistant to the Executive Director, Northwest Area

**RECOMMENDATION**

That the Board of Education review the boundary recommendation for Woodholme Elementary School made by the Boundary Study Committee.

\*\*\*\*\*

**Nature of the Issue:** Woodholme Elementary School will open in August 2005, with pre-K through fifth graders. Woodholme Elementary School was built to relieve the overcrowding at New Town Elementary School. To determine which students would attend this new school, a Boundary Study Committee was formed and public input was sought to determine the geographic boundaries of Woodholme Elementary School.

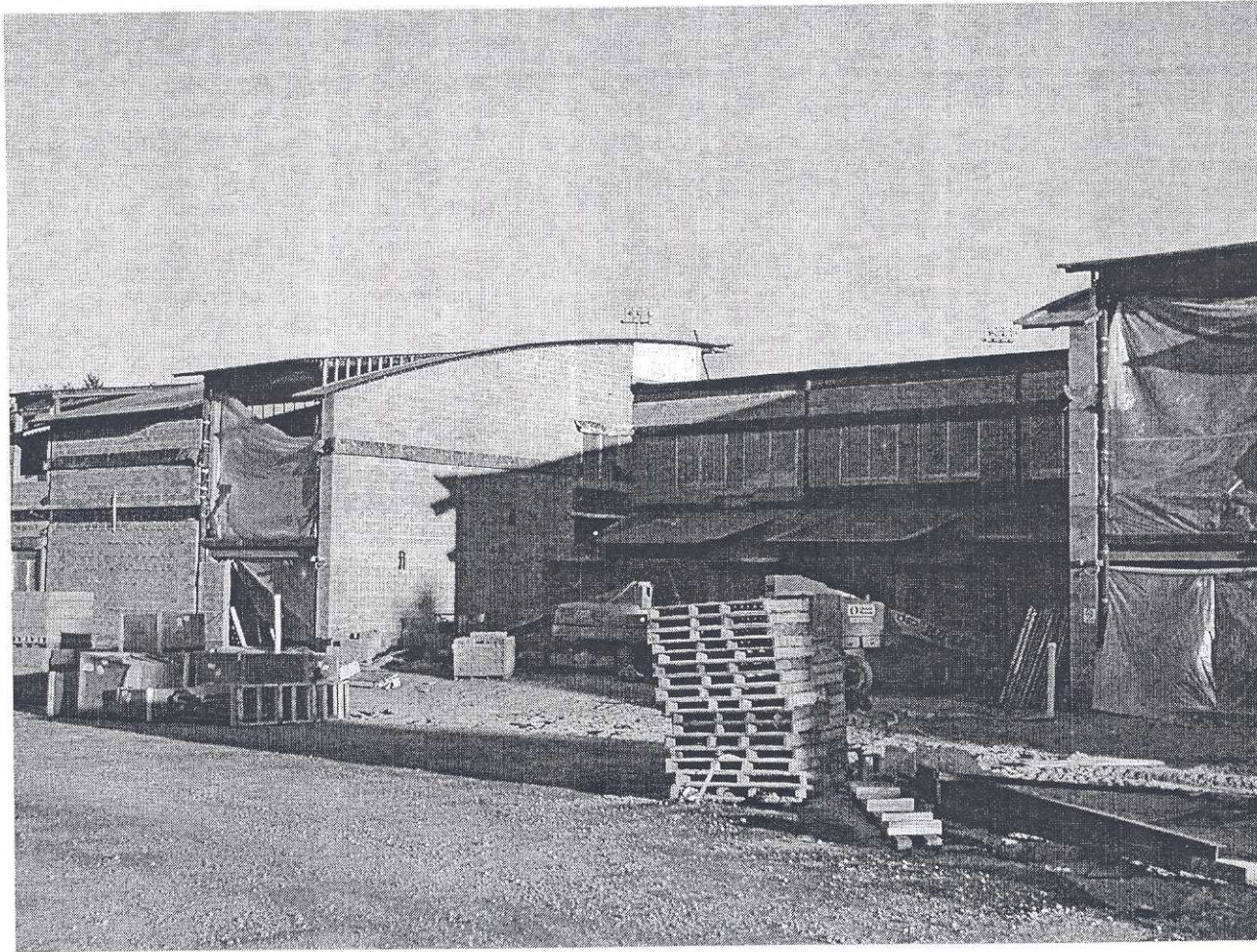
**History of the Issue:** In accordance with Board of Education Policy 1280, a Boundary Study Committee was formed. The committee included parents, community leaders, teachers, principals, and resource personnel from the Office of Strategic Planning and the Office of Communications. This committee started meeting in early November and continued through mid February. During the course of their deliberations, they were presented information from the Office of Strategic Planning. After three months of work, the committee settled on two potential boundary scenarios. These scenarios were presented at a public forum on February 7, 2005. The approximately 120 participants at the public meeting were given an overview of the process, saw and received information about the two proposed boundaries, and then worked in small groups to share their perceptions about the

proposed boundaries. Some of the small groups reached consensus regarding the boundary they preferred. The Office of Strategic Planning tabulated the input from the public meeting and shared the findings with the Boundary Study Committee. The committee made a recommendation that was shared with the Superintendent and his staff on 2/28/05. The decision of the Superintendent was to endorse Scenario C. This was the scenario recommended by the Boundary Study Committee and the majority of the participants at the public forum.

After the Board of Education meeting on March 8, 2005, the Board of Education will hold a public hearing on March 23, 2005 at Pikesville High School. The final decision of the Board of Education is slated to occur on April 12, 2005.

Appendix I – Community Forum Boundary Options Packet  
Appendix II – Community Forum Results





Woodholme Elementary School Community Forum  
Boundary Options Packet  
January 31, 2005



Presented by the Woodholme Elementary School Boundary Study Committee

Co-Chairmen: Denise Madden and Barbara Walker

Community Representatives

Russ Hopewell

Pat Roulhac

Cordell Richardson

Emily Wolfson

P.T.A. Representatives:

Ann Badin/Erin Waller (NTES)

Indye Gersh (Annex Rep.)

Barbara Honig (FGES)

Rosario Jones (OMES)

Marchetta McLean (MES)

Tamie Owens (WES)

Donna Smith (Annex Rep.)

Faculty Representatives:

Phyllis Bontrager/Anne Pearson (OMES)

Sean Conley (WES)

Ellen Naftaniel (FGES)

John Redmond (NTES)

Lori Johnston (MES)

Administrators:

Nashae Bennett (NTES)

Sheri Boxer (WES)

Brian Cooper (MES)

Sue Hershfeld (FGES)

Chet Scott (OMES)

Maralee Clark (Woodholme)

System Representatives:

Chris Brocato (OSP)

Pam Carter (OSP)

Don Dent (P&S Operations)

Scott Gehring (NWA)

Charles Herndon (BCPS Communications)

Ghassan Shah (OSP)

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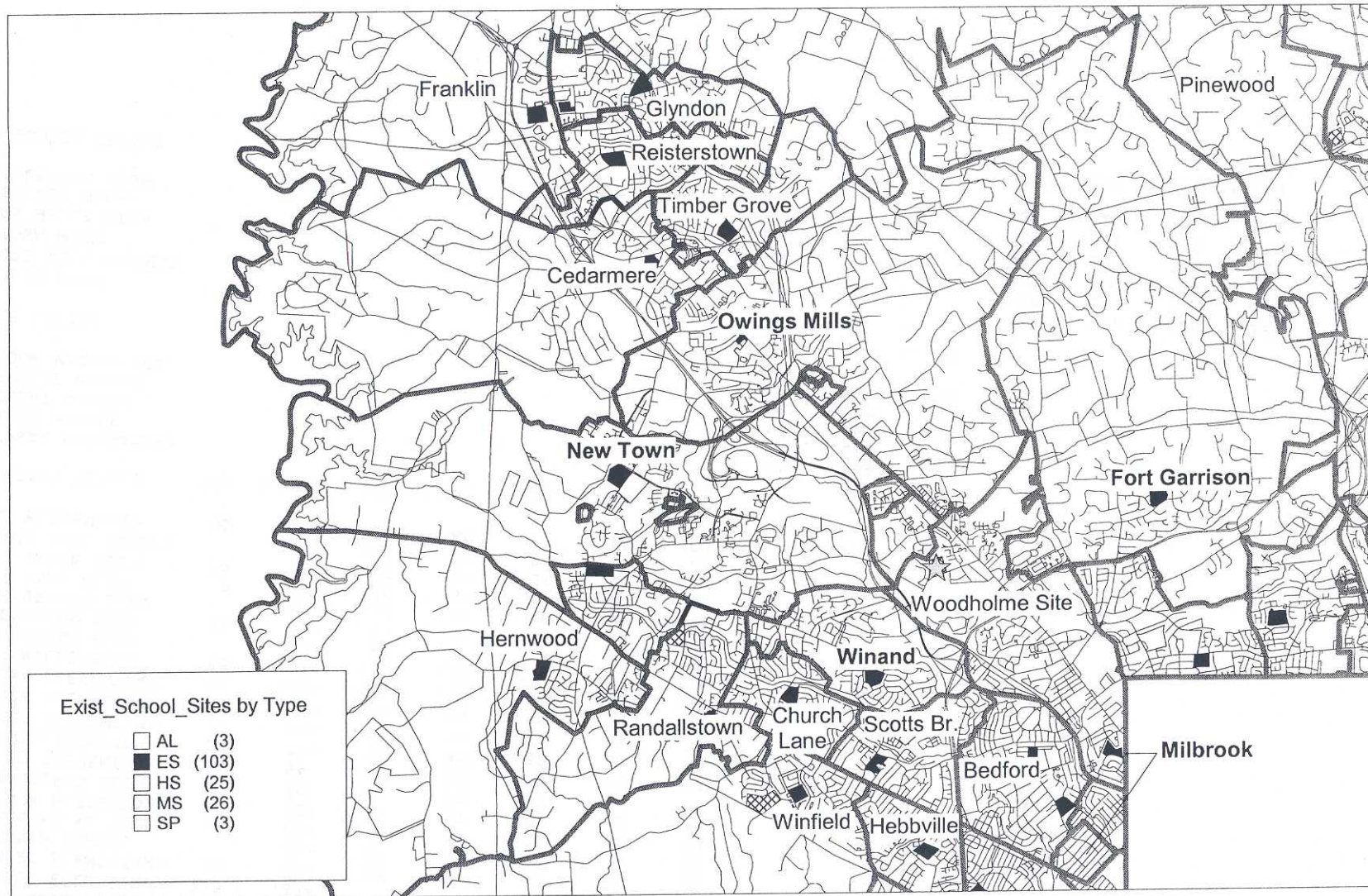
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2	Rationale for a new elementary school in the Northwest Area
3	Baltimore County Public Schools Official Enrollment as of September 30, 2004, Northwest Area
4	Baltimore County Public Schools Official Minority Enrollment Report as of September 30, 2004, Northwest Area
5	Map: New Town Elementary School, with Annexes depicted, 2004
6	New Town Elementary Enrollment Summary, 2004
7	Map: Existing Millbrook Elementary School Boundary, 2004
8	Millbrook Elementary Enrollment Summary, 2004
9	Map: Existing Winand Elementary School Boundary, 2004
10	Winand Elementary Enrollment Summary, 2004
11	Map: Existing Fort Garrison Elementary School Boundary, 2004
12	Fort Garrison Elementary Enrollment Summary, 2004
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14	Owings Mills Elementary Enrollment Summary, 2004
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### Glossary of Key Terms

annex -	A program, grade level, or neighborhood belonging to one school, but served by another due to spatial constraints
boundary -	The perimeter of the geographic area assigned to one school
capacity -	The number of students to be served by a school, based on the State Rated Capacity formula adopted by the MSDE: $(\text{Number of Kindergarten Classrooms} \times 22 \text{ seats}) + (\text{Number of Pre-Kindergarten Classrooms} \times 20 \text{ seats}) + (\text{Number of Special Education Classrooms} \times 10 \text{ seats}) + (\text{Number of Grade 1-5 classrooms} \times 23 \text{ seats}) = \text{capacity}$ Dedicated art, instrumental music, vocal music, computer labs, multipurpose room/gymnasium, and cafeteria are not included in capacity. Relocatable classrooms are not included in capacity. Modular additions are included.
enrollment -	The total number of students enrolled in a school (head count)
FTE enrollment -	The full-time equivalent enrollment of the school, factored by deducting 50% of all half-time students: Pre-kindergarten students and half-day kindergarten students are considered half-time. Therefore the FTE enrollment of a school represents the total number of students likely to be in the school at any given time during the regular school day.
projection -	The number of students anticipated to be enrolled in the school in the future, based on known past enrollments and anticipated trends within the school district
satellite -	A portion of a school boundary not contiguous to the boundary proper, this may consist of a neighborhood or development districted to the closest school with available space at the time that the development was built, or a portion of an old school district accommodated by another school after the original school closed.
Woodholme Cluster -	Schools adjacent to the Woodholme Elementary School site that have been included in this boundary study, including Milbrook Elementary, New Town Elementary, Owings Mills Elementary, Winand Elementary, and Fort Garrison Elementary



## Rationale for a New Elementary School in the Northwest Area



Woodholme Elementary School has been constructed to relieve overcrowding at New Town Elementary. In accordance with Board of Education Policy 1280, the Woodholme Elementary School Boundary Study Committee has been charged with seeking the advice of parents, educators, and interested citizens to assist in the development of a boundary change proposal to recommend to the Board of Education. The Board of Education will review the recommendations of the Boundary Study Committee, including all options presented for public comment, in order to determine the future boundaries for all schools involved.

PROGRAM ID: CA1380  
 RUN DATE : 10/05/2004  
 RUN TIME : 20:00:07

# BALTIMORE COUNTY PUBLIC SCHOOLS

-OFFICIAL ENROLLMENT AS OF SEPTEMBER 30, 2004-

SCHOOL	PS	KG	01	02	03	NORTHWESTERN AREA			07	08	09	10	11	12	NG	TOTAL
						04	05	06								
BEDFORD ELEM			65	56	73	81	89									364
CAMPFIELD ECLD CTR	215	137*														352
CEDARMERE ELEMENTARY	36	60*	80	94	75	87	84									516
CHATSWORTH SCHOOL		60*	67	63	77	76	82									425
CHURCH LANE EL TECH	19	63*	75	81	90	90	84									485
DEER PARK ELEMENTARY	38	63*	89	67	69	70	89									415
FORT GARRISON ELEM		49	63	73	81	71	78									519
FRANKLIN ELEMENTARY	34	61	76	79	84	81	104									493
GLYNDON ELEMENTARY	24	66*	70	82	82	86	83									460
HERNWOOD ELEMENTARY	17	59*	71	83	74	83	73									335
MILBROOK ELEMENTARY	3	3*	76	58	67	67	61									859
NEW TOWN ELEMENTARY	38	104*	151	140	154	142	130									755
OWINGS MILLS ELEM	85	101*	116	122	111	101	119									413
RANDALLSTOWN ELEM		64*	68	76	71	64	70									548
REISTERSTOWN ELEM	39	92*	77	77	102	82	79									568
SCOTTS BRANCH ELEM		87*	110	91	96	88	96									345
SUMMIT PARK ELEM	7	46	58	51	58	63	62									571
TIMBER GROVE ELEM	23	79*	85	95	96	100	93									543
WELLWOOD INTL SCHOOL		95*	101	106	85	75	81									563
WINAND ELEMENTARY	30	75*	68	86	106	95	103									10,031
ELEMENTARY TOTALS	608	1,364	1,566	1,580	1,651	1,602	1,660									1,417
						476	459	482								1,417
DEER PARK MID/MAGNET						454	455	508								1,189
FRANKLIN MIDDLE						440	354	395								1,072
OLD COURT MIDDLE						321	360	391								1,012
PIKESVILLE MIDDLE						339	331	342								
SUDBROOK MAGNET MDL																6,107
MIDDLE TOTALS						2,030	1,959	2,118								1,593
											445	409	406	333		1,404
FRANKLIN HIGH											436	299	321	348		716
MILFORD MILL ACADEMY											262	260	194			1,165
NEW TOWN HIGH											289	317	256	303		1,073
OWINGS MILLS HIGH											258	241	299	275		1,324
PIKESVILLE HIGH											333	320	312	359		
RANDALLSTOWN HIGH																7,275
HIGH SCHOOL TOTALS											2,023	1,846	1,788	1,618		

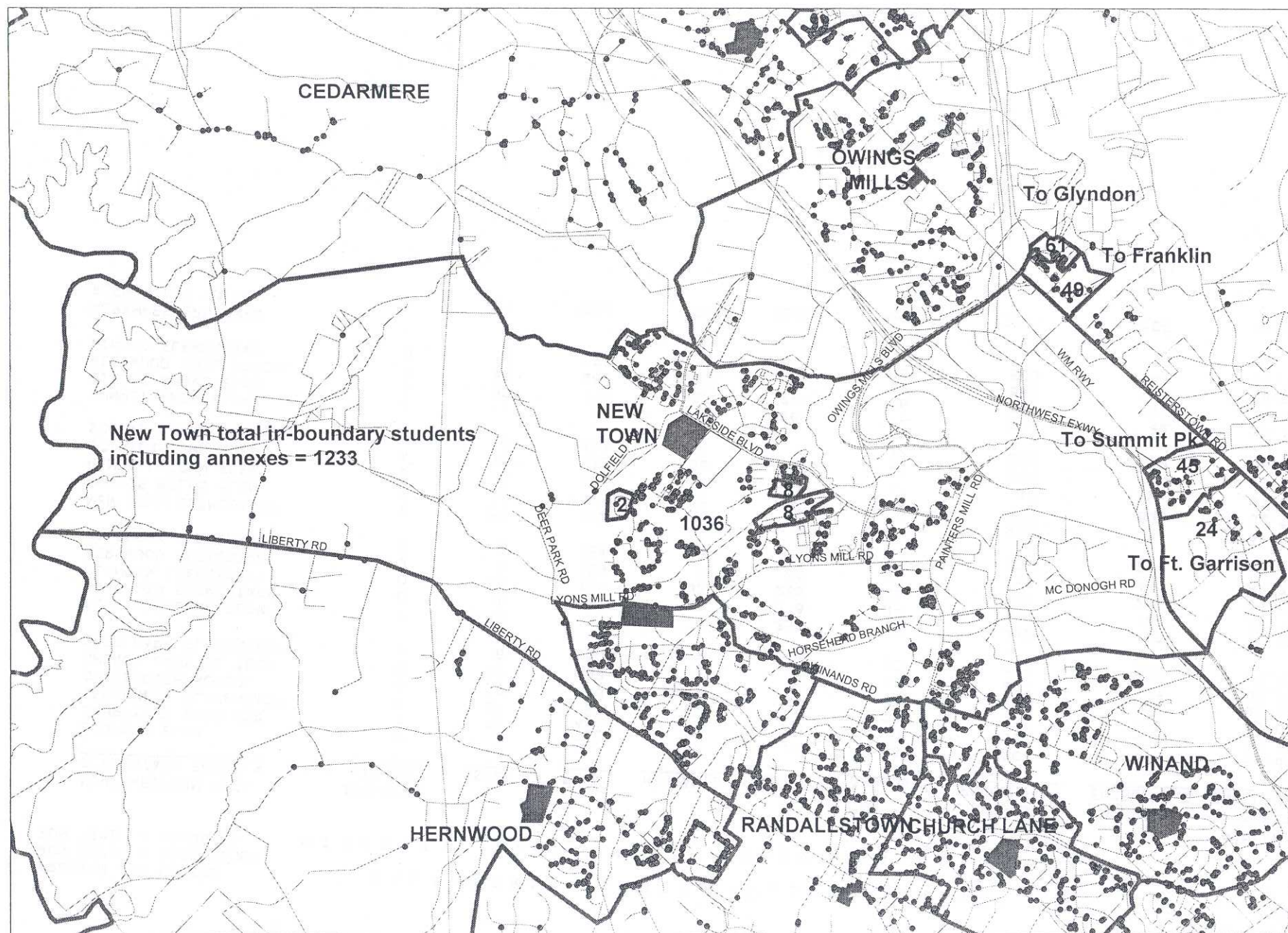


PROGRAM ID: CA3790  
 RUN DATE : 10/05/2004  
 RUN TIME : 20:05:01

BALTIMORE COUNTY PUBLIC SCHOOLS  
 MINORITY ENROLLMENT REPORT AS OF 09/30/2004

<u>NORTHWESTERN AREA ELEMENTARY SCHOOLS</u>	<u>AMERICAN INDIAN</u>	<u>ASIAN</u>	<u>BLACK</u>	<u>HISPANIC</u>	<u>WHITE</u>	<u>MULTI RACIAL</u>	<u>TOTAL SCHOOL ENROLLMENT</u>	<u>TOTAL MINORITY ENROLLMENT</u>	<u>PERCENT MINORITY ENROLLMENT</u>
BEDFORD ELEM	0	2	310	16	20	16	364	344	94.51
CAMPFIELD ECLD CTR	1	18	273	15	22	23	352	330	93.75
CEDARMERE ELEMENTARY	2	24	193	63	206	28	516	310	60.08
CHATSWORTH SCHOOL	0	12	86	8	302	17	425	123	28.94
CHURCH LANE EL TECH	0	10	452	8	19	13	502	483	96.22
DEER PARK ELEMENTARY	0	6	450	9	10	10	485	475	97.94
FORT GARRISON ELEM	1	10	31	0	360	13	415	55	13.25
FRANKLIN ELEMENTARY	0	18	87	25	375	14	519	144	27.75
GLYNDON ELEMENTARY	0	46	134	33	255	25	493	238	48.28
HERNWOOD ELEMENTARY	3	3	389	3	47	15	460	413	89.78
MILBROOK ELEMENTARY	0	6	254	13	41	21	335	294	87.76
NEW TOWN ELEMENTARY	5	56	625	19	95	59	859	764	88.94
OWINGS MILLS ELEM	3	51	454	53	130	64	755	625	82.78
RANDALLSTOWN ELEM	3	5	373	9	9	14	413	404	97.82
REISTERSTOWN ELEM	4	47	162	36	278	21	548	270	49.27
SCOTTS BRANCH ELEM	3	10	523	11	9	12	568	559	98.42
SUMMIT PARK ELEM	5	8	62	2	263	5	345	82	23.77
TIMBER GROVE ELEM	3	37	180	27	278	46	571	293	51.31
WELLWOOD INTL SCHOOL	1	89	265	22	130	36	543	413	76.06
WINAND ELEMENTARY	0	9	528	4	16	6	563	547	97.16
NORTHWESTERN AREA ELEMENTARY TOTAL	34	467	5831	376	2865	458	10031	7166	71.44

# New Town Elementary School Boundary, With Annexes Depicted





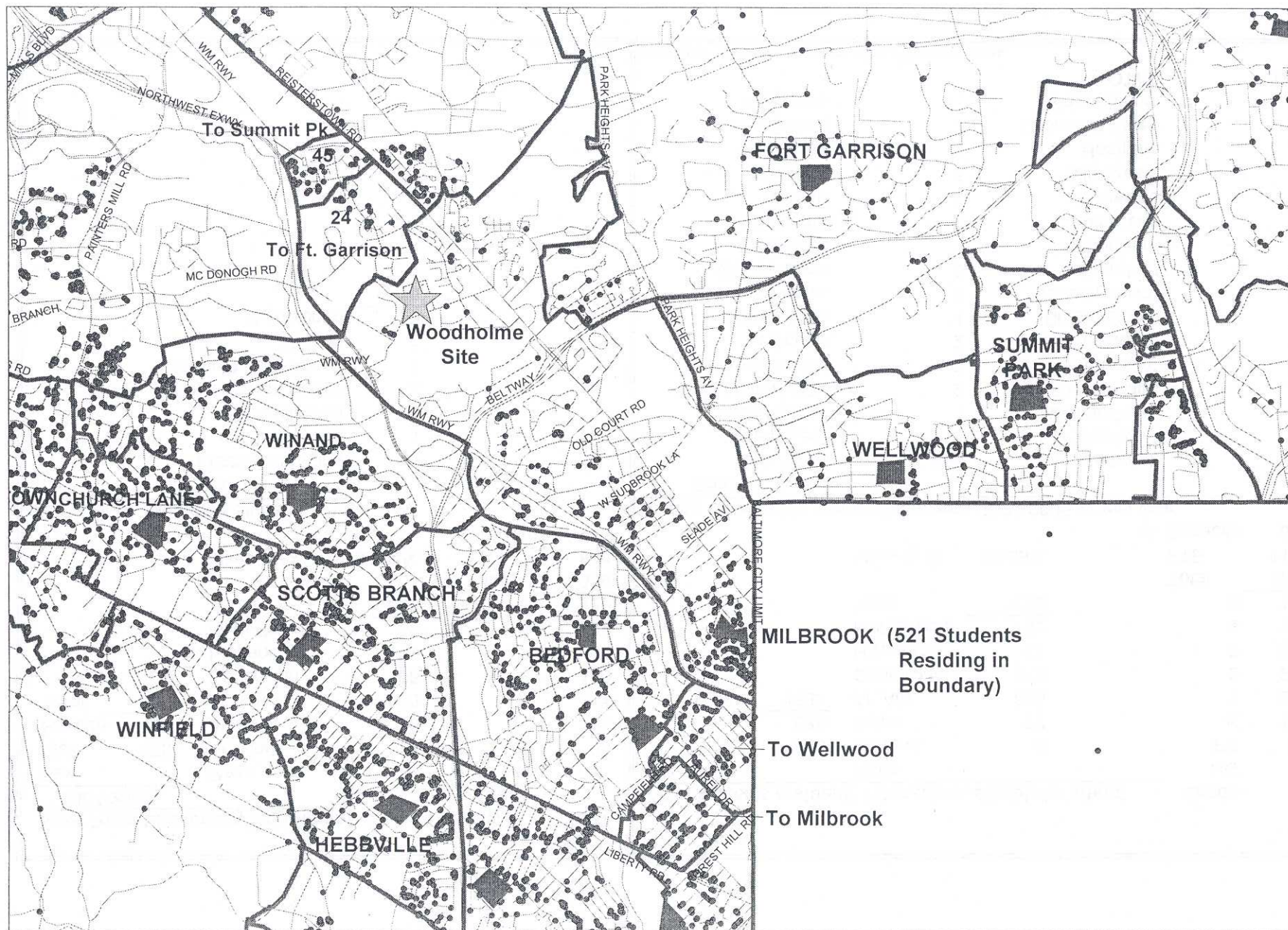
New Town Elementary Enrollment					Capacity = 697	
2004-2005					Grade	
Sex	Race		Grade		NG	
Male	435	Am. Ind.	5	PS	38	
Female	424	Asian	56	K	104	
Total	859	Af. Am.	625	1	151	
		Caucasian	95	2	140	
		Hispanic	19	3	154	
		Multi-Racial	59	4	142	
		Total	859	5	130	
				Total	859	
	Minority %	88.94%		FTE	840	
				+/- Capacity	143	
Out-of -Boundary Students						
	School					
	Featherbed Lane		1			
	Hernwood		1			
	Randallstown		1			
	Reisterstown Annex		2			
	Summit Park Annex		1			
	Winand		1			
	Unmatched		3			
			10			

Sort of students resident* in boundary, eligible to attend					Grade	
Sex	Race		Grade		NG	
Male	648	Am. Ind.	5	PS	68	
Female	585	Asian	77	K	174	
Total	1233	Af. Am.	836	1	203	
		Caucasian	172	2	205	
		Hispanic	61	3	205	
		Multi-Racial	82	4	190	
		Total	1233	5	186	
				Total	1233	
	Minority %	86.05%		FTE	1198	
				+/- Capacity	501	
Schools attended by resident* students, 2004-2005 school year						
	School					
	New Town		849		Milbrook	
	Campfield		17		Fort Garrison*	
	Westchester		1		Summit Park*	
	Edmondson Hgts.		2		Owings Mills	
	Maiden Choice		3		Franklin*	
	Hillcrest		2		Chatsworth	
	Woodbridge		1		Timber Grove	
	Randallstown		3		Reisterstown*	
	Church Lane		5		Glyndon*	
	Hebbville		1		Cedarmere	
	Powhatan		1		Lutherville	
	Winand		5		Pinewood	
	Hernwood		7		Villa Cresta	
	Deer Park		6		Hampton	
	Bedford		2		Cromwell Valley	
	Wellwood		11		Ridge School	
					TOTAL	
					1233	

\*RESIDENT includes students in New Town Annexes

# Existing Milbrook Boundary with Surrounding Schools, 2004



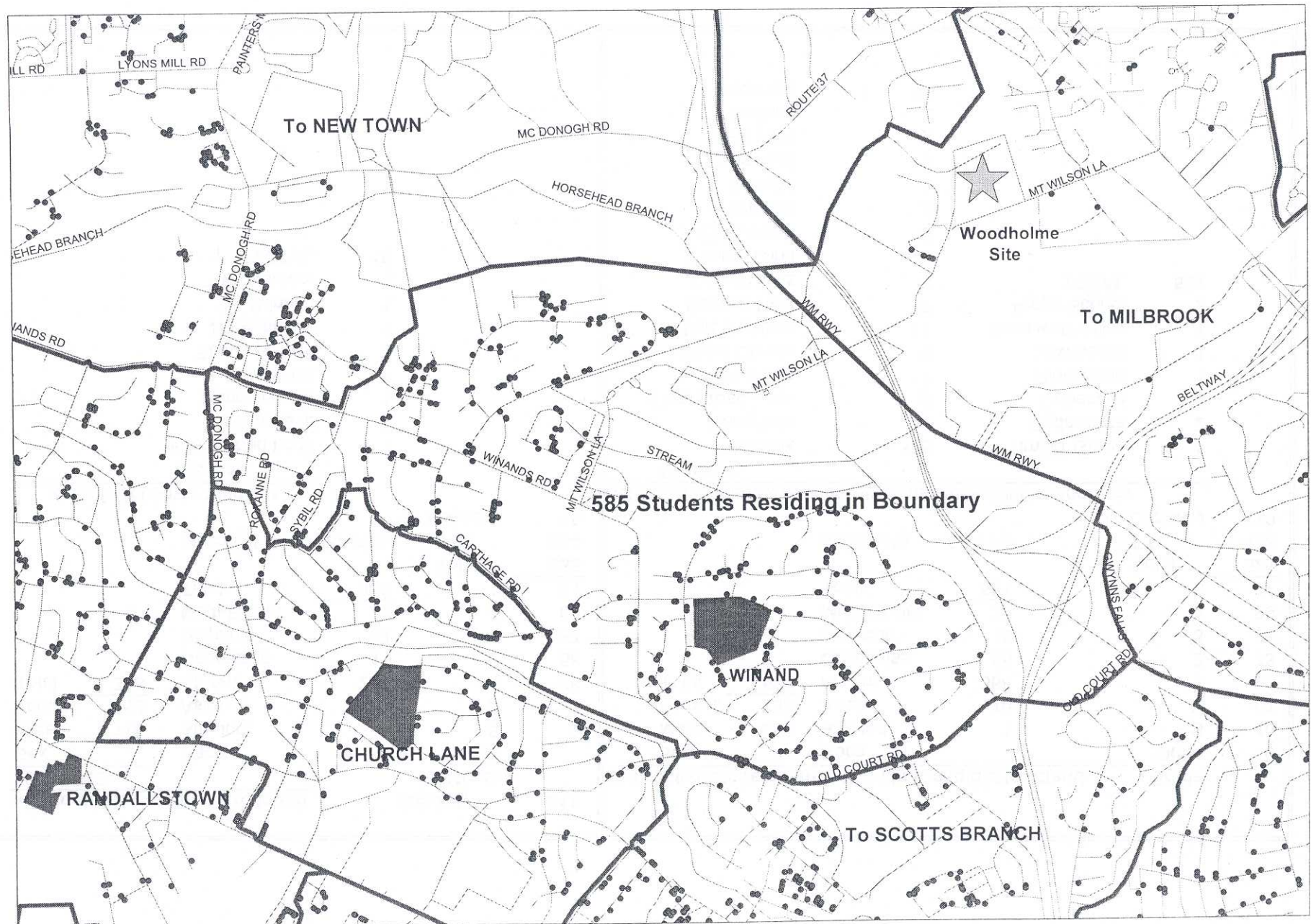


Milbrook Elementary Enrollment				Capacity =	319
2004-2005				Grade	
Sex	Race			NG	
Male	176	Am. Ind.	0	PS	3
Female	159	Asian	6	K	3
Total	335	Af. Am.	254	1	76
		Caucasian	41	2	58
		Hispanic	13	3	67
		Multi-Racial	21	4	67
		Total	335	5	61
				Total	335
		Minority %	87.76%	FTE	334
				+/- Capacity	15
Out-of -Boundary Students					
School					
	Featherbed Lane	1			
	Johnnycake	1			
	Randallstown	1			
	New Town	1			
	Scotts Branch	3			
	Westchester	1			
	Winand	1			
	Woodmoor	1			
	<b>TOTAL</b>	<b>10</b>			

Sort of students resident in boundary, eligible to attend				Grade	
Sex	Race			Other	6
Male	289	Am. Ind.	1	PS	40
Female	232	Asian	10	K	61
Total	521	Af. Am.	368	1	91
		Caucasian	88	2	73
		Hispanic	18	3	84
		Multi-Racial	36	4	89
		Total	521	5	77
				Total	521
		Minority %	83.11%	FTE	498
				+/- Capacity	179
Schools attended by resident students, 2004-2005 school year					
School					
	Milbrook	325	Timber Grove	1	
	Campfield	85	Cedarmere	2	
	Featherbed Lane	2	Lutherville	2	
	Woodmoor	1	Riderwood	1	
	Maiden Choice	6	Hawthorne	1	
	Fort Garrison	11	Cromwell Valley	1	
	Summit Park	17	Ridge School	2	
	Owings Mills	3	<b>TOTAL</b>	<b>521</b>	
	Church Lane	12			
	Chatsworth	6			
	Powhatan	2			
	Winand	1			
	Hernwood	1			
	Deer Park	1			
	Bedford	2			
	Wellwood	36			

## Existing Winand Boundary with Surrounding Schools, 2004





Winand Elementary Enrollment				Capacity =	609
2004-2005				Grade	
Sex		Race		NG	
Male	300	Am. Ind.	0	PS	30
Female	263	Asian	9	K	75
Total	563	Af. Am.	528	1	68
		Caucasian	4	2	86
		Hispanic	16	3	106
		Multi-Racial	6	4	95
		Total	563	5	103
				Total	563
		Minority %	99.29%	FTE	548
				+/- Capacity	-61
Out-of -Boundary Students					
		Bedford	1		
		Cedarmere	2		
		Church Lane	9		
		Edmondson Heights	1		
		Featherbed Lane	2		
		Glyndon	2		
		Hernwood	5		
		Milbrook	1		
		New Town	5		
		Owings Mills	2		
		Powhatan	1		
		Randallstown	6		
		Scotts Branch	17		
		Timber Grove	1		
		Wellwood	2		
		Winfield	4		
		Woodmoor	2		
		Unmatched	3		
		<b>TOTAL</b>	<b>66</b>		

Sort of students resident in boundary, eligible to attend				Grade	
Sex		Race		Other	
Male	301	Am. Ind.	0	PS	37
Female	284	Asian	11	K	82
Total	585	Af. Am.	549	1	71
		Caucasian	13	2	86
		Hispanic	4	3	115
		Multi-Racial	8	4	95
		Total	585	5	95
				Total	585
		Minority %	97.78%	FTE	565
				+/- Capacity	-45
Schools attended by resident students, 2004-2005 school year					
School					
Winand	497	Pot Spring	1		
Campfield	4	Lutherville	3		
Dogwood	1	Villa Cresta	1		
Timber Grove	1	Hampton	1		
Maiden Choice	4	Cromwell Valley	4		
Milbrook	1	Ridge School	1		
Chatsworth	4	<b>TOTAL</b>	<b>585</b>		
Owings Mills	3				
Church Lane	20				
New Town	1				
Powhatan	4				
Winfield	5				
Hernwood	5				
Deer Park	6				
Bedford	1				
Wellwood	17				



## Existing Fort Garrison Boundary with Surrounding Schools





# Fort Garrison Elementary Enrollment

2004-2005		Capacity =		Grade	
Sex	Race			NG	
Male	208	Am. Ind.	1	PS	
Female	207	Asian	10	K	49
Total	415	Af. Am.	31	1	63
		Caucasian	360	2	73
		Hispanic	0	3	81
		Multi-Racial	13	4	71
		Total	415	5	78
		Total			415
	Minority %	13.25%	FTE		391
			+/- Capacity		-75

## Out-of-Boundary Students

Schools	
Bedford	4
Franklin	3
Glyndon	2
Milbrook	11
Owings Mills	5
Powhatan	1
Randallstown	1
New Town	5
Reisterstown	4
Summit Park	6
Summit Park New Town Annex	3
Timber Grove	6
Wellwood	4
Winfield	3
Unmatched	20
	78

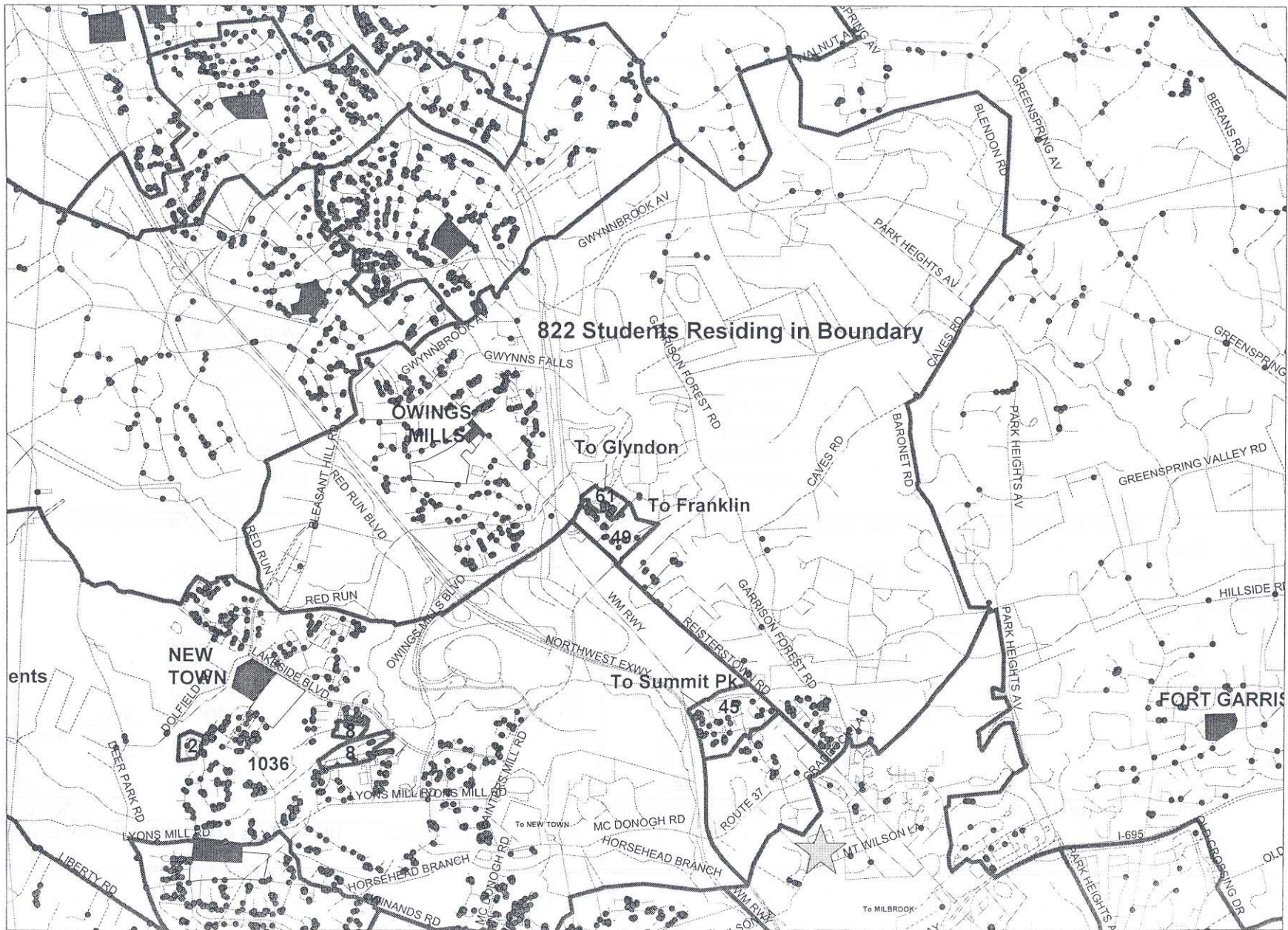
# Sort of students resident in boundary, eligible to attend

Sex	Race	Grade	Other
Male	172	Am. Ind.	1
Female	182	Asian	9
Total	354	Af. Am.	6
		Caucasian	330
		Hispanic	0
		Multi-Racial	8
		Total	354
	Minority %	6.78%	Total
			354
		FTE	332
		+/- Capacity	-134

## Schools attended by resident students, 2004-2005 school year

School	
Fort Garrison	337
Campfield	1
Wellwood	2
Summit Park	3
Padonia	4
Timber Grove	1
Chatsworth	2
Pinewood	2
Ridge	2
TOTAL	354

### Existing Owings Mills Elementary Boundary with Surrounding Schools, 2004

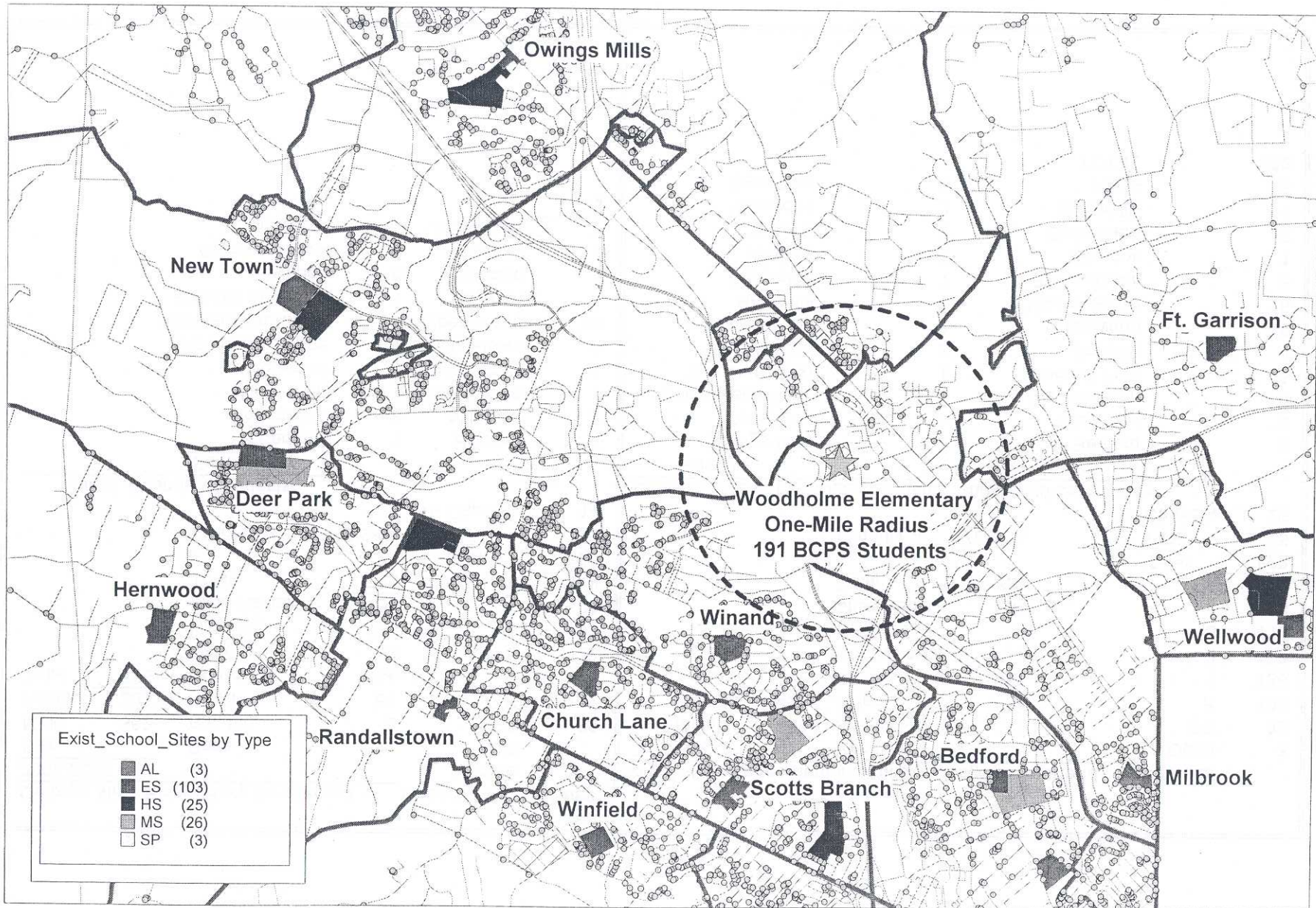




Owings Mills Elementary Enrollment					Capacity =	699
2004-2005					Grade	
Sex		Race			NG	
Male	362	Am. Ind.	3		PS	85
Female	393	Asian	51		K	101
Total	755	Af. Am.	454		1	116
		Caucasian	53		2	122
		Hispanic	130		3	111
		Multi-Racial	64		4	101
		Total	755		5	119
				Total		755
	Minority %	92.98%		FTE		713
				+/- Capacity		14
Out-of -Boundary Students						
Schools						
	Bedford	1	Hillcrest	1		
	Cedarmere	9	Milbrook	3		
	Deer Park	1	New Town	1		
	Dogwood	2	Randallstown	1		
	Featherbed Lane	1	Reisterstown	4		
	Fort Garrison Annex	1	Timber Grove	12		
	Franklin El. Annex	1	Warren	1		
	Glyndon	6	Wellwood	1		
	Glyndon Annex	4	Winand	3		
	Hampton	1	Unmatched	9		
						63

Sort of students resident in boundary, eligible to attend					Grade	
Sex		Race			Other	3
Male	399	Am. Ind.	3		PS	92
Female	423	Asian	54		K	103
Total	822	Af. Am.	469		1	138
		Caucasian	177		2	127
		Hispanic	54		3	119
		Multi-Racial	65		4	108
		Total	822		5	132
				Total		822
	Minority %	78.47%		FTE		725
				+/- Capacity		26
Schools attended by resident students, 2004-2005 school year						
School						
	Owings Mills	692	Bedford	3		
	Campfield	9	Wellwood	3		
	Edmondson Hgts.	1	Fort Garrison	5		
	Maiden Choice	1	Summit Park	5		
	Randallstown	2	Franklin	4		
	Church Lane	2	Chatsworth	49		
	Hebbville	1	Timber Grove	16		
	Powhatan	1	Reisterstown	5		
	Winfield	1	Glyndon	1		
	Winand	2	Cedarmere	8		
	Hernwood	2	Lutherville	1		
	Deer Park	3	Ridge	5		
			TOTAL	822		

# Woodholme Elementary One-Mile Radius





# BCPS Students Residing Within Approximately 1-Mile of the Woodholme Site

Student Report	Students
Student Report	
Count Of Students	191
Breakdown by Gender:	
Male	97
Female	94
Breakdown by Race: 59.16% Minority	
Americian Indian/Alaska Native	1
Asian/Pacific Islander	3
Black, not of Hispanic Origin	88
White, not of Hispanic Origin	78
Hispanic	10
Multiracial	11
Breakdown by Grade:	
Grade 01	30
Grade 02	27
Grade 03	36
Grade 04	27
Grade 05	37
Grade 12	1
Kindergarten	23
Pre-School	10
Breakdown by Individualized Education Plan:	
No IEP	162
Active IEP (A) 15.18%	29
Breakdown by Lunch Eligibility:	
Not Eligible	1
(Unknown Lunch Eligibility code: N)	140
Free Lunch Candidate 26.25%	50
Breakdown by Residency:	
Resident	190
Foster Child (No Tuition)	1

## Breakdown by School of Attendance:

Campfield Early Childhood Cent	2
Edmondson Heights ES	1
Maiden Choice Center	1
Hillcrest ES	1
Winand ES	14
Hernwood ES	1
Deer Park ES	1
Wellwood ES	7
Milbrook ES	24
Fort Garrison ES	38
Summit Park ES	20
Owings Mills ES	59
Franklin ES	3
Chatsworth School	9
Timber Grove ES	2
Cedarmere ES	2
Lutherville ES	1
Pinewood ES	2
Villa Cresta ES	1
Ridge School	2

BCPS Students Residing Within Approximately  
1-Mile of the Woodholme Site

## Woodholme Cluster School Information: 9/30/04

The Enrollment Picture									The Residency Picture						The Choice Factor		
Current Cluster Schools	Full-day K	State Rated Capacity '04	Total Enrollment	FTE Enrollment	Number Under/Over Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	Students Living in Boundary	FTE of No. in Boundary	Potential -/+ Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	In-Boundary Attending This School	Out-of-Bdy.* Attending This School	In-Boundary to Other Schools
New Town	*	697	859	840	143	88.94%	8.03%	20.48%	1233	1198	501	86.05%	11.11%	22.95%	849	10	384
Milbrook	*	319	335	334	15	87.76%	12.83%	54.02%	521	498	179	83.11%	16.60%	46.26%	325	10	196
Winand	*	609	563	548	-61	97.16%	12.43%	39.60%	585	565	-44	97.78%	10.60%	37.77%	497	66	88
Fort Garrison		466	415	391	-75	13.25%	13.49%	2.89%	354	332	-134	6.78%	11.30%	0.56%	337	78	17
Owings Mills	*	699	755	713	14	82.78%	8.46%	47.09%	822	725	26	78.47%	12.29%	43.92%	692	63	130
Total		<b>2790</b>	2927	2826	36	73.98%	11.05%	32.82%	<b>3515</b>	3318	528	70.44%	12.38%	30.29%	2700	227	815
Woodholme	*	676	104.91%	101.29%		without Woodholme			125.99%	118.92%					<b>76.81%</b>	<b>7.76%</b>	<b>23.19%</b>
Total		<b>3466</b>	84.45%	81.53%		with Woodholme			101.41%	95.73%							

\*"Out-of-Boundary Attending" includes students with addresses outside of school boundary as well as students without geocodable addresses that cannot be identified specifically as within the current boundary.

Five-Year Enrollment Projections Developed in December, 2004**													
	Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.	
New Town	*	697	935	917	955	937	975	957	995	977	1015	997	300
Milbrook	*	319	364	363	368	367	370	369	377	376	383	382	63
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	526	482	528	484	531	487	532	488	530	486	20
Owings Mills	*	699	776	742	793	759	814	780	825	791	832	798	99
2790		3223	3110	3285	3172	3346	3233	3401	3288	3432	3319	529	Without Woodholme
Woodholme	*	676											-147 With Woodholme
3466													

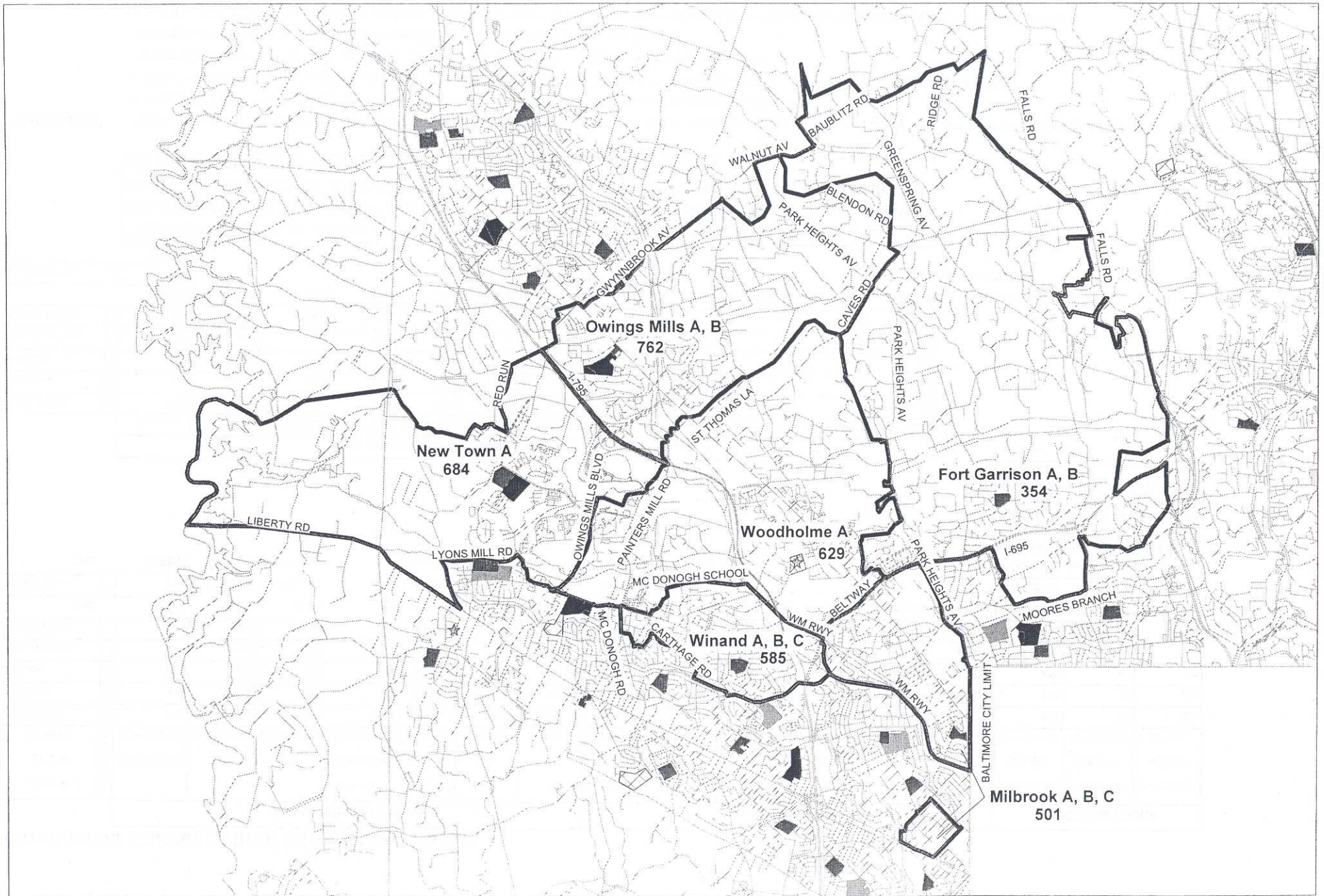
\*\*Current projections reflect the continuance of existing annexes, special-permission transfers, and special programs. The opening of a new school and boundary adjustments for schools in the cluster will result in the dissolution of the annexes and may affect future requests for special permission transfer and other school choice initiatives.

### Summary:

- The number of BCPS elementary school children currently residing in the cluster is already greater than the collective capacity of cluster schools, including Woodholme.
- It is likely that a portion of the students residing in the cluster will continue to attend out-of-boundary schools.
- It is likely that some out-of-boundary students will continue to attend cluster schools for special programs or through special permission transfer.
- Enrollments in the schools in this cluster are anticipated to continue to increase over the next five years.
- Development is anticipated to continue within this cluster of schools over the next five years.
- It is anticipated that annexed students will be accommodated within the boundaries of their neighborhood schools following the boundary change process.
- Boundary adjustments alone will not insure that enrollment in schools within this cluster will remain within their collective capacity.



# Woodholme Scenario "A" Boundaries of Cluster Schools: No change for Fort Garrison or Winand





## What if proposed boundary scenario "A" was in effect this year?

The Residency Picture (BCPS Students eligible to attend 2004-05)									Anticipated Enrollment Given Current Choices							
Current Cluster Schools	Full-day K	State Rated Capacity '04	Eligible Living in Boundary	FTE of No. in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	In-Bdy. Students Anticipated	Out-of-Bdy. * Attending This School	Total '04-05 Anticipated Students	FTE of No. in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch
New Town	*	697	684	669	-28	81.87%	11.70%	15.06%	605	10	615	602	-95	84.39%	8.46%	15.45%
Milbrook*	*	319	404	404	85	84.65%	15.84%	50.99%	315	10	325	324	5	89.23%	12.00%	56.00%
Winand	*	609	585	565	-44	97.78%	10.60%	37.61%	497	66	563	548	-61	97.99%	8.05%	38.63%
Fort Garrison		466	354	332	-134	6.78%	11.30%	0.56%	337	58	395	395	-71	12.15%	13.67%	2.53%
Owings Mills	*	699	762	715	16	80.71%	11.94%	41.73%	657	65	722	678	-21	83.38%	13.30%	46.81%
Woodholme	*	676	629	612	-64	85.37%	11.92%	35.61%	548	0	548	536	-140	87.04%	8.03%	37.04%
Total		3466	3418	3297	-169	70.36%	12.28%	29.19%	2959	209	3168	3083	-383	75.70%	10.59%	32.74%
(3535-97 Milbrook to Campfield)					95.12%	20 in Annex now to Woodholme					88.95%	avg.	avg.	avg.		

Hypothetical enrollments assume that all students residing in each new boundary would attend their districted school and that no out-of-boundary students would be enrolled.

Hypothetical enrollments assume that students currently attending districted schools or assigned annexes would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers) would continue to do so. Current Out-of-Boundary students attending remain.

Five-Year Enrollment Projections Developed in December, 2004**												
	Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	697	935	917	955	937	975	957	995	977	1015	997	300
Milbrook	319	364	363	368	367	370	369	377	376	383	382	63
Winand	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison	466	526	482	528	484	531	487	532	488	530	486	20
Owings Mills	699	776	742	793	759	814	780	825	791	832	798	99
	2790	3223	3110	3285	3172	3346	3233	3401	3288	3432	3319	529

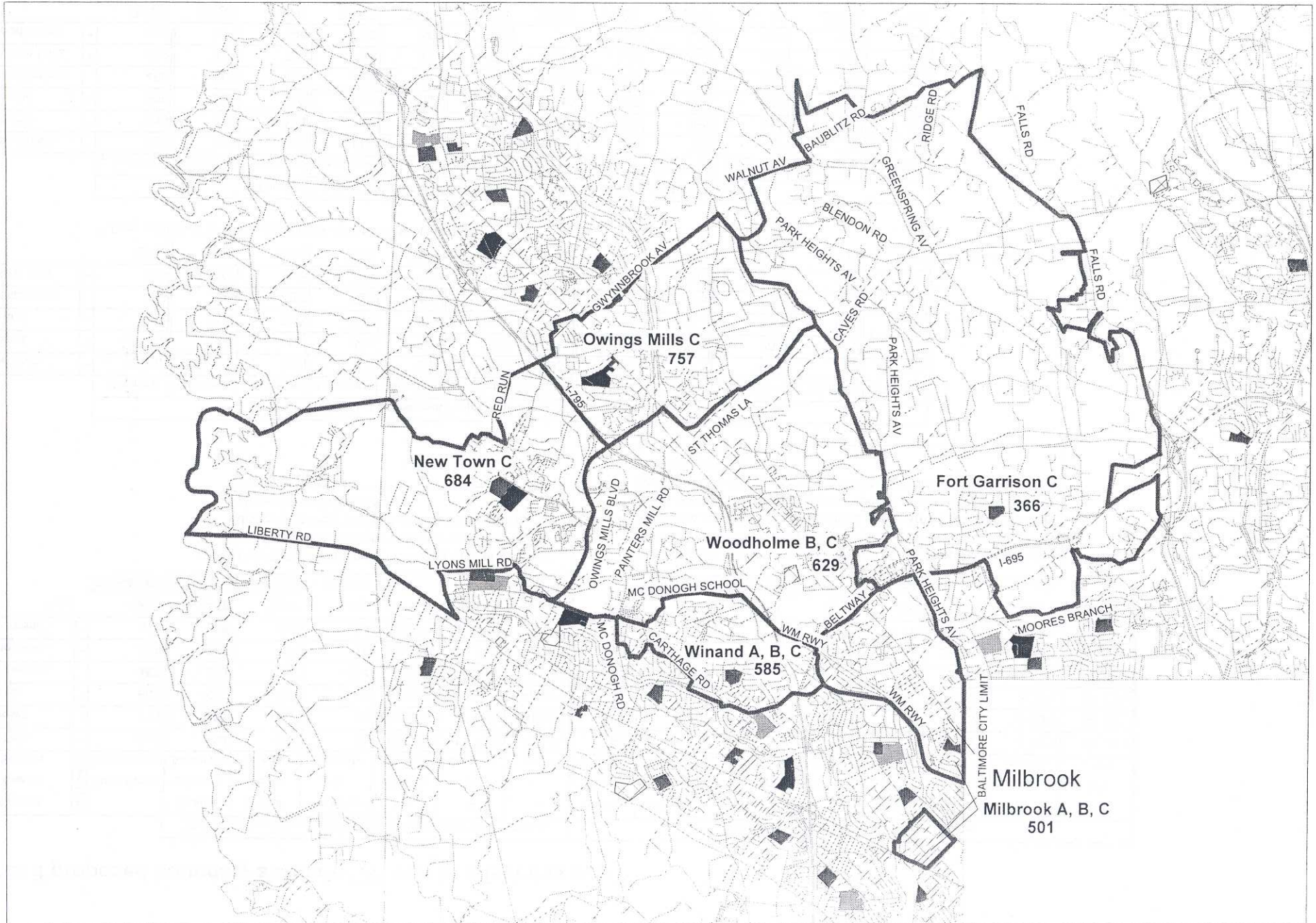
Without Woodholme

\*\* Does not include New Town Students annexed outside of the cluster

Sample Five-Year Projections With Boundary Proposal "A", annexes returned to cluster												
	Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	697	669	657	684	672	698	686	712	700	727	715	18
Milbrook	319	353	324	357	356	359	358	366	365	372	371	52
Winand	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison	466	501	487	503	489	505	492	506	493	504	491	25
Owings Mills	699	742	706	758	722	778	742	789	752	796	759	60
Woodholme	676	611	596	622	607	632	617	642	627	647	632	-44
	3466	3498	3376	3565	3471	3628	3535	3687	3593	3718	3624	158



# Woodholme Scenario "C" Boundaries of Cluster Schools : No change for Winand





## What if proposed boundary scenario "C" was in effect this year?

Hypothetical enrollments assume that all students residing in each new boundary would attend their districted school and that no out-of-boundary students would be enrolled.

Hypothetical enrollments assume that students currently attending districted schools or assigned annexes would relocate to their new districted schools. Those attending out-of-area schools by choice or for special programs (magnet, special education centers) would continue to do so. Current Out-of-Boundary students attending remain.

The Residency Picture (BCPS Students eligible to attend 2004-05)									Anticipated Enrollment Given Current Choices							
Current Cluster Schools	Full-day K	State Rated Capacity '04	Eligible Living in Boundary	FTE of No. in Boundary	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch	In-Bdy. Students Anticipated	Out-of-Bdy.* Attending This School	Total '04-05 Anticipated Students	FTE of Total Anticipated	Potential +/- Capacity	% Minority Enrollment	% IEP Students	% F/R Lunch
New Town	*	697	684	669	-28	81.87%	11.70%	15.06%	605	10	615	602	-95	84.39%	8.46%	15.45%
Milbrook*	*	319	404	404	85	84.65%	15.84%	50.99%	315	10	325	324	5	89.23%	12.00%	56.00%
Winand	*	609	585	565	-44	97.78%	10.60%	37.61%	497	66	563	548	-61	97.99%	8.05%	38.63%
Fort Garrison		466	366	344	-122	7.10%	11.75%	0.82%	345	58	403	381	-85	12.41%	14.14%	2.73%
Owings Mills	*	699	757	710	11	81.11%	11.89%	41.87%	655	65	720	678	-21	84.69%	8.70%	44.52%
Woodholme	*	676	629	612	-64	85.37%	11.92%	35.61%	548	0	548	536	-140	87.04%	8.03%	37.04%
Total		3466	3425	3304	-162	70.50%	12.36%	29.27%	2965	209	3174	3069	-397	75.96%	9.90%	32.40%
(3535-97 Milbrook to Campfield)					95.33%	20 in Annex now to Woodholme					88.95%	avg.	avg.	avg.	avg.	avg.

		Five-Year Enrollment Projections Developed in December, 2004**											
		Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	*	697	935	917	955	937	975	957	995	977	1015	997	300
Milbrook	*	319	364	363	368	367	370	369	377	376	383	382	63
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	526	482	528	484	531	487	532	488	530	486	20
Owings Mills	*	699	776	742	793	759	814	780	825	791	832	798	99
		2790	3223	3110	3285	3172	3346	3233	3401	3288	3432	3319	529
Without Woodholme													

\*\* Does not include New Town Students annexed outside of the cluster

		Sample Five-Year Projections With Boundary Proposal "C", annexes returned to cluster											
		Capacity	2005 Total	2005 FTE	2006 Total	2006 FTE	2007 Total	2007 FTE	2008 Total	2008 FTE	2009 Total	2009 FTE	FTE-Cap.
New Town	*	697	669	657	684	672	698	686	712	700	727	715	18
Milbrook	*	319	353	324	357	356	359	358	366	365	372	371	52
Winand	*	609	622	606	641	625	656	640	672	656	672	656	47
Fort Garrison		466	511	470	513	472	516	475	517	476	515	474	8
Owings Mills	*	699	740	703	756	720	776	740	787	750	793	757	58
Woodholme	*	676	611	596	622	607	632	617	642	627	647	632	-44
		3466	3506	3356	3573	3452	3637	3516	3696	3574	3726	3605	139 With Woodholme "C"





#### Woodholme Area Cluster Schools' In-Boundary Students: 2001-2004

School Name	#	Area	2000	2001	2002	2003	2004	% Incr./Decr.
New Town	0217	NW	800	1047	1100	1173	1233	54.13%
Fort Garrison	0308	NW	392	388	391	364	354	-9.69%
Milbrook	0307	NW	623	612	575	582	521	-16.37%
Owings Mills	0402	NW	806	795	774	820	822	1.99%
Winand	0213	NW	606	585	588	602	585	-3.47%
			3227	3427	3428	3541	3515	8.92%

288 student increase for cluster, 2000-2004

#### Woodholme Area Cluster Schools' Capacities: 2001 and 2004

School Name	#	Area	2000	2001	2002	2003	2004	% Incr./Decr.
New Town (opened 2001)*	0217	NW	751	706	706	751	697	-7.19%
Fort Garrison**	0308	NW	516	502	502	502	466	-9.69%
Milbrook	0307	NW	345	345	345	345	319	-7.54%
Owings Mills***	0402	NW	774	774	759	745	699	-9.69%
Winand	0213	NW	651	651	651	651	609	-6.45%

3037 2978 2963 2994 2790  
190 449 465 547

-8.13%  
**725** Number of BCPS students in excess of available seats residing in the cluster, 2004  
676 Capacity of Woodholme Elementary, based on new state capacity formula  
**49** Number of BCPS students in excess of available seats with Woodholme

\*New Town's design capacity in 2000 was adjusted to 706 in the year New Town opened to reflect the number of classrooms devoted to a special education program.

The capacity was adjusted again in 2003 to reflect the relocation of the special education program to Chatsworth.

\*\*Fort Garrison's capacity was adjusted in 2001 to reflect the number of classrooms used for special education and kindergarten.

\*\*\*Owings Mills' capacity was adjusted in 2002 to reflect classrooms used for special education and computer labs.

The capacity of Owings Mills was adjusted again in 2003 to reflect classrooms used for full-day kindergarten and pre-kindergarten.

\*\*\*\*Capacities of all elementary schools were adjusted in 2004 to reflect the new state capacity formula mandated by HB 1230 and SB 787



Baltimore County Public Schools

Woodholme Elementary School Boundary Study  
Community Forum

*Individual & Group Results*

February 7, 2005

## Baltimore County Public Schools

### Woodholme Elementary School Boundary Study Community Forum Results

**February 7, 2005**

1. Please review and rate in terms of importance the following criteria to be considered when developing new school boundaries. The order in which the criteria are listed reflects the order in which they appear in Board of Education Policy 1280. Rate each criterion using a scale of 1(Very Important), 2(Important), 3(Somewhat Important), or 4 (Not Important).

Criteria (Count)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	2		44	8	9	1	2	1	1										58	10
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	3		37	7	10	2	8												58	9
Consider removing satellite (disconnected) service areas from schools in the cluster.	5	1	11	1	17	4	12	1	12	3									57	10
Provide the Pre-Kindergarten program in each school in the cluster.	4		20	4	11	3	15	3	8										58	10
Maximize the number of students who can walk to school.	2	1	11	2	10		17	6	18	1									58	10
Consider the economic diversity of population within the schools.	2	1	10	1	17	4	17	4	12										58	10
Consider the racial diversity of population within the schools.	2		13	3	15	3	16	3	12	1									58	10
Remove as many relocatable classrooms as possible	3		14	4	20	6	11		8										56	10

Criteria (Percent)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	3.45		75.86	80	15.52	10	3.45	10	1.72										100	100
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	5.17		63.79	77.78	17.24	22.22	13.79												99.99	100
Consider removing satellite (disconnected) service areas from schools in the cluster.	8.77	10	19.3	10	29.82	40	21.05	10	21.05	30									99.99	100
Provide the Pre-Kindergarten program in each school in the cluster.	6.9		34.48	40	18.97	30	25.86	30	13.79										100	100
Maximize the number of students who can walk to school.	3.45	10	18.97	20	17.24		29.31	60	31.03	10									100	100
Consider the economic diversity of population within the schools.	3.45	10	17.24	10	29.31	40	29.31	40	20.69										100	100
Consider the racial diversity of population within the schools.	3.45		22.41	30	25.86	30	27.59	30	20.69	10									100	100
Remove as many relocatable classrooms as possible	5.36		25	40	35.71	60	19.64		14.29										100	100

Please provide any comments you may have on your rationale for criteria that you rated as 1 (Very Important).

#### INDIVIDUAL COMMENTS:

- I believe the economic and racial diversity within the school is very important because it greatly impacts the parental support needed to provide both faculty, staff, and, most important, students with an advantage needed to insure the quality of education at that school.
- I feel it is important for children to attend the school based on their current residential location.
- Appropriate use of capacity maximizes opportunity for small class sizes.

- Students can receive quality instruction and education regardless of whether they walk or ride a bus. Studies show that providing a strong foundation at an early level is crucial to future achievement.
- I do not think the boundary should be placed such that communities are divided or even that bordering communities be divided into different schools. Parents rely on school relationships for children's play groups and for car pooling to after school activities.
- School capacity helps determine student/teacher ratios – important. Pre-K helps children to develop social skills needed for education. Walking to school has little effect on elementary students. Relocatable classrooms are reasonable measures to achieve good student/teachers ratios.
- Early education is important for the educational development of the child and can lend itself to earlier detection/intervention of learning needs/disabilities.
- In general, children should go to school near where they live.
- Not important if children can walk to school in northwest community, most children will be driven to school or will take bus. Additionally, there are no sidewalks!!
- I am more concerned about my child being in the school he is already comfortable in, as opposed to ethnic diversity or whether a child can walk to school.
- I think kids should live close to school.
- Pre-K programs are critical in preparing children for school. All schools should be economically and racially diverse; but under both plans the number of free/reduced lunches is skewed.
- It's very important to my family not to have my children move from school to school.
- Students should attend school closest to their home. Wellwood Elementary should have been included in this process and their boundary also considered for adjustment.
- In order for a school to be a positive environment it should be able to meet the needs of its students and be diversified. I'm not overly concerned with Pre-K programs because most Pre-K programs are not full day and as such, only utilized by stay home parents.
- 1) Ratio – teacher to student, 2) irrelevant, 3) tolerance – relations, 4) irrelevant
- Woodholme scenario – “A” 2 schools will not be affected
- Assuring appropriate use of available school capacity would hopefully balance out class sizes. Economic diversity and racial diversity is extremely important because I feel that a well balanced school has great impact on how as a culture we all learn to live and respect differences.
- Teacher/student ratio is everything! Learning must be at its optimum!
- Children come first. If classes are too big, it's hard to teach. Keep children in their community.
- The overall goal of the school system is to meet the needs of its children. This would mean providing them a safe environment as well as an environment ideally conducive to their development; and an environment fostering the learning process.
- Students learn best when they are within classes with fewer students and more resources available to them.
- Most important is to keep kids safe and within communities. The proposed boundaries divides the community on the east side of Reisterstown Road from other children they socialize with and puts them in a very unsafe position to cross Reisterstown Road or have to ride a bus to a community that is not within the scope of their other relationships.
- Child affected by overcrowding and annexes

**GROUP COMMENTS:** (No group comments for this question.)

**2. Please rank the criteria to be considered when developing new school boundaries in order of preference from 1 to 8, with 1 being the most important) and 8 being the least important. Please use each number only once.**

Criteria (count)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	2	1	37	5	9	2	4	1	4		1			1			1		58	10
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	2	1	14	2	18	5	11	2	2		3		1		1		2		54	10
Consider removing satellite (disconnected) service areas from schools in the cluster.	2	1	2	1	8	1	10	2	12	2	4	2	8		3		6		55	9
Provide the Pre-Kindergarten program in each school in the cluster.	3	1	8		5		9	1	7	2	7	1	7	2	6	1	6	2	58	10
Maximize the number of students who can walk to school.		2	4		4		4	1	5		9	1	9	1	10	2	12	2	57	9
Consider the economic diversity of population within the schools.	3	1	4		2		7		5	2	11	4	11	1	10	2	4		57	10
Consider the racial diversity of population within the schools.	1	1	5		5		6	1	7	1	8	3	11	2	5	1	8	1	56	10
Remove as many relocatable classrooms as possible	1	1	5	1	5	1	4	2	8	1	7	1	6		7	2	14	1	57	10

Criteria (percent)	(Not Answered)		1		2		3		4		5		6		7		8		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Ensure appropriate use of available school capacity to meet the needs of children.	3.45	10	63.79	50	15.52	20	6.9	10	6.9		1.72			10			1.72		100	100
Provide relief for overcrowdschools within the Woodholme area cluster (New town, Owings Mills, Milbrook, Fort Garrison, Winand).	3.7	10	25.93	20	33.33	50	20.37	20	3.7		5.56		1.85		1.85		3.7		99.99	100
Consider removing satellite (disconnected) service areas from schools in the cluster.	3.64	11.11	3.64	11.11	14.55	11.11	18.18	22.22	21.82	22.22	7.27	22.22	14.55		5.45		10.91		100.01	99.99
Provide the Pre-Kindergarten program in each school in the cluster.	5.17	10	13.79		8.62		15.52	10	12.07	20	12.07	10	12.07	20	10.34	10	10.34	20	99.99	100
Maximize the number of students who can walk to school.		22.22	7.02		7.02		7.02	11.11	8.77		15.79	11.11	15.79	11.11	17.54	22.22	21.05	22.22	100	99.99
Consider the economic diversity of population within the schools.	5.26	10	7.02		3.51		12.28		8.77	20	19.3	40	19.3	10	17.54	20	7.02		100	100
Consider the racial diversity of population within the schools.	1.79	10	8.93		8.93		10.71	10	12.5	10	14.29	30	19.64	20	8.93	10	14.29	10	100.01	100
Remove as many relocatable classrooms as possible	1.75	10	8.77	10	8.77	10	7.02	20	14.04	10	12.28	10	10.53		12.28	20	24.56	10	100	100

**INDIVIDUAL COMMENTS:**

- Similar to item #1
- Students should attend school in closest proximity to their home.
- Teacher/student ratio is everything
- Assuring appropriate use can really only be done with reduction of overcrowded rooms.

**GROUP COMMENTS:**

- Only 1 person cared about relocatables, because only one person had a child in one.
- “Consider removing satellite...” – Fair - not a negative, kids blend in well. “Provide the Pre-K program...” - take up a lot of space. “Consider the racial diversity...” – some people like being relocated – deal with everyone – still important but not compared to the other questions.

**3. Baltimore County Public Schools must occasionally use strategies that are not ideal, but necessary to manage a short-term (2-3 year) overcrowding situation in a school. Please rank the following strategies from 1 through 6, with 1 being your most preferred to 6 being your least preferred. Please use each number only once.**

Criteria (Count)	(Not Answered)		1		2		3		4		5		6		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Use relocatable classrooms	1		16	5	12		11	2	7	1	6	1	5	1	58	10
Annexing of grades or programs to the closest facilities with available space	1		9	2	16	5	14	2	8	1	4		3		55	10
Annexing of neighborhoods to the closest facilities with available space	3	1	17		13		11		5	1	6	6	3	2	58	10
Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasiums, and libraries	2	1	3		2	2	5	1	8	4	16	2	21		57	10
Creative scheduling options such as am/pm shifts or year-round schooling	3	1	5		5	2	8	1	9	4	16	2	10		56	10
Increasing class size	1	1	2		4		3		14	4	7		27	5	58	10

Criteria (Percent)	(Not Answered)		1		2		3		4		5		6		Total Responses	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Use relocatable classrooms	1.72		27.59	50	20.69		18.97	20	12.07	10	10.34	10	8.62	10	100	100
Annexing of grades or programs to the closest facilities with available space	1.82		16.36	20	29.09	50	25.45	20	14.55	10	7.27		5.45		99.99	100
Annexing of neighborhoods to the closest facilities with available space	5.17	10	29.31		22.41		18.97		8.62	10	10.34	60	5.17	20	99.99	100
Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasiums, and libraries	3.51	10	5.26		3.51	20	8.77	10	14.04	40	28.07	20	36.84		100	100
Creative scheduling options such as am/pm shifts or year-round schooling	5.36	10	8.93		8.93	20	14.29	10	16.07	40	28.57	20	17.86		100.01	100
Increasing class size	1.72	10	3.45		6.9		5.17		24.14	40	12.07		46.55	50	100	100

**INDIVIDUAL COMMENTS:**

- Studies have proven that two years in a class with increased class size dramatically affects learning and achievement.
- Creative scheduling maybe; with exploring parents who work and single parent families who may prefer this.
- In general, as a homeowner, you want certainty to where the lines are; uncertainty will not be good for the county's economic base or future success.
- None of these are good solutions to relieve overcrowding.
- When "annexing" students those students should be allowed, without penalty (loss of transportation) to continue until graduation at whatever school they attend.
- Teachers are already burdened with large classrooms and ever growing demands increasing class size should be a last resort!
- We need to keep in mind what produces the "best" environment possible – conducive to the children's learning/development.
- Prefer relocatables to moving kids

**GROUP COMMENTS:**

- "Exploring non-traditional settings..." – students need amenities.



4. If you could choose any school for your elementary school student to attend, which of the following would most appeal to you? Please select only one option below that best addresses your strongest concern.

	IND		GRP	
	Count	Percent	Count	Percent
(Not Answered)			2	20
The school with the highest standardized test scores	16	27.59	1	10
The school with the lowest student to teacher ratio	16	27.59	4	40
The school with the lowest level of disciplinary activity	3	5.17		
The school with the academic program that best suits my child's interests	20	34.48	3	30
The school that most of my child's friends attend	1	1.72		
The school closest to my home	2	3.45		
<b>Total Responses</b>	<b>58</b>	<b>100</b>	<b>10</b>	<b>100</b>

5. Please select the Woodholme cluster boundary change scenario that you prefer.

	IND		GRP	
	Count	Percent	Count	Percent
(Not Answered)	14	24.14	5	50
Boundary Scenario "A"	19	32.76	3	30
Boundary Scenario "C"	25	43.1	2	20
<b>Total Responses</b>	<b>58</b>	<b>100</b>	<b>10</b>	<b>100</b>

**INDIVIDUAL COMMENTS (QUESTIONS 4 & 5):**

- Another school still needs to be built to relieve the growing communities.
- I would not choose either scenario both leave New Town and Woodholme under capacity and the other schools over capacity. There needs to be another school built.
- Neither boundary option is very good
- Neither - map in packet is not correct as shown
- Scenario "C" takes into account future potential growth. I am concerned that a new school is being built just to relieve overcrowding. Shouldn't the #1 priority be providing an appropriate education for all children? I am districted for Milbrook Elementary but teach in Howard Co. and pay out of county tuition. I would like to be able to send my children to BCPS and use my tax dollars, but I want a quality education and I am concerned about the Milbrook test scores and population. The area around Woodholme has always been a Pikesville zip code. Why aren't our children being considered for a new school? Our students have gone to Milbrook since 1967.
- Please include housing north of Old Court Road to Park Heights Avenue for Fort Garrison to further extend the northwest district.
- Please consider for the future a boundary change for Fort Garrison to include the housing north of Old Court Road. The boundary for Woodholme would then be further northwest and include more of the New Town population, which is the stated goal for the building of the school.
- #4 – teaching to a test lowers standards; good academic programs will have high test scores if the right skills are taught. #5 – new developments at the Quarry & Bonnie View may impact Fort Garrison - the most options for this would be preferred.
- I really prefer neither option as I would wish to keep my child in the school in which he already attends.

- Need to rethink boarder with Fort Garrison. Wellwood borders make no sense. Park Heights to Falls Coves to Old Court.
- Neither – suggest Long Meadow, Dunbarton-Stevenson, Fields of Stevenson communities into Fort Garrison. Closer in proximity; students outside activities strengthened – easier for children. [2]
- I am of the opinion that in this process, the attendance boundaries of Long Meadow Estates, Fields of Stevenson and Dunbarton Heights should have new boundaries from Wellwood to Fort Garrison. Long Meadow only has 4 students. 1) We are closer in proximity. 2) The children who carpool with other children for outside activities can't do it where many of the children go to Fort Garrison. As long as boundaries are being redone now; why not include Wellwood?
- Neither – Move boundary further east to include McDonough Oaks in New Town Elementary. We are close to the school.
- Summit Park has been the best school for my “children,” with one that's an IEP student who has grown to love to read and do her best in tests. She has come from a child that was shy, to a child that has lots of friends and loved by all of her classmates and teachers.
- Neither – need to be part of Fort Garrison as member of Long Meadow neighborhood.
- I don't prefer either boundary scenario.
- I wish not to choose either scenario due to the fact that I live on Painters Mill by Lakeside Blvd and this will affect my child's school.
- I believe low student to teacher ratio is my first preference. 2<sup>nd</sup> preference - high test scores. 3<sup>rd</sup> preference - school close to my home.
- I selected “A” but there is still a need for another elementary and middle school. The problem we are having and that we are trying to fix, will only be temporary.
- Neither of these scenarios is ideal. However, what appears to be necessary is another school to be built in the area versus drawing temporary, minimally acceptable guidelines.
- Boundary Scenario “C” provides for future growth and school over population relief.
- “C” – but not including the area across Reisterstown Road as it is dangerous and breaks up the communities.

**GROUP COMMENTS (QUESTIONS 4 & 5):**

- “C”: not affected as Fort Garrison parent – considered the relief from New Town. “A”: liked idea of students near the mall going to New Town vs. being sent to Woodholme. Liked the idea of keeping Woodholme district small.
- Busing concerns of proximity to school with local residents.
- #4 – lower students need a better ratio #5 – “A” – Future – take away from New Town, “C” – mall future
- Quarry building – overcrowding Fort Garrison – undeveloped area between two



### Tell us about yourself . . .

Note: The following demographic information is for analysis purposes only. This information will not be discussed individually not in small group.

Gender	IND	
	Count	Percent
(Not Answered)	9	15.52
Male	18	31.03
Female	31	53.45
<b>Total Responses</b>	<b>58</b>	<b>100</b>

Your Age	IND	
	Count	Percent
(Not Answered)	9	15.52
Under 18		
18-29	3	5.17
30-39	21	36.21
40-49	13	22.41
50-64	10	17.24
65+	2	3.45
<b>Total Responses</b>	<b>58</b>	<b>100</b>

Parental Status	IND	
	Count	Percent
(Not Answered)	11	24.44
Do not have children	3	6.67
Parent/Guardian of child less than 5 years old	7	15.56
Parent/Guardian of elementary student in the district	15	33.33
Parent/Guardian of middle school student in the district		
Parent/Guardian of high school student in the district	2	4.44
Parent/Guardian of private/parochial student	2	4.44
Parent/Guardian of former Baltimore County Public Schools student	4	8.89
Grandparent of Baltimore County Public Schools student	1	2.22
<b>Total Responses</b>	<b>45</b>	<b>99.99</b>

Are you an employee of Baltimore County Public	IND	
	Count	Percent
(Not Answered)	10	17.24
Yes	8	13.79
No	40	68.97
<b>Total Responses</b>	<b>58</b>	<b>100</b>

Other:  
Substitute [2]  
Counselor

If you are an employee of Baltimore County Public Schools, what is your position?	IND	
	Count	Percent
(Not Answered)	50	90.91
Teacher	3	5.45
Support Staff	1	1.82
Administrator	1	1.82
Other:		
<b>Total Responses</b>	<b>55</b>	<b>100</b>



How did you find out about the Community Forum?	IND	
	Count	Percent
(Not Answered)	15	23.81
School Newsletter	18	28.57
Local Newspaper	4	6.35
Church Bulletin		
Community Flyer	2	3.17
Personal Contact	17	26.98
Radio/TV	7	11.11
Administrator		
Other:		
<b>Total Responses</b>	<b>63</b>	<b>100</b>

Other:

New Town Elementary – Principal [2]  
Email  
BCPS Website [2]  
“I made contact because I was interested  
Summit Park

Pikesville Communities Corporation  
PTA Council of Baltimore County  
PTA President  
Friend [2]  
School Flyer [2]



Baltimore County Public Schools

**Woodholme Elementary School Boundary Study**  
**Community Forum Appendix**

***Attendance and Evaluation***

February 7<sup>th</sup>, 2005

### Summary of Attendance At The Community Forum

\*Please note that individuals could check as many categories as applied to them (parent, teacher, etc.)

<u>Total Signed In</u>	119
Boundary Committee Reps.	25
Parents	56
Teachers	12
Administrators	14
Officials	4
Neighbors	19
Plus group facilitators, BCPS staff, guidance counselors, etc.	

#### Schools Represented

Bedford El.	2
Carney El.	1
Cedarmere El.	1
Chapel Hill El.	1
Fort Garrison El.	17
Middlesex El.	1
Milbrook El.	10
New Town El.	39 (includes annexes)
Owings Mills El.	5
Randallstown El.	1
Reisterstown El.	2
Summit Park El.	2
Wellwood El.	9
Winand El.	7
	98



### Summary of Evaluation of Community Forum

39 Evaluation forms were completed and submitted.

1. The following aspects of the Community Forum were successful and significant changes are not necessary

Agree	Disagree	
31		Agenda
33		Organization/Structure
28	2	Presentation of Options
34		Group Work Sessions
8		Other (Please Specify)

2. The following aspects of the Community Forum could be improved. Suggestions include:

#### **Agenda**

- Allow more (communities?) to input before tonight
- Redundant
- I like to know the order of things

#### **Organization/Structure**

- Fine
- Continue with organization

#### **Presentation of Options**

- Not enough options offered on boundaries
- Use a laser pointer on screen to highlight boundary
- Not complete representation of all areas
- Presentation of options (2)
- Limited
- Fine
- A "draw your own map" option should have been offered
- Show how you would have drew (sic) the line)
- Enjoy the variety

#### **Group Work Sessions**

- Excellent Opportunity to hear other ideas from community.
- Having to come to agreement on each item
- Discuss what is important to group members first to get people thinking,

then fill out questionnaire in private

- Poor use of these
- Good
- Very helpful in learning other communities/family situations

**Other (Please Specify)**

- Some people were confused with terminology
- Don't ask for consensus. Everyones'e vote should count.
- Use spell check (refers to typo on evalation form)
- Group consensus was not necessary
- Allow community input prior. - (?)
- More community involvement
- This was very well planned and organized
- Well done considering the huge undertaking this is
- Community input is valuable to both fellow neighbors & Board
- It was productive

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

**March 8, 2005**

**RETIREMENTS**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>SCHOOL/OFFICE</u></b>	<b><u>YRS. OF SERVICE</u></b>	<b><u>EFFECTIVE DATE</u></b>
Ida Carmine	Paraeducator	Catonsville High	14.0	7-01-05
Edward Cozzolino	Contractual	Approved Leave	32.4	7-01-05
Barbara Francis	Facilitator	Sollers Point Tech HS	34.0	7-01-05
Anne Freeman	Admin. Secretary I	Student Health/ESS	31.8	7-01-05
Catherine Hauf	Paraeducator	Fort Garrison Elem.	25.5	7-01-05
Helen Kimmel	Paraeducator	Chesapeake High	10.0	7-01-05
Irene McCutcheon	Teacher	Relay Elementary	19.5	7-01-05
Mary McSherry	Lib. Sci. Media	Hampton Elem.	34.0	7-01-05
C. Elaine Pinkham	Paraeducator	Franklin High	19.0	7-01-05
Eileen J. Reiswig	Admin. Secretary III	Oliver Beach Elem.	26.0	7-01-05
Janice A. Reppert	Teacher	Pinewood Elem.	34.0	7-01-05
Thomas L. Schulten	Teacher	Gen. John Stricker Middle	34.0	7-01-05

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

**March 8, 2005**

**RESIGNATIONS**

**ELEMENTARY – 24**

Baltimore Highlands Elementary School  
Nichole L. Love, 06/30/05, 3.0 yrs.  
Crisis Interventionist

Heather C. Marines, 06/30/05, 3.0 yrs.  
Grade 5

Campfield Early Childhood Center  
Sara Delvillano, 03/04/05, 1.6 yrs.

Carney Elementary School  
Elyse C. Roos, 06/30/05, 2.0 yrs.  
Special Education

Chase Elementary School  
Nicole R. Haake, 06/30/05, 6.0 yrs.  
Library Science Media

Edmondson Heights Elementary School  
Marysia E. Borek, 06/30/05, 5.0 yrs.  
Grade 2

Jessica L. Friedman, 06/30/05, 3.0 yrs.  
Grade 2

Featherbed Lane Elementary School  
Rebecca M. Dando, 06/30/05, 2.0 yrs.  
Special Education

Fullerton Elementary School  
Kimberly A. Kiskis, 02/25/05, 3.4 yrs.  
Kindergarten

Halethorpe Elementary School  
Michele Johnson, 06/30/05, 3.0 yrs.  
Special Education

Halstead Academy  
Kimberly L. Foster, 06/30/05, 5.0 yrs.  
Resource Teacher

Hampton Elementary School  
Jennifer L. Wierski, 06/30/05, 5.0 yrs.  
Grade 2

Hebbville Elementary School  
Heidi L. Neski, 06/30/05, 2.0 yrs.  
Kindergarten

Joppa View Elementary School  
Kara N. Watson, 02/23/05, 1.5 yrs.  
Grade 2

Middlesex Elementary School  
Jocelyn M. Fox, 06/30/05, 4.0 yrs.  
Grade 1

Norwood Elementary School  
Vanessa S. Bennett, 06/30/05, 1.4 yrs.  
Grade 4

Owings Mills Elementary School  
Stacey L. Parson, 06/30/05, 10.0 yrs.  
Grade 3

Perry Hall Elementary School  
Angeli Shah, 06/30/05, 3.0 yrs.  
Grade 5

Red House Run Elementary School  
Harmony J. Quinn, 06/30/05, 1.0 yr.  
Grade 5

Riverview Elementary School  
Jon R. Quinn, 06/30/05, 3.0 yrs.  
Kindergarten



## **RESIGNATIONS**

**March 8, 2005**

### Sandalwood Elementary School

John R. Sturm, 06/30/05, 3.0 yrs.  
Physical Education

### Seventh District Elementary School

Kimberly A. Canfield, 06/30/05, 6.0 yrs.  
Reading Specialist

### Timber Grove Elementary School

Jennifer Barwick, 06/30/05, 2.9 yrs.  
Grade 5

### Timonium Elementary School

Meghan R. Glikin, 06/30/05, 9.0 yrs.  
Grade 3

## **SECONDARY – 34**

### Arbutus Middle School

Sarah A. Brager, 06/30/05, 2.0 yrs.

### Catonsville High School

Stephen J. Phillips, 06/30/05, 2.0 yrs.  
Angela D. Reynolds, 01/28/05, 2.5 yrs.

### Cockeysville Middle School

Maria M. Hiaasen, 06/30/05, 5.0 yrs.

### Deer Park Middle Magnet School

Rhonda L. Tabb, 06/30/05, 12.0 yrs.

### Franklin High School

Stacy L. Miller, 06/30/05, 2.1 yrs.  
Gary S. Teter, 06/30/05, 3.0 yrs.

### Franklin Middle School

Eleanor Coffey, 06/30/05, 1.0 yr.

### Holabird Middle School

Frances K. Harmon, 06/30/05, 2.0 yrs.  
Dawn E. Starolis, 06/30/05, 14.0 yrs.  
Jodi M. Walsh, 06/30/05, 2.0 yrs.

### Kenwood High School

Chavon M. Alston, 06/30/05, 4.0 yrs.  
Monika B. Daugherty, 06/30/05, 1.0 yr.  
Christopher P. Grimm, 06/30/05, 1.6 yrs.

### Lansdowne High School

Andrew W. Fileta, 06/30/05, 2.0 yrs.  
Andrew W. Hartman, 06/30/05, 6.0 yrs.

### Lansdowne Middle School

Ari Schwartz, 06/30/05, 2.0 yrs.

### Middle River Middle School

Jennifer A. Weigl, 06/30/05, 3.0 yrs.  
Catherine E. Yehling, 06/30/05, 2.0 yrs.

### Old Court Middle School

Andrea D. Stanton, 06/30/05, 1.0 yr.

### Owings Mills High School

DaMarie Lopez-Troche, 06/30/05, 1.0 yr.

### Parkville High School

Mark W. Franker, 06/30/05, 11.0 yrs.  
Cassandra R. Gresham, 06/30/05, 3.0 yrs.  
Bradford W. Hartin, 06/30/05, 4.3 yrs.

### Pikesville High School

Suha D. Peng, 03/04/05, 9.0 mos.

### Pikesville Middle School

Rachel Rosenberg, 06/30/05, 1.0 yr.

### Randallstown High School

Robert A. Holland, 06/30/05, 1.6 yrs.

### Southwest Academy

Andrea Y. Richardson, 06/30/05, 3.0 yrs.

### Sparrows Point High School

Jennifer M. Potter, 06/30/05, 2.0 yrs.

### Towson High School

Jean E. Brumbley, 02/15/05, 6.0 mos.

### Western School of Technology

Daniel V. Poling, 06/30/05, 3.0 yrs.

### Woodlawn High School

Arthur Bugg, 04/08/05, 1.7 yrs.  
Heather L. Gladd, 06/30/05, 8.0 mos.

### Woodlawn Middle School

Tanya Douse, 06/30/05, 3.0 yrs.

**SEPARATIONS FROM LEAVE – 14**

Kimberly A. Bakhtiar, granted Child Rearing Leave, 05/18/03 – 06/30/05, resigning 06/30/05, 13.0 yrs.  
Tracey R. Beyer, granted Child Rearing Leave, 07/25/03 – 06/30/05, resigning 06/30/05, 5.0 yrs. (Nurse)  
Jamie M. Glaser, granted Child Rearing Leave, 01/19/04 -06/30/05, resigning 06/30/05, 3.0 yrs. (Social Worker)  
Deborah C. Hulting, granted Unusual or Imperative Leave, 07/01/04 – 06/30/05, resigning 02/17/05, 10.5 yrs.  
Angela M. Keck, granted Child Rearing Leave, 10/01/04 – 06/30/05, resigning 06/30/05, 6.0 yrs.  
Sarah P. Keith, granted Child Rearing Leave, 02/18/04 – 06/30/05, resigning 06/30/05, 2.0 yrs. (Guidance)  
Kelly B. Kristoff, granted Second Child Rearing Leave, 06/05/03 – 06/05/05, resigning 02/14/05, 10.5 yrs.  
Ann M. Lindner, granted Child Rearing Leave, 10/23/03 – 06/30/05, resigning 06/30/05, 7.0 yrs.  
Donald J. Metil, granted Personal Leave, 07/01/04 – 06/30/05, resigning 06/30/05, 9.0 yrs.  
Eileen P. Norris, granted Child Rearing Leave, 06/22/03 – 06/30/05, resigning 06/30/05, 11.0 yrs.  
Dawn A. Roberts, granted Child Rearing Leave, 11/09/03 – 06/30/05, resigning 06/30/05, 6.0 yrs.  
Crystal J. Ruby, granted Child Rearing Leave, 04/03/03 – 04/03/05, resigning 04/02/05, 17.4 yrs. (Admin. Secretary)  
Lucinda P. Shue, granted Unusual or Imperative Leave, 07/01/04 – 06/30/05, resigning 06/30/05, 6.0 yrs.  
Paula E. Somma, granted Child Rearing Leave, 03/03/03 – 03/03/05, resigning 03/03/05, 11.3 yrs.

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

**March 8, 2005**

**LEAVES**

**ACADEMIC LEAVES**

APRIL KUHL – (English) Pikesville Middle School  
Effective July 1, 2005 through June 30, 2006

NAOMI WALLACE – (English) Formerly Owings Mills High School  
Effective July 1, 2005 through June 30, 2006

**CHILD REARING LEAVES**

SANDRA METZ BORNS – (Guidance Counselor) Formerly Eastern Technical High School  
Effective May 11, 2005 through May 11, 2007

ANDREA FAYA – Special Education Office-ESS Building (Secretary II)  
Effective March 15, 2005 through March 15, 2007

KARYN CRONIN FISHER – (7th Grade English) Parkville Middle School  
Effective March 28, 2005 through March 28, 2007

COLLEEN KIRVIN GALLAGHER – (Reading Specialist) Bedford Elementary School  
Effective March 14, 2005 through March 14, 2007

ERIN MORAN GEHMAN – (1st Grade Teacher) Formerly Featherbed Lane Primary School  
Effective March 2, 2005 through March 2, 2007

DANIELLE GNAU HANSON – (Resource Teacher) Chesapeake High School  
Effective February 25, 2005 through February 25, 2007

MAUREEN BLUMBERG LEVIN – (Occupational Therapist) Deer Park Elementary School  
Effective April 18, 2005 through June 30, 2006

BETH DOUGHERTY MURPHY – (Librarian) New Town Elementary Schools  
Effective April 1, 2005 through April 1, 2007

STEPHANIE WILHIDE SAVICK – (English) Deer Park Middle Magnet School  
Effective May 6, 2005 through June 30, 2006

**PERSONAL LEAVES**

CANDYCE L. SCHMIDT – (Business Education) Patapsco High School  
Effective July 1, 2005 through June 30, 2006

### **PERSONAL ILLNESS LEAVES**

SANDRA MILLS – Catonsville Elementary School (Cafeteria Worker)\*  
Effective January 3, 2005 through June 30, 2005

DOLORES RATCLIFFE – General John Stricker Middle School (Cafeteria Worker)\*  
Effective January 3, 2005 through June 30, 2005

### **UNUSUAL OR IMPERATIVE LEAVES**

CHRISTINE MEDVETZ – (Special Education) – Formerly Fullerton Elementary School  
Effective July 1, 2005 through June 30, 2006

SANDRA MORFE SCHMIDT – (English) - Woodlawn Middle School  
Effective January 3, 2005 through June 30, 2005

\*Non-member Maryland State Retirement System & Pension System



**RECOMMENDED APPOINTMENTS****March 8, 2005****NAME****FROM****TO**

**KENNETH DICKSON**  
(Effective March 9, 2005)

Assistant Director, Special and  
Gifted Education Services  
Norfolk Public Schools

Coordinator of Gifted and  
Talented Education and Magnet  
Programs  
Department of Special Programs,  
PreK-12

(Replacing Jeanne Paytner, retired)

**KELLY J. ERDMAN**  
(Effective March 9, 2005)

Teacher/Social Studies  
Loch Raven High School

Assistant Principal  
Towson High School

(Replacing MaryAnn Brosso, retired)

**ANDREW D. LAST**  
(Effective March 9, 2005)

Teacher/Spanish  
Hereford High School

Assistant Principal  
Dulaney High School

(Replacing George Roberts, administrative transfer)

**JOHN S. PALMER**  
(Effective March 9, 2005)

Teacher/Technology Integration  
New Town Elementary School

Assistant Principal  
Franklin Elementary School

(Replacing Deborah Erickson, retired)

**BRIAN G. STOLL**  
(Effective March 9, 2005)

Teacher/Resource  
Department of Special Programs,  
PreK-12

Supervisor, Magnet Schools  
Department of Special Programs,  
PreK-12

(New Position)

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **RECOMMENDATIONS FOR AWARD OF CONTRACTS**

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

**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.

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

**Recommendations for Award of Contracts**  
**Board Exhibit – March 8, 2005**

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

- 1. Contract:** Heating, Ventilation, Air Conditioning, and Refrigeration Systems' Installation, Preventive Maintenance, Repair, and Service

**Contract #:** JMI-623-05

**Term:** 5 years    **Extension:** 0    **Contract Ending Date:** 3/31/10 (tentative)  
**Estimated annual award Value:** \$250,000  
**Estimated total award value:** \$1,250,000

**Bid issued:** December 9, 2004  
**Pre-bid meeting date:** January 14, 2005  
**Due Date:** February 3, 2005  
**No. of vendors issued to:** 19  
**No. of bids received:** 8  
**No. of no-bids received:** 1  
**No. of non-responsive bids:** 0

**Description:**

Specifications for solicitation were designed to qualify and select contractor(s) to provide skilled labor to perform both emergency and non-emergency installation services, preventative maintenance services, and repair services related to heating, ventilation, air conditioning and refrigeration systems. Contractors are ranked according to the most favorable hourly rate.

**Recommendation:**

Award of contract is recommended to:

Primary	Denver Elek, Inc.	Baltimore, MD
Secondary	R.F. Warder, Inc.	White Marsh, MD
Tertiary	Temp Air Co., Inc.	Baltimore, MD
Fourth	Fidelity Engineering Corp.	Sparks, MD
Fifth	Dynastics, Inc.	Baltimore, MD

**Responsible school or office:** Contract Maintenance Services, Department of Physical Facilities

**Contact Person:** Bill Warrington

**Funding Source:** Operating Budget

**2. Contract:** Special Education Equipment  
**Bid #:** PCR-295-05

**Term:** one-time purchase      **Extensions:** N/A  
**Estimated annual award value:** \$23,579  
**Estimated total award value:** \$23,579

**Contract Ending Date:** N/A

**Quote request issued:** January 4, 2005  
**Pre-bid meeting date:** N/A  
**Due Date:** February 14, 2005  
**No. of vendors issued to:** 2  
**No. of bids received:** 2  
**No. of no-bids received:** 0

**Description:**

This requirement addresses the needs of students at Holabird Middle School. These students have developed abilities to communicate their personal, social, and educational needs through augmentative communication systems. The device required to meet their current needs, as defined by the applicable Individual Education Plan, is the *MiniMerc*, manufactured by Assistive Technology, Inc.

**Recommendation:**

Award of contract is recommended to:

Assistive Technology, Inc.      Newton, MA

**Responsible school or office:** Office of Special Education

**Contact Person:** Marsye Kaplan

**Funding Source:** Operating budget



**3. Contract:** ADA Upgrades – Timonium Elementary School

**Estimated award value:** \$49,500

**Description:**

On February 23, 2005, three (3) bids were received for ADA Upgrades at Timonium Elementary School – Bid #MBU-530-05. This project consists of ADA modifications to the health suite restroom and installation of ADA compliant water coolers.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$4,950 to cover any unforeseen conditions and minor changes to the contract, and to be authorized and approved by the Building Committee in accordance with Board Policy.

**Recommendation:**

Award of contract is recommended to:

Orfanos Contractors, Inc. Baltimore, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
Mohammed Mufti, Project Manager  
Office of Engineering and Construction

**Funding source:** County Capital Budget Project # 665 – Major Maintenance

**BALTIMORE COUNTY PUBLIC SCHOOLS  
TIMONIUM ELEMENTARY SCHOOL – ADA UPGRADES  
BID NUMBER: MBU-530-05  
BID DUE DATE: FEBRUARY 23, 2005**

	Bidders' Names		
	Orfanos Contractors	Jerry DeBar Construction	Mid-Atlantic
Base Bid	\$49,500	\$49,900	\$74,500

**4. Contract:** ADA Upgrades – Franklin Elementary School

**Estimated award value:** \$97,000

**Description:**

On February 23, 2005, three (3) bids were received for ADA Upgrades at Franklin Elementary School – Bid #MBU-530-05. This project consists of ADA modifications to the faculty restroom and installation of ADA compliant water coolers.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$9,700 to cover any unforeseen conditions and minor changes to the contract, and to be authorized and approved by the Building Committee in accordance with Board Policy.

**Recommendation:**

Award of contract is recommended to:

Orfanos Contractors, Inc. Baltimore, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
Mohammed Mufti, Project Manager  
Office of Engineering and Construction

**Funding source:** County Capital Budget Project # 665 – Major Maintenance

**BALTIMORE COUNTY PUBLIC SCHOOLS  
FRANKLIN ELEMENTARY SCHOOL – ADA UPGRADES  
BID NUMBER: MBU-530-05  
BID DUE DATE: FEBRUARY 23, 2005**

	Bidders' Names		
	Orfanos Contractors	Jerry DeBar Construction	Mid-Atlantic
Base Bid	\$97,000	\$106,800	\$142,170

**5. Contract:** ADA Upgrades – Featherbed Lane Elementary School

**Estimated award value:** \$87,000

**Description:**

On February 23, 2005, three (3) bids were received for ADA Upgrades at Featherbed Lane Elementary School – Bid #MBU-530-05. This project consists of ADA modifications to the faculty restroom and installation of ADA compliant water coolers.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$8,700, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

**Recommendation:**

Award of contract is recommended to:

Orfanos Contractors, Inc. Baltimore, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
Mohammed Mufti, Project Manager  
Office of Engineering and Construction

**Funding source:** County Capital Budget Project # 665 – Major Maintenance

**BALTIMORE COUNTY PUBLIC SCHOOLS**  
**FEATHERBED LANE ELEMENTARY SCHOOL – ADA UPGRADES**  
**BID NUMBER: MBU-530-05**  
**BID DUE DATE: FEBRUARY 23, 2005**

	<b>Bidders' Names</b>		
	<b>Orfanos Contractors</b>	<b>Jerry DeBar Construction</b>	<b>Mid-Atlantic</b>
<b>Base Bid</b>	<b>\$87,000</b>	<b>\$99,500</b>	<b>\$126,800</b>

**6. Contract:** ADA Upgrades – Grange and Middleborough Elementary School

**Estimated award value:** \$220,660

**Description:**

On February 17, 2005, five (5) bids were received for ADA Upgrades at Grange and Middleborough Elementary Schools – Bid #MBU-526-05. This project consists of ADA modifications to student and health suite restrooms, and the installation of a wheelchair lift at Grange Elementary School. Modifications to student and faculty restrooms at Middleborough Elementary School are also included in the bid packet. Based on the bids received, the Department of Physical Facilities recommends an award of contract which includes Add Alternate 1 at Grange and Middleborough Elementary Schools for one set of student restrooms at each school, and Add Alternate 2 at Middleborough Elementary School for the installation of an ADA ramp.

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$20,060, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

**Recommendation:**

Award of contract is recommended to:

Jerry DeBar Construction, Inc.      Baltimore, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
Mohammed Mufti, Project Manager  
Office of Engineering and Construction

**Funding source:** County Capital Budget Project # 665 – Major Maintenance

**BALTIMORE COUNTY PUBLIC SCHOOLS  
GRANGE ELEMENTARY SCHOOL AND MIDDLEBOROUGH ELEMENTARY SCHOOL –  
ADA UPGRADES  
BID NUMBER: MBU-526-05  
BID DUE DATE: FEBRUARY 17, 2005**

	<b>Bidders' Names</b>				
	<b>Jerry DeBar Construction</b>	<b>JAK Construction</b>	<b>Orfanos Contractors</b>	<b>System "42" Inc.</b>	<b>Motir Services</b>
<b>Base Bid</b>	<b>\$105,800</b>	\$162,000	\$151,200	\$213,000	\$120,000
<b>Alternate 1-Grange / Complete renovations of one set of students restrooms (boys and girls restrooms) per ADA compliant, to include new fixtures, stalls and toilet accessories.</b>	<b>\$42,900</b>	\$68,000	\$48,700	\$44,000	\$45,000
<b>Alternate 1- Middleborough / Complete renovations of one set of students restrooms (boys and girls restrooms) per ADA compliant, to include new fixtures, stalls and toilet accessories.</b>	<b>\$49,000</b>	\$74,000	\$55,800	\$56,000	\$50,000
<b>Alternate 2- Middleborough / Installation of concrete ramp to girls restroom per ADA compliant.</b>	<b>\$2,900</b>	\$5,700	\$2,700	\$2,500	\$ 750
<b>Base Bid Plus Alternates #1 and #2</b>	<b>\$200,600</b>	\$309,700	\$258,400	\$315,500	\$215,750



**7. Contract:** Various Construction Packages at Windsor Mill Middle School  
**Estimated award value:** \$3,629,274

**Description:**

On March 2, 2005, bids were received for the various construction packages associated with the construction of Windsor Mill Middle School – Bid # PCR-282-05. Attached is a summary of the bids received. The Department of Physical Facilities recommends approval of contract award to the lowest responsive bidders, for the construction packages listed below.

<u>Package #</u>	<u>Bid Package</u>	<u>Contractor</u>	<u>Amount</u>
2-D	Playfield Equipment	Urban Zink Contractors	\$157,600
6-A	Carpentry	Hancock & Albanese	\$1,667,000
7-A	Roofing	Roofers, Inc.	\$990,500
8-A	Doors/Windows	Debra's Glass	\$488,415
11-A	Kitchen Equipment	Ashland Equipment	\$325,759

At this time, we also request approval of a 10% Change Order Allocation in the amount of \$362,927 to cover unforeseen conditions and minor changes to the contract which will be authorized and approved by the Building Committee in accordance with Board Policy.

**Recommendation:**

Award of Contract(s) is recommended to:

Urban Zink Contractors	Chase, MD
Hancock & Albanese	Elkridge, MD
Roofers, Inc.	Baltimore, MD
Debra's Glass	Dallastown, PA
Ashland Equipment	Belcamp, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
J. Kurt Buckler, P.E., Head of Engineering  
Office of Engineering and Construction

**Funding source:** County Capital Budget – Project #091 - Windsor Mill Middle School

Baltimore County Public Schools  
Windsor Mill Middle School  
Package 2-D – Playfield Equipment  
Bid # PCR-282-05  
Bid Due Date: March 2, 2005

	Bidders' Names
	Urban Zink Contractors
<b>Base Bid</b>	<b>\$157,600</b>

Baltimore County Public Schools  
Windsor Mill Middle School  
Package 6-A – Carpentry  
Bid # PCR-282-05  
Bid Due Date: March 2, 2005

	Bidders' Names	
	Hancock & Albanese	Homewood General Contractors
<b>Base Bid</b>	<b>\$1,667,000</b>	\$1,667,500
<i>Add Alternate #2: Provide 6 additional classrooms</i>	\$20,000	\$20,000
<i>Add Alternate #6: Provide CMU partitions in the Administrative area as indicated and specified in lieu of drywall partitions</i>	-\$4,200	-\$7,000
<i>Add Alternate #10: Provide canopy length of Bus Drop Loop as indicated</i>	\$213,000	\$219,000
<i>Add Alternate #18: Provide Scoreboard and rough-in</i>	\$8,000	\$7,900
<i>Add Alternate #37: Provide Medeco locking cylinders at all interior doors as specified</i>	\$41,000	\$42,000
<b>Total Recommended Contract</b>	<b>\$1,667,000</b>	\$1,949,400

Baltimore County Public Schools  
Windsor Mill Middle School  
Package 7-A – Roofing  
Bid # PCR-282-05  
Bid Due Date: March 2, 2005

	Bidders' Names	
	Roofers, Inc.	
<b>Base Bid</b>	<b>\$990,500</b>	
<i>Add Alternate #2: Provide 6 additional classrooms</i>	\$14,500	
<b>Total Recommended Contract</b>	<b>\$990,500</b>	

Baltimore County Public Schools  
Windsor Mill Middle School  
Package 8-A – Doors/Windows  
Bid # PCR-282-05  
Bid Due Date: March 2, 2005

	Bidders' Names	
	Debra's Glass	Zephyr Aluminum
<b>Base Bid</b>	<b>\$488,415</b>	\$509,400
<i>Add Alternate #2: Provide 6 additional classrooms</i>	\$19,188	\$18,600
<b>Total Recommended Contract</b>	<b>\$488,415</b>	\$528,000

Baltimore County Public Schools  
Windsor Mill Middle School  
Package 11-A – Kitchen Equipment  
Bid # PCR-282-05  
Bid Due Date: March 2, 2005

	Bidders' Names	
	Ashland Equipment	
<b>Base Bid</b>	<b>\$325,759</b>	

**8. Contract:** Replacement of Cooling Tower, Condenser Water Circulating Pumps/Motors and Associated Plumbing at Perry Hall High School

**Estimated award value:** \$319,768

**Description:**

On March 1, 2005, three (3) bids were received for the Replacement of Cooling Tower, Condenser Water Circulating Pumps/Motors and Associated Plumbing at Perry Hall High School – Bid # JMI-633-05. This project consists of replacing the existing cooling tower, condenser pumps and connecting piping; providing a tower filtration system; and repairing the tower chemical feed system. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Dynastics, Inc., in the amount of \$319,768.00, for the Base Bid plus Alternates #1, #2, #3, #4 and #5. These Alternates include providing a tower filtration system, repairing the condenser water chemical feed system, condenser water piping modifications and replacing condenser water pumps.

At this time, we also request approval of a Change Order Allocation, in the amount of \$32,000, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

**Recommendation:**

Award of contract is recommended to:

Dynastics, Inc. Baltimore, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
Clarence H. Foard, P.E., Project Manager  
Office of Engineering and Construction

**Funding source:** State Aging School Program Budget

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**PERRY HALL HIGH SCHOOL – COOLING TOWER REPLACEMENT**  
**BID NUMBER: JMI-633-05**  
**BID DUE DATE: MARCH 1, 2005**

	<b>Bidders' Names</b>		
	<b>Dynastics, Inc.</b>	<b>Denver-Elek, Inc.</b>	<b>M &amp; M Welding Fabricators, Inc.</b>
<b>Base Bid</b>	<b>\$249,476</b>	<b>\$263,670</b>	<b>\$350,000</b>
<i>Add Alternate #1: Provide tower filtration system</i>	<b>\$9,761</b>	<b>\$11,270</b>	<b>\$19,000</b>
<i>Add Alternate #2: Repair the condenser water chemical feed system</i>	<b>\$1,708</b>	<b>\$6,360</b>	<b>\$14,000</b>
<i>Add Alternate #3: Condenser water piping modifications</i>	<b>\$28,553</b>	<b>\$42,000</b>	<b>\$52,000</b>
<i>Add Alternate #4: Replace condenser water pumps</i>	<b>\$30,270</b>	<b>\$29,900</b>	<b>\$17,000</b>
<i>Add Alternate #5: Provide air conditioning after April 15, 2005</i>	<b>\$0</b>	<b>\$32,260</b>	<b>\$40,000</b>
<b>Total Base Bid Plus Alternates</b>	<b>\$319,768</b>	<b>\$385,460</b>	<b>\$492,000</b>



**9. Contract Modification:** Design and Construction Administration Services at Windsor Mill Middle School

**Estimated award value:** \$10,000

**Description:**

On January 14, 2002, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with Grimm & Parker Architects, Inc., for the design and construction administration services associated with the construction of Windsor Mill Middle School. Following this approval, a fee of \$1,481,993.00 was negotiated for all design phase services, including bidding and construction administration services. On December 3, 2002, the Board approved an award of the initial phase of the design services for the preparation of schematic designs, and on March 9, 2004, approval was granted for the remaining design, bidding, and construction administration services.

The developer to the east of the Windsor Mill Middle School site submitted sewer drawings indicating the location of an invert for a sanitary manhole during the site design phase. It became necessary for the developer to revise the sewer design and to acquire an easement from an adjacent property to avoid unforeseen permitting issues associated with wetlands mitigation. At this time, we have received a revised sanitary sewer manhole location which requires design changes to the entire sewer collector system. A not-to-exceed fee of \$10,000 has been negotiated with the consultant for surveying and redesign of the sanitary sewer.

**Recommendation:**

Contract Modification is recommended to:

Grimm & Parker Architects                      Calverton, MD

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

**Contact person:** Richard H. Cassell, P.E., Administrator  
J. Kurt Buckler, P.E., Head of Engineering  
Office of Engineering and Construction

**Funding source:** County Capital Budget – Project #091 - Windsor Mill Middle School

**10. Contract Modification:** Change Orders, Construction at Parkville High School and Kenwood High School

**Estimated award value:** \$ 190,356

**Description:**

Porter Construction Management, Inc. was awarded construction contracts for Parkville High School on November 6, 1998, and Kenwood High School on April 21, 1998, by the Board of Education of Baltimore County totaling \$9,501,618.

Porter Construction Management, Inc. has submitted a change order claim for the combined projects for additional work and added contractual expenses caused by unforeseen conditions.

Funding for this project has been identified from the monies remaining in each individual project budgeted amount.

**Recommendation:**

Contract Modification is recommended to:

Porter Construction Management, Inc. Woodbine, MD

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

**Contact person:** Michael G. Sines, Executive Director  
Craig M. Ebersole, P.E., Special Assistant  
Office of the Executive Director

**Funding source:** County Capital Budget:  
Project #345 – Parkville High School Addition  
Project #037 – Kenwood High School  
Improvements

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005  
**TO:** **Board of Education**  
**FROM:** Dr. Joe A. Hairston, Superintendent  
**SUBJECT:** **LEGISLATION UPDATE**  
**ORIGINATOR:** Kara Calder, Chief Communications Officer

**RECOMMENDATION**

\* \* \* \* \*

That the Board of Education consider taking positions on Key School Legislation.

Attachment I – Key School Legislation Summary  
Attachment II – Senate and House Bills

BALTIMORE COUNTY PUBLIC SCHOOLS  
KEY SCHOOL LEGISLATION  
March 8, 2005

**UPDATES ON LEGISLATION PREVIOUSLY CONSIDERED**

(\*Status is as of 3/2/2005)

**HB 143 - Education - Public Schools - Use of Asthma Drugs and Related Medication**

This bill would require public school systems to adopt a policy authorizing a student to possess and self-administer specified medication pertaining to the student's asthma or other airway-constricting disease while in school, at school-sponsored activities, or on school property. It requires prior written approval from a student's health practitioner and parent or legal guardian before a student can self-administer medication and requires that the school nurse conduct a specified review.

Board of Education position: Support

\*Status: unchanged

**HB 227 – Education - Arrest for Reportable Offenses – Notification**

This bill would expand the requirement that law enforcement agencies notify local superintendents of public schools of arrests for reportable offenses to include arrests of all students. It also more clearly defines "student" as an individual enrolled in a public school system in the State who is 5 years old or older and under 21 years of age.

Board of Education position: Support

\*Status: Passed the House with amendments;

**HB 330 - Education - National Board Certified Teachers - Stipend Eligibility**

This legislation is one of three bills under consideration that would aid in the expansion and promotion of national board certification for teachers in Maryland.

Specifically this bill would expand the stipend eligibility for specified teachers to include an individual who has been assigned or promoted from classroom teacher to an instructional or classroom support position. Currently these teachers are ineligible for the stipend.

Board of Education position: Support

\*Status: unchanged

**HB 389 - Teachers - Certification - Fetal Alcohol Spectrum Disorders Course Credit**

This bill would require that the State Superintendent of Schools and the Professional Standards and Teacher Education Board require applicants for a teacher's certificate to complete a minimum number of semester hours covering Fetal Alcohol Spectrum Disorders and to determine the minimum number of specified semester hours required for a teacher's certificate. This would provide teachers the advantage of the necessary technical training to support teaching and learning with students affected by such disorders.

Board of Education position: Support with amendments

\*Status: unchanged

**HB 560 - Education - State Aid for Public Elementary and Secondary Education - Trigger Provision – Repeal**

This bill would repeal the provision of law that makes annual per pupil foundation aid for education contingent on the adoption of a joint resolution by the General Assembly if State aid for public elementary and secondary education exceeds a specified threshold and repeals the provision that limits the annual per pupil foundation aid to a specified amount if the joint resolution is not adopted.

Board of Education position: Support

\*Status: Heard 3/3 Ways & Means

**HB 579 - Pilot Program to Study and Improve Screening Practices for Autism Spectrum Disorders**

This bill would establish a Pilot Program to Study and Improve Screening Practices for Autism Spectrum Disorders in the Department of Education and would require the Department of Education, in collaboration with the Department of Health and Mental Hygiene, to establish relationships with specified providers to participate in the Pilot Program. It also provides that training materials be developed and that written information on early detection of autism spectrum disorders be distributed.

Such a pilot program could serve as a model to schools for the early identification and intervention of students with autism and related disorders.

Board of Education position: Support

\*Status: unchanged



**HB 641 - Education - Comprehensive Master Plan Updates - Due Dates**

This bill would alter the date by which county boards of education must submit master plan updates and other information to the State Department of Education and alter the date by which the State Superintendent of Schools must report to the General Assembly.

This change was requested by MSDE at the suggestion of schools to provide more time for schools to assess and adjust plans based on testing data.

Board of Education position: Support

\*Status: Heard 3/3

**SB 266 - Quality Teacher Incentive Act - Increasing Participation**

Like HB 330, passage of this bill would help advance and promote the teaching profession by increasing the maximum number of teachers selected each year to participate in the State and Local Aid Program for Certification by the National Board for Professional Teaching Standards from 500 to 750.

Board of Education position: Support

\*Status: passed the Senate

**SB 268 - Education - School Based Employees – Stipends**

This bill provides for a stipend of up to a maximum of \$2,000 for certificated school-based employees who work directly with students or teachers and who hold a certificate issued by the National Board for Professional Teaching Standards. As with HB 330 and SB 266 it would help support the professional career ladder for teachers.

Board of Education position: Support

\*Status: passed the Senate

**LEGISLATION FOR CONSIDERATION****HB899 Education - Geographic Cost of Education Index – Funding**

This bill would require the State to provide a grant to specified county boards of education to reflect regional differences in the cost of education that are due to factors outside the control of local jurisdictions beginning in fiscal year 2006. While the GCEI was identified in the Thornton legislation, it has not yet been funded.

Recommendation: Support

**HB1254 Education - Closing the Gap School Recognition Awards**

This bill would establish the “Closing the Gap School Recognition Awards” program in order to recognize primary and secondary schools that have made significant efforts in reducing achievement gaps for specified student racial and ethnic groups and subgroups as demonstrated by data reported to the State Department of Education in accordance with the federal No Child Left Behind Act. It would require the Governor to include \$2,750,000, entirely from federal funds, in the annual State budget to fund the awards program.

Recommendation: Support

**HB1325 Creation of State Debt - Aging School Program - Qualified Zone Academy Bonds**

This bill proposed the creation of a State Debt in the amount of \$9,361,000 to be used as a grant to the Interagency Committee on School Construction for specified development or improvement purposes to be allocated to eligible school systems. It would be subject to a requirement that the grantee document the provision of a required federal matching fund.

Recommendation: Support

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By: Delegates Marriott, Hixson, Howard, Anderson, Barkley, Barve, Benson, Bozman, Branch, Bronrott, Burns, Carter, Conroy, Cryor, C. Davis, D. Davis, Doory, Dumais, Feldman, Franchot, Frush, Gaines, Goldwater, Goodwin, Gordon, Griffith, Gutierrez, Hammen, Haynes, Healey, Heller, Holmes, Hubbard, Hurson, Kaiser, Kelley, King, Kirk, Krysiak, Lee, Madaleno, Mandel, McHale, McIntosh, Menes, Moe, Montgomery, Murray, Nathan-Pulliam, Oaks, Paige, Parker, Patterson, Petzold, Proctor, Quinter, Ramirez, Rosenberg, Ross, Simmons, Taylor, V. Turner, and Vaughn

Introduced and read first time: February 10, 2005

Assigned to: Ways and Means

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A BILL ENTITLED

1 AN ACT concerning

2 **Education - Geographic Cost of Education Index - Funding**

3 FOR the purpose of requiring the State to provide certain grants to certain county  
4 boards of education to reflect regional differences in the cost of education that  
5 are due to factors outside the control of local jurisdictions; providing for the  
6 manner of calculation and distribution of certain grants in certain fiscal years;  
7 and generally relating to the funding of a geographic cost of education index in  
8 the Bridge to Excellence in Public Schools Act.

9 BY repealing and reenacting, with amendments,  
10 Article - Education  
11 Section 5-202(f)  
12 Annotated Code of Maryland  
13 (2004 Replacement Volume and 2004 Supplement)

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

16 **Article - Education**

17 5-202.

18 (f) (1) In this subsection, "GCEI adjustment" means the foundation  
19 program for each county multiplied by:

20 (i) 0.000 in Allegany;

- 1 (ii) 0.018 in Anne Arundel;
- 2 (iii) 0.042 in Baltimore City;
- 3 (iv) 0.008 in Baltimore;
- 4 (v) 0.021 in Calvert;
- 5 (vi) 0.000 in Caroline;
- 6 (vii) 0.014 in Carroll;
- 7 (viii) 0.000 in Cecil;
- 8 (ix) 0.020 in Charles;
- 9 (x) 0.000 in Dorchester;
- 10 (xi) 0.024 in Frederick;
- 11 (xii) 0.000 in Garrett;
- 12 (xiii) 0.000 in Harford;
- 13 (xiv) 0.015 in Howard;
- 14 (xv) 0.010 in Kent;
- 15 (xvi) 0.034 in Montgomery;
- 16 (xvii) 0.048 in Prince George's;
- 17 (xviii) 0.011 in Queen Anne's;
- 18 (xix) 0.002 in St. Mary's;
- 19 (xx) 0.000 in Somerset;
- 20 (xxi) 0.000 in Talbot;
- 21 (xxii) 0.000 in Washington;
- 22 (xxiii) 0.000 in Wicomico; and
- 23 (xxiv) 0.000 in Worcester.

24 (2) [To the extent funds are provided in the State budget for the grants  
25 under this subsection,] EACH YEAR, in addition to the State share of the foundation  
26 program, each county board [may] SHALL receive a grant to reflect regional  
27 differences in the cost of education that are due to factors outside of the control of the  
28 local jurisdiction.

1                   (3)       [Subject to paragraph (4) of this subsection, the] THE amount of the  
2 grant to each county board under this subsection shall equal the GCEI adjustment for  
3 the county board multiplied times:

- 4                   (i)       0.50 in fiscal year 2006;
- 5                   (ii)      0.62 in fiscal year 2007;
- 6                   (iii)     0.74 in fiscal year 2008;
- 7                   (iv)     0.86 in fiscal year 2009; and
- 8                   (v)      1.00 in fiscal year 2010 and each fiscal year thereafter.

9                   [(4)      For any fiscal year, if sufficient funds are not provided in the State  
10 budget to fully fund the grants provided under this subsection, the grant to each  
11 county board under this subsection shall equal the amount determined under  
12 paragraph (3) of this subsection multiplied by a fraction:

- 13                   (i)       The numerator of which is the amount provided in the State  
14 budget to fund the grants; and
- 15                   (ii)      The denominator of which is the sum of the amounts calculated  
16 under paragraph (3) of this subsection for all the county boards.]

17       SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
18 July 1, 2005.



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By: **Delegates Gutierrez, Bobo, Cane, Gordon, Heller, Hubbard, Lee,  
Madaleno, Marriott, McIntosh, Menes, Nathan-Pulliam, Ramirez,  
Simmons, Taylor, and Vaughn**

Introduced and read first time: February 11, 2005

Assigned to: Ways and Means

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A BILL ENTITLED

1 AN ACT concerning

2 **Education - Closing the Gap School Recognition Awards**

3 FOR the purpose of establishing the Closing the Gap School Recognition Awards  
4 program to recognize primary and secondary schools which have made  
5 significant efforts in reducing certain achievement gaps for certain students;  
6 requiring the Governor to include a certain amount of certain federal funds in  
7 the annual State budget under certain circumstances to fund the awards  
8 program; requiring the State Superintendent to establish certain guidelines for  
9 determining the eligibility for and distribution of award funds; requiring the  
10 State Department of Education to annually determine and report to the General  
11 Assembly, State Board, and county boards the primary and secondary schools  
12 that have made gains in reducing certain achievement gaps for certain students;  
13 requiring certain recipient schools to determine how award funds shall be used  
14 to further reduce achievement gaps subject to certain limitations; requiring the  
15 principal of a recipient school to file a certain report with the county  
16 superintendent; requiring the county superintendent to file a certain report  
17 with the county board, the State Superintendent, and the State Board; repealing  
18 a certain provision of law establishing certain school performance recognition  
19 awards; defining certain terms; and generally relating to establishing the  
20 Closing the Gap School Recognition Awards program.

21 BY repealing

22 Article - Education

23 Section 5-211

24 Annotated Code of Maryland

25 (2004 Replacement Volume and 2004 Supplement)

26 BY adding to

27 Article - Education

28 Section 5-211

29 Annotated Code of Maryland

30 (2004 Replacement Volume and 2004 Supplement)

1 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF  
2 MARYLAND, That Section(s) 5-211 of Article - Education of the Annotated Code of  
3 Maryland be repealed.

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

6 **Article - Education**

7 5-211.

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

10 (2) "AWARD" MEANS A CLOSING THE GAP SCHOOL RECOGNITION AWARD.

11 (3) "NCLB ACT" MEANS THE FEDERAL NO CHILD LEFT BEHIND ACT.

12 (4) "RECIPIENT SCHOOL" MEANS A PUBLIC SCHOOL THAT RECEIVES AN  
13 AWARD UNDER THIS SECTION.

14 (B) (1) IT IS THE INTENT OF THIS SECTION TO RECOGNIZE INDIVIDUAL  
15 SCHOOLS WHICH HAVE MADE SIGNIFICANT EFFORTS IN REDUCING THE  
16 ACHIEVEMENT GAPS FOR AFRICAN AMERICAN, LATINO, AND OTHER STUDENT  
17 SUBGROUPS IN STATE SCHOOLS AS DEMONSTRATED BY DATA REPORTED TO THE  
18 DEPARTMENT IN ACCORDANCE WITH THE SUBGROUPS SPECIFIED IN THE FEDERAL  
19 NCLB ACT.

20 (2) INDIVIDUAL SCHOOLS MAY BE RECOGNIZED THROUGH RECEIPT OF  
21 "CLOSING THE GAP SCHOOL RECOGNITION AWARDS".

22 (C) THE GOVERNOR SHALL INCLUDE IN THE ANNUAL BUDGET SUBMISSION  
23 FOR FISCAL YEAR 2007 AND EACH YEAR THEREAFTER \$2,750,000 FOR AWARDS TO BE  
24 FUNDED ENTIRELY BY USING FEDERAL FUNDS FROM THE STATE-LEVEL RESERVE  
25 ALLOCATIONS FOR SCHOOL IMPROVEMENT ACTIVITIES SPECIFIED BY THE FEDERAL  
26 TITLE I GRANTS TO LOCAL EDUCATION AGENCIES.

27 (D) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, THE STATE  
28 SUPERINTENDENT SHALL ESTABLISH GUIDELINES FOR DETERMINING ELIGIBILITY  
29 FOR AND DISTRIBUTION OF AWARDS UNDER THIS SECTION.

30 (2) (I) THE DEPARTMENT SHALL ANNUALLY DETERMINE AND REPORT  
31 TO THE GENERAL ASSEMBLY, STATE BOARD, AND COUNTY BOARDS THOSE PRIMARY  
32 AND SECONDARY SCHOOLS THAT HAVE MADE SIGNIFICANT GAINS IN REDUCING  
33 ACHIEVEMENT GAPS FOR AFRICAN AMERICAN, LATINO, AND OTHER STUDENT  
34 SUBGROUPS IN STATE PUBLIC SCHOOLS.

35 (II) THE AWARD CRITERIA SHOULD BE BASED ON THE MANDATED  
36 DISAGGREGATED ACHIEVEMENT GAP INDICATORS IN ACCORDANCE WITH THE NCLB  
37 ACT, INCLUDING, BUT NOT LIMITED TO:

1 1. REDUCED GAPS OR SIGNIFICANT GAINS TOWARD ZERO  
2 GAP IN ELEMENTARY SCHOOL READING AND MATH ASSESSMENTS BY THE THIRD  
3 GRADE;

4 2. REDUCED GAP IN THE NUMBER OF AFRICAN AMERICAN,  
5 LATINO, AND OTHER SUBGROUP MIDDLE SCHOOL STUDENTS PARTICIPATING IN  
6 PRE-ALGEBRA OR ALGEBRA AND HONORS/ADVANCED COURSES;

7 3. REDUCED GAP IN THE NUMBER OF AFRICAN AMERICAN,  
8 LATINO, AND OTHER SUBGROUP HIGH SCHOOL STUDENTS PARTICIPATING IN  
9 HONORS AND ADVANCED PLACEMENT COURSES; AND

10 4. SIGNIFICANT GAINS TOWARD ZERO GAP IN GRADUATION,  
11 DROPOUT, AND SUSPENSION RATES AMONG ALL RACIAL AND ETHNIC HIGH SCHOOL  
12 STUDENTS.

13 (E) (1) A RECIPIENT SCHOOL SHALL DETERMINE HOW THE AWARD SHALL  
14 BE USED TO FURTHER REDUCTION OF ACHIEVEMENT GAPS SUBJECT TO THE  
15 FOLLOWING CONDITIONS:

16 (I) AWARD FUNDS ARE IN ADDITION TO AND MAY NOT SUPPLANT  
17 FEDERAL, STATE, AND LOCAL FUNDS REGULARLY APPROPRIATED FOR USE BY THE  
18 SCHOOL;

19 (II) AWARD FUNDS MAY NOT BE USED FOR:

20 1. STAFF BONUSES;

21 2. DIFFERENTIAL PAY INCREASES; OR

22 3. TECHNOLOGY; AND

23 (III) AWARD FUNDS SHALL BE EXPENDED IN ACCORDANCE WITH  
24 POLICIES AND PROCEDURES OF THE SCHOOL SYSTEM WHERE THE RECIPIENT  
25 SCHOOL IS LOCATED.

26 (2) THE PRINCIPAL OF THE RECIPIENT SCHOOL SHALL FILE A REPORT  
27 WITH THE COUNTY SUPERINTENDENT INDICATING THE AMOUNT AND USES OF THE  
28 AWARD FUNDS BY THE RECIPIENT SCHOOL.

29 (3) THE COUNTY SUPERINTENDENT SHALL FILE A REPORT WITH THE  
30 COUNTY BOARD, THE STATE SUPERINTENDENT, AND THE STATE BOARD INDICATING  
31 THE AMOUNTS AND USES OF THE AWARD FUNDS BY EACH RECIPIENT SCHOOL IN  
32 THE SCHOOL DISTRICT.

33 SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect  
34 July 1, 2005.

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By: **Chairman, Appropriations Committee (By Request - Departmental -  
Interagency Committee on School Construction)**

Introduced and read first time: February 11, 2005

Assigned to: Appropriations

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A BILL ENTITLED

1 AN ACT concerning

2 **Creation of a State Debt - Aging School Program - Qualified Zone Academy**  
3 **Bonds**

4 FOR the purpose of authorizing the creation of a State Debt in the amount of  
5 \$9,361,000, the proceeds to be used as a grant to the Interagency Committee on  
6 School Construction for certain development or improvement purposes;  
7 providing for disbursement of the loan proceeds and the allocation of funds to  
8 eligible school systems, subject to a requirement that the grantee document the  
9 provision of a required federal matching fund; authorizing the Board of Public  
10 Works to sell certain bonds at certain sales; and providing generally for the  
11 issuance and sale of bonds evidencing the loan.

12 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF  
13 MARYLAND, That:

14 (1) The Board of Public Works may borrow money and incur indebtedness on  
15 behalf of the State of Maryland through a State loan to be known as the Aging School  
16 Program - Qualified Zone Academy Bonds Loan of 2005 in a total principal amount of  
17 \$9,361,000. This loan shall be evidenced by the issuance, sale, and delivery of State  
18 general obligation qualified zone academy bonds, as defined in § 1397E(d)(1) of the  
19 Internal Revenue Code of the United States, as amended, authorized by a resolution  
20 of the Board of Public Works and issued, sold, and delivered in accordance with §§  
21 8-117 through 8-124 of the State Finance and Procurement Article and Article 31, §  
22 22 of the Annotated Code of Maryland, and § 1397E of the Internal Revenue Code, as  
23 amended.

24 (2) The bonds to evidence this loan or installments of this loan may be sold as  
25 a single issue or may be consolidated and sold as part of a single issue of bonds under  
26 § 8-122 of the State Finance and Procurement Article. Notwithstanding § 8-123 of  
27 the State Finance and Procurement Article, the Board of Public Works may sell the  
28 bonds authorized herein at one or more private sales that best meet the terms and  
29 conditions of sale set by the Board.

30 (3) The cash proceeds of the sale of the bonds shall be paid to the Treasurer  
31 and first shall be applied to the payment of the expenses of issuing, selling, and

1 delivering the bonds, unless funds for this purpose are otherwise provided, and then  
2 shall be credited on the books of the Comptroller, and held separately in a qualified  
3 zone academy bond account, and expended, on approval by the Board of Public Works,  
4 for the following public purposes: as a grant to the Interagency Committee on School  
5 Construction (referred to hereafter in this Act as "the grantee") for the allocation to  
6 eligible school systems under the Aging School Program for the renovation, repair,  
7 and capital improvements of qualified zone academies, as defined in § 1397E(d)(4)(A)  
8 of the Internal Revenue Code, as amended, and in accordance with the Aging School  
9 Program of the Interagency Committee on School Construction, as provided under §  
10 5-303 of the Education Article of the Annotated Code of Maryland.

11 (4) An annual State tax is imposed on all assessable property in the State in  
12 rate and amount sufficient to pay the principal of and interest, if any, on the bonds as  
13 and when due and until paid in full. The principal shall be discharged within 15 years  
14 after the date of issuance of the bonds.

15 (5) (a) The grantee shall document the provision of a matching fund as  
16 provided in this paragraph.

17 (b) No part of the matching fund may be provided, either directly or  
18 indirectly, from funds of the State, whether appropriated or unappropriated. No part  
19 of the fund may consist of real property. The fund shall consist of private business  
20 contributions, which may consist of funds or in kind contributions, as required under  
21 § 1397E(d)(2) of the Internal Revenue Code, as amended. In case of any dispute as to  
22 what money or assets may qualify as matching funds, the Board of Public Works shall  
23 determine the matter and the Board's decision is final.

24 (c) The grantee shall present evidence to the satisfaction of the Board of  
25 Public Works of the provision and documentation of the matching fund, and the Board  
26 of Public Works shall authorize the disbursement of the proceeds of the grant under  
27 the provisions of this Act for the purposes set forth in Section 1(3) above.

28 (d) As the grantee documents the provision of the matching fund and  
29 meets other requirements of § 1397E of the Internal Revenue Code, as amended, the  
30 Board of Public Works shall authorize the disbursement of an installment of the  
31 proceeds of the grant in proportion to the matching fund documented at that time by  
32 the grantee.

33 (e) This method of documentation of the matching fund shall continue  
34 until the first to occur of the disbursement of the total amount of the grant or June 1,  
35 2007.

36 (f) The grantee has until June 1, 2007, to present the final evidence  
37 satisfactory to the Board of Public Works that the total matching fund will be  
38 provided and documented. If satisfactory evidence is presented, the Board shall  
39 certify this fact to the State Treasurer, and the final proceeds of the loan proportional  
40 to the final installment of the matching fund shall be expended for the purposes  
41 provided in this Act. After June 1, 2007, any amount of the loan that has not been

1 authorized by the Board of Public Works for disbursement shall be canceled and be of  
2 no further effect.

3 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take  
4 effect June 1, 2005.



**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **FINANCIAL REPORT – FOR THE MONTHS ENDING JANUARY 31, 2004 AND 2005**

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

**RESOURCE  
PERSON (S):** Barbara Burnopp, Executive Director, Fiscal Services  
Patrick Fannon, Controller

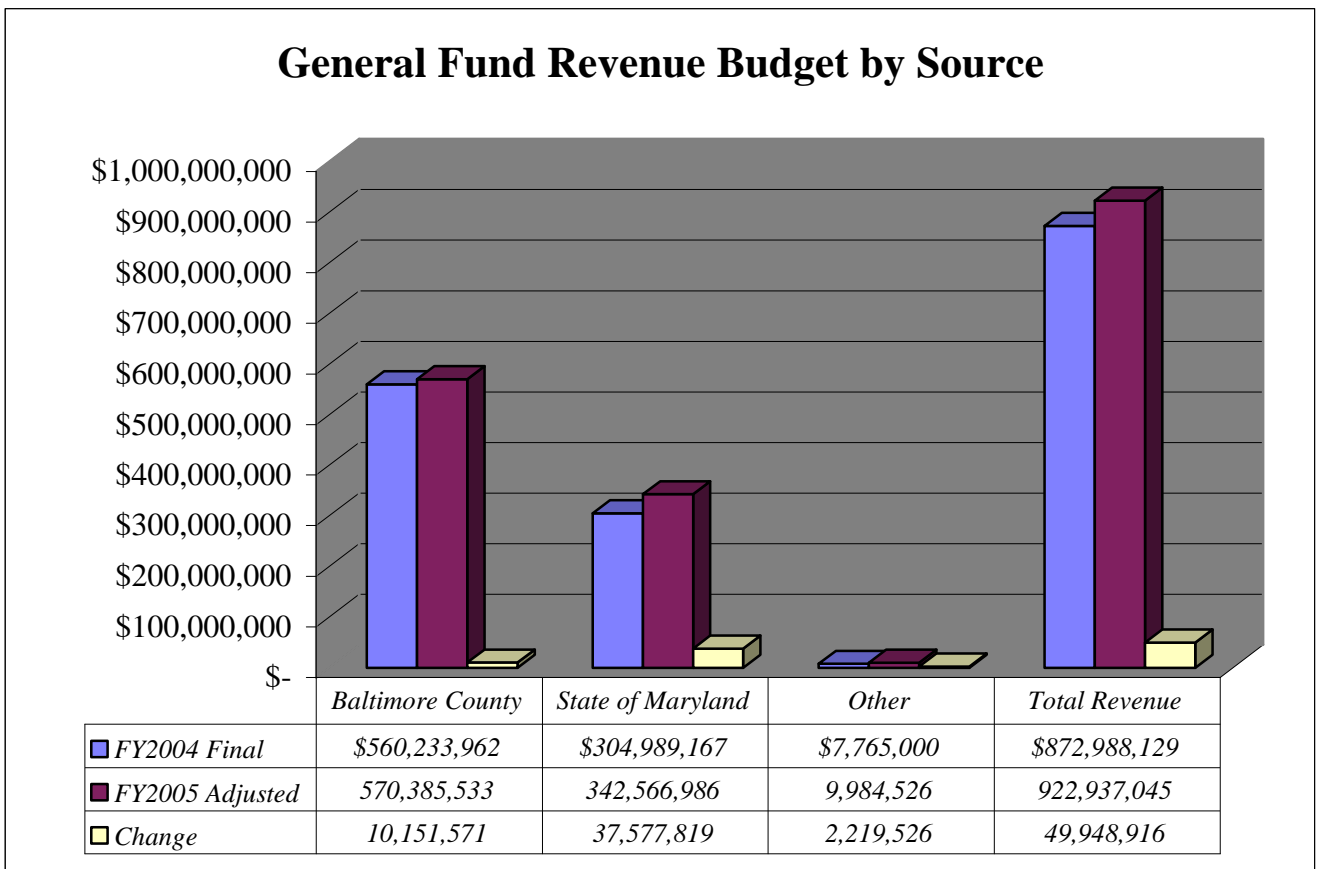
***INFORMATION***

Attached is the *General Fund Comparison of FY2004 and FY2005 Revenues, Expenditures, and Encumbrances – Budget to Actual* for the periods ended January 31, 2004 and 2005.

***General Fund Comparison of FY2004 and FY2005 Revenues, Expenditures, and Encumbrances-  
Budget to Actual***

These data are presented using 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 FY2004 and FY2005 General Fund Revenue Budget. Figure 2 provides an overview of the adjusted FY2005 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of January 31, 2004 and 2005. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.

## General Fund Revenue Budget

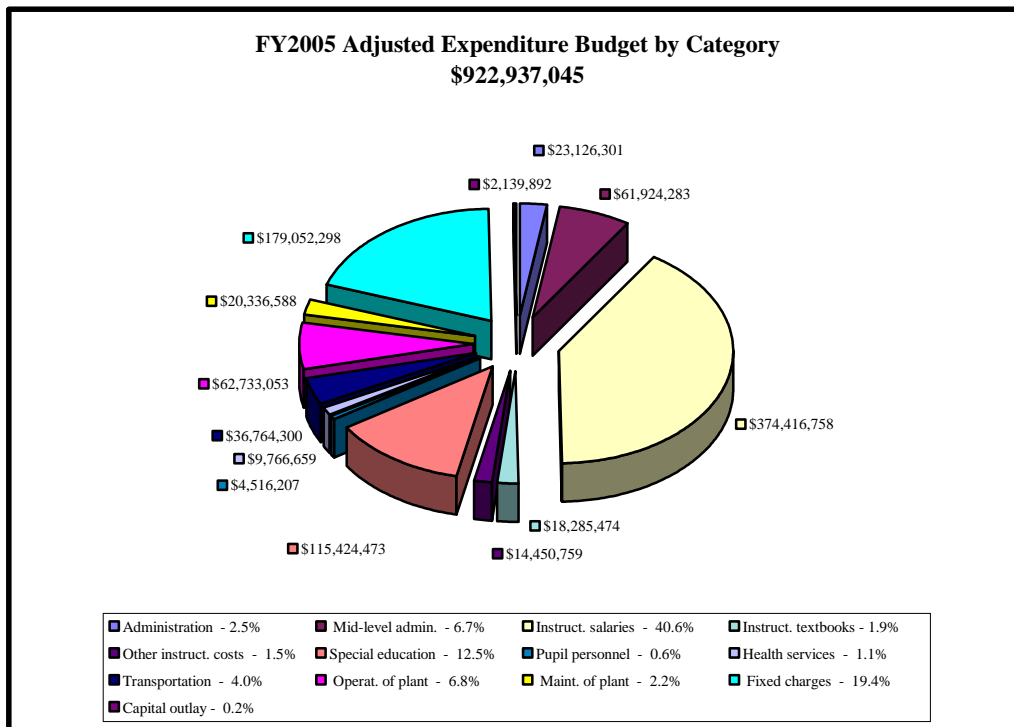


**Figure 1**

### *Year-to-Date Comparison*

- Baltimore County*** – The FY2005 County appropriation increased \$10,151,571, 1.8% over the FY2004 budget. County funds are drawn based on cash flow requirements. Year-to-date County revenue recognized is \$302 million, 53% of the budget, as compared to \$278 million, 50% of the budget, for FY2004.
- State of Maryland*** – The FY2005 State appropriation increased \$37,577,819, 12.3% over the FY2004 budget. The increase is the result of the second year of the *Maryland Bridge to Excellence in Public Schools Act*. The majority of State funds are received bi-monthly in equal installments. Four of the bi-monthly payments have been received, and actual revenues to date are in line with the budget.
- Other Revenues*** – Out-of-County tuition payments from other Local Education Agencies (LEAs) are generally recognized at the end of the fiscal year and represent 47% of the Other Revenues budget. The re-appropriation of the prior fiscal year's fund balance was increased by \$1.5 million in January and now represents 33% of the Other Revenues budget. Year-to-date revenue includes summer school and other tuitions, the re-appropriation of the prior year's unspent fund balance of \$3.3 million and sundry other revenues.

## *General Fund Expenditure Budget*

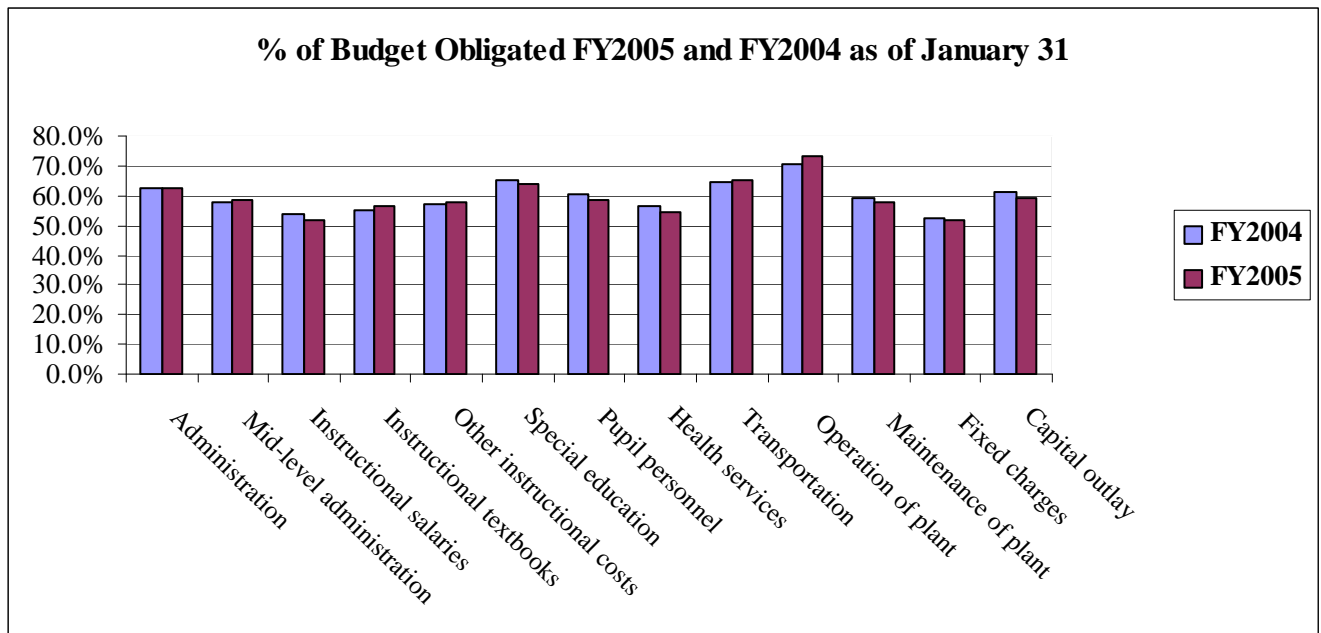


**Figure 2 (Detail included in Figure 4)**

### *Year-to-Date Comparison*

**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through January 31, 2005, are \$521 million, 56.4 % obligated, compared to \$500 million, 57.3 % obligated, for the same period in FY2004. 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 57 % 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, Pupil Personnel, Health Services, and Transportation) average 52 % of budget, which is in line with the percentage of the school year that has elapsed. The increase in year-to-date FY2005 total non-salary expenditures and encumbrances results primarily from additional costs in operation and maintenance of facilities. These additional costs are for expenditures obligated for the costs of utilities and contracted services. Additionally, contracted services in the Special Education budget have been significantly encumbered for the year; and increases have incurred in Fixed Charges primarily from an increase in health benefits.

### *Percent of Budget Obligated*



**Figure 3**

- ***Administration and Mid-level administration*** – Year-to-date FY2005 expenditures and encumbrances are currently in line with the budget.
- ***Instructional salaries*** – The budget for instructional salaries was increased by \$15 million in FY2005 to include increased funding for salary restructuring, step increases and additional instructional positions as a result of enrollment growth and added programs. The salaries in FY2005 are approximately the same as in the prior year even though the budget has been increased. This similarity in amounts results from teaching personnel starting their school year a week later in FY2005, which resulted in 11.5 pay periods this year as compared with 12 pay periods in the prior year.
- ***Instructional textbooks and supplies*** – A significant portion of the Instructional Textbooks and Supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was increased by \$759,000 in January as a result of a supplemental appropriation from Baltimore County. To date, \$10.3 million, 56% of the FY2005 budgeted funds has been committed; the remaining budget will be spent throughout the year to purchase additional consumable classroom supplies, library books and other media.
- ***Other instructional costs*** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional program. This category was increased by \$750,000 in January as a result of the supplemental budget appropriation from Baltimore County. The FY2005 budget included \$3.0 million for the computer replacement program for schools. These

computers were purchased and placed in the schools prior to the start of the school year. To date \$8.4 million, 58% of the FY2005 budgeted funds has been committed.

- ***Special education*** – The Special Education category includes costs associated with the educational needs of students receiving special education services. The FY2005 salary budget includes increased funding for salary restructuring, step increases, the addition of 37.8 FTEs to support enrollment increases and 19.5 FTEs to expand kindergarten special education inclusion programs at 16 elementary schools. \$33.4 million (92%) of the FY2005 Special Education non-salary budget is for private placement of children in non-public schools. To date, 87% of the original budgeted funds for private placement, \$28.8 million, have been committed. Year-to-date FY2005 expenditures and encumbrances are in line with the budget and are consistent with the prior year.
- ***Pupil personnel and Health services*** – Year-to-date FY2005 expenditures and encumbrances are currently in line with the budget.
- ***Transportation*** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the Transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuels for vehicles, cost of bus maintenance, and other non-salary expenditures. As of January 31, 2005, 95% of the non-salary budget has been committed, compared with 94% committed as of January 2004. The expenditures for salaries are in line with the budget.
- ***Operation of plant*** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally costs of utilities (including communications costs, gas and electric, fuel oil, sewer, and water) are included here. Encumbrances for utilities have been established for the full amount of the budgeted annual costs of approximately \$22 million. Other expenditures in this category include the cost of building rent, \$1.8 million, property insurance, \$1.5 million, trash removal, \$925,000, duplicator machine maintenance, \$629,000, and custodial supplies, \$1 million. As of January 31, 2005, 73% of the budget has been committed, compared with 71% as of January 31, 2004.
- ***Maintenance of plant and capital outlay*** – Year-to-date FY2005 expenditures and encumbrances are in line with the budget.
- ***Fixed charges*** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 65% and 26% of the Fixed Charges budget, respectively. The FY2005 budget includes an increase of \$14.9 million as a result of a 13.9% increase in premium rates for health insurance. Year-to-date FY2005 expenditures and encumbrances are in line with the budget.

Baltimore County Public Schools									
Comparison of FY 2004 and FY 2005 Revenues, Expenditures, and Encumbrances									
Budget and Actual									
For the Periods Ended January, 2004 and 2005									
General Fund									
		FY 2004				FY 2005			
		Adjusted	Total	Remaining	Percentage	Adjusted	Total	Remaining	Percentage
		Budget	Rev/Exp/Enc.	Budget	Earned or	Budget	Rev/Exp/Enc.	Budget	Earned or
Revenues		Budget	as of 01/31/04	as of 01/31/04	Obligated	Budget	as of 01/31/05	as of 01/31/05	Obligated
Baltimore County		\$560,233,962	\$ 278,182,637	\$ 282,051,325	49.7%	\$ 570,385,533	\$ 302,245,743	\$ 268,139,790	53.0%
State of Maryland		304,989,167	195,418,123	109,571,044	64.1%	342,566,986	221,521,951	121,045,035	64.7%
Other		7,765,000	3,109,325	4,655,675	40.0%	9,984,526	5,515,733	4,468,793	55.2%
Total revenues		\$ 872,988,129	\$ 476,710,085	\$ 396,278,044	54.6%	\$ 922,937,045	\$ 529,283,427	\$ 393,653,618	57.3%
Expenditures and encumbrances									
Administration	salary	\$ 14,506,261	\$ 8,646,709	\$ 5,859,552	59.6%	\$ 15,181,770	\$ 9,116,868	\$ 6,064,902	60.1%
	non-salary	8,020,848	5,476,845	2,544,003	68.3%	7,944,531	5,318,557	2,625,974	66.9%
	subtotal	22,527,109	14,123,554	8,403,555	62.7%	23,126,301	14,435,425	8,690,876	62.4%
Mid-level administration	salary	53,995,471	31,192,699	22,802,772	57.8%	56,683,247	33,218,348	23,464,899	58.6%
	non-salary	5,826,584	3,346,091	2,480,493	57.4%	5,241,036	2,922,355	2,318,681	55.8%
	subtotal	59,822,055	34,538,790	25,283,265	57.7%	61,924,283	36,140,703	25,783,580	58.4%
Instruction:									
Instructional salaries	salary	359,412,236	193,691,689	165,720,547	53.9%	374,416,758	194,375,205	180,041,553	51.9%
Instructional textbooks	non-salary	18,029,870	9,880,878	8,148,992	54.8%	18,285,474	10,268,858	8,016,616	56.2%
Other instructional costs	non-salary	15,234,574	8,662,751	6,571,823	56.9%	14,450,759	8,377,547	6,073,212	58.0%
Special education	salary	73,650,959	41,687,145	31,963,814	56.6%	79,191,225	42,661,468	36,529,757	53.9%
	non-salary	34,379,210	28,512,650	5,866,560	82.9%	36,233,248	30,783,022	5,450,226	85.0%
	subtotal	108,030,169	70,199,795	37,830,374	65.0%	115,424,473	73,444,491	41,979,982	63.6%
Pupil personnel	salary	3,760,769	2,290,118	1,470,651	60.9%	4,361,971	2,598,886	1,763,085	59.6%
	non-salary	154,236	74,309	79,927	48.2%	154,236	57,336	96,900	37.2%
	subtotal	3,915,005	2,364,427	1,550,578	60.4%	4,516,207	2,656,221	1,859,986	58.8%
Health services	salary	9,106,128	5,154,624	3,951,504	56.6%	9,608,799	5,238,183	4,370,616	54.5%
	non-salary	177,507	114,077	63,430	64.3%	157,860	100,535	57,325	63.7%
	subtotal	9,283,635	5,268,701	4,014,934	56.8%	9,766,659	5,338,718	4,427,940	54.7%
Transportation	salary	23,681,692	11,478,511	12,203,181	48.5%	24,125,796	11,964,597	12,161,199	49.6%
	non-salary	12,474,320	11,761,632	712,688	94.3%	12,638,504	11,967,316	671,188	94.7%
	subtotal	36,156,012	23,240,143	12,915,869	64.3%	36,764,300	23,931,913	12,832,387	65.1%
Operation of plant	salary	31,558,383	17,093,631	14,464,752	54.2%	32,016,991	17,123,311	14,893,680	53.5%
	non-salary	27,063,858	24,447,314	2,616,544	90.3%	30,716,062	28,702,024	2,014,038	93.4%
	subtotal	58,622,241	41,540,945	17,081,296	70.9%	62,733,053	45,825,335	16,907,718	73.0%
Maintenance of plant	salary	9,018,600	5,050,497	3,968,103	56.0%	9,823,730	5,156,273	4,667,457	52.5%
	non-salary	10,404,572	6,447,742	3,956,830	62.0%	10,512,858	6,598,570	3,914,288	62.8%
	subtotal	19,423,172	11,498,239	7,924,933	59.2%	20,336,588	11,754,843	8,581,745	57.8%
Fixed charges	non-salary	160,460,061	83,765,919	76,694,142	52.2%	179,052,298	92,993,940	86,058,358	51.9%
Capital outlay	salary	1,863,840	1,179,835	684,005	63.3%	1,931,742	1,222,332	709,410	63.3%
	non-salary	208,150	82,826	125,324	39.8%	208,150	46,503	161,647	22.3%
	subtotal	2,071,990	1,262,661	809,329	60.9%	2,139,892	1,268,835	871,057	59.3%
Total Salary		580,554,339	317,465,458	263,088,881	54.7%	607,342,029	322,677,893	284,664,136	53.1%
Total Non-Salary		292,433,790	182,573,034	109,860,756	62.4%	315,595,016	198,136,562	117,458,454	62.8%
Total expenditures and encumbrances		\$ 872,988,129	\$ 500,038,492	\$ 372,949,637	57.3%	\$ 922,937,045	\$ 520,814,455	\$ 402,122,590	56.4%
Figure 4		Prepared by: Office of Accounting and Financial Reporting, February 7, 2005							



**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **REVISED RULE 7520 - NEW CONSTRUCTION: NAMING OF THE BUILDING AND DEDICATION**

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

**RESOURCE**  
**PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services

**INFORMATION**

The Superintendent's Rule 7520 has been modified to align with the Board Policy 7520. This rule was updated as part of the initiative of the Division of Business Services to update outdated Board Policies and Superintendent's Rules.

All caps indicate new material. Brackets [] indicate deleted material.

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Appendix I: Superintendent's Rule 7520

RULE 7520

NEW CONSTRUCTION: Occupying

Naming of the Building and Dedication

IN ACCORDANCE WITH APPLICABLE BOARD OF EDUCATION POLICY 7520, REQUESTS FOR NAMING A SCHOOL MUST COMPLY WITH THE FOLLOWING STANDARDS IN ORDER TO BE PRESENTED TO THE BOARD OF EDUCATION FOR APPROVAL. THIS RULE ALSO DETAILS THE RESPECTIVE ROLES OF THE PRINCIPAL AND THE EXECUTIVE DIRECTOR OF SCHOOLS.

I. PROPOSALS FOR NAMING OF A SCHOOL

THE PRINCIPAL (IF APPOINTED) AND THE EXECUTIVE DIRECTOR OF SCHOOLS WILL FORWARD THE RECOMMENDED NAME TO THE SUPERINTENDENT AND THE BOARD OF EDUCATION. FORMAL BOARD OF EDUCATION APPROVAL MUST PRECEDE ANY LOCAL ARRANGEMENTS FOR DEDICATION.

WHEN A NEW SITE IS PURCHASED, OR A PLANNING PROJECT FOR A NEW SCHOOL FACILITY IS INITIATED, THE SUPERINTENDENT MAY ESTABLISH A TEMPORARY, GENERIC NAME TO DESIGNATE THE SITE OR BUILDING FOR PLANNING PURPOSES.

II. FINAL APPROVAL

FINAL APPROVAL FOR NAMING OF A SCHOOL RESIDES WITH THE BOARD OF EDUCATION OF BALTIMORE COUNTY.

Dedication Ceremonies

It shall be the function of the principal of a newly-opened school building to arrange, if he/she desires, for suitable dedication ceremonies to be attended by invited guests and the public.

RELATED POLICIES: BOARD OF EDUCATION POLICY 7330, CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

BOARD OF EDUCATION POLICY 7530, NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

RULE 7520

Rule

Approved: 9/25/69

Revised: \_\_\_\_\_

Superintendent of Schools

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **RULE 7530 – NEW CONSTRUCTION: NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL**

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

**RESOURCE PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services

**INFORMATION**

Superintendent's Rules 7330 and 7530 were added to address additional concerns related to the naming and funding of capital projects. This rule aligns with Policy 7530.

\*\*\*\*\*

Appendix I: Superintendent's Rule 7530

NEW CONSTRUCTION

NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

IN ACCORDANCE WITH APPLICABLE BOARD OF EDUCATION POLICY 7530, REQUESTS FOR NAMING A CAPITAL PROJECT OR AREA OF A SCHOOL MUST COMPLY WITH THE FOLLOWING STANDARDS IN ORDER TO BE PRESENTED TO THE BOARD OF EDUCATION FOR APPROVAL. THIS RULE ALSO DETAILS THE RESPECTIVE ROLES OF THE PRINCIPAL AND THE EXECUTIVE DIRECTOR OF SCHOOLS.

I. PROPOSALS FOR NAMING OF A CAPITAL PROJECT OR AREA

THE PRINCIPAL WILL FORWARD THE RECOMMENDED NAME TO THE APPROPRIATE EXECUTIVE DIRECTOR OF SCHOOLS. THE EXECUTIVE DIRECTOR OF SCHOOLS IS RESPONSIBLE FOR MAKING THE RECOMMENDATION TO THE SUPERINTENDENT AND THE BOARD OF EDUCATION. FORMAL BOARD OF EDUCATION APPROVAL MUST PRECEDE ANY LOCAL ARRANGEMENTS FOR DEDICATION.

ANY PROPOSAL FOR NAMING OF A CAPITAL PROJECT OR AREA MUST INCLUDE THE FOLLOWING COMPONENTS:

- A. EXCEPTIONAL PRIVATE DONATIONS RELATED TO THE NAMING PROPOSAL IN ACCORDANCE WITH BOARD POLICY AND SUPERINTENDENT'S RULE 7330.
- B. OTHER EXCEPTIONAL CIRCUMSTANCES RELATED TO THE NAMING PROPOSAL.
- C. INFORMATION ON THE INDIVIDUAL, PRIVATE ORGANIZATION, BUSINESS, COMMUNITY ORGANIZATION OR FOUNDATION WHOSE NAME IS PROPOSED FOR USE ON THE PROJECT OR AREA.

II. PROPOSALS FOR RETAINING A NAME BEYOND 10 YEARS

THE PRINCIPAL WILL FORWARD A RECOMMENDATION TO RETAIN A NAME LONGER THAN TEN (10) YEARS TO THE APPROPRIATE EXECUTIVE DIRECTOR OF SCHOOLS. THE EXECUTIVE DIRECTOR OF SCHOOLS IS RESPONSIBLE FOR MAKING THE RECOMMENDATION TO

SUPERINTENDENT AND THE BOARD OF EDUCATION. FORMAL BOARD OF EDUCATION APPROVAL MUST PRECEDE ANY LOCAL ARRANGEMENTS FOR ANY RE-DEDICATION.

III. FINAL APPROVAL

FINAL APPROVAL FOR NAMING OF CAPITAL PROJECTS OR AREA RESIDES WITH THE BOARD OF EDUCATION OF BALTIMORE COUNTY.

RELATED POLICIES: BOARD OF EDUCATION POLICY 8362, GIFTS TO THE BOARD OF EDUCATION, SCHOOLS, AND OFFICES WITHIN THE SCHOOL SYSTEM,

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

BOARD OF EDUCATION POLICY 7330, CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

RULE  
APPROVED: \_\_\_\_\_

SUPERINTENDENT OF SCHOOLS



**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 8, 2005

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

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

**SUBJECT:** **RULE 7330 – NEW CONSTRUCTION: CAPITAL PROJECTS  
THAT ARE FUNDED BY PRIVATE DONATIONS**

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

**RESOURCE  
PERSON(S):** Barbara Burnopp, Executive Director, Fiscal Services

**INFORMATION**

Superintendent's Rules 7330 and 7530 were added to address additional concerns related to the naming and funding of capital projects. This rule aligns with Policy 7330.

\*\*\*\*\*

Appendix I: Superintendent's Rule 7330

## RULE 7330

## NEW CONSTRUCTION: FINANCING

CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

IN ACCORDANCE WITH BOARD OF EDUCATION POLICY 7330, REQUESTS BY INDIVIDUALS, PRIVATE ORGANIZATIONS, PARENTS, COMMUNITY GROUPS, OR BUSINESSES TO PROVIDE FUNDING FOR A CAPITAL PROJECT MUST COMPLY WITH THE FOLLOWING STANDARDS IN ORDER TO BE PRESENTED TO THE BOARD OF EDUCATION FOR APPROVAL. THIS RULE ALSO DETAILS THE RESPECTIVE ROLES OF THE PRINCIPAL, THE DEPARTMENT OF PHYSICAL FACILITIES, DEPARTMENT OF FISCAL SERVICES, LAW OFFICE, AND THE PROSPECTIVE DONOR.

## I. PROPOSALS

PROPOSALS TO PROVIDE PRIVATE DONATIONS FOR CAPITAL PROJECTS MUST BE INITIALLY PRESENTED TO THE PRINCIPAL OF A SCHOOL. PRINCIPALS ARE ALSO RESPONSIBLE FOR PROVIDING TO ANY PROSPECTIVE DONOR OR INTERESTED PARTIES A COPY OF THIS RULE AND ITS ACCOMPANYING POLICY.

ANY PROPOSAL TO PROVIDE PRIVATE DONATIONS FOR A CAPITAL PROJECT MUST INCLUDE, AT A MINIMUM, THE FOLLOWING COMPONENTS:

- A. NAME OF THE PRIVATE DONOR, GROUP OF DONORS, OR ORGANIZATION
- B. FOR IN-KIND DONATIONS, INSURANCE CARRIED BY THE DONOR OR GROUP OF DONORS
- C. AMOUNT AND MANNER OF DONATION
- D. DISCLOSURE OF ANY AND ALL BUSINESS AFFILIATIONS THAT THE DONOR OR GROUP OF DONORS HAS WITH THE SCHOOL AND SCHOOL SYSTEM
- E. ASSURANCES THAT THE INDIVIDUAL OR ORGANIZATION PROPOSING THIS PROJECT SHALL NOT INVOLVE ANY SCHOOLS, OFFICES, OR STUDENTS IN ANY FUND-RAISING ACTIVITIES INVOLVING FUNDING FOR THIS CAPITAL PROJECT.
- F. CAPITAL PROJECT BEING RECOMMENDED, WITH ACCOMPANYING RATIONALE AND BACKGROUND

INFORMATION ON THE PROJECT AND RELATED SITE REQUIREMENTS

- G. ABILITY OF THE PROJECT TO MEET ENGINEERING STANDARDS AND SUFFICIENCY
- H. REQUEST FOR NAMING RIGHTS, IF ANY (SEE BOARD POLICY NO. 7530 ON NAMING OF A CAPITAL PROJECT OR AREA OF SCHOOL)
- I. INDEMNIFICATION OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY AND THE SUPERINTENDENT OF SCHOOLS
- J. THE IMPACT ON ENROLLMENT AT THE SCHOOL
- K. THE IMPACT ON STUDENTS AND THE COMMUNITY.

II. PROJECTS

- A. EXAMPLES OF PROJECTS THAT MAY BE CONSIDERED UNDER THIS RULE INCLUDE:
  - 1. PROJECTS RELATED TO ATHLETICS, SUCH AS BLEACHERS, STADIUM LIGHTS, OR PRESS BOXES
  - 2. SUPPLEMENTAL ARCHITECTURAL, LANDSCAPING OR AESTHETIC ENHANCEMENTS
  - 3. RECREATIONAL IMPROVEMENTS, SUCH AS PLAY GROUNDS, AND FIELDS
  - 4. CURRICULUM BASED PROJECTS, SUCH AS AUDITORIUMS, AND SCHOOL SIGNS
- B. THE EXECUTIVE DIRECTOR OF PHYSICAL FACILITIES WILL ESTABLISH CRITERIA FOR THE REVIEW OF ANY PROPOSED PROJECT PRESENTED UNDER THIS RULE. SUCH CRITERIA SHALL BE PROVIDED TO ANY INTERESTED PARTY, AND MAY INCLUDE THE FOLLOWING:
  - 1. THE BURDEN ON THE SCHOOL SYSTEM TO MAINTAIN THE CAPITAL PROJECT WHEN COMPLETED
  - 2. COMPLIANCE WITH BUILDING CODE, SAFETY AND REGULATORY STANDARDS

3. THE IMPACT ON SAFETY, SECURITY OR SCHOOL OPERATIONS
  4. COMPLIANCE WITH EXPECTED STANDARDS FOLLOWED FOR OTHER BCPS PROJECTS OF SIMILAR SCOPE
  5. THE IMPACT OF THE PROJECT ON THE IMPLEMENTATION OF COUNTY-SUPPORTED PROGRAMS
  6. THE ELIGIBILITY OF THE PROJECT FOR FUNDING FROM THE STATE OR COUNTY
  7. THE IMPACT ON STUDENTS AND THE COMMUNITY
  8. THE IMPACT ON STUDENT ENROLLMENT CAPACITY AT THE SCHOOL
  9. ABILITY OF THE PROJECT TO MEET ENGINEERING STANDARDS AND SUFFICIENCY
  10. THE IMPACT ON THE SCHOOL SITE
- C. THE EXECUTIVE DIRECTOR OF PHYSICAL FACILITIES MAY REJECT ANY PROJECT FAILING TO MEET THE STANDARDS SET FORTH IN SECTION B.
- D. THE EXECUTIVE DIRECTOR OF FISCAL SERVICES WILL REVIEW WITH THE LAW OFFICE ON THE ADEQUACY OF PROPOSED FUNDING. THE EXECUTIVE DIRECTOR OF FISCAL SERVICES MAY REJECT ANY PROJECT BECAUSE OF INADEQUATE FUNDING.
- E. THE EXECUTIVE DIRECTOR OF PLANNING AND SUPPORT OPERATIONS WILL REVIEW THE PROPOSAL FOR IMPACT ON STUDENT ENROLLMENT. THE EXECUTIVE DIRECTOR OF PLANNING AND SUPPORT SERVICES MAY REJECT ANY PROJECT BECAUSE OF A REDUCTION IN STUDENT ENROLLMENT CAPACITY.
- F. ONCE THE PROPOSAL HAS BEEN APPROVED BY THE EXECUTIVE DIRECTORS OF PHYSICAL FACILITIES, FISCAL SERVICES, AND PLANNING AND SUPPORT OPERATIONS, THE APPROPRIATE EXECUTIVE DIRECTOR OF SCHOOLS SHALL PRESENT THE PROJECT TO THE SUPERINTENDENT AND THE BOARD OF EDUCATION FOR APPROVAL.

- G. THE EXECUTIVE DIRECTOR OF PHYSICAL FACILITIES RETAINS THE AUTHORITY TO MANAGE ANY BCPS CAPITAL PROJECT.
- H. PARTIES MAKING THE PROPOSAL WILL BE GIVEN NOTIFICATION OF A REJECTED PROPOSAL, WITH EXPLANATION IF CHANGES ARE REQUESTED. REJECTED PROPOSALS MAY BE RESUBMITTED IF THEY ARE CHANGED.

III. FINAL APPROVAL

- A. FINAL APPROVAL OF CAPITAL PROJECTS RESIDES WITH THE BOARD OF EDUCATION OF BALTIMORE COUNTY.

RELATED POLICIES: BOARD OF EDUCATION POLICY 8362, GIFTS TO THE BOARD OF EDUCATION, SCHOOLS, AND OFFICES WITHIN THE SCHOOL SYSTEM

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

BOARD OF EDUCATION POLICY 7530, NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL.

RULE  
APPROVED: \_\_\_\_\_

SUPERINTENDENT OF SCHOOLS

**Southeast Area Educational Advisory Council  
Minutes – 11/16/04 Meeting**

1. Meeting convened at 7:30 PM chaired by Sandra Skordalos
2. Speakers
  - a. Charlene Bohnam – Career & Technology Education
    - 1) Program mission tied to the Blueprint for Progress – Goals 1 & 5
    - 2) Curriculum written in concert by Career & Technology Education, MSDE, and Business Partners
    - 3) Delivered at middle school level to introduce life skills and career development
    - 4) Questions – Questions focused on the availability of programs for the Southeast area and business community support.
  - b. General T. Johnson (Retired) – ROTC Program
    - 1) High school programs throughout the entire county
    - 2) Every military program represented in the Southeast area.
    - 3) Goal – Develop well-rounded and disciplined individuals. Not intended for recruiting purposes.
    - 4) Financially supported through joint efforts of school system and military.
3. Business Meeting
  - a. September minutes – Motion to approve – Steve Crum, Second – Bonnie Saul
  - b. Correspondence
    - 1) Equity and Assurance News Brief
    - 2) Parent/Guardian Rights, Expectations, and Responsibilities
    - 3) Email from the Chamber of Commerce Education Committee
  - c. Old Business
    - 1) Board of Education
      - a) Thornton Update by Barbara Hoffman – Being funded and wide support
      - b) Stakeholder Comments
        - i. Reiterated needs identified at the pre-budget meetings
        - ii. Steve Crum initiated discussion on the responsibility of voting
    - 2) Education Coalition Meeting (Reported by Bob Berkshire)
      - a) Issue: Discussion of group homes and impact on the Northwest and Southwest areas.
      - b) Jim Smith presentation
      - c) Emergency situation policy being drafted
4. Executive Director Report – Will share area plans, strategies, and goals at the January council meeting
5. Adjourned at 9:20 PM