MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, March 25, 2003
4:30 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for March 25, 2003

IV. MINUTES


V. SUPERINTENDENT’S REPORT

VI. OLD BUSINESS

Consideration of proposed boundaries for New Town High School (Dr. Gehring) Exhibit B

VII. REPORTS

A. Resolution Proclaiming March 2003 as National Social Work Month (Mr. Arnold) Exhibit C

B. Report on Proposed Board Meeting Schedule, 2003-2004 (Mr. Arnold) Exhibit D

VIII. NEW BUSINESS

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

1. Retirements Exhibit E

2. Resignations Exhibit F

3. Leaves of Absence Exhibit G

4. Deceased Exhibit H

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

1. Contracted Services: Expeditionary Learning Outward Bound (Mr. Gay) Exhibit I
VIII.  NEW BUSINESS (Cont.)

2.     General School and Office Furniture and Equipment

3.     Soft Drink Vending

4.     Supply Contract: Various Door Hardware

5.     Supply Contract: Various HVAC Filters

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

1.     Exterior Door ADA Modifications – Bear Creek
       Elementary School          Exhibit J

2.     Physical Education Locker Replacement – Overlea
       High School                 Exhibit K

3.     Exterior Door Replacements – Four Middle Schools  Exhibit L

D.     Consideration of School Legislation (exhibit to follow) (Dr. Poff) Exhibit N

IX. INFORMATION

Revised Rule 2352 – Accidents/Medical Emergencies Exhibit O

X. ANNOUNCEMENTS

A.     Constituent Groups

B.     Public Comment on Policy 2352 – Accidents/Medical Emergencies
       (Second Reading)

C.     General Public Comment

Next Board Meeting  April 22, 2003
                 7:30 P.M.    Greenwood
TENTATIVE MINUTES

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

Thursday, February 20, 2003

The special meeting of the Board of Education of Baltimore County, Maryland, was called to order at 6:42 p.m. by President Donald L. Arnold. In addition to President Arnold, the following Board members were in attendance: Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, and Mr. James R. Sasiadek. Also present were J. Robert Haines, Esq., Deputy Superintendent of Business Services, staff members, and the media.

Mr. Hayden immediately moved the Board go into closed session to discuss matters regarding negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(9). The motion was seconded by Ms. Ettinger and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley and Mr. Capozzi reviewed the status of negotiations with Board members.

Mr. Walker entered the room at 6:48 p.m.

At 7:24 p.m., Mr. Sasiadek moved to adjourn the closed session. The motion was seconded by Mr. Grzymski and approved by the Board.

Mr. Teplitzky entered the room at 7:24 p.m.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:45 p.m. President Donald L. Arnold and the following Board members were present: Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, J. Robert Haines, Esq., Deputy Superintendent of Business Services, staff members, and the media were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Ms. Maggie Kennedy, Coordinator of the Area Educational Advisory Councils, and a period of silent meditation for those who have served education in the Baltimore County Public Schools, particularly in memory of T. Bayard Williams, who served on the Board of Education from 1956 to 1978.

Mr. Arnold stated the purpose of tonight’s meeting was to briefly discuss matters to go into the budget book for Board consideration on February 26th. He emphasized the Board would not be adopting the budget at this meeting.
OPEN SESSION MINUTES

Mr. Kennedy recommended a 3% COLA be included in the operating budget request, noting that we are competing with other LEA’s for the best and brightest teachers.

Mr. Sasiadek clarified with Mr. Kennedy that the 3% COLA he is requesting is for all employees, not just teachers. He recognized that all employees play a special role in keeping education in Baltimore County at the highest level.

Mr. Hayden agreed with Mr. Kennedy’s recommendation. He noted that negotiations continue toward a final contract and that it’s important in conjunction with Mr. Kennedy’s suggestion that the system move in the direction of continuing to try and obtain savings in the health insurance area.

Mr. Teplitzky agreed with Mr. Hayden’s comments, noting that the inclusion of a 3% salary increase is long overdue and should become part of the budget. He made clear to the Superintendent and the staff that the system needs to act responsibly. Mr. Teplitzky also urged staff to look earnestly at areas in which to find funds and where we might be able to share additional funding with the staff and negotiating units.

Mr. Grzymski offered his support of the 3% COLA adjustment and comments voiced by his colleagues. He stated that not only is the Board recommending this adjustment for the good of the staff and students, but for the future of Baltimore County.

Ms. Ettinger noted the Board’s responsibility of stewardship for the school system, for students, and the community.

Mr. Walker expressed concern about staff going to other counties because of better salaries being offered.

Ms. Ettinger shared some concerns regarding the CollegeEd program. She questioned how CollegeEd would be integrated into the existing middle school program, since the program is currently in the pilot stage and is proposed to be placed in all middle schools next year. Ms. Ettinger stated she is unhappy about approving expansion of this program without a track record. She had questions about monitoring the program, evaluating its performance, and asked for a follow-up report regarding its effectiveness or ineffectiveness.

Ms. Grant stated that since the work session, a training session has been held. There has also been dialogue with principals and others who implement programs. CollegeEd will be aligned with the following content strands-- Family Studies, Technology Education, and with the guidance program. Ms. Grant assured Ms. Ettinger that the 12 CollegeEd lessons would not take away from the instruction in those content areas because they are aligned with what they’ve been matched to and are linked to a content strand that is already offered.
Ms. Ettinger asked Ms. Grant to explain how the impact on students will be assessed. Ms. Grant stated there will be periodic meetings with principals. At the end of the year, there will be a meeting to assess what worked, what didn’t work, and to make adjustments in the program before the start of next year. Ms. Grant also noted for Ms. Ettinger that the College Board will provide training for teachers.

Mr. Kennedy inquired about how the increase in non-public placement is determined. Ms. Burnopp stated that Baltimore County Public Schools is overbudget in that area this year by $5.1 million. She also stated that staff estimated the population based on this year’s figures and projections for next year.

Ms. Ettinger commended Dr. Hairston and the staff for including funds and programs that specifically target student achievement.

Mr. Arnold summarized the Board’s recommendation of a 3% COLA for all employees and the instruction to staff to look at any savings in the budget via negotiations on health care costs and other areas.

Mr. Arnold stated the Board has spent much time listening to various groups and individuals about what they would like to see in the school system. He noted the difficult economic times and spoke of the Board’s one main concern throughout its discussions—that being for school system employees, particularly with No Child Left Behind. He recognized the difficult financial issues facing the county and the state. Mr. Arnold expressed the hope that the citizens of Baltimore County, the Board of Education, the County, and the State could work together to provide the most appropriate budget by looking at all the different issues again and to determine where we might be able to achieve the greatest for our students and employees. He noted the Board’s concerns that some employees have not received increases for several years and, also, that currently Baltimore County ranks 15th in the state for teachers’ salaries.

At 8:12 p.m., Mr. Kennedy moved adjournment of the open session. The motion was seconded by Ms. Ettinger and approved by the Board.

Respectfully submitted,

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J. Robert Haines, Esq.
Deputy Superintendent
Business Services

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The Board of Education of Baltimore County, Maryland, met in open session at 4:35 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

Dr. Hairston announced that an Expenditure Review Committee to operate through the end of the fiscal year is being created. Expenditures between now and the end of the year will be monitored. Mr. Walker noted a neighboring school district’s large deficit and voiced his agreement with the Superintendent’s move to monitor expenditures.

Mr. Teplitzky entered the room at 4:37 p.m.

Ms. Ettinger noted she has received increasing numbers of questions with regard to the special education information and stated her belief that there are significant areas of misunderstanding about how these decisions are made, who is being served, and why.

Mr. Hayden entered the room at 4:39 p.m.

Mr. Kennedy announced that he asked Dr. Krempel to make a report at a future Building Committee meeting with regard to the school system’s agreement with the County for assisting with snow removal and to the wear and tear on system equipment.

Mr. Arnold noted the absence of Dr. Hayman due to a death in the family.

At 4:48 p.m., Ms. Ettinger moved the Board go into closed session to discuss a personnel matter pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1). The motion was seconded by Mr. Hayden and unanimously approved by the Board.

Dr. Hairston discussed a possible personnel change for the Board’s comment and consideration.

At 5:00 p.m., Ms. Ettinger moved the Board come out of closed session. The motion was seconded by Mr. Kennedy and approved by the Board.
OPEN SESSION MINUTES

Mr. Walker moved that the student Board member be permitted to participate in negotiations discussions. The motion was seconded by Ms. Murray and approved by the Board.

At 5:01 p.m., Mr. Walker moved that the Board go into closed session to discuss matters relative to negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(9). The motion was seconded by Ms. Ettinger and approved unanimously by the Board.

CLOSED SESSION MINUTES

Ms. Burnopp reviewed with the Board items included in the proposed operating budget that were part of negotiations.

At 5:05 p.m., Mr. Kennedy moved the Board come out of closed session. The motion was seconded by Mr. Sasiadek and approved by the Board.

OPEN SESSION MINUTES

Mr. Arnold noted several upcoming events and asked Board members to contact the appropriate staff person if interested in attending.

Dr. Hairston was asked by President Arnold to have staff submit workshop proposals for the 2003 MABE boards of education conference. Suggestions were made by Mr. Sasiadek and Mr. Arnold.

Board members discussed the possibility of allowing Cabinet members direct access to Board members via email. Dr. Hairston and Mr. Arnold cautioned the Board about placing non-public information on their computers.

Mr. Hayden asked Board’s counsel to provide guidance on the issue.

Mr. Arnold announced that beginning next school year, invitations sent to constituent groups for dinner will include a request for discussion topics ahead of time, as well as the need to limit certain topics.

Mr. Arnold announced the rescheduling of one dinner meeting and the scheduling of another.

Board members decided to conduct a public hearing on the proposed New Town High School boundaries on March 10th. The time and location will be announced.
OPEN SESSION MINUTES (Cont.)

Dr. Hairston discussed with Board members a recent news article about his rumored possible departure from Baltimore County Public Schools. He indicated he has not been contacted by the search firm or by the particular board of education.

At 5:42 p.m., Mr. Sasiadek moved to adjourn the open session for a brief dinner recess. The motion was seconded by Mr. Teplitzky and approved by the Board.

The Board hosted the PTA Council of Baltimore County for dinner.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, reconvened in open session at 7:35 p.m. at Greenwood. President Donald L. Arnold and the following Board members were present: Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools; staff members; members of various civic, employee, and community organizations were present as was the media.

PLEDGE OF ALLEGIANCE

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

MINUTES

Hearing no corrections or additions to the open and closed session minutes of January 28, 2003, and the Report of the Public Hearing, January 30, 2003, Mr. Arnold declared the minutes and report approved as presented on the web site.

SUPERINTENDENT’S REPORT

Dr. Hairston recognized the efforts of 22 Baltimore County Public Schools’ truck drivers who worked 120 hours non-stop during the recent snowstorm. These drivers then spent additional time to clear school and bus lots. He expressed his personal thanks and appreciation to Deputy Superintendent Robert Haines, Dr. Krempel, and his staff.
SUPERINTENDENT’S REPORT (Cont.)

Dr. Hairston announced a new program sponsored by First Financial Credit Union aimed at attracting outstanding teacher candidates to Baltimore County Public Schools. The program offers new teachers an interest-free loan of up to $2,000 for up to 12 months. It also supplements an existing program that allows new teachers to borrow up to $1,000 interest-free. In past years, First Financial has donated more than $200,000 for educational technology for individual schools. Present from First Financial Credit Union were President and Chief Executive Officer Robert Windsor and J. Wesley Bone, Chair of the First Financial Board of Directors.

Dr. Hairston recognized Chadwick Elementary School for receiving a $10,000 grant from Toyota and the National Council of Teachers of Mathematics to implement the HIP program. This program is expected to raise the math achievement of fourth grade African American males.

OLD BUSINESS

Ms. Burnopp briefly reviewed the summary information for the budget contained in Exhibit B.

Mr. Kennedy moved approval of the proposed Operating Budget for Fiscal Year 2004. The motion was seconded by Ms. Ettinger and approved by the Board.

In response to a question by Mr. Teplitzky, Ms. Burnopp stated that the adopted operating budget will now go to the County Executive for his approval. The budget then goes to the County Council in April, who will give final approval in late May.

Mr. Arnold thanked staff for its time and effort in preparing the budget.

REPORTS

The Board received the following reports:

A. Report on the Proposed Boundaries for New Town High School – Through a Power Point™ presentation, Dr. Gehring reviewed the charge to the Boundary Committee, the composition of the group, results of the community forum, the committee’s recommendations, the Superintendent’s recommendation, and projection and enrollment data for Scenario B.

Mr. Grzymski voiced his concern that with the recommended proposal, Owings Mills High School will remain over capacity. Dr. Gehring stated there are programmatic issues that could be considered to help relieve overcrowding at Owings Mills.
REPORTS (Cont.)

Mr. Walker shared his concern about continued overcrowding at Randallstown High School. Dr. Gehring stated that the initial greatest relief would be felt by Randallstown. He also noted that relocatables would become a non-issue.

Mr. Teplitzky asked for information regarding the percentage of walkers for each school. He also asked for information about feeder patterns and the impact on students attending grades K-12 with the same people.

Mr. Arnold announced the Board would conduct a public hearing on the proposed boundaries on Monday, March 10th. The time and location will be announced in the near future.

Dr. Gehring recognized Barbara Walker, Ghassan Shah, Chris Brocato, Charles Herndon, and Rita Fromm for their work and time spent on the boundary process.

Ms. Fromm updated the Board with respect to DeJong and Associates. The next initiative for the group will be to conduct a countywide analysis of high school boundaries, looking at enrollment projections, capacity issues, and program placement.

Mr. Hayden requested that the County be kept closely connected with this study.

Mr. Grzymski thanked Dr. Hairston and Ms. Fromm for the decision to look at high school boundaries systemwide.

Ms. Bormel inquired about the time frame of the study. Ms. Fromm responded that it is hoped that DeJong’s recommendations can be presented early next school year.

Mr. Teplitzky reinforced Mr. Hayden’s suggestion regarding the importance of keeping the County administrative officials involved in this study so that at the end of the analysis, the results are credible and believable. Ms. Fromm stated that since the Office of Strategic Planning has been fully staffed, they have worked on a regular basis to develop a relationship with County officials. Ms. Fromm assured Mr. Teplitzky that County officials will be advised throughout the process.
Ms. Ettinger asked if any attention would be paid to feeder patterns, to which Ms. Fromm responded affirmatively.

Mr. Walker inquired if there were any measures in place to prevent a student population explosion as occurred with the opening of New Town Elementary School. Dr. Gehring and Ms. Fromm stressed that a cushion has been built into each of the proposed scenarios. Ms. Fromm shared her confidence that a repeat of what happened at New Town Elementary School will not occur with the new high school.

B. Report on the National Science Foundation Grant – Ms. Johns described the partnership between the University of Maryland Baltimore County (UMBC) and Baltimore County Public Schools (BCPS) with regard to the National Science Foundation grant totaling $13 million. The project will improve student achievement in math and science K-12 while also engaging students in technology and engineering. Ms. Johns thanked Dr. Dezmon and Dr. Lee for their time and energy in pursuit of this grant. Ms. Johns reviewed the initial partnership with UMBC that started in the 2001-02 school year. The purpose was to recruit, prepare, and retain high quality teachers in high needs schools.

Mr. Boone and Ms. Grabarek highlighted the key points of the grant through a Power Point™ presentation. The grant establishes six science, technology, engineering, and math academy schools in three elementary schools, two middle schools, and one high school. In each school, there will be one or two high tech learning labs that will be the center of highly engaging, differentiated math and science curriculum.

Ms. Grabarek explained that the partnership addresses the stability of teaching staff in schools where teacher turnover is high. The grant will also address the procurement of highly qualified, well-trained teachers in math and science and addresses the use of state-of-the-art technology for teaching and learning.

The first two academies to be established during the next school year will be Dogwood and Hebbville. They will be followed by Featherbed Lane Elementary and Southwest Academy in Year 2 and by Woodlawn Middle and High Schools in Year 3.

Ms. Ettinger asked how initiatives such as AVID, CollegeEd, and STEM Project will interface with existing curriculum development activities or staff development activities. Ms. Johns stated meetings have taken place
with the first phase of schools to review the programs within their building and where the system is with other partnerships in those buildings to make certain there is no duplication or contradiction. With regard to the specific programs mentioned by Ms. Ettinger, Ms. Johns stated staff will look at those, dialogue with the Superintendent, and make recommendations.

Ms. Murray noted that most of the schools selected to participate in this project are from the same area and asked if there were additional reasons why they were selected other than the general criteria. Mr. Boone stated the schools chosen have fairly young faculties with a large turnover, and they are priority schools that have student achievement issues.

PERSONNEL MATTERS

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

CONTRACT AWARDS

Mr. Teplitzky pulled item 2, and Mr. Kennedy pulled item 6. On motion of Mr. Kennedy, seconded by Mr. Grzymski, the Board approved items 1, 3, and 7. Items 4 and 5 were deferred. Mr. Arnold abstained from voting on these items.

1. Computer Software and Training
3. Contracted Services: Travel Agency Services
7. Stationery (Office) Supplies

Item 2

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved item 2. Mr. Teplitzky and Mr. Arnold abstained from discussion and voting on this item.

2. Contracted Services: On-Call Microbial Remediation Services (Extension)
CONTRACT AWARDS (Cont.)

Item 6

Mr. Kennedy inquired how the effectiveness of this program is evaluated. Dr. Savage stated there are pre- and post-tests, self-tests from participants, and statements about the impact on participants’ interactions with other people. He also noted that first-year money for this program is provided by a grant, and for the second year, the money may come from the Maryland State Department of Human Resources.

On motion of Mr. Kennedy, seconded by Mr. Sasiadek, the Board approved item 6. Mr. Arnold abstained from discussion and voting on this item.

6. Participation and License Agreement Between the Best Friends Foundation and the Board of Education of Baltimore County

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1 and 2.

1. Interior Lighting Upgrades – Lansdowne Middle School

2. Change Order – Science Room Renovations – Owings Mills High School

BUDGET SUPPLEMENT AND BUDGET APPROPRIATION TRANSFER – PRIVATE PLACEMENT – FISCAL YEAR 2003 OPERATING BUDGET

On motion of Mr. Sasiadek, seconded by Ms. Ettinger, the Board approved a budget supplement in the amount of $3,347,441 and a budget appropriation transfer in the amount of $1,400,000 to fund a projected shortfall in private placement costs.

BUDGET SUPPLEMENT – HEALTH INSURANCE COSTS – FISCAL YEAR 2003 OPERATING BUDGET

On motion of Mr. Hayden, seconded by Mr. Walker, the Board approved a budget supplement in the amount of $2,969,071 to offset increased costs for employee health insurance.

SCHOOL LEGISLATION
On motion of Mr. Teplitzky, seconded by Ms. Ettinger, the Board voted to support HB 22 Public Schools – Specialists – Stipends.

SCHOOL LEGISLATION (Cont.)

Dr. Poff updated the Board on SB 32 – Education – Children in Out-of-County Living Arrangements – Informal Kinship Care. He noted the sponsor of the bill and the committee accepted the recommendations of the Board. The bill has passed by the Senate and is now being considered by the House. Ms. Ettinger asked if the educational decisions referenced in Dr. Poff’s summary included IEP situations. Dr. Poff indicated that area is unclear, and he will seek clarity on that issue.

Dr. Poff noted that SB 66 – Sales and Use Tax-Annual Back-to-School Tax-Free Week – was withdrawn. He also noted that SB 81 – County School Board - Authority to Remove County Superintendents – received an unfavorable report.

On motion of Mr. Teplitzky, seconded by Ms. Ettinger, the Board voted to support HB 611 (SB 27) – Teachers’ Retirement and Pension Systems – Reemployment of Retired Speech-Language Pathologists and Audiologists.

On motion of Ms. Ettinger, seconded by Mr. Kennedy, the Board voted to oppose SB 620 – State Board of Education – Graduation Requirements – Student Service.

With regard to HB 778 – Education – Baltimore County – Public School Employees – Dr. Poff noted the Board’s amendment was accepted by the Baltimore County House delegation and will move to a full hearing before the House Ways and Means Committee.

On motion of Ms. Ettinger, seconded by Ms. Murray, the Board voted to support HB 1087 – Teachers’ Retirement and Pension Systems – Reemployment of Retired Teachers – Sunset Extension.

ANNOUNCEMENTS

Mr. Arnold made the following announcements:

1. On Wednesday, March 5, 2003, the Northeast Area Educational Advisory Council will meet at Perry Hall Middle School at 6:30 p.m.

2. The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, March 11, 2003, at Greenwood. The meeting will begin with an open session at 4:30 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions. The
Board will host the Minority Achievement Advisory Group for dinner on March 11th.

ANNOUNCEMENTS (Cont.)

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

Mr. Teplitzky reminded everyone of the public hearing on the proposed New Town High School on Monday, March 10th. The time and location will be announced in the near future.

PUBLIC COMMENT

Ms. Jasmine Shriver, a representative of the Citizens’ Advisory Committee for Special Education, shared her concern and the concern of other parents of special education children regarding the increase in private placement costs. She noted that 525 students will receive $31.4 million and that a large majority of these placements are for emotionally disturbed students. Ms. Shriver noted that IDEA amendments set forth requirements that IEP teams must address and develop behavior intervention plans for students with disabilities such as those severely emotionally disturbed, where behavior issues play a crucial part in that student’s ability to learn. In data from the Maryland State Improvement Grant Performance Report, Ms. Shriver reported that Baltimore County has the greatest number of special education students with long-term suspension rates. She stated that in 2000, Baltimore County did not conduct any behavior assessment plans, and in 2001, conducted 46 behavior assessment plans and implemented 26. This is significantly lower than in other counties of similar size. Ms. Shriver asked what is being done to lower the costs of private placements.

Ms. Maggie Kennedy, Coordinator of the Area Educational Advisory Councils, voiced her pleasure at the inclusion of a 3% COLA in the 2004 Operating Budget. All council members and Board members were reminded of the joint council meeting to be held March 13th at Greenwood. There will be an update on the implementation of all the recommendations made to the Board. The evening’s main focus will be on an overview of the adopted 2004 Operating Budget.

Mr. Mark Beytin, speaking on behalf of Ms. Marcella Kehr, President of the Baltimore (County Instructional) Assistants and Clerical Employees (BACE), relayed BACE’s appreciation to the Board for the proposed salary increases and for funding the reclassification.

Mr. Rodger Janssen, a representative of the PTA Council of Baltimore County, expressed the Council’s support of the adopted budget, but shared the wish of the PTA Council to support a budget that adequately meets the needs of students. He read a portion of a letter sent out by a Baltimore County school requesting parents to purchase a vocabulary textbook. Mr. Janssen stated that schools are not adequately funded when parents are asked to purchase books for
essential curriculum. Mr. Janssen shared his excitement about the STEM project, even though he has questions.

Board of Education
Open and Closed Session Minutes
February 26, 2003
Page 11

PUBLIC COMMENT (Cont.)

Mr. Michael Franklin, President of the PTA Council of Baltimore County, reported on the PTA Council’s recent Legislative Night in Annapolis. With regard to charter schools, Mr. Franklin reported the national PTA supports charter schools under certain guidelines; the Maryland PTA opposes both bills. Mr. Franklin inquired if arrangements could be made to present the report on the National Science Foundation Grant to the Southwest Area Advisory Council. Finally, Mr. Franklin reported the sudden death of a young teacher at Deer Park Elementary School.

Mr. Mark Beytin, President of the Teachers Association of Baltimore County, thanked the Board for adopting the 2004 Operating Budget under the current economic conditions. He stated everyone should work together to educate the County Executive and County Council on the importance of passing the budget to ensure the future of Baltimore County’s children. Mr. Beytin further stated that unfunded federal and state mandates face extreme accountability measures without funding. Finally, on behalf of Baltimore County’s teachers, Mr. Beytin thanked the Board for its genuine concern for its employees.

No one signed up to speak to the proposed revisions to Policies 4006 and 6166.

At 9:43 p.m., Mr. Walker moved to adjourn the open session. The motion was seconded by Mr. Sasiadek and approved by the Board.

Respectfully submitted,

Joe A. Hairston
Secretary-Treasurer

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The public hearing was called to order at 7:06 p.m. by Barbara Walker, Assistant to Dr. Scott Gehring, Executive Director of Schools for the Northwest Area. The following Board members were in attendance: President Donald L. Arnold, Ms. Sarah D. Bormel, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. Michael P. Kennedy, Ms. Janese Murray, Mr. James R. Sasiadek, Mr. Sanford V. Teplitzky, and Mr. James E. Walker.

Ms. Walker reviewed the boundary process to date.

Mr. Hayden entered the room at 7:09 p.m.

The following citizens addressed the Board:

1. **Ms. Jeanette Key** shared her concern that with the recommended scenario, New Town High School will not be as racially balanced as the neighborhood it serves, nor will Owings Mills High School. She also requested the Board to fund the curriculum at the school.

2. **Mr. Len Tyner**, a representative of the White Hurst community, noted that his community would not be affected by Scenario A or B. He did share his community’s concern that New Town High School would experience overcrowding, as does New Town Elementary School.

3. **Ms. Emily Wolfson** stated Scenario A would provide greater relief to Owings Mills High School. She noted that the formula for determining capacities is flawed. Ms. Wolfson stated that the use of a building should be determined by the needs of the student population. She urged the Board to discuss the issue of school capacity.

4. **Mr. Jose Anderson**, a member of the Boundary Committee and a resident of the Village of 12 Trees, voiced his appreciation of how the process tried to take many groups into consideration. He was pleased that in both scenarios older, more settled communities were included and that the new school will not serve only new communities.

5. **Ms. Diane Banks** shared her concern about the lack of notice for this hearing. She was also concerned about the racial diversity at Randallstown and New Town High Schools. Ms. Banks stated the racial diversity at New Town is not indicative of the neighborhood. Finally, Ms.
Banks urged more stringent verification of addresses of students attending New Town to prevent overcrowding.

Mr. Arnold announced that a vote on the proposed boundaries would take place on March 25th. The audience was urged to contact any member of the Board with additional comments.

The hearing was concluded at 7:22 p.m.

Respectfully submitted,

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Denise Zepp
Administrative Assistant
DATE: March 25, 2003

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: Boundary for New Town High School

ORIGINATOR: H. Scott Gehring, Executive Director of Schools

RESOURCE PERSON(S): Office of Strategic Planning, Barbara Walker

RECOMMENDATION

That the Board of Education take action on
on the boundary recommendation for New Town High School.

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Nature of the Issue: New Town High School will open in September, 2003 with ninth and tenth graders. New Town High School was built to relieve the overcrowding at Owings Mills High School and Randallstown High 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 New Town High School.

History of the Issue: New Town High School is the first new county high school built in 25 years. In accordance with Board of Education policy (1280), a Boundary Study Committee was formed. The committee included parents, community leaders, teachers, principals, and resources personnel from the Office of Strategic Planning and the Office of Communications. This committee started meeting in early November and continued through early 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 January 21, 2003. The approximately three hundred 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. Many 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 2/10/03. The decision of the superintendent was to endorse Scenario “B.” This was the scenario recommended by the Boundary Study Committee and the majority of the participants at the public forum. Scenario “B” was presented to the Board of Education at their February 26 meeting. A public hearing was held on March 10, 2003 at 7:00 p.m. at Deer Park Middle Magnet School. Approximately thirty people attended the public forum and five people addressed the Board of Education. The final decision of the Board of Education is slated to occur on March 25, 2003.
Demographics of Community Forum Participants
Demographics of Community Forum Participants

Responses reflect the portions of the "Tell Us About Yourself" form filled in by participants. Some did not fill in all applicable responses. A number of items allowed for multiple responses.

1. **Age**

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<td>40-49</td>
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2. **Education**

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*Some folks included more than one level
Parents were asked for the number of children at each level.

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### Parent Status*

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<td>Pub. Middle School</td>
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<td>Pub. High School</td>
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<td>Pvt./Parochial School</td>
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*Parents were asked for the number of children at each level.
Current Schools Attended by Forum Participants' Children

### BCPS High Schools

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<td>Owings Mills</td>
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<td>Milford Mill</td>
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<td>Carver</td>
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<tr>
<td>Franklin</td>
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<td>Western Tech.</td>
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<tr>
<td>Woodlawn</td>
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Total: 76

### BCPS Middle Schools

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<td>Franklin</td>
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<td>Old Court</td>
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<td>Pikesville</td>
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Total: 92
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<td>Chatsworth</td>
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<td>Deer Park</td>
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<td>Winand</td>
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<td>Cedarmere</td>
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<td>Fort Garrison</td>
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<td>Randallstown</td>
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<td>Timber Grove</td>
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<td>Campfield</td>
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<td>Reisterstown</td>
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<td>Wellwood</td>
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<tr>
<td>Woodmoor</td>
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Elementary Schools Represented

- Woodmoor
- Wellwood
- Waterloo
- Reisterstown
- Owings Mills
- Hebbville
- Hampton
- Glyndon
- Campfield
- Timber Grove
- Randallstown
- Fort Garrison
- Cedarmere
- Church Lane
- Franklin
- Winand
- Deer Park
- Chatsworth
- Hemwood
- New Town

Number of Students
Private/Parochial Schools

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<tr>
<td>Bethany La. Baptist Day</td>
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<tr>
<td>Bethel Christian</td>
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<tr>
<td>Bryn Mawr</td>
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<td>Emmanuel Christian</td>
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<td>Forbush</td>
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<tr>
<td>Goddard</td>
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<tr>
<td>Holy Family</td>
<td>1</td>
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<tr>
<td>ICS Towson</td>
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<td>John Paul Regional</td>
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<td>Liberty Christian</td>
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<td>McDonogh</td>
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<tr>
<td>Saint Pauls</td>
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<td>Shrine of the Sacred Heart</td>
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<td>Towson Catholic</td>
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Private/Parochial Schools Represented

Number of Students
6 Are you an employee of Baltimore County Public Schools?

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<th>Category</th>
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<tr>
<td>Teacher</td>
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<tr>
<td>Instructional Assistant</td>
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<td>Administrator</td>
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<tr>
<td>Retired</td>
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<td>Other</td>
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Colleges Represented

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<tr>
<td>Morgan State</td>
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<tr>
<td>Syracuse</td>
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<tr>
<td>Towson</td>
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<td>UMAB</td>
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<td>UM, College Park</td>
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<td>Villa Julie</td>
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BCPS Representation

<table>
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<tr>
<th>BCPS Representation</th>
<th>Number Represented</th>
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</thead>
<tbody>
<tr>
<td>Other</td>
<td>1</td>
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<tr>
<td>Retired</td>
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</tr>
<tr>
<td>Administrator</td>
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<td>Instructional Assistant</td>
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<tr>
<td>Teacher</td>
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</tr>
<tr>
<td>Not an Employee of BCPS</td>
<td>152</td>
</tr>
</tbody>
</table>
7  Residency/Property Ownership/Taxpayer

<table>
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<th>Number</th>
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<tbody>
<tr>
<td>Resident of Balto. County</td>
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<td>County Property Owner</td>
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<tr>
<td>Taxpayer in County</td>
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<td>Total</td>
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8  How did you find out about the Community Forum?

<table>
<thead>
<tr>
<th>Publicity*</th>
<th>Number</th>
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<tbody>
<tr>
<td>Web Site</td>
<td>22</td>
</tr>
<tr>
<td>School Newsletter</td>
<td>73</td>
</tr>
<tr>
<td>Local Newspaper</td>
<td>36</td>
</tr>
<tr>
<td>Church Bulletin</td>
<td>2</td>
</tr>
<tr>
<td>Poster</td>
<td>7</td>
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<td>Flyer</td>
<td>33</td>
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<td>Personal Contact</td>
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<td>Radio/TV</td>
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<td>Total</td>
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</table>

*Many listed multiple sources

Impact of Publicity on Forum Participants

Number Represented

Residency/Property Ownership/Taxpayer Status

Number Represented
Which community do you live in or closest to?

<table>
<thead>
<tr>
<th>Community</th>
<th>Number</th>
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<tbody>
<tr>
<td>Owings Mills</td>
<td>64</td>
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<tr>
<td>Randallstown</td>
<td>58</td>
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<td>New Town</td>
<td>44</td>
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<td>Pikesville</td>
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<td>Reisterstown</td>
<td>3</td>
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<tr>
<td>Other</td>
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181

*Some listed multiple communities

NOTE: A number of participants answered only items 1 - 5 and did not fill out the back of the form.
Forum Groups' Reviews of
Criteria to be Considered,
Rating the Importance of Each Criteria,
And Ranking Proposed Scenarios
Criteria To Consider When Evaluating Boundary Change Scenarios

A Avoid overcrowding facilties.

B Maintain the community school concept.

C Serve students in the closest possible school.

D Follow natural boundaries such as railroads, creeks, major highways, election districts, existing school boundaries and feeder school boundaries.

E Avoid establishing satellite zones (areas districted to a school that are outside of its community boundaries), if possible.

F Develop boundary change proposals which ensure that feeder school patterns from elementary school to middle school to high school keep neighborhoods and communities together.

G Develop options which reflect the diversity of the population within the entire cluster of schools under consideration.

H Reject options which foster racial or socioeconomic isolation.

I Maximize the number of students who can walk to school.

J Minimize travel time and maximize safety for students who must be transported.

K Avoid bussing students past a school which has the same grade levels.

L Transport toward town centers rather than toward the countryside to minimize special trips to school for parents and guardians.

SOURCE: Board of Education Policy 1280, Suggestions for Possible Consideration by the Boundary Study Committee.
Summary of Group Questionnaire Responses Submitted

1 Please review and rate in terms of importance the following criteria.
(Rate each as Extremely Important, Somewhat Important, or Unimportant)

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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</tr>
</tbody>
</table>
2 Please rank in order of preference \([1 = \text{most preferred}]\) each of the boundary criteria described in question number 1. Rank 1 - 12.

NOTE: Since individual ranking of the criteria from 1 - 12 was so varied, groups developed no consensus on this. Please refer to the page on which individual ranking of the criteria is tallied to get a sense of how the participants ranked the criteria.

### Group Ranking of Boundary Scenarios A and B

<table>
<thead>
<tr>
<th>Rank</th>
<th>Scenario A</th>
<th>Scenario B</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>2</td>
<td>14</td>
<td>5</td>
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</tbody>
</table>

Please Note: Of the groups reporting back, two did not arrive at consensus on a ranking of the scenarios presented.
Forum Participants’ Individual Reviews of Criteria to be Considered, Rating the Importance of Each Criteria, Ranking the Criteria, And Ranking Proposed Scenarios
**Summary of Individual Questionnaire Responses Submitted**

1. Please review and rate in terms of importance the following criteria. (Rate each as Extremely Important, Somewhat Important, or Unimportant)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Extremely Important</th>
<th>Somewhat Important</th>
<th>Unimportant</th>
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<tr>
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<td>C</td>
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<td>D</td>
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<td>70</td>
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<tr>
<td>I</td>
<td>17</td>
<td>46</td>
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<td>J</td>
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</tr>
<tr>
<td>K</td>
<td>44</td>
<td>41</td>
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<tr>
<td>L</td>
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</tr>
</tbody>
</table>
2. Please rank in order of preference [1 = most preferred] each of the boundary criteria described in question number 1. Rank 1 - 12.

<table>
<thead>
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<tr>
<td>B (2)</td>
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<td>12</td>
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<td>10</td>
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<td>17</td>
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<tr>
<td>K (9)</td>
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<td>6</td>
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<td>11</td>
<td>8</td>
<td>14</td>
<td>17</td>
<td>12</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>L (12)</td>
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<td>1</td>
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<td>3</td>
<td>11</td>
<td>13</td>
<td>19</td>
<td>47</td>
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</table>

* Ranking based on weighting most preferred 12 points, second most preferred 11 points, least preferred 1 point for each preference given on individual questionnaires.
Individual Ranking of Boundary Scenarios A and B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>37</td>
<td>54</td>
</tr>
<tr>
<td>37 individuals selected &quot;A&quot;</td>
<td>57 individuals selected &quot;B&quot;</td>
</tr>
<tr>
<td>35%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Number of Individuals Who Disliked Both Scenarios

14 disliked both scenarios

13%
Presented by the New Town High Boundary Study Committee
Co-Chairmen: Arvis Tucker and Barbara Walker
Community Representatives:
Ella White Campbell
Susan Katz
Cheryl Pasteur
Emily Wolfson

P.T.A. Representatives:
Carl Alexander (OCMS)
Barbara Berg (OMHS)
Linda Boteach (OMHS)
Dorothy Hull (DPMMS)
Minnye King (SMMS)
Sherri Levin (PMS)
Aaron Plymouth (RHS)
Paul Samuels (RHS)

Administrators:
Karen Barnes (DPMMS, P)
Malcolm Cain (RHS, P)
Wanda Frazier (PMS, AP)
Mary Heine (SMMS, P)
Ralph Murray (OMHS, AP)
Wayne Thibeault (NTHS, P)
Lynette Woodley (OCMS, P)

Faculty Representatives:
Hank Corlett (OCMS)
Margie Edwards (DPMMS)
Cynthia Jordan (PMS)
Julie Miller (SMMS)
Nicole Newman (OMHS)
Diana O’Connell (DPMMS)
Wanda Thomas (RHS)

System Representatives:
Chris Brocato (OSP)
Pam Carter (OSP)
Rita Fromm (P&S Operations)
Scott Gehring (NWA)
Charles Herndon (BCPS Communications)
Ghassan Shah (OSP)
Contents

1. Rationale for a New High School in the Northwest Area
2. 2002-2003 School Information: Owings Mills High and Randallstown High
3. Existing Owings Mills High Boundary
4. Owings Mills High Enrollment/Residency Summary Chart
5. Existing Randallstown High Boundary
6. Randallstown High Enrollment/Residency Summary Chart
7. Students Residing Within a 1.5 Mile Radius of Each School Site
8. New Town High Scenario “A”
9. Owings Mills High Scenario “A”
10. Randallstown High Scenario “A”
12. Scenario “A”: Anticipated Enrollments, Traditional Methodology
13. Scenario “A” : Anticipated Enrollments, Based on Residency
15. Owings Mills High Scenario “B”
16. Randallstown High Scenario “B”
18. Scenario “B”: Anticipated Enrollments, Traditional Methodology
19. Scenario “B” : Anticipated Enrollments, Based on Residency
20. School Comparisons, Based on Scenarios “A” and “B”
New Town High School has been constructed to relieve overcrowding in neighboring high schools and to accommodate anticipated student enrollment from nearby growing communities. In accordance with Board of Education Policy, the New Town High Boundary Study Committee is seeking the advice of parents, educators, and other 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 the schools.
## 2002-2003 School Information: Owings Mills High and Randallstown High

<table>
<thead>
<tr>
<th></th>
<th>Owings Mills</th>
<th>Randallstown</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Students in Boundary</td>
<td>1356</td>
<td>1986</td>
<td>3342</td>
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<tr>
<td>In Boundary</td>
<td>182</td>
<td>473</td>
<td>655</td>
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<tr>
<td>Enrolled</td>
<td>1174</td>
<td>1513</td>
<td>2687</td>
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<tr>
<td>Out-of-Boundary Enrolled</td>
<td>201</td>
<td>152</td>
<td>353</td>
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<td>Total F.T.E. Enrolled 9/30/2002</td>
<td>1375</td>
<td>1665</td>
<td>3040</td>
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<tr>
<td>State Capacity 2002-2003</td>
<td>1147</td>
<td>1444</td>
<td>2591</td>
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<tr>
<td>F.T.E. +/- State Cap.</td>
<td>228</td>
<td>444</td>
<td>672</td>
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<tr>
<td>'02 Proj.</td>
<td>1430</td>
<td>3133</td>
<td>4563</td>
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<tr>
<td>Enrollment Projections Revised Dec. 19, 2001</td>
<td>1471</td>
<td>3252</td>
<td>4723</td>
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### Considerations:
- Owings Mills High and Randallstown High are adjacent to the New Town High site.
- Owings Mills High and Randallstown High are over capacity by 228 students and 220 students, respectively.
- Owings Mills High currently has 10 relocatable classrooms on site and Randallstown High has 6.
- Owings Mills and Randallstown are projected to exceed their capacities by 800-700 students through 2011 without relief.
Existing Owings Mills High School Boundary
### Sort of students enrolled in school

<table>
<thead>
<tr>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owings Mills High</td>
<td>Male</td>
<td>702</td>
<td>Am. Ind.</td>
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<tr>
<td></td>
<td>Female</td>
<td>673</td>
<td>Asian</td>
<td>142</td>
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<tr>
<td></td>
<td>Total</td>
<td>1375</td>
<td>Af. Am.</td>
<td>488</td>
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<tr>
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<td></td>
<td>Caucasian</td>
<td>657</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Hispanic</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multi-Racial</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>1375</td>
</tr>
</tbody>
</table>

Minority %: 52.22% +/- Capacity

### Sort of students resident in boundary, eligible to attend

<table>
<thead>
<tr>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>689</td>
<td>Am. Ind.</td>
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<tr>
<td></td>
<td>Female</td>
<td>667</td>
<td>Asian</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<td>Af. Am.</td>
<td>529</td>
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<td>Caucasian</td>
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</tr>
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<td></td>
<td>Hispanic</td>
<td>52</td>
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<td></td>
<td></td>
<td></td>
<td>Multi-Racial</td>
<td>6</td>
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<tr>
<td>Total</td>
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<td></td>
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</table>

Minority %: 48.75% +/- Capacity

### Schools attended by resident students, 2002-2003 school year

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<th>School</th>
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<tbody>
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<td></td>
<td>Carver</td>
<td>54</td>
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<tr>
<td></td>
<td>Pikesville</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Western</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Franklin</td>
<td>16</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Milford Mill</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Towson</td>
<td>9</td>
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<tr>
<td></td>
<td>Woodlawn</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Parkville</td>
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<tr>
<td></td>
<td>Lansdowne</td>
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<tr>
<td></td>
<td>Dulaney</td>
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<tr>
<td></td>
<td>Kenwood</td>
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</table>

Total: 1356

Prepared by the Office of Strategic Planning
### Schools attended by resident students, 2002-2003 school year

<table>
<thead>
<tr>
<th>School</th>
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<tr>
<td>Milford Mill</td>
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<tr>
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<td>Carver</td>
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<td>Owings Mills</td>
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<td>Lansdowne</td>
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<td>Towson</td>
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<tr>
<td>Catonsville</td>
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<td>Franklin</td>
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<td>Kenwood</td>
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<tr>
<td>Loch Raven</td>
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<td>Parkville</td>
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<td>Hereford</td>
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<tr>
<td>Patapaco</td>
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<tr>
<td>Total</td>
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</table>

Prepared by the Office of Strategic Planning
Students Residing Within a 1.5 Mile Radius of Each School
How are scenario "A" boundary changes anticipated to affect enrollments in the future?

**Traditional Methodology**

<table>
<thead>
<tr>
<th>Enrollment Projections Without New Town High</th>
<th>Enrollment Projections Revised December 19, 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>OM</td>
</tr>
<tr>
<td></td>
<td>RA</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Number of students over capacity without New Town High)

**Assumptions Made When Developing Enrollment Projections:**
- The percentage of in-boundary and out-of-boundary students attending each school remains constant.
- The total number of students attending schools within a cluster and the rate of enrollment increase or decrease within that cluster will remain the same even if boundaries within the cluster perimeter are adjusted.
- Students included in a new school's projected enrollment are those inside the new school boundary who currently attend their districted school.
- Students attending other schools by special permission transfer are projected in the enrollments of their schools of choice.
- Recent rates of increase/decrease in high school student population within the cluster perimeter are factored into enrollment projections for the future.
- Private and parochial school students are not addressed in our enrollment projections until they actually register to attend Baltimore County Public Schools.

**Enrollment Projections With New Town High Scenario "A"**

<table>
<thead>
<tr>
<th>Enrollment Projections Based on December 19, 2001</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>OM 2002-2003</td>
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<td>1272</td>
<td>1237</td>
<td>1182</td>
<td>1172</td>
<td>1190</td>
<td>1150</td>
<td>1122</td>
<td>1125</td>
</tr>
<tr>
<td>RA 2002-2003</td>
<td>1444</td>
<td>1441</td>
<td>1374</td>
<td>1353</td>
<td>1358</td>
<td>1375</td>
<td>1388</td>
<td>1394</td>
<td>1398</td>
</tr>
<tr>
<td>NT 2002-2003</td>
<td>1348</td>
<td>420</td>
<td>648</td>
<td>757</td>
<td>756</td>
<td>767</td>
<td>760</td>
<td>754</td>
<td>757</td>
</tr>
<tr>
<td>NT Gr. 9 &amp; 10</td>
<td>-806</td>
<td>-680</td>
<td>-647</td>
<td>-653</td>
<td>-607</td>
<td>-641</td>
<td>-669</td>
<td>-659</td>
<td>-616</td>
</tr>
<tr>
<td>Gr. 9-12</td>
<td>-847</td>
<td>-680</td>
<td>-647</td>
<td>-653</td>
<td>-607</td>
<td>-641</td>
<td>-669</td>
<td>-659</td>
<td>-616</td>
</tr>
<tr>
<td>Gr. 9-12</td>
<td>-847</td>
<td>-680</td>
<td>-647</td>
<td>-653</td>
<td>-607</td>
<td>-641</td>
<td>-669</td>
<td>-659</td>
<td>-616</td>
</tr>
<tr>
<td>Gr. 9-12</td>
<td>-847</td>
<td>-680</td>
<td>-647</td>
<td>-653</td>
<td>-607</td>
<td>-641</td>
<td>-669</td>
<td>-659</td>
<td>-616</td>
</tr>
<tr>
<td>Gr. 9-12</td>
<td>-847</td>
<td>-680</td>
<td>-647</td>
<td>-653</td>
<td>-607</td>
<td>-641</td>
<td>-669</td>
<td>-659</td>
<td>-616</td>
</tr>
</tbody>
</table>

(Number of students under/over capacity with New Town High, Scenario "A"
How are scenario "A" boundary changes anticipated to affect enrollments in the future?

If All BCPS Students Residing in Each Boundary Attended the Districted School...

<table>
<thead>
<tr>
<th>State Capacity 2002-2003</th>
<th>2002 Students in Boundary</th>
<th>Eligible Resident Students, Based on Projection of Current Students in Boundary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>OM</td>
<td>1147</td>
<td>1356</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1986</td>
</tr>
<tr>
<td>NT</td>
<td>2981</td>
<td>3442</td>
</tr>
<tr>
<td>(Number of students over capacity without New Town High)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assumptions Made When Developing Enrollment Projections:
- All students residing within each school boundary are eligible to attend and are included in the projections
- Current rates of increase/decrease in high school student population within the cluster perimeter are factored into enrollment projections for the future, allowing growth to be factored in
- The number of students included in a new school's projected enrollment is based on the number of BCPS residing within the new school's boundary, adjusted by traditionally determined in-grade ratios of increase in projections for the existing schools
- Private and parochial students are not addressed in our enrollment projections until they actually register to attend Baltimore County Public Schools
- Students currently attending cluster schools who do not reside within their boundaries are not factored into these projections

<table>
<thead>
<tr>
<th>State Capacity 2002-2013</th>
<th>2002 Students in Boundary</th>
<th>Eligible Resident Students, Based on Projection of Current Students in Boundary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>OM</td>
<td>1147</td>
<td>1356</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1986</td>
</tr>
<tr>
<td>NT</td>
<td>3342</td>
<td>3441</td>
</tr>
<tr>
<td>(Number of eligible students under/over capacity with New Town High, Scenario &quot;A&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NT Gr. 9 &amp; 10 Gr. 9 -11</td>
<td>Gr. 9 -12 Gr. 9 -12 Gr. 9 -12 Gr. 9 -12 Gr. 9 -12 Gr. 9 -12 Gr. 9 -12 Gr. 9 -12</td>
<td></td>
</tr>
<tr>
<td>-597</td>
<td>-498</td>
<td>-357</td>
</tr>
</tbody>
</table>
How are scenario "B" boundary changes anticipated to affect enrollments in the future?

Traditional Methodology

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>OM</td>
<td>1147</td>
<td>1430</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1703</td>
</tr>
<tr>
<td>NT</td>
<td>2591</td>
<td>3199</td>
</tr>
<tr>
<td></td>
<td>542</td>
<td>668</td>
</tr>
</tbody>
</table>

(Number of students over capacity without New Town High)

Assumptions Made When Developing Enrollment Projections:
- The percentage of in-boundary and out-of-boundary students attending each school remains constant
- The total number of students attending schools within a cluster and the rate of enrollment increase or decrease within that cluster will remain the same even if boundaries within the cluster perimeter are adjusted
- Students included in a new school's projected enrollment are those inside the new school boundary who currently attend their districted school
- Students attending other schools by special permission transfer are projected in the enrollments of their schools of choice
- Recent rates of increase/decrease in high school student population within the cluster perimeter are factored into enrollment projections for the future
- Private and parochial school students are not addressed in our enrollment projections until they actually register to attend Baltimore County Public Schools

<table>
<thead>
<tr>
<th>State Capacity 2002-2003</th>
<th>Enrollment Projections With New Town High Scenario &quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
</tr>
<tr>
<td>OM</td>
<td>1147</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
</tr>
<tr>
<td>NT</td>
<td>1348</td>
</tr>
<tr>
<td></td>
<td>3269</td>
</tr>
</tbody>
</table>

(Number of students under/over capacity with New Town High, Scenario "B")
How are scenario "B" boundary changes anticipated to affect enrollments in the future?

If All BCPS Students Residing in Each Boundary Attended the Districted School...

<table>
<thead>
<tr>
<th>State Capacity 2002-2003</th>
<th>2002 Students in Boundary</th>
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<td>2004</td>
</tr>
<tr>
<td>RA</td>
<td>1147</td>
<td>1356</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1986</td>
</tr>
<tr>
<td>RA</td>
<td>2981</td>
<td>3342</td>
</tr>
</tbody>
</table>

(Number of eligible students over capacity without New Town High)

Assumptions Made When Developing Enrollment Projections:
- All students residing within each school boundary are eligible to attend and are included in the projections.
- Current rates of increase/decrease in high school student population within the cluster perimeter are factored into enrollment projections for the future, allowing growth to be factored in.
- The number of students included in a new school's projected enrollment is based on the number of BCPS residing within the new school's boundary, adjusted by traditionally determined in-grade ratios of increase in projections for the existing schools.
- Private and parochial students are not addressed in our enrollment projections until they actually register to attend Baltimore County Public Schools.
- Students currently attending cluster schools who do not reside within their boundaries are not factored into these projections.

<table>
<thead>
<tr>
<th>State Capacity 2002-2003</th>
<th>2002 Students in Boundary</th>
<th>Eligible Students, Based on Projection of Current Students in Boundary*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>OM</td>
<td>1147</td>
<td>1356</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1986</td>
</tr>
<tr>
<td>NT</td>
<td>1348</td>
<td>0</td>
</tr>
<tr>
<td>NT</td>
<td>3939</td>
<td>3342</td>
</tr>
</tbody>
</table>

(Number of eligible students over capacity with New Town High, Scenario "B")

<table>
<thead>
<tr>
<th></th>
<th>Gr. 9 &amp; 10</th>
<th>Gr. 9 -11</th>
<th>Gr. 9 -12</th>
<th>Gr. 9 -12</th>
<th>Gr. 9 -12</th>
<th>Gr. 9 -12</th>
<th>Gr. 9 -12</th>
<th>Gr. 9 -12</th>
<th>Gr. 9 -12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT</td>
<td>-97</td>
<td>-498</td>
<td>-357</td>
<td>-325</td>
<td>-300</td>
<td>-280</td>
<td>-310</td>
<td>-335</td>
<td>-324</td>
</tr>
</tbody>
</table>
## 2002-2003 School Information: Scenario "A" Based on Current Students Residing in Each School Boundary

<table>
<thead>
<tr>
<th></th>
<th>Minority Enrollment</th>
<th>Free/Reduced Meals</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owings Mills</td>
<td>40.42%</td>
<td>16.19%</td>
<td>7.85%</td>
</tr>
<tr>
<td>Randallstown</td>
<td>94.73%</td>
<td>23.73%</td>
<td>8.40%</td>
</tr>
<tr>
<td>New Town</td>
<td>86.57%</td>
<td>19.75%</td>
<td>7.10%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>73.91%</td>
<td>19.89%</td>
<td>7.78% Average</td>
</tr>
</tbody>
</table>

### Considerations:
- Owings Mills High and Randallstown High are adjacent to the New Town High site.
- Owings Mills High and Randallstown High are over capacity by 228 students and 220 students, respectively.
- Owings Mills High currently has 10 relocatable classrooms on site and Randallstown High has 6.
- Owings Mills and Randallstown are projected to exceed their capacities by 600-700 students through 2011 without relief.
- Approximately 24% of the students residing within current Randallstown High district and 13% of the students residing in the Owings Mills High district attend other Baltimore County high schools by choice or for special programs.
- For the Owings Mills/Randallstown cluster, the approximately 20% of the students residing in these school districts attend other Baltimore County High schools by choice. Most are schools which offer magnet programs.
- Approximately 13% of the students currently residing within the New Town Elementary School District attend other Baltimore County Elementary schools.
- Approximately 14% of the students currently enrolled Owings Mills High do not reside within the school boundary. (201)
- Approximately 9% of the students currently enrolled in Randallstown High do not reside within the school boundary. (152)

## 2002-2003 School Information: Scenario "B" Based on Current Students Residing in Each School Boundary

<table>
<thead>
<tr>
<th></th>
<th>Minority Enrollment</th>
<th>Free/Reduced Meals</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owings Mills</td>
<td>42.98%</td>
<td>17.61%</td>
<td>7.86%</td>
</tr>
<tr>
<td>Randallstown</td>
<td>94.73%</td>
<td>23.73%</td>
<td>8.40%</td>
</tr>
<tr>
<td>New Town</td>
<td>89.48%</td>
<td>18.25%</td>
<td>6.97%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>75.73%</td>
<td>19.86%</td>
<td>7.74% Average</td>
</tr>
</tbody>
</table>

### Considerations:
- Owings Mills High and Randallstown High are adjacent to the New Town High site.
- Owings Mills High and Randallstown High are over capacity by 228 students and 220 students, respectively.
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- Approximately 13% of the students currently residing within the New Town Elementary School District attend other Baltimore County Elementary schools.
- Approximately 14% of the students currently enrolled Owings Mills High do not reside within the school boundary. (201)
- Approximately 9% of the students currently enrolled in Randallstown High do not reside within the school boundary. (152)
How Many Students Will Each School be likely to Lose or Gain in 2003, 2004, and 2005?
(Based on traditional projection methodology and projection of eligible students)

### Scenario A: Traditional Projections

<table>
<thead>
<tr>
<th>State</th>
<th>2002 Capacity</th>
<th>2002 Students Enrolled</th>
<th>2002 Students +/- Cap.</th>
<th>2002 Students Gained/Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM</td>
<td>1147</td>
<td>1375</td>
<td>228</td>
<td>-176, -270, -318</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1665</td>
<td>221</td>
<td>-244, -378, -439</td>
</tr>
<tr>
<td>NT</td>
<td>1348</td>
<td>0</td>
<td>0</td>
<td>420, 648, 757</td>
</tr>
<tr>
<td></td>
<td>3939</td>
<td>3040</td>
<td>449</td>
<td></td>
</tr>
</tbody>
</table>

**Scenario A**
- NT Gr. 9 & 10 Gr. 9-11
- Gr. 9-12

### Scenario B: Traditional Projections

<table>
<thead>
<tr>
<th>State</th>
<th>2002 Capacity</th>
<th>2002 Students Enrolled</th>
<th>2002 Students +/- Cap.</th>
<th>2002 Students Gained/Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM</td>
<td>1147</td>
<td>1375</td>
<td>228</td>
<td>-128, -200, -209</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1665</td>
<td>221</td>
<td>-244, -378, -439</td>
</tr>
<tr>
<td>NT</td>
<td>1348</td>
<td>0</td>
<td>0</td>
<td>372, 578, 648</td>
</tr>
<tr>
<td></td>
<td>3939</td>
<td>3040</td>
<td>449</td>
<td></td>
</tr>
</tbody>
</table>

**Scenario B**
- NT Gr. 9 & 10 Gr. 9-11
- Gr. 9-12

### Scenario A: Eligible Resident Students Projected

<table>
<thead>
<tr>
<th>State</th>
<th>2002 Capacity</th>
<th>2002 Students in Boundary</th>
<th>2002 Students +/- Cap.</th>
<th>2002 Students Gained/Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM</td>
<td>1147</td>
<td>1356</td>
<td>209</td>
<td>-199, -294, -406</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1986</td>
<td>542</td>
<td>-340, -535, -722</td>
</tr>
<tr>
<td>NT</td>
<td>1348</td>
<td>0</td>
<td>0</td>
<td>539, 829, 1128</td>
</tr>
<tr>
<td></td>
<td>3939</td>
<td>3342</td>
<td>751</td>
<td></td>
</tr>
</tbody>
</table>

**Scenario A**
- NT Gr. 9 & 10 Gr. 9-11
- Gr. 9-12

### Scenario B: Eligible Resident Students Projected

<table>
<thead>
<tr>
<th>State</th>
<th>2002 Capacity</th>
<th>2002 Students in Boundary</th>
<th>2002 Students +/- Cap.</th>
<th>2002 Students Gained/Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM</td>
<td>1147</td>
<td>1356</td>
<td>209</td>
<td>-143, -212, -303</td>
</tr>
<tr>
<td>RA</td>
<td>1444</td>
<td>1986</td>
<td>542</td>
<td>-340, -535, -722</td>
</tr>
<tr>
<td>NT</td>
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<td>0</td>
<td>0</td>
<td>483, 747, 1025</td>
</tr>
<tr>
<td></td>
<td>3939</td>
<td>3342</td>
<td>751</td>
<td></td>
</tr>
</tbody>
</table>

**Scenario B**
- NT Gr. 9 & 10 Gr. 9-11
- Gr. 9-12
BOUNDARY CHANGES

STATEMENT OF INTENT

The Board of Education recognizes its obligation to provide a uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children. With the advice of the Superintendent, the Board of Education will establish geographical attendance areas for each school. The Board recognizes the importance of community involvement in the educational process.

In order to garner community input at the beginning of the boundary change process, the Board of Education is establishing this framework which provides an opportunity for a school/community-based recommendation to be presented to the Superintendent for specific boundary changes. The following school boundary practices have been established to provide school boundaries that are in the best interest of students.

PROCEDURE

1. During October, the Department of Assessment and Student Data will analyze the September 30th enrollment data from the schools. At an Executive Leadership Team (Superintendent, Deputy Superintendents, Executive Directors of Schools, and the Chief of Staff) meeting in October, the Department of Assessment and Student Data will identify those schools which exceed state capacity based on their full-time equivalent enrollment, as well as situations where enrollments are exceptionally low. Based on this analysis, the Executive Leadership Team will identify the schools for which boundary changes will be considered.

2. After the presentation to the Executive Leadership Team, the Executive Directors for Schools responsible for any school(s) considered for boundary changes will appoint a Boundary Study Committee composed of parents, teachers, administrators, and other representatives from the schools and communities involved. The Boundary Study Committee will review information prepared by the Department of Assessment and Student Data, gather input from the community, and develop several boundary change options.

3. The Executive Director of Schools will host a community forum in which the boundary change options developed by the Boundary Study Committee will be presented to all members of the community who wish to attend. The public will be informed at least ten (10) calendar days prior to the community forum by school newsletters and community newspapers of the time, date, and location of this community forum. The Boundary Study Committee will work with the individuals and groups at the community forum to receive input and assistance concerning the several boundary change options.
4. Following the community forum, all information and suggestions will be organized and processed by the Department of Assessment and Student Data for review by the Boundary Study Committee. The Boundary Study Committee will then provide the Executive Director of Schools with the best boundary change option, which the Executive Director of Schools will review, approve, modify, alter, and/or reject.

5. The approved/altered boundary change option will be submitted to the Board of Education as the Superintendent’s recommendation. The Superintendent’s recommendation will be presented to the Board of Education at least ten (10) calendar days prior to the Board’s public hearing on the boundary change. Copies of the Superintendent’s recommendation will be sent to each school affected by the boundary change and, upon request, to interested parties. The Board of Education will also receive copies of the proposals considered by the Boundary Study Committee, including any rationales for rejection of a proposal by the Boundary Study Committee.

6. A public hearing on the Superintendent’s recommendation will be held by the Board of Education at least ten (10) calendar days prior to final action by the Board on this item.

7. The above steps may be condensed in case of emergency.
THE FRAMEWORK FOR THE BOUNDARY STUDY COMMITTEE

The following framework for the Boundary Study Committee, including the organization and duties and the suggestions for possible areas to be considered, are advisory.

ORGANIZATION AND DUTIES OF THE BOUNDARY STUDY COMMITTEE

The Boundary Study Committee is to develop several boundary change options to be presented to the appropriate Executive Director of Schools for presentation at the community forum. Following the community forum, the Boundary Study Committee will review all information gathered at the community forum. The Boundary Study Committee shall make a recommendation to the Executive Director of Schools of what it considers to be the best boundary change option.

I. Boundary Study Committee
   A. Boundary Study Committee Co-Chairpersons
      1. Selected by the Superintendent
      2. Duties
         a. Chair Boundary Study Committee meetings
         b. Organize dissemination of information to the affected community
         c. Co-chair the community forum
         d. Present the Boundary Study Committee recommendation to the Executive Director of Schools
         e. Assist the Executive Director of Schools with the presentation of the best boundary change option to the Executive Leadership Team

   B. Recorder
      1. Elected by Boundary Study Committee members at the second meeting
      2. Duties
         a. Attends all committee meetings
         b. Takes minutes of committee discussions and actions. (Secretarial assistance and mailing of minutes will be provided by the Department of Assessment and Student Data staff.)

   C. Committee Members
      1. Committee members will endeavor to work with the Executive Director of Schools and the Department of Assessment and Student Data to:
a. Receive and review information on the housing developments and neighborhoods included in the study area using maps and data provided by staff.
b. Serve as representatives of the affected schools and interested individuals from the affected neighborhoods.
c. Seek input from the interested individuals from the affected neighborhood to identify concerns and preferences.
d. Provide input to the Boundary Study Committee as a representative of the affected neighborhood, not as an individual.
e. Provide, where necessary, information from the Boundary Study Committee to interested individuals in the affected neighborhoods.
f. Identify the various boundary options:
   1. Determine which neighborhoods and/or areas should be in the core boundary area to attend each affected school (i.e., the areas which will definitely be included in the attendance area for each affected school).
   2. Determine which neighborhoods and/or areas are considered optional and can be assigned to one or more different schools in the various boundary options.
g. Plan, attend, and assist with the facilitation of the community forum:
   1. Assist in the preparation and/or dissemination of publicity concerning the community forum.
   2. Work with staff to develop handouts which summarize the advantages or disadvantages of each of the boundary options.
   3. Help the Boundary Study Committee develop answers to frequently asked questions about the process and the various boundary options.
   4. Serve as small-group facilitators to answer questions and gather information for the Boundary Study Committee.
h. Make recommendation to the Executive Director of Schools of the best boundary change option.

II. Executive Director of Schools
A. Advise the Executive Leadership Team concerning schools which may require boundary adjustments.
B. Schedule meetings with principals, in concert with the Department of Assessment and Student Data, to provide orientation to the boundary study process

C. Appoint Boundary Study Committee members

D. Schedule, attend, and facilitate Boundary Study Committee meetings

E. Direct the research of the Department of Assessment and Student Data staff

F. Coordinate communication throughout the boundary change process

G. Host the community forum

H. Present the Boundary Study Committee's best boundary change option to the Executive Leadership Team

III. School Principals

A. Identify and contact parents and teachers to serve on the Boundary Study Committee and recommend those individuals to the Executive Director of Schools

1. Seek the advice of the PTA Executive Board to identify parent(s) representatives to be appointed to the Boundary Study Committee

   a. Parent representatives should have the time to devote to the Boundary Study Committee.

   b. Parent representatives should represent potentially affected areas and/or neighborhoods.

2. Seek the advice of the school's Faculty Council to identify teacher(s) representatives to be appointed to the Boundary Study Committee.

3. Explain to potential parent and teacher representatives the Boundary Study Committee member duties, organization, and time commitment, and obtain that individual's commitment to actively serve on the Boundary Study Committee before final selection.

B. Attend, or provide a representative to, the Boundary Study Committee meetings and serve as a technical advisor

C. Assist the Boundary Study Committee in communication efforts

1. When requested by the Boundary Study Committee, use the school newsletter or other forms of parent communication to assist in the dissemination of information.

2. Make appropriate presentations to various school-based groups and/or at PTA meetings of information that would be of assistance to the Boundary Study Committee.

3. Be knowledgeable of all Boundary Study Committee activities in order to respond to parent inquiries.

D. Remain impartial in assisting the Boundary Study Committee with the determination of options
IV. Department of Assessment and Student Data
A. Meet with affected principals to provide orientation to the Boundary Study Committee process
   1. Review boundary study parameters (extent of relief being sought for each school involved.)
   2. Review location of potentially affected neighborhoods
B. Work with Executive Director of Schools in planning first Boundary Study Committee meeting
C. When requested by the Boundary Study Committee, provide geographic and statistical data as well as other technical assistance
D. Organize and process information and report results of the Boundary Study Committee and the community forum
E. Review Boundary Study Committee recommendation
F. Organize information and data to be presented to the Executive Leadership Team

V. Baltimore County Public Schools Budget, Physical Facilities, Transportation, and Other Offices
A. Provide data, input, and feedback to all proposals throughout the process
B. Consider the implications of boundary changes when developing budgets, physical facilities, transportation networks, and other services

SUGGESTIONS FOR POSSIBLE CONSIDERATION BY
THE BOUNDARY STUDY COMMITTEE

The Baltimore County Public Schools’ Belief Statement asserts “improved achievement requires families and communities to be partners in the education process.” In order to encourage community support in the educational process, the boundary change process has been revised to garner community input at the initial stages of the boundary setting discussions. The Boundary Study Committee provides a framework to obtain and to refine community input for recommending new school boundaries to the Executive Director of Schools.

In order to prepare for its recommendation to the Executive Director of Schools, the Boundary Study Committee may consider any, all, several, or none of the following topics. These topics are provided only for Committee discussion and to provide a framework to develop the various boundary options. The topics are not intended to represent an exhaustive list of all the topics that could be considered when reviewing boundary changes.

The topics provided below are not meant to be a complete list. It is recognized that some topics of consideration may be mutually exclusive and/or contradictory. The listing of these topics is to provide a numerical reference system, but does not indicate a hierarchy, order of priority, or any implied priority or desirability. The best option recommended by the Boundary Study Committee to the Executive Director of Schools need not satisfy all of the topics listed below.
The final plan adopted by the Board of Education may include any or none of these topics of consideration.

1. Establish and adjust school boundaries throughout the county in a manner which ensures efficient use of available space.
   A. Identify schools which are overcrowded or underenrolled by comparing the State Capacity of each facility with its full-time equivalent enrollment
   B. Apply the guideline of 90% (Whenever a school’s FTE enrollment reaches 90% of its state capacity, the school is overcrowded." Conversely, by MSDE practice, a school with an FTE enrollment that is 65% or less of its state capacity is considered underutilized.)
   C. Avoid overcrowding facilities
   D. Minimize costs

2. Reassign school attendance areas only when other reasonable and educationally sound choices are not immediately available.
   A. Explore ways of using existing space more efficiently
   B. Consider annexing certain grades or programs to nearby facilities with spare capacity
   C. Where possible, use relocatable classrooms to relieve overcrowding due to short-term enrollment increases

3. Maintain a commitment to long-range planning decisions.
   A. Where feasible, maintain the community school concept.
   B. Attempt to ensure that students attend the schools closest to their homes. Sample options:
      i. Whenever possible, attempt to keep communities together.
      ii. In order to serve students at the closest possible school, consider employing a domino effect when locations of available school facilities and student clusters are not contiguous.
      iii. When establishing boundary lines, attempt to follow natural boundaries, such as railroads, creeks, major highways, election districts, existing school boundaries, and locations of feeder schools.
   C. Where possible, eliminate existing satellite zones (areas districted to a school that are outside of its community boundary). Sample options:
      i. Attempt to employ satellite zoning only for special purposes and for a pre-determined time period. (Any satellite zoning plan should designate the contiguous school which will be expected to serve students in the satellite area as soon as circumstances permit.)
ii. As new subdivisions are approved and overcrowd a school, consider assigning the children from the newly developing neighborhoods to other attendance areas with available space rather than disrupt students from existing neighborhoods. (Realize, however, that this tends to create undesirable satellite areas which are usually served by facilities that are a greater distance away than schools serving established residences.)

4. Relate proposed boundary adjustments to customary student assignment patterns for progression through school.
   A. Whenever possible, develop boundary change proposals which ensure that feeder school patterns from elementary to middle to high school keep developments, neighborhoods, and communities together
   B. Where feasible, develop boundary change proposals which ensure that elementary school boundaries do not overlap middle school boundaries, and middle school boundaries do not overlap high school boundaries
   C. Reassign elementary school students no more than once every 5 years and secondary school students no more than once every 3 years
   D. Phase in high school redistricting, when possible, beginning with grade 9 students
   E. Develop options which reflect the diversity of the population within the entire cluster of schools under consideration
   F. Reject options which foster racial or socioeconomic isolation

5. Examine the effects of boundary adjustments on the instructional programs of all schools involved.
   A. Examine the effect of boundary adjustments on the instructional programs of both the sending and receiving schools
   B. Adjust enrollment projections by school to assist in staffing, scheduling, and distribution of supplies and materials when boundary changes are implemented

6. Develop boundary adjustment proposals that allow students to be transported in the most efficient and feasible manner.
   A. Maximize the number of students who can walk to school
   B. Minimize travel time and maximize safety for students who must be transported
   C. Avoid bussing students past a school which has the same grade levels
D. Avoid duplicate bus runs on the same streets for schools with the same grade levels
E. Transport toward town centers rather than toward countryside to minimize special trips to school for parents and guardians

7. Come to a consensus on proposed options by prioritizing the needs unique to the situation under study.
   A. Develop proposals which meet the above criteria to the greatest extent possible
   B. Recognize that there is not a single scenario which will please everybody
   C. Keep in mind that decisions approved and implemented by the Board of Education become precedents that may influence decisions made in similar situations for years to come

Policy adopted: 10/23/01

Board of Education
New Town High School

Proposed Boundaries

2003-2004
Superintendent’s Recommendation
Boundary Change Committee

Co-Chairmen
Arvis Tucker
Barbara Walker

Faculty Representatives
Floyd Current OCMS
Margie Edwards DPMMS
Cynthia Jordan PMS
Julie Miller SMMS
Nicole Newman OMHS
Brenda O'Connell DPMMS
Wanda Thomas RHS

Administrators
Karen Bartos DPMMS
Malcolm Cain RHS
Wanda Frazier PMS
Mary Heine SMMS
Ralph Murray OMHS
Wayne Timbeault NTHS
Lynette Woodley OCMS

Community Representatives
Ella White Campbell
Susan Katz
Cheryl Pasteur
Emily Wolfson

P.T.A Representatives
Carl Alexander OCMS
Barbara Berg OMHS
Linda Botach OMHS
Dorothy Dull DPMMS
Minnye King SMMS
Sherrill Levin PMS

System Representatives
Chris Brocato
Pam Carter
Rita Fromm
Scott Gehring
Charles Herndon
Ghassan Shah
Charge to Committee

- to follow criteria suggested for consideration by the Boundary Study Committee as established in Board of Education policy 1280
- to develop boundary options for New Town High
- to seek the advice of parents and community
- to make recommendations to the Superintendent and Board
Boundary Scenarios

- 2 scenarios developed (A and B)
- scenarios support boundary change criteria and allow for growth within the New Town area
- 2 scenarios (A and B) presented to community forum
How Many Students Will Each School be likely to Lose or Gain in 2003, 2004, and 2005?
(Based on traditional projection methodology and projection of eligible students)

### Scenario A: Traditional Projections

<table>
<thead>
<tr>
<th>State</th>
<th>Capacity 2002-2003</th>
<th>2002 Students In Boundary</th>
<th>2002 Students Enrolled</th>
<th>Students Gained/Lost 2003</th>
<th>Students Gained/Lost 2004</th>
<th>Students Gained/Lost 2005</th>
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</tbody>
</table>

**NOTE:**
For the 2002-2003 school year, Owings Mills High School accommodated 201 students residing outside of its boundary.

For the 2002-2003 school year, Randallstown High School accommodated 152 students residing outside of its boundary.

### Scenario B: Traditional Projections

<table>
<thead>
<tr>
<th>State</th>
<th>Capacity 2002-2003</th>
<th>2002 Students in Boundary</th>
<th>2002 Students Enrolled</th>
<th>Students Gained/Lost 2003</th>
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### Scenario A: Eligible Resident Students Projected

<table>
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<tr>
<th>State</th>
<th>Capacity 2002-2003</th>
<th>2002 Students in Boundary</th>
<th>2002 Students Enrolled</th>
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</table>

**NOTE:**
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### Scenario B: Eligible Resident Students projected

<table>
<thead>
<tr>
<th>State</th>
<th>Capacity 2002-2003</th>
<th>2002 Students in Boundary</th>
<th>2002 Students Enrolled</th>
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Community Forum
January 21, 2003

- Approximately 300 people attended
- 66% of groups reporting identified scenario B as their first choice
- 52% of individuals identified scenario B as their first choice
- 35% of individuals identified scenario A as their first choice
- 13% of individuals did not recommend either scenario.
Committee Recommendations to Superintendent

- Committee overwhelmingly recommended scenario B
Superintendent’s Recommendation

Scenario B
Proposal

District students residing in portions of the Owings Mills High School boundary districted to Deer Park Middle School and Old Court Middle School who reside west of I-795 to New Town High School.

District students residing in portions of the Randallstown High School boundary north of Old Court Road residing in portions of the Hernwod, Deer Park, and New Town Elementary school districts that include students:

- residing on McDonogh Road East of the intersection of McDonogh and Painters Mill,
- residing northwest of the Horsehead Branch,
- residing west of Owings Mills Boulevard, Schnaper Drive, Holy Family School, Persimmon Tree Court, Peddicoat Court, Amanda Court, Noah Court, Offutt Road, and Granite Road,
- and residing north of Old Court Road west of Granite Road.
FTE Enrollment and projections with proposed boundaries: Scenario “B”

How Many Students Will Each School be likely to Lose or Gain in 2003, 2004, and 2005? (Based on traditional projection methodology and projection of eligible students)

### Scenario B: Traditional Projections

<table>
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### Scenario B: Eligible Resident Students projected

<table>
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<tr>
<th>State</th>
<th>2002 Students Boundary</th>
<th>2002 Students +/- Capacity</th>
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</table>

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For the 2002-2003 school year, Randallstown High School accommodated 152 students residing outside of its boundary.
Public Hearing

March

7:00 P.M.
Rationale

Committee rationale based on Board of Education Policy 1280:

- Based on projections available through the 2010-2011 school years, scenario B suggests that New Town High School will not reach state capacity during those out years and allows a comfortable cushion for growth in the area. As New Town High School phases in grades 9 through 12, Randallstown High School is projected to lose 439 by 2005. Randallstown should be below capacity for the 2003-2004 school year. Owings Mills High School is projected to lose 209 students over the next three years and will remain slightly above capacity through 2008. The committee recommends that the Board of Education consider other administrative options to further address overcrowding in these two schools.

- Scenario B maintains the community school concept in order to maximize the number of students who can walk to school, serve students in the closest possible school, set up boundaries that try to keep neighborhoods together, and avoid bussing students past a school which has the same grade levels.

- Scenario B follows natural boundaries such as major highways and avoids establishing satellite zones.
Final Action

Board of Education Meeting
March 25, 2003
ESS Building
7:30 P.M.
DATE: March 25, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Recognition of National Professional Social Work Month, March 2003

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

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

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

RECOMMENDATION

That the Board of Education read a proclamation declaring March 2003 as National Professional Social Work Month, recognizing that school social workers provide essential support services to students and their families in order to promote student achievement. Additionally, school social workers, as members of the IEP and Student Support Teams provide information and assistance to staff in developing well-rounded educational programs for students.

RJK/ds
RESOLUTION

WHEREAS, Professional social workers have over a century of experience helping individuals and effecting social change that benefits everyone; and

WHEREAS, Social work in schools began in 1906 as a result of the need to address factors both in the community and family which prevent children from successful participation in educational programs; and

WHEREAS, Over 20,000 school social workers across the nation provide psychoeducational services and develop programs which help children experience success in school; and

WHEREAS, School social work services began in Baltimore County during the 1993-94 school year to provide assistance to students by alleviating those psychosocial problems that interfere with academic success; and

WHEREAS, School social workers provide therapeutic services to assist students in becoming more available for learning; and

WHEREAS, School social workers collaboratively assist staff in developing social-emotional learning objectives to assist students in meeting with academic success; and

WHEREAS, School social workers provide links between the home, school, and community to marshal those available resources to promote students’ academic achievement; and

WHEREAS, School social workers advocate that all students can achieve success in schools that are programmatically nurturing, safe, and orderly environments; and

WHEREAS, School social workers continue to promote the development of programs that will increase student achievement in all schools and encourage parental participation in the schools; now, therefore, be it

RESOLVED, That the Board of Education of Baltimore County herewith extends its deep appreciation to all school social workers for their dedicated and committed services to students and their families; and be it further

RESOLVED, That the Board of Education does hereby proclaim the month of March 2003 as Professional Social Work Month.

__________________________  _________________________________
Donald L. Arnold, President    Joe A. Hairston, Secretary-Treasurer

March 25, 2003
DATE: March 25, 2003

TO: BOARD OF EDUCATION

FROM: Donald L. Arnold, President
       Joe A. Hairston, Secretary-Treasurer

SUBJECT: Proposed Schedule of Board Meetings, 2003-2004

ORIGINATOR: Denise Zepp, Administrative Assistant to the Board of Education

RESOURCE PERSON(S): Denise Zepp, Administrative Assistant to the Board of Education

RECOMMENDATION

That the Board of Education approves the proposed Schedule of Board Meetings for 2003-2004

* * * * *

The proposed Schedule of Board Meetings is attached for introduction to the Board. Approval of the schedule is planned for the April 22, 2003, Board meeting.

Appendix I – Proposed Schedule of Board Meetings
March 25, 2003

TO: Members of the Board of Education

FROM: Donald L. Arnold, President
       Joe A. Hairston, Secretary-Treasurer

RE: Proposed Schedule of Board Meetings, 2003-2004

We are proposing the following dates for Board of Education meetings for 2003-2004.

Please note a deviation from the normal scheduling of Board meetings on the 2nd and 4th Tuesdays during the months of October, November, and December. During these three months, meetings have been scheduled on the 1st and 3rd Tuesdays to avoid having only one meeting in December.

This item will be placed on the April 22nd agenda for action.

July 8   Approved April 2002
August 12   Approved April 2002
September 9 and 23   September 1 – Labor Day
October 7 and 21   October 1-3 – MABE Conference
                   October 6 – Yom Kippur
November 4 and 18   November 27 & 28 – Thanksgiving Holiday
December 2 and 16
January 13 and 27   January 19 – Martin Luther King, Jr., Birthday Observance
February 10 and 25 (W)   February 16 – Presidents’ Day
                         February 24 – Dinner with State Board of Education
March 9 and 23   March 2 – Primary Election Day
                 March 27-30 – NSBA Conference
April 20   April 5-12 – Spring Break
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>May 11 and 25</td>
<td>May 5 - Career &amp; Tech Educ Recog. Dinner</td>
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<td>May 3 or 10 - Awards for Excellence Dinner</td>
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<td>May 4 - TABCO/BCPS Retirement/Recognition Dinner</td>
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<tr>
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<td>May 31 - Memorial Day</td>
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<tr>
<td>June 8</td>
<td>June 1-6 – Commencement Exercises</td>
</tr>
<tr>
<td>July 13</td>
<td>July 5 – Schools/Offices closed in observance</td>
</tr>
<tr>
<td></td>
<td>of Independence Day</td>
</tr>
<tr>
<td>August 10</td>
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</tbody>
</table>
As of 3/10/03
Exhibit

Baltimore County Public Schools
Towson, Maryland 21204

March 25, 2003

RESIGNATIONS

Elementary – 3

Baltimore Highlands Elementary School
Amanda K. Johnson, 06/30/03, 2.0 yrs.

McCormick Elementary School
Linda L. Steppie, 06/30/03, 2.0 yrs.

Pot Spring Elementary School
Katie L. Hoffman, 06/30/02, 1.6 yrs.

Secondary – 19

Catonsville Center for Alternative Studies
Jessica L. Ross, 06/30/03, 3.0 yrs.

Deer Park Middle Magnet School
Elijah G. Wirth, 06/30/03, 1.0 yr.

Franklin Middle School
Miriam E. Mauro, 06/30/03, 3.0 yrs.

Hereford Middle School
Laura A. Langlotz, 06/30/03, 2.0 yrs.

Kenwood High School
Christine A. Jankowski, 06/30/03, 1.0 yr.

Lansdowne High School
Joan E. Boyd, 06/30/03, 1.0 yr.
Steven P. News, 06/30/03, 9.0 yrs.

Milford Mill Academy
Robert J. Cantermen, 06/30/03, 5.0 yrs.
Gabriel M. Cronin, 06/30/03, 7.0 mos.

Old Court Middle School
Raquel P. Lee, 06/30/03, 1.0 yr.
Henry P. Mello, 02/24/03, 6.0 mos.

Overlea High School
Vijaya Gadepalli, 06/30/03, 2.0 yrs.
Stephanie L. McGlynn, 02/28/03, 1.6 yrs.

Parkville Middle School
Marissa L. Opitz, 06/30/03, 2.0 yrs.

Pikesville Middle School
Jason S. Weigle, 06/30/03, 1.0 yr.

Randallstown High School
Sinnamon J. Jones, 03/07/03, 6.0 mos.

Southwest Academy
Terri D. Brown, 06/30/03, 3.0 yrs.
Darrel A. Lutz, 06/30/03, 1.0 yr.

Woodlawn Middle School
Amy M. Halter, 06/30/03, 3.0 yrs.

DOP: 3/26/03
SEPARATIONS FROM LEAVE – 11

Lisa L. Arndt, granted Unusual or Imperative Leave, 07/01/02-06/30/03, resigning 02/11/03, 7.6 yrs.
Debra K. Berney, granted Personal Leave, 07/01/02-06/30/03, resigning 03/31/03, 11.0 yrs.
Stacey V. Crawford, granted Child Rearing Leave, 11/10/01-06/30/03, resigning 02/23/03, 4.6 yrs.
Sharon Dohony, granted Child Rearing Leave, 08/23/01-06/30/03, resigning 06/30/03, 15.0 yrs.
Linda J. Ferbert, granted Unusual or Imperative Leave, 11/18/02-06/30/03, resigning 02/16/03, 8.6 yrs.
Jody L. Fulton, granted Academic Leave, 08/02/02-06/30/03, resigning 02/20/03, 2.6 yrs.
Lisa M. Hirschy, granted Personal Leave, 07/01/02-06/30/03, resigning 02/10/03, 11.6 yrs.
Jennifer L. Kuhn, granted Child Rearing Leave, 06/23/99-06/30/03, resigning 06/30/03, 8.0 yrs.
Tonya L. White, granted Unusual or Imperative Leave, 07/01/02-06/30/03, resigning 06/30/03, 3.7 yrs.
Eva M. Williams, granted Unusual or Imperative Leave, 07/01/02-06/30/03, resigning 06/30/03, 8.0 yrs.
Katherine K. Wong, granted Child Rearing Leave, 04/17/01-06/30/03, resigning 06/30/03, 7.0 yrs.
Ashli F. Zeigler, granted Child Rearing Leave, 09/02/01-06/30/03, resigning 02/09/03, 7.6 yrs.
ACADEMIC LEAVE

JOAN M. TWINING – Pine Grove Middle School

CHILD REARING LEAVES

DAWN MARIE BROWN – Owings Mills High (Worker-Cafeteria)*
Effective November 16, 2002 through November 16, 2004

ALLISON MORGAN HECHT – White Oak School
Effective August 15, 2003 through August 15, 2005

BRANDI BOWEN KARCZ – Catonsville Elementary School
Effective March 20, 2003 through March 20, 2005

KELLY BENNETT KRISTOFF – Warren Elementary School
Effective June 5, 2003 through June 5, 2005

AMY MYERS MORSE – Cedarmere Elementary School
Effective April 7, 2003 through April 7, 2005

CHRISTY FRANDSEN PARSONS – Middle River Middle School
Effective May 12, 2003 through May 12, 2005

CRYSTAL SHIFFLETT RUBY – Timonium Office – Risk Management
Effective April 3, 2003 through April 3, 2005

JENNIFER LUCHINSKY SACHS – Timber Grove Elementary School
Effective June 16, 2003 through June 16, 2005

KRISTEN FLYNN SCHMITZ – Eastwood Elementary Magnet School
Effective June 19, 2003 through June 19, 2005

MELANIE MARIE THOMAS – Riverview Elementary School
Effective June 8, 2003 through June 8, 2005

MELANIE SNYDER UPDIKE – Formerly Perry Hall High School
Effective June 4, 2003 through June 4, 2005

ANNA CONYERS WOOD – Formerly Dundalk Middle School
Effective April 1, 2003 through April 1, 2005
EXTENSION UNUSUAL OR IMPERATIVE LEAVE

KELLY W. JESTER – Formerly Franklin High School
Effective July 1, 2003 through April 2, 2004

EILEEN M. NOLAN – Formerly Inverness Center
Effective July 1, 2003 through April 12, 2004

CHRISTINE O. SHEPPARD – Formerly Catonsville Elementary School
Effective July 1, 2003 through June 30, 2004

KELLY W. JESTER – Formerly Franklin High School
Effective July 1, 2003 through June 30, 2004

MEDICAL LEAVE

JANIS SWANN – Rosedale Bus Facility – (Driver-School Bus)*
Effective March 10, 2003 through September 1, 2003

MILITARY LEAVE

JAHN AUTEN – Hopkins Creek Facility – (Driver-School Bus)*
Effective February 1, 2003 through January 31, 2004

WAYNE FIELDS – Pulaski Park Facility – (Preventive Maintenance Technician)*
Effective March 8, 2003 through March 8, 2004

PERSONAL LEAVE

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

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

TED C. PAULEY
Bus Driver
Cockeysville Service Center
February 6, 2003
That the Board of Education approves the following contract recommendations.

*****

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

1. **Contract:** Contracted Services: Expeditionary Learning Outward Bound  
   **Contract #:** JNI 717-03  
   **Term:** 1 Year  
   **Extensions:** 0  
   **Contract Ending Date:** 9/30/03 (tentative)  
   **Estimated annual award value:** $31,000  
   **Estimated total award value:** $31,000  
   **Bid issued:** Sole Source  
   **Pre-bid meeting date:** NA  
   **No. of vendors issued to:** NA  
   **No. of bids received:** NA  
   **No. of no-bids received:** NA  

**Description:**  
Chase Elementary School requests approval to use the *Expeditionary Learning Outward Bound* program as a resource for improving student achievement. The approval is for a one-year period from October 1, 2002, to September 30, 2003.

Chase Elementary School will use the technical assistance and professional development resources to plan and implement teacher-developed learning expeditions and Expeditionary Learning instructional and assessment practices, and will help align these practices with state and district standards and assessments and data on student achievement. They will also help adapt the school’s organizational structure to make maximum use of time, space, staff, and other resources to improve student learning. To measure success, baseline data will be collected, an implementation check will be conducted, and an annual self-review will be conducted.

On-site services will involve 15-person days to include a 2-3 day planning institute for teachers in July of 2003, a one-day experience for the fifth graders at the Baltimore Outward Bound Center, and a one-day experience for the Environmental Explorers at the Outward Bound Center. Also included are visits from the Expeditionary Learning staff and the national faculty to work on curriculum, assessment, and other practices essential to the implementation of the design. The baseline data will be checked against benchmarks to assess the level of implementation.
Off-site programs will include providing two spaces for attendance at summits, national institutes, or Outward Bound courses for educators at the wilderness schools. It also provides for five spaces at the national conference, showcasing effective Expeditionary Learning classroom practices, and two spaces for attendance to the national leadership conference.

Expeditionary Learning textbooks and instructional materials will be provided for each faculty member and administrator. The school will receive a newsletter and access to the web site.

Superintendent’s Rule 3215 creates guidelines and procedures for sole source procurement only under specific guidelines. The rule permits a sole source contract when the Office of Purchasing determines “that it would be advantageous or [that it would be] impractical to seek or utilize another source when the requirement is only available from a single source, and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration. Superintendent’s Rule 3209 paragraph 2. (A) Requires “All purchases of textbooks, computer software, and other materials are subject to the published procedures, authority, and scrutiny of the office of Purchasing.” While Board Policy 3210 paragraph 2 has been interpreted to mean that we are required to formally bid instructional material in accordance with section 5-112 and section 7-106 of the Annotated Code of Maryland, section 5-112 (b) (3) (ii) 1. indicates that 5-112 does not apply if the County Board determines in the written specification that a particular manufacturer’s product is required to maintain compatibility of service or equipment. Office of Purchasing procedure OP4002.4 indicates that a sole source purchase may arise from the following conditions: Copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology), which ensure a compatible learning environment for students/faculty at various school sites.

Recommendation:
Approval of use of program to:

Expeditionary Learning Outward Bound, Garrison, New York 10524

Responsible office: Assessment, Research, and Testing

Contact Person: Mandi Kirsh

Funding Source: Funding is provided through Challenge Grant Funds at Chase Elementary School
2. **Contract:** General School and Office Furniture and Equipment  
   **Bid #:** JNI-716-03

   **Term:** NA  
   **Extensions:** NA  
   **Contract Ending Date:** 10/24/06 (tentative)

   **Estimated annual award value:** $1,750,000  
   **Estimated total award value:** $6,550,000

   **Bid issued:** April 2001  
   **Due Date:** May 16, 2001  
   **No. of vendors issued to:** 32  
   **No. of bids received:** 31  
   **No. of no-bids received:** 0

   **Description:**

   A multi-year bid, BP-01161, was issued by the City of Baltimore for office furniture and equipment, and was approved October 24, 2001, for use by the members of the Baltimore Regional Purchasing Committee. The initial bid was effective for a two-year period with three one-year extensions allowed. This bid specified percentage discounts off the manufacturer’s listed pricing on furniture supplied by various dealers.

   Baltimore County Public Schools is a member of this cooperative purchasing group and the Office of Purchasing requests approval to purchase school and office furniture and equipment utilizing this contract. This contract will be used to purchase furniture and equipment for New Town High School.

   **Recommendation:**

   Various dealers awarded in BP-01161

   Abridge Interiors, Towson, MD 21286  
   AJ Stationers, Baltimore, MD 21226  
   American Design Associates, Towson, MD 21204  
   American Office, Baltimore, MD 21202  
   Blockhouse Co., Inc., York, PA 17402  
   Capital Office Systems, Inc., Kensington, MD 20895  
   Douron, Inc., Owings Mills, MD 21117  
   F.A. O’Toole Office Systems, Inc., Hunt Valley, MD 21030  
   Glover Equipment, Inc., Cockeysville, MD 21030  
   Haworth, Inc., Washington, DC 20004  
   Indiana Desk, Jasper, IN 47547-0280  
   Interior Elements, Inc., Columbia, MD 21046  
   Kreuger International, Inc., Green Bay, WI 54302  
   Maryland Office Interiors, Baltimore, MD 21244  
   Mity-Lite, Inc., Orem, UT 84057  
   Rudolph’s Office Supply, Inc., Baltimore, MD 21236
School Specialty, Inc., Mansfield, OH 44903
Sitmatic Seating, Pico River, CA 90660
SitOnIt Office Seating, Brea, CA 92821
Spectrum Industries, Inc., Chippewa Falls, WI 54729
Standard Office Supply, Washington, D.C. 20011
StorageLogic, Inc., Towson, MD 21204
The Diversified Group, Inc., Mississauga, ON, Canada L5T1K1
The Library Store, Ltd., Kensington, MD 20895
Total Office Interiors, Baltimore, MD 21218
US Business Interiors, Inc., Baltimore, MD 21201
Young & Watson, Inc., Severna Park, MD 21146

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

**Contact Person:** Jack S. Nichols

**Funding Source:** The operating budget of the various schools and offices, grants, or capital projects
3. **Contract**: Soft Drink Vending  
   **Bid #**: PCR-209-03

   **Term**: 5 years  
   **Extensions**: 5 years  
   **Contract Ending Date**: 04/01/13 (tentative)

   **Estimated annual award value**: $500,000
   **Estimated total award value**: $5,000,000

   **Bid issued**: January 30, 2003
   **Pre-bid meeting date**: February 13, 2003
   **Due Date**: February 26, 2003
   **No. of vendors issued to**: 5  
   **No. of bids received**: 2  
   **No. of no-bids received**: 1

**Description**:

It is the intent of this solicitation to establish a base-level percentage rebate to all schools from vended soft drinks, juice, water, sports drinks, and tea products. Additionally, the solicitation defines the requirements of quality of product, frequency of machine service, appearance of the machine, the terms of commission payments, and the reporting of sales data. Individual schools will be free to negotiate an increase in the base rebate percentage, product selling prices, and cash sponsorships for award bidders’ vending rights.

These vending rights allow for the placement of vending equipment in the various campus locations, excluding the facilities under the operation of BCPS’ Office of Food and Nutrition Services. In accordance with current MSDE policy, the machines are turned off during the hours that the Office of Food and Nutrition Services is serving meals and therefore do not directly compete with the food and nutrition program. During the term of the contract, BCPS agrees that no product, other than that offered by the awarded vending service provider, shall be placed in or displayed on campus, except in the area operated by the Office of Food and Nutrition Services, and that no competitive products shall be used or sold on the premises during school-sponsored events. All proceeds are deposited in the campus student activity fund and used for benefit of the students at that campus. There is no rental fee or cost for the vending machines.

**The Pepsi Bottling Group, Cheverly, MD**

**Soft Drink**: Pepsi, Diet Pepsi, Mt. Dew, Dr. Pepper, Sierra Mist, Pepsi Blue, Code Red, Pepsi Twist  
**Juice, Water, Tea**: Aquafina, Peach Papaya, Strawberry Melon, Pink Lemonade, Apple Raspberry, Tangerine Citrus, Lipton Brisk, Lipton Brisk Lemonade  
**Sports Drinks**: Lemon-Lime, Fruit Punch, Orange, Glacier Freeze, Strawberry Ice, Riptide Rush
Mid-Atlantic Coca-Cola Bottling Company, Inc. Baltimore, MD

Soft Drink: Coca-Cola, Diet Coke, Vanilla Coke, Diet Vanilla Coke, Caffeine Free Diet Vanilla Coke, Diet Coke with Lemon, Sprite, Cherry Coke, Mellow Yellow, Barq’s, Minute Maid, Ginger Ale, Mr. Pibb

Juice, Water, Tea: Fanta, Fruitopia, Nestea, Poweraid, Minute Maid, Minute Maid Lemon, Dasani

Contracts generated from this solicitation shall be requirement contracts with quantities projected by the vending service providers. BCPS offers no guarantee that the estimated quantities will be met and/or exceeded. The total-dollar value of the contract is estimated with the final-dollar amount determined by the actual products purchased during the contract period. The approval of these contracts is in keeping with Baltimore County Board of Education Policy 3000, to explore all practical and legal sources of income, and Policy 1400, allowing individual schools to enter into a relationship with a private business firm to generate funds.

No BCPS funding is involved with these contract awards.

Recommendation:

Award of contract is recommended to:

The Pepsi Bottling Group, Cheverly, MD
Mid-Atlantic Coca-Cola Bottling Company, Inc. Baltimore, MD

Responsible school or office: Individual schools.

Contact Person: School principal or designee.

Funding Source: No BCPS funding involved.
4. **Contract:** Supply Contract: Various Door Hardware  
**Bid #:** RHA-355-03

**Term:** 4 years  **Extensions:** 0  **Contract Ending Date:** December 31, 2006 (tentative)  
**Estimated annual award value:** $30,000  
**Estimated total award value:** $120,000

**Bid issued:** January 2, 2003  
**Pre-bid meeting date:** January 28, 2003  
**Due Date:** February 6, 2003  
**No. of vendors issued to:** 16  
**No. of bids received:** 3  
**No. of no-bids received:** 2

**Description:**

This bid was designed to qualify and select a vendor(s) to supply various door hardware, closures, and replacement parts for numerous types of doors for Baltimore County Public Schools for the term of contract. The equipment will be used by the Office of Maintenance for maintaining the proper operation of doors within schools, portable classrooms, and offices. Bids were developed in conjunction with the bidders and the Office of Maintenance. Since the listing of all the possible components was not possible, the companies are offering a percentage off the manufacturer’s published list prices.

**Recommendation:**

- **American Building Supply, Inc., Oak Park, IL 60304**
  - World Class Hinges 65% off list
  - LCN Door closers 56% off list
  - Von Duprin Exit Devices & Mullions 56% off list
  - Corbin Russwin Locksets and exit devices up to 56% off list

- **Building Components Corporation, Towson, MD 21286**
  - Leslie Locke Vision lites and door louvers 25% off list

- **Independent Hardware, Inc., Philadelphia, PA 19106**
  - Hager Hinges 75% off list
  - ROTON Hinges 53% off list
  - NGP Door sweeps and thresholds 46% off list
  - Reese Door Sweeps and thresholds 46% off list
  - Stanley Hinges & locksets 59% off list
  - Sargent Locksets and exit devices 57% off list
  - Yale Locksets and exit devices 59% off list
  - ARROW Locksets and exit devices 58% off list
Responsible school or office: Office of Maintenance
Contact Person: Cornell Brown
Funding Source: Operating Budget for the Office of Maintenance
5. **Contract:** Supply Contract: Various HVAC Filters  
   **Bid #:** RHA-365-03

**Term:** 5 years  
**Extensions:** 0  
**Contract Ending Date:** December 31, 2007 (tentative)

**Estimated annual award Value:** $30,000  
**Estimated total award value:** $150,000

**Bid issued:** January 23, 2003  
**Pre-bid meeting date:** February 7, 2003  
**Due Date:** February 20, 2003  
**No. of vendors issued to:** 9  
**No. of bids received:** 3  
**No. of no-bids received:** 0

**Description:**

This bid was designed to qualify and select a vendor(s) to supply various types of air filters for HVAC systems throughout all the Baltimore County Public Schools for the term of contract. The air filters are used for a variety of operations, which may include, but are not limited to, heating, cooling, and fresh air systems. Prices must remain firm until December 31, 2003. After this date, the award bidder may request a price adjustment based upon the manufacturer’s price increase. The 67 filters priced represent the majority of the filters utilized within the various schools and buildings; however, any filters that were not specifically priced will be purchased from the same awardee.

**Recommendation:**

Award of contract is recommended to the lowest priced bidder meeting specifications for 67 filters as listed on the bid:

Air Filter Maintenance, Baltimore, MD 21224

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

**Contact Person:** Cornell Brown

**Funding Source:** Operating Budget for the Office of Maintenance
DATE: March 25, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contracts – Exterior Door ADA Modifications at Bear Creek Elementary School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contracts – Exterior Door ADA Modifications at Bear Creek Elementary School.

Appendix I – Recommendation for Award of Contract
On March 13, 2003, four (4) bids were received for ADA modifications to exterior doors at Bear Creek Elementary School - Bid #RHA-330-03. This project consists of furnishing and installing a new ADA accessible door, door hardware, and associated door and window frame assembly at the main lobby entrance along with the replacement of corridor exit doors with insert frames and hardware. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contract to Atlantic Door Control Inc., the lowest responsive bidder, in the amount of $78,500.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $7,850.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

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

APPROVED:

[Signature]

Donald F. Kropel, Ph.D.
Executive Director
# Bidder’s Names

<table>
<thead>
<tr>
<th>Bidder’s Names</th>
<th>Atlantic Door Control Inc.</th>
<th>Precision Door and Hardware</th>
<th>Constantine Construction LLC</th>
<th>Builders Hardware Corp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid:</td>
<td><strong>$78,500.00</strong></td>
<td><strong>$89,500.00</strong></td>
<td><strong>$102,348.00</strong></td>
<td><strong>$138,226.00</strong></td>
</tr>
<tr>
<td>Replace 26 Exterior Doors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATE: March 25, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Award of Contract – Physical Education Locker Replacement at Overlea High School

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Physical Education Locker Replacement at Overlea High School.

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation for Award of Contract
Physical Education Locker Replacement
at Overlea High School
March 25, 2003

On March 13, 2003, four (4) bids were received for the replacement of the physical education lockers at Overlea High School – Bid #RHA-319-03. This project consists of the demolition of the existing lockers and the furnishing and installing of new lockers, including built-in combination locks, in the girls’ locker room. Also included are new lockers for the girls’ and boys’ team locker rooms. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Steel Products, Inc., the lowest responsive bidder, in the amount of $68,975.00.

At this time, we also are requesting approval of a 10% change order allocation in the amount of $6,897.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy. Funding for this project is available through the Fiscal Year 2003 Aging School Program.

APPROVED:

[Signature]
Donald F. Kremmel, Ph.D.
Executive Director
Baltimore County Public Schools
Overlea High School – Physical Education Locker Replacement
Bid Number: RHA-319-03
Bid Due Date: March 13, 2003

<table>
<thead>
<tr>
<th>Bidder’s Names</th>
<th>Steel Products Inc</th>
<th>S E Fields Inc</th>
<th>Partitions Plus Inc</th>
<th>Glover Equipment LLC</th>
<th>Advanced Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid: Replace</td>
<td>$68,975.00</td>
<td>$103,000.00</td>
<td>$73,790.00</td>
<td>$71,196.00</td>
<td>No Bid</td>
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<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lockers</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>


DATE:            March 25, 2003

TO:              BOARD OF EDUCATION

FROM:            Dr. J. Hairston, Superintendent

SUBJECT:         Award of Contracts – Exterior Door Replacement at Four Middle Schools

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

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

RECOMMENDATION

That the Board of Education approves an award of contract.

* * * * *

Award of Contracts – Exterior Door Replacement at Four Middle Schools.

Appendix I – Recommendation for Award of Contracts
Appendix I

Recommendation for Award of Contracts
Exterior Door Replacement at Four Middle Schools
March 25, 2003

On February 27, 2003, five (5) bids were received for replacing exterior doors at Holabird Middle School, Old Court Middle School, Southwest Academy, and Woodlawn Middle School – Bid #RHA-368-03. This project consists of furnishing and installing new exterior doors, door insert frames, and door hardware. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts to Atlantic Door Control, Inc., the lowest responsive bidder, for door replacements at Holabird Middle School in the amount of $101,387.00 and Woodlawn Middle School in the amount of $83,263.00 and the award of contracts to Builders Hardware Corporation, the lowest responsive bidder, for door replacements at Old Court Middle School in the amount of $64,099.00 and Southwest Academy in the amount of $80,959.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $18,465.00 for Atlantic Door Control, Inc., and the amount of $14,505.80 for Builders Hardware Corporation to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available through State of Maryland QZAB Program and Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]

Donald F. Krembel, Ph.D.
Executive Director
Baltimore County Public Schools  
Exterior Door Replacements  
Bid Number: RHA-368-03  
Bid Due Date: February 27, 2003

<table>
<thead>
<tr>
<th>Bidder’s Names</th>
<th>ATLANTIC DOOR CONTROL INC</th>
<th>BUILDERS HARDWARE CORPORATION</th>
<th>CONSTANTINE COMMERCIAL CONSTRUCTION LLC</th>
<th>PRECISION DOOR &amp; HARDWARE</th>
<th>THE G-S COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holabird Middle Base Bid: Replace 45 Exterior Doors</td>
<td>$101,387.00</td>
<td>$112,421.00</td>
<td>$186,328.00</td>
<td>$106,900.00</td>
<td>$113,717.00</td>
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<tr>
<td>Old Court Middle Base Bid: Replace 32 Exterior Doors</td>
<td>$64,278.00</td>
<td>$64,099.00</td>
<td>NO BID</td>
<td>$70,450.00</td>
<td>$81,871.00</td>
</tr>
<tr>
<td>Southwest Academy Base Bid: Replace 40 Exterior Doors</td>
<td>$81,387.00</td>
<td>$80,959.00</td>
<td>$169,463.00</td>
<td>$85,800.00</td>
<td>$102,900.00</td>
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<tr>
<td>Woodlawn Middle Base Bid: Replace 42 Exterior Doors</td>
<td>$83,263.00</td>
<td>$87,295.00</td>
<td>$162,704.00</td>
<td>$85,950.00</td>
<td>$106,354.00</td>
</tr>
</tbody>
</table>
Baltimore County Public Schools

Date: March 25, 2003

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Key School Legislation

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

For Your Information

* * * *

That the Board consider the attached update of Key School Legislation

Attachment I – Key School Legislation
Attachment II – Comparison of Charter School Bills
KEY SCHOOL LEGISLATION
MARCH 25, 2003

SB 5 (HB 11) SB 75 and SB 859 Public Charter School Act of 2003
These Bills represent a re-introduction of legislation that has failed to pass during recent Sessions. These Bills would enable local boards of education to grant charters that establish public charter schools. Staff members of a public school, parents or guardians of public school students, and public institutions of higher education may submit an application to establish a public charter school. Private, parochial, and home schools are not eligible to become a public charter school. Public charter schools would receive funds from the local board in the amount of the per pupil basic current expense figure. In addition, the local board and the public charter school can negotiate for additional funding.

The State Board of Education is required to submit an evaluation report of the Public Charter School Program to the General Assembly. These Bills would take effect July 1, 2003.

The Board opposes these Bills.

SB 388 (HB 859) Education – Public School Charter School Act of 2003
This Administration Bill, if passed, would authorize the State Board of Education, local boards of education, public institutions of higher education, or any other entity designated by the State Board of Education to Charter “public charter schools” within local jurisdictions. These schools would be independent legal entities, able to receive state, federal, and local per-pupil funds normally designated for regular public school. Chartered Schools may receive exemption from certain state education regulations and all local district laws or regulations. Also, any collective bargaining units in a charter school must be separate from other bargaining units and withdraw from any bargaining unit representing other teachers in the county.

This legislation would allow a chartering agent, other than a local board, to establish a school within the local board’s jurisdiction even if the local board, which must fund the school, deems it inappropriate.

Consistent with its position of opposition to similar legislation since its first filing in 1999, the Board continues to oppose proposals that would divert public funds from traditional public education programs.

* Attached you will find a side-by-side comparison of the House and Senate versions of Charter School Bills as of this date.
* As of this date, the House has substituted the language in the Governor’s SB 859 with their own language from last year as represented by HB 11. This legislation, thus amended, will allow charter authority to remain with local boards, whose decisions may be appealed to the State Board. The State Board and University Charter authority has been removed. As the House and Senate, and the Governor’s staff, have differing opinions, a Conference Committee will determine the fate of Charter School legislation.

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

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

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

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

SB 32 Education – Children in Out-of-County Living Arrangements – Informal Kinship Care
This year’s legislation is the outcome of staff collaboration with Senator Delores Kelley to expedite the provision of educational services to children experiencing “hardships” and as a result of living in a “kinship care” arrangement.

This Bill requires a county school superintendent to allow a student whose parent or guardian resides in another school district to attend the local public school system if the student is living with a relative within the school district due to a serious family hardship. The student’s relative must be providing informal kinship care to the student. The student’s relative must sign a sworn affidavit that includes the student’s old and new addresses and defines the family hardship and provide supporting documentation verifying the serious family hardship. The affidavit must be filed annually, and if a change in the care of the student occurs, the relative must notify the local school system in writing within 30 days of the change. Unless a court appoints a different guardian for the student, the student’s relative providing informal kinship care shall make educational decisions for the student.

* New since last Board meeting
The Bill also allows the county receiving the student to collect payments from the county transferring the student.

The Board supports SB 32 with amendments. The amended Bill has passed the Senate and is presently before the House of Delegates.

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

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

The Bill was withdrawn by its sponsor.

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

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

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

**SB 395 Commercialism in Schools Act of 2003 – Policy**
This legislation, which has been unsuccessful in 2001 and 2002, would have statutorily mandate local school board policies regarding the prohibition of certain advertising and/or contracts between Boards and vendors.

While the stated intention of the sponsors of this Bill has been the protection of students, this law would supersede the role and responsibilities of local boards of education to consider and implement school policy in this area.

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

The Board opposes SB 395.
Speaker Pro Tem Jones and Senator Kelley have introduced this legislation to strengthen the standards for licensure of residential childcare programs by the addition of a new subsection to the Education Article. The operator must expeditiously obtain the academic records of a child from the transferring school and send the records to the school that the child will be attending while living in the operator’s care. The licensed operator must also meet with the child’s teacher at the time of enrollment and at any other time the school or teacher requests, and sign and return the student’s report card to the school. The state agency that licenses the operator must notify the operator of these requirements. A residential childcare program includes group homes, alternative living units, and emergency shelter care.

The Board supports this legislation with an amendment to achieve improved cooperation between the school and caregivers. This was accepted by the Bill’s sponsors. SB 178 has passed out of the Senate by a unanimous vote and is now before the House.

* HB 245 has passed the House and is presently before the Senate.

HB 611 (SB 27) Teachers’ Retirement and Pension Systems – Reemployment of Retired Speech-Language Pathologists and Audiologists
These pension Bills exempt from the reemployment earnings limitations retirees of the Teachers’ Retirement System (TRS) or Teachers’ Pension System (TPS), who are reemployed as speech-language pathologists or audiologists. This legislation would add these two categories of employees to the laws of 1999 and 2000 dealing with classroom teachers and principals.

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

* The crossfiled SB 27 has been withdrawn by its sponsor.

The Board supports HB 611.

SB 620 State Board of Education – Graduation Requirements – Student Service
This legislation would statutorily amend the powers and duties of the State Board of Education, as specified in State Law, concerning “policy and guidelines for programs of instruction.” Specifically, the State Board would be disallowed from requiring student service as a condition of graduation.

Local boards of education of Maryland historically have supported the role of the State Board of Education in the establishment of educational policy and standards for graduation.

* New since last Board meeting
SB 620 received an unfavorable report by the Senate Education, Health, and Environmental Affairs Committee.

The Board opposed SB 620.

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

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

The Board supports the new language proposed but suggests amendments to Section 2 on the last page of the Bill. This section, as written, can be construed to grant permanent representation rights to the current bargaining agent without the right to challenge said agent pursuant to methods of designating an agent by unit member election.

The Baltimore County House Delegation heard the Bill on February 21, 2003, and the amendment was well received by all parties.

* The House has passed the Bill, and it has gone to the Senate Finance Committee.

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

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

This proposal extends the option to local superintendents and boards in meeting staffing needs.

The Board supports HB 1087.

* New since last Board meeting
# Senate Bill 75 and House Bill 859
## Pending Charter School Legislation

<table>
<thead>
<tr>
<th>Status</th>
<th>SENATE BILL 75 (As amended)</th>
<th>HOUSE BILL 859 (As amended)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chartering Authority</td>
<td>Passed Senate with committee amendments</td>
<td>Local boards would be the sole chartering authority. The public chartering authority for the establishment of public charter schools is the county board. State Board not an Independent chartering authority, even on appeal: If the county board denies an application to establish a public charter school and the State Board reverses the decision, the State Board shall direct the county board to grant a charter.</td>
</tr>
<tr>
<td>Accountability</td>
<td>A public charter school shall comply with the provisions of law and regulation governing other public schools. A waiver may be sought through an appeal to the State Board. A waiver may not be granted to audit requirements, or measurements of student achievement including all assessments required for other public schools.</td>
<td>The State Board may grant a waiver to a public charter school from specific state education regulations and requirements. The county board may grant a waiver to a public charter school from specific local education regulations and requirements. A public charter school may be granted a waiver under subsection (a) of this section if the school demonstrates that a waiver will advance the educational goals and objectives of the school.</td>
</tr>
<tr>
<td>Employees</td>
<td>Employees at a public charter school (1) are public school employees as defined in §§6-401(d) and 6-501(f), (2) are employees of a public school employer in the county in which the charter school is located, and (3) shall have the rights granted under Title 6, subtitles 4 and 5. The employee organization and charter school may mutually agree to negotiate amendments to the existing collective bargaining agreement.</td>
<td>A member of the professional staff of a public charter school shall hold the appropriate Maryland certification. A certificated or noncertificated employee of a public charter school shall be deemed an employee of the county and shall retain: (1) the option of joining or remaining a member of the appropriate employee bargaining unit; (2) all rights and responsibilities that exist under the applicable collective bargaining contract between the county board and the employee representative; and (3) all employment rights under county, state, and federal law.</td>
</tr>
<tr>
<td>Funding</td>
<td>A county board shall disburse to a public charter school an amount of county, state, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction.</td>
<td>For a fiscal year, a public charter school shall receive, for each student enrolled in the school, the per pupil basic current expense figure calculated under §5-202 of this article. A public charter school may negotiate with the county board for additional funding.</td>
</tr>
</tbody>
</table>
INFORMATION

Rule 2352– Accidents/Medical Emergencies – is presented to the Board of Education for information.

Estimated Operating Funds Fiscal Impact: $ N/A ________ for FY ________
Possible Funding Source: ____________

JRH/dd

Attachment I – Rule 2352 – Accidents/Medical Emergencies
ADMINISTRATION: Administrative operations

Accidents/Medical Emergencies

A. Definition

Medical emergency is any health-related episode that involves students, school employees, STUDENT TEACHERS, STUDENT INTERNS, volunteers, and visitors THAT [which] occurs during the school or work day and requires [transport to a hospital or source of emergency care] MEDICAL ATTENTION, OR THAT THE INDIVIDUAL BE SENT HOME OR TRANSPORTED TO A HOSPITAL OR OTHER SOURCE OF EMERGENCY CARE.

B. School nurses are responsible for rendering emergency care to all students, school employees, and visitors who need first aid and/or emergency care for health problems THAT OCCUR ON A SCHOOL-SITE during the school day.

C. Students

1. A Baltimore County Public Schools Standard Accident Report Form, BEBCO 49-615-8, is to be completed after any accident or medical emergency involving a student if the student is sent home from school following emergency care or seeks medical evaluation or treatment as a result of the accident or medical emergency, or misses more than a half-day of school as a result of the accident or medical emergency. The accident or medical emergency may occur in school, on a school property or school buses, during a field trip, or other school-sponsored activities.

2. Completion of the Student Accident Form is the responsibility of the school administrator or designee. The report shall be completed in accordance with procedures outlined in the [Emergency Procedures and Safety Manual] CRITICAL RESPONSE AND SCHOOL EMERGENCY SAFETY MANAGEMENT GUIDE and The Manual of School Health Nursing Practice.

- A copy of the student’s accident report shall be filed in the student’s health record and maintained according to student record maintenance procedures.
- The white copy of the form is to be used for the initial handwritten report. The canary copy of the form is to be typed, signed, and retained in the student’s health record. The pink copy is to be forwarded to the Office of [Employee Benefits and] Risk Management within 72 hours of the accident or medical emergency.
• The [Area Superintendent’s Office] APPROPRIATE EXECUTIVE DIRECTOR, THE OFFICE OF RISK MANAGEMENT and the Office of Health Services shall be notified immediately or within 24 hours if the student or school employee is sent directly to the hospital by ambulance from school.

• All student who are involved in an accident in a Baltimore County Public Schools’ OWNED OR LEASED vehicle and do not meet the criteria for immediate medical attention should be referred to the school nurse by the administrator or designee to be assessed immediately or on the day the accident occurred or the next school day. The school shall complete the reporting form for vehicle accidents involving students and send it to the Office of [Employee Benefits and] Risk Management within 72 hours.

D. Employees, Volunteers, [and] Student Teachers AND STUDENT INTERNS

1. Workers’ Compensation procedures outlined in the [Emergency Procedures and Safety Manual] CRITICAL RESPONSE AND SCHOOL EMERGENCY SAFETY MANAGEMENT GUIDE shall be followed for all employees, volunteers, student teachers, and student interns who have received first aid and/or medical intervention for a work-related accident or medical emergency.

2. During school/work hours

• All accidents/medical emergencies in which the school nurse renders care or is consulted regarding care shall be reported to the building administrator/designee by the school nurse. A First Report Form for Workers’ Compensation shall be completed by the [site-based disability manager] DESIGNATED SITE-BASED LIAISON and faxed to the Workers’ Compensation Claims Unit within 24 hours.

• All accidents/medical emergencies [which] THAT do not involve the school nurse shall be reported to the building administrator/designee by the employee, volunteer, or student teacher/intern. A First Report Form for Workers’ Compensation shall be completed by the [site-based disability manager] DESIGNATED SITE-BASED LIAISON and faxed to the Workers’ Compensation Claims Unit within 24 hours.

3. After school/work hours

• Accidents/medical emergencies shall be reported by the employee, volunteer, or student teacher/intern to the building administrator/designee or appropriate office/ supervisory personnel within 24 hours. A First Report Form for Workers’ Compensation shall be completed by the [site-based disability
manager] DESIGNATED SITE-BASED LIAISON and faxed to the Workers’ Compensation Claims Unit within 24 hours.

- The [Area Office] APPROPRIATE EXECUTIVE DIRECTOR, the Office of Health Services, and the Office of [Employee Benefits and] Risk Management shall be notified immediately or within 24 hours by the school nurse if the employee, volunteer or student/teacher/intern is sent directly to the hospital from the school by ambulance.

E. Visitors

1. During school/work hours

   - ALL [A]ccidents/medical emergencies in which the school nurse renders care or is consulted regarding care shall be reported to the building administrator/designee by the school nurse. All information shall be recorded on [The Incident Report for Bodily Injury] BODILY INJURY REPORT FORM FOR VISITORS/GENERAL PUBLIC. The completed form shall be mailed or faxed as soon as possible to the Office of [Employee Benefits and] Risk Management. Visitors shall be given the telephone number of the Office of [Employee Benefits and] Risk Management by the building administrator or designee for any follow-up concerns.

   - The [Area Office] APPROPRIATE EXECUTIVE DIRECTOR, the Office of Health Services, and the Office of [Employee Benefits and] Risk Management shall be notified immediately or within 24 hours by the school nurse if the visitor is sent directly to the hospital from the school by ambulance AND BY THE BUILDING ADMINISTRATOR OR DESIGNEE IF THE VISITOR IS SENT DIRECTLY TO THE HOSPITAL FROM AN OFFICE SITE BY AMBULANCE.

2. After school/work hours

   - Accidents/medical emergencies shall be reported by the visitor OR BOARD OF EDUCATION EMPLOYEE WHO IS PRESENT to the Office of Security. The Office of Security will then report all accidents to the building administrator or designee within 24 hours of the accident. The Office of Security shall record all information on [The Incident Report for Bodily Injury] BODILY INJURY REPORT FORM FOR VISITORS/GENERAL PUBLIC and mail or fax to the Office

- The [Area Office] APPROPRIATE EXECUTIVE DIRECTOR, the Office of Health Services, and the Office of [Employee Benefits and] Risk Management shall be notified by the building administrator/designee within 24 hours if the visitor is sent directly to the hospital from school OR AN OFFICE SITE by ambulance.

E. Vehicular Accidents

All vehicular accidents which occur with Board owned or leased vehicles shall be reported immediately to the Office of Transportation.

Rule
Adopted: 8/14/75
Revised: 4/9/81
Revised: 11/9/99
Superintendent of Schools