I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for March 8, 2005

IV. MINUTES
Consideration of the Open and Closed Session Minutes of February 8, 2005

V. ADVISORY AND STAKEHOLDER GROUPS

VI. SUPERINTENDENT’S REPORT

VII. OLD BUSINESS
A. Consideration of Proposed Changes to Policy 7520 – NEW CONSTRUCTION: Occupying – Naming of the Building and Dedication (Third Reading) (Dr. Gehring) Exhibit B
B. Consideration of Proposed Policy 7530 – NEW CONSTRUCTION: Occupying – Naming of a Capital Project or Area of a School (Third Reading) (Dr. Gehring) Exhibit C
C. Consideration of Proposed Policy 7330 – NEW CONSTRUCTION: Financing – Capital Projects that are Funded by Private Donations (Third Reading) (Dr. Gehring) Exhibit D

VIII. REPORTS
A. Report on Maryland School Performance Program (Dr. Pish) Exhibit E
B. Report on Proposed Boundaries for Woodholme Elementary School (Dr. Gehring) Exhibit F
IX. NEW BUSINESS
A. Consideration of consent to the following personnel matters: (Dr. Peccia)
   1. Retirements
   2. Resignations
   3. Leaves of Absence
   4. Administrative Appointments

AA. Hearing Officer’s Case #03-37

B. Consideration of consent to the following contract awards: (Mr. Gay/Mr. Sines)
   2. Special Education Equipment
   3. Award of Contract – ADA Upgrades for Timonium Elementary School
   4. Award of Contract – ADA Upgrades for Franklin Elementary School
   5. Award of Contract – ADA Upgrades for Featherbed Lane Elementary School
   6. Award of Contract – ADA Upgrades for Grange and Middleborough Elementary Schools
   7. Award of Contract – Various Construction Packages at Windsor Mill Middle School
   8. Award of Contract – Replacement of Cooling Tower, Condenser Water Circulating Pumps/Motors, and Associated Plumbing at Perry Hall High School
   9. Contract Modification – Design and Construction Administration Services at Windsor Mill Middle School
   10. Contract Modification – Change Orders, Construction at Parkville High and Kenwood High Schools

C. Legislative Update (Ms. Calder)

XI. INFORMATION
B. Revised Rule 7520 – NEW CONSTRUCTION: Occupying – Naming of the Building and Dedication 

Exhibit N

XI. INFORMATION (cont)

C. New Rule 7530 - NEW CONSTRUCTION: Occupying – Naming of a Capital Project or Area of a School 

Exhibit O

D. New Rule 7330 – NEW CONSTRUCTION: Financing - Capital Projects that are Funded by Private Donations 

Exhibit P

E. Southeast Area Educational Advisory Council Meeting Minutes of November 16, 2004 

Exhibit Q

XII. ANNOUNCEMENTS

A. Public Comment

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

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, February 8, 2005

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

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

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

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

CLOSED SESSION MINUTES

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

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

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

OPEN SESSION MINUTES

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

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

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

MINUTES

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

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

SPECIAL ORDER OF BUSINESS

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

ADVISORY AND STAKEHOLDER COMMENTS

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

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

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

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

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

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

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

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

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

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

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

SUPERINTENDENT’S REPORT

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

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

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

OLD BUSINESS

Proposed Changes to Policy 5540

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

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

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

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

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

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

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

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

Ms. Johnson asked what is being done to ensure students understand the seriousness of these offenses. Mr. Rauenzahn responded this is an ongoing process year-round to students and staff.
Proposed Changes to Policy 5540 (cont)

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

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

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

Proposed Changes to Policy 5550

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

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

REPORTS

The Board received the following reports:

A. The Board adopted a resolution proclaiming February 14, 2005 as National African-American Parent Involvement Day. The resolution was presented to Dr. Ella White-Campbell, Chair of the Minority Achievement Advisory Group.

B. Report on Proposed Policy 7330 – NEW CONSTRUCTION: Financing-Capital Projects that are Funded by Private Donations – Dr. H. Scott Gehring, Executive Director of Schools, Northwest Area, provided an overview to the Board noting this policy was developed for capital projects that are funded by private donations. Superintendent’s Rule 7330 outlines the administrative process related to the proposed policy.

C. Report on Proposed Policy 7530 – NEW CONSTRUCTION: Occupying-Naming of a Capital Project or Area of a School – Dr. Gehring noted this policy was developed for naming of a capital project or area within a school and Superintendent’s Rule 7530 outlines the administrative process related to the policy.

D. Report on Proposed Changes to Policy 7520 – NEW CONSTRUCTION: Occupying-Naming of the Building and Dedication – Dr. Gehring stated this policy was last updated in 1969 and merely addresses naming of school facilities. This policy is being updated to specifically state that the Board of Education of Baltimore County has the sole control and authority over the naming of any building.
REPORT (cont)

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

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

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

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

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

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

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

PERSONNEL MATTERS

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

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

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

CLEAN BUSES FOR KIDS DIESEL RETROFIT PROGRAM

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

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

SCHOOL LEGISLATION

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

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

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

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

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

Mr. Kennedy stated this bill further politicizes the process. He recommends the Board take no position on this bill.
Mr. Arnold stated this bill involves politics in education. He agrees the process of having greater community involvement in selecting Board members is extremely important. Mr. Arnold stated he is in favor of the bill because it provides a basis for a community-type process. However, he is only in favor of it because it does address some concerns under the present process, but only as a band-aid approach. He would like to go back to the School Board Nominating Convention process.

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

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

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

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

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

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

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

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

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

The Board received the following as information:

B. Revised Rule 7520 – NEW CONSTRUCTION: Occupying – Naming of the Building and Dedication
C. New Rule 7330 – NEW CONSTRUCTION: Financing - Capital Projects that are Funded by Private Donations
D. New Rule 7530 - NEW CONSTRUCTION: Occupying – Naming of a Capital Project or Area of a School

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

• Schools and offices will be closed on Monday, February 21, 2005 in observance of President’s Day. Schools will reopen for students and teachers on Tuesday, February 22, 2005.

• The Central Area Educational Advisory Council will meet on Wednesday, February 9 at Dumbarton Middle School beginning at 7:30 p.m.

• The Board of Education of Baltimore County will host the Baltimore City Board of School Commissioners for dinner on Tuesday, February 15, 2005 at 7:00 p.m.

• The Southeast Area Educational Advisory Council will meet on Tuesday, February 15, 2005 at Patapsco High School beginning at 7:30 p.m.

• The Southwest Area Educational Advisory Council will meet on Wednesday, February 16, 2005 at Woodbridge Elementary School beginning at 7:00 p.m.

• The Northeast Area Educational Advisory Council will meet on Thursday, February 17, 2005 at Perry Hall Middle School beginning at 7:00 p.m.

• The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, February 22, 2005, at Greenwood. The meeting will begin with an open session at approximately 4:45 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions. The Board will host the Baltimore County Commission on Disabilities for dinner on February 22, 2005 from 6:00 p.m. to 7:30 p.m.
Mr. Sasiadek reminded speakers to refrain from discussing any matters that might come before the board in the form of an appeal, as well as any personnel matters.

PUBLIC COMMENT

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

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

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

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

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

ADJOURNMENT

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

Respectfully submitted,

___________________
Joe A. Hairston
Secretary-Treasurer
DATE: March 8, 2005
TO: BOARD OF EDUCATION
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: POLICY AND RULE 7520 - NEW CONSTRUCTION: OCCUPYING - NAMING OF THE BUILDING AND DEDICATION
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services
RESOURCE PERSON(S): Barbara Burnopp, Executive Director, Fiscal Services
H. Scott Gehring, Executive Director of Schools

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

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

Attachment I – Policy Analysis for 7330, 7520 and 7530
Attachment II - Draft revision of Board Policy 7520
BOARD OF EDUCATION OF BALTIMORE COUNTY
Policy Analysis

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

**Proposed New Policies:**
Policy 7530 - New Construction: Occupying – Naming of a Capital Project or Area of a School
Policy 7330 - New Construction: Financing – Capital Projects that are Funded by Private Donations

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

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

**Legal Requirement**
None.

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

**Draft of Proposed Policies and Rules**
Policy 7330 (Exhibit D) attached
Policy 7530 (Exhibit C) and Policy 7520 (Exhibit B)
Rules 7520, 7530 and 7330 (Exhibit O, P, and Q)

**Other Alternatives Considered by Staff**
Less guidance was considered and rejected.
NEW CONSTRUCTION: Occupying

Naming of the Building and Dedication

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

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

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

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

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

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

Policy Adopted: 9/25/69
REvised: ________
DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

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

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

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

RECOMMENDATION

That the Board of Education approve Policy 7530.

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

Attachment I - Draft Board Policy 7530
NEW CONSTRUCTION: OCCUPYING

NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

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

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

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

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

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

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

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

POLICY ADOPTED: ______

BOARD OF EDUCATION OF BALTIMORE COUNTY
DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

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

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

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

RECOMMENDATION

That the Board of Education approve Policy 7330.

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

Attachment I - Draft revision of Board Policy 7330
NEW CONSTRUCTION: FINANCING

CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

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

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

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

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

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

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

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

POLICY BOARD OF EDUCATION OF BALTIMORE COUNTY
ADOPTED: __________
DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON 2004 MARYLAND SCHOOL PERFORMANCE PROGRAM

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

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

INFORMATION

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

Appendix I – Executive Summary
Appendix II – Maryland State Assessment Results
Executive Summary
Maryland School Performance Program Report, 2004

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

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

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

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

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

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

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

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

Individual school data in the Maryland School Performance Program Report is compared with county and state data.
MARYLAND SCHOOL ASSESSMENT (MSA)

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

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

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

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

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

ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA)

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

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

Students in grades 4, 6, and 7 took the ALT-MSA for the first time in 2005-2004.
MARYLAND SCHOOL ASSESSMENT (MSA)

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

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

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

Mathematics:

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

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

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

Geometry:

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

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

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

ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA)

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

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

Students in grades 4, 6, and 7 took the ALT-MSA for the first time in 2003-2004.
### Adequate Yearly Progress (AYP)

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

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

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

### Results in Nine Categories

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

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

### Participation Rate

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

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<th>Graduation Rate</th>
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| American Indian   | Met | Met | Met | Met |
| Alaskan Native    | Met | Met | Met | Met |
| Asian/Pacific Islander | Met | Met | Met | Met |
| African American  | Met | Met | Met | Met |
| White (not of Hispanic origin) | Met | Met | Met | Met |
| Hispanic          | Met | Met | Met | Met |
| Free/Reduced Price Meals | Met | Met | Met | Met |
| Special Education | Met | Met | Met | Met |
| Limited English Proficient | Met | Met | Met | Met |
**Baltimore County**

**ATTENDANCE RATE**
Attendance Rate is a required AYP measure for elementary and middle schools. The Attendance Rate represents the percentage of students who were present in school for an least half of the average school day during the school year. The performance standard for the Attendance Rate for AYP is 95%.

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

In some cases, schools may make AYP by increasing their Graduation Rate from the previous year even though they do not achieve their yearly target. For additional information, see the Maryland State Department of Education Web site at www.mdschools.com.

**MARYLAND TEACHER CERTIFICATION**
Maryland is required to report the percentage of teachers who have teacher certification to teach in the state. The percentage of teachers reported in each of the categories is based on the number of teachers who have teaching certificates.


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## Attendance Rate

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For data on higher education systems, check the Web site at www.mdschools.com.
EXHIBIT F

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: BOUNDARY FOR WOODHOLME ELEMENTARY SCHOOL

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

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

RECOMMENDATION

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

*****

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

History of the Issue: In accordance with Board of Education Policy 1280, a Boundary Study Committee was formed. The committee included parents, community leaders, teachers, principals, and resource personnel from the Office of Strategic Planning and the Office of Communications. This committee started meeting in early November and continued through mid February. During the course of their deliberations, they were presented information from the Office of Strategic Planning. After three months of work, the committee settled on two potential boundary scenarios. These scenarios were presented at a public forum on February 7, 2005. The approximately 120 participants at the public meeting were given an overview of the process, saw and received information about the two proposed boundaries, and then worked in small groups to share their perceptions about the
proposed boundaries. Some of the small groups reached consensus regarding the boundary they preferred. The Office of Strategic Planning tabulated the input from the public meeting and shared the findings with the Boundary Study Committee. The committee made a recommendation that was shared with the Superintendent and his staff on 2/28/05. The decision of the Superintendent was to endorse Scenario C. This was the scenario recommended by the Boundary Study Committee and the majority of the participants at the public forum.

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

Appendix I – Community Forum Boundary Options Packet
Appendix II – Community Forum Results
Woodholme Elementary School Community Forum
Boundary Options Packet
January 31, 2005
Presented by the Woodholme Elementary School Boundary Study Committee
Co-Chairmen: Denise Madden and Barbara Walker
Community Representatives
Russ Hopewell
Pat Roulhac
Cordell Richardson
Emily Wolfson

P.T.A. Representatives:
Ann Badin/Erin Waller (NTES)
Indye Gersh (Annex Rep.)
Barbara Honig (FGES)
Rosario Jones (OMES)
Marchetta McLean (MES)
Tamie Owens (WES)
Donna Smith (Annex Rep.)

Faculty Representatives:
Phyllis Bontrager/Anne Pearson (OMES)
Sean Conley (WES)
Ellen Naftaniel (FGES)
John Redmond (NTES)
Lori Johnston (MES)

Administrators:
Nashae Bennett (NTES)
Sheri Boxer (WES)
Brian Cooper (MES)
Sue Hershfeld (FGES)
Chet Scott (OMES)
Maralee Clark (Woodholme)

System Representatives:
Chris Brocato (OSP)
Pam Carter (OSP)
Don Dent (P&S Operations)
Scott Gehring (NWA)
Charles Herndon (BCPS Communications)
Ghassan Shah (OSP)
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Glossary of Key Terms

annex - A program, grade level, or neighborhood belonging to one school, but served by another due to spatial constraints

boundary - The perimeter of the geographic area assigned to one school

capacity - The number of students to be served by a school, based on the State Rated Capacity formula adopted by the MSDE: (Number of Kindergarten Classrooms X 22 seats) + (Number of Pre-Kindergarten Classrooms X 20 seats) + (Number of Special Education Classrooms X 10 seats) + (Number of Grade 1-5 classrooms X 23 seats) = capacity
Dedicated art, instrumental music, vocal music, computer labs, multipurpose room/gymnasium, and cafeteria are not included in capacity. Relocatable classrooms are not included in capacity. Modular additions are included.

enrollment - The total number of students enrolled in a school (head count)

FTE enrollment - The full-time equivalent enrollment of the school, factored by deducting 50% of all half-time students:
Pre-kindergarten students and half-day kindergarten students are considered half-time. Therefore the FTE enrollment of a school represents the total number of students likely to be in the school at any given time during the regular school day.

projection - The number of students anticipated to be enrolled in the school in the future, based on known past enrollments and anticipated trends within the school district

satellite - A portion of a school boundary not contiguous to the boundary proper, this may consist of a neighborhood or development districted to the closest school with available space at the time that the development was built, or a portion of an old school district accommodated by another school after the original school closed.

Woodholme Cluster - Schools adjacent to the Woodholme Elementary School site that have been included in this boundary study, including Milbrook Elementary, New Town Elementary, Owings Mills Elementary, Winand Elementary, and Fort Garrison Elementary
Woodholme Elementary School has been constructed to relieve overcrowding at New Town Elementary. In accordance with Board of Education Policy 1280, the Woodholme Elementary School Boundary Study Committee has been charged with seeking the advice of parents, educators, and interested citizens to assist in the development of a boundary change proposal to recommend to the Board of Education. The Board of Education will review the recommendations of the Boundary Study Committee, including all options presented for public comment, in order to determine the future boundaries for all schools involved.
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<td>1,593</td>
</tr>
<tr>
<td>1,404</td>
<td>716</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL TOTALS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRANKLIN HIGH</td>
<td>445</td>
</tr>
<tr>
<td>MILFORD MILL ACADEMY</td>
<td>436</td>
</tr>
<tr>
<td>NEW TOWN HIGH</td>
<td>252</td>
</tr>
<tr>
<td>OWINGS MILLS HIGH</td>
<td>258</td>
</tr>
<tr>
<td>PIKESVILLE HIGH</td>
<td>333</td>
</tr>
</tbody>
</table>

**TOTALS**

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,023</td>
<td>1,846</td>
</tr>
<tr>
<td>1,788</td>
<td>1,618</td>
</tr>
<tr>
<td>7,275</td>
<td>1,073</td>
</tr>
<tr>
<td>SCHOOL NAME</td>
<td>AMERICAN INDIAN</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>BEDFORD ELEM</td>
<td>2</td>
</tr>
<tr>
<td>CAMPFIELD ECLD CTR</td>
<td>1</td>
</tr>
<tr>
<td>CEDARMERE ELEMENTARY</td>
<td>2</td>
</tr>
<tr>
<td>CHATSWORTH SCHOOL</td>
<td>0</td>
</tr>
<tr>
<td>CHURCH LANE EL TECH</td>
<td>0</td>
</tr>
<tr>
<td>DEER PARK ELEMENTARY</td>
<td>0</td>
</tr>
<tr>
<td>FORT GARRISON ELEM</td>
<td>1</td>
</tr>
<tr>
<td>FRANKLIN ELEMENTARY</td>
<td>0</td>
</tr>
<tr>
<td>GLYNNON ELEMENTARY</td>
<td>0</td>
</tr>
<tr>
<td>HERNDOWOOD ELEMENTARY</td>
<td>3</td>
</tr>
<tr>
<td>MILBROOK ELEMENTARY</td>
<td>0</td>
</tr>
<tr>
<td>NEW TOWN ELEMENTARY</td>
<td>5</td>
</tr>
<tr>
<td>OWINGS MILLS ELEM</td>
<td>3</td>
</tr>
<tr>
<td>RANDALLSTOWN ELEM</td>
<td>3</td>
</tr>
<tr>
<td>REISTERTOWN ELEM</td>
<td>4</td>
</tr>
<tr>
<td>SCOTTS BRANCH ELEM</td>
<td>3</td>
</tr>
<tr>
<td>SUMMIT PARK ELEM</td>
<td>5</td>
</tr>
<tr>
<td>TIMBER GROVE ELEM</td>
<td>3</td>
</tr>
<tr>
<td>WELLWOOD INTL SCHOOL</td>
<td>1</td>
</tr>
<tr>
<td>WINAND ELEMENTARY</td>
<td>0</td>
</tr>
<tr>
<td>NORTHWESTERN AREA ELEMENTARY TOTAL</td>
<td>34</td>
</tr>
</tbody>
</table>
New Town Elementary School Boundary, With Annexes Depicted

New Town total in-boundary students including annexes = 1233
### New Town Elementary Enrollment

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>435</td>
<td>5</td>
<td>PS 38</td>
</tr>
<tr>
<td>Female</td>
<td>424</td>
<td>56</td>
<td>K 104</td>
</tr>
<tr>
<td>Total</td>
<td>859</td>
<td>625</td>
<td>1 151</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95</td>
<td>2 140</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>3 154</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59</td>
<td>4 142</td>
</tr>
<tr>
<td>Total</td>
<td>859</td>
<td>5</td>
<td>130</td>
</tr>
</tbody>
</table>

**Capacity = 697**

**Minority % 88.94%**

**FTE 840**

**+-/ Capacity 143**

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

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>648</td>
<td>5</td>
<td>PS 68</td>
</tr>
<tr>
<td>Female</td>
<td>585</td>
<td>77</td>
<td>K 174</td>
</tr>
<tr>
<td>Total</td>
<td>1233</td>
<td>836</td>
<td>1 203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>172</td>
<td>2 205</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61</td>
<td>3 205</td>
</tr>
<tr>
<td></td>
<td></td>
<td>82</td>
<td>4 190</td>
</tr>
<tr>
<td>Total</td>
<td>1233</td>
<td>1</td>
<td>186</td>
</tr>
</tbody>
</table>

**Minority % 86.05%**

**FTE 1198**

**+-/ Capacity 501**

### Out-of-Boundary Students

<table>
<thead>
<tr>
<th>School</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Featherbed Lane</td>
<td>1</td>
</tr>
<tr>
<td>Hernwood</td>
<td>1</td>
</tr>
<tr>
<td>Randallstown</td>
<td>1</td>
</tr>
<tr>
<td>Reisterstown Annex</td>
<td>2</td>
</tr>
<tr>
<td>Summit Park Annex</td>
<td>1</td>
</tr>
<tr>
<td>Winand</td>
<td>1</td>
</tr>
<tr>
<td>Unmatched</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Town</td>
<td>849</td>
</tr>
<tr>
<td>Campfield</td>
<td>17</td>
</tr>
<tr>
<td>Westchester</td>
<td>1</td>
</tr>
<tr>
<td>Emoncson Hghts.</td>
<td>2</td>
</tr>
<tr>
<td>Maiden Choice</td>
<td>3</td>
</tr>
<tr>
<td>Hillcrest</td>
<td>2</td>
</tr>
<tr>
<td>Woodbridge</td>
<td>1</td>
</tr>
<tr>
<td>Randalstown</td>
<td>3</td>
</tr>
<tr>
<td>Church Lane</td>
<td>5</td>
</tr>
<tr>
<td>Hebbville</td>
<td>1</td>
</tr>
<tr>
<td>Powhatan</td>
<td>1</td>
</tr>
<tr>
<td>Winand</td>
<td>5</td>
</tr>
<tr>
<td>Hernwood</td>
<td>7</td>
</tr>
<tr>
<td>Deer Park</td>
<td>6</td>
</tr>
<tr>
<td>Bedford</td>
<td>2</td>
</tr>
<tr>
<td>Wellwood</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1233</td>
</tr>
</tbody>
</table>

RESIDENT includes students in New Town Annexes

Prepared by the Office of Strategic Planning
Existing Milbrook Boundary with Surrounding Schools, 2004

Woodholme Site

MILBROOK (521 Students Residing in Boundary)

To Wellwood

To Milbrook
### Milbrook Elementary Enrollment

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Am. Ind.</td>
<td>0</td>
<td>PS</td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>6</td>
<td>K</td>
</tr>
<tr>
<td>Total</td>
<td>Af. Am.</td>
<td>254</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multi-Racial</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>335</td>
<td>5</td>
</tr>
</tbody>
</table>

**Out-of-Boundary Students**

<table>
<thead>
<tr>
<th>School</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Featherbed Lane</td>
<td>1</td>
</tr>
<tr>
<td>Johnncake</td>
<td>1</td>
</tr>
<tr>
<td>Randallstown</td>
<td>1</td>
</tr>
<tr>
<td>New Town</td>
<td>1</td>
</tr>
<tr>
<td>Scotts Branch</td>
<td>3</td>
</tr>
<tr>
<td>Westchester</td>
<td>1</td>
</tr>
<tr>
<td>Winand</td>
<td>1</td>
</tr>
<tr>
<td>Woodmoor</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>289</td>
<td>Am. Ind.</td>
<td>PS</td>
</tr>
<tr>
<td>Female</td>
<td>232</td>
<td>Asian</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>Af. Am.</td>
<td>368</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>88</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multi-Racial</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>521</td>
<td>5</td>
</tr>
</tbody>
</table>

**Minority %**

- Milbrook: 87.76%
- Other: 83.11%

**FTE**

- Milbrook: 334
- Other: 498

**Capacity**

- Milbrook: 15
- Other: 179

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

- Milbrook
- Campfield
- Featherbed Lane
- Woodmoor
- Maiden Choice
- Fort Garrison
- Summit Park
- Owings Mills
- Church Lane
- Chatsworth
- Powhatan
- Winand
- Hernwood
- Deer Park
- Bedford
- Wellwood

**TOTAL** 521

Prepared by the Office of Strategic Planning
Existing Winand Boundary with Surrounding Schools, 2004

585 Students Residing in Boundary
### Winand Elementary Enrollment

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>2004-2005</th>
<th>Capacity = 609</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Am. Ind.</td>
<td>0</td>
<td>300</td>
<td>PS</td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>9</td>
<td>263</td>
<td>K</td>
</tr>
<tr>
<td>Total</td>
<td>Af. Am.</td>
<td>528</td>
<td>563</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>4</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>16</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multi-Racial</td>
<td>6</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>563</td>
<td>613</td>
<td>5</td>
</tr>
</tbody>
</table>

### Minority % 99.29%  
FTE = 548  
+/- Capacity = -61

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

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Capacity = 609</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Am. Ind.</td>
<td>0</td>
<td>301</td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>11</td>
<td>284</td>
</tr>
<tr>
<td>Total</td>
<td>Af. Am.</td>
<td>549</td>
<td>585</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>13</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>4</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Multi-Racial</td>
<td>8</td>
<td>95</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>585</td>
<td>585</td>
</tr>
</tbody>
</table>

### Minority % 97.78%  
FTE = 565  
+/- Capacity = -45

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

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winand</td>
<td>497</td>
</tr>
<tr>
<td>Campfield</td>
<td>4</td>
</tr>
<tr>
<td>Dogwood</td>
<td>1</td>
</tr>
<tr>
<td>Timber Grove</td>
<td>1</td>
</tr>
<tr>
<td>Maiden Choice</td>
<td>4</td>
</tr>
<tr>
<td>Milbrook</td>
<td>4</td>
</tr>
<tr>
<td>Chatsworth</td>
<td>4</td>
</tr>
<tr>
<td>Owings Mills</td>
<td>3</td>
</tr>
<tr>
<td>Church Lane</td>
<td>20</td>
</tr>
<tr>
<td>New Town</td>
<td>1</td>
</tr>
<tr>
<td>Powhatan</td>
<td>4</td>
</tr>
<tr>
<td>Winfield</td>
<td>5</td>
</tr>
<tr>
<td>Hernwood</td>
<td>5</td>
</tr>
<tr>
<td>Deer Park</td>
<td>6</td>
</tr>
<tr>
<td>Bedford</td>
<td>1</td>
</tr>
<tr>
<td>Wellwood</td>
<td>17</td>
</tr>
</tbody>
</table>

TOTAL 585

Prepared by the Office of Strategic Planning
Existing Fort Garrison Boundary with Surrounding Schools

354 Students Residing in Boundary
### Fort Garrison Elementary Enrollment

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>208</td>
<td>1</td>
<td>PS</td>
</tr>
<tr>
<td>Female</td>
<td>207</td>
<td>10</td>
<td>K</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>360</td>
<td>2</td>
<td>73</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>13</td>
<td>4</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
<td>5</td>
<td>78</td>
</tr>
<tr>
<td>Minority %</td>
<td>13.25%</td>
<td>FTE</td>
<td>391</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>172</td>
<td>1</td>
<td>PS</td>
</tr>
<tr>
<td>Female</td>
<td>182</td>
<td>9</td>
<td>K</td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>330</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>8</td>
<td>4</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
<td>5</td>
<td>66</td>
</tr>
<tr>
<td>Minority %</td>
<td>6.78%</td>
<td>FTE</td>
<td>332</td>
</tr>
</tbody>
</table>

---

### Out-of-Boundary Students

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

**Total** 78

---

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

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

**Total** 354

Prepared by the Office of Strategic Planning
### Owings Mills Elementary Enrollment

<table>
<thead>
<tr>
<th>Race</th>
<th>Sex</th>
<th>Grade</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Ind.</td>
<td>Male</td>
<td>3  PS</td>
<td>85</td>
</tr>
<tr>
<td>Asian</td>
<td>Female</td>
<td>51  K</td>
<td>101</td>
</tr>
<tr>
<td>Af. Am.</td>
<td></td>
<td>454  1</td>
<td>116</td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td>53  2</td>
<td>122</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>130  3</td>
<td>111</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td></td>
<td>64  4</td>
<td>101</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>755  5</td>
<td>119</td>
</tr>
</tbody>
</table>

- Minority %: 92.98%
- FTE: 713
- +/- Capacity: 14

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

<table>
<thead>
<tr>
<th>Race</th>
<th>Sex</th>
<th>Grade</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Ind.</td>
<td>Male</td>
<td>3  PS</td>
<td>85</td>
</tr>
<tr>
<td>Asian</td>
<td>Female</td>
<td>54  K</td>
<td>103</td>
</tr>
<tr>
<td>Af. Am.</td>
<td></td>
<td>469  1</td>
<td>138</td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td>177  2</td>
<td>127</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>54   3</td>
<td>119</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td></td>
<td>65  4</td>
<td>108</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>822  5</td>
<td>132</td>
</tr>
</tbody>
</table>

- Minority %: 79.47%
- FTE: 725
- +/- Capacity: 25

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

<table>
<thead>
<tr>
<th>School</th>
<th>Owings Mills</th>
<th>Bedford</th>
<th>Campfield</th>
<th>Edmondson Hgts.</th>
<th>Maiden Choice</th>
<th>Randallstown</th>
<th>Church Lane</th>
<th>Hebbville</th>
<th>Powhatan</th>
<th>Winfield</th>
<th>Winand</th>
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Prepared by the Office of Strategic Planning
**BCPS Students Residing Within Approximately 1-Mile of the Woodholme Site**

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<tr>
<th>Student Report</th>
<th>Students</th>
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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>White, not of Hispanic Origin</td>
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<td>Grade 02</td>
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<td>Cedarmere ES</td>
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<td>Pinewood ES</td>
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<td>Villa Cresta ES</td>
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<td>Ridge School</td>
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BCPS Students Residing Within Approximately 1-Mile of the Woodholme Site
### Woodholme Cluster School Information: 9/30/04

#### The Enrollment Picture

<table>
<thead>
<tr>
<th>Current Cluster</th>
<th>Total</th>
<th>FTE</th>
<th>Number</th>
<th>Minority</th>
<th>IEP</th>
<th>F/R</th>
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<tbody>
<tr>
<td>New Town</td>
<td>697</td>
<td>859</td>
<td>840</td>
<td>143</td>
<td>86.04%</td>
<td>8.03%</td>
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<tr>
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<td>319</td>
<td>335</td>
<td>334</td>
<td>15</td>
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<td>12.83%</td>
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<tr>
<td>Winand</td>
<td>509</td>
<td>563</td>
<td>548</td>
<td>-51</td>
<td>97.16%</td>
<td>12.43%</td>
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<tr>
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<td>446</td>
<td>415</td>
<td>391</td>
<td>-75</td>
<td>13.25%</td>
<td>13.49%</td>
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<tr>
<td>Owings Mills</td>
<td>699</td>
<td>755</td>
<td>713</td>
<td>14</td>
<td>82.78%</td>
<td>8.46%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2790</strong></td>
<td><strong>2927</strong></td>
<td><strong>2826</strong></td>
<td><strong>36</strong></td>
<td><strong>73.86%</strong></td>
<td><strong>11.05%</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Current Cluster</th>
<th>Total</th>
<th>FTE</th>
<th>Number</th>
<th>Minority</th>
<th>IEP</th>
<th>F/R</th>
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<tr>
<td>Woodholme</td>
<td>676</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>81.53%</strong></td>
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#### The Residency Picture

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<tr>
<th>Current Cluster</th>
<th>Living in Boundary</th>
<th>No. in Boundary</th>
<th>Potential</th>
<th>No. in Boundary</th>
<th>No. of IEP</th>
<th>% Minority</th>
<th>% IEP</th>
<th>% F/R</th>
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<tbody>
<tr>
<td>New Town</td>
<td>1233</td>
<td>1198</td>
<td>501</td>
<td>66.05%</td>
<td>11.11%</td>
<td>22.95%</td>
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<tr>
<td>Milbrook</td>
<td>521</td>
<td>498</td>
<td>176</td>
<td>63.11%</td>
<td>16.05%</td>
<td>26.12%</td>
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<tr>
<td>Winand</td>
<td>585</td>
<td>565</td>
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<td>97.78%</td>
<td>10.50%</td>
<td>37.27%</td>
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<tr>
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<td>67.68%</td>
<td>11.30%</td>
<td>0.56%</td>
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<tr>
<td>Owings Mills</td>
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<td>725</td>
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<td>78.47%</td>
<td>12.29%</td>
<td>43.92%</td>
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<td><strong>Total</strong></td>
<td><strong>3515</strong></td>
<td><strong>3318</strong></td>
<td><strong>528</strong></td>
<td><strong>70.44%</strong></td>
<td><strong>12.38%</strong></td>
<td><strong>30.29%</strong></td>
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#### The Choice Factor

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<tr>
<th>Current Cluster</th>
<th>In-Boundary Attending</th>
<th>Out-of-Boundary Attending</th>
<th>In-Boundary To Other Schools</th>
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<td>849</td>
<td>10</td>
<td>364</td>
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<tr>
<td>Milbrook</td>
<td>325</td>
<td>10</td>
<td>196</td>
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<tr>
<td>Winand</td>
<td>497</td>
<td>66</td>
<td>88</td>
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<tr>
<td>Fort Garrison</td>
<td>337</td>
<td>78</td>
<td>17</td>
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<tr>
<td>Owings Mills</td>
<td>692</td>
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<td>130</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>2700</strong></td>
<td><strong>227</strong></td>
<td><strong>815</strong></td>
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<table>
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<th>Without Woodholme</th>
<th>With Woodholme</th>
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<tr>
<td>Woodholme</td>
<td>125.9%</td>
<td>118.92%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101.41%</strong></td>
<td><strong>95.73%</strong></td>
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#### Five-Year Enrollment Projections Developed in December, 2004**

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<td>957</td>
<td>1015</td>
<td>957</td>
<td>1015</td>
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<td>832</td>
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<td><strong>3223</strong></td>
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<td><strong>3319</strong></td>
<td><strong>3319</strong></td>
<td><strong>3319</strong></td>
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</table>

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

**Summary:**
- The number of BCPS elementary school children currently residing in the cluster is already greater than the collective capacity of cluster schools, including Woodholme.
- It is likely that a portion of the students residing in the cluster will continue to attend out-of-boundary schools.
- It is likely that some out-of-boundary students will continue to attend cluster schools for special programs or through special permission transfer.
- Enrollments in the schools in this cluster are anticipated to continue to increase over the next five years.
- Development is anticipated to continue within this cluster of schools over the next five years.
- It is anticipated that annexed students will be accommodated within the boundaries of their neighborhood schools following the boundary change process.
- Boundary adjustments alone will not insure that enrollment in schools within this cluster will remain within their collective capacity.
Woodholme Scenario "A" Boundaries of Cluster Schools: No change for Fort Garrison or Winand
What if proposed boundary scenario "A" was in effect this year?

<table>
<thead>
<tr>
<th>Current Cluster Schools</th>
<th>Eligible Living in Boundary</th>
<th>Potential FTE of No. In Boundary</th>
<th>Potential Capacity</th>
<th>% Minority Enrollment</th>
<th>% IEP Students</th>
<th>% F/R Lunch</th>
<th>In-Bdy. Students Anticipated</th>
<th>Out-Of-Bdy. Students Anticipated</th>
<th>Total '04-05 FTE of No. in Boundary</th>
<th>Potential Capacity</th>
<th>% Minority Enrollment</th>
<th>% IEP Students</th>
<th>% F/R Lunch</th>
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<tbody>
<tr>
<td>New Town</td>
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<td>684</td>
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<td>-28</td>
<td>81.87%</td>
<td>11.70%</td>
<td>15.06%</td>
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<td>10</td>
<td>615</td>
<td>602</td>
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<tr>
<td>Millbrook*</td>
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<td>404</td>
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<td>15.84%</td>
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<td>10</td>
<td>325</td>
<td>324</td>
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<td>97.73%</td>
<td>10.60%</td>
<td>37.61%</td>
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<td>563</td>
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<td>0.56%</td>
<td>337</td>
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<td>11.94%</td>
<td>41.73%</td>
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<td>722</td>
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<td>35.61%</td>
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Hypothetical enrollments assume that all students residing in each new boundary would attend their districted school and that no out-of-boundary students would be enrolled.

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

Five-Year Enrollment Projections Developed in December, 2004**

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

Sample Five-Year Projections With Boundary Proposal "A", annexes returned to cluster

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3466 3498 3376 3565 3471 3628 3535 3687 3593 3718 3624 158
Woodholme Scenario "C" Boundaries of Cluster Schools: No change for Winand
What if proposed boundary scenario "C" was in effect this year?

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

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

The Residency Picture (BCPS Students eligible to attend 2004-05)

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<th>Current Cluster Schools</th>
<th>Eligible in Boundary</th>
<th>FTE of No. in Boundary</th>
<th>Potential /-/+ Capacity</th>
<th>% Minority</th>
<th>IEP Students</th>
<th>% F/R Lunch</th>
<th>In-Bdy. Students Anticipated</th>
<th>Out-of-Bdy.* Attending This School</th>
<th>Total '04-05 Anticipated Students</th>
<th>FTE of Total Anticipated</th>
<th>Potential /-/+ Capacity</th>
<th>% Minority</th>
<th>IEP Students</th>
<th>% F/R Lunch</th>
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<td>15.06%</td>
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<td>615</td>
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<td>404</td>
<td>85</td>
<td>84.65%</td>
<td>15.84%</td>
<td>50.99%</td>
<td>315</td>
<td>10</td>
<td>325</td>
<td>324</td>
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<tr>
<td>Total</td>
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- 20 in Annex now to Woodholme
- 88.95% avg. avg. avg.
- 95.33% (535-97 Milbrook to Campfield)

Five-Year Enrollment Projections Developed in December, 2004**

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

Sample Five-Year Projections With Boundary Proposal "C", annexes returned to cluster

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- 139 With Woodholme "C"
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<tr>
<td>Summit Park</td>
<td>0310</td>
<td>NW</td>
<td>94</td>
<td>132</td>
<td>160</td>
<td>170</td>
<td>155</td>
<td>166</td>
<td>144</td>
<td>169</td>
<td>128</td>
<td>131</td>
<td>145</td>
<td>124</td>
<td>127</td>
<td>116</td>
<td>112</td>
<td>108</td>
</tr>
<tr>
<td>Timber Grove</td>
<td>0405</td>
<td>NW</td>
<td>101</td>
<td>98</td>
<td>99</td>
<td>108</td>
<td>94</td>
<td>113</td>
<td>85</td>
<td>108</td>
<td>110</td>
<td>116</td>
<td>119</td>
<td>96</td>
<td>120</td>
<td>89</td>
<td>104</td>
<td>117</td>
</tr>
<tr>
<td>Wellwood</td>
<td>0304</td>
<td>NW</td>
<td>70</td>
<td>97</td>
<td>117</td>
<td>98</td>
<td>112</td>
<td>106</td>
<td>78</td>
<td>101</td>
<td>119</td>
<td>117</td>
<td>109</td>
<td>125</td>
<td>63</td>
<td>77</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

**Total Matched Records**: 1,579 1,663 1,743 1,834 1,750 1,721 1,630 1,646 1,925 1,875 1,935 1,912 2,049 2,024 2,077 2,076

NOTE: No births shown for Campfield or Chatsworth since they have no boundaries.

### Woodholme Area Cluster School Births: 1988-2003

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Town</td>
<td>0217</td>
<td>NW</td>
<td>76</td>
<td>69</td>
<td>76</td>
<td>76</td>
<td>58</td>
<td>74</td>
<td>55</td>
<td>60</td>
<td>63</td>
<td>57</td>
<td>55</td>
<td>60</td>
<td>82</td>
<td>66</td>
<td>92</td>
<td>102</td>
</tr>
<tr>
<td>Fort Garrison</td>
<td>0308</td>
<td>NW</td>
<td>112</td>
<td>96</td>
<td>106</td>
<td>128</td>
<td>107</td>
<td>80</td>
<td>111</td>
<td>106</td>
<td>129</td>
<td>126</td>
<td>134</td>
<td>121</td>
<td>134</td>
<td>135</td>
<td>152</td>
<td>146</td>
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<tr>
<td>Milbrook</td>
<td>0307</td>
<td>NW</td>
<td>188</td>
<td>170</td>
<td>197</td>
<td>213</td>
<td>224</td>
<td>21</td>
<td>215</td>
<td>206</td>
<td>190</td>
<td>188</td>
<td>203</td>
<td>214</td>
<td>171</td>
<td>193</td>
<td>183</td>
<td>224</td>
</tr>
<tr>
<td>Owings Mills</td>
<td>0402</td>
<td>NW</td>
<td>70</td>
<td>97</td>
<td>117</td>
<td>98</td>
<td>112</td>
<td>106</td>
<td>78</td>
<td>101</td>
<td>119</td>
<td>117</td>
<td>109</td>
<td>125</td>
<td>63</td>
<td>77</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

% of NW Area Births: 28.25% 25.67% 28.46% 28.08% 28.63% 27.37% 28.16% 25.73% 26.03% 26.03% 25.89% 27.20% 41.73% 42.74% 40.68% 42.53%

Increase: 42.53%
## Woodholme Area Cluster Schools' In-Boundary Students: 2001-2004

<table>
<thead>
<tr>
<th>School Name</th>
<th>#</th>
<th>Area</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>% Incr./Decr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Town</td>
<td>0217</td>
<td>NW</td>
<td>806</td>
<td>1047</td>
<td>1100</td>
<td>1173</td>
<td>1233</td>
<td>54.13%</td>
</tr>
<tr>
<td>Fort Garrison</td>
<td>0308</td>
<td>NW</td>
<td>392</td>
<td>388</td>
<td>391</td>
<td>364</td>
<td>354</td>
<td>-9.69%</td>
</tr>
<tr>
<td>Milbrook</td>
<td>0307</td>
<td>NW</td>
<td>623</td>
<td>612</td>
<td>575</td>
<td>582</td>
<td>521</td>
<td>-16.37%</td>
</tr>
<tr>
<td>Owings Mills</td>
<td>0402</td>
<td>NW</td>
<td>806</td>
<td>795</td>
<td>774</td>
<td>820</td>
<td>822</td>
<td>1.99%</td>
</tr>
<tr>
<td>Winand</td>
<td>0213</td>
<td>NW</td>
<td>606</td>
<td>585</td>
<td>588</td>
<td>602</td>
<td>585</td>
<td>-3.47%</td>
</tr>
</tbody>
</table>

3227 3427 3428 3541 3515 8.92% 288 student increase for cluster, 2000-2004

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

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

3037 2978 2963 2994 2790 725 Number of BCPS students in excess of available seats residing in the cluster, 2000-2004

676 Capacity of Woodholme Elementary, based on new state capacity formula

49 Number of BCPS students in excess of available seats with Woodholme

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

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

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

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

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

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

Woodholme Elementary School Boundary Study

Community Forum

*Individual & Group Results*

February 7, 2005
Baltimore County Public Schools

Woodholme Elementary School Boundary Study

Community Forum Results

February 7, 2005

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

<table>
<thead>
<tr>
<th>Criteria (Count)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure appropriate use of available school capacity to meet the needs of children.</td>
<td>58</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide relief for overcrowded schools within the Woodholme area cluster (New town, Owings Mills, Millbrook, Fort Garrison, Winand).</td>
<td>58</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider removing small (disconnected) service areas from schools in the cluster.</td>
<td>57</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide the Pre-Kindergarten program in each school in the cluster.</td>
<td>58</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximize the number of students who can walk to school.</td>
<td>58</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the economic diversity of population within the schools.</td>
<td>58</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the racial diversity of population within the schools.</td>
<td>58</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove as many relocatable classrooms as possible.</td>
<td>56</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria (Percent)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure appropriate use of available school capacity to meet the needs of children.</td>
<td>3.45</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide relief for overcrowded schools within the Woodholme area cluster (New town, Owings Mills, Millbrook, Fort Garrison, Winand).</td>
<td>99.99</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider removing small (disconnected) service areas from schools in the cluster.</td>
<td>99.99</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide the Pre-Kindergarten program in each school in the cluster.</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximize the number of students who can walk to school.</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the economic diversity of population within the schools.</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the racial diversity of population within the schools.</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove as many relocatable classrooms as possible.</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**INDIVIDUAL COMMENTS:**

- I believe the economic and racial diversity within the school is very important because it greatly impacts the parental support needed to provide both faculty, staff, and, most important, students with an advantage needed to insure the quality of education at that school.
- I feel it is important for children to attend the school based on their current residential location.
- Appropriate use of capacity maximizes opportunity for small class sizes.
Students can receive quality instruction and education regardless of whether they walk or ride a bus. Studies show that providing a strong foundation at an early level is crucial to future achievement.

I do not think the boundary should be placed such that communities are divided or even that bordering communities be divided into different schools. Parents rely on school relationships for children’s play groups and for car pooling to after school activities.

School capacity helps determine student/teacher ratios – important. Pre-K helps children to develop social skills needed for education. Walking to school has little effect on elementary students. Relocatable classrooms are reasonable measures to achieve good student/teachers ratios.

Early education is important for the educational development of the child and can lend itself to earlier detection/intervention of learning needs/disabilities.

In general, children should go to school near where they live.

Not important if children can walk to school in northwest community, most children will be driven to school or will take bus. Additionally, there are no sidewalks!!

I am more concerned about my child being in the school he is already comfortable in, as opposed to ethnic diversity or whether a child can walk to school.

I think kids should live close to school.

Pre-K programs are critical in preparing children for school. All schools should be economically and racially diverse; but under both plans the number of free/reduced lunches is skewed.

It’s very important to my family not to have my children move from school to school.

Students should attend school closest to their home. Wellwood Elementary should have been included in this process and their boundary also considered for adjustment.

In order for a school to be a positive environment it should be able to meet the needs of its students and be diversified. I’m not overly concerned with Pre-K programs because most Pre-K programs are not full day and as such, only utilized by stay home parents.

1) Ratio – teacher to student, 2) irrelevant, 3) tolerance – relations, 4) irrelevant

Woodholme scenario – “A” 2 schools will not be affected

Assuring appropriate use of available school capacity would hopefully balance out class sizes. Economic diversity and racial diversity is extremely important because I feel that a well balanced school has great impact on how as a culture we all learn to live and respect differences.

Teacher/student ratio is everything! Learning must be at its optimum!

Children come first. If classes are too big, it’s hard to teach. Keep children in their community.

The overall goal of the school system is to meet the needs of its children. This would mean providing them a safe environment as well as an environment ideally conducive to their development; and an environment fostering the learning process.

Students learn best when they are within classes with fewer students and more resources available to them.

Most important is to keep kids safe and within communities. The proposed boundaries divides the community on the east side of Reisterstown Road from other children they socialize with and puts them in a very unsafe position to cross Reisterstown Road or have to ride a bus to a community that is not within the scope of their other relationships.

Child affected by overcrowding and annexes

**GROUP COMMENTS:** (No group comments for this question.)
2. Please rank the criteria to be considered when developing new school boundaries in order of preference from 1 to 8, with 1 being the most important) and 8 being the least important. Please use each number only once.

### Table: Rankings of Criteria

<table>
<thead>
<tr>
<th>Criteria (count)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure appropriate use of available school capacity to meet the needs of children.</td>
<td>2</td>
<td>1</td>
<td>37</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Provide relief for overcrowded schools within the Woodholme area cluster (New town, Owings Mills, Millbrook, Fort Garrison, Windsor).</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>2</td>
<td>18</td>
<td>5</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Consider removing satellite (disconnected) service areas from schools in the cluster.</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Provide the Pre-Kindergarten program in each school in the cluster.</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Maximize the number of students who can walk to school.</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Consider the economic diversity of population within schools.</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>-</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Consider the racial diversity of population within schools.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Remove as many relocatable classrooms as possible.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

### Table: Rankings of Criteria (percent)

<table>
<thead>
<tr>
<th>Criteria (percent)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure appropriate use of available school capacity to meet the needs of children.</td>
<td>1.46</td>
<td>10</td>
<td>63.79</td>
<td>50</td>
<td>15.52</td>
<td>20</td>
<td>6.9</td>
<td>10</td>
</tr>
<tr>
<td>Provide relief for overcrowded schools within the Woodholme area cluster (New town, Owings Mills, Millbrook, Fort Garrison, Windsor).</td>
<td>3.7</td>
<td>10</td>
<td>25.93</td>
<td>20</td>
<td>33.33</td>
<td>50</td>
<td>20.37</td>
<td>20</td>
</tr>
<tr>
<td>Consider removing satellite (disconnected) service areas from schools in the cluster.</td>
<td>3.64</td>
<td>11.11</td>
<td>3.64</td>
<td>11.11</td>
<td>14.35</td>
<td>11.11</td>
<td>18.18</td>
<td>22.22</td>
</tr>
<tr>
<td>Provide the Pre-Kindergarten program in each school in the cluster.</td>
<td>5.17</td>
<td>10</td>
<td>13.79</td>
<td>8.42</td>
<td>15.32</td>
<td>10</td>
<td>12.07</td>
<td>20</td>
</tr>
<tr>
<td>Maximize the number of students who can walk to school.</td>
<td>22.22</td>
<td>7.02</td>
<td>7.02</td>
<td>7.02</td>
<td>11.11</td>
<td>8.77</td>
<td>15.79</td>
<td>11.11</td>
</tr>
<tr>
<td>Consider the economic diversity of population within schools.</td>
<td>5.26</td>
<td>10</td>
<td>7.02</td>
<td>3.51</td>
<td>12.28</td>
<td>8.77</td>
<td>20</td>
<td>19.3</td>
</tr>
<tr>
<td>Consider the racial diversity of population within schools.</td>
<td>1.79</td>
<td>10</td>
<td>8.93</td>
<td>8.93</td>
<td>10.71</td>
<td>10</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td>Remove as many relocatable classrooms as possible.</td>
<td>1.75</td>
<td>10</td>
<td>8.77</td>
<td>10</td>
<td>8.77</td>
<td>10</td>
<td>7.02</td>
<td>20</td>
</tr>
</tbody>
</table>

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

### Group Comments:
- Only 1 person cared about relocatables, because only one person had a child in one.
- “Consider removing satellite…” – Fair - not a negative, kids blend in well. “Provide the Pre-K program…” - take up a lot of space. “Consider the racial diversity…” – some people like being relocated – deal with everyone – still important but not compared to the other questions.
3. Baltimore County Public Schools must occasionally use strategies that are not ideal, but necessary to manage a short-term (2-3 year) overcrowding situation in a school. Please rank the following strategies from 1 through 6, with 1 being your most preferred to 6 being your least preferred. Please use each number only once.

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

**GROUP COMMENTS:**
- “Exploring non-traditional settings…” – students need amenities.

---

| Criteria (Count) | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | Total Responses |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Use relocatable classrooms | 16 | 5 | 7 | 1 | 1 | 6 | 4 | 1 | 1 | 5 | 8 | 1 | 1 | 10 | 10 |
| Annexing of grades or programs to the closest facilities with available space | 1 | 6 | 5 | 2 | 14 | 2 | 1 | 4 | 1 | 1 | 5 | 8 | 1 | 10 | 10 |
| Annexing of neighborhoods to the closest facilities with available space | 5 | 1 | 11 | 1 | 6 | 6 | 3 | 2 | 2 | 8 | 4 | 16 | 2 | 2 | 57 | 10 |
| Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasia, and libraries | 1 | 3 | 1 | 1 | 1 | 5 | 2 | 8 | 1 | 9 | 4 | 16 | 2 | 10 | 56 | 10 |
| Creative scheduling options such as am/pm shifts or year-round schooling | 1 | 2 | 3 | 14 | 4 | 7 | 27 | 5 | 58 | 10 |

| Criteria (Percent) | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | IND | GRP | Total Responses |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Use relocatable classrooms | 27.59 | 50 | 20.69 | 18.97 | 20 | 12.07 | 10 | 10.34 | 10 | 8.62 | 10 | 100 | 100 |
| Annexing of grades or programs to the closest facilities with available space | 1.82 | 16.36 | 20 | 29.09 | 50 | 25.45 | 20 | 14.55 | 10 | 7.27 | 5.45 | 99.99 | 100 |
| Annexing of neighborhoods to the closest facilities with available space | 5.17 | 10 | 29.31 | 22.41 | 18.97 | 18.2 | 8.62 | 10 | 10.34 | 60 | 5.17 | 20 | 99.99 | 100 |
| Exploring non-traditional settings, such as middle schools or commercial buildings, acknowledging that such facilities may lack such amenities as fields, gymnasia, and libraries | 3.51 | 10 | 5.26 | 3.51 | 20 | 8.77 | 10 | 14.04 | 40 | 28.07 | 20 | 36.84 | 100 | 100 |
| Creative scheduling options such as am/pm shifts or year-round schooling | 3.56 | 10 | 8.93 | 8.93 | 20 | 14.29 | 10 | 16.07 | 40 | 28.57 | 20 | 17.86 | 100.01 | 100 |
| Increasing class size | 1.72 | 10 | 3.45 | 6.9 | 5.17 | 24.14 | 40 | 12.07 | 46.55 | 50 | 100 | 100 | 100 | 100 |
4. If you could choose any school for your elementary school student to attend, which of the following would most appeal to you? Please select only one option below that best addresses your strongest concern.

<table>
<thead>
<tr>
<th>IND</th>
<th>GRP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(Not Answered)</td>
<td>2</td>
</tr>
<tr>
<td>The school with the highest standardized test scores</td>
<td>16</td>
</tr>
<tr>
<td>The school with the lowest student to teacher ratio</td>
<td>16</td>
</tr>
<tr>
<td>The school with the lowest level of disciplinary activity</td>
<td>3</td>
</tr>
<tr>
<td>The school with the academic program that best suits my child's interests</td>
<td>20</td>
</tr>
<tr>
<td>The school that most of my child's friends attend</td>
<td>1</td>
</tr>
<tr>
<td>The school closest to my home</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>58</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>IND</th>
<th>GRP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(Not Answered)</td>
<td>14</td>
</tr>
<tr>
<td>Boundary Scenario &quot;A&quot;</td>
<td>19</td>
</tr>
<tr>
<td>Boundary Scenario &quot;C&quot;</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>58</td>
</tr>
</tbody>
</table>

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

- Another school still needs to be built to relieve the growing communities.
- I would not choose either scenario both leave New Town and Woodholme under capacity and the other schools over capacity. There needs to be another school built.
- Neither boundary option is very good
- Neither - map in packet is not correct as shown
- Scenario “C” takes into account future potential growth. I am concerned that a new school is being built just to relieve overcrowding. Shouldn't the #1 priority be providing an appropriate education for all children? I am districted for Milbrook Elementary but teach in Howard Co. and pay out of county tuition. I would like to be able to send my children to BCPS and use my tax dollars, but I want a quality education and I am concerned about the Milbrook test scores and population. The area around Woodholme has always been a Pikesville zip code. Why aren’t our children being considered for a new school? Our students have gone to Milbrook since 1967.
- Please include housing north of Old Court Road to Park Heights Avenue for Fort Garrison to further extend the northwest district.
- Please consider for the future a boundary change for Fort Garrison to include the housing north of Old Court Road. The boundary for Woodholme would then be further northwest and include more of the New Town population, which is the stated goal for the building of the school.
- #4 – teaching to a test lowers standards; good academic programs will have high test scores if the right skills are taught. #5 – new developments at the Quarry & Bonnie View may impact Fort Garrison - the most options for this would be preferred.
- I really prefer neither option as I would wish to keep my child in the school in which he already attends.
Need to rethink boarder with Fort Garrison. Wellwood borders make no sense. Park Heights to Falls Coves to Old Court.

Neither – suggest Long Meadow, Dunbarton-Stevenson, Fields of Stevenson communities into Fort Garrison. Closer in proximity; students outside activities strengthened – easier for children. [2]

I am of the opinion that in this process, the attendance boundaries of Long Meadow Estates, Fields of Stevenson and Dunbarton Heights should have new boundaries from Wellwood to Fort Garrison. Long Meadow only has 4 students. 1) We are closer in proximity. 2) The children who carpool with other children for outside activities can’t do it where many of the children go to Fort Garrison. As long as boundaries are being redone now; why not include Wellwood?

Neither – Move boundary further east to include McDonough Oaks in New Town Elementary. We are close to the school.

Summit Park has been the best school for my “children,” with one that’s an IEP student who has grown to love to read and do her best in tests. She has come from a child that was shy, to a child that has lots of friends and loved by all of her classmates and teachers.

Neither – need to be part of Fort Garrison as member of Long Meadow neighborhood.

I don’t prefer either boundary scenario.

I wish not to choose either scenario due to the fact that I live on Painters Mill by Lakeside Blvd and this will affect my child’s school.

I believe low student to teacher ratio is my first preference. 2nd preference - high test scores. 3rd preference - school close to my home.

I selected “A” but there is still a need for another elementary and middle school. The problem we are having and that we are trying to fix, will only be temporary.

Neither of these scenarios is ideal. However, what appears to be necessary is another school to be built in the area versus drawing temporary, minimally acceptable guidelines.

Boundary Scenario “C” provides for future growth and school over population relief.

“C” – but not including the area across Reisterstown Road as it is dangerous and breaks up the communities.

GROUP COMMENTS (QUESTIONS 4 & 5):

“C”: not affected as Fort Garrison parent – considered the relief from New Town. “A”: liked idea of students near the mall going to New Town vs. being sent to Woodholme. Liked the idea of keeping Woodholme district small.

Busing concerns of proximity to school with local residents.

#4 – lower students need a better ratio  #5 – “A” – Future – take away from New Town, “C” – mall future

Quarry building – overcrowding Fort Garrison – undeveloped area between two
Tell us about yourself . . .

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percent</th>
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<td>15.52</td>
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<tr>
<td>Male</td>
<td>18</td>
<td>31.03</td>
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<tr>
<td>Female</td>
<td>31</td>
<td>53.45</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>58</strong></td>
<td><strong>100</strong></td>
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<table>
<thead>
<tr>
<th>Your Age</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
<td>(Not Answered)</td>
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<td>15.52</td>
</tr>
<tr>
<td>Under 18</td>
<td>1</td>
<td>1.72</td>
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<tr>
<td>18-29</td>
<td>3</td>
<td>5.17</td>
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<tr>
<td>30-39</td>
<td>21</td>
<td>36.21</td>
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<tr>
<td>40-49</td>
<td>13</td>
<td>22.41</td>
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<tr>
<td>50-64</td>
<td>10</td>
<td>17.24</td>
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<tr>
<td>65+</td>
<td>2</td>
<td>3.45</td>
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<tr>
<td><strong>Total Responses</strong></td>
<td><strong>58</strong></td>
<td><strong>100</strong></td>
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<table>
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<th>Parental Status</th>
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<tbody>
<tr>
<td>(Not Answered)</td>
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<td>24.44</td>
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<tr>
<td>Do not have children</td>
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<td>6.67</td>
</tr>
<tr>
<td>Parent/Guardian of child less than 5 years old</td>
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<td>15.56</td>
</tr>
<tr>
<td>Parent/Guardian of elementary student in the district</td>
<td>15</td>
<td>33.33</td>
</tr>
<tr>
<td>Parent/Guardian of middle school student in the district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian of high school student in the district</td>
<td>2</td>
<td>4.44</td>
</tr>
<tr>
<td>Parent/Guardian of private/parochial student</td>
<td>2</td>
<td>4.44</td>
</tr>
<tr>
<td>Parent/Guardian of former Baltimore County Public Schools student</td>
<td>4</td>
<td>8.89</td>
</tr>
<tr>
<td>Grandparent of Baltimore County Public Schools student</td>
<td>1</td>
<td>2.22</td>
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<tr>
<td><strong>Total Responses</strong></td>
<td><strong>45</strong></td>
<td><strong>99.99</strong></td>
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<table>
<thead>
<tr>
<th>Are you an employee of Baltimore County Public</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
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<td>10</td>
<td>17.24</td>
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<tr>
<td>Yes</td>
<td>8</td>
<td>13.79</td>
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<tr>
<td>No</td>
<td>40</td>
<td>68.97</td>
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<tr>
<td><strong>Total Responses</strong></td>
<td><strong>58</strong></td>
<td><strong>100</strong></td>
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</table>

<table>
<thead>
<tr>
<th>If you are an employee of Baltimore County Public Schools, what is your position?</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>(Not Answered)</td>
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<td>90.91</td>
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<tr>
<td>Teacher</td>
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<td>5.45</td>
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<tr>
<td>Support Staff</td>
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<td>1.82</td>
</tr>
<tr>
<td>Administrator</td>
<td>1</td>
<td>1.82</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>55</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Other:
- Substitute [2]
- Counselor

---

Baltimore County Public Schools
February 16, 2005

DEJONG
### How did you find out about the Community Forum?

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Not Answered</td>
<td>15</td>
<td>23.81%</td>
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<tr>
<td>School Newsletter</td>
<td>18</td>
<td>28.57%</td>
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<tr>
<td>Local Newspaper</td>
<td>4</td>
<td>6.35%</td>
</tr>
<tr>
<td>Church Bulletin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Flyer</td>
<td>2</td>
<td>3.17%</td>
</tr>
<tr>
<td>Personal Contact</td>
<td>17</td>
<td>26.98%</td>
</tr>
<tr>
<td>Radio/TV</td>
<td>7</td>
<td>11.11%</td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Responses</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Other:**
- New Town Elementary – Principal [2]
- Email
- BCPS Website [2]
- “I made contact because I was interested
- Summit Park
- Pikesville Communities Corporation
- PTA Council of Baltimore County
- PTA President
- Friend [2]
- School Flyer [2]
Baltimore County Public Schools

Woodholme Elementary School Boundary Study
Community Forum Appendix

Attendance and Evaluation

February 7th, 2005
Summary of Attendance At The Community Forum

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Signed In</td>
<td>119</td>
</tr>
<tr>
<td>Boundary Committee Reps.</td>
<td>25</td>
</tr>
<tr>
<td>Parents</td>
<td>56</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Administrators</td>
<td>14</td>
</tr>
<tr>
<td>Officials</td>
<td>4</td>
</tr>
<tr>
<td>Neighbors</td>
<td>19</td>
</tr>
</tbody>
</table>

Plus group facilitators, BCPS staff, guidance counselors, etc.

Schools Represented

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

98
Summary of Evaluation of Community Forum

39 Evaluation forms were completed and submitted.

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>34</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Agenda
- Agree
- Disagree
- 31
- 33
- 28
- 34
- 8

Organization/Structure
- Agree
- Disagree
- 31
- 33

Presentation of Options
- Agree
- Disagree
- 28
- 2

Group Work Sessions
- Agree
- Disagree
- 34
- 8

Other (Please Specify)

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

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

**Organization/Structure**
- Fine
- Continue with organization

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

**Group Work Sessions**
- Excellent Opportunity to hear other ideas from community.
- Having to come to agreement on each item
- Discuss what is important to group members first to get people thinking,
then fill out questionnaire in private

- Poor use of these

- Good

- Very helpful in learning other communities/family situations

**Other (Please Specify)**

- Some people were confused with terminology
- Don't ask for consensus. Everyons'e vote should count.
- Use spell check (refers to typo on evalation form)
- Group consensus was not necessary
- Allow community input prior. - (?)
- More community involvement
- This was very well planned and organized
- Well done considering the huge undertaking this is
- Community input is valuable to both fellow neighbors & Board
- It was productive
Baltimore County Public Schools  
Towson, Maryland 21204  

March 8, 2005  

Retirements  

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Office</th>
<th>Yrs. of Service</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ida Carmine</td>
<td>Paraeducator</td>
<td>Catonsville High</td>
<td>14.0</td>
<td>7-01-05</td>
</tr>
<tr>
<td>Edward Cozzolino</td>
<td>Contractual</td>
<td>Approved Leave</td>
<td>32.4</td>
<td>7-01-05</td>
</tr>
<tr>
<td>Barbara Francis</td>
<td>Facilitator</td>
<td>Sollers Point Tech HS</td>
<td>34.0</td>
<td>7-01-05</td>
</tr>
<tr>
<td>Anne Freeman</td>
<td>Admin. Secretary I</td>
<td>Student Health/ESS</td>
<td>31.8</td>
<td>7-01-05</td>
</tr>
<tr>
<td>Catherine Hauf</td>
<td>Paraeducator</td>
<td>Fort Garrison Elem.</td>
<td>25.5</td>
<td>7-01-05</td>
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<tr>
<td>Helen Kimmel</td>
<td>Paraeducator</td>
<td>Chesapeake High</td>
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<td>7-01-05</td>
</tr>
<tr>
<td>Irene McCutcheon</td>
<td>Teacher</td>
<td>Relay Elementary</td>
<td>19.5</td>
<td>7-01-05</td>
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<tr>
<td>Mary McSherry</td>
<td>Lib. Sci. Media</td>
<td>Hampton Elem.</td>
<td>34.0</td>
<td>7-01-05</td>
</tr>
<tr>
<td>C. Elaine Pinkham</td>
<td>Paraeducator</td>
<td>Franklin High</td>
<td>19.0</td>
<td>7-01-05</td>
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<tr>
<td>Eileen J. Reiswig</td>
<td>Admin. Secretary III</td>
<td>Oliver Beach Elem.</td>
<td>26.0</td>
<td>7-01-05</td>
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<tr>
<td>Janice A. Reppert</td>
<td>Teacher</td>
<td>Pinewood Elem.</td>
<td>34.0</td>
<td>7-01-05</td>
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<tr>
<td>Thomas L. Schulten</td>
<td>Teacher</td>
<td>Gen. John Stricker Middle</td>
<td>34.0</td>
<td>7-01-05</td>
</tr>
</tbody>
</table>
Baltimore County Public Schools
Towson, Maryland 21204

March 8, 2005

Resignations

Elementary – 24

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seventh District Elementary School
Kimberly A. Canfield, 06/30/05, 6.0 yrs.
Reading Specialist

Timber Grove Elementary School
Jennifer Barwick, 06/30/05, 2.9 yrs.
Grade 5

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

SECONDARY – 34

Arbutus Middle School
Sarah A. Brager, 06/30/05, 2.0 yrs.

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

Cockeysville Middle School
Maria M. Hiaasen, 06/30/05, 5.0 yrs.

Deer Park Middle Magnet School
Rhonda L. Tabb, 06/30/05, 12.0 yrs.

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

Franklin Middle School
Eleanor Coffey, 06/30/05, 1.0 yr.

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

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

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

Lansdowne Middle School
Ari Schwartz, 06/30/05, 2.0 yrs.

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

Old Court Middle School
Andrea D. Stanton, 06/30/05, 1.0 yr.

Owings Mills High School
DaMarie Lopez-Troche, 06/30/05, 1.0 yr.

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

Pikesville High School
Suha D. Peng, 03/04/05, 9.0 mos.

Pikesville Middle School
Rachel Rosenberg, 06/30/05, 1.0 yr.

Randallstown High School
Robert A. Holland, 06/30/05, 1.6 yrs.

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

Sparrows Point High School
Jennifer M. Potter, 06/30/05, 2.0 yrs.

Towson High School
Jean E. Brumley, 02/15/05, 6.0 mos.

Western School of Technology
Daniel V. Poling, 06/30/05, 3.0 yrs.

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

Woodlawn Middle School
Tanya Douse, 06/30/05, 3.0 yrs.

DOP: 3/9/05
SEPARATIONS FROM LEAVE – 14

Kimberly A. Bakhtiar, granted Child Rearing Leave, 05/18/03 – 06/30/05, resigning 06/30/05, 13.0 yrs.
Tracey R. Beyer, granted Child Rearing Leave, 07/25/03 – 06/30/05, resigning 06/30/05, 5.0 yrs. (Nurse)
Jamie M. Glaser, granted Child Rearing Leave, 01/19/04 – 06/30/05, resigning 06/30/05, 3.0 yrs. (Social Worker)
Deborah C. Hulting, granted Unusual or Imperative Leave, 07/01/04 – 06/30/05, resigning 02/17/05, 10.5 yrs.
Angela M. Keck, granted Child Rearing Leave, 10/01/04 – 06/30/05, resigning 06/30/05, 6.0 yrs.
Sarah P. Keith, granted Child Rearing Leave, 02/18/04 – 06/30/05, resigning 06/30/05, 2.0 yrs. (Guidance)
Kelly B. Kristoff, granted Second Child Rearing Leave, 06/05/03 – 06/05/05, resigning 02/14/05, 10.5 yrs.
Ann M. Lindner, granted Child Rearing Leave, 10/23/03 – 06/30/05, resigning 06/30/05, 7.0 yrs.
Donald J. Metil, granted Personal Leave, 07/01/04 – 06/30/05, resigning 06/30/05, 9.0 yrs.
Eileen P. Norris, granted Child Rearing Leave, 06/22/03 – 06/30/05, resigning 06/30/05, 11.0 yrs.
Dawn A. Roberts, granted Child Rearing Leave, 11/09/03 – 06/30/05, resigning 06/30/05, 6.0 yrs.
Crystal J. Ruby, granted Child Rearing Leave, 04/03/03 – 04/03/05, resigning 04/02/05, 17.4 yrs. (Admin. Secretary)
Lucinda P. Shue, granted Unusual or Imperative Leave, 07/01/04 – 06/30/05, resigning 06/30/05, 6.0 yrs.
Paula E. Somma, granted Child Rearing Leave, 03/03/03 – 03/03/05, resigning 03/03/05, 11.3 yrs.
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

March 8, 2005

LEAVES

ACADEMIC LEAVES

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

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

CHILD REARING LEAVES

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

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

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

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

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

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

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

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

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

PERSONAL LEAVES

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

DOP: 3/9/2005
PERSONAL ILLNESS LEAVES

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

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

UNUSUAL OR IMPERATIVE LEAVES

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

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

*Non-member Maryland State Retirement System & Pension System
# RECOMMENDED APPOINTMENTS

## March 8, 2005

<table>
<thead>
<tr>
<th><strong>NAME</strong></th>
<th><strong>FROM</strong></th>
<th><strong>TO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KENNETH DICKSON</strong></td>
<td>Assistant Director, Special and Gifted Education Services, Norfolk Public Schools</td>
<td>Coordinator of Gifted and Talented Education and Magnet Programs, Department of Special Programs, PreK-12</td>
</tr>
<tr>
<td>(Effective March 9, 2005)</td>
<td>(Replacing Jeanne Paytner, retired)</td>
<td></td>
</tr>
<tr>
<td><strong>KELLY J. ERDMAN</strong></td>
<td>Teacher/Social Studies, Loch Raven High School</td>
<td>Assistant Principal, Towson High School</td>
</tr>
<tr>
<td>(Effective March 9, 2005)</td>
<td>(Replacing MaryAnn Brosso, retired)</td>
<td></td>
</tr>
<tr>
<td><strong>ANDREW D. LAST</strong></td>
<td>Teacher/Spanish, Hereford High School</td>
<td>Assistant Principal, Dulaney High School</td>
</tr>
<tr>
<td>(Effective March 9, 2005)</td>
<td>(Replacing George Roberts, administrative transfer)</td>
<td></td>
</tr>
<tr>
<td><strong>JOHN S. PALMER</strong></td>
<td>Teacher/Technology Integration, New Town Elementary School</td>
<td>Assistant Principal, Franklin Elementary School</td>
</tr>
<tr>
<td>(Effective March 9, 2005)</td>
<td>(Replacing Deborah Erickson, retired)</td>
<td></td>
</tr>
<tr>
<td><strong>BRIAN G. STOLL</strong></td>
<td>Teacher/Resource, Department of Special Programs, PreK-12</td>
<td>Supervisor, Magnet Schools, Department of Special Programs, PreK-12</td>
</tr>
<tr>
<td>(Effective March 9, 2005)</td>
<td>(New Position)</td>
<td></td>
</tr>
</tbody>
</table>
Baltimore County Public Schools

Date: March 8, 2005

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Recommendations for Award of Contracts

Originator: J. Robert Haines, Deputy Superintendent, Business Services

Person(s): Rick Gay, Manager, Office of Purchasing
Michael Sines, Executive Director, Department of Physical Facilities

Recommendation

That the Board of Education approves the following contract recommendations.

*****

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit
The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

1. **Contract:** Heating, Ventilation, Air Conditioning, and Refrigeration Systems’ Installation, Preventive Maintenance, Repair, and Service  
   **Contract #:** JMI-623-05  
   **Term:** 5 years  
   **Extension:** 0  
   **Contract Ending Date:** 3/31/10 (tentative)  
   **Estimated annual award Value:** $250,000  
   **Estimated total award value:** $1,250,000  
   **Bid issued:** December 9, 2004  
   **Pre-bid meeting date:** January 14, 2005  
   **Due Date:** February 3, 2005  
   **No. of vendors issued to:** 19  
   **No. of bids received:** 8  
   **No. of no-bids received:** 1  
   **No. of non-responsive bids:** 0

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

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

- **Primary** Denver Elek, Inc.  
  **Secondary** R.F. Warder, Inc.  
  **Tertiary** Temp Air Co., Inc.  
  **Fourth** Fidelity Engineering Corp.  
  **Fifth** Dynastics, Inc.  

**Responsible school or office:** Contract Maintenance Services, Department of Physical Facilities  
**Contact Person:** Bill Warrington  
**Funding Source:** Operating Budget
2. **Contract:** Special Education Equipment  
   **Bid #:** PCR-295-05

   **Term:** one-time purchase  
   **Extensions:** N/A  
   **Contract Ending Date:** N/A

   **Estimated annual award value:** $23,579  
   **Estimated total award value:** $23,579

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

**Description:**

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

**Recommendation:**

Award of contract is recommended to:

   Assistive Technology, Inc.   Newton, MA

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

**Contact Person:** Marsye Kaplan

**Funding Source:** Operating budget
3. **Contract:** ADA Upgrades – Timonium Elementary School

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

**Description:**

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

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

**Recommendation:**

Award of contract is recommended to:

Orfanos Contractors, Inc. Baltimore, MD

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

**Contact person:**

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

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

Estimated award value: $97,000

Description:

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

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

Recommendation:

Award of contract is recommended to:

Orfanos Contractors, Inc. Baltimore, MD

Responsible school or office: Department of Physical Facilities

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

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

Baltimore County Public Schools
Franklin Elementary School – ADA Upgrades
Bid Number: MBU-530-05
Bid Due Date: February 23, 2005

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Orfanos Contractors</th>
<th>Jerry DeBar Construction</th>
<th>Mid-Atlantic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$97,000</td>
<td>$106,800</td>
<td>$142,170</td>
</tr>
</tbody>
</table>
5. **Contract:** ADA Upgrades – Featherbed Lane Elementary School

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

**Description:**

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

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

**Recommendation:**

Award of contract is recommended to:

Orfanos Contractors, Inc. Baltimore, MD

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

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

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

---

**Baltimore County Public Schools**  
**Featherbed Lane Elementary School – ADA Upgrades**  
**Bid number:** MBU-530-05  
**Bid due date:** February 23, 2005

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Orfanos Contractors</th>
<th>Jerry DeBar Construction</th>
<th>Mid-Atlantic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$87,000</td>
<td>$99,500</td>
<td>$126,800</td>
</tr>
</tbody>
</table>
6. **Contract:** ADA Upgrades – Grange and Middleborough Elementary School

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

**Description:**

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

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

**Recommendation:**

Award of contract is recommended to:

Jerry DeBar Construction, Inc. Baltimore, MD

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

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

**Funding source:** County Capital Budget Project # 665 – Major Maintenance
<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Jerry DeBar Construction</th>
<th>JAK Construction</th>
<th>Orfanos Contractors</th>
<th>System &quot;42&quot; Inc.</th>
<th>Motir Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Bid</td>
<td>$105,800</td>
<td>$162,000</td>
<td>$151,200</td>
<td>$213,000</td>
<td>$120,000</td>
</tr>
<tr>
<td>Alternate 1-Grange / Complete renovations of one set of students restrooms (boys and girls restrooms) per ADA compliant, to include new fixtures, stalls and toilet accessories.</td>
<td>$42,900</td>
<td>$68,000</td>
<td>$48,700</td>
<td>$44,000</td>
<td>$45,000</td>
</tr>
<tr>
<td>Alternate 1-Middleborough / Complete renovations of one set of students restrooms (boys and girls restrooms) per ADA compliant, to include new fixtures, stalls and toilet accessories.</td>
<td>$49,000</td>
<td>$74,000</td>
<td>$55,800</td>
<td>$56,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Alternate 2-Middleborough / Installation of concrete ramp to girls restroom per ADA compliant.</td>
<td>$2,900</td>
<td>$5,700</td>
<td>$2,700</td>
<td>$2,500</td>
<td>$750</td>
</tr>
<tr>
<td>Base Bid Plus Alternates #1 and #2</td>
<td>$200,600</td>
<td>$309,700</td>
<td>$258,400</td>
<td>$315,500</td>
<td>$215,750</td>
</tr>
</tbody>
</table>
7. **Contract:** Various Construction Packages at Windsor Mill Middle School  
**Estimated award value:** $3,629,274

**Description:**

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

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

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

**Recommendation:**

Award of Contract(s) is recommended to:

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

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

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

**Funding source:** County Capital Budget – Project #091 - Windsor Mill Middle School
### Package 2-D – Playfield Equipment

**Baltimore County Public Schools**  
**Windsor Mill Middle School**  
**Bid # PCR-282-05**  
**Bid Due Date: March 2, 2005**

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Urban Zink Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid</strong></td>
<td><strong>$157,600</strong></td>
</tr>
</tbody>
</table>

### Package 6-A – Carpentry

**Baltimore County Public Schools**  
**Windsor Mill Middle School**  
**Bid # PCR-282-05**  
**Bid Due Date: March 2, 2005**

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Hancock &amp; Albanese</th>
<th>Homewood General Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid</strong></td>
<td><strong>$1,667,000</strong></td>
<td><strong>$1,667,500</strong></td>
</tr>
<tr>
<td><strong>Add Alternate #2:</strong></td>
<td>Provide 6 additional classrooms</td>
<td><strong>$20,000</strong></td>
</tr>
<tr>
<td><strong>Add Alternate #6:</strong></td>
<td>Provide CMU partitions in the Administrative area as indicated and specified in lieu of drywall partitions</td>
<td><strong>-$4,200</strong></td>
</tr>
<tr>
<td><strong>Add Alternate #10:</strong></td>
<td>Provide canopy length of Bus Drop Loop as indicated</td>
<td><strong>$213,000</strong></td>
</tr>
<tr>
<td><strong>Add Alternate #18:</strong></td>
<td>Provide Scoreboard and rough-in</td>
<td><strong>$8,000</strong></td>
</tr>
<tr>
<td><strong>Add Alternate #37:</strong></td>
<td>Provide Medeco locking cylinders at all interior doors as specified</td>
<td><strong>$41,000</strong></td>
</tr>
<tr>
<td><strong>Total Recommended Contract</strong></td>
<td><strong>$1,667,000</strong></td>
<td><strong>$1,949,400</strong></td>
</tr>
</tbody>
</table>
Baltimore County Public Schools
Windsor Mill Middle School
Package 7-A – Roofing
Bid # PCR-282-05
Bid Due Date: March 2, 2005

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roofers, Inc.</td>
<td></td>
</tr>
</tbody>
</table>

| Base Bid | $990,500 |
| Add Alternate #2: Provide 6 additional classrooms | $14,500 |
| Total Recommended Contract | $990,500 |

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra’s Glass</td>
<td>Zephyr Aluminum</td>
</tr>
</tbody>
</table>

| Base Bid | $488,415 | $509,400 |
| Add Alternate #2: Provide 6 additional classrooms | $19,188 | $18,600 |
| Total Recommended Contract | $488,415 | $528,000 |

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

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland Equipment</td>
<td></td>
</tr>
</tbody>
</table>

| Base Bid | $325,759 |
8. Contract: Replacement of Cooling Tower, Condenser Water Circulating Pumps/Motors and Associated Plumbing at Perry Hall High School

Estimated award value: $319,768

Description:

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

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

Recommendation:

Award of contract is recommended to:

   Dynastics, Inc.  Baltimore, MD

Responsible school or office: Department of Physical Facilities

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

Funding source: State Aging School Program Budget
## PERRY HALL HIGH SCHOOL – COOLING TOWER REPLACEMENT
### BID NUMBER: JMI-633-05
### BID DUE DATE: MARCH 1, 2005

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Bid</strong></td>
<td>$249,476</td>
<td>$263,670</td>
<td>$350,000</td>
</tr>
<tr>
<td>Add Alternate #1: Provide tower filtration system</td>
<td>$9,761</td>
<td>$11,270</td>
<td>$19,000</td>
</tr>
<tr>
<td>Add Alternate #2: Repair the condenser water chemical feed system</td>
<td>$1,708</td>
<td>$6,360</td>
<td>$14,000</td>
</tr>
<tr>
<td>Add Alternate #3: Condenser water piping modifications</td>
<td>$28,553</td>
<td>$42,000</td>
<td>$52,000</td>
</tr>
<tr>
<td>Add Alternate #4: Replace condenser water pumps</td>
<td>$30,270</td>
<td>$29,900</td>
<td>$17,000</td>
</tr>
<tr>
<td>Add Alternate #5: Provide air conditioning after April 15, 2005</td>
<td>$0</td>
<td>$32,260</td>
<td>$40,000</td>
</tr>
<tr>
<td><strong>Total Base Bid Plus Alternates</strong></td>
<td>$319,768</td>
<td>$385,460</td>
<td>$492,000</td>
</tr>
</tbody>
</table>
9. **Contract Modification:** Design and Construction Administration Services at Windsor Mill Middle School

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

**Description:**

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

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

**Recommendation:**

Contract Modification is recommended to:

Grimm & Parker Architects Calverton, MD

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

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

**Funding source:** County Capital Budget – Project #091 - Windsor Mill Middle School
10. **Contract Modification:** Change Orders, Construction at Parkville High School and Kenwood High School

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

**Description:**

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

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

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

**Recommendation:**

Contract Modification is recommended to:

Porter Construction Management, Inc. Woodbine, MD

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

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

**Funding source:** County Capital Budget:
Project #345 – Parkville High School Addition
Project #037 – Kenwood High School Improvements
DATE: March 8, 2005

TO: Board of Education

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: LEGISLATION UPDATE

ORIGINATOR: Kara Calder, Chief Communications Officer

RECOMMENDATION

* * * *

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

Attachment I – Key School Legislation Summary
Attachment II – Senate and House Bills
UPDATES ON LEGISLATION PREVIOUSLY CONSIDERED

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

**HB 143 - Education - Public Schools - Use of Asthma Drugs and Related Medication**
This bill would require public school systems to adopt a policy authorizing a student to possess and self-administer specified medication pertaining to the student’s asthma or other airway-constricting disease while in school, at school-sponsored activities, or on school property. It requires prior written approval from a student’s health practitioner and parent or legal guardian before a student can self-administer medication and requires that the school nurse conduct a specified review.

Board of Education position: Support

*Status: unchanged

**HB 227 – Education - Arrest for Reportable Offenses – Notification**
This bill would expand the requirement that law enforcement agencies notify local superintendents of public schools of arrests for reportable offenses to include arrests of all students. It also more clearly defines "student" as an individual enrolled in a public school system in the State who is 5 years old or older and under 21 years of age.

Board of Education position: Support

*Status: Passed the House with amendments;

**HB 330 - Education - National Board Certified Teachers - Stipend Eligibility**
This legislation is one of three bills under consideration that would aid in the expansion and promotion of national board certification for teachers in Maryland.

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

Board of Education position: Support

*Status: unchanged
HB 389 - Teachers - Certification - Fetal Alcohol Spectrum Disorders Course Credit
This bill would requiring that the State Superintendent of Schools and the Professional Standards and Teacher Education Board require applicants for a teacher’s certificate to complete a minimum number of semester hours covering Fetal Alcohol Spectrum Disorders and to determine the minimum number of specified semester hours required for a teacher’s certificate. This would provide teachers the advantage of the necessary technical training to support teaching and learning with students affected by such disorders.

Board of Education position: Support with amendments

*Status: unchanged

HB 560 - Education - State Aid for Public Elementary and Secondary Education - Trigger Provision – Repeal
This bill would repeal the provision of law that makes annual per pupil foundation aid for education contingent on the adoption of a joint resolution by the General Assembly if State aid for public elementary and secondary education exceeds a specified threshold and repeals the provision that limits the annual per pupil foundation aid to a specified amount if the joint resolution is not adopted.

Board of Education position: Support

*Status: Heard 3/3 Ways & Means

HB 579 - Pilot Program to Study and Improve Screening Practices for Autism Spectrum Disorders
This bill would establish a Pilot Program to Study and Improve Screening Practices for Autism Spectrum Disorders in the Department of Education and would require the Department of Education, in collaboration with the Department of Health and Mental Hygiene, to establish relationships with specified providers to participate in the Pilot Program. It also provides that training materials be developed and that written information on early detection of autism spectrum disorders be distributed.

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

Board of Education position: Support

*Status: unchanged
**HB 641 - Education - Comprehensive Master Plan Updates - Due Dates**
This bill would alter the date by which county boards of education must submit master plan updates and other information to the State Department of Education and alter the date by which the State Superintendent of Schools must report to the General Assembly.

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

Board of Education position: Support

*Status: Heard 3/3

**SB 266 - Quality Teacher Incentive Act - Increasing Participation**
Like HB 330, passage of this bill would help advance and promote the teaching profession by increasing the maximum number of teachers selected each year to participate in the State and Local Aid Program for Certification by the National Board for Professional Teaching Standards from 500 to 750.

Board of Education position: Support

*Status: passed the Senate

**SB 268 - Education - School Based Employees – Stipends**
This bill provides for a stipend of up to a maximum of $2,000 for certificated school-based employees who work directly with students or teachers and who hold a certificate issued by the National Board for Professional Teaching Standards. As with HB 330 and SB 266 it would help support the professional career ladder for teachers.

Board of Education position: Support

*Status: passed the Senate

**LEGISLATION FOR CONSIDERATION**

**HB899 Education - Geographic Cost of Education Index – Funding**
This bill would require the State to provide a grant to specified county boards of education to reflect regional differences in the cost of education that are due to factors outside the control of local jurisdictions beginning in fiscal year 2006. While the GCEI was identified in the Thornton legislation, it has not yet been funded.

Recommendation: Support
HB1254  Education - Closing the Gap School Recognition Awards
This bill would establish the “Closing the Gap School Recognition Awards” program in order to recognize primary and secondary schools that have made significant efforts in reducing achievement gaps for specified student racial and ethnic groups and subgroups as demonstrated by data reported to the State Department of Education in accordance with the federal No Child Left Behind Act. It would require the Governor to include $2,750,000, entirely from federal funds, in the annual State budget to fund the awards program.

Recommendation: Support

HB1325  Creation of State Debt - Aging School Program - Qualified Zone Academy Bonds
This bill proposed the creation of a State Debt in the amount of $9,361,000 to be used as a grant to the Interagency Committee on School Construction for specified development or improvement purposes to be allocated to eligible school systems. It would be subject to a requirement that the grantee document the provision of a required federal matching fund.

Recommendation: Support
By: Delegates Marriott, Hixson, Howard, Anderson, Barkley, Barve, Benson,
    Bozman, Branch, Bronrott, Burns, Carter, Conroy, Cryor, C. Davis,
    D. Davis, Doory, Dumais, Feldman, Franchot, Frush, Gaines, Goldwater,
    Goodwin, Gordon, Griffith, Gutierrez, Hammen, Haynes, Healey, Heller,
    Holmes, Hubbard, Hurson, Kaiser, Kelley, King, Kirk, Krysiak, Lee,
    Madaleno, Mandel, McHale, McIntosh, Menes, Moe, Montgomery,
    Murray, Nathan-Pulliam, Oaks, Paige, Parker, Patterson, Petzold,
    Proctor, Quinter, Ramirez, Rosenberg, Ross, Simmons, Taylor,
    V. Turner, and Vaughn
Introduced and read first time: February 10, 2005
Assigned to: Ways and Means

A BILL ENTITLED

AN ACT concerning

Education - Geographic Cost of Education Index - Funding

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

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

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

Article - Education

5-202.

In this subsection, "GCEI adjustment" means the foundation
program for each county multiplied by:

(i) 0.000 in Allegany;
(ii) 0.018 in Anne Arundel;
(iii) 0.042 in Baltimore City;
(iv) 0.008 in Baltimore;
(v) 0.021 in Calvert;
(vi) 0.000 in Caroline;
(vii) 0.014 in Carroll;
(viii) 0.000 in Cecil;
(ix) 0.020 in Charles;
(x) 0.000 in Dorchester;
(xi) 0.024 in Frederick;
(xii) 0.000 in Garrett;
(xiii) 0.000 in Harford;
(xiv) 0.015 in Howard;
(xv) 0.010 in Kent;
(xvi) 0.034 in Montgomery;
(xvii) 0.048 in Prince George's;
(xviii) 0.011 in Queen Anne's;
(xix) 0.002 in St. Mary's;
(xx) 0.000 in Somerset;
(xxi) 0.000 in Talbot;
(xxii) 0.000 in Washington;
(xxiii) 0.000 in Wicomico; and
(xxiv) 0.000 in Worcester.

(2) [To the extent funds are provided in the State budget for the grants under this subsection,] EACH YEAR, in addition to the State share of the foundation program, each county board [may] SHALL receive a grant to reflect regional differences in the cost of education that are due to factors outside of the control of the local jurisdiction.
(3) [Subject to paragraph (4) of this subsection, the] THE amount of the grant to each county board under this subsection shall equal the GCEI adjustment for the county board multiplied times:

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

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

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

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2005.
By: Delegates Gutierrez, Bobo, Cane, Gordon, Heller, Hubbard, Lee, Madaleno, Marriott, McIntosh, Menes, Nathan-Pulliam, Ramirez, Simmons, Taylor, and Vaughn

Introduced and read first time: February 11, 2005
Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

Education - Closing the Gap School Recognition Awards

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

21 BY repealing
22 Article - Education
23 Section 5-211
24 Annotated Code of Maryland
25 (2004 Replacement Volume and 2004 Supplement)

26 BY adding to
27 Article - Education
28 Section 5-211
29 Annotated Code of Maryland
30 (2004 Replacement Volume and 2004 Supplement)
SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
MARYLAND, That Section(s) 5-211 of Article - Education of the Annotated Code of
Maryland be repealed.

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

Article - Education

5-211.

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

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

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

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

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

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

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

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

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

(II) THE AWARD CRITERIA SHOULD BE BASED ON THE MANDATED
DISAGGREGATED ACHIEVEMENT GAP INDICATORS IN ACCORDANCE WITH THE NCLB
ACT, INCLUDING, BUT NOT LIMITED TO:
1. REDUCED GAPS OR SIGNIFICANT GAINS TOWARD ZERO GAP IN ELEMENTARY SCHOOL READING AND MATH ASSESSMENTS BY THE THIRD GRADE;

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

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

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

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

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

(II) AWARD FUNDS MAY NOT BE USED FOR:

1. STAFF BONUSES;

2. DIFFERENTIAL PAY INCREASES; OR

3. TECHNOLOGY; AND

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

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

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

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2005.
A BILL ENTITLED

AN ACT concerning

Creation of a State Debt - Aging School Program - Qualified Zone Academy

Bonds

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

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

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

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

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

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

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

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

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

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

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

(f) The grantee has until June 1, 2007, to present the final evidence
satisfactory to the Board of Public Works that the total matching fund will be
provided and documented. If satisfactory evidence is presented, the Board shall
certify this fact to the State Treasurer, and the final proceeds of the loan proportional
to the final installment of the matching fund shall be expended for the purposes
provided in this Act. After June 1, 2007, any amount of the loan that has not been
authorized by the Board of Public Works for disbursement shall be canceled and be of no further effect.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2005.
Baltimore County Public Schools

Date: March 8, 2005

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent


Originator: J. Robert Haines, Deputy Superintendent, Business Services

Resource Person(s): Barbara Burnopp, Executive Director, Fiscal Services

Patrick Fannon, Controller

Information


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

These data are presented using State Department of Education categories. Amounts included reflect actual revenues, expenditures and encumbrances to date and do not reflect forecasts of revenues and expenditures. Figure 1 presents an overview of the FY2004 and FY2005 General Fund Revenue Budget. Figure 2 provides an overview of the adjusted FY2005 General Fund Expenditure Budget. Figure 3 compares the percent of the budget obligated as of January 31, 2004 and 2005. Figure 4 is a comparative statement of budget to actual revenues, expenditures and encumbrances.
General Fund Revenue Budget

General Fund Revenue Budget by Source

Baltimore County | State of Maryland | Other | Total Revenue
--- | --- | --- | ---
FY2004 Final | $560,233,962 | $304,989,167 | $7,765,000 | $872,988,129
FY2005 Adjusted | 570,385,533 | 342,566,986 | 9,984,526 | 922,937,045
Change | 10,151,571 | 37,577,819 | 2,219,526 | 49,948,916

Figure 1

Year-to-Date Comparison

- **Baltimore County** – The FY2005 County appropriation increased $10,151,571, 1.8% over the FY2004 budget. County funds are drawn based on cash flow requirements. Year-to-date County revenue recognized is $302 million, 53% of the budget, as compared to $278 million, 50% of the budget, for FY2004.

- **State of Maryland** – The FY2005 State appropriation increased $37,577,819, 12.3% over the FY2004 budget. The increase is the result of the second year of the Maryland *Bridge to Excellence in Public Schools Act*. The majority of State funds are received bi-monthly in equal installments. Four of the bi-monthly payments have been received, and actual revenues to date are in line with the budget.

- **Other Revenues** – Out-of-County tuition payments from other Local Education Agencies (LEAs) are generally recognized at the end of the fiscal year and represent 47% of the Other Revenues budget. The re-appropriation of the prior fiscal year’s fund balance was increased by $1.5 million in January and now represents 33% of the Other Revenues budget. Year-to-date revenue includes summer school and other tuitions, the re-appropriation of the prior year’s unspent fund balance of $3.3 million and sundry other revenues.
**General Fund Expenditure Budget**

**FY2005 Adjusted Expenditure Budget by Category**

$922,937,045

- **Administration** - 2.5%
- **Mid-level admin.** - 6.7%
- **Instruct. salaries** - 40.6%
- **Instruct. textbooks** - 1.9%
- **Other instruct. costs** - 1.5%
- **Special education** - 12.5%
- **Pupil personnel** - 0.6%
- **Health services** - 1.1%
- **Transportation** - 4.0%
- **Operat. of plant** - 6.8%
- **Maint. of plant** - 2.2%
- **Fixed charges** - 19.4%
- **Capital outlay** - 0.2%

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

**Year-to-Date Comparison**

**Total expenditures and encumbrances** – Year-to-date expenditures and encumbrances through January 31, 2005, are $521 million, 56.4 % obligated, compared to $500 million, 57.3 % obligated, for the same period in FY2004. Salary expenditures within categories that are primarily comprised of 12-month positions (e.g., Administration, Mid-Level Administration, Operation of Plant, Maintenance of Plant, and Capital Outlay) average 57 % of the budget amount and are in line considering the percent of the fiscal year that has elapsed. Salary expenditures in categories with large concentrations of 10-month, school-based personnel (e.g., Instructional Salaries, Special Education, Pupil Personnel, Health Services, and Transportation) average 52 % of budget, which is in line with the percentage of the school year that has elapsed. The increase in year-to-date FY2005 total non-salary expenditures and encumbrances results primarily from additional costs in operation and maintenance of facilities. These additional costs are for expenditures obligated for the costs of utilities and contracted services. Additionally, contracted services in the Special Education budget have been significantly encumbered for the year; and increases have incurred in Fixed Charges primarily from an increase in health benefits.
Figure 3

- **Administration and Mid-level administration** – Year-to-date FY2005 expenditures and encumbrances are currently in line with the budget.

- **Instructional salaries** – The budget for instructional salaries was increased by $15 million in FY2005 to include increased funding for salary restructuring, step increases and additional instructional positions as a result of enrollment growth and added programs. The salaries in FY2005 are approximately the same as in the prior year even though the budget has been increased. This similarity in amounts results from teaching personnel starting their school year a week later in FY2005, which resulted in 11.5 pay periods this year as compared with 12 pay periods in the prior year.

- **Instructional textbooks and supplies** – A significant portion of the Instructional Textbooks and Supplies category is spent early in the fiscal year as orders are placed with vendors for textbooks and classroom supplies needed for the opening of school. The budget for this category was increased by $759,000 in January as a result of a supplemental appropriation from Baltimore County. To date, $10.3 million, 56% of the FY2005 budgeted funds has been committed; the remaining budget will be spent throughout the year to purchase additional consumable classroom supplies, library books and other media.

- **Other instructional costs** – This category is comprised of commitments for contracted services, staff development, and equipment used to support the instructional program. This category was increased by $750,000 in January as a result of the supplemental budget appropriation from Baltimore County. The FY2005 budget included $3.0 million for the computer replacement program for schools. These
computers were purchased and placed in the schools prior to the start of the school year. To date $8.4 million, 58% of the FY2005 budgeted funds has been committed.

- **Special education** – The Special Education category includes costs associated with the educational needs of students receiving special education services. The FY2005 salary budget includes increased funding for salary restructuring, step increases, the addition of 37.8 FTEs to support enrollment increases and 19.5 FTEs to expand kindergarten special education inclusion programs at 16 elementary schools. $33.4 million (92%) of the FY2005 Special Education non-salary budget is for private placement of children in non-public schools. To date, 87% of the original budgeted funds for private placement, $28.8 million, have been committed. Year-to-date FY2005 expenditures and encumbrances are in line with the budget and are consistent with the prior year.

- **Pupil personnel and Health services** – Year-to-date FY2005 expenditures and encumbrances are currently in line with the budget.

- **Transportation** – This category includes all costs associated with providing school transportation services for students between home, school, and school activities. Much of the Transportation non-salary budget is committed early in the fiscal year to reflect the anticipated annual expenditures for contracts with private bus operators, fuels for vehicles, cost of bus maintenance, and other non-salary expenditures. As of January 31, 2005, 95% of the non-salary budget has been committed, compared with 94% committed as of January 2004. The expenditures for salaries are in line with the budget.

- **Operation of plant** – This category contains costs for custodial and grounds keeping salaries for care and upkeep of grounds and buildings. Additionally costs of utilities (including communications costs, gas and electric, fuel oil, sewer, and water) are included here. Encumbrances for utilities have been established for the full amount of the budgeted annual costs of approximately $22 million. Other expenditures in this category include the cost of building rent, $1.8 million, property insurance, $1.5 million, trash removal, $925,000, duplicator machine maintenance, $629,000, and custodial supplies, $1 million. As of January 31, 2005, 73% of the budget has been committed, compared with 71% as of January 31, 2004.

- **Maintenance of plant and capital outlay** – Year-to-date FY2005 expenditures and encumbrances are in line with the budget.

- **Fixed charges** – This category includes the cost of employee benefits and other fixed costs. Health insurance and employer FICA consume 65% and 26% of the Fixed Charges budget, respectively. The FY2005 budget includes an increase of $14.9 million as a result of a 13.9% increase in premium rates for health insurance. Year-to-date FY2005 expenditures and encumbrances are in line with the budget.
### Baltimore County Public Schools

#### Comparison of FY 2004 and FY 2005 Revenues, Expenditures, and Encumbrances

**Budget and Actual**

**For the Periods Ended January, 2004 and 2005**

**General Fund**

<table>
<thead>
<tr>
<th>Revenues</th>
<th>FY 2004</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted</td>
<td>Total</td>
<td>Remaining</td>
</tr>
<tr>
<td>Budget</td>
<td>Rev/Exp/Enc.</td>
<td>Budget</td>
</tr>
</tbody>
</table>

- **Baltimore County**
  - $560,233,962
  - $278,362,637
  - $292,051,225
  - 49.7%

- **State of Maryland**
  - $304,989,367
  - $19,5,418
  - $349,571,044
  - 64.1%

- **Other**
  - $7,765,000
  - $3,399,325
  - $4,655,675
  - 40.0%

- **Total revenues**
  - $872,988,379
  - $476,710,085
  - $396,278,044
  - 54.6%

<table>
<thead>
<tr>
<th>Expenditures and encumbrances</th>
<th>FY 2004</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted</td>
<td>Total</td>
<td>Remaining</td>
</tr>
<tr>
<td>Budget</td>
<td>Rev/Exp/Enc.</td>
<td>Budget</td>
</tr>
</tbody>
</table>

- **Instruction**
  - **Salary**
    - $3,760,769
    - $2,290,118
    - $1,470,651
    - 60.9%

- **Mid-level administration**
  - **Salary**
    - $53,995,471
    - $31,192,699
    - $22,802,772
    - 57.8%

- **Special education**
  - **Salary**
    - $7,360,769
    - $5,050,497
    - $3,986,103
    - 56.0%

<table>
<thead>
<tr>
<th>Total Salary</th>
<th>FY 2004</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted</td>
<td>872,988,379</td>
<td>$476,710,085</td>
</tr>
<tr>
<td>Total Non-Salary</td>
<td>536,323,990</td>
<td>$300,038,992</td>
</tr>
</tbody>
</table>

**Figure 4**

DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

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

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

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

INFORMATION

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

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

*****

Appendix I: Superintendent’s Rule 7520
NEW CONSTRUCTION: Occupying

Naming of the Building and Dedication

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

I. PROPOSALS FOR NAMING OF A SCHOOL

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

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

II. FINAL APPROVAL

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

Dedication Ceremonies

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

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

BOARD OF EDUCATION POLICY 7530, NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL
Rule
Approved: 9/25/69
Revised: ________
DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

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

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

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

INFORMATION

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

*****

Appendix I: Superintendent’s Rule 7530
NEW CONSTRUCTION

NAMING OF A CAPITAL PROJECT OR AREA OF A SCHOOL

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

I. PROPOSALS FOR NAMING OF A CAPITAL PROJECT OR AREA

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

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

A. EXCEPTIONAL PRIVATE DONATIONS RELATED TO THE NAMING PROPOSAL IN ACCORDANCE WITH BOARD POLICY AND SUPERINTENDENT’S RULE 7330.

B. OTHER EXCEPTIONAL CIRCUMSTANCES RELATED TO THE NAMING PROPOSAL.

C. INFORMATION ON THE INDIVIDUAL, PRIVATE ORGANIZATION, BUSINESS, COMMUNITY ORGANIZATION OR FOUNDATION WHOSE NAME IS PROPOSED FOR USE ON THE PROJECT OR AREA.

II. PROPOSALS FOR RETAINING A NAME BEYOND 10 YEARS

THE PRINCIPAL WILL FORWARD A RECOMMENDATION TO RETAIN A NAME LONGER THAN TEN (10) YEARS TO THE APPROPRIATE EXECUTIVE DIRECTOR OF SCHOOLS. THE EXECUTIVE DIRECTOR OF SCHOOLS IS RESPONSIBLE FOR MAKING THE RECOMMENDATION TO
SUPERINTENDENT AND THE BOARD OF EDUCATION. FORMAL BOARD OF EDUCATION APPROVAL MUST PRECEDE ANY LOCAL ARRANGEMENTS FOR ANY RE-DEDICATION.

III. FINAL APPROVAL

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

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

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

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

RULE
APPROVED: ____________

SUPERINTENDENT OF SCHOOLS
DATE: March 8, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

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

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

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

INFORMATION

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

*****

Appendix I: Superintendent’s Rule 7330
NEW CONSTRUCTION: FINANCING

CAPITAL PROJECTS THAT ARE FUNDED BY PRIVATE DONATIONS

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

I. PROPOSALS

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

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

A. NAME OF THE PRIVATE DONOR, GROUP OF DONORS, OR ORGANIZATION

B. FOR IN-KIND DONATIONS, INSURANCE CARRIED BY THE DONOR OR GROUP OF DONORS

C. AMOUNT AND MANNER OF DONATION

D. DISCLOSURE OF ANY AND ALL BUSINESS AFFILIATIONS THAT THE DONOR OR GROUP OF DONORS HAS WITH THE SCHOOL AND SCHOOL SYSTEM

E. ASSURANCES THAT THE INDIVIDUAL OR ORGANIZATION PROPOSING THIS PROJECT SHALL NOT INVOLVE ANY SCHOOLS, OFFICES, OR STUDENTS IN ANY FUND-RAISING ACTIVITIES INVOLVING FUNDING FOR THIS CAPITAL PROJECT.

F. CAPITAL PROJECT BEING RECOMMENDED, WITH ACCOMPANYING RATIONALE AND BACKGROUND
RULE 7330

INFORMATION ON THE PROJECT AND RELATED SITE REQUIREMENTS

G. ABILITY OF THE PROJECT TO MEET ENGINEERING STANDARDS AND SUFFICIENCY

H. REQUEST FOR NAMING RIGHTS, IF ANY (SEE BOARD POLICY NO. 7530 ON NAMING OF A CAPITAL PROJECT OR AREA OF SCHOOL)

I. INDEMNIFICATION OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY AND THE SUPERINTENDENT OF SCHOOLS

J. THE IMPACT ON ENROLLMENT AT THE SCHOOL

K. THE IMPACT ON STUDENTS AND THE COMMUNITY.

II. PROJECTS

A. EXAMPLES OF PROJECTS THAT MAY BE CONSIDERED UNDER THIS RULE INCLUDE:

1. PROJECTS RELATED TO ATHLETICS, SUCH AS BLEACHERS, STADIUM LIGHTS, OR PRESS BOXES

2. SUPPLEMENTAL ARCHITECTURAL, LANDSCAPING OR AESTHETIC ENHANCEMENTS

3. RECREATIONAL IMPROVEMENTS, SUCH AS PLAY GROUNDS, AND FIELDS

4. CURRICULUM BASED PROJECTS, SUCH AS AUDITORIUMS, AND SCHOOL SIGNS

B. THE EXECUTIVE DIRECTOR OF PHYSICAL FACILITIES WILL ESTABLISH CRITERIA FOR THE REVIEW OF ANY PROPOSED PROJECT PRESENTED UNDER THIS RULE. SUCH CRITERIA SHALL BE PROVIDED TO ANY INTERESTED PARTY, AND MAY INCLUDE THE FOLLOWING:

1. THE BURDEN ON THE SCHOOL SYSTEM TO MAINTAIN THE CAPITAL PROJECT WHEN COMPLETED

2. COMPLIANCE WITH BUILDING CODE, SAFETY AND REGULATORY STANDARDS
3. THE IMPACT ON SAFETY, SECURITY OR SCHOOL OPERATIONS

4. COMPLIANCE WITH EXPECTED STANDARDS FOLLOWED FOR OTHER BCPS PROJECTS OF SIMILAR SCOPE

5. THE IMPACT OF THE PROJECT ON THE IMPLEMENTATION OF COUNTY-SUPPORTED PROGRAMS

6. THE ELIGIBILITY OF THE PROJECT FOR FUNDING FROM THE STATE OR COUNTY

7. THE IMPACT ON STUDENTS AND THE COMMUNITY

8. THE IMPACT ON STUDENT ENROLLMENT CAPACITY AT THE SCHOOL

9. ABILITY OF THE PROJECT TO MEET ENGINEERING STANDARDS AND SUFFICIENCY

10. THE IMPACT ON THE SCHOOL SITE

C. THE EXECUTIVE DIRECTOR OF PHYSICAL FACILITIES MAY REJECT ANY PROJECT FAILING TO MEET THE STANDARDS SET FORTH IN SECTION B.

D. THE EXECUTIVE DIRECTOR OF FISCAL SERVICES WILL REVIEW WITH THE LAW OFFICE ON THE ADEQUACY OF PROPOSED FUNDING. THE EXECUTIVE DIRECTOR OF FISCAL SERVICES MAY REJECT ANY PROJECT BECAUSE OF INADEQUATE FUNDING.

E. THE EXECUTIVE DIRECTOR OF PLANNING AND SUPPORT OPERATIONS WILL REVIEW THE PROPOSAL FOR IMPACT ON STUDENT ENROLLMENT. THE EXECUTIVE DIRECTOR OF PLANNING AND SUPPORT SERVICES MAY REJECT ANY PROJECT BECAUSE OF A REDUCTION IN STUDENT ENROLLMENT CAPACITY.

F. ONCE THE PROPOSAL HAS BEEN APPROVED BY THE EXECUTIVE DIRECTORS OF PHYSICAL FACILITIES, FISCAL SERVICES, AND PLANNING AND SUPPORT OPERATIONS, THE APPROPRIATE EXECUTIVE DIRECTOR OF SCHOOLS SHALL PRESENT THE PROJECT TO THE SUPERINTENDENT AND THE BOARD OF EDUCATION FOR APPROVAL.
G. THE EXECUTIVE DIRECTOR OF PHYSICAL FACILITIES RETAINS THE AUTHORITY TO MANAGE ANY BCPS CAPITAL PROJECT.

H. PARTIES MAKING THE PROPOSAL WILL BE GIVEN NOTIFICATION OF A REJECTED PROPOSAL, WITH EXPLANATION IF CHANGES ARE REQUESTED. REJECTED PROPOSALS MAY BE RESUBMITTED IF THEY ARE CHANGED.

III. FINAL APPROVAL

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

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

BOARD OF EDUCATION POLICY 8363, CONFLICT OF INTEREST

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

RULE 7330

SUPERINTENDENT OF SCHOOLS
APPROVED: ____________
Southeast Area Educational Advisory Council
Minutes – 11/16/04 Meeting

1. Meeting convened at 7:30 PM chaired by Sandra Skordalos
2. Speakers
   a. Charlene Bohnam – Career & Technology Education
      1) Program mission tied to the Blueprint for Progress – Goals 1 & 5
      2) Curriculum written in concert by Career & Technology Education, MSDE, and Business Partners
      3) Delivered at middle school level to introduce life skills and career development
      4) Questions – Questions focused on the availability of programs for the Southeast area and business community support.
   b. General T. Johnson (Retired) – ROTC Program
      1) High school programs throughout the entire county
      2) Every military program represented in the Southeast area.
      4) Financially supported through joint efforts of school system and military.
3. Business Meeting
   a. September minutes – Motion to approve – Steve Crum, Second – Bonnie Saul
   b. Correspondence
      1) Equity and Assurance News Brief
      2) Parent/Guardian Rights, Expectations, and Responsibilities
      3) Email from the Chamber of Commerce Education Committee
   c. Old Business
      1) Board of Education
         a) Thornton Update by Barbara Hoffman – Being funded and wide support
         b) Stakeholder Comments
            i. Reiterated needs identified at the pre-budget meetings
            ii. Steve Crum initiated discussion on the responsibility of voting
      2) Education Coalition Meeting (Reported by Bob Berkshire)
         a) Issue: Discussion of group homes and impact on the Northwest and Southwest areas.
         b) Jim Smith presentation
         c) Emergency situation policy being drafted
4. Executive Director Report – Will share area plans, strategies, and goals at the January council meeting
5. Adjourned at 9:20 PM