TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Wednesday, November 19, 2003
5:30 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA

Consideration of the agenda for November 19, 2003

IV. MINUTES

Consideration of the Open and Closed Session Minutes of October 9, 2003; and Public Hearing and Work Session Minutes of October 14, 2003 — Exhibit A

V. SUPERINTENDENT'S REPORT

VI. SPECIAL ORDER OF BUSINESS – Recognition of Geri Hastings, National Council for the Social Studies (NCSS) — (Mr. Sasiadek)

VII. RECOGNITION OF ADVISORY COUNCIL APPOINTMENTS FROM NOVEMBER 4, 2003 — (Mr. Grimsley)

VIII. REPORTS

A. Results Report Follow-Up — (Dr. Grant) (Dr. Brager) Exhibit B

B. DeJong High School Study Report — (Ms. Fromm) Exhibit C

IX. NEW BUSINESS

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

1. Retirements — Exhibit D
2. Resignations — Exhibit E
3. Leaves — Exhibit F
4. Appointments — Exhibit G

B. Consideration of consent to the following contract awards: (Ms. Burnopp) (Mr. Gay) Exhibit H

1. Equipment Contract: Housekeeping
2. Reconditioning of Football Equipment

C. Consideration of consent to the following Building Committee Recommendations: (Building Committee)

1. Award of Contract – Boiler/Chiller Replacement at Pinewood Elementary — Exhibit I
2. Award of Contract – Running track Replacement at Sparrows Point High School — Exhibit J
3. Fee Acceptance – Design Services for Systemic Renovations at Sparrows Point Middle School — Exhibit K
4. Change Order – Design Services for Stabilization Project at the Farmland Tenant House — Exhibit L
5. Increase Contingency Authorization – ADA Upgrades at Elmwood Elementary School — Exhibit M

X. ANNOUNCEMENTS

A. Constituent Groups

B. Public Comment

Next Board Meeting December 2, 2003
7:30 PM Greenwood

Exhibit A

TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Thursday, October 9, 2003

The Board of Education of Baltimore County, Maryland, met in open session at 5:03 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Francesca Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, and Ms. Joy Shillman. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

At 5:20 p.m., Mr. Arnold moved the Board go into closed session to discuss personnel matters and to consult with counsel to obtain legal advice pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(8). The motion was seconded by Mr. Kennedy and unanimously approved by the Board.

CLOSED SESSION MINUTES

Mr. Grimsley reviewed with board members appointments to be considered this evening.

Ms. Saffran-Brinks provided information to Board members on a matter dealing with potential litigation.

At 6:44 p.m., Mr. Kennedy moved to adjourn the closed session for a brief dinner recess. The motion was seconded by Ms. Shillman and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 7:37 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Francesca Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, 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 Mr. John Snyder, Owings Mills High School student, and a period of silent meditation for those who have served education in the Baltimore County Public Schools.

Hearing no additions or corrections to the Public Hearing Minutes on Proposed FY05 Capital State/County Budget of September 10, 2003, Mr. Sasiadek declared the minutes approved as presented on the website.

PLEDGE OF ALLEGIANCE

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

SUPERINTENDENT'S REPORT

Dr. Hairston shared with the Board that the Smaller Learning Communities Planning Grant has been awarded to Baltimore County Public Schools in the amount of $250,000 from the United States Department of Education. Dr. Hairston noted we are fortunate that a significant amount of money has been allocated to us for the planning stage with possibilities of a larger portion of the grant.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS AND ADVISORY COUNCIL APPOINTMENTS FROM SEPTEMBER 23, 2003

Mr. Grimsley recognized the administrative appointments and advisory council appointments approved at the September 23, 2003 meeting.

OLD BUSINESS

Before voting on the FY05 Capital State/County Budget, Ms. Murray summarized the discussion from the September 25, 2003 work session. In addition to the projects being presented tonight for approval, the following issues were discussed:

- Budget requests are based on items that were previously State, County and Board priorities with the concern being enrollment needs.
- Systemic renovations (105 schools) using Perks-Reutter requirements
- HVAC Feasibility Study completed
- Overcrowding and demographic shifts within the communities

Ms. Burnopp presented revised budget changes. Changes were the Woodholme Elementary School project utilizing the Baltimore County Recreation and Parks funding. This enables us to increase the eligible monies request to the State.

Mr. Hayden asked what physical conditions make up the $2M. Ms. Burnopp responded we take into account the formula with County participation to cover the cost of the project.

On motion of Mr. Grzymski, seconded by Mr. Arnold, the Board approved the FY05 Capital State/County Budget. Ms. Cirincione, student Board member, did not vote.

OLD BUSINESS (cont)

On motion of Mr. Hayden, seconded by Dr. Hayman, the Board approved proposed Policy 4157, Vacations.

REPORTS

The Board received the following reports:

A. Report on Proposed Policy 1600, Public Charter Schools – Mr. Sasiadek explained that each State Board of Education must comply with the law concerning Public Charter Schools. Ms. Phyllis Bailey provided background on the charter school policy. Dr. George Poff provided highlights and parameters of the law. Dr. Poff walked the Board through a schematic and the application process to help them understand the requirements of the law. He noted that MABE, who played an important role in the process, maintained that the local school boards would be the chartering authority in the public charter schools. Dr. Poff commented that the county public charter school policy must be submitted to the State Board by November 1, 2003.

Mr. Hayden inquired as to whether the funding issue was addressed. Dr. Poff responded the point has been raised and no decision has been made regarding funding. He informed the Board that the amount of money for a charter school is not the same as per pupil cost amount in public school.

Mr. Kennedy asked about administrative cost to the county and if it will be deducted from the per pupil amount. Dr. Poff responded administrative cost would be a non-funded cost.

In Section 5 of the policy, Mr. Kennedy asked if "certified" would be added to any of our recommendations. Dr. Poff replied that the term "highly qualified" would be used. Mr. Kennedy inquired as to whether charter schools are required to receive special need students. Dr. Poff responded that charter schools would be obligated to follow current Baltimore County Public Schools policy regarding special need students.

Mr. Kennedy inquired as to how closely the State will work in concert with local school boards. Dr. Poff stated the charter is a contract and the specific performances in that contract are what the State would review to determine.

Regarding Mr. Kennedy's questions about specific funding and grants for charter schools, Ms. Burnopp remarked we have been invited to participate in a work group to review the funding process and decision-making with MABE and other financial officers beginning October 10th.

Mr. Kennedy was impressed with the wording of the proposed policy.

REPORTS (cont)

Dr. Hayman inquired about the first paragraph under "Administration" in the policy regarding diversity. Ms. Bailey responded the wording is very similar to the magnet policy and is a philosophical statement. Dr. Hayman asked if we have defined a diversity policy. Ms. Bailey stated this exact wording is in the magnet policy and the recently approved gifted and talented education policy. Mr. Grzymski interprets the statement that diversity, as a whole within the charter school is the same as the public school system.

Dr. Hayman inquired about the deadline for submitting a charter school application. Dr. Poff replied that Rule 1600 outlines the timeframe or window submitting an application.

Under paragraph 3, Administration, Dr. Hayman asked whether "other" criteria have been defined. Ms. Bailey responded that other criteria would be defined in the contract and be negotiated between the Board of Education and the group applying. Dr. Hayman inquired as to whether academic programs would be evaluated in a charter school. Ms. Bailey responded that student achievement evaluations would include academic results. Mr. Hayden clarified the statements in the policy for Dr. Hayman. Dr. Hayman's concern is that paragraphs 2 and 3 need to be consistent regarding charter school evaluations and results.

Ms. Ettinger commented that the key element is the careful crafting of the charter agreement and ensuring all elements are in place for meaningful evaluations.

Mr. Sasiadek announced a Board work session on Tuesday, October 14, 2003 where the Board will be accepting public comment, at the beginning of the work session, on the charter school policy with a final vote at the next Board meeting on Tuesday, October 21, 2003.

Mr. Grzymski asked for a brief description of the process to ensure Baltimore County Public Schools is meeting the requirements of the law. Ms. Bailey stated many hours have been spent analyzing the law, reviewing state guidelines, and ensuring key components are addressed. She also noted the language of the law is visible within the proposed policy.

PERSONNEL MATTERS

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

CONTRACT AWARDS

Mr. Kennedy pulled item 1 for further discussion. Ms. Jung pulled items 2 and 3 for further discussion.

Item #1

Mr. Kennedy inquired about the printing process. Mr. Gay responded this would enhance the ability of the print shop to print large jobs internally at a reduced cost rather than farm the work out to other vendors and give us better control of quality and quantity. Mr. Kennedy commented this should reduce teacher workload by less duplication by teachers in the school building and more at this central site.

Regarding Mr. Kennedy's question of buying or leasing, Mr. Gay replied technology in this area continues to change and the follow-on leasing terms are more favorable in cost versus buying the equipment. Mr. Kennedy requested a report of what work the print shop is providing to the system.

Mr. Kennedy inquired about physical facilities in the print shop. Mr. Don Dent responded that should we continue with the current plan, we would be out of space by next year.

On motion of Mr. Kennedy, seconded by Mr. Arnold, the Board approved item 1.

1. Document Printing System

Item #2

Ms. Jung asked whether the late date of September for receiving the science manuals affected instruction. Mr. Gay responded if a vendor cannot meet the contract, Purchasing quickly obtains a second vendor to complete the contract. To his knowledge, instruction was not impacted.

Ms. Jung inquired as to whether this sort of thing happens often. Mr. Gay replied this type of issue is not easily foreseen. However, Purchasing reacts as quickly as possible to contact a secondary vendor in hopes they will honor the bid pricing.

Ms. Jung asked what the original delivery date was with the first vendor and the delivery date for the second contract. Mr. Gay will follow-up with Mr. Newberry and get the delivery date as requested.

On motion of Mr. Kennedy, seconded by Dr. Hayman, the Board approved item 2.

2. Printing: Science Lab Manuals, Reassignment of Contract

CONTRACT AWARDS (cont)

Item #3

Ms. Jung inquired about the total award cost. Mr. Gay replied the annual value multiplied by the contract ending date equals the total award value.

On motion of Ms. Jung, seconded by Mr. Kennedy, the Board approved item 3.

3. Supplies Contract: Tennis Court and Running Track Repair Materials

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-2 (Exhibits L and M). The Board approved these recommendations. Mr. Arnold abstained from voting on items 1 and 2.

1. Award of Contract – Reroofing Project at Arbutus Middle School
2. Change order – Design Services for Systemic Renovations at Stemmers Run Middle School

INFORMATION

The Board received the following as information:

A. Revised Rule 4157 - Vacations

B. Waiver Report for Conditionally Certified Teachers

C. Revised Policy 5450 – Services to Students: Accident Insurance (Second Reading)

Mr. Kennedy inquired as to whether any adjustments were made since the first reading of this policy. Ms. Fromm showed the Board in the first paragraph and the beginning of the second paragraph where the word “voluntary” was removed.

D. New Rule 1600 – Public Charter Schools

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

- On Tuesday, October 14, 2003, the Baltimore County Board of Education will meet for a public hearing from 7:00 to 7:30 p.m. to seek the public’s input about the public charter school policy regarding Baltimore County Public Schools. Sign-up for the public comment on the school charter policy will begin at 6:00 p.m. the day of the meeting. Speakers must sign-up by 7:00 p.m.

ANNOUNCEMENTS (cont)

- Immediately following the public hearing, the Baltimore County Board of Education will have a work session on the Maryland State Assessment (MSA) Report and Cognose Introduction - Data Decision-Making Tool. The meeting will take place in room 114 of the ESS Building located on the Greenwood campus, 6901 Charles Street, Towson, MD, at 7:00 p.m. The meeting is open to the public.

- On Tuesday, October 14, 2003, the Southeast Area Advisory Council will conduct their Pre-Budget meeting beginning at 7:00 p.m. The meeting will take place at Sollers Point Technical High.

- On Wednesday, October 15, 2003, the Southwest Area Advisory Council will conduct their Pre-Budget meeting beginning at 7:00 p.m. The meeting will take place at Arbutus Middle School.

- On Thursday, October 16, 2003, the Northeast Area Advisory Council will conduct their pre-budget meeting beginning at 7:00 p.m. The meeting will take place at Eastern Technical High School.

- On Thursday, October 16, 2003, the Central Area Advisory Council will conduct their pre-budget meeting beginning at 7:30 p.m. The meeting will take place at Dumbarton Middle School.

- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Tuesday, October 21, 2003, at Greenwood. The meeting will begin with an open session at 5:00 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.

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.

STAKEHOLDER GROUPS

Ms. Kelli Nelson, Advisory Committee for Special Education Chair, commented on the proposed charter school policy and reminded the Board that this is a very debated topic in Annapolis. She stated that Senator Hollinger would be holding a MSA forum at New Town High School on October 14, 2003. Ms. Nelson also announced the Special Education Community Forum at three locations on Monday, October 27, 2003.

Ms. Abbe Beytin, Northwest Advisory Council Chair, introduced the new advisory council members appointed this evening.

STAKEHOLDER GROUPS (cont)

Mr. Steve Crum, Southeast Advisory Council Chair, reminded the Board and public of their upcoming pre-budget meeting on October 14, 2003.

Mr. Clifford Collins, representing the Minority Achievement Advisory Group, acknowledged their support as they navigate through the budget cycle. Mr. Collins stated the group is reviewing the gifted and talented education program as it relates to minorities. He announced the next meeting later this month would be a dialogue with Dr. Hairston.

Ms. Marilyn Ryan, representing PTA council, distributed the PTA directory for the 2003-04 school year. Ms. Ryan announced the upcoming PTA Fall Workshop to be held on October 23, 2003 at New Town High School.

Ms. Cheryl Bost, TABCO President, advocates that all classes be instructed by qualified, certified educators. Ms. Bost expressed her alarm over revised exhibit O, Waiver Report for Conditionally Certified Teachers, regarding Human Resources' role, job fairs, retention and teacher transfers. She would like to see TABCO at the table and be part of the change process.

PUBLIC COMMENT ON WAIVER REPORT FOR CONDITIONALLY CERTIFIED TEACHERS

Ms. Jasmine Shriver, Central Advisory Council and Ridge Ruxton PTA Council representative, praised the aggressiveness of the waiver. However, Ms. Shriver believes TABCO should be at the table and have a voice regarding the waiver report. Ms. Shriver stated differentiated pay and merit pay needs to be addressed. Ms. Shriver's position is the school system is requesting permission to break the law. She commented that the school system and teachers' union must work together to address the issues at hand.

PUBLIC COMMENT

There were no speakers signed up to speak this evening.

At 8:54 p.m., Ms. Ettinger moved to adjourn the open session. The motion was seconded by Mr. Arnold and approved by the Board.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

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REPORT OF THE PUBLIC HEARING ON CHARTER SCHOOLS
AND WORK SESSION ON THE
MARYLAND STATE ASSESSMENT (MSA) REPORT

Tuesday, October 14, 2003
Greenwood

The Board of Education of Baltimore County, Maryland met in open session at Greenwood. President Mr. James R. Sasiadek called the work session to order at 7:01 p.m. In addition to President Sasiadek, the following Board members were present: Mr. Donald Arnold, Ms. Francesca Cirincione, Ms. Phyllis E. Ettinger, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Joy Shillman and Mr. James E. Walker. In addition, representing Dr. Hairston was Ms. Christine Johns, Deputy Superintendent of Curriculum and Instruction, staff members; as well as the media were present.

Mr. Sasiadek noted that one individual, Ms. Judy Miller, representing the League of Women Voters of Baltimore County, signed up to speak this evening on public charter schools.

Ms. Miller gave a brief overview of the organization. She stated the association developed a list of criteria they felt would be essential in charter schools. They are:

1. Public charter schools must be non-dictarian, non-religious, non-profit and non-home base.
2. Applications can be summated by a variety of groups.
3. Local Boards of Education will determine which groups or organizations will be granted contracts
4. No waivers may be granted governing fiscal accountability nor as specified by federal regulations, civil rights or safety standards
5. Quarterly financial reports should be made to the local school Board
6. Academic standards, including testing required by other public school students, must be met
7. Admission must be non-discriminatory
8. Must be funded at the same per pupil level as students in other public schools

Ms. Miller requested this criteria be considered for the public charter school policy.

At 7:06 p.m. Mr. Sasiadek moved to the work session to discuss the Maryland State Assessment (MSA) and Adequate Yearly Progress (AYP) report.

Ms. Johns, on behalf of Dr. Hairston, noted the purpose for this evening was to provide the Board of Education an understanding of the MSA as it relates to the AYP. Ms. Johns introduce Dr. Jerry Dalton, Director, Accountability, Research and Testing. Ms. Johns remarked that Dr. Hairston was at New Town High School with Dr. Nancy Grasmick, State Superintendent of Schools, and Senator Hollinger.

Mr. Sasiadek commented that some Board members were attending the Southeast Advisory Council pre-budget hearing at Sollers Point Technical High School this evening.

Through a PowerPoint™ presentation, Dr. Dalton provided a summary of the MSA and AYP results. He summarized that the *No Child Left Behind* (NCLB) law was enacted by Congress on January 8, 2002 and defines success in terms of the individual child. He also noted that NCLB requires schools to close the achievement gap in ethnic/racial minorities and other subgroups.

Dr. Dalton reviewed the four cornerstones or principles of NCLB:

- Strong accountability for results
- Local control and flexibility f or states
- Expanded parental choice for children from disadvantage backgrounds
- Effective and successful programs that focus on teaching methods that work

Dr. Dalton commented on the basic principles of accountability required by NCLB, which include:

- All schools are held accountable
- All schools are measured by the same criteria
- All students are evaluated
- All states must report results of school system performance
- Subgroup accountability
- AYP is based primarily on academic measures
- Separate decision for reading and math
- Participation rate: 95%

Dr. Dalton noted that the common goal of all state plans was 100% proficiency of students in reading and mathematics by 2014. He reviewed Maryland's starting points for AYP showing the reading and mathematics points. Dr. Dalton remarked that MSA is a statewide test given each year in reading and math. In 2003-2004 school year, the MSA will be given in reading to grades 3, 4, 5, 6, 7, 8, and 10 and math to be given in grades 3, 4, 5, 6, 7, 8, and Geometry.

Next, Dr. Dalton looked at Baltimore County's MSA 2002-2003 results. He noted that one elementary school, two middle schools, and one high school did not make AYP for all students. Dr. Dalton remarked that most of Baltimore County schools are above proficiency standards.

Mr. Hayden asked for an explanation of the concept of the AYP scoring. Dr. Dalton responded there is a data point that marks all students for reading and all students for math. If a student fails either one of those, AYP is not met.

Dr. Dalton reviewed each individual chart for reading and mathematics by grades regarding proficiency and advancement. He noted that Baltimore County is well above the starting point of 40% proficient and exceeded the state average for both reading and mathematics. He also presented the MSDE reading and math benchmarks for 2003-2005 by grades. Dr. Dalton noted the Baltimore County school system is ahead of the 2005 intermediate goals.

Next, Dr. Dalton reviewed the number of schools not meeting AYP by subgroup. He commented the charts reflect a need to focus our energies on special education. Dr. Dalton also noted that Baltimore County's special education performance is consistent compared to the State's special education performance.

Finally, Dr. Dalton reviewed racial/ethnic subgroups in reading for grades 3, 5, 8 and 10 and for mathematics grades 3, 5, and 8. He noted the charts show a gap in achievements within various subgroups.

For the purpose of our own analysis, Ms. Ettinger asked if there was a breakdown in the special education subgroup by disability. Dr. Dalton responded the data is not currently available, however, he was confident he could provide the data.

Ms. Ettinger commented the system could do a disservice to staff and students by combining special education and disabilities into one subgroup. It would be helpful to the school system to see if a pattern exists between special education and disability. Dr. Dalton was confident he could provide the data breakdown. Ms. Ettinger noted that as school systems move forward to implement the law, concerns need to be substantiated and data available to be ahead of the game.

Mr. Hayden inquired as to whether students in special education and racial/ethnic groups were counted twice. He expressed concern of over-identifying students (e.g., special education and African American students).

Mr. Arnold inquired about the measurement of adequate yearly progress on special education students. Mr. Ronald Boone responded that the state is working on an alternative assessment. He commented additional information would be provided as it becomes available.

Mr. Arnold asked what provisions are there for students without disabilities but who are not good test takers. Mr. Boone responded that IEPs have certain directions for test taking and that under the NCLB law, there is a 1% waiver for severely handicapped children. Mr. Arnold asked if the federal or state governments were looking into this issue. Mr. Boone responded the U.S. Department of Education is looking at expanding the waiver, but at best it may go to 1-1/2%

Ms. Ettinger asked where special advocacy groups stand with the issue of special education. Mr. Boone stated he would look into the issue and provide information to Ms. Ettinger.

Ms. Sasiadek commented it is the norm to count an individual child frequently in the 37 categories. Mr. Boone stated that eight schools did not meet AYP in other areas as well as special education. He remarked that the system might want to focus on the eight schools that did not meet AYP. Mr. Boone also reviewed the data for elementary, middle, and high schools for not meeting AYP within the special education subgroup. Mr. Boone suggested the system look at teacher certification data and cluster school patterns, involving area offices, to get to the root cause of the problem.

Mr. Kennedy commented receiving calls from parents since the test scores have been published. Mr. Boone noted it is the school system's responsibility that every student meets AYP.

Ms. Ettinger remarked that the data shows what parents have been expressing over the years, especially with IEP youngsters. Communities could become concerned should their school be marked as a failing school.

Mr. Sasiadek expressed concern over identifying a specific child or children. He commented with the State number being a low number of five and the possibility of students being members of multiple groups, there is a risk of easily identifying a particular child.

Mr. Arnold expressed concern of scores dropping if students from a low-performing school move (i.e., special transfers) to a high performing school. Mr. Arnold reemphasized the need to provide the best opportunity for all children to succeed. Dr. Dalton noted that under the law we must educate all children, and we need to communicate this message to parents and communities. Dr. Dalton noted that staff should have data on special transfer students.

Ms. Ettinger commented the best way to capture concerns is to demonstrate that students who are somewhat disadvantage could perform very well. Ms. Ettinger recommended the system publish the information presented to communicate our commitment to the children.

Ms. Johns thanked Dr. Dalton and staff for their support this evening.

The work session was concluded at 8:09 p.m.

Respectfully submitted,

_____
Joe A. Hairston
Secretary-Treasurer

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Exhibit B

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Follow-up on the Annual *Report on Results***

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

RESOURCE PERSON(S): Gwendolyn R. Grant, Executive Director of Secondary Programs
Jerry Dalton, Director of Accountability, Research, and Testing
Gary Brager, Supervisor of Accountability, Research, and Testing

INFORMATION

That the Board of Education review the *Report on Results* for 2002-2003.

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Background Information: In his first year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education the *Blueprint for Progress,* a document that outlined the goals and benchmarks designed to ensure improvement throughout our schools system. Adopted by the Board on November 21, 2000, the *Blueprint for Progress* has provided schools and offices with clear criteria and vision for measuring progress towards high expectations and improved student performance. The *Blueprint for Progress* was revised during the 2002-2003 school year and adopted by the Board of Education on January 14, 2003, to meet the accountability requirements of the "No Child Left Behind" (NCLB) Act of January 8, 2002, and to address the recommendations of the Visionary Panel for Better Schools. The *Report on Results* for school year 2002-2003 is Baltimore County Public Schools' annual accountability document used to measure student achievement and system progress towards high expectations as outlined in the *Blueprint for Progress*.

Report on Results
Board Meeting – November 4, 2003

The 2002-2003 Blueprint *Report on Results*, **Performance Indicator 1.8,** "Students in grades 2-6 will achieve grade level standards on the reading Benchmark assessments," was measured by the percent of students in grades 2-6 reaching grade level on Benchmark tests.

Baltimore County Public Schools piloted Houghton Mifflin's Benchmark Progress Tests for grades 1-5 and for grade 6 during the school year 2002-2003 as a replacement for the BCPS Reading Milestone assessments. The intention was to provide ongoing data regarding the progress of each student in the reading program.

The Benchmark Progress Tests assess basic reading comprehension. Students are provided with authentic reading selections that include narrative and expository text. The assessment measures growth over time and can be given at the beginning, middle, and end of the year. It uses both constructed responses and selected responses. Results yield students' reading levels compared to a national sample.

During the 2002-03 school year numerous focus groups were held with teachers, administrators, and professional organizations to gather information concerning the implementation of the Houghton Mifflin Benchmark Assessments. The overwhelming response from administrators and teachers was to remove the current Houghton Mifflin Benchmark Assessments from the testing calendar. The following reasons were noted:

- Time consuming to administer
- Format confusing for students
- Cumbersome to score which resulted in the information not being used diagnostically

It is recommended that throughout the 2003-2004 school year, schools administer the Houghton Mifflin, *A Legacy of Literacy's* Integrated Theme Tests**.** The Integrated Theme Tests align with the reading materials and assess the skills and strategies taught throughout the series. The tests are intended to provide teachers with data to effectively plan instruction and to match the strengths and needs of the students. In addition, the test aligns with the format of MSA.

This year the Benchmark data will be used only in January and May at the sixth grade level as one of the criteria for determining placement in reading or world languages for grade 7. With the adoption of a new sixth grade reading series, the Benchmark Tests will no longer be needed and will therefore be discontinued in 2004-2005. Sixth grade students will be assessed with the internal skills assessments that accompany the sixth grade reading series. **The formula for reporting the Benchmark data for Indicator 1.8 has been corrected and the revised graphs are included.**

Performance Goal 4, "All students will be educated in school environments that are safe and conducive to learning," is composed of three performance indicators: 4.1, "All schools and school communities will maintain safe, orderly, nurturing environments," 4.2, "All schools will have published expectations of student behavior and parental responsibilities and involvement," and 4.3, "Staff, students, parents, and community members will be provided opportunities to

express satisfaction with the learning environment, climate, and school facilities. In the *Report on Results* for Indicators 4.1 and 4.3, the forthcoming data actually refer to baseline information that is scheduled to be collected in 2003-04, as described in the Baltimore County Public Schools Master Plan.

Performance Indicator 4.1 will be measured by the following (Master Plan pages in parentheses) assessments that will provide a comprehensive picture of Baltimore County Public School safety. The **bolded** data will be placed in the Data Warehouse during the next month representing 2002-2003 data. All other data points will be collected during this school year (2003-2004) to be included in the 2003-2004 *Report on Results.*

- Feedback instrument completed by school administrators rating services received from BCPS central staff related to grounds, maintenance, and custodial services (189-190)
- **Fire drill performance based on BCFD ratings (189-190)**
- Accidents at CTE sites based on BCPS data warehouse information (191-192)
- **Suspensions/expulsions at BCPS schools, time trends data from the BCPS Data Warehouse (191-194)**
- Number of SADD programs in BCPS schools, data from the BCPS Data Warehouse (191-192)
- Number of identified BCPS schools with security card readers installed, data from the BCPS Data Warehouse (192)
- Number of active Student Support teams at BCPS schools, data from the BCPS Data Warehouse (193-196)
- Number of partnerships involved in the delivery of services to students and families, data from the BCPS Data Warehouse (193-196)
- Number of BCPS secondary schools participating in the Maryland Student Assistance Program, data from the BCPS Data Warehouse (193-196)
- **Number of BCPS schools and sites with emergency plans posted on the BCPS intranet, data from the BCPS Data Warehouse (195-198)**
- **Number of schools and sites that practice required security drills, data from the BCPS Data Warehouse (195-198)**
- Number of new BCPS applicants who are fingerprinted, data from the BCPS Data Warehouse (197-198)
- Number of required background checks completed prior to employment, data from the BCPS Data Warehouse, (199-200)
- **Number of BCPS schools participating in the Safe Schools Conference, data from the BCPS Data Warehouse (199-200).**

Performance Indicator 4.2, in addition to the counting of schools with published expectations to families presented in the 2002-2003 *Report on Results* will add an awareness instrument during 2003-2004 for baseline data to measure (1) the percentage of staff, students, and parents who are aware of students' rights, responsibilities, and behavior expectations; and the percentage of staff, students, and parents who are aware of school learning environment, climate, and facilities (195-196).

Performance Indicator 4.3 also will be measured by (1) the percentage of staff, students, and parents who are aware of students' rights, responsibilities, and behavior expectations; and the percentage of staff, students, and parents who are aware of school learning environment, climate, and facilities (198-199), using the awareness survey from Performance Indicator 4.2.

Under the Unsafe School Option of *No Child Left Behind,* the criteria for identification as "Persistently Dangerous" is:

- 2.5 percent of a school's September 30th enrollment is long-term suspended or expelled for more than 10 days
- The school must make the list three consecutive years to be labeled as 'Persistently Dangerous."

*As a result of schools' efforts to assist students with behavior problems, strong interventions, rapid enrollment of students into alternative programs, and good case management from pupil personnel workers, no comprehensive Baltimore County School exceeded the 2.5 percent threshold in the 2002-2003 school year. Two alternative schools did exceed, but they are exempt from the process. MSDE decided that alternative schools are not part of this identification. Student Support Services will continue to assist schools in addressing behavior and discipline, support the alternative program enrollment process, and monitor this process so that no school is identified as unsafe. Currently, the Office of Student Support Services is placing information in the Data Warehouse on suspensions, expulsions, fire drill performance, the number of schools/sites with emergency plans posted, the number of schools/sites that practice required security drills, and the number of schools participating in the Safe Schools Conference. A full report will be made to the Board in the near future.

*The Maryland State Department of Education will confirm this data in the near future. Since we send them this information, it should reflect the same findings.

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.8

1.8 Students in grades 2 - 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard)

What is measured?

Percent of students in grades 2-6 reaching grade level on benchmark tests

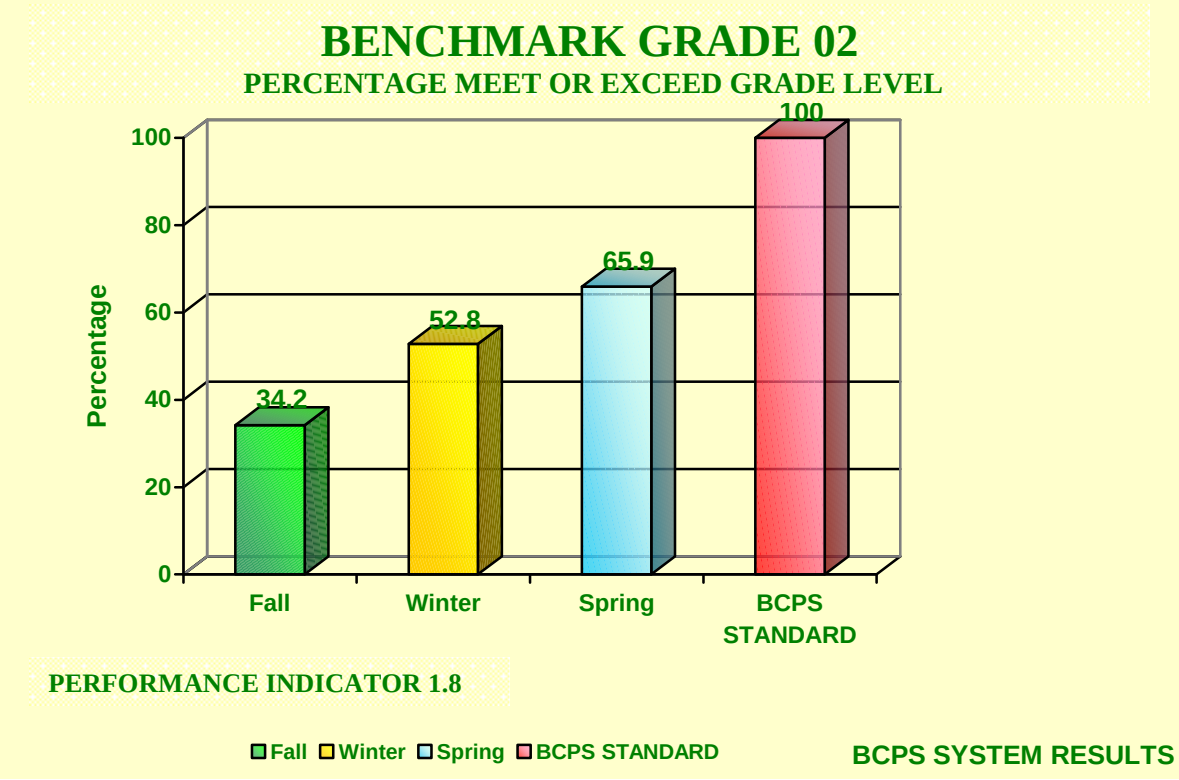
Results for 2002-2003

- 60.8% of BCPS students in grades 2-6 (combined) met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 60.8% was a gain of 23.1% more students than in the fall 2002 assessment of the *Benchmarks*, when 37.7% of BCPS students in grades 2-6 met or exceeded grade level standards. Results varied by grade level on the spring 2003 *Benchmarks* from a low of 54.8% in 3rd grade to a high of 70.3% in 4th grade.
- 65.9% of BCPS students in grade 2 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 65.9% was a gain of 31.7% more students than in the fall 2002 assessment of the *Benchmarks* when 34.2% of BCPS students met or exceeded grade level standards.
- 54.8% of BCPS students in grade 3 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 54.8% was a gain of 25.9% more students than in the fall 2002 assessment of the *Benchmarks* when 28.9% of BCPS students met or exceeded grade level standards.
- 70.3% of BCPS students in grade 4 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 70.3% was a gain of 23.9% more students than in the fall 2002 assessment of the *Benchmarks* when 46.4% of BCPS students met or exceeded grade level standards.
- 57.8% of BCPS students in grade 5 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 57.8% was a gain of 20.8% more students

than in the fall 2002 assessment of the *Benchmarks* when 37.0% of BCPS students met or exceeded grade level standards.

- 55.2% of BCPS students in grade 6 met or exceeded grade level standards on the nationally standardized Houghton Mifflin *Benchmarks Progress Tests* administered in the spring of 2003. The 55.2% was a gain of 13.4% more students than in the fall 2002 assessment of the *Benchmarks* when 41.8% of BCPS students met or exceeded grade level standards.
- When disaggregated by subgroup, all of the subgroups showed gains from the fall 2002 to the spring 2003 *Benchmarks*. The subgroups had different percentages of students that met or exceeded grade level standards in spring 2003 primarily because the subgroups started the year with different levels of achievement. Percentages are summarized for grades 2-6 combined. ESOL students had 12.2% in fall 2002 compared with 41.8% in spring 2003, a gain of 29.6%. FARMS students had 20.8% in fall 2002 compared with 43.6% in spring 2003, a gain of 22.8%. GT students had 81.8% in fall 2002 compared with 93.6% in spring 2003, a gain of 11.8%. Special Ed students had 15.6% in fall 2002 compared with 30.6% in spring 2003, a gain of 15.0%.
- When disaggregated by race, all races made gains from fall 2002 to spring 2003 on the *Benchmarks*. Percentages are summarized for grades 2-6 combined. The race groups had different spring 2003 results primarily because they started the year with different scores. African-American students had 22.8% meet or exceed grade level standards on the *Benchmarks* in fall 2002 compared with 47.0% in the spring 2003, a gain of 24.2%. White students had 45.4% in the fall 2002 compared with 69.2% in the spring 2003, a gain of 23.8%.
- When disaggregated by gender, males and females made gains from fall 2002 to spring 2003 on the *Benchmarks*. Percentages are summarized for grades 2-6 combined. Higher percentages of females than males met or exceeded grade level standards on the *Benchmarks* in spring 2003 primarily because females had higher percentages in fall 2002. Males had 34.2% in fall 2002 compared with 56.2% in spring 2003, a gain of 22.0%. Females had 41.4% in fall 2002 compared with 65.4% in spring 2003, a gain of 24.0%.

INDICATORS OF STUDENT ACHIEVEMENT



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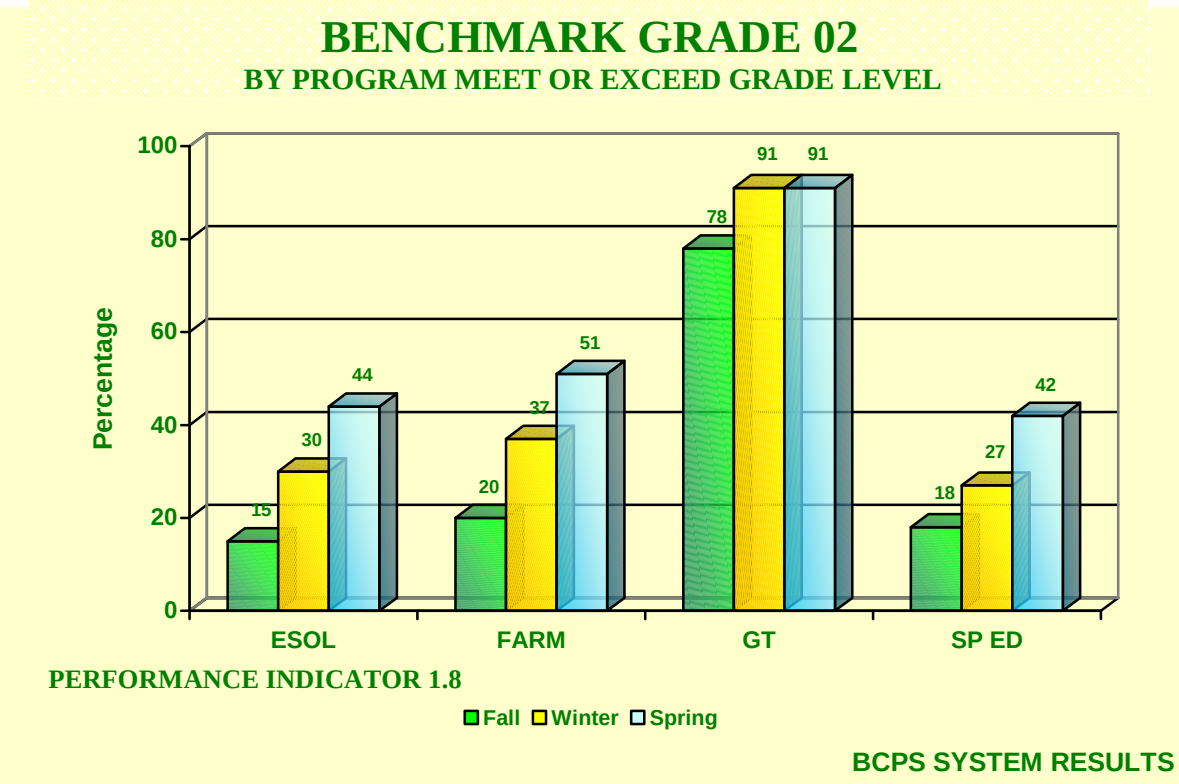

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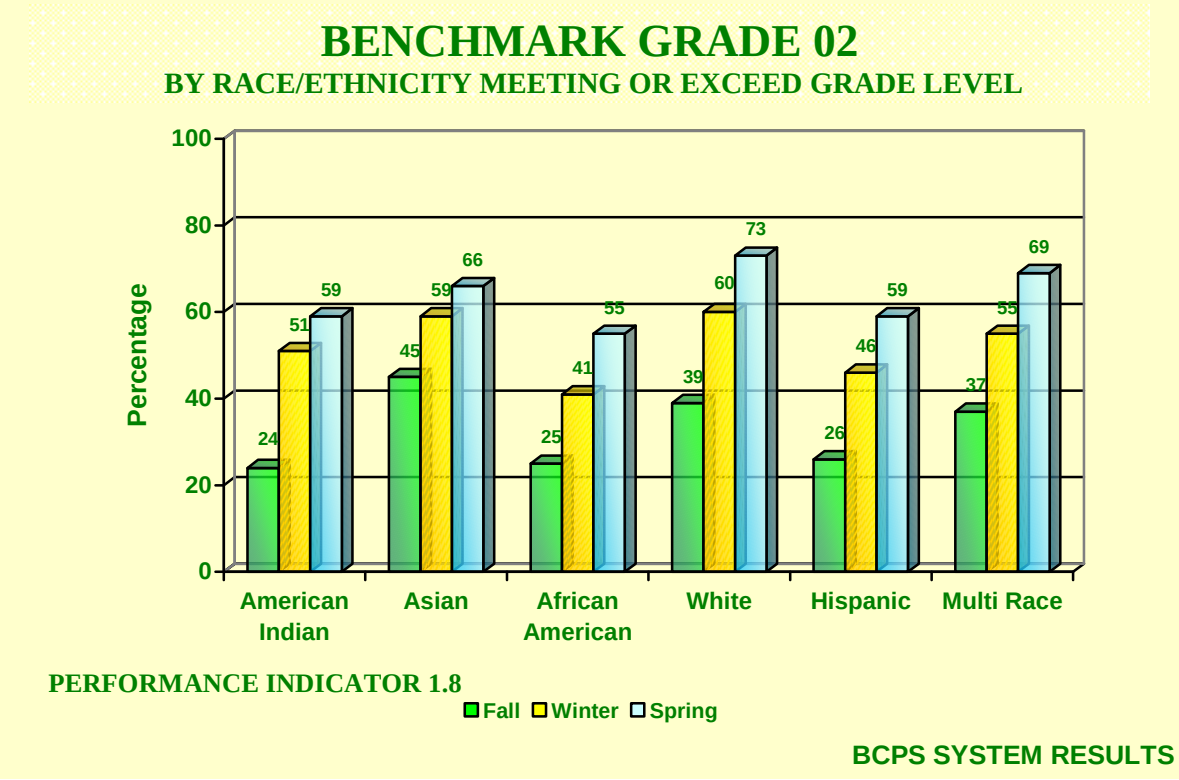

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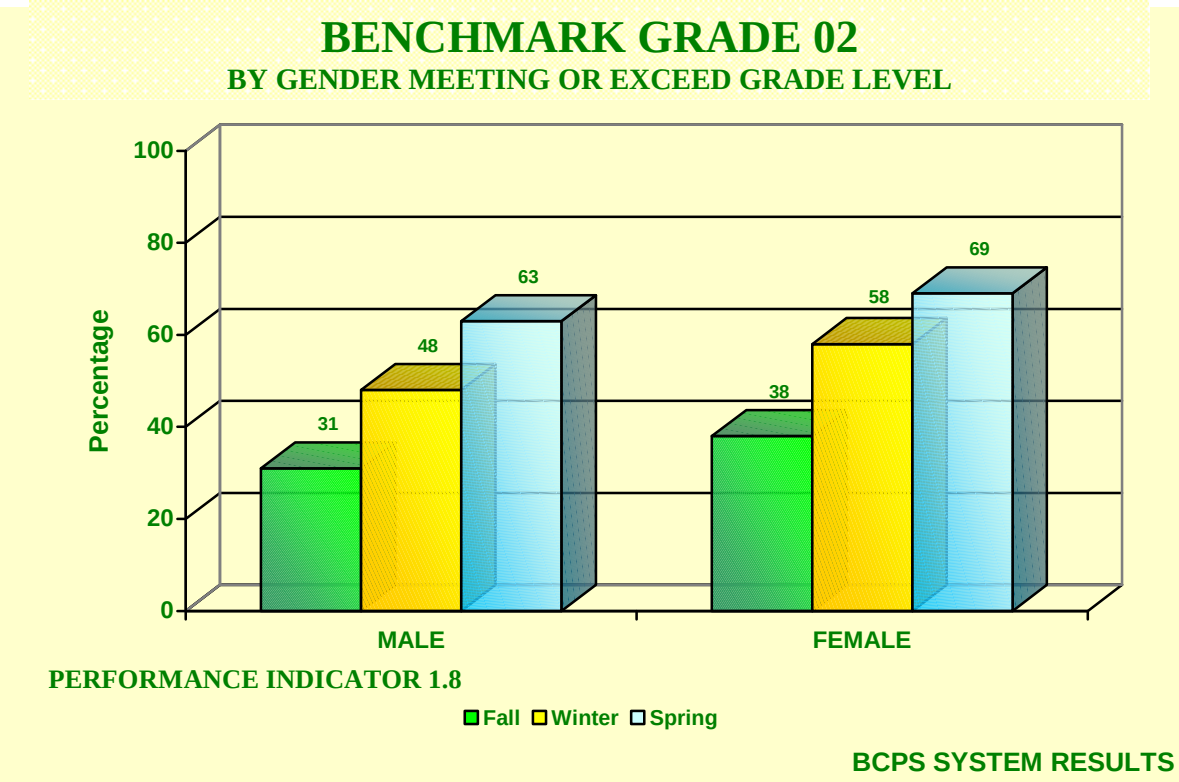

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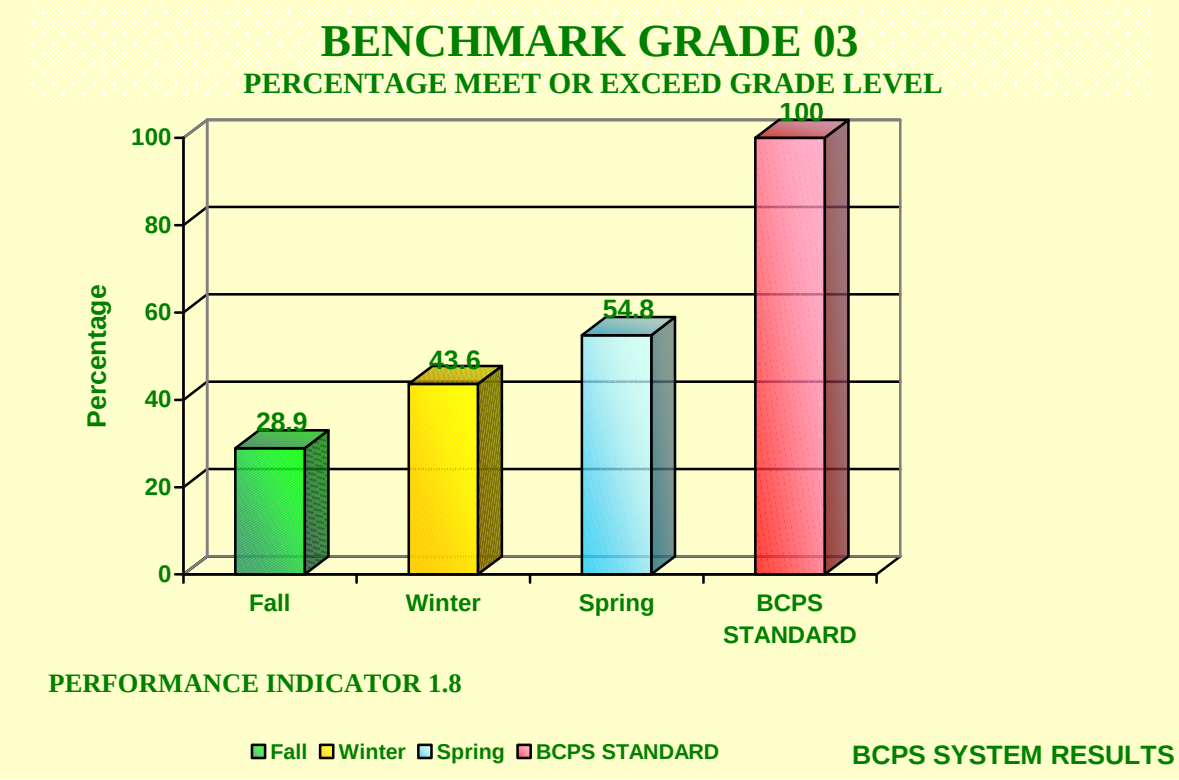

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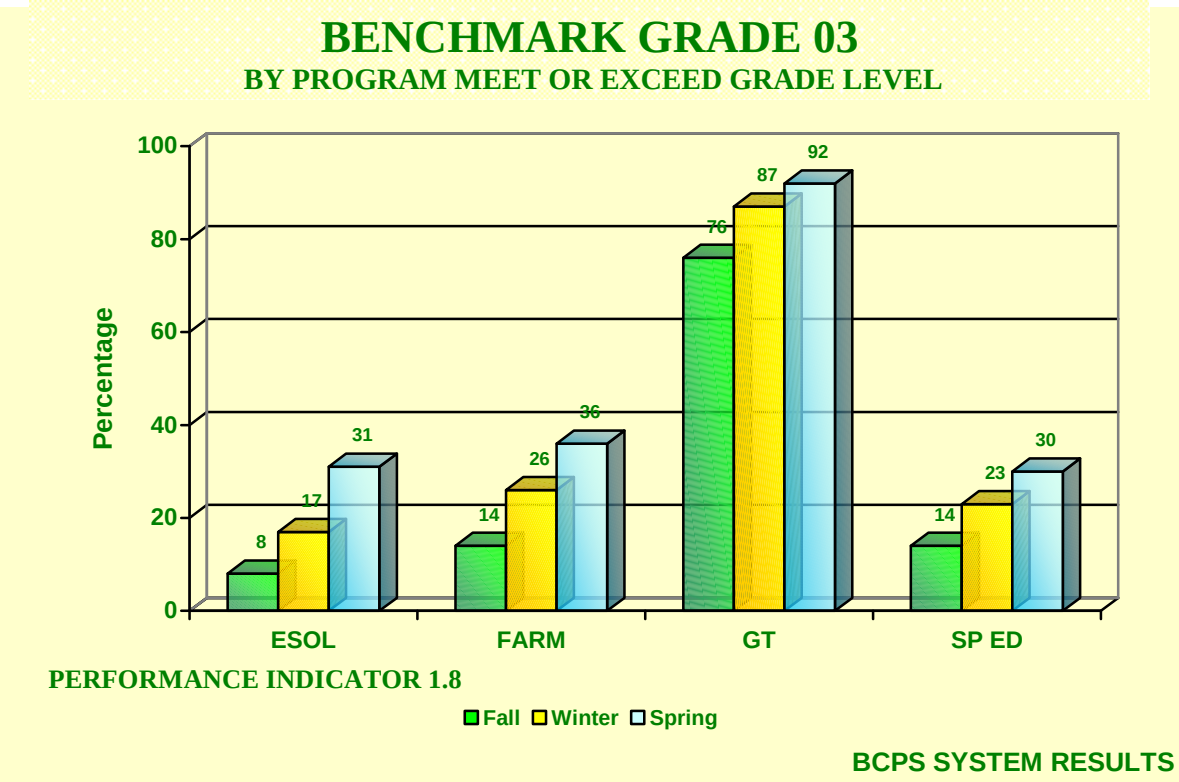

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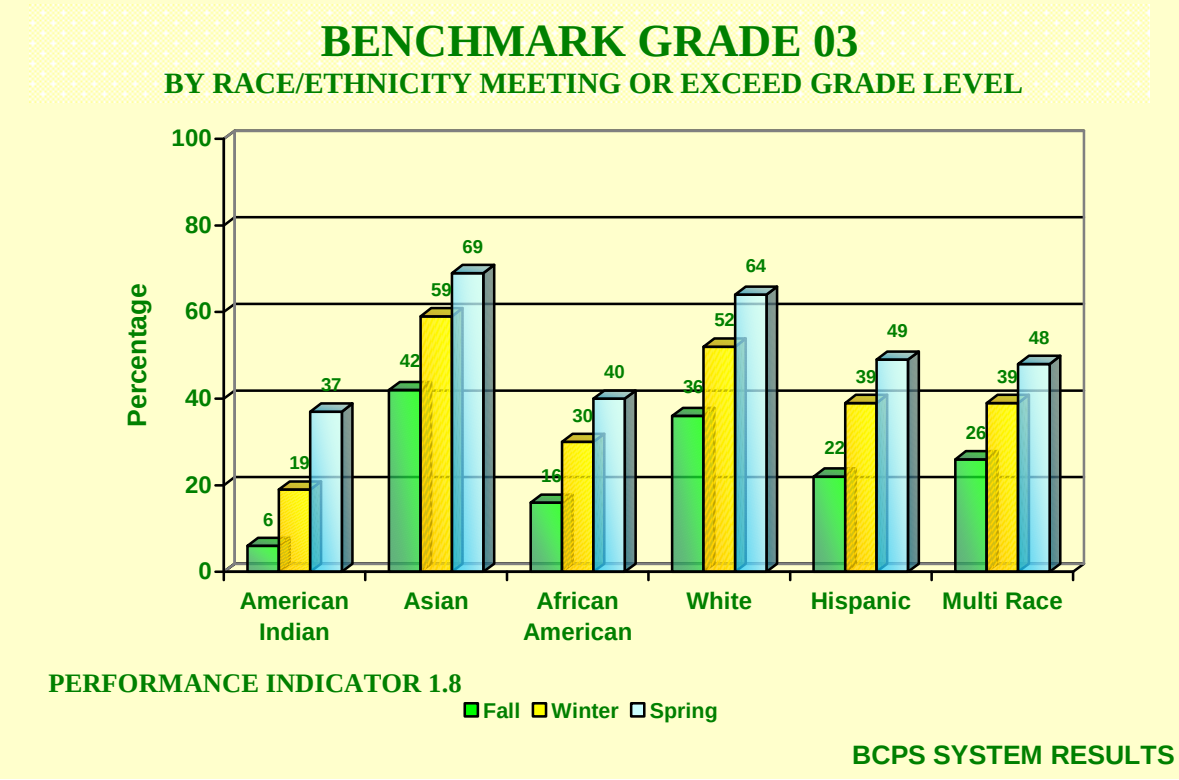

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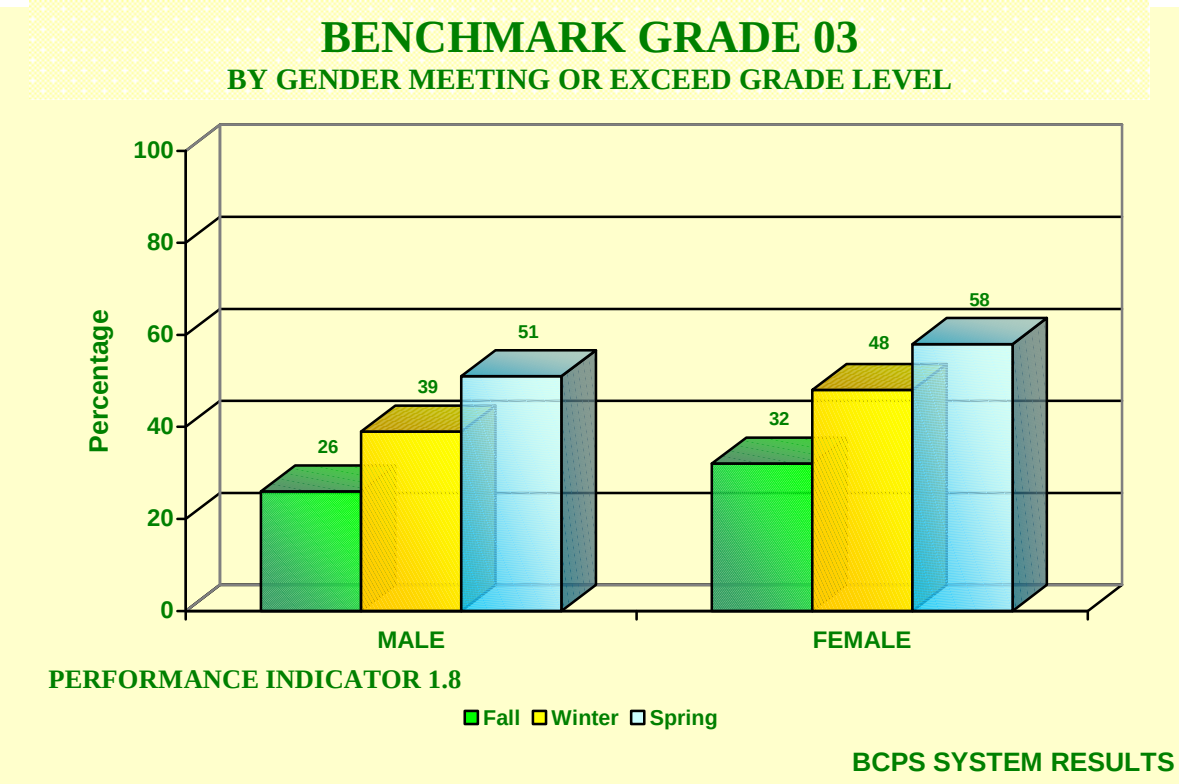

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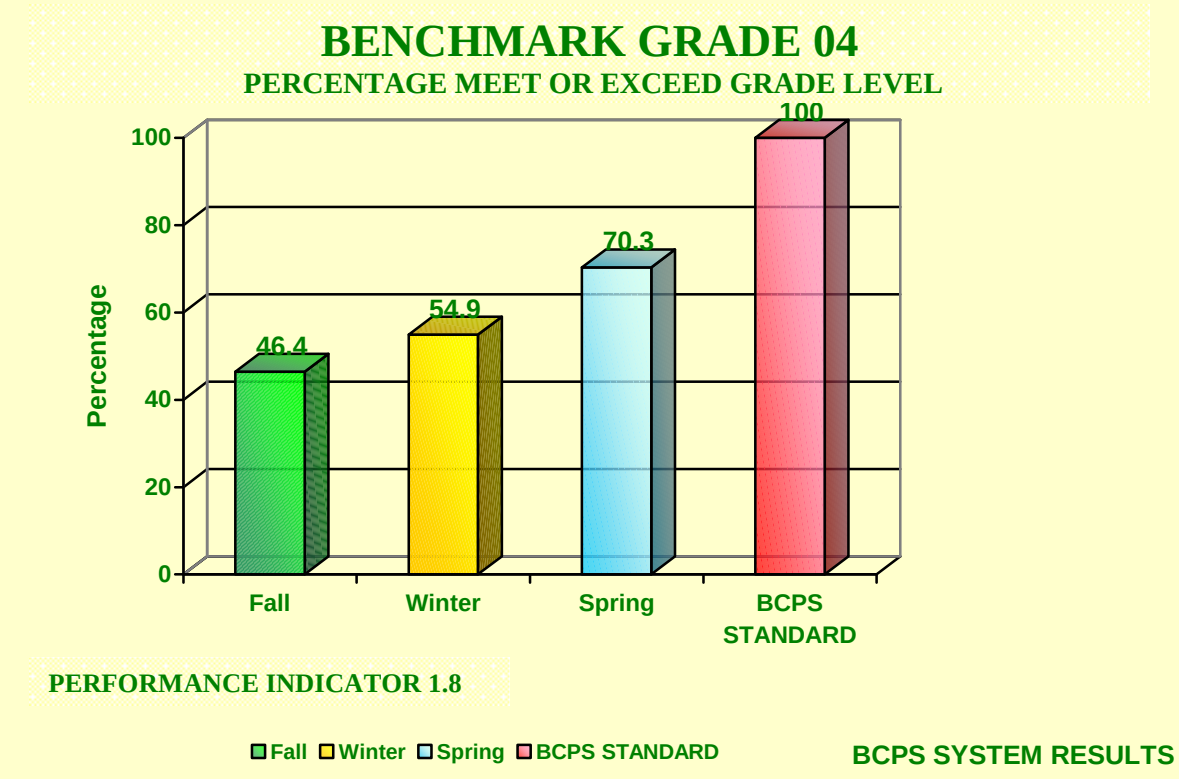

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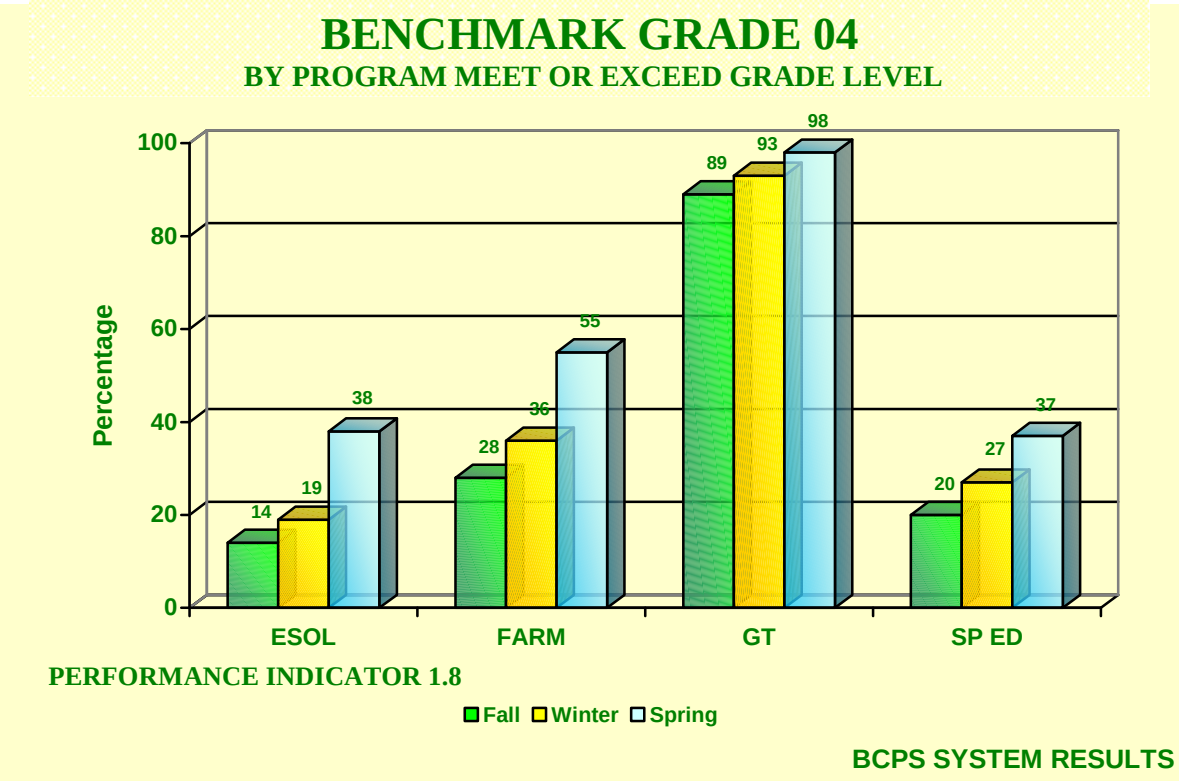

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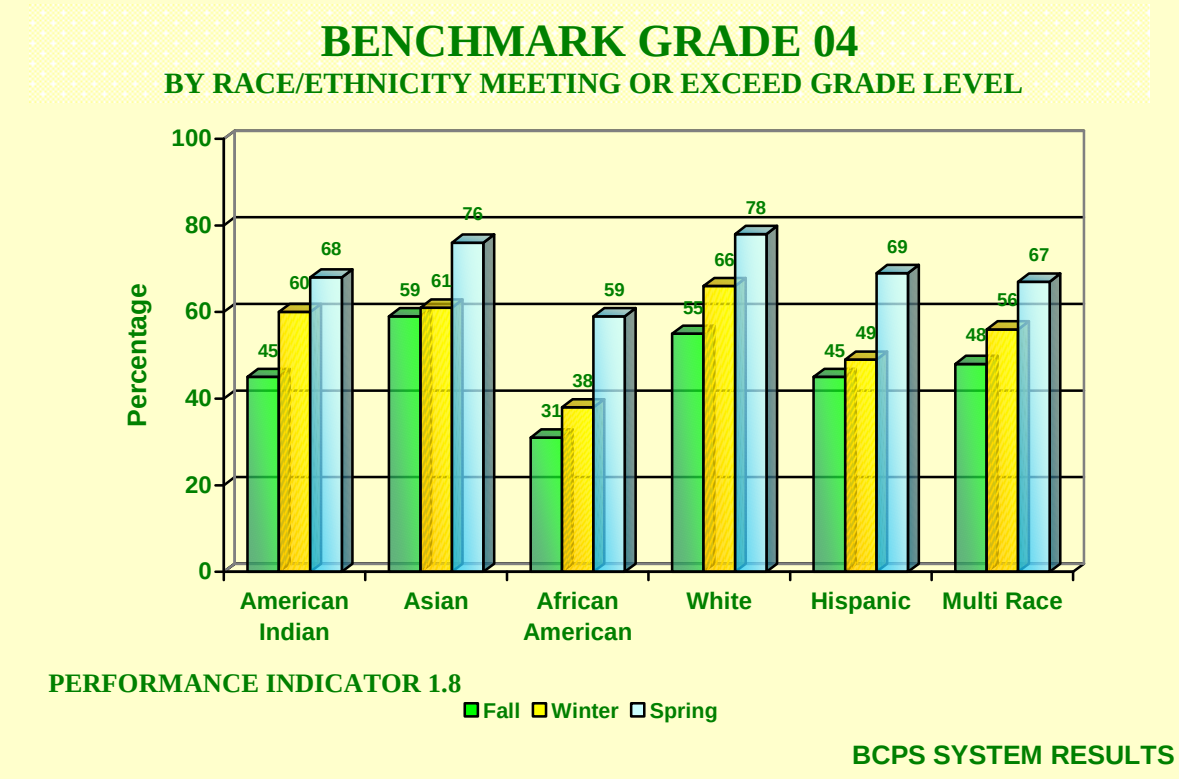

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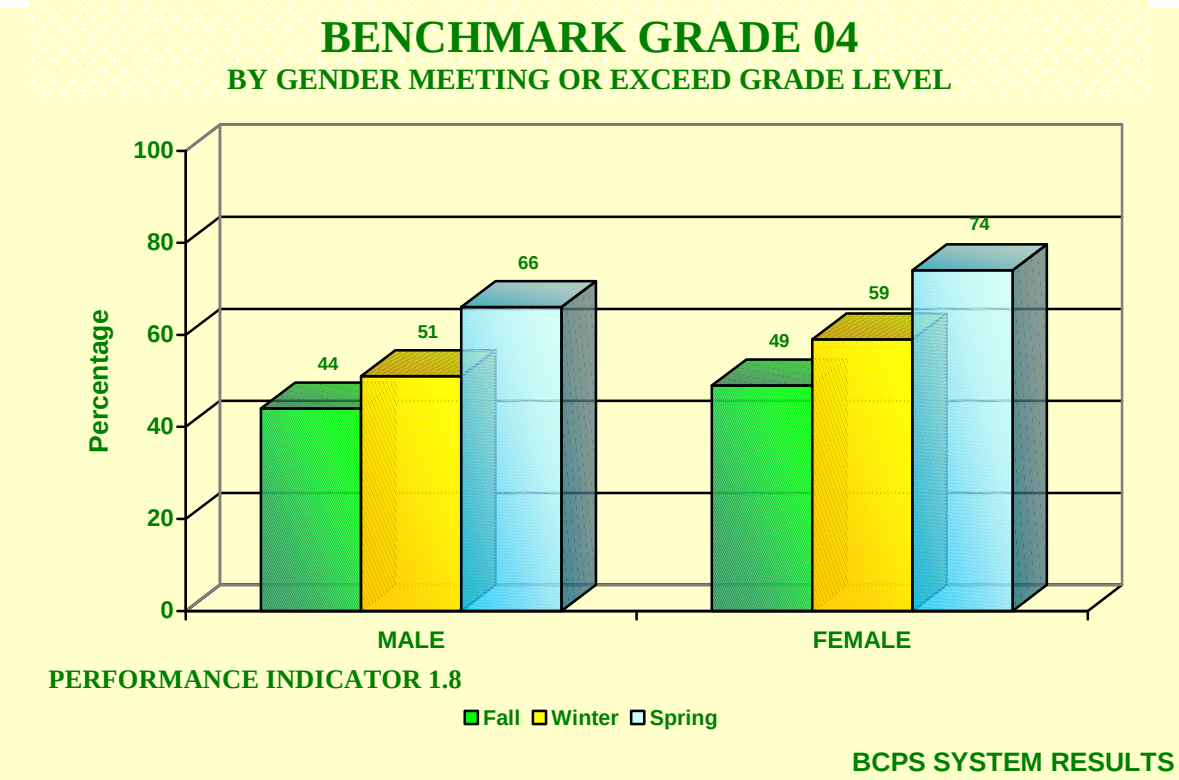

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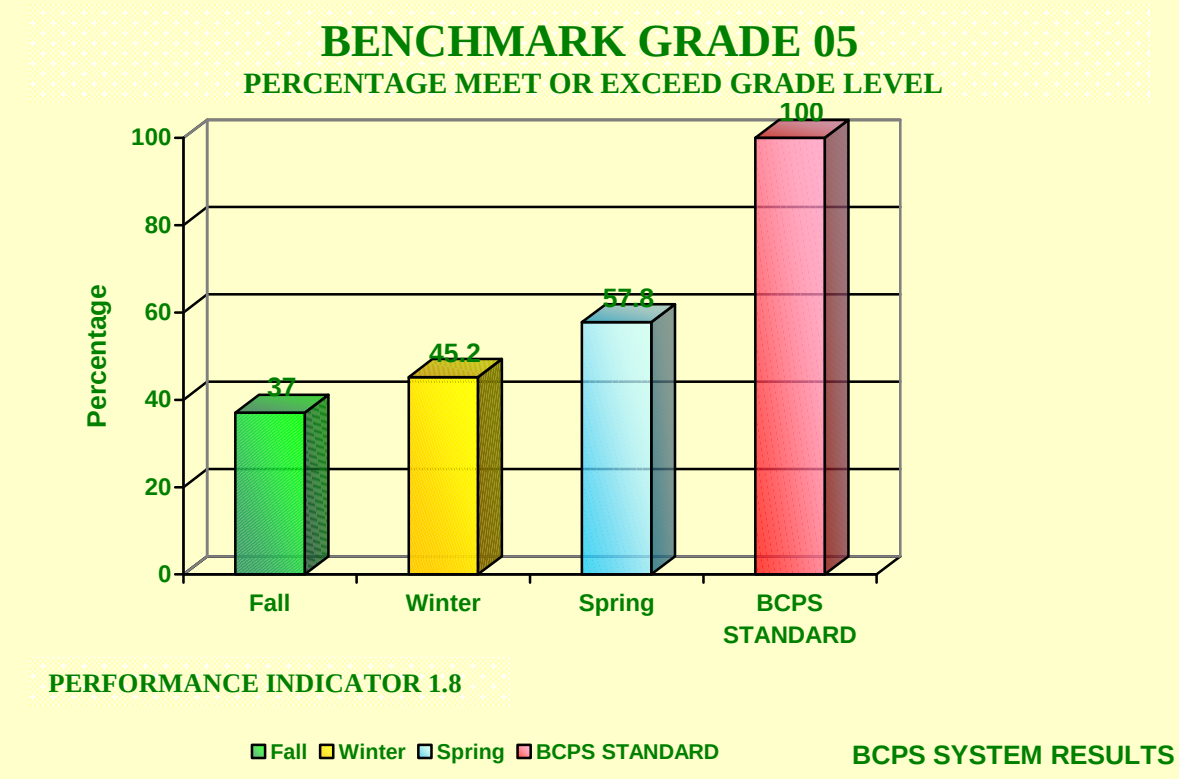

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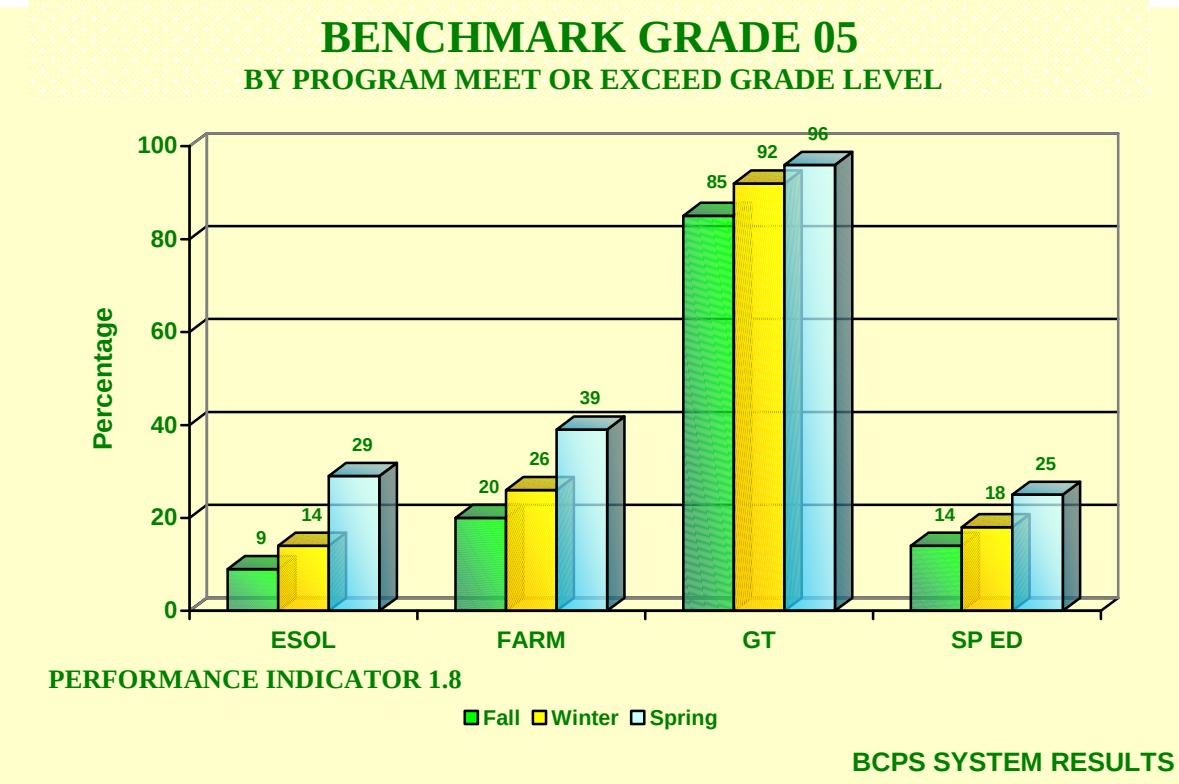

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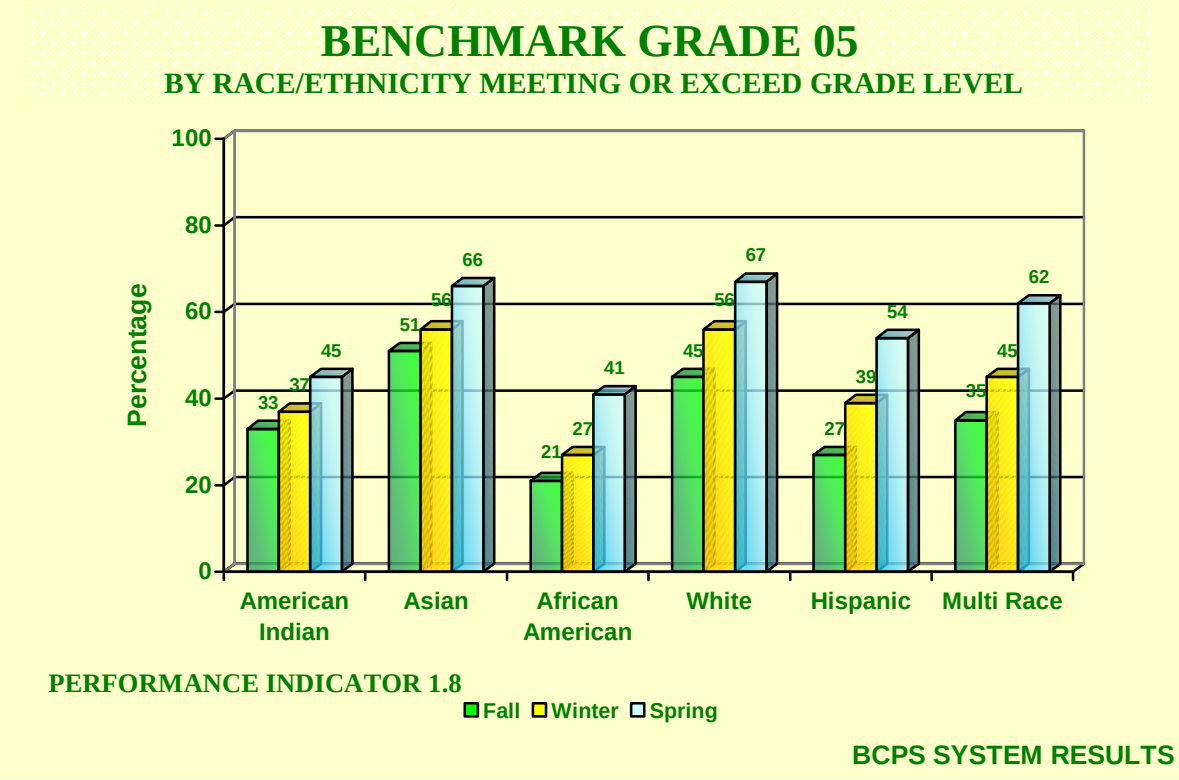

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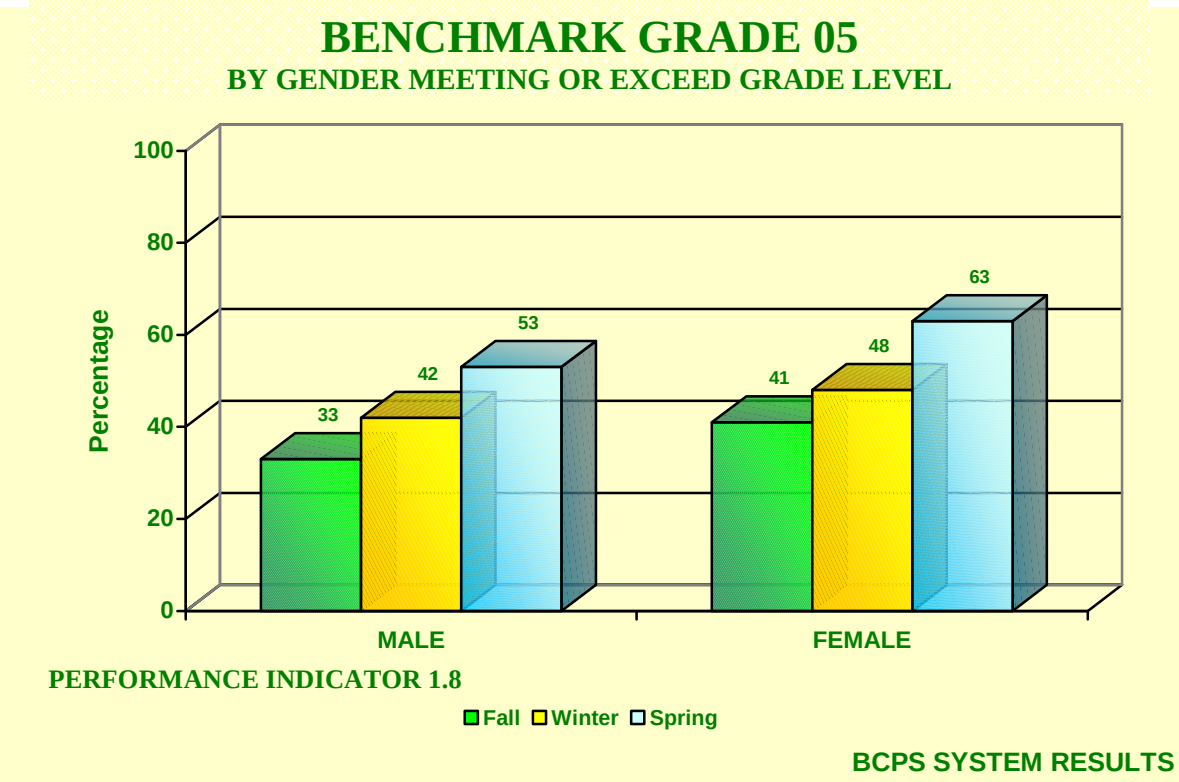

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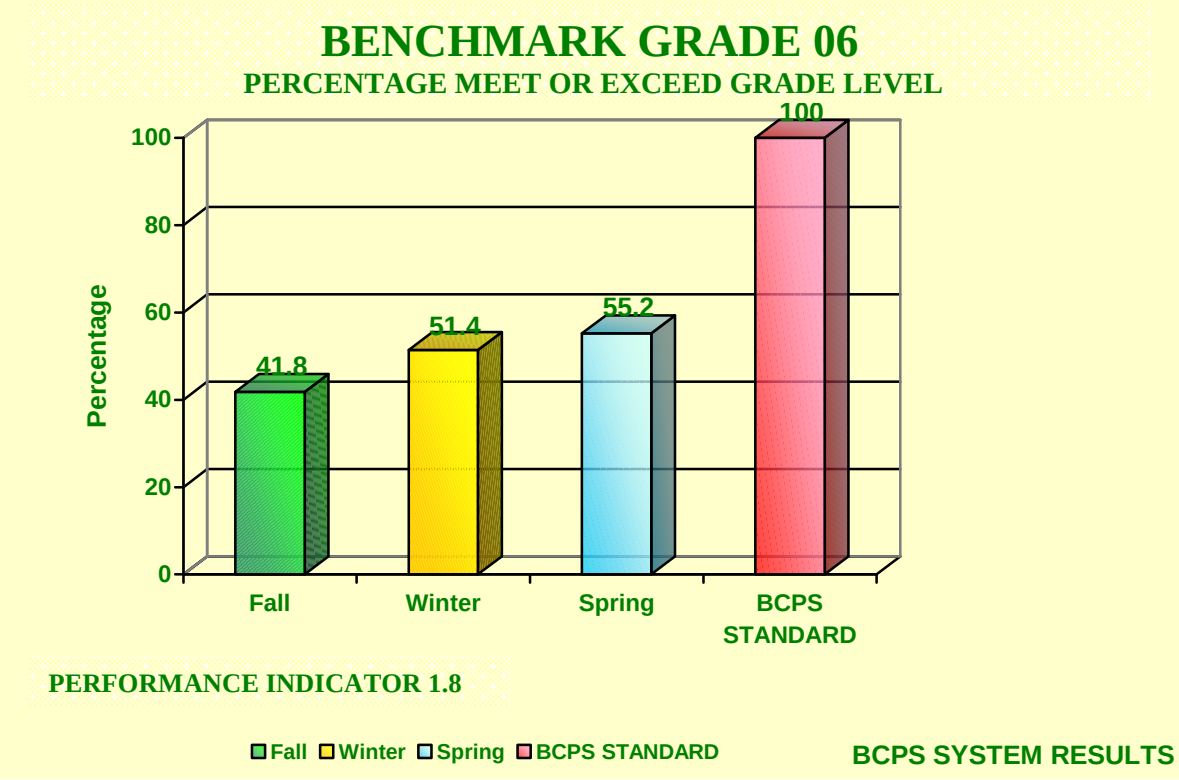

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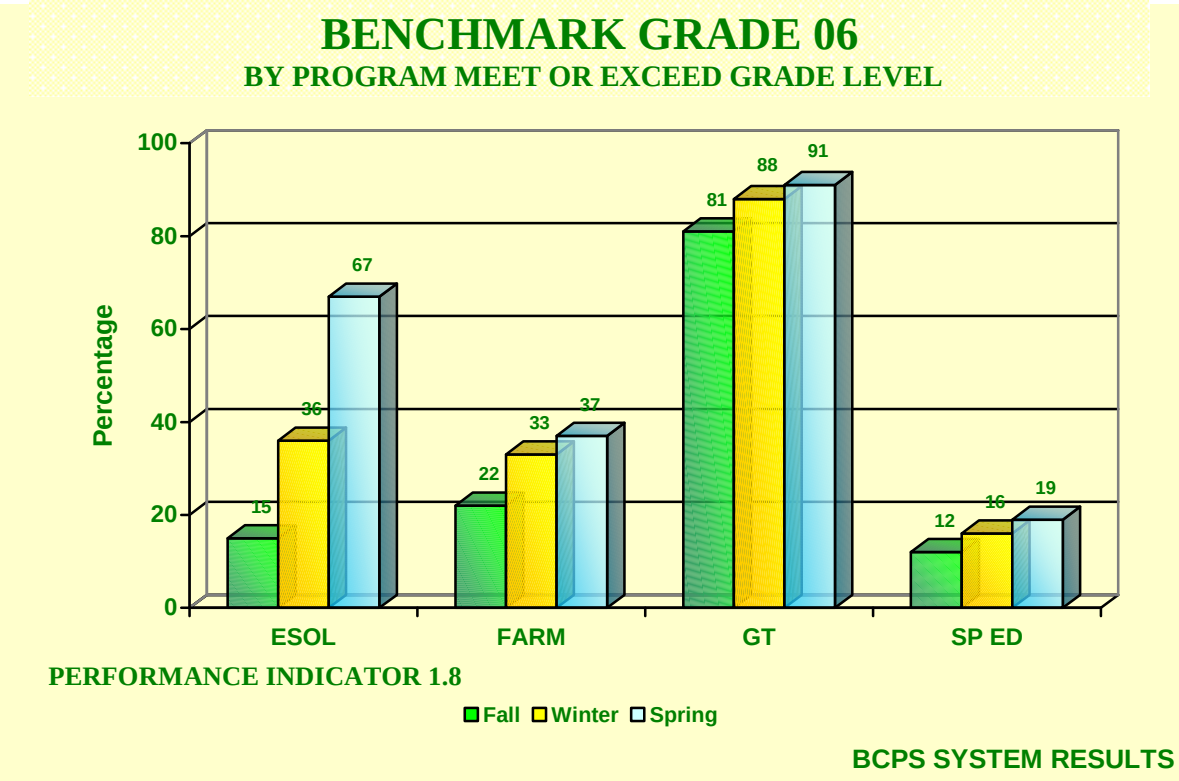

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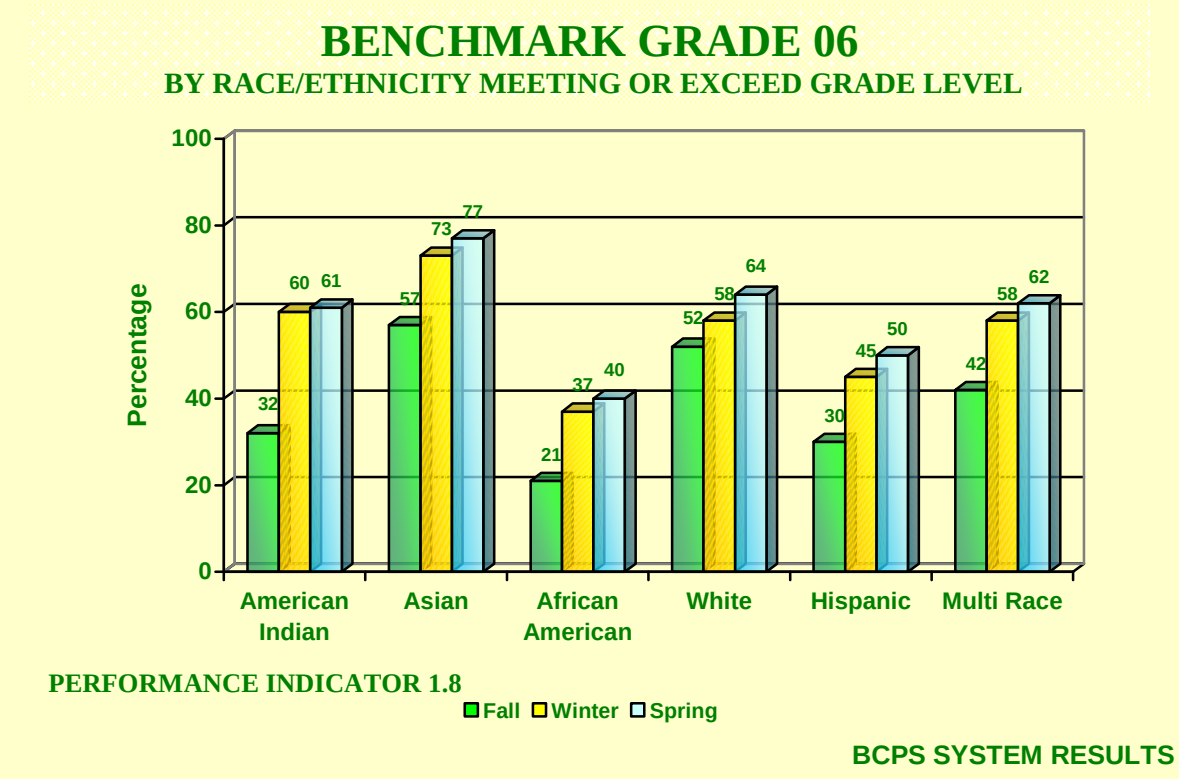

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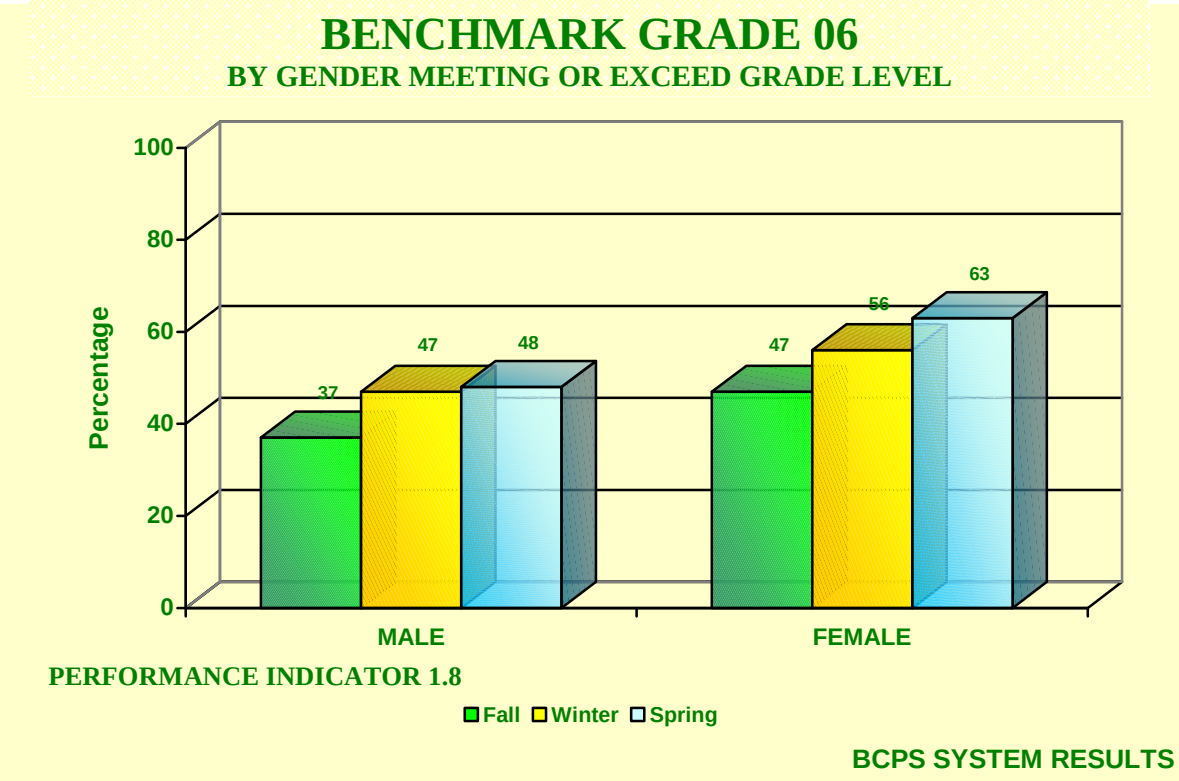


BENCHMARK GRADE 06 BY GENDER MEET OR EXCEED GRADE LEVEL

Exhibit C

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: **November 19, 2003**

TO: **BOARD OF EDUCATION**

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

SUBJECT: **DeJong High School Study Report**

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

RESOURCE PERSON(S): **Rita Fromm, Executive Director, Planning and Support Operations**

RECOMMENDATION

That the Board of Education of Baltimore County accepts the DeJong Inc. report on high school enrollments and capacities.

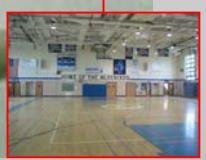
*****

Background Information: The Office of Strategic Planning has contracted with DeJong Inc. to analyze high school enrollments and capacities and to develop recommendations to relieve overcrowding.

HIGH SCHOOL FACILITY UTILIZATION STUDY

Carver Center
Catonsville
Chesapeake
Dulaney
Dundalk
Eastern Tech.
Franklin
Hereford
Kenwood
Lansdowne
Loch Raven
Milford Mill
New Town
Overlea
Owings Mills
Parkville
Patapsco
Perry Hall
Pikesville
Randallstown
Sollers Point
Sparrows Point
Towson
Western Tech.
Woodlawn

THE BALTIMORE COUNTY PUBLIC SCHOOLS



November 19, 2003

DRAFT

DeJONG *an educational planning firm*

Acknowledgements

On behalf of DeJong, Inc., we extend our appreciation to the Baltimore County Public Schools Board of Education, District Administration, and staff members who worked diligently and faithfully toward a successful High School Facility Utilization Study. Special thanks to Rita Fromm, Executive Director, Planning and Support Operations, and the Office of Strategic Planning for their leadership, commitment, professional input, and to the Executive Directors of Schools for their support.

We would also like to thank the members of the community who participated in the three Community Forums. Finally we thank the Baltimore County Public School's Board of Education for their encouragement and involvement in this undertaking.

Board of Education

James R. Sasiadek, President
Janese Murray, Vice President

Donald L. Arnold, Board Member
Phyllis E. Ettinger, Board member
Thomas Grzymski, Board Member
John A. Hayden, III, Board Member
Warren C. Hayman, Board Member
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Joy Shillman, Board Member
James E. Walker, Board Member
Francesca Cirincione, Student Representative

Dr. Joe A. Hairston, Secretary-Treasurer, Superintendent

Office of Strategic Planning

Rita Fromm, Executive Director, Planning and Support Operations
Ghassan Shah, Planning Administrator
Chris Brocato, Planning Analyst
Pamela Carter, Boundary Specialist
April Goldring, Administrative Secretary
Lynn Wheeler, Grants Writing Specialist

The following Steering Committee members donated their time and effort to reach out to their communities for invaluable input towards the High School Facility Utilization Study. It is their commitment to the process that will create the future of Baltimore County Public Schools. The recommended proposals do not necessarily represent the opinions of members of the Steering Committee.

Tony Armiger
Carl Alexander
Phyllis Bailey
Jane Barranger
Christine Beard
John Bereska
Abby Beytin
Charlene Bonham
Ron Boone
Cheryl Bost
Bill Brown
Michael Bruner
Malcom Cain
JoLynn Chadwick
Francine Churchill
Francine Cirincione
Boyd Crouse
Tom DeHart
Dennis Eckard
Vivian Ferguson
Elda Fountain
Michael Franklin
Nathaniel Gibson
Diane Goldian
Brian Gonzalez
Gwen Grant
Terrilee Grimes
Kevin Harahan
Dorothy Hardin
Keith Harmeyer
Mary Harvey
Charlie Herndon
Rhonda Hoyman
Rodger Janssen
Matthew Joseph
George Judd
Sylvia Katzel
Maggie Kennedy
David Lukes
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Lisa Orens
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Amanda Rothberg
Robert Santa Croce
Jean Satterfield
Liz Scott
Jodi Shafer
Lynn Sklar
Margaret Spicer
Susan Spinnato
C. Anthony Thompson
Robert Tomback
Ella White-Campbell
Emily Wolfson
Elizabeth "Betty" Young

As a planning team, we appreciate the opportunity to serve your school community as you embark on your vision for the future of education.

DeJONG, Inc.

Carolyn Staskiewicz, REFP, Project Director
Matthew Cropper, GIS Manager
Lee Hwang, GIS Specialist

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Process Overview

DeJONG, Inc. was asked to analyze the current attendance boundaries and formulate recommendations for new attendance boundaries to relieve overcrowding at the high school level within Baltimore County Public Schools. At the same time, a steering committee made up of BCPS administrative staff, county government staff, and community representatives was established to work with DeJONG in developing both boundary and alternative solutions. In addition, countywide input was solicited through three Community Forums, held in October, before final recommendations were presented to the Board of Education. Within this scope, the following tasks were accomplished:

- Review and analyze current high school boundaries
- Provide technical assistance in the formulation of new boundaries
- Provide alternative solutions to alleviate overcrowding
- Provide support and leadership to the steering committee and throughout the community input process

April/May 2003	Data Collection
May 6, 2003	Steering Committee Meeting #1
May 22, 2003	Steering Committee Meeting #2
May – September	Analyze Data Identify Strengths, Weaknesses, Opportunities, & Threats Explore Potential Boundary Solutions Develop Toolbox to Alleviate Overcrowding Prepare for Community Forums
June 18, 2003	Steering Committee Meeting #3
August 11, 2003	Steering Committee Meeting #4
September 30, 2003	Steering Committee Meeting #5
October 7,8, & 9, 2003	Host Community Forums
October 29, 2003	Steering Committee Meeting #6
October – November	Tabulate Forum Results Finalize Recommendations
November 19, 2003	Board Presentation

Executive Summary

According to current projections, by the year 2007 the overall high school enrollment in Baltimore County Public Schools will be at 33,904, or 98% of capacity. Because the population is not evenly distributed in Baltimore County, some high schools will be significantly overcrowded while other schools will have enrollments below 98% of capacity.

In 2007, the following six high schools will have significant overcrowding, based on current projections. All of these schools are overcrowded today.

- *Milford Mill Academy*
- *Perry Hall High School*
- *Kenwood High School*
- *Towson High School*
- *Pikesville High School*
- *Sparrows Point High School*

The Southwest Area is the only area of the County where overcrowding does not exist and is not anticipated. Projections show there may be as many as 584 seats available in 2007, but most will be in the Southwest. Even if these 584 seats could be evenly distributed throughout the County, it would result in an excess of less than one classroom per high school. This is beyond the 95% capacity the State of Maryland defines as overcrowded and is even further from the 90% capacity that the BCPS Board of Education defines as overcrowded.

This report compares capacity and projected enrollment, reviews current housing development data, analyzes potential boundary solutions, and provides potential overcrowding solutions, including both build and non-build options.

Boundary Recommendations

A district-wide boundary shift would not be an effective way for BCPS to manage high school enrollment. Keeping in mind that no boundary solution will reduce high school enrollment lower than 98% of capacity, hypothetical district-wide attendance boundaries were drawn to see if a boundary adjustment would equitably distribute enrollment. This exercise demonstrated that schools were no longer central to their attendance boundary, boundaries were shaped in ways too unconventional to be efficient for the transportation of students, and the new boundaries compromised neighborhood integrity. Smaller scale boundary shifts in the Northeast and Southeast Areas, coupled with other strategies could provide short-term relief for a limited number of schools. Further analysis of a district wide boundary solution can be found on page 4 of this report.

New Construction Recommendation

To reach a 95% capacity goal based on the State's definition of overcrowded, 1,200 additional seats would be required. Based on current projections, the Central and Northeast Areas of the County combined will be 850 seats short by 2007. In addition, the May 2003 Subdivision List [S-List] provided by the Baltimore County Office of Planning, indicates 3,342 single and multi-family housing units approved for development in the Central Area and 5,114 units in the Northeast Area. **This provides significant support to build a new high school that would relieve both Areas.** Further analysis of this option is provided on page 18 of this report.

In the future, as demographics change and population shifts, it is plausible that the County will need to build new schools in areas where there are increasing numbers of students, and close schools in areas where population is declining. Results from the community forums indicated a preference to work with the County Government to find school sites where they may be needed before renovating or redeveloping existing schools, or pursuing unconventional school sites.

Alternative Recommendations

Both individual and group results of the Community Forums illustrated that changing boundaries was the most favored way to reduce high school overcrowding, while increasing class sizes was the least favored. The following alternative recommendations would address overcrowding while providing cost efficient and logical solutions.

- Relocatable Classrooms – Districts across the country use relocatables as a temporary solution to overcrowding. In addition, the Community Forum results indicate relocatables as an acceptable option. A relocatable has a capacity of 25 students. Combined with the 10 existing relocatables in the Central and Northeast Areas, 24 more relocatables would be needed to provide the seating necessary for the 850+ students in excess of capacity projected for 2007. This may also provide a solution for Pikesville. Please note that the State does not recognize relocatables in determining capacity; therefore, high schools in Baltimore County would still be considered overcrowded. Nor would this strategy support student service needs, e.g., cafeteria, gymnasium, library, restrooms.

- Alternative Spaces & Programmatic Solutions - The subsequent alternative solutions have surfaced during this process and should be investigated further as to their viability. One or a combination of these would alleviate some of the overcrowding at the high schools, but may not provide the number of seats necessary to maintain enrollment within the 95% of State capacity.

    - Renovate an unused auto collision repair shop at Eastern Technical High School into four classrooms providing 100 seats, allowing ETHS to serve more students in the Northeast and Southeast Areas.
    - Build a new technology addition onto Kenwood High School to include 200 additional seats.
    - Provide a work force development program at a non-school site for career mentoring and training.
    - Build additions to the existing alternative schools, or construct an additional alternative school for those students requiring another option to the regular classroom environment.

- Creative Scheduling Options – Although alternative scheduling was second only to increased class size as a least favored option by the community, year round school would be the simplest and cleanest way to alleviate the overcrowding in the BCPS high schools. There are a variety of year-round schedules. Students typically attend school the same number of days as a traditional calendar; however, breaks or vacations are scheduled differently. This option increases the use of a facility by 25-33% depending upon how it is organized.

The following report includes the supporting data and variables associated with the above recommendations. The District should pay close attention to these variables including enrollment projections, housing development, student migration, and programmatic changes that affect facilities, in order to take the necessary steps to address population shifts as they occur in a proactive, rather than a reactive, manner. The contents of this document must be continually reviewed and updated. As the conditions and factors within Baltimore County change, so must the plans for the future.

Statement of the Problem

The following data compares current and projected student enrollment with the State high school capacity. Based on an even distribution of students, including the additional seats at New Town High School, all high schools will be at a 98% capacity by the school year 2007-08.

Definition of Overcrowding by entity and as a percentage of State capacity:	
Board of Education, BCPS	90%
State of Maryland	95%
Baltimore County	115%

Year	BCPS Capacity [# of seats]	Enrollment	HS District-Wide Enrollment Compared to Capacity
2002-03	34,488	32,262 [Actual]	93.5%
2007-08	34,488	33,904 [Projected]	98.0%

Though the overall high school enrollment is projected to be at 98% of capacity, the student population will not be distributed evenly among the County's twenty-five high schools. Therefore, a district-wide boundary adjustment would not bring all the high school enrollments within 95% of capacity (overcrowded status as designated by the State of Maryland).

The hypothetical attendance boundary map on page 5 illustrates new boundaries created using existing student locations [2002-03] to show how many students live within the hypothetical attendance area. Boundaries were created and then adjusted as needed to fulfill a capacity requirement of 95%. As the boundaries are drawn out to envelope enough students to fulfill the percent 95% capacity value, areas in other attendance boundaries are being consumed. School buildings become shifted to the edges of attendance boundaries as newly created boundaries encompass more area. Also, boundaries are shaped in a way that is too unconventional to be efficient for the transportation of students.

As indicated by the data included within the next pages, it is clear that student population within the Northwest, Northeast, and Central Areas is continuing to increase, resulting in overcrowding of these area high schools. **However, the phased matriculation at New Town High School will relieve the problem in the Northwest.** Enrollment in the Southeast is projected to remain constant while enrollment in the Southwest is projected to increase at a slower rate. The facilities in the Southwest are currently at a level under state capacity that will accommodate the projected increase.

The following six high schools will have the most significant overcrowding by the year 2007-08.

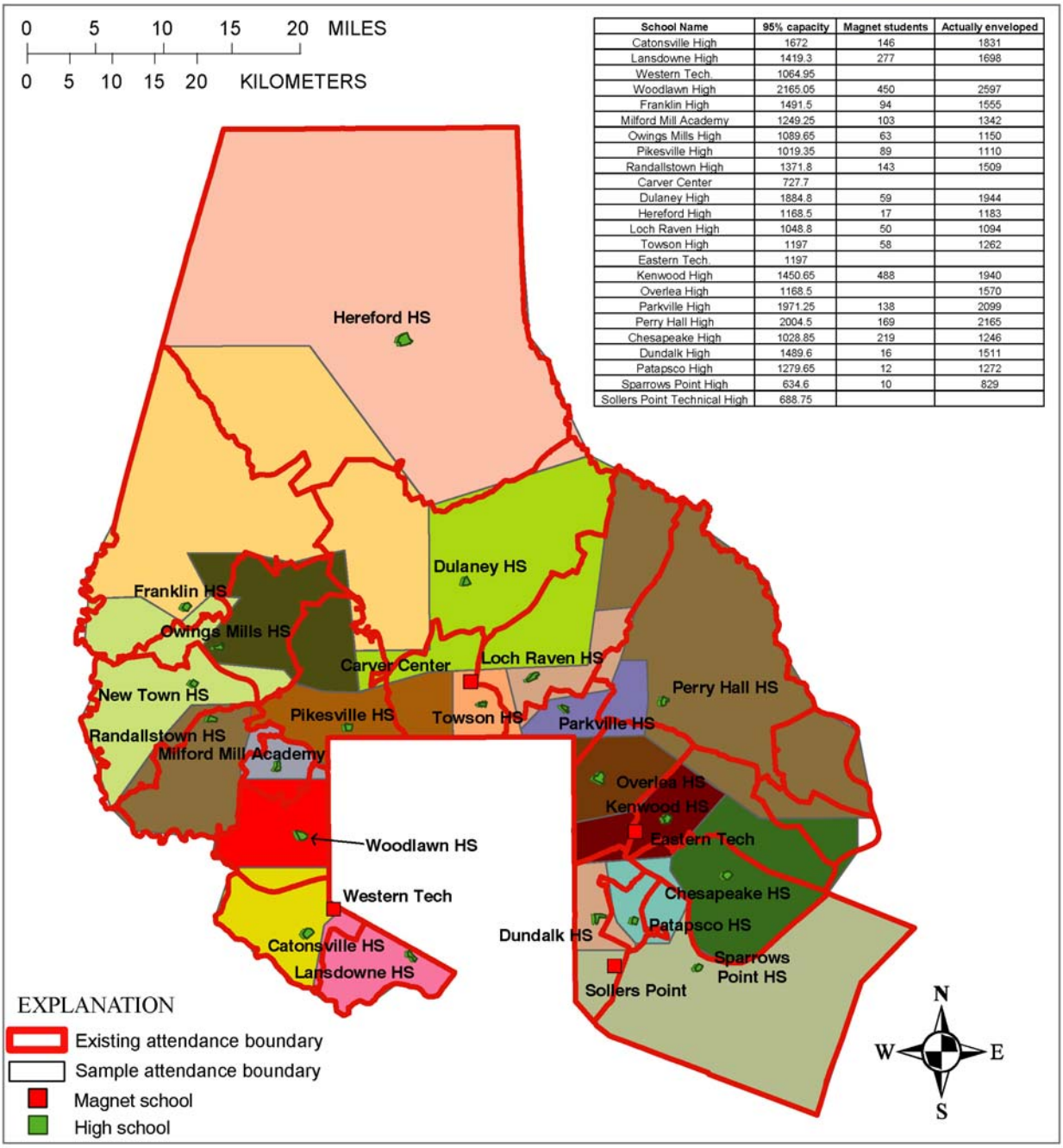
School	*State Capacity*	*2007-08 Projected Enrollment*	*# of Students Over Capacity*	*% of State Capacity*
Milford Mill	1315	1701	386	129.35%
Perry Hall	2110	2452	342	116.21%
Kenwood	1527	1810	283	118.53%
Towson	1260	1497	237	118.81%
Pikesville	1073	1200	127	111.84%
Sparrows Point	668	794	126	118.86%

Source: Baltimore County Public Schools, Office of Strategic Planning

Hypothetical High School Boundaries at Ninety-Five Percent Capacity

THE BALTIMORE COUNTY PUBLIC SCHOOLS

School Name	95% capacity	Magnet students	Actually enveloped
Catonsville High	1672	146	1831
Lansdowne High	1419.3	277	1698
Western Tech.	1064.95		
Woodlawn High	2165.05	450	2597
Franklin High	1491.5	94	1555
Milford Mill Academy	1249.25	103	1342
Owings Mills High	1089.65	63	1150
Pikesville High	1019.35	89	1110
Randallstown High	1371.8	143	1509
Carver Center	727.7		
Dulaney High	1884.8	59	1944
Hereford High	1168.5	17	1183
Loch Raven High	1048.8	50	1094
Towson High	1197	58	1262
Eastern Tech.	1197		
Kenwood High	1450.65	488	1940
Overlea High	1168.5		1570
Parkville High	1971.25	138	2099
Perry Hall High	2004.5	169	2165
Chesapeake High	1028.85	219	1246
Dundalk High	1489.6	16	1511
Patapsco High	1279.65	12	1272
Sparrows Point High	634.6	10	829
Sollers Point Technical High	688.75		



DeJONG
July 2003

The following chart and map illustrate where overcrowding currently exists and where enrollment is projected to increase.

High Schools Over Capacity 2002-2003

School	Milford Mill	Kenwood	Owings Mills	Randallstown	Perry Hall	Towson	Sparrows Pt.	Patapsco	Pikesville	Eastern	Hereford
Capacity	1315	1527	1147	1444	2110	1260	668	1347	1073	1260	1230
Enrollment 9/30/02	1585	1775	1375	1664	2281	1410	805	1482	1176	1339	1237
Over/Under Capacity 2002-2003	**+270**	**+248**	**+228**	**+220**	**+171**	**+150**	**+137**	**+135**	**+103**	**+79**	**+7**
Out-of-Boundary Enrolled	431	235	201	151	44	164	163	403	153		42
In-Boundary to Other Highs	274	691	182	473	277	100	90	146	148		33
Net Gain/Loss	157	-456	19	-322	-233	64	73	257	5	0	9
2007-2008 Enrollment Projections	1701	1810	1537	1797	2452	1497	794	1448	1200	1350	1266
Over/Under Capacity 2007-2008	**+386**	**+283**	**+390**	**+353**	**+342**	**+237**	**+126**	**+101**	**+127**	**+90**	**+36**

Note: Owings Mills and Randallstown will be relieved by New Town High School opening fall of 2003 with 1348 seats.

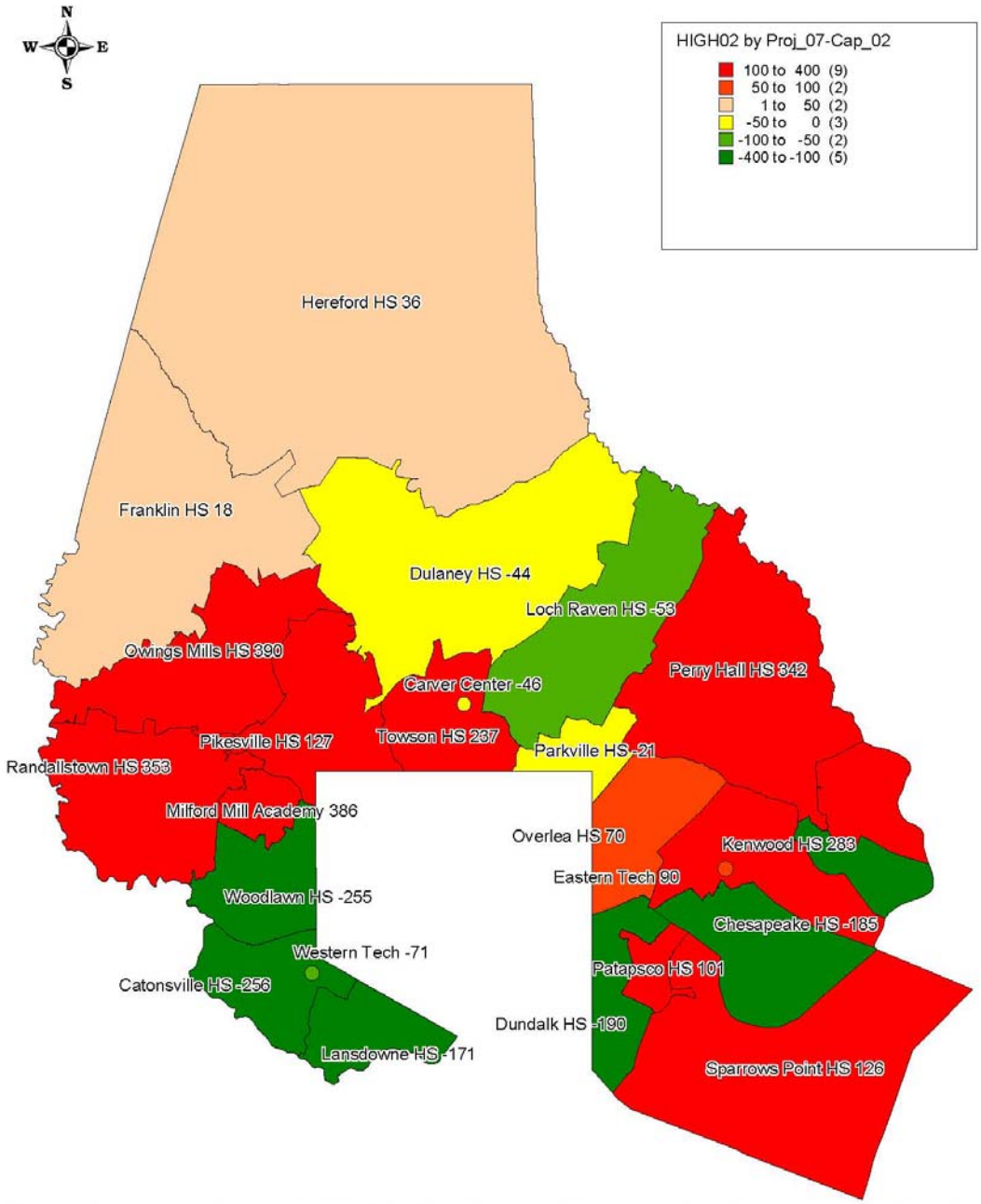
High Schools Under Capacity 2002-2003

School	Overlea	Carver	Western	Franklin	Loch Raven	Parkville	Dulaney	Dundalk	Chesapeake	Catonsville	Lansdowne	Woodlawn	Sollers Point
Capacity	1230	766	1121	1570	1104	2075	1984	1568	1083	1760	1494	2279	725
Enrollment 9/30/02	1219	711	1046	1482	999	1973	1840	1418	909	1455	1167	1914	0
Over/Under Capacity 2002-2003	**-11**	**-55**	**-75**	**-88**	**-105**	**-102**	**-144**	**-150**	**-174**	**-305**	**-327**	**-365**	**0**
Out-of-Boundary Enrolled	81	711	1046	71	75	502	26	71	42	103	69	74	
In-Boundary to Other Highs	650			266	164	270	147	266	439	181	329	879	
Net Gain/Loss	-569	711	1046	-195	-89	232	-121	-195	-397	-78	-260	-805	0
2007-2008 Enrollment Projections	1300	720	1050	1588	1051	2054	1940	1378	898	1504	1323	2024	0
Over/Under Capacity 2007-2008	**+70**	**-46**	**-71**	**+18**	**-53**	**-21**	**-44**	**-190**	**-185**	**-256**	**-171**	**-255**	**0**

Note: Overlea and Franklin are currently under capacity, however, are projected to be over capacity by 2007-08.

Source: Baltimore County Public Schools, Office of Strategic Planning

BCPS High Schools and Projected Enrollment +/- Capacity for 9/30/2007 *

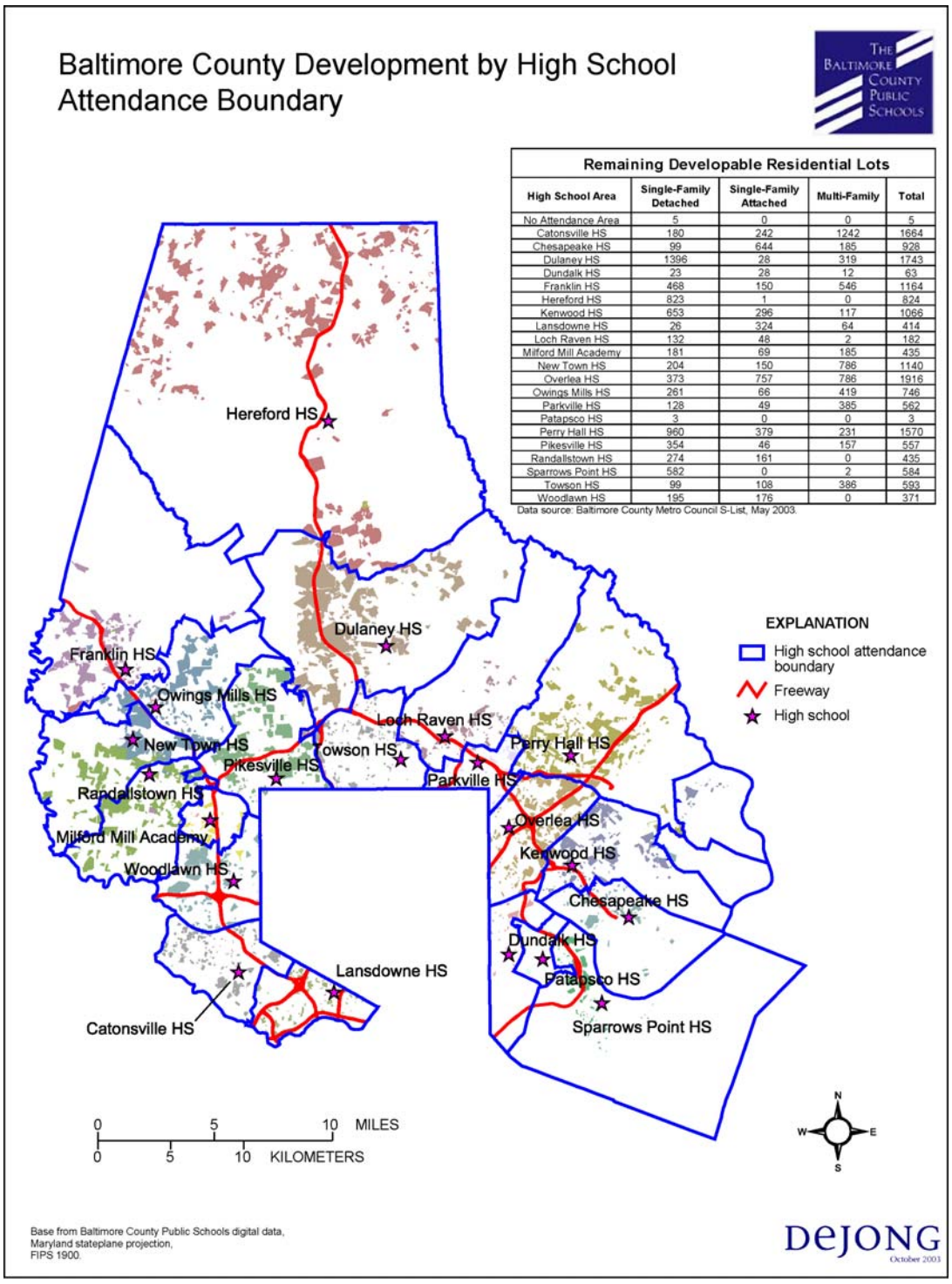


*** This map based on September 30, 2002 data, thus New Town HS enrollments and impact are not reflected.**

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, June 2003

Lots Approved for Development

The following map illustrates areas approved for single and multi-family development. The greatest numbers of units are located in the Northeast Area at 5,144 units, followed by the Northwest Area at 4,477 units, and the Central Area at 3,342 units.



Remaining Developable Residential Lots

High School Area	Single-Family Detached	Single-Family Attached	Multi-Family	Total
No Attendance Area	5	0	0	5
Catonsville HS	180	242	1242	1664
Chesapeake HS	99	644	185	928
Dulaney HS	1396	28	319	1743
Dundalk HS	23	28	12	63
Franklin HS	468	150	546	1164
Hereford HS	823	1	0	824
Kenwood HS	653	296	117	1066
Lansdowne HS	26	324	64	414
Loch Raven HS	132	48	2	182
Milford Mill Academy	181	69	185	435
New Town HS	204	150	786	1140
Overlea HS	373	757	786	1916
Owings Mills HS	261	66	419	746
Parkville HS	128	49	385	562
Patapsco HS	3	0	0	3
Perry Hall HS	960	379	231	1570
Pikesville HS	354	46	157	557
Randallstown HS	274	161	0	435
Sparrows Point HS	582	0	2	584
Towson HS	99	108	386	593
Woodlawn HS	195	176	0	371

Data source: Baltimore County Metro Council S-List, May 2003.

Potential Solutions

Potential Solutions

The following boundary analysis and potential overcrowding solutions were determined assuming that the number of students historically enrolling out of boundary would continue to do so.

Milford Mill

When analyzing Milford Mill High School it is necessary to look at all the Southwest Area schools. Currently Woodlawn, Catonsville, and Lansdowne High Schools are at the lowest percentage capacity and are projected to remain so based on enrollment projections.

School	State Capacity	2007-08 Projected Enrollment	Amount Over/ Under Capacity	% of State Capacity
Milford Mill	1315	1701	386	129.35%
Catonsville	1760	1504	-256	85.45%
Woodlawn	2279	2024	-255	88.81%
Lansdowne	1494	1323	-171	88.55%
TOTAL	6848	6552	-296	95.67%

Source: Baltimore County Public Schools, Office of Strategic Planning

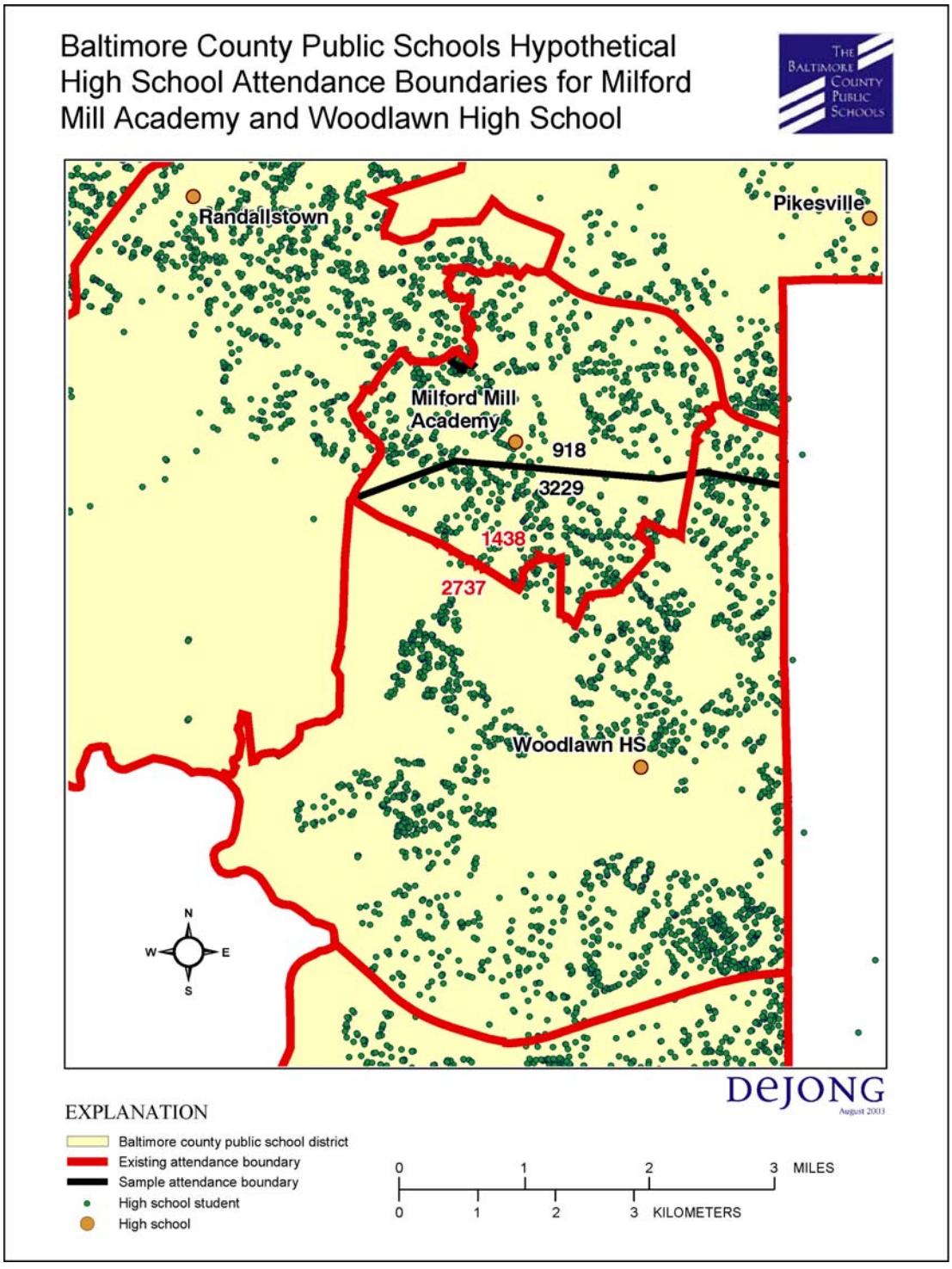
The map on page 12 illustrates a potential boundary adjustment incorporating more students into the Woodlawn boundary from the Milford Mill boundary. **This is not a desirable solution due to the fact that there would be over 3,000 students enveloped in the already large Woodlawn boundary.** In addition, the boundaries are shaped in such a way that Milford Mill is no longer centrally located to its boundary.

During the 2002-03 school year, 879 students living within the Woodlawn boundary attended other high schools in the County as follows:

Schools Attended by Resident Students			
Name of School	**# of Students**	**Name of School**	**# of Students**
Carver Center	66	Owings Mills High School	50
Catonsville High School	51	Parkville High School	4
Franklin High School	1	Pikesville High School	21
Kenwood High School	2	Randallstown High School	50
Lansdowne High	26	Towson High School	11
Loch Raven High School	1	Western School Of Tech.	383
Milford Mill Academy (High)	213	TOTAL	879

Source: Baltimore County Public Schools, Office of Strategic Planning

Consideration should be given as to why students are not attending their boundary-designated school. A possible solution may include moving a technology magnet program to Woodlawn High School in order to attract students back to Woodlawn. **Unless student choice is managed, changing the boundaries will not solve the overcrowding issues.**



Note: The above boundaries outlined in red reflect the existing attendance boundary and the corresponding red numbers indicate the number of students living within the Milford Mill and Woodlawn High School boundaries during the 2002-03 school year. Those boundaries outlined in black were developed as potential solutions to overcrowding. The corresponding black numbers indicate the number of students living within the potential boundaries.

Perry Hall, Towson, Pikesville

School	State Capacity	2007-08 Projected Enrollment	Amount Over/ Under Capacity	% of State Capacity
Perry Hall	2110	2452	342	116.21%
Kenwood	1527	1810	283	118.53%
Towson	1260	1497	237	118.81%
Loch Raven	1104	1051	-53	95.20%
Dulaney	1984	1940	-44	97.78%
Hereford	1230	1266	36	102.9%
Parkville	2075	2054	-21	98.99%
Overlea	1230	1300	70	105.69%
TOTAL	12520	15369	850	122.76%
Pikesville*	1073	1200	127	111.84%

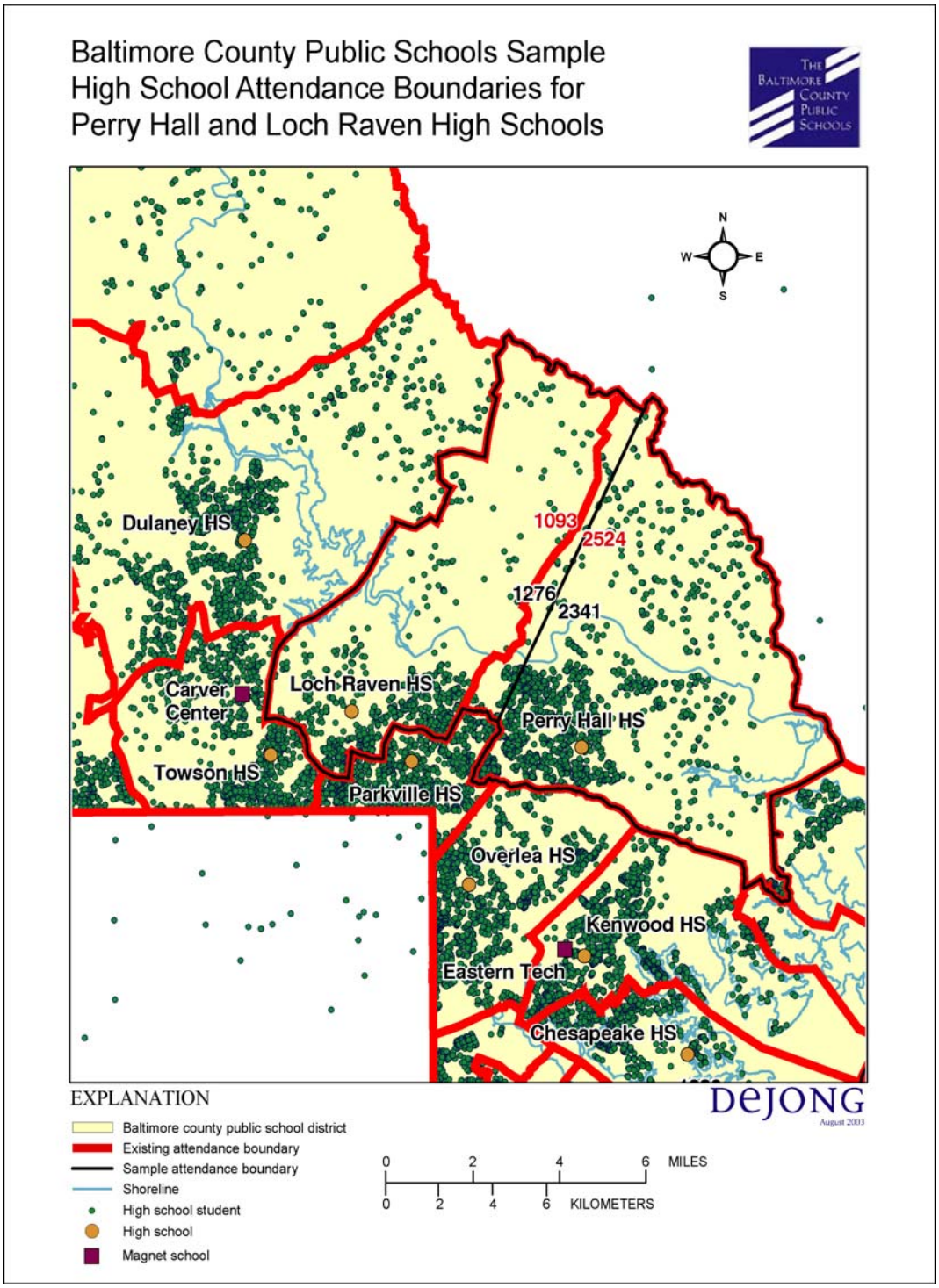
Source: Baltimore County Public Schools, Office of Strategic Planning

*Note: Pikesville may also be impacted by new school construction.

The map on the following page illustrates a potential boundary adjustment between Perry Hall HS and Loch Raven HS. Based on 2002-03 enrollment, this might be a solution to overcrowding at Perry Hall, however, based on projected enrollment it would only serve for one or two years. The chart above compares the Perry Hall HS and all other adjacent high schools in terms of projected enrollment and capacity. **Any boundary adjustment made today, would simply not solve the problem by the time it was implemented.** In addition, because overcrowding exists at many of the adjacent high schools, a programmatic change would not be a viable solution either.

The long-term solution for overcrowding in the Central and Northeast Areas is the construction of one high school. The site selection should reflect the need to alleviate overcrowding in both areas.

An alternative solution would be to add relocatable buildings to the high schools listed in the table above, based on site constraints. Since the State of Maryland does not recognize relocatables in their capacity formula, these schools would still be considered overcrowded by State standards. This strategy would not support student service needs, e.g., cafeteria, gymnasium, library, restrooms.



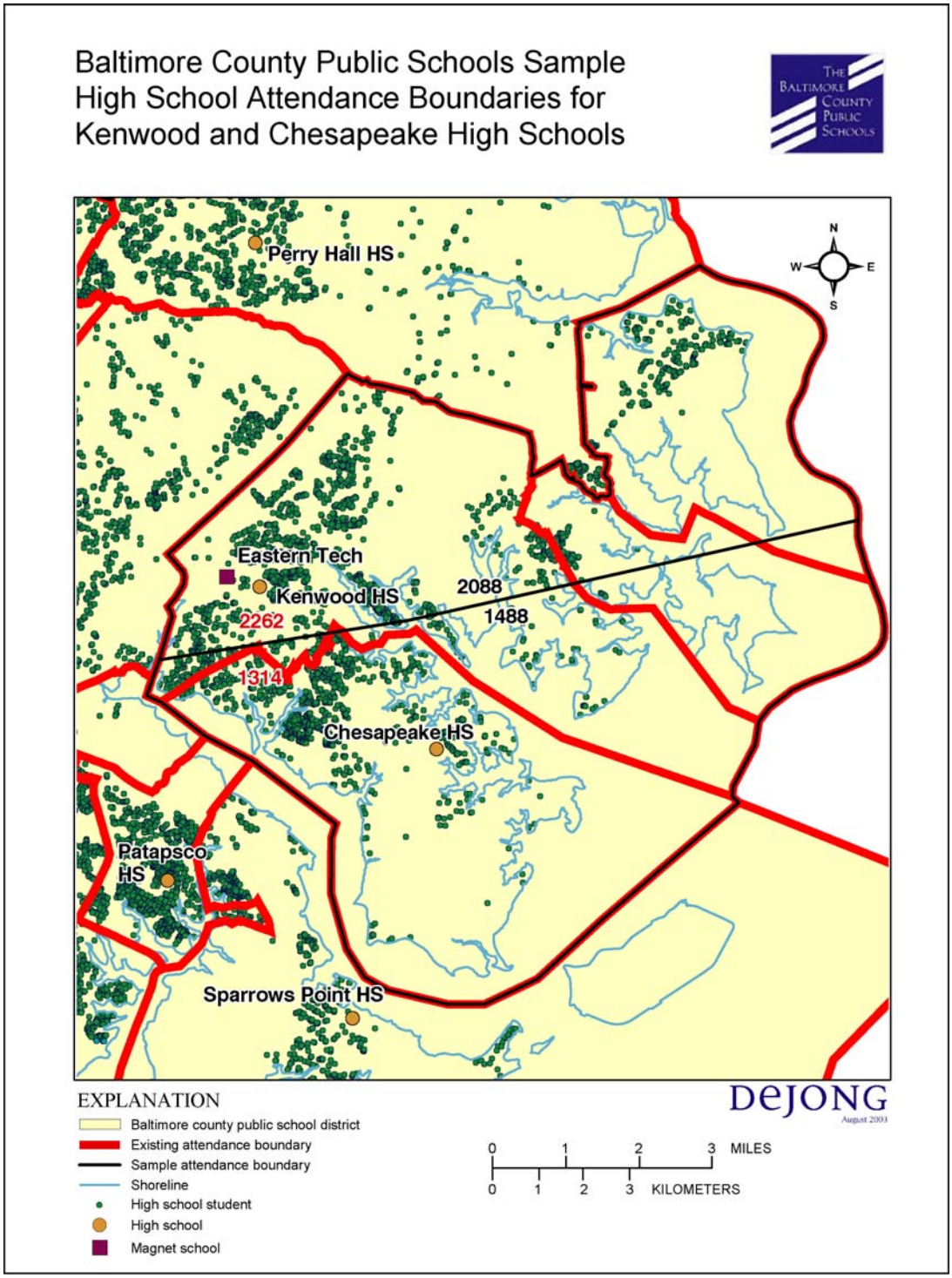
Note: The above boundaries outlined in red reflect the existing attendance boundary and the corresponding red numbers indicate the number of students living within the Loch Raven and Perry Hall boundaries during the 2002-03 school year. Those boundaries outlined in black were developed as potential solutions to overcrowding. The corresponding black numbers indicate the number of students living within the potential boundaries.

Kenwood

School	State Capacity	2007-08 Projected Enrollment	Amount Over/ Under Capacity	% of State Capacity
Kenwood	1527	1810	283	118.53%
New Addition	200			
Chesapeake	1083	898	-185	82.91%
TOTAL	2810	2708	-102	96.37%

Source: Baltimore County Public Schools, Office of Strategic Planning

A combination of strategies including the construction of a 200 seat addition at Kenwood and the boundary solution on the next page would relieve overcrowding at Kenwood High School. Enrollment at Kenwood High School is projected to be over capacity by 283 students in 2007-08, while enrollment at Chesapeake High School is projected to be under capacity by 185 students in 2007-08. One advantage to this solution is that it eliminates the satellite boundaries between Kenwood and Chesapeake, reducing the number of students that travel through another school's boundary to get to their home school (due to the peninsulas located in this area, it may still be necessary for students attending Chesapeake to drive inland and enter into the Kenwood High School boundary on their way to school), and it will place students closer to their home school.



Note: The above boundaries outlined in red reflect the existing attendance boundary and the corresponding red numbers indicate the number of students living within the Chesapeake and Kenwood boundaries during the 2002-03 school year. Those boundaries outlined in black were developed as potential solutions to overcrowding. The corresponding black numbers indicate the number of students living within the potential boundaries.

Sparrows Point

Sparrows Point High School shares the building with Sparrows Point Middle School. The following chart illustrates capacity and enrollment for both.

School	State Capacity	2007-08 Projected Enrollment	Amount Over/ Under Capacity	% of State Capacity
Sparrows Point HS	668	794	126	118.86%
Sparrows Point MS	701	565	-136	80.59%
TOTAL	1369	1359	-10	99.27%

Source: Baltimore County Public Schools, Office of Strategic Planning

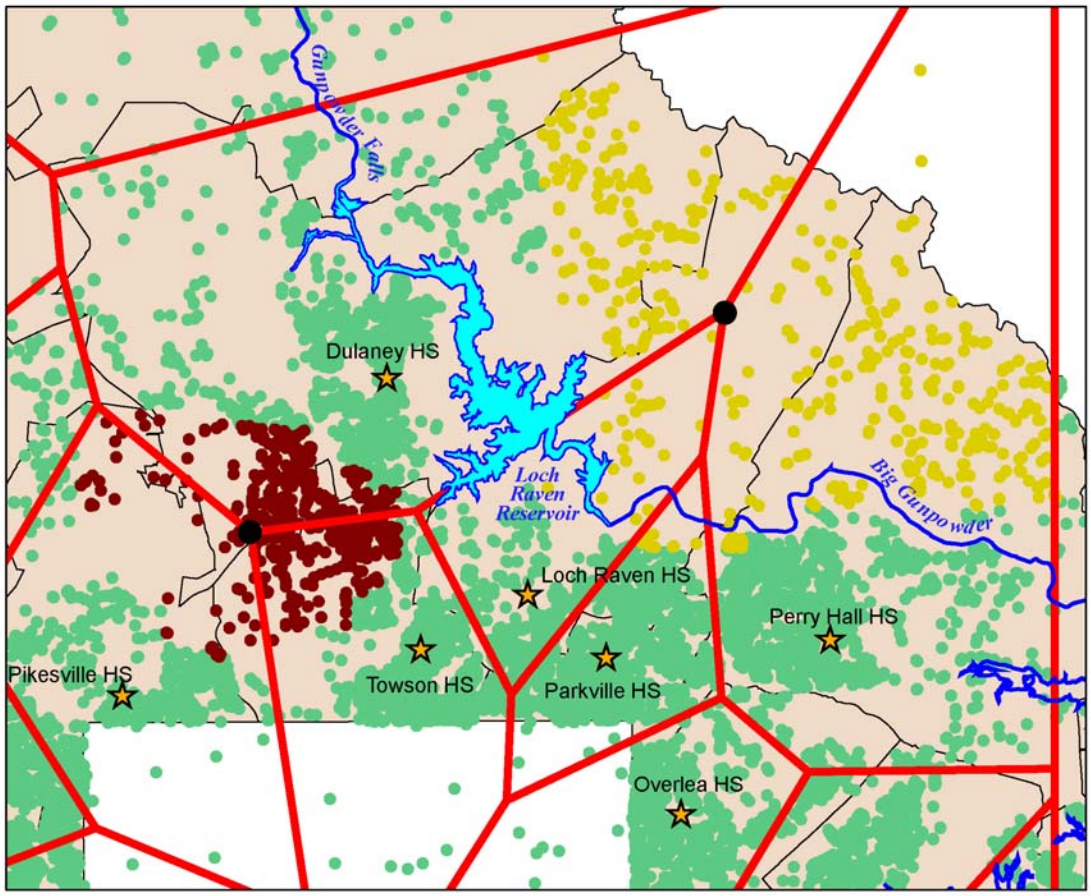
If the space use could be reconfigured to accommodate more students at the high school level and fewer students at the middle school, it would be a far less disruptive solution to overcrowding than a boundary adjustment. If the physical layout of the building does not lend itself to space use change, a boundary adjustment between Sparrows Point and Dundalk High School would be the alternative answer to reaching 95% capacity.

New Construction

Four of the top six overcrowded schools are located within the Central and Northeast Areas of the County. According to the most recent S-List, May 2003, received from the Baltimore County Office of Planning, there are over 8,000 single and multi-family housing units approved for development in the Central and Northeast Areas. In addition, it is projected that there will be at least 850 more students than seats in the Central and Northeast high schools. That being the case, construction of one new high school to alleviate overcrowding in both the Central and Northeast Areas is recommended as the best solution for the future of BCPS.

The map on the next page illustrates two potential high school locations based on proximity of the current student enrollment. By using Theissen polygons, the map points out the best geographical locations to look for a school site based on the distance students would have to travel.

Hypothetical High School Locations



DeJONG
August 2003

EXPLANATION

- High school attendance boundary
- Lake or reservoir
- Thiessen* boundary based on school points
- River or stream
- High school
- Sample high school location
- High school student

0 2 4 6 MILES
0 2 4 6 KILOMETERS

High school students in sample areas

- Urban area student (690)
- Rural area student (700)

*Thiessen polygons can be used to apportion a group of points into regions known as Thiessen or Voronoi polygons. Each region contains only one point. Each region has the unique property that any location within a region is closer to the region's point than to the point of any other region. (ESRI ARC/INFO electronic Help file)

Community Forum Results

Community Forums
Executive Summary

On October 7th, 8th, and 9th, 2003, the Baltimore County Public School hosted a series of Community Forums to discuss enrollment and capacity issues affecting high schools. The High School Facility Utilization Committee invited residents and interested parties in their area to attend the forums in order to become involved in the planning for the future of their schools. Community Forums were publicized through distribution of flyers, public service announcements, on radio and TV, local newspaper articles and other advertising mechanisms. The Forums were held in three areas of Baltimore County including Holiday Inn Timonium, Hilton Garden Inn White Marsh, and Holiday Inn Security, and were attended by more than 250 community members. The following summarizes the results of all three Community Forums.

1. Rank ways of reducing high school overcrowding

Both the individual and group results indicate that changing boundaries was the most favored way to reduce high school overcrowding. However, many of the comments encouraged construction of a new high school and stricter moratoriums on residential development. Increasing the standard class size beyond 25 students per class was considered the least favored way of reducing overcrowding.

2. Baltimore County Public Schools does not have any sites for new high schools. In the absence of an immediate new building solution, rank the following.

The individual and group results were again the same ranking. Working with the Baltimore County Government to add school sites where needed was ranked first, followed by renovate and redevelop existing schools/sites, and finally pursue unconventional school sites.

3. Choose the type of high school that you desire most to serve the needs of your community.

The results indicate a very close preference between comprehensive high schools with a boundary and no magnet program and comprehensive high schools with a boundary and a magnet program that draws students from within the school's boundary. It was clear that high schools with magnet programs that drew students from outside the boundary and high schools with no boundary were least favored. Comments ranged from good examples of magnet programs to concerns for the readiness of young people to specialize.

4. Please rate the importance of the following factors in a student's high school education experience.

Over 65% of the individual participants and 75% of groups considered strong academic curriculum, safe school environment, effective school discipline and strong school principal/leadership as highly important to a student's high school educational experience. Whether the high school was close to parent's work was of least importance.

5. Are there any other methods of managing high school enrollment that you would recommend to BCPS?

There were many suggestions to manage high school enrollment including stricter residency guidelines and looking at special permission students. Other ideas included partnering with colleges and employers for career training in the community, increasing magnet programs, and reopening older/closed schools.

In terms of demographics, 65% of participants were female, almost 50% were between the ages of 40-49. The majority were not BCPS employees and were Baltimore County residents and homeowners with children in the BCPS schools. More than half of the respondents did not identify the community in which they currently live.

The above results will be used in formulating recommendations to the Board of Education regarding using high school facilities to maximize student achievement.

2BALTIMORE COUNTY PUBLIC SCHOOLS

COMMUNITY FORUMS [OCT. 7,8, & 9, 2003]

INDIVIDUAL RESULTS

Recently, Baltimore County Public Schools hosted a series of community forums to discuss enrollment and capacity issues affecting high schools. The following results reflect 261 individual questionnaires that were turned in. Please note that not all percentages add up to 100% due to rounding of numbers and all written comments have been included in this report.

1. Rank these ways of reducing high school overcrowding from 1 to 8. [1 most favored to 8 least favored]

	1		2		3		4		5		6		7		8		No Answer	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Changing Boundaries	100	38.31	33	12.64	23	8.81	26	9.96	19	7.28	18	6.9	11	4.21	19	7.28	12	4.6
Moving grades	18	6.87	38	14.5	32	12.21	37	14.12	49	18.7	27	10.31	12	4.58	33	12.6	15	6.11
Moving Neighborhoods	28	10.69	35	13.36	39	14.89	37	14.12	30	11.45	31	11.83	19	7.25	25	9.54	17	6.87
Community Colleges/Office Space	19	7.34	23	8.88	21	8.11	29	11.2	27	10.42	37	14.29	30	11.58	61	23.55	14	4.63
Creative scheduling options	9	3.47	22	8.49	18	6.95	23	8.88	19	7.34	25	9.65	50	19.31	76	29.34	19	6.56
Relocatable classrooms	33	12.6	43	16.41	43	16.41	30	11.45	33	12.6	21	8.02	12	4.58	33	12.6	13	5.34
Increasing standard class size	3	1.15	6	2.29	12	4.58	13	4.96	21	8.02	24	9.16	50	19.08	114	43.51	18	7.25
Changing current grade structure	38	14.56	42	16.09	30	11.49	22	8.43	33	12.64	25	9.58	26	9.96	32	12.26	13	4.98

Comments Question #1:

- But look at whom to move? Should Seven Oaks-Pine Grove Middle kids five minutes away be moved? Or students who travel 30 minutes? I think 30 minutes away can move.
- We need to build new schools; I give it a #1. My child in PHHS never wore a coat last year on her bus stop because she could not leave her last class and down to the closest steps to her locker because they were one-way up and she would miss her bus.
- Build a new school and put Moratorium on building.
- Additional school-no building in the community until school overcrowding is resolved.
- The builders continue to build new homes. It's obvious we have more people moving in. Have the builders pay a certain tax to go toward another school building fund.
- We need a new high school. Sending our children to another school is NOT going to solve this problem. We need the builders to stop building homes because more new homes mean more children. I'm frustrated with us busing other children into our district when they don't even pay.
- I had a very hard time with this. I did not feel comfortable with a lot of the options. We need a new school.

- Changing the boundaries could be a temporary solution. Limit developments size and no more special exceptions for developers. This is poor, poor planning for our children.
- All year round schools would allow kids to keep on track with their work and be more prepared and maybe finish the curriculum. Not to mention a plus of having vacation time all year round.
- Move boundaries from Whispering Woods out of the boundary of PHHS. There is no logical reason to have a boundary that far away from school. Chesapeake High and Kenwood are options especially if you take away their "out of boundary students."
- Students along Hartford Road should be attending Parkville bus stops #1701-1739. Students in Whispering Woods area of Chase should be attending Chesapeake High bus stops #3500 and 3501. Build White Marsh HS now! Use proceeds from targeted lottery sales to fund. No more trailers.
- Options #6 and #8 would further degrade the high school experience and potentially degrade academic achievement. Option #7 would be completely unacceptable and totally unrealistic as the average class size at PHHS already exceeds this number.
- I do not want to see boundaries changed by zip codes. I have lived in Perry Hall for 41 years with the zip code 21236 with development; more zip codes have been created. My child was sent to Pine Grove Middle School when I am closer to Perry Hall. I stayed in Perry Hall and pay a higher tax base for my child to go to Perry Hall. I am afraid he will be shifted to Parkville. It is not fair for the older established homes to have to sacrifice due to new development.
- Allow students to more easily transfer to nearby, out of district under capacity schools. For example, we live just on the other side of the boundary line for Loch Haven HS and are districted for Perry Hall. We've been told quite adamantly that the only way to go to LR is if our child takes the CISCO program. My child doesn't do well with computers, why such a problem?
- I think it is hard to rank the options, as we will probably need to use multiple options.
- I would support moving programs, not grades to the closest schools with available space.
- We don't have standard classes of 25 now. BCPS is still having difficulty from the last time it changed grade structure from Junior High to middle. Let's not do it again.
- Boundaries changing for all high schools is important because I think we should have clusters and clean feeders based on high school boundaries. We have no air conditioning in many schools so year round school is out.
- Would like schools to build annexes to schools. Would also like to see practical classes given to students like classes on finances, banking.
- These questions or values should also be at the comprehensive High Schools. Why wasn't there a sheet for the comprehensive programs?
- Prevent the zoning officer from granting development variances on density.
- Force developers to include all proposed development when seeking approval.
- We need to build a high school on the Northeast side of the county due to increased development and extension of Route 43.
- 2,400 students in PHHS is too many. It dilutes the high school experience. Kenwood is in need of an addition. It should have been built already.
- Take back some of the former school buildings that were closed and are not being used as "county facilities" space. i.e. Back River Neck Road and North Point.
- Grant variances to allow school construction in previously denied locations.
- I have a hard time believing PHHS is overcapacity by only less than 200 students. There were too many students in 1989 when I graduated. Also, the trailers may be a "temporary solution" but they have been there since I attended. They are not a great solution for students who have to battle the weather to get to class and they are unsightly and bring down the appearance of the community.
- Why would you put community colleges in the same category as corporate office buildings? This question is unfair.
- Some home visits need to be made by the PPW to make sure students live where they say they are living. This is a problem and needs to be addressed.
- I am not happy with the way that PHHS added on. It's a hodgepodge addition

- Moving grades or neighborhoods to the "closest" schools with space-could this equate to busing children to the other side of the county? This is too vague for me to comfortably be in favor of it.
- Grade structure was changed years ago to accommodate elementary schools-it is time to change it back to accommodate possibly the same children who are now High school age.
- I attended a "split-shift" high school in the 1970's. I feel it was one of the worst things that could be done to a school.
- There will be safety and security issues raised if classes are held in non-traditional sites.
- When I attended school, there were more than 25 students to a class, but that will not help this current overcrowding problem. You might consider using non-traditional school spaces but include the children somehow with other activities such as sports.
- Please do not base decisions on numbers only. Physical (capacity) and reality are two different things.
- The true basis of the problem of overcrowding is overdeveloping. More developments should be forbidden until school overcrowding and infrastructures have been addressed and achieved.
- Severity of the problem will dictate the degree to which I agree or favor a particular solution. Certainly a combination of these alternatives is worth consideration, an alternative not mentioned above is creation of a new high school. This represents a longer-term solution than any of the temporary fixes mentioned above. A new school should be number one.
- Have the county put a building freeze in overcrowded areas.

2. Baltimore County Public Schools does not have any sites for new high schools. In the absence of an immediate new building solution, rank the following.

	1		2		3		No Answer	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Renovate and Redevelop existing school sites	85	32.56	133	51.15	22	8.42	21	8.04
Pursue unconventional school sites (office buildings)	13	4.98	44	16.85	181	69.34	23	8.81
Work with Baltimore County Government to add school sites	162	62.06	66	25.28	24	9.19	9	3.44

Comments Question #2:

- New school. The overcrowding has been going on since 1985.
- New school needed in Perry Hall/Kingsville area.
- If there is land available for development, there is land available for school sites.
- We need a new school-whatever it takes to get the funding money from the builders that are overcrowding our school system.
- Find the space for a new school. What could possibly be more important than the education of our children?
- The process of reconstruction is financially advisable. And as with PHHS, the older buildings are often the home of asbestos, which cause hazards to the children and community.
- Offer vouchers and tax incentives to allow/assist parents with private education expenses. Remove problem students from general population into boot camps.

- Need to begin or continue pushing to obtain site and funding for new construction.
- Option labeled 3 would only be acceptable if the renovation included an increase in capacity to the infrastructure of the existing school; adding seats is not enough.
- Wouldn't it make sense for BCPS, its teaching staff and the politicians to want to work together?
- To the simple man-it's a no brainer. How can our "elected" officials over-build and over populate a district?
- The fiscal budget problem does not allow the aging schools to be repaired in a timely matter. The availability of affordable property is becoming slim especially with developers.
- I don't think typical renovations will bring enough new classrooms to solve the population problem.
- PHHS is a death trap because of the way the new wing joins the school. The cafeteria holds 375 capacity and the number of kids exceeds this amount for each lunch
- State and county governments should be working together to find sites. There is no way to offsite i.e. corporate/office buildings. Growth should be controlled.
- BCPS school board has the obligation to advocate for our students to get what they need even if it means they have to fight to have a new PHHS or an addition to an overcrowded HS like Kenwood.
- Addition to existing facilities with updates would relieve the projected over capacities while not requiring the development of a new site.
- BCPS and communities need to work with county officials to get new school sites in appropriate areas. Stricter limits on developments make developers donate land for schools.
- Make a decision and act upon it within this school year to affect next year. "Stop building" until school areas are re-worked. Zone for only individuals, independent of contractors to build on increased lot sizes.
- It is imperative that BCPS office of development and planning work together with BCPS housing development and infrastructures such as schools. An ongoing close partnership is needed. Special transfers must be closely looked at and monitored.
- Redevelopment of existing schools could work at sites with smaller enrollment. Building on to a school already set for 2000 plus is not a good idea. Redevelopment needs to be looked at on a site-by-site case.
- It will take years for you to do, but it is necessary to build a new high school, or stop building new developments. Change the 115% county standard

3. Choose the type of high school that you desire most to serve the needs of your community.

	Count	Percent
A comprehensive High School with a boundary and no magnet	115	44.4
A comprehensive High School with a boundary and a magnet with students from within the boundary	86	33.20
A comprehensive High School with a boundary and a magnet with students from outside the boundary	29	11.20
A comprehensive High School with no boundary and a regional draw of students	5	1.93
No Answer	26	9.27

Comments Question #3:

- There are adequate magnet schools available.
- Keep parents involved by communicating through bulletins or questionnaires. Parents can give their answers or opinions through correspondence, because it is hard to attend functions due to time constraints.
- County delegates must stop new developments in areas where there is overcrowding and as parents we must take an action role in this. However, we need to get the statistics and all relevant information from BCPS to be better informed.
- I am not a fan of magnet programs, except in the arts where standard instruction is not adequate for gifted students. If a HS student has a desire to study in a specialized field, a partnership with a local college could be pursued to provide this enhancement.
- A comprehensive school with a boundary and magnet program can work as long as there is a cap on the number of students admitted to the magnet. That number must be included in the total capacity.
- Magnets limit the education of a student. It sets them up to have tunnel vision for future careers. Vocational schools are more beneficial to teach students a doable trade, which are in extreme demand by area businesses. How many will become stars?
- Eastern Tech needs to have a district. It is not a reflection (snapshot) of the students from across the county. Magnets need to accept all students willing to do the work.
- Perry Hall area and White Marsh are booming with home construction. One-tenth of the 2,400 students in NE are students at Perry Hall
- PHHS offered my son an excellent education. He has graduated and PHHS was overcrowded then. This problem has not been recognized for years. Is it truly being acknowledged or is this another attempt to make the citizens think that the Board is being responsive to their input?
- Students must stay within their neighborhoods. That is why families reside in certain areas. I understand some families can't afford certain neighborhoods. I sympathize, but I want my child to attend his neighborhood school.
- Another high school in an unconventional site.
- No more excuses, make a real decision.
- The Ivy Creek school example for alternative schools does not comply with IDEA. Special education students must be educated in the least restrictive environment with their peers. If isolated in self-contained schools, students will not have opportunities to interact or participate in a variety of activities.
- Allowing students to pursue interests by going to a magnet school helps them develop their future.
- We need to give a well-rounded strong foundation in the basic skills so our students can use those as they enter college and the work force.
- Not all young people are ready to specialize. Where magnet schools exist, community kids get 2nd best.

4. Please rate the importance of the following factors in a student's high school education experience. [1=most important to 5= least important]

	1		2		3		4		5		No Answer	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Close to home	114	46.38	73	27.97	34	13.03	13	4.98	10	3.83	17	6.51
Close to parents work	1	0.38	6	2.28	26	9.89	33	12.55	172	65.4	23	9.51
Recommendations from Friends and Family	21	8.02	52	19.85	85	32.44	35	13.36	44	16.79	24	9.54
Most of my student's friends attend	23	8.75	53	20.15	71	27	41	15.59	47	17.78	26	10.65
Ethnic Diversity	15	5.7	35	13.31	88	33.46	41	15.59	59	22.43	23	9.51
ESOL programs	10	3.8	19	7.22	51	19.39	55	20.91	93	35.36	33	13.31
Strong academic curriculum	200	76.1	25	9.52	14	5.36	3	1.15	4	1.53	15	5.75
Strong career or job preparation	106	40.46	77	29.39	37	14.12	10	3.82	4	1.53	27	10.69
State-of-the-art technology	125	47.71	70	26.72	36	13.74	8	3.05	2	0.76	20	8.02
High SAT/HAS test scores	144	54.75	58	22.05	31	11.79	5	1.9	2	0.76	21	8.75
Academic program that suits child's interests	127	48.29	71	27	33	12.55	6	2.28	3	1.14	21	8.75
Safe school environment	223	85.11	15	5.73	3	1.15	2	0.76	1	0.38	17	6.87
Effective school discipline	181	68.82	45	17.11	12	4.56	2	0.76	2	0.76	19	7.98
Strong school principal/leadership	171	65.52	49	18.77	8	3.07	2	0.77	2	0.77	29	11.11
Availability of after-school activities	102	38.78	84	31.94	39	14.83	9	3.42	8	3.04	19	7.98

Comments Question #4:

- Ethnic Diversity-I don't want my child to be the minority.
- Most important-Find a new school site.
- I am not a big proponent of magnet schools. I think children can attend a regular curriculum and attend college for further interests.
- High school should be geared to enriching the child's' education and encouraging them to be respectful, leaders, and members of the community.
- Strong guidance programs are critical to the HS students with respect to college counseling.
- Appear at PTA meetings during school concerts.
- ESOL program importance changes- if it's needed in a community then it is a 1.
- With overcrowding comes crime. Schools are for learning and preparing children for college.
- Adequate classroom space, and get a new principal at PHHS.
- Our area is very diverse but including ESOL programs would enhance the diversity.
- Expose students to shadowing someone in careers of their choice.

- All of these things are extremely important in choosing a high school.
- Schools need to be modernized and enlarged to promote safety.
- When schools are overcrowded, students are barred from school sports programs because of limited team sizes. Example: PHHS girls JV soccer for 2003-2004 season had 44 girls tryout. The team can only accommodate 22 rostered players. There were many qualified players that were cut due to team size limitations. This is not fair to not give the students an opportunity to participate because the school enrollment is so high. The program was not available to half the students that tried out, yet enough students did tryout to make a whole second team.

5. Are there any other methods of managing high school enrollment that you would recommend to BCPS?

Comments Question #5:

- Look at special transfer and out of boundary students.
- Stricter residency checks- looks at special permission students.
- Get the kids out that don't belong there, i.e. not in district, false addresses.
- Stricter enforcement of Baltimore Co. residence.
- Children that are disrespectful toward students and teachers should be expelled and sent to different type of school.
- New school-stop developing. I moved to Perry Hall to place my children in better schools. I do not want them transferred to areas I left to avoid problems.
- Basic skills should be mandatory in early grades-as interests develop and goals form, the outsource opportunities. Do career training in a community.
- Identify the most popular magnet programs and offer them in more schools.
- Stop allowing "non-county" students into county schools. Cease over building areas to not have the schools to handle the building.
- Increase all-county magnets in unconventional school sites.
- Partner more with colleges and places of employment for on-job training.
- With the prospect of long term batteries for lap tops (18 months) and wireless connectors, I believe some courses can be taught online allowing students to access classes from non-traditional places (i.e. cafeteria, auditorium, home, etc.)
- Would like to see present schools renovated and extended. Less building of houses in neighborhoods that are already overcrowded in schools.
- Every child should be given every opportunity. Excluding children from programs they want is unfair. (Magnet program now)
- Perhaps an additional magnet program for math, science, and computer science.
- In order to deliver a strong academic program and not include class size is like having a stove with no pots and pans. Furthermore, class size affects school environments.
- Increase learning opportunities tied to HS curriculum on private industry and community colleges.
- My recommendations would be to adjust boundaries, monitor students from across the county lines, cap enrollment, and with communities and the Department of Human Resources, Department of Juvenile Justice and DHMH to have some idea of group home placement.
- Reopen old schools like Sudbrook as magnet schools.

Tell us about yourself . . .

Note: The following demographic information is for analysis purposes only. This information was not discussed individually or in the small group

6. Gender	Count	Percent
Male	70	26.62
Female	172	65.4
No Answer	19	7.98

7. Your Age	Count	Percent
(Not Answered)	20	7.6
Under 18	10	3.8
18-29	2	0.76
30-39	30	11.41
40-49	130	49.43
50-64	60	22.81
65+	11	4.18

8. Which of the following best describes you?	Count	Percent
(Not Answered)	20	7.63
I am a BCPS Student	9	3.44
I am a BCPS Employee	47	17.94
I am not an employee of BCPS	186	70.99

9. Which of the following best describes you?	Count	Percent
(Not Answered)	14	5.32
I am a Baltimore County resident and homeowner	228	86.69
I am a Baltimore County resident who leases/rents a home	6	2.28
I am a BCPS student living in Baltimore County	9	3.42
I am not a Baltimore County resident	6	2.28

10. Which of the following best describes you?	Count	Percent
(Not Answered)	15	5.79
I am a parent/guardian with children in BCPS schools	183	70.66
I am a parent/guardian with children in private/parochial high schools	1	0.39
I am a parent/guardian with children who will attend BCPS high schools in the future	11	4.25
I am a concerned citizen with no children in BCPS	49	18.92

11. If you are a parent of a high school-aged student(s), please tell us where your student(s) (or if you are a student) attends school.	Count	Percent
(Not Answered)	108	39.27
My child attends his/her districted BCPS school	132	48
My child attends another BCPS school as a student in a magnet program	26	9.45
My child attends another BCPS school as a special permission transfer student	4	1.45
My child attends a private/parochial school	5	1.82

12. In what grades are your children? (Check all that apply)	Count	Percent
(Not Answered)	59	13.88
K-5	60	14.12
6th	32	7.53
7th	39	9.18
8th	44	10.35
9th	43	10.12
10th	53	12.47
11th	43	10.12
12th	40	9.41
Other	12	2.82

13. Please indicate the community where you live.

(Not Answered) - 146
Catonsville - 12
Carney – 1
Chase - 1
Dulaney - 1
Dundalk - 3
Equestrian Acres - 3
Falls Road - 1
Harmony Hill - 1
Hereford Zone - 1
Mardella Run Estates - 1
Northwinds of Cub Hill - 1
Parkville - 4
Perry Hall - 73
Pinedale Woods – 1
Randallstown - 5
Silvergate - 1
Sparks - 1
Timonium - 1
White Marsh - 3
Villa Nova - 1

BALTIMORE COUNTY PUBLIC SCHOOLS

COMMUNITY FORUMS [OCT. 7,8, & 9, 2003]

GROUP RESULTS

Recently, Baltimore County Public Schools hosted a series of community forums to discuss enrollment and capacity issues affecting high schools. The following results reflect discussion from the thirty-six groups (36) that participated. Please note that not all percentages add up to 100% due to rounding of numbers and all written comments have been included in this report.

1. Rank these ways of reducing high school overcrowding from 1 to 8. [1 most favored to 8 least favored]

	1		2		3		4		5		6		7		8		No Answer	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Changing Boundaries	18	50	2	5.56	1	2.78	2	5.56	4	11.11	2	5.56	1	2.78	3	8.33	3	8.33
Moving grades	0	0	7	19.44	3	8.33	7	19.44	5	13.89	2	5.56	4	11.11	5	13.89	3	8.33
Moving Neighborhoods	0	0	3	8.33	4	11.11	8	22.22	8	22.22	4	11.11	0	0	5	13.89	4	11.11
Community Colleges/Office Space	0	0	3	8.33	5	13.89	5	13.89	5	13.89	6	16.67	4	11.11	5	13.89	3	8.33
Creative scheduling options	1	2.78	1	2.78	0	0	2	5.56	2	5.56	8	22.22	6	16.67	11	30.56	5	13.89
Relocatable classrooms	1	2.78	5	13.89	13	36.11	4	11.11	2	5.56	1	2.78	4	11.11	3	8.33	3	8.33
Increasing standard class size	0	0	0	0	2	5.56	3	8.33	1	2.78	3	8.33	2	5.56	21	58.33	4	11.11
Changing current grade structure	6	16.67	7	19.44	3	8.33	4	11.11	5	13.89	3	8.33	0	0	5	13.89	3	8.33

Comments Question #1:

- Changing boundaries.
- Parental/Community input first.
- No bussing!
- Need adequate public facilities for new development.
- Don't worry about these band-aids. We need to permanently fix these short term and won't accept less. Portables will not solve the problem. It takes 9 years from the first identified need to start a new school. We need a better planning process.
- Year round school-county wide only. Boundaries-depends on how they are changed.
- Acquire (buy property)
- Optional solutions have been exhausted
- We only approve of changing boundaries if our children stay at the school in our town. All other options not marked were equally disliked.
- Table 18 did not feel this was necessary. Our opinions were clearly stated on our individual forms.

- All of these are in our opinion only short-term solutions. The consensus is that as a long-term solution, a new facility in the northeast area needs to be built. Grades especially grade 9 are being moved to a closed elementary school in the area of a non-traditional space. We don't like any of these options.
- These methods do not alleviate the overcrowding issue; they only shift problems from one school to another.
- Build a new school and slow down new construction.
- With changing boundaries, community input would be imperative. Look to Chesapeake High School. Why didn't you plan for the schools prior to new development?
- Please build a new school for the Kingsville/Perry Hall area. From question #4 on-is NOT acceptable.
- Relocatables are a security issue. We really should look at year-round.
- Build schools-buy land now.
- Are part-time working students counted as an entire seat?
- For VoTech or gifted students, who will get AP credit?
- If using relocatable classrooms, add additional staff and cafeteria.
- Programs yes, grades no.
- Year round must be consistent across the system.
- Short-term solution; schools need other supporting facilities to accommodate increased numbers.
- Build a new High School is the only option.
- Our group is very concerned with the high number in high schools regardless of capacity. Building size is not our priority however reduced class size is. Juniors and seniors may really benefit from non-traditional opportunities.
- We need to look at development areas for boundary changes to make it fair.
- We think grades should be based on developmental needs. School systems need to work with the county government more proactively to obtain land and control development.

2. Baltimore County Public Schools does not have any sites for new high schools. In the absence of an immediate new building solution, rank the following.

	1		2		3		No Answer	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Renovate and Redevelop existing school sites	7	19.44	22	61.11	3	8.33	4	11.11
Pursue unconventional school sites (office buildings)	1	2.77	3	8.33	26	72.22	4	11.11
Work with Baltimore County Government to add school sites	27	75	5	13.88	2	5.55	2	5.55

Comments Question #2:

- Work with the government.
- Need to stop development where the infrastructure does not support the population. Need adequate public facilities for new development. Developers should provide support for new schools necessary.
- We like the idea of renovating existing schools. Part of the problem should not add capacity without infrastructure i.e. halls, cafeteria) tear down and start over. It is less expensive to build a new school. We still need to change boundaries. If we are going through the trouble of renovating, why not just build a new school.
- This is not proven, there is likely plenty of space, who owns it?
- Lower 115% capacity before stopping development.
- We believe #3 as the best/most favored.
- Change legislation to reflect 95% occupants to capacity.
- Do not include relocatables in capacity.
- There should be no more building of houses until the Kingsville/Perry Hall school situation is taken care of.
- This should be done concurrently with numbers one and two. BCPS needs to work with the county government to manage the growth.
- Problems stem from over development. How can a Board of Education not be an important part of decision making with the county? Parents and community members need to enforce leaders that developers must contribute to schools.

3. Choose the type of high school that you desire most to serve the needs of your community.

	Count	Percent
(Not Answered)	5	13.89
A comprehensive high school with a boundary and no magnet program	14	38.89
A comprehensive high school with a boundary and a magnet program that draws students from within the school's boundary	13	36.11
A comprehensive high school with a boundary and a magnet program that draws students from outside the school boundary	4	11.11

Comments Question #3:

- Comprehensive High school with Boundary and no magnet program.
- #2 choice would be the second solution for our group.
- After a discussion, we agreed on the above (2) depending on magnet program. The first choice was a close 2nd.
- These programs will not make enough difference to correct overcrowding. High schools built 40 years ago were to accommodate three grades.
- Limit enrollment in magnet programs.
- Adequate space to move thru the halls, so they don't get run over.
- Magnet programs in a comprehensive school don't work as well.
- We need more magnet schools to draw and more equal population of students in schools.

4. Please rate the importance of the following factors in a student's high school education experience.

	1		2		3		4		5		No Answer	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Close to home	20	55.56	6	16.67	6	16.67	1	2.78	0	0	3	8.33
Close to parents work	0	0	0	0	0	0	5	13.89	28	77.78	3	8.33
Recommendations from friends and family	1	2.78	4	11.11	14	38.89	8	22.22	6	16.67	3	8.33
Most of my student's friends attend	2	5.56	5	13.89	18	50	3	8.33	5	13.89	3	8.33
Ethnic diversity	1	2.78	7	19.44	13	36.11	5	13.89	7	19.44	3	8.33
ESOL programs	0	0	1	2.78	8	22.22	10	27.78	13	36.11	4	11.11
Strong academic curriculum	33	91.67	1	2.78	0	0	0	0	0	0	2	5.56
Strong career or job preparation	20	55.56	10	27.78	2	5.56	1	2.78	0	0	3	8.33
State-of-the-art technology	20	55.56	13	36.11	1	2.78	0	0	0	0	2	5.56
High SAT/HAS test scores	21	58.33	9	25	4	11.11	0	0	0	0	5	5.56
Academic program that suits child's interests	15	41.67	16	44.44	2	5.56	0	0	1	2.78	2	5.56
Safe school environment	33	91.67	1	2.78	0	0	0	0	0	0	2	5.56
Effective school discipline	31	86.11	3	8.33	0	0	0	0	0	0	2	5.56
Strong school principal/leadership	32	88.89	2	5.56	0	0	0	0	0	0	2	5.56
Availability of after-school activities	16	44.44	12	33.33	5	13.89	0	0	0	0	3	8.33

Comments Question #4:

- This table should be in charge.
- We all have different opinions for this.
- SAT/HAS only for determining how the teachers are preparing the students, not for the student to get into college. Tax credit for parents who educate children at home or in a private school.
- Adequate school parking.
- Delaying development NOW will allow infrastructure to accommodate needs.
- New PHHS administration is needed. Communication by Principal is not effective.
- Strong academic/guidance counselors.
- Make classes with less students so teachers can effectively teach our children, especially if they have a slight learning disability.
- Elementary school students need to be close to home

Exhibit D

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

November 19, 2003

RETIREMENTS

NAME	POSITION	SCHOOL/OFFICE	YRS. OF SERVICE	EFFECTIVE DATE
Sandra Feigley	Teacher	Inverness Center	34.0	11-01-03
Aleta Harry	Teacher	Timber Grove Elem.	32.5	7-01-04
Loretta MacKenney	Teacher	Owings Mills Elem.	26.0	12-01-03
Carolyn G. Rapisarda	Lib. Sci. Media	Harford Hills Elem.	34.0	7-01-04

As of 11/06/03

Exhibit E

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

November 19, 2003

RESIGNATIONS

ELEMENTARY – 2

Carney Elementary School
Margaret J. Immler, 11/14/03, 8 weeks (Nurse)

Middlesex Elementary School
Kisha R. Lee, 11/07/03, 10.0 mos. (Social Worker)

Loch Raven Technical Academy
Robert G. Davis, 11/05/03, 6.2 yrs.

Pikesville High School
Alex Raden, 10/24/03, 26.2 yrs.

Western School of Technology
Elizabeth C. Conlon, 11/07/03, 9.2 yrs.

SECONDARY - 3

SEPARATIONS FROM LEAVE – 1
JoAnne Uricheck, granted Child Rearing Leave, 01/09/02-01/09/04, resigned 10/14/03, 3.2 yrs.

DOP: 11/21/03

Exhibit F

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

November 19, 2003

LEAVES

CHILD REARING LEAVES

EDITH PANZARELLA – Carroll Manor Elementary School
Effective December 11, 2003 through June 30, 2005

SARAHJEANNE SAYLES – Dundalk Middle School
Effective January 18, 2004 through June 30, 2005

MILITARY LEAVE

JUDY W. KHOURY – Sudbrook Magnet Middle School
Effective November 4, 2003 through February 20, 2004

UNUSUAL OR IMPERATIVE LEAVES

WENDY BARGER – Jacksonville Elementary School
Effective November 10, 2003 through June 30, 2005

ANDREA FAYA – Educational Support Services Building - (Administrative Secretary I)
Effective October 21, 2003 through October 21, 2004

JEROLD ALLEN WILLIAMS – Middle River Middle School
Effective November 20, 2003 through June 30, 2004

*Non-member Maryland State Retirement System & Pension System

Exhibit G

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: November 19, 2003

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Title: **Appointments and Assignments 2003 – 2004**

Originator: J. Robert Haines, Deputy Superintendent Business Services

Resource Staff: Christine Johns, Deputy Superintendent of Curriculum and Instruction, Merle Audette, Chief of Staff, Dr. Scott Gehring, Robert Kemmery, William Lawrence, Dr. Richard Milbourne, and Dr. Kim Whitehead, Executive Directors of Schools, Randy Grimsley, Executive Director of Human Resources, and David Evans, Acting Director of Personnel

RECOMMENDATION

That the Appointments for 2003 – 2004 in Appendix I be approved.

*****

Appendix I Appointments and Assignments 2003 – 2004 Central Office

APPENDIX I

RECOMMENDED APPOINTMENTS

NAME	FROM	TO
CYNTHIA AMIRAULT (Effective November 20, 2003) (Replacing Rosemary Rappa, retired)	Facilitator Third Party Billing	Supervisor, Non-Public Placements Office of Special Education

DOP: 11/21/2003

Exhibit H

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: **November 19, 2003**

TO: **BOARD OF EDUCATION**

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

SUBJECT: **Recommendations for Award of Contracts**

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

RESOURCE PERSON(S): **Patrick Fannon, Controller; Rick Gay, Purchasing Manager**

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

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

RLG/caj

Appendix I – Recommendations for Award of Contracts – Board Exhibit

Recommendations for Award of Contracts
Board Exhibit – November 19, 2003

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

1. Contract: Equipment Contract: Housekeeping
Contract #: RHA-301-04

Term: 3 years **Extensions:** 0 **Contract Ending Date:** November 28, 2006 (tentative)
Estimated annual award Value: $75,000
Estimated total award value: $225,000

Bid issued:	July 31, 2003
Pre-bid meeting date:	August 13, 2003
Due Date:	August 27, 2003
No. of vendors issued to:	10
No. of bids received:	4
No. of no-bids received:	0

Description:

A multi-year bid was issued by the Office of Purchasing to provide pricing for commercial custodial equipment. This is an indefinite-quantity contract, as this equipment will be purchased on an as-needed basis.

The equipment will be priced by a percentage off the manufacturer's catalog for the specified manufacturer and type of equipment identified. Delivery is included in the cost of the equipment being ordered.

Recommendation:

Award of contract is recommended to the following companies:

Best Supply, Inc., Baltimore, MD 21229
Fitch Company, Baltimore, MD 21230
National Supply, Inc., Beltsville, MD 20705
Sterling Chemical Co., Inc., Timonium, MD 21093

Responsible school or office: Office of Operations

Contact Person: William Wingerd

Funding Source: Operating budget of the Office of Operations, capital projects budget, and/or the budgets of various schools and offices

2. Contract: Reconditioning of Football Equipment
Contract #: JNI-728-04 (Anne Arundel County Public Schools #01-154)

Term: 1 year **Extensions:** 0 **Contract Ending Date:** 10-31-04 (tentative)
Estimated annual award value: $60,000
Estimated total award value: $60,000

Bid issued:	April 3, 2001
Pre-bid meeting date:	April 17, 2001
Due Date:	May 4, 2001
No. of vendors issued to:	5
No. of bids received:	2
No. of no-bids received:	0

Description:

The Office of Purchasing requests approval to participate in bid #01-154 for the reconditioning of football equipment issued by the Board of Education of Anne Arundel County.

The basis of the award is that the vendor:

- meets the National Operating Committee on Standards for Athletic Equipment (NOCSAE) standards for equipment reconditioning;
- provides the appropriate insurance certification;
- operates as an authorized reconditioning service; and
- has an exemplary service history with public school districts.

Anne Arundel County evaluated their responses using a two-tiered process:
(1) evaluation of the vendors' technical specifications; and (2) lowest favorable price of vendors meeting acceptable technical specifications.

Recommendation:
Award of contract is recommended to:

Circle Systems, Easton, PA 18042

Responsible school or office: Office of Athletics

Contact Person: Ronald Belinko

Funding Source: Operating budget of the Office of Athletics

Exhibit I

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Award of Contract – Boiler/Chiller Replacement at Pinewood Elementary School**

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
E. Phillip Schied, P.E., Program Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Boiler/Chiller Replacement at Pinewood Elementary School.

Appendix I – Recommendation for Award of Contract

Appendix I

Recommendation for Award of Contract
Boiler/Chiller Replacement at Pinewood Elementary School
November 19, 2003

On October 16, 2003, twelve (12) bids were received for boiler/chiller replacement and associated work at Pinewood Elementary School - Bid #316-04. This project consists of the removal and replacement of the boiler and the chiller, including removing the fuel pumps and piping, and extending a new gas line from the meter to the boiler room; the removal and replacement of the dual temperature pumps and heating water pumps; and the replacement of pneumatic controls for classroom unit ventilators with digital controls tied to a new digital energy management system. A summary of the bids is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Towson Mechanical, Inc., the lowest responsive bidder, in the amount of $528,000.00.

At this time, we are also requesting a 10% Change Order Allocation in the amount of $52,800.00 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

Baltimore County Public Schools Renovation Program
Pinewood Elementary School – Boiler/Chiller Replacement
Bid Number: RHA-316-04
Bid Due Date: October 16, 2003

Bidders	Base Bid Price
Towson Mechanical, Inc.	**$528,000.00**
Chasney & Company, Inc.	$537,000.00
RWC Contracting Corporation	$538,700.00
Denver-Elek, Inc.	$560,000.00
Phillips Way, Inc.	$567,000.00
Richard D. Schafer Company, Inc.	$599,000.00
Dynastics, Inc.	$683,486.00
G.W. Mechanical Contractors, Inc.	$599,000.00
M & M Welding & Fabricators, Inc.	$612,000.00
MECCO, Inc.	$618,000.00
American Combustion Industries, Inc.	$695,200.00
The Mcalister-Schwartz Company	$706,000.00
R.F. Warder Company	$728,900.00

Exhibit J

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Award of Contract – Running Track Replacement at Sparrows Point High School**

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
Eugene Vurgaftman, Civil Engineering
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Running Track Replacement at Sparrows Point High School.

Appendix I – Award of Contract

Appendix I

Recommendation for Award of Contract
Running Track Replacement at Sparrows Point High School
November 19, 2003

On November 7, 2003, four (4) bids were received for replacing the running track at Sparrows Point High School - Bid #RHA-305-04. This project consists of replacing the existing track surface and converting to a metric-based track. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to Central Maintenance Corporation, the lowest responsive bidder, in the amount of $463,668.50 for the Base Bid plus all six (6) Add Alternates. The additional work to be completed under the add alternates includes installation of a new long/triple jump runway, a new high jump area, a new pole vault runway, a new shot put and discus pad, replacement of the existing chain link fence around the track, and installation of concrete pavement to the storage shed area.

At this time, the Department of Physical Facilities also requests approval of a 5% Change Order Allocation in the amount of $23,183.50 to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available from Capital Budget Project # 672 – Site Improvements.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

Baltimore County Public Schools
Running Track Replacement Project – Sparrows Point High School
Bid Number: RHA – 305-04
November 7, 2003

	Bidders' Name			
	Central Maintenance Corporation	**Melvin Benhoff Sons, Inc.**	Applicators Incorporated	Bosley Construction, Inc.
Base Bid Price:	**$334,366.50**	$393,184.00	$468,453.67	$548,425.00
Alternate #1: *Replace long/triple jump runway.*	**$18,240.00**	$17,500.00	$15,488.00	$7,300.00
Alternate #2: *Replace high jump area.*	**$29,157.00**	$31,750.00	$17,832.00	$16,000.00
Alternate #3: *Replace pole vault runway.*	**$12,642.00**	$12,800.00	$7,893.00	$5,800.00
Alternate #4: *Replace chain link fencing.*	**$51,930.00**	$57,525.00	$53,597.00	$36,000.00
Alternate #5: *Replace shot put and discus pads.*	**$5,862.00**	$6,750.00	$6,372.00	$3,900.00
Alternate #6: *Concrete pavement at storage shed area.*	**$11,471.00**	$16,850.00	$11,664.00	$9,800.00
Base Bid Plus Alternates #1, #2, #3, #4, #5 & #6:	**$463,668.50**	$536,359.00	$581,299.67	$627,225.00

Exhibit K

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Fee Acceptance – Design Services for Systemic Renovations at Sparrows Point Middle School**

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a Fee Acceptance.

*****

Design Services for Systemic Renovation Project at Sparrows Point Middle School.

Appendix I – Recommendation for Fee Acceptance

Appendix I

Recommendation of Fee Acceptance
Design Services for Systemic Renovations at Sparrows Point Middle School
November 19, 2003

On October 21, 2003, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of URS Corporation to provide consultant services for the systemic renovations planned for Sparrows Point Middle School. These services include the preparation of the design, construction documents, and assistance in the bidding phase of the project. The Department of Physical Facilities has negotiated a not-to-exceed fee of $850,000.00 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fees with URS Corporation to provide the design services associated with the systemic renovation at Sparrows Point Middle School. Funding for these services is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

Exhibit L

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Request for Change Order – Design Services for Stabilization of the Farmland Tenant House**

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
E. Phillip Schied, P.E., Program Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order.

*****

Request for Change Order – Design Services for Stabilization of the Farmland Tenant House.

Appendix I – Request Approval of a Change Order

Appendix I

Request for Approval of a Change Order
Design Services for Stabilization of the Farmland Tenant House
November 19, 2003

On January 28, 2003, the Board of Education approved a fee acceptance with URS Greiner, Inc. to investigate the existing conditions and prepare the necessary design documents to stabilize the Farmland Tenant House. This historic structure, located on the grounds of Catonsville High School, was constructed in 1794. The actual costs associates with the design services were $14,460.00 below the not-to-exceed fee of $41,900.00 approved by the Board. The Department of Physical Facilities requests approval to utilize the remaining funds with URS Greiner, Inc. to prepare a Record Plat of the house and the adjacent land to allow for the future transfer of this property to Baltimore County Government. No additional funding approval is being requested, only an expansion to the original scope of services approval by the Board.

At this time, the Department of Physical Facilities requests approval of a Change Order to the scope of work previously approved with URS Greiner to include the preparation of the necessary site documents for the future transfer of this property. Funding for these services is available from Capital Budget Project # 665 – Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director

Exhibit M

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 19, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: **Request for Increase in Contingency Authorization – ADA Upgrades at Elmwood Elementary School**

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

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
Mohammed Mufti, Architect
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an increase to the contingency allocation.

*****

Request for Increase in Contingency Authorization – ADA Upgrades at Elmwood Elementary School.

Appendix I – Request for Increase to Contingency Authorization

Appendix I

Request for Increase in Contingency Authorization
ADA Upgrades at Elmwood Elementary School
November 19, 2003

On April 22, 2003, the Board of Education approved an award of contract with RWC Contracting Corporation to install a vertical chairlift at Elmwood Elementary School. During the course of construction, the State Code Enforcement Officials instituted a revision to the elevator code that required the contractor to make modifications to the chairlift shaft in order to meet their newly adopted standard.

The Department of Physical Facilities requests approval to increase the project contingency in the amount of $3,570.43 to cover the costs associated with this additional work. The final contingency for this project, provided this requested increase is approved, will equal $14,114.43 or approximately 22.5% of the total contract award of $63,390.00.

Funding for this increase contingency allocation is available through the Capital Budget Project #665- Major Maintenance.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director