BUILDING A PORTFOLIO OF SCHOOLS



2020-21 Review and Recommendations
Presented to the Board of School Commissioners on November 10, 2020

BALTIMORE CITY
PUBLIC SCHOOLS



From a Portfolio Review to an Annual Review of Schools

City Schools' primary goal is to make sure that every student has high–quality educational experiences that support their learning and their personal growth where our students will thrive and graduate from our high schools with the skills, knowledge and understanding to succeed in college, careers, our community and wherever their dreams will take them.

For over a decade, City Schools has used a "portfolio" strategy to review, discuss, plan, and implement recommendations for physical and programmatic developments that best foster student learning and professional growth. We know that the district's almost 80,000 students have diverse interests and come to school each day with different passions, aspirations and needs. In working towards creating environments that enable all City Schools students to thrive, we have recognized that one approach or one structure cannot support these varied needs. The diversity of academic and programmatic offerings within our schools, must reflect the diversity of the students who attend them.

Part of this work involves an annual review where City Schools takes account of its schools and programs thinking through a broad range of considerations, including programming, student achievement, school climate, financial management and governance (for schools managed by external operators, including charter schools), and quality of school buildings. That review results in recommendations that can include opening new traditional schools, reconfiguring grade spans in existing schools, merging schools, relocating schools, closing schools, and disposing of school buildings that are no longer needed. In the past these recommendations were presented to the Board of School Commissioners in the fall, and after several weeks during which public feedback is solicited, the Board voted to accept, modify, or reject the individual recommendations.
A vital component of this work is school community input not only to inform the Board's decision-making but when possible to shape the recommendations and once decided to assist and help shape the implementation of the Board's decisions. These recommendations are complex and have multifaceted impacts on staff, students, and families across school communities and thus increased opportunities for public input to shape this work is necessary. To this end, for the most recent years of this review, the timeline for which this process takes place has been expanded from a formal process that occurred over several weeks to one that lasts a few months and includes working with communities for a few years to support and drive the transition. Schools that are part of the 21st Century School Buildings Plan already go through a multi-year community engagement and academic development process with the school community.



Now, other schools that are part of the annual review recommendations receive ongoing support through school transition to assist the school community with creating a shared identity, resolve concerns and identify potential partnerships and other supports to aid in school improvement. Examples of this new process has happened in the 2018-19 school year with the closure of Gilmor Elementary school and merger with William Pinderhughes Elementary/Middle School to form the Sandtown-Winchester Achievement Academy, and most recently (2019-20) with the closure of Dr. Martin Luther King Jr. Elementary/ Middle School and merger for elementary students with Edgecombe Elementary. Middle grades students now attend the Pimlico Elementary/Middle School, a school renovated as part of the 21st Century School Buildings Plan. City Schools staff have worked with these school communities and other agencies to improve the conditions of facilities, address safe travel for students, find additional resources, find ways to honor and maintain the history of school communities and to collectively create a shared identity for the merged school communities.

Many school districts have similar processes with similar goals but are not often centered in working with school communities and can result in the subtraction of resources from school communities. These processes are also called "portfolio" and can be driven by an over emphasis on numbers and are experienced by school communities as cold and mathematical, and not focused on students.

Our work in Baltimore focuses on students and investing in school communities. And in those instances, in which we have had to close schools, we have also intentionally invested in those same school communities and worked through identifying challenges and solutions *with* school communities. This is very human, difficult work, and too often black and brown school communities, in particular, have had little say or input in these major changes that all too often have resulted in less not more.

Words can be important indicators of what we value. While numeric data is an important component, consideration of the qualitative and lived experience of our school communities is essential to co-create quality schools for every child. Given we value a holistic approach we have decided not to call this process "Portfolio Review" and for now are calling it the "Annual School Review".

Further, as staff leading this work and at the urging of community members, we have partnered with in this work, we have been reading and learning from Eve Ewing's "Ghosts in the Schoolyard" which describes the impact of Chicago's school closings on its communities. Baltimore has a similar history as many of the communities in Chicago. As we are determined to disrupt institutional forces that can often lead us away from investing in school communities and the erasure of the history of these communities, we have continued to deepen the way we work with communities, how we handle school names and the history of school communities, and how we add to the communities we serve. We have more to learn but we are growing.

Nothing exemplifies this commitment more than our 21st Century Buildings Plan work – where the bulk of the annual review recommendations originate.



21st Century School Buildings Plan

> "With respect to students, school facilities affect health, behavior, engagement, learning and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs."
>
> - Penn State Center for Evaluation and Education Policy Analysis; "The Importance of School Facilities in Improving Student Outcomes"

The guiding principles of the plan are as important today as they were in 2012-13 when the plan was first released:

- Invest to support academic success for all students
- Engage school communities for their insight and ideas about how to create excellent school buildings for their students
- Align the use of school buildings with demographic trends, enrollment trends, and parent and student choices
- Invest to have maximum impact on community stability, growth, and development
- Maximize fiscal responsibility and stewardship of resources
- Provide diverse options in every geographic area of the city
- Create school buildings on the cutting edge of technology and environmental stability

The 21st-century plan was not—and is not—just about beautiful buildings; it has always been about **bolstering the academic and personal development of our students.**

The plan called for renovation or replacement of all Baltimore city school buildings. At that time and still today, City Schools has the oldest infrastructure in the state. Original estimates concluded in 2012 that it would cost $2.5 billion to bring those buildings up to minimally acceptable standards—a figure now estimated at $3 billion when adjusted for inflation. The first phase of the 21st Century School Buildings Plan, which is enabling City Schools to leverage approximately $1.1 billion with investments from City Schools, the City of Baltimore, and the State of Maryland, is a much-needed beginning to address the infrastructure challenge.

As part of the first phase (years 1 and 2) of the 21st Century School Buildings Plan, **15 school buildings have been completed with 8 more school buildings opening by fall 2021.**

The next schools to open, Medfield Elementary and Walter P. Carter Elementary/Middle, will be moving into their renovated school buildings in January 2021. Both will have an academic focus on Science, Technology, Engineering, Art, and Math or STEAM. By Fall 2021, the following schools will open:

- Calverton Elementary/Middle School
- Govans Elementary School
- Harford Heights Elementary School
- James Mosher Elementary School
- Lois T. Murray Elementary/Middle School (collocated in specially designed space in the Walter P. Carter building)
- Patterson High School
- Robert Coleman Elementary
- Sharp-Leadenhall Elementary School (collocated in specially designed space in the Harford Heights building



By the end of this phase, 32 schools will be housed in 28 new or fully renovated facilities:

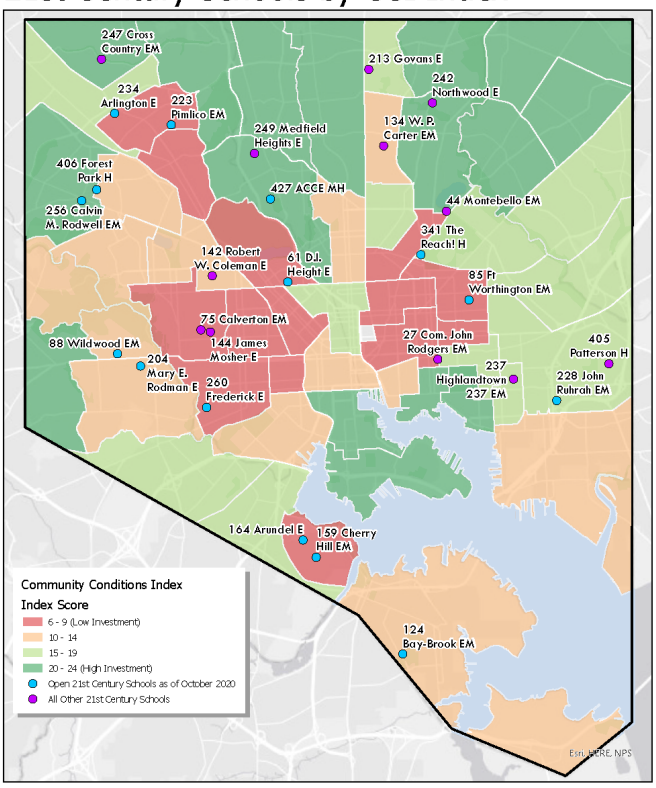
- 12 elementary schools
- 14 elementary/middle schools
- Two middle/high schools
- Four high schools

In most places that have needs like Baltimore, new school funding all too often goes to highly resourced communities. That is not what we have done. We made a commitment to investing first in school communities that have *not* had access to the same community amenities found in wealthier communities and more disparities than wealthier communities. **Of the 15, 21st Century Schools open today, 73% are in communities with lower community investments** based on City Schools Community Conditions Index (considers economic disparity, access to resources and neighborhood stability and safety).

Open 21st Century Schools and Community Conditions

#	Project Name	School Name	Grade Configuration	Other Schools and Programs Affected	Community Conditions Index
61	John Eager Howard	Dorothy I Height Elementary School	Prek-5	Westside Elementary; John Eager Howard Elementary	8
406	Forest Park	Forest Park High School	9-12	Northwestern High School	14
85	Fort Worthington	Fort Worthington Elementary/Middle School	Prek-8	Lakewood Elementary; Dr. Rayner Browne Elementary/ Middle School	8
260	Frederick	Frederick Elementary	Prek-5	Samuel Morse Elementary	8
164	Arundel	Arundel Elementary School	Prek-2	Carter G. Woodson Elementary/Middle; Patapsco Elementary/Middle; Cherry Hill Elementary/Middle	9
159	Cherry Hill	The Historic Cherry Hill Elementary/Middle School	3-8	Carter G. Woodson Elementary/Middle; Patapsco Elementary/Middle; Arundel Elementary	9
427	Robert Poole	Academy for College and Career Exploration (ACCE) and Independence Local I High	6-12 9-12		21
256	Calvin M. Rodwell	Calvin M. Rodwell	Prek-8	Grove Park	20
341	Fairmount-Harford REACH!	The REACH! Partnership School	9-12	--	16
88	Lyndhurst	Wildwood Elementary/Middle School	Prek-8	Rognel Heights Elementary/ Middle	13
234	Arlington	Arlington Elementary School	Prek-5	Pimlico Elementary/Middle	9
223	Pimlico	Pimlico Elementary/ Middle	Prek-8	Arlington Elementary/Middle; Dr. Martin Luther King Jr Elementary/Middle; Langston Hughes Elementary	9
124	Bay-Brook	Bay-Brook Elementary/ Middle	Prek-8	Curtis Bay Elementary/Middle	11
228	John Ruhrah	John Ruhrah Elementary Middle School	Prek-8	--	16
204	Mary E. Rodman	Mary E. Rodman Elementary	Prek-8	Sarah M. Roach Elementary	12

21st Century Schools by CCI Index



City Schools Community Conditions Index

Developed by City Schools Office of Facilities Planning in 2016-17, they describe the index in the Comprehensive Educational Facilities Master Plan as a composite index comprised of six socioeconomic indicators used to categorize Baltimore City communities based on three areas of equity:

- Economic disparity - (poverty rate, median household income)
- Access to resources - (availability of nearby healthy food options, access to a car)
- Neighborhood Stability and Safety (vacant property rate, violent crime)

The Community Conditions Index helps us visualize socioeconomic indicators that show the levels of social, financial and asset investments within the various communities that make up our city. This allows us to see plainly where we have invested as a district and ensure that we focus resources in communities with lower access to resources and across school communities using an equity lens.

To learn more about the Community Conditions Index and City Schools Comprehensive Educational Master Plan visit: baltimorecityschools.org/buildings.

Next Phase of 21st Century School Buildings Plan – High School Strategy

Last year legislative session The Built to Learn Act of 2020 (HB1 / SB1) was passed by the legislature during the 2020 state legislative session and would have generated $2.2 billion in school construction funding statewide, through bonds issued by the Maryland Stadium Authority. City Schools was expected to receive approximately $420 million, which would allow us to build on the success of our existing 21st Century Schools initiative by funding Phase II – High School Strategy.

The bill ultimately did not become law because its passage was contingent on enactment of the Kirwan legislation, which was vetoed by the Governor on May 7, 2020. The earliest the Maryland General Assembly can conduct a veto override is January 2021. City Schools remains hopeful this action will occur.

Last year, the Board approved the recommendation to conduct feasibility studies on up to five high school buildings (potentially affecting up to eight high school programs):

- Frederick Douglass building (explore creating a shared campus to house both Frederick Douglass High School and Joseph C. Briscoe Academy)
- Baltimore City College
- Western High School and Baltimore Polytechnic Institute
- Francis M. Wood building (explore creating a shared campus for Vivien T. Thomas Medical Arts Academy and Bluford Drew Jemison STEM Academy West)
- Edmondson-Westside High School

The feasibility studies for the first of these facilities have begun. If the legislation passes, this additional funding would be used to begin to improve as many of these facilities as possible.

Why Focus on High Schools?

All of our students deserve the programs and facilities that enable them to reach their full potential and prepare them for academic and personal success. We will continue to fight for the funding that enables this. We must deploy our resources in ways that affect the most students across all communities, with robust and relevant programs and in environments most conducive to success.

High and Middle/High schools are city-wide, serve students across neighborhoods and reach a large number of students from all across the city. Facilities that serve high school students are also significantly more expensive to fix than elementary and elementary/middle school facilities.

For example, the district currently receives approximately $29 *million* in Capital Improvement Funds total each year from the state. To repair just the systemic facilities needs at one high school, like Baltimore City College High School, for example would cost over $44 million.

The disparity between the amount of annual capital funds we receive and the high cost of repairing large high schools makes addressing the facility needs of those schools virtually impossible through regular capital funds.

Therefore, we are focusing the next round of school renovation funds on middle/high and high schools. Doing so will maximize the number of City Schools students who have access to rigorous and relevant academic programs in safe, healthy environments that promote success.

The High School CTE Challenge

While we recognize recent successes for our high school students, including higher graduation rates, more college applications, and expanded access to Advanced Placement courses, students face increasingly daunting challenges. Enrollment and attendance are unacceptably low. Too often…

- 9th-grade students are not on track to graduate, based on their GPAs and course progression
- Not enough of our graduates have the skills and preparation to secure the colleges and/or jobs they want
- Too few Career and Technical Education (CTE) programs are aligned with high-wage, high-skill jobs

As a result, ***too many of our high school graduates do not earn a livable wage let alone a family-sustaining wage.***

Realizing these challenges, in 2018, City Schools partnered with the Education Strategy Group to conduct a comprehensive review of CTE programming within the district. Additionally, the Fund for Educational Excellence, another important district partner, also conducted a CTE Review.

City Schools is working to implement the major recommendations from the reviews which include:

- Increasing program of study alignment to in-demand, high skill, and high wage occupations
- Ensuring each program of study offers early postsecondary opportunities and/or high-value industry recognized credentials
- Partnering with the employer community to build and scale industry-aligned work-based learning experiences
- Strengthening student advising and placement services that govern CTE enrollment
- Expanding student access to priority programs of study by placing them in open access schools across the district

Since sharing this work last year, the Office of College and Career Readiness has continued to engage with students, staff, partners and industry leaders to redefine career readiness with plans of making final recommendations for improving CTE in January 2021.

Earlier this fall they released a vision for career readiness that:

- **Prioritizes preparing students for living wage, in-demand occupations consistent with student demand**
  - Provides our students with a path towards a family sustaining wage
  - Includes the voices of our students, families and community
  - Supports our students' successful completion of their pathway of choice
- **Is relevant and rigorous**
  - Our certifications will be better aligned with industry expectations
  - There will be greater coherence to the postsecondary pathways and our local workforce communities
  - Will be better integrated with work-based learning experiences

- **Is more accessible to our diverse student populations and more equitably distributed across the city**
    - Our students can get to the program within a reasonable amount of time
    - Our programs are also designed to meet the needs of our English language learners and our students with disabilities
- **Uses our resources effectively, efficiently, and is sustainable and supportive of our school community**
    - Our teachers, principals, and schools have sufficient support – time and resources -- to deliver quality programming
    - Our schools are co-designers in our process

As part of this re-envisioning, starting this 2020-21 school year, composite scores will not be considered as part of Choice Process for rising 8th graders seeking enrollment into the following CTE centers: Carver Vocational-Technical High School; Edmonson-Westside High School; and Mergenthaler Vocational-Technical High School. This adjustment will provide greater access for all students, especially students with disabilities, as these CTE centers offer courses that are not available at other schools across the district.

Investing in Students – Ongoing Work

- Since Fall 2017, City Schools has been implementing the **Blueprint for Success**, a comprehensive approach to ensuring that all of our students have access to a high-quality education that meets their needs and interests, focused on three key areas:

    - **Student wholeness** (supporting social and emotional learning, restorative practices, health and wellness services, and a well-rounded curriculum)

    - **Literacy** (adoption of the Wit and Wisdom curriculum with its strong focus on writing, connections across the curriculum, integration of the arts, and clear connections to standards; hiring literacy coaches; and providing professional learning in teaching higher order literacy skills across content areas)

    - **Leadership** (prioritizing leadership development and continuous professional growth to create a culture where staff and students alike know that learning is valued and celebrated)

- In 2018, City Schools made a **commitment to fully implement equitable practices** throughout the system by creating an equity taskforce, creating the executive director of equity position reporting directly to the CEO, and developing and adopting an equity policy and since then has continued to grow this work. These steps place City Schools on a path to change and dismantle the historical, generational, and compounding systems and structures that have intentionally created and continue to perpetuate racial inequities that prevent us from ensuring positive education outcomes for the children and families we serve.

City Schools students have been disadvantaged by inadequate funding for too long. In 2016, a report to the Kirwan commission documented that City Schools needs an additional $358 million annually to ensure an adequate education for Baltimore's students, while an analysis by the state's own Department of Legislative Services found that elimination of the inflation factor from the current funding formula has resulted in underfunding the district by $290 million per year.

Equity in City Schools

Rather than continuing to perpetuate and contribute to institutional racism, Baltimore City Public Schools must move to disrupt and dismantle it in every area of our work. Our Board, district administrators, and school-based staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. We will allocate resources to replace those inequitable practices, systems, and structures with new ones to ensure that we provide racially equitable education and environments to children and families of color.

Investing in Our Future proposes a new funding formula with a per-pupil foundation amount weighted for students in specific subgroups, with additional allocations for schools serving concentrations of low-income students, in addition to other recommendations.

- Earlier in 2019, working with local and national experts and community and district stakeholders, City Schools released **Investing in Our Future**, a report on what a world-class education system should look like for our students.

- The report outlines essential services necessary for student success and is intended to inform development of new state funding priorities and formulas based on recommendations from the state's **Commission on Innovation and Excellence in Education (the "Kirwan commission")**.

- We remain hopeful that the Kirwan recommendations be approved as part of the upcoming legislative session to override the governor's veto from May 7, 2020.

Students Living In Poverty Require More Resources

Students living in poverty require more resources to meet their educational needs. For schools that serve high concentrations of poor children, the effects are compounded. One of the Kirwan commission's key recommendations is to create a funding formula that provides a "concentration of poverty" weight that includes both a per-pupil amount and a fixed amount of funding. As an initial step toward adopting the Kirwan recommendations, in 2019-20 the state awarded City Schools $30 million to support schools with high concentrations of students living in poverty.

With this funding the district created a plan to provide wraparound supports to eligible schools. Central to this plan is the community schools' expansion from 50 to 128 schools in the 2020-21 school year, enabling the district to grow a community schools strategy that recognizes the strengths and assets of each community and integrates access to health services, youth development, expanded learning opportunities, and family and community supports within a school program. Additionally, City Schools' plan includes funding for a full-time nurse at each school, access to new teacher recruitment and support, an increase in social workers, expansion of advanced placement courses, and subsidized transportation for field trips and enrichment opportunities.

Lastly, City Schools' plan provides each eligible school with choice funds to invest in wraparound supports based on the unique interests and needs of their students. Categories of wraparound support that schools could select from include:

- School counseling
- Related Services
- Academic supports
- During and after-school enrichment opportunities
- Professional development
- Supports for implementing the Blueprint for Success
- Family and Community Outreach

Annual Review of Schools 2020-21: Summary of Recommendations

Recommendation	School / Building	Program Recommendation	Building Recommendation
Closures and Building Surplus	Alexander Hamilton Elementary	Close effective Summer 2021	Surplus in summer 2021
	Guilford Elementary/ Middle School	Close effective Summer 2021	Surplus in summer 2021
	Lockerman Bundy Elementary School	Close effective Summer 2021	Surplus in summer 2021
School Relocation and Building Surplus	Lois T. Murray Elementary/Middle School	Relocate program to renovated 21st Century Walter P. Carter building	Surplus in summer 2021
School Relocation, Grade Reconfiguration, and Building Surplus	Sharp-Leadenhall Elementary School	Expand grade bands from grades 1 to 5 to 1 to 8 and relocate program to renovated 21st Century Harford Heights building	Surplus in summer 2021
Building Surplus	Harriet Tubman building	n/a	Surplus in summer 2021
	West Baltimore building	n/a	Surplus in summer 2022
	William C. March building	n/a	Surplus in summer 2021
21st Century Building Plan Amendments	Northwestern building	n/a	change surplus date from 2021 to 2025

Other Actions – CEO's Discretion*:

Program Relocation	Elementary Middle Alternative Program (EMAP)	n/a	Relocate to the Professional Development Center for school year 2021-22

*Additionally, the CEO is considering relocating the Elementary Middle Alternative Program (EMAP) to the Professional Development Center building for school year 2021-22. EMAP serves as a temporary placement for students who require specific services based on identified student needs (i.e. drug and alcohol counseling, juvenile reentry, etc.) and serves as an Alternative Educational Setting(AES) for suspended students requiring special education services, as well as provides students in grades 6-8 who are two years' overage the opportunity for acceleration. It is currently located in east Baltimore in the Wolfe Street Portables; the land for which the portables are housed is under the control of the East Baltimore Development Incorporated who has plans for the land. Because this is a program, not a school, this relocation can be made at the CEO's discretion and does not require approval by the Baltimore City Board of School Commissioners.

2020-21 Annual Review Recommendations

Program Closures and Building Surpluses

Alexander Hamilton Elementary School

Recommendation
Program: close the program in June 2021
Building: surplus building to city of Baltimore in summer 2021

Alexander Hamilton is a small elementary school serving students in grades pre-kindergarten through 5 in west Baltimore near Calverton Elementary/Middle School and James Mosher Elementary School. As a part of the 21st Century School Buildings plan, the school is recommended to close due to enrollment trends in the area which do not indicate enough enrollment to sustain three schools. The Board of Commissioners voted in 2017 to reconfigure the grades at Calverton Elementary/Middle from serving students in grades pre-kindergarten to 8 to serving students in grades 3 to 8, and at James Mosher Elementary to serve students in grades pre-kindergarten to 5 to grades pre-kindergarten to 2. The James Mosher, Calverton, and Alexander Hamilton zones will merge into one zone. If approved, pre-kindergarten through grade 2 students in this enlarged zone would attend James Mosher Elementary School and students in grades 3 through 8 would attend Calverton Elementary/Middle School.

Guilford Elementary/Middle School

Recommendation

Program: close the program in June 2021
Building: surplus the building to the city of Baltimore in summer 2021

Guilford Elementary/Middle School is a small school serving students in grades pre-kindergarten through 8 located in north Baltimore near Walter P. Carter Elementary/Middle School. In SY 2014-15, the Board voted to amend the 21st Century School Buildings plan to indicate that Guilford would close and merge with Walter P. Carter after the completion of the renovated Walter P. Carter building, due to not enough enrollment in the area to support two schools. Guilford was selected as the school to close as as the majority of students attending both schools live closer to Walter P. Carter than to Guilford and would have a shorter distance to travel to get to Walter P. Carter. The Walter P. Carter zone will be expanded to encompass the Guilford zone.

Lockerman Bundy Elementary School

Recommendation

Program: close the program in June 2021
Building: surplus the building to the city of Baltimore in summer 2021

Lockerman Bundy Elementary School is an elementary school serving students in grades pre-kindergarten through grade 5 located in southwest Baltimore near Mary Ann Winterling Elementary School at Bentalou. Both schools have had declining enrollment over the past several years. Due to their small size, both schools have struggled to be able to provide robust programming for students and have received baseline supplemental funding to support their

programs. The Lockerman Bundy building is in poor condition with the need of many major systems replacements. The Mary Ann Winterling building is in better condition to be able to house the combined school program. If approved, given the importance of this school name and desire to maintain the history of schools, staff is exploring ways to honor the history of schools named after important persons, particularly those rooted in the history of our students and Baltimore and/or Maryland, in our portfolio of schools.

Program Relocations and Building Surplus

Lois T. Murray Elementary/Middle School

Recommendation
Program: Relocate program to the renovated 21st Century Walter P. Carter building
Building: Surplus building to the city of Baltimore in summer 2021

Lois T. Murray is a separate public day school program serving students with special needs in grades pre-kindergarten to 8. Due to the poor condition of the facility, as a part of the 21st Century buildings plan, it was recommended that the Lois T. Murray facility be vacated and that the program be relocated to a shared campus with Walter P. Carter. When practical, co-locating separate public day schools within specially designed campuses as co-locations with traditional schools with similar grade configurations, ensures all student groups are benefiting from the 21st Century School Buildings program and allows the district to address facilities across student populations.

Program Relocations, Grade Band Reconfiguration, and Building Surplus

Sharp-Leadenhall Elementary School

Recommendation
Program: Relocate program to the renovated 21st Century Harford Heights building; reconfigure Sharp-Leadenhall to serve grades 1 to 8
Building: Surplus building to the city of Baltimore in summer 2021

Sharp-Leadenhall Elementary School is a separate public day school program locating in south Baltimore serving students city-wide with Individual Education Plans (IEPs) that require an LRE-F designation in grades 1 to 5. When practical, co-locating separate public day schools within specially designed campuses as co-locations with traditional schools with similar grade configurations, ensures all student groups are benefiting from the 21st Century School Buildings program and allows the district to address facility needs across school populations. Due to this and the poor condition of the facility, as part of the 21st Century School Buildings Plan, it was recommended that the Sharp-Leadenhall facility be vacated and that the program be relocated to a shared campus with Harford Heights.

Due to the variability of developmental needs of students requiring this placement, it is recommended that Sharp-Leadenhall's grade band configuration expands from grades 1 to 5 to grades 1 to 8 to allow for additional placement options for middle grades students who would

benefit from an elementary/middle setting. If approved, this change can be accommodated within the new facility as already designed.

Building surplus

Harriet Tubman Building

Recommendation
Program: N/A
Building: Surplus building to city of Baltimore in summer 2021

The Harriet Tubman building is located in west Baltimore. It originally housed the Harriet Tubman Elementary School which closed in 2009. After that the facility housed the Roots and Branches School (a charter elementary school) until it closed at the end of school year 2018-19. Since then, the building has been used as a swing space location by Robert Coleman Elementary School. Robert Coleman Elementary School will be moving back into its renovated 21st century building in summer 2021 and the Harriet Tubman building will no longer be needed for educational purposes. If approved, given the importance of this school name and desire to maintain the history of schools, staff is exploring ways to honor the history of schools named after important persons, particularly those rooted in the history of our students and Baltimore and/or Maryland, in our portfolio of schools.

West Baltimore Building

Recommendation
Program: N/A
Building: Surplus building to city of Baltimore in summer 2022

The West Baltimore Building is located in southwest Baltimore. It originally housed the West Baltimore Middle School program until it closed in 2010. Since then the West Baltimore building has housed other programs and has been used as a swing location for several 21st Century schools, most recently Mary E. Rodman Elementary School and Calverton Elementary/Middle School. Mary E. Rodman moved into its renovated 21st century building in summer 2020, and Calverton will move into its renovated 21st century building in summer 2021. The building may need to be used as swing space during construction at North Bend Elementary School, so is recommended for surplus after school year 2021-22.

William C. March Building

Recommendation
Program: N/A
Building: Surplus building to city of Baltimore in summer 2021

The William C. March building is located in east Baltimore. It originally housed William C. March Middle School which closed in 2013. Since then it has served as swing space, most recently for Fort Worthington Elementary/Middle School, and currently Harford Heights Elementary School

while the Harford Heights building is renovated as a part of the 21st Century School Buildings plan. Harford Heights Elementary School will be moving into its renovated 21st century building as a co-location with Sharp-Leadenhall in summer 2021, after which, the William C. March building will no longer be needed for educational purposes. Per the 21st Century Buildings Plan, the building will be demolished, and City Schools will retain the use of the land as a part of the Harford Heights campus. If approved, given the importance of this school name and desire to maintain the history of schools, staff is exploring ways to honor the history of schools named after important persons, particularly those rooted in the history of our students and Baltimore and/or Maryland, in our portfolio of schools.

Recommendations for buildings plan amendments

Northwestern Building

Recommendation
Program: N/A
Building: Amend surplus date from summer 2021 to summer 2025

The Northwestern building was vacated in 2018 after Northwestern High School merged with Forest Park High School and moved to its renovated 21st Century building. The building is currently being used as swing space for the 21st Century School Buildings Plan. If the Built to Learn Act is passed, the building will be needed for swing space for the High School Buildings Plan. The building is one of the few swing buildings in the district that has regulation-sized fields and gym for sports teams, and appropriately sized cafeteria and classroom spaces for high school students.



Appendix A

New Charter School Openings for the 2020-21 School Year

Clay Hill Public Charter School

Configuration: Elementary/middle school (opens serving grades kindergarten through 2; will eventually serve grades kindergarten to 8)

Clay Hill Public Charter School (CHPCS) will be an elementary/middle school operated by Patterson Park Public Charter School, Inc., replicating its current program Patterson Park Public Charter School located in southeast Baltimore. The new school, originally scheduled to open in the fall of 2020, subsequently postponed opening to fall 2021and will eventually serve up to 540 students in grades kindergarten through 8. CHPCS's vision is focused on three key areas developing life-long learners, healthy families, and strong neighborhoods, recognizing that students' academic outcomes are impacted by factors outside of the classroom. Its mission is to provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens.

Appendix B

Charter/Operator Renewal

The renewal process for charter and other operator-run schools is a component of City Schools' annual review of its school portfolio, designed to ensure that students and families across the district have access to school options that meet their interests and needs. Schools go through the renewal process in the final year of their contract and, according to Board policy, are eligible for an eight-year contract term, five-year contract term, three-year contract term, or nonrenewal. City Schools' renewal criteria are based on state law (§ 9-101, *et seq*., MD. CODE ANN., EDUC.) and Baltimore City Board of School Commissioners' policy IHBJ and associated administrative regulations (IHBJ-RA and JFA-RA). The Board's policy requires that schools up for renewal be evaluated on multiple measures including, but not limited to, the following:

- **Student achievement**, constituting at least 50 percent of the renewal score and including measures such as schoolwide performance on state assessments, College and Career Readiness (for schools with high school grades), academic programming for special student populations, and a school's fidelity to its charter
- **School climate** (chronic absence, suspensions, enrollment trends, school choice data, and school survey results from parents, teachers, and students)
- **Financial management and governance** (annual audits, school budget submissions, grants management, and relevant documentation provided by the school's board)
- **Effective management** (school compliance with laws, rules, policies, and regulations)

In 2020-21, nine schools were scheduled to go through the renewal process. However, due to challenges surrounding the Covid-19 pandemic and the closure of all schools in the state last March, the renewal process was postponed so that solutions to challenges posed by this early closure and other ramifications of Covid-19 could be explored with stakeholders. The renewal review for these schools is anticipated to be conducted in 2021-22 and will include the next set of schools with contract terms ending.

Appendix C

School Closure and Building Surplus Recommendation Reports
Submitted to the Baltimore City Board of School Commissioners
November 10, 2020, for Consideration as Part of the
Annual School Review and Recommendations, 2020-21

The Baltimore City Board of School Commissioners (Board) will hold a state-mandated public hearing and a special session regarding schools recommended for closure and buildings scheduled for surplus out of the district's buildings portfolio. At these times, the public will also have the opportunity to comment on all recommendations from this year's Annual Review.

Public hearing
Wednesday, December 2, 2020
6:00 to 8:00 p.m.

Special session for public testimony
Wednesday, December 16, 2020
7:00 to 9:00 p.m.

As Baltimore City Public Schools (City Schools) continues to fight the spread of COVID-19, all Board meetings will be held remotely in the interim. Please check the Board calendar or BoardDocs on the City Schools website for call-in information to observe the meetings. The opportunity for oral testimony will be closed after completion of the December 16 special session. The Board will also accept written comment on these recommendations until 5:00 p.m. on Friday, January 8, 2021. Please send your comments to the Baltimore City Board of School Commissioners, 200 E. North Avenue, Room 406, Baltimore, MD 21202, or email to portfoliorecommendations@bcps.k12.md.us. In order for the Board legally to accept written comments, the sender must fully identify him- or herself in the submission. The Board anticipates voting on the recommendations at its regularly scheduled public meeting on Tuesday, January 12, 2021, beginning at 5:00 p.m.

Recommendations to Close School Programs and Surplus Buildings

Alexander Hamilton Elementary School #145

800 Poplar Grove St.
Baltimore, MD 21216

Summary

- Alexander Hamilton is a small elementary school serving students in grades pre-kindergarten through fifth grade located in west Baltimore near Calverton Elementary/Middle School and James Mosher Elementary School.

- As a part of the 21st Century Buildings plan, the school is recommended to close due to enrollment trends which do not indicate enough enrollment to sustain three schools in the area.
- In 2017, the Baltimore City Board of School Commissioners (Board) approved the reconfiguration of the grades served at Calverton Elementary/Middle from serving students in pre-kindergarten to grade 8 to serving students in grades 3 to 8 only and James Mosher Elementary from serving grades pre-kindergarten to 5 to pre-kindergarten to 2 only to take affect for the 2021-22 school year. Last Spring, the Board approved Calverton grades configuration to take affect earlier, during the 2020-21 school year, due to declining enrollment in early learning grades.

Recommendations

- Close Alexander Hamilton at the end of school year 2020-21.
- Merge the James Mosher, Calverton, and Alexander Hamilton zones into one zone. Rezone pre-kindergarten to grade 2 students to James Mosher Elementary School; rezone students in grades 3 through to Calverton Elementary/Middle.
- Surplus the Alexander Hamilton building to the city of Baltimore in summer 2021 when it is no longer needed for educational purposes.

Opportunities / Potential Impact

- Closing Alexander Hamilton and rezoning students to James Mosher Elementary and Calverton Elementary/Middle will improve students' chances for success by enabling them to attend school in a newly renovated 21st century building, maximizing the number of students who have access to these facilities. Schools in the 21st Century School Buildings Plan benefit from high-quality facilities and academic planning designed to improve student outcomes.
- Both Mosher, as an early learning center serving grades pre-kindergarten to 2, and Calverton, serving grades 3 through 8, will provide students in the community focused and specialized instruction to meet their needs leading to improved student outcomes and increased opportunities for teacher collaboration and professional growth.
- If approved, the closure of Alexander Hamilton will place the remaining schools in the area, Calverton Elementary/Middle and Mosher Elementary on path towards sustainable enrollment that is necessary to fund more robust academic offerings.
- If approved, surplusing the Alexander Hamilton building reduces excess square footage in the district and reduces maintenance and utility cost.

Reasons for Closure

- Enrollment has been declining over many years and there is not sufficient student population to sustain three separate schools.
- Because of its small number of students, Alexander Hamilton has limited resources to provide quality programming and does not have sufficient enrollment for long-term sustainability.

School Data

The statewide PARCC assessments aligned to Maryland's College and Career-Ready Standards have been administered in both Math and English Language Arts (ELA) in grades 3 to 8. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each year. These results are based on all students who tested and received a valid test score. PARCC was to transition to the MCAP test in 2019-20 but was not administered due to school closure connected to the COVID-19 pandemic.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	**District**	School	**District**	School	**District**
Math (grades 3–5), meeting or exceeding expectations	6.0%	**15.6%**	<5%	**16.9%**	5.3%	**17.1%**
Math (grades 3–5), mean scale score	704	**716**	702	**716**	705	**717**
ELA (grades 3–5), meeting or exceeding expectations	7.0%	**14.2%**	<5%	**16.5%**	9.2%	**17.9%**
ELA (grades 3–5), mean scale score	702	**712**	701	**714**	699	**715**

Note: Mean scale scores are displayed for grades 3–5 in aggregate for each available year. These results are based on all students who tested and received a valid scale score. When the percentage scores for a PARCC level are <5%, the exact percentages are not given, and the value is written as "<5%" for reasons of confidentiality.

School Climate	2015-16	2016-17	2017-18	2018-19	2019-20
Student attendance rate (%)	95.0%	91.2%	87.7%	87.1%	89.2%*
# of Suspensions	35	21	<10	11	<10
# of Expulsions	<10	<10	<10	<10	<10

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file. *Attendance for 2019-20 is as of 3/13/20 due to COVID-19. For counts of suspensions and expulsions, for reasons of confidentiality, outcomes with fewer than 10 students are reported <10.*

Enrollment History

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21*
Pre-k	34	39	18	21	
K	41	29	35	25	
1	40	31	23	29	
2	33	37	25	17	
3	33	29	31	17	
4	43	26	21	34	
5	30	34	25	17	
Total	**254**	**225**	**178**	**160**	**142**

**Figure is unofficial September 30 enrollment used for 2020-21 funding adjustments, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2020.*

Educational Programs Affected

- Of the **24** staff members at Alexander Hamilton Elementary School, **13** are in positions for delivery of instruction.
- There are fewer than 20 students with disabilities at the school; between 10 and 20 students receive 80% or more of their education inside the general education classroom, fewer than 10 students receive 40–79% of their education inside the general education classroom, and fewer than 10 students receive less than 40% of their education inside the general education classroom. *
- Alexander Hamilton currently houses one pre-kindergarten classroom.

**Sources: Unofficial September 30 Child Count as of 9/30/2020. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2021. Students enrolled in LRE Y and W are not included in the total. *For reasons of confidentiality, enrollment of fewer than 10 students is reported as "fewer than 10". Enrollment between 10 and 20 students is reported as "fewer than or equal to 20".*

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction

Alexander Hamilton Elementary School utilizes district curricula aligned to the Maryland College and Career-Ready Standards including Wit & Wisdom, Eureka, and district-created proprietary curricula. Teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the program has the following unique offerings listed below:

- Intensive restorative practices site
- Community School

Extracurricular Activities/ Student Supports

- Alexander Hamilton is a Community School operated by the district.
- Girl Scouts
- Rosemont Community Interfaith Coalition (after school program and weekend recreational programming for youth)
- It Takes A Village (after school program, mentoring, scholarships)

Student Relocation

- Under City Schools recommendation to close Alexander Hamilton Elementary School, students in pre-kindergarten through grade 2 would be automatically enrolled in James Mosher Elementary School and student in grades 3 through 8 in Calverton Elementary/Middle School as a part of their expanded enrollment zones.

Racial Composition

- Alexander Hamilton Elementary School, James Mosher Elementary School, and Calverton Elementary/Middle School have similar racial and ethnic compositions. Calverton Elementary/Middle School is slightly more diverse with a higher proportion of students who are Hispanic or white.

2019-20 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non-Hispanic Multi-Racial
Alexander Hamilton ES	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
James Mosher ES	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Calverton EMS	≥92.7%	≤5%	≤5%	≤5%	≤5%	≤5%

When proportions are "≤5%" or "≥95%" the exact percentages are not given, and the value is written as "≤5%" or "≥95%" for reasons of confidentiality.

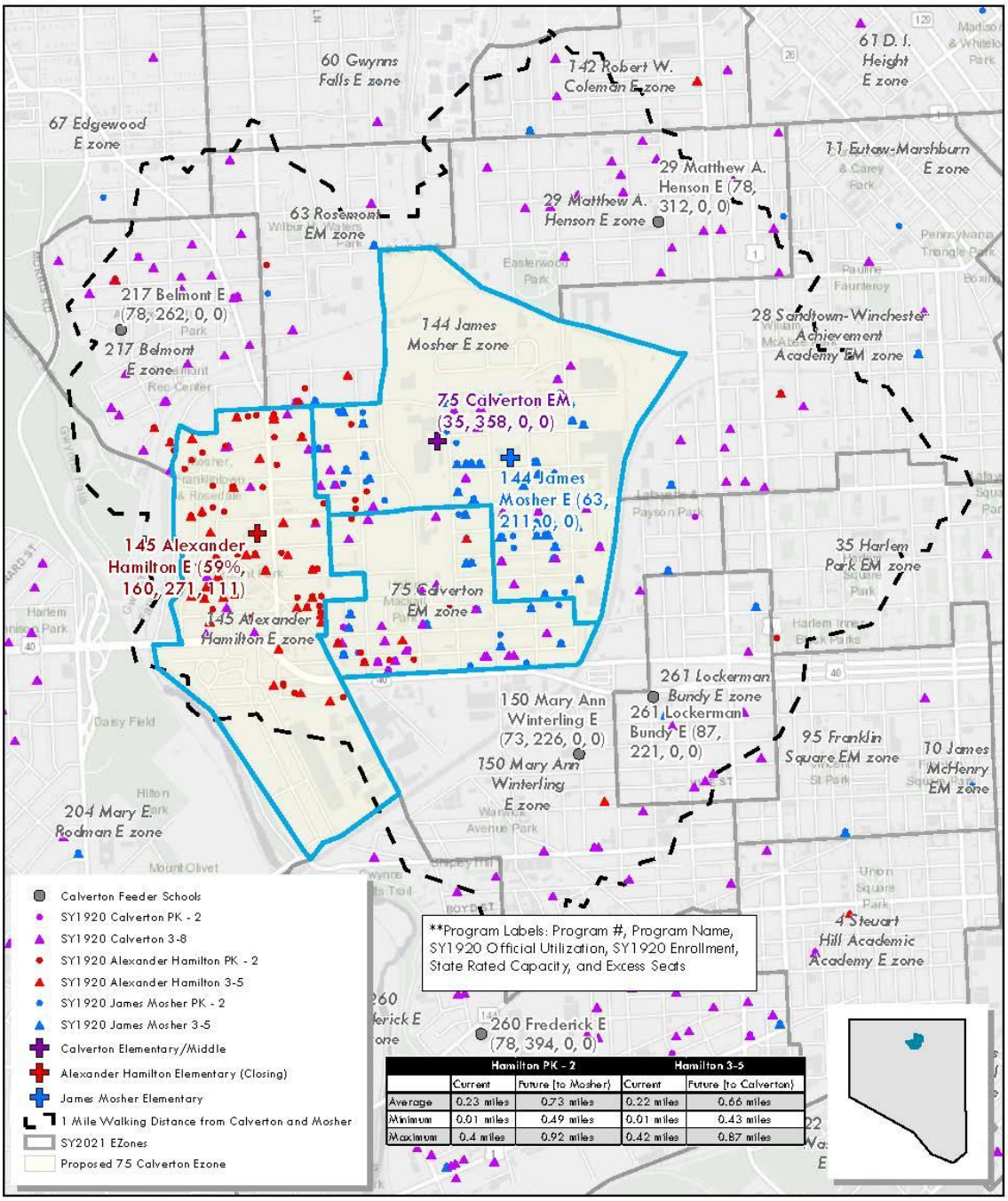
Student Transportation Considerations

- City Schools provides yellow bus service for elementary students who live more than 1 mile from their neighborhood school.

- City Schools provides transportation assistance for middle and secondary students who live more than 1.5 miles from their school. Transportation assistance for secondary students is in the form of Maryland Transit Administration (MTA) passes. Other transportation alternatives, such as yellow buses, are sometimes provided to students with disabilities and in other circumstances.

- Students with disabilities will receive transportation services if transportation services are required as part of their Individualized Education Programs (IEPs) as a related service. Additionally, generally education students and students with disabilities approved as requiring specialized transportation due to some other status will continue to receive transportation services as noted in a student's approved plan.

Distribution of Alexander Hamilton Students



	Hamilton PK - 2		Hamilton 3-5	
	Current	Future (to Mosher)	Current	Future (to Calverton)
Average	0.23 miles	0.73 miles	0.22 miles	0.66 miles
Minimum	0.01 miles	0.49 miles	0.01 miles	0.43 miles
Maximum	0.4 miles	0.92 miles	0.42 miles	0.87 miles

N

0 0.13 0.25 0.5 Miles

Date: 10/26/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facility Data

Type: Traditional elementary school		State-rated capacity: 271
Grades served: Pre-kindergarten – 5		Building utilization rate: 59% (19-20)
Address: 800 Poplar Grove Street, 21216 Planning area: SW		
Date constructed: 1981		
Site size: 3.47 acres		
Building area: 53,304 sq. ft.		

Facilities Condition Assessment

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Alexander Hamilton	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair

Summarized in the table above are the conditions of the **major building systems and components** *that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- Alexander Hamilton's budget for the 2020-21 fiscal year is approximately $1,316, 065 million in grants and general fund dollars. Dollars linked to students through the Fair Student Funding model will follow students to the schools they attend in the 2021-22 school year.
- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the Alexander Hamilton building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Guilford Elementary/ Middle School #214

4520 York Road
Baltimore, MD 21212

Summary

- Guilford Elementary/Middle School is a small school serving students in grades pre-kindergarten through grade 8 located in north Baltimore in close proximity to Walter P. Carter Elementary/Middle School.
- Over several years, enrollment trends at both schools indicate not enough enrollment to sustain two schools in proximity to each other serving the same grade bands.
- In the 2014-15 school year, the Board voted to amend the 21st Century School Buildings Plan to indicate that the Walter P. Carter building would be built for both the Guilford and Walter P. Carter school communities and that Guilford Elementary/Middle School would close after the completion of the renovated Walter P. Carter building. Walter P. Carter was selected as the facility to improve as the majority of students attending both schools live closer to Walter P. Carter than to Guilford. This trend has continued.
- In 2016-17, the Board approved an Amendment to Exhibit 6, the official list of buildings the district maintains of facilities that may be proposed for surplus as part of the 21st Century School Buildings Plan, to add the Guilford Elementary/Middle building to the list for potential surplus after it is no longer of educational use.
- If approved, the closure of Guilford Elementary/Middle and merger with Walter P. Carter Elementary/Middle will place the combined school on path towards sustainable enrollment that is necessary to fund more robust academic offerings.
- If approved, surplusing the Guilford building reduces excess square footage in the district and reduces maintenance and utility cost.

Recommendations

- Close Guilford Elementary/Middle School at the end of the 2020-21 school year and rezone students to Walter P. Carter Elementary/Middle School.
- Expand the Walter P. Carter Elementary/Middle School zone to include the Guilford zone.
- Surplus the Guilford building to the city of Baltimore in summer 2021 when the building is no longer needed for educational purposes.

Opportunities / Potential Impact

- Closing Guilford EM will improve students' opportunities for success by enabling them to attend a newly renovated 21st century school with sufficient enrollment to support robust academic programming with a focus on STEAM (science, technology, engineering, art and mathematics).
- Surplusing the Guilford building reduces excess square footage in the district and reduces maintenance and utility cost.

Reasons for Closure

- There is not sufficient student population to support both Walter P. Carter Elementary/Middle School and Guilford Elementary/Middle School as separate schools.
- Guilford was selected as the facility to close as the majority of students attending either Guilford or Walter P. Carter live closer to Walter P. Carter and this would minimize the overall distance traveled by the combined student population.

School Data

The statewide PARCC assessments aligned to Maryland's College and Career-Ready Standards have been administered in both Math and English Language Arts (ELA) in grades 3 to 8. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each year. These results are based on all students who tested and received a valid test score. PARCC was to transition to the MCAP test in 2019-20 but was not administered due to COVID-19.

PARCC Results -	2016-2017		2017-2018		2018-2019	
	School	**District**	School	**District**	School	**District**
Math (grades 3–5), meeting or exceeding expectations	6.2%	**15.6%**	<5%	**16.9%**	6.2%	**17.1%**
Math (grades 3–5), mean scale score	710	**716**	703	**716**	705	**717**
ELA (grades 3–5), meeting or exceeding expectations	7.0%	**14.2%**	<5%	**16.5%**	<5%	**17.9%**
ELA (grades 3–5), mean scale score	707	**712**	706	**714**	705	**715**
Math (grades 6–8), meeting or exceeding expectations	<5%	**8.6%**	<5%	**10.9%**	<5%	**10.7%**
Math (grades 6–8), mean scale score	704	**708**	698	**711**	699	**710**
ELA (grades 6–8), meeting or exceeding expectations	<5%	**16.2%**	<5%	**18.8%**	<5%	**21.8%**
ELA (grades 6–8), mean scale score	702	**716**	703	**718**	698	**721**

Note: Mean scale scores are displayed for grades 3–5 and 6-8 in aggregate for each available year. These results are based on all students who tested and received a valid scale score. When the percentage scores for a PARCC level are <5%, the exact percentages are not given, and the value is written as "<5%" for reasons of confidentiality.

School Climate	2015-16	2016-17	2017-18	2018-19	2019-20*
Student attendance rate (%)	95.0%	89.9%	88.6%	88.6%	84.6%
# of Suspensions	17	51	12	11	18
# of Expulsions	<10	<10	<10	<10	<10

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file. *Attendance for 2019-20 is as of 3/13/20 due to COVID-19. For counts of suspensions and expulsions, for reasons of confidentiality, outcomes with fewer than 10 students are reported <10.*

Enrollment History

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Grade		2017-18	2018-19	2019-20	2020-21*
Pre-k	41	28	29	34	
K	43	30	29	31	
1	36	34	24	29	
2	33	26	33	27	
3	39	27	16	34	
4	34	34	25	19	
5	39	25	27	25	
6	40	39	29	32	
7	32	34	31	35	
8	32	34	32	39	
Total	**369**	**311**	**275**	**305**	**226**

**Figure is unofficial September 30 enrollment used for 2012-21 funding adjustments, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2020.*

Educational Programs Affected

- Of the **34** staff members at Guilford Elementary/Middle, **21** are in positions for delivery of instruction.
- There are 28 students with disabilities at the school; between 10 and 20 students receive 80% or more of their education inside the general education classroom, fewer than 10 students receive 40–79% of their education inside the general education classroom, and between 10 and 20 students receive less than 40% of their education inside the general education classroom. *
- There are currently two pre-kindergarten classrooms at Guilford Elementary/Middle School.

**Sources: Unofficial September 30 Child Count as of 9/30/2020. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2021. Students enrolled in LRE Y and W are not included in the total. *For reasons of confidentiality, enrollment of fewer than 10 students is reported as "fewer than 10". Enrollment between 10 and 20 students is reported as "fewer than or equal to 20".*

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction

Guilford Elementary/Middle School utilizes district curricula aligned to the Maryland College and Career-Ready Standards including Wit & Wisdom, Eureka, and district-created proprietary curricula. Teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the program has the following unique offerings listed below:

- Intensive Restorative Practices Site

Extracurricular Activities/ Student Supports

- Guilford Elementary/Middle School is a Community School operated by Strong City Baltimore.
- America Counts (Towson University tutoring program)
- Child First Authority After-School Program
- Girl Scouts
- "I Am Me" after-school program for middle school girls
- Morgan State University College Discovery Program
- Maryland Food Bank
- Prevention and Intervention for Early Learners

Student Relocation

- Under the recommendation to close Guilford Elementary/Middle School, students would be automatically enrolled at Walter P. Carter Elementary/Middle School as a part of the expanded zone for the newly combined school.

Racial Composition

- The racial and ethnic compositions of Guilford Elementary/Middle School and Walter P. Carter Elementary/Middle School are similar.

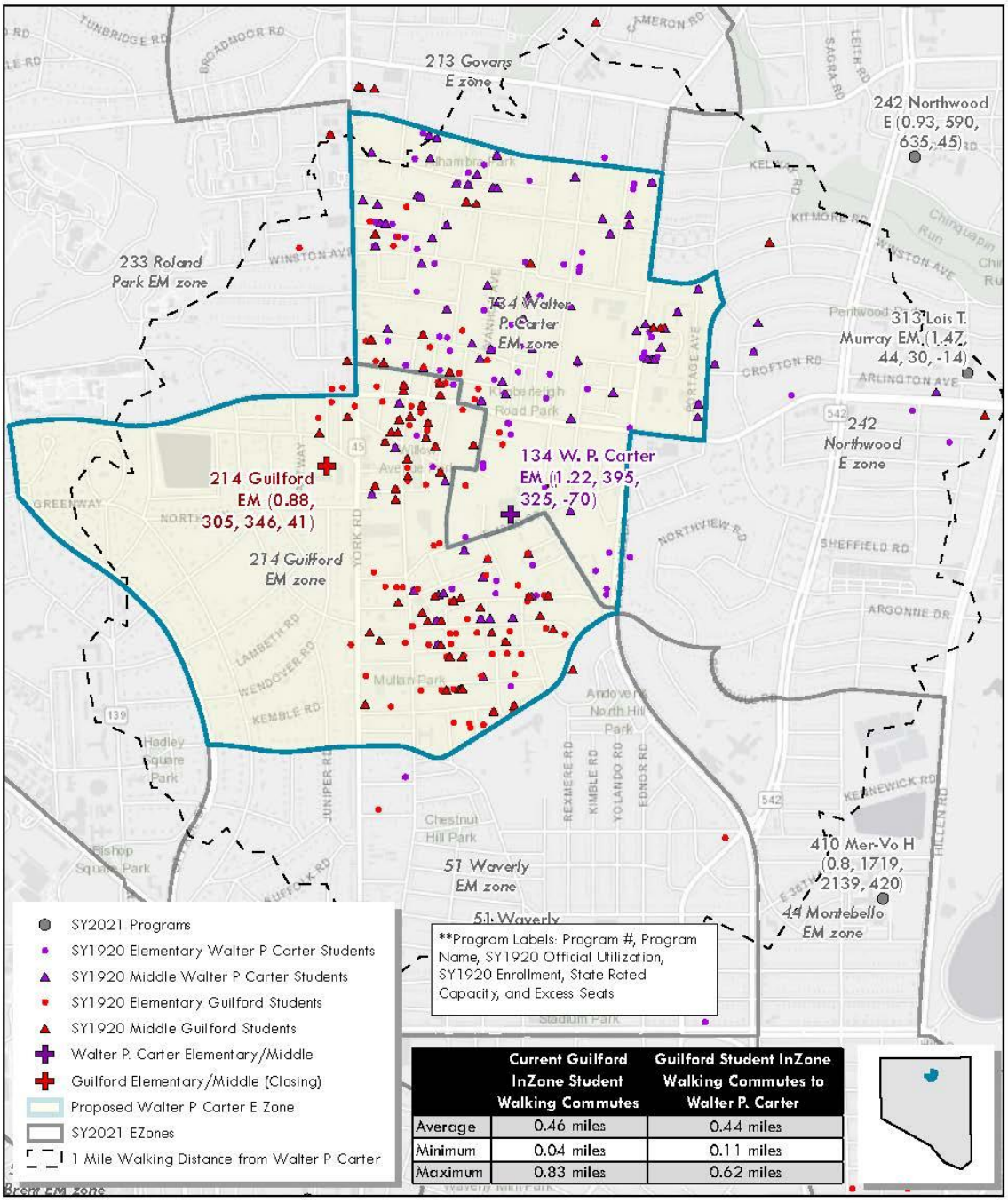
2019-20 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non-Hispanic Multi-Racial
Guilford Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Walter P. Carter Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%

When proportions are "≤5%" or "≥95%" the exact percentages are not given, and the value is written as "≤5%" or "≥95%" for reasons of confidentiality.

Student Transportation Considerations

- City Schools provides yellow bus service for elementary students who live more than 1 mile from their neighborhood school.
- City Schools provides transportation assistance for middle and secondary students who live more than 1.5 miles from their school. Transportation assistance for secondary students is in the form of Maryland Transit Administration (MTA) passes. Other transportation alternatives, such as yellow buses, are sometimes provided to students with disabilities and in other circumstances.
- Students with disabilities will receive transportation services if transportation services are required as part of their Individualized Education Programs (IEPs) as a related service. Additionally, generally education students and students with disabilities approved as requiring specialized transportation due to some other status will continue to receive transportation services for the duration noted in a student's approved plan.

Distribution of Guilford Students



	Current Guilford InZone Student Walking Commutes	Guilford Student InZone Walking Commutes to Walter P. Carter
Average	0.46 miles	0.44 miles
Minimum	0.04 miles	0.11 miles
Maximum	0.83 miles	0.62 miles

N

0 0.13 0.25 0.5 Miles

Date: 10/26/2020

BALTIMORE CITY PUBLIC SCHOOLS

Type: Traditional elementary/middle school		State-rated capacity: 346
Grades served: Pre-kindergarten – 8		Building utilization rate: 88% (2019-20)
Address: 4520 York Road, 21212 Planning area: N		
Date constructed: 1916 (O); 1991 (A)		
Site size: 4.8 acres		
Building area: 65,851 sq. ft.		

Facilities Condition Assessment

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Guilford	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- Guilford Elementary/Middle School's budget for the 2020-21 fiscal year is approximately $2,015,121million in grants and general fund dollars. Dollars linked to schools through the Fair Student Funding model will follow students to the schools they attend in the 2020-21 school year.
- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the Guilford building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Lockerman Bundy Elementary School

301 N. Pulaski St
Baltimore, MD 212223

Summary

- Both Lockerman Bundy Elementary School, a small school in southwest Baltimore serving students in grades pre-kindergarten through grade 5, and nearby Mary Ann Winterling Elementary School at Bentalou, another small elementary school serving the same grades, have experienced declines in enrollment over the past several years.

- Due to their small size, both schools have struggled to be able to provide robust programming to students and have received baseline supplemental funding to support their programs.
- The Lockerman Bundy building is in poor condition with need of many major systems replacements. The Mary Ann Winterling building is in better condition with a new HVAC system, windows & doors, and recently received a school makeover for spaces within the building through Heart of America.
- If approved, the closure of Lockerman Bundy Elementary School and merger with Mary Ann Winterling at Bentalou Elementary School will place the combined school on path towards sustainable enrollment that is necessary to fund more robust academic offerings.
- If approved, surplusing the Lockerman Bundy building reduces excess square footage in the district and reduces maintenance and utility cost.

Recommendations

- Close the Lockerman Bundy Elementary School at the end of the 2020-21 school year and rezone Lockerman Bundy students to Mary Ann Winterling Elementary School.
- Expand the Mary Ann Winterling zone to include the Lockerman Bundy zone and adjust the expanded Mary Ann Winterling zone so that the zone does not cross Route 40. Students on the other side of Route 40 will be rezoned to Harlem Park Elementary/Middle School.
- Surplus the Lockerman Bundy building to the city of Baltimore in summer 2021 when the building is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Combining two small elementary schools into one program will improve students' chances for success by enabling them to attend a school with the capacity to have increased per-student funding to sustain rich, robust, and varied educational programs.
- The schools already share some staff members and have partnered to support students through shared enrichment programs such as OrchKids and resources brought to the schools through the Lockerman Bundy Community School Lead Agency Bon Secours.
- Given the importance of this school name and desire to maintain the history of schools, staff is exploring ways to honor the history of schools named after important persons, particularly those rooted in the history of our students and Baltimore and/or Maryland, in our portfolio of schools.

Reasons for Closure

- Because of its small number of students and continued declining enrollment, Lockerman Bundy has limited resources to provide quality programming and does not have sufficient enrollment for long-term sustainability.

School Data

The statewide PARCC assessments aligned to Maryland's College and Career-Ready Standards have been administered in both Math and English Language Arts (ELA) in grades 3 to 8. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each year. These results are based on all students who tested and received a valid test score. PARCC was to transition to the MCAP test in 2019-20 but was not administered due to COVID-19.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	**District**	School	**District**	School	**District**
Math (grades 3–5), meeting or exceeding expectations	26.1%	**15.6%**	22.5%	**16.9%**	9.8%	**17.1%**
Math (grades 3–5), mean scale score	725	**716**	724	**716**	715	**717**
ELA (grades 3–5), meeting or exceeding expectations	9.9%	**14.2%**	15.7%	**16.5%**	10.8%	**17.9%**
ELA (grades 3–5), mean scale score	711	**712**	718	**714**	714	**715**

Note: Mean scale scores are displayed for grades 3–5 and 6-8 in aggregate for each available year. These results are based on all students who tested and received a valid scale score. When the percentage scores for a PARCC level are <5%, the exact percentages are not given, and the value is written as "<5%" for reasons of confidentiality.

School Climate	2015-16	2016-17	2017-18	2018-19	2019-20
Student attendance rate (%)	93.0%	90.8%	89.1%	88.6%	90.9%
# of Suspensions	10	<10	<10	<10	<10
# of Expulsions	<10	<10	<10	<10	<10

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file. *Attendance for 2019-20 is as of 3/13/20 due to COVID-19. For counts of suspensions and expulsions, for reasons of confidentiality, outcomes with fewer than 10 students are reported <10.*

Enrollment History:

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21*
Pre-k	48	41	40	30	
K	42	38	46	37	
1	43	37	33	40	
2	39	34	39	32	
3	59	33	24	35	
4	27	58	33	21	
5	21	24	51	26	
Total	**279**	**265**	**266**	**221**	**202**

**Figure is unofficial September 30 enrollment used for 2020-21 funding adjustments. Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2020.*

Educational Programs Affected

- Of the 36 staff members at Lockerman Bundy, 17 are in positions for delivery of instruction.
- There are 26 students with disabilities at the school; between 10 and 20 students receive 80% or more of their education inside the general education classroom, fewer than 10 students receive 40–79% of their education inside the general education classroom, and between 10 and 20 students receive less than 40% of their education inside the general education classroom.
- Lockerman Bundy has 2 pre-kindergarten classrooms.

**Sources: Unofficial September 30 Child Count as of 9/30/2020. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2021. Students enrolled in LRE Y and W are not included in the total. *For reasons of confidentiality, enrollment of fewer than 10 students is reported as "fewer than 10". Enrollment between 10 and 20 students is reported as "fewer than or equal to 20".*

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction

Lockerman Bundy Elementary School utilizes district curricula aligned to the Maryland College and Career-Ready Standards including Wit & Wisdom, Eureka, and district-created proprietary curricula. Teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the program has the following unique offerings listed below:

- Intensive Literacy Site

Extracurricular Activities/ Student Supports

- Community School operated by Bon Secours
- Club Athletics
- OrchKids Music Program
- Springboard after-school program
- TIME Organization
- Reading Partners
- RBF Tutors

Student Relocation

- Under the City Schools recommendation to close Lockerman Bundy Elementary School, students would be automatically enrolled at Mary Ann Winterling Elementary School as a part of the expanded enrollment zone for the newly combined school.
- Additionally, students who live on the north side of Route 40 would be rezoned to Harlem Park Elementary/Middle School so that they do not have to cross Route 40 to attend their zoned school. For these students, average commute distances for existing Mary Ann

Winterling students changes from 0.65 miles to 0.47 miles and for current Lockerman Bundy students from 0.22 miles to 0.55 miles.

Racial Composition

- Lockerman Bundy and Mary Ann Winterling have similar racial compositions.

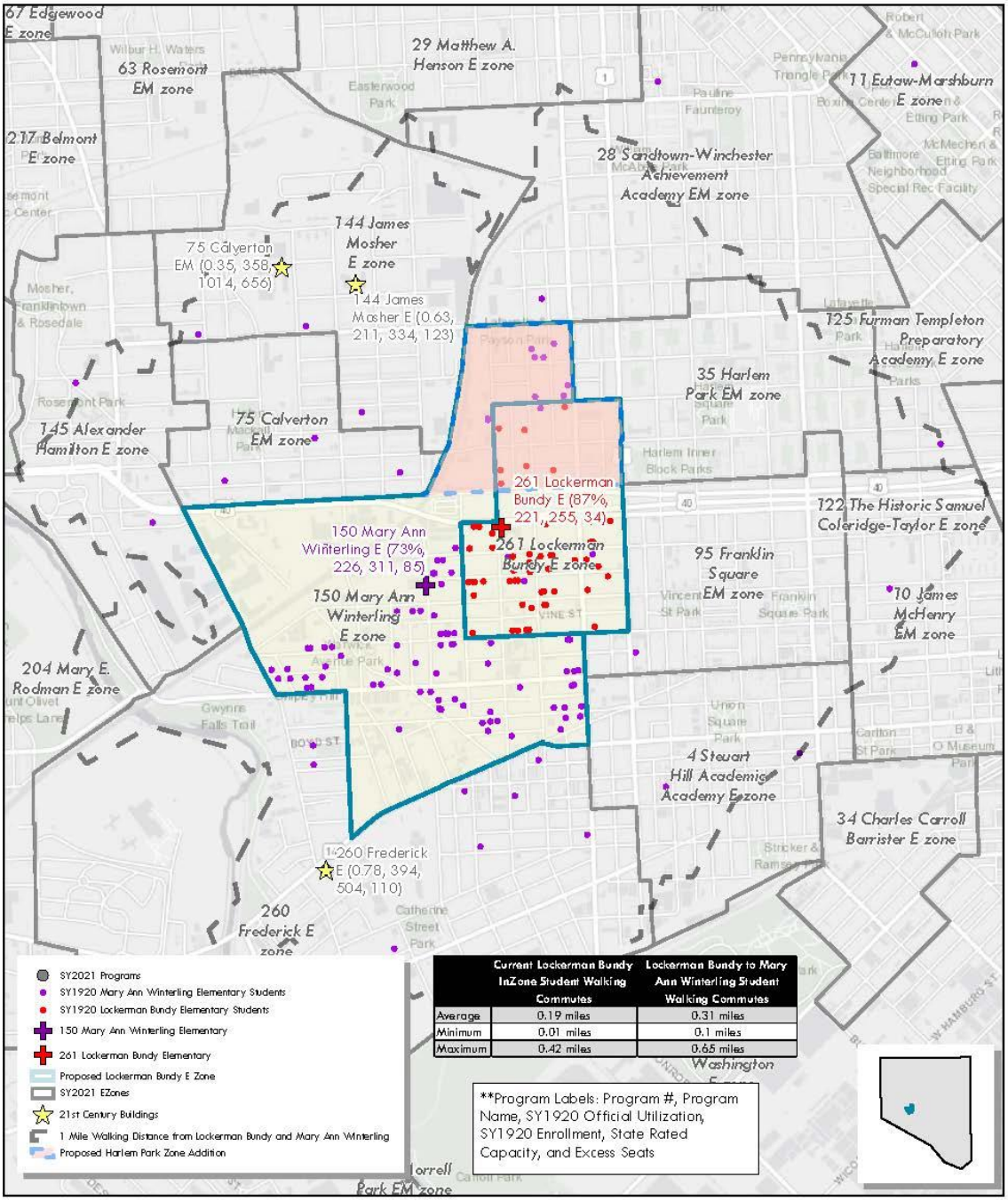
2019-20 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non-Hispanic Multi-Racial
Lockerman Bundy Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Mary Ann Winterling Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%

When proportions are "≤5%" or "≥95%" the exact percentages are not given, and the value is written as "≤5%" or "≥95%" for reasons of confidentiality.

Student Transportation Considerations

- City Schools provides yellow bus service for elementary students who live more than 1 mile from their neighborhood school.
- Students with disabilities will receive transportation services if transportation services are required as part of their Individualized Education Programs (IEPs) as a related service. Additionally, generally education students and students with disabilities approved as requiring specialized transportation due to some other status will continue to receive transportation services for the duration noted in a student's approved plan.

Distribution of Lockerman Bundy Students



	Current Lockerman Bundy InZone Student Walking Commutes	Lockerman Bundy to Mary Ann Winterling Student Walking Commutes
Average	0.19 miles	0.31 miles
Minimum	0.01 miles	0.1 miles
Maximum	0.42 miles	0.65 miles

N

0 0.13 0.25 0.5 Miles

Date: 10/25/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facility Information

Type: Traditional elementary school		State-rated capacity: 255
Grades served: Pre-kindergarten –		Building utilization rate: 87% (2019-20)
Address: 301 N. Pulaski Street, 21223 Planning area: W		
Date constructed: 1978		
Site size: .98 acres		
Building area: 48,600 sq. ft.		

Facilities Condition Assessment

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Lockerman Bundy	Fair	Fair	Poor	Fair	Fair	Poor	Fair	Fair	--	Poor

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- Lockerman Bundy's budget for the 2020-21 fiscal year is approximately $1,007,808 in grants and general fund dollars. Dollars linked to schools through the Fair Student Funding model will follow students to the schools they attend in the 2021-22 school year.
- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the Lockerman Bundy building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Recommendations to Relocate School Programs and Surplus Buildings

Lois T. Murray Elementary/Middle School #313

1600 Arlington Ave.
Baltimore, MD 21239

Summary

- Lois T. Murray is a separate public day school program serving students with disabilities in grades pre-kindergarten to 8 whose needs cannot be met in a general education setting.
- Public separate day schools typically serve and specialize in a particular area for students with disabilities. Each separate public day school operates differently based on the unique needs of its student population. Lois T. Murray specifically serves students with significant cognitive disabilities who need an LRE-F placement, supporting them to develop functional life skills to the best of their ability and to learn appropriate academic skills. The program is described by the school on the district's webpage, "We are committed to enabling students to communicate their needs and wants and to have control over their lives. We provide positive behavior support that recognizes the intent of the child's behavior as a means of communication."
- Due to the poor condition of the facility, and as a part of the 21st Century buildings plan, it is recommended that the Lois T. Murray facility be vacated, and that program be relocated to a specially designed space for the program on a shared campus in the Walter P. Carter facility.

Recommendations

- Relocate the Lois T. Murray program to its new specially designed space in the renovated 21st Century Walter P. Carter building in summer 2021.
- Surplus the Lois T. Murray building to the city of Baltimore in summer 2021 after it is no longer needed for educational purposes.

Opportunities / Potential Impact

- Relocating the Lois T. Murray Elementary/Middle School to a specially designed 21st century building space optimizes student opportunities for success by enabling them to attend school in an environment that is specifically tailored to their educational needs.
- When practical, co-locating separate public day schools within specially designed campuses as co-locations with traditional schools with similar grade configurations, ensures all student groups are benefiting from the 21st Century School Buildings program and allows the district to address facility needs across student populations.

Reasons for Relocation

- The Lois T. Murray Elementary/Middle School is recommended to relocate to the renovated 21st century Walter P. Carter building due to the poor condition of the Lois T. Murray facility and to maximize the number of students who have access to 21st century learning environments.

School Data

For students in separate public day schools, progress is measured against IEP goals and toward readiness for life following high school. The school has a history of meeting IEP timelines and requirements. All students age 16 and above have IEPs that meet secondary transition requirements.

Students at separate public day schools may take either the PARCC (Partnership for Assessment of Readiness for College and Careers) or Maryland Multi-State Alternate Assessment (MSAA) for required state assessments. At Lois T Murray, some students took the MSAA and no students took the PARCC.

The MSAA assesses skills in English language arts and mathematics for students with significant disabilities in grades 3 through 8 and 11. The MSAA is based on alternate achievement standards derived from and aligned to the Maryland College and Career-Ready Standards. The overall goal of the MSAA is to make sure all students achieve increasingly higher academic outcomes and leave high school ready for post-school options. Students who receive consistent 3s and 4s on this assessment should be reviewed by the IEP team to determine if the alternative framework continues to be appropriate. Per state reporting requirements, results are suppressed for reasons of confidentiality if a category or group of students has fewer than 10 test takers. Because of this, MSAA results for Lois T. Murray students cannot be shared due to the small number of test takers in years 2016-17, 2017-18, and 2018-19. MSAA was not administered in 2019-20 due to COVID-19.

School Climate	2015-16	2016-17	2017-18	2018-19	2019-20
Student attendance rate (%)	92.7%	91.9%	88.4%	85.0%	87.7%*
# of Suspensions	<10	<10	<10	<10	<10
# of Expulsions	<10	<10	<10	<10	<10

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file. *Attendance for 2019-20 is as of 3/13/20 due to COVID-19. For counts of suspensions and expulsions, for reasons of confidentiality, outcomes with fewer than 10 students are reported <10.*

Enrollment History

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21*
Pre-K	3	1	0	4	
K	2	4	2	1	
1	1	3	4	5	
2	3	5	6	3	
3	3	2	7	6	
4	8	4	3	5	
5	7	8	5	4	
6	7	5	7	3	
7	7	7	6	8	
8	3	7	8	5	
Total	**44**	**46**	**48**	**44**	**39**

**Figure is unofficial September 30 enrollment used for 2020-21 funding adjustments. Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2020.*

Educational Programs Affected

- Of the **34** staff members at Lois T. Murray, **24** are in positions for delivery of instruction.
- There are 40 students with disabilities at the school. All students receive special education and related services for greater than 50% of the day. As a separate public day school, the program does not house programs for students without disabilities. *
- Lois T. Murray currently does not house any pre-kindergarten programs.

**Sources: Unofficial September 30 Child Count as of 9/30/2020. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2021. Students enrolled in LRE Y and W are not included in the total. *For reasons of confidentiality, enrollment of fewer than 10 students is reported as "fewer than 10". Enrollment between 10 and 20 students is reported as "fewer than or equal to 20".*

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction

Lois T. Murray Elementary/Middle School provides special education and related services to students ranging in age from 3 to 14 years old diagnosed with intellectual disabilities, multiple disabilities, other health impairments and autism. Curriculum and instructional materials are all aligned to the MSDE core learning goals and follows the state curriculum.

Extracurricular Activities/ Student Supports

- Maryland Academy of Dance
- Rhythm Works
- Motor Activity Training Program – Special Olympics
- Morgan State University – Adaptive

Student Relocation

- Students still requiring an LRE-F placement under their IEPs and placement in the Lois T. Murray Elementary/Middle School will continue to attend or receive placements at Lois T. Murray in its newly designed space co-located with Walter P. Carter Elementary/Middle School in the renovated Walter P. Carter building.

Racial Composition

- While both Lois T. Murray Elementary/Middle and Walter P. Carter Elementary/Middle have a majority African American student population, Lois T. Murray has a higher percentage of white and Hispanic students than Walter P. Carter Elementary/Middle School.

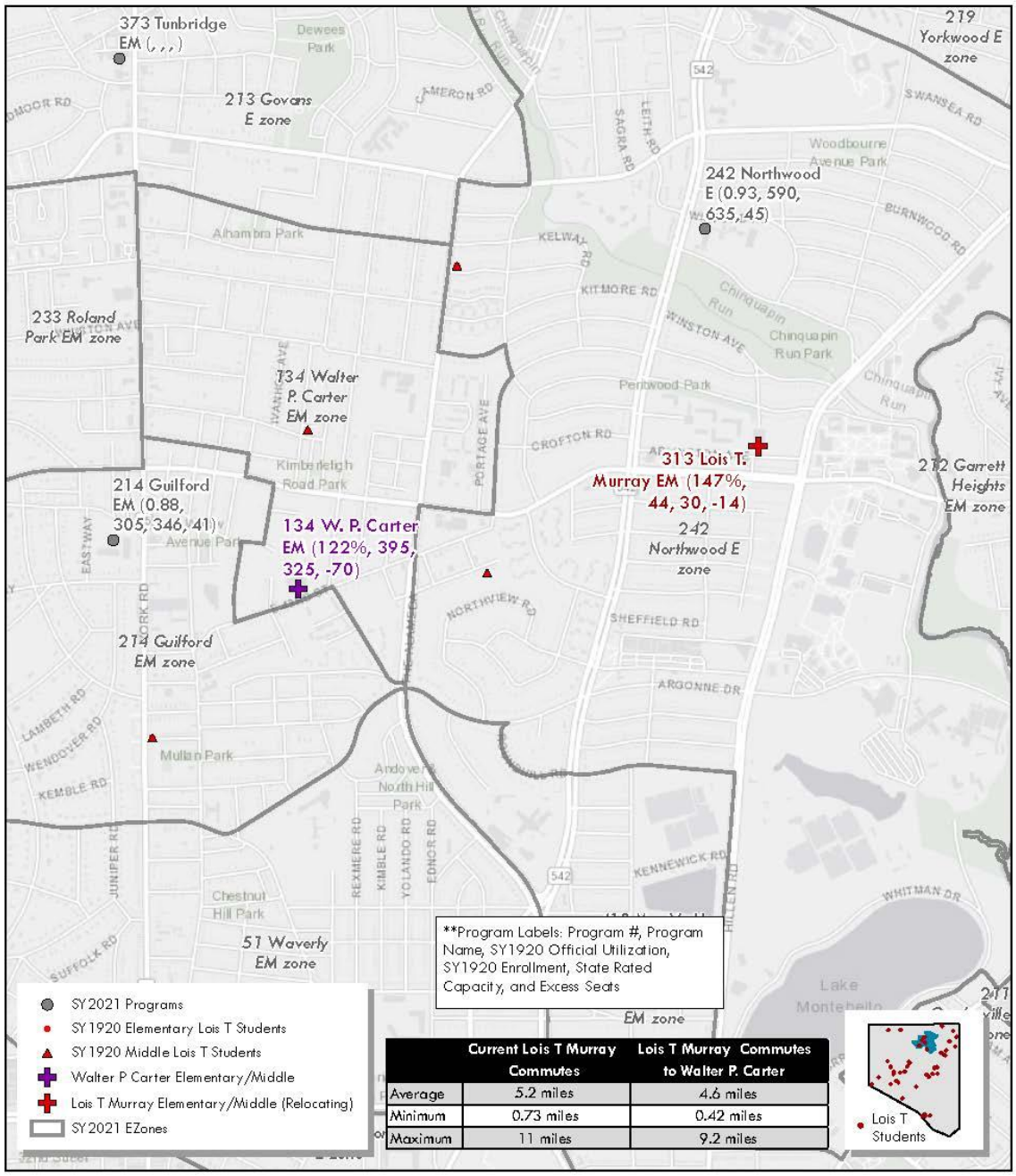
2019-20 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non-Hispanic Multi-Racial
Lois T. Murray Elementary/Middle School	75.0%	11.4%	13.6%	≤5%	≤5%	≤5%
Walter P. Carter Elementary	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%

When proportions are "≤5%" or "≥95%" the exact percentages are not given, and the value is written as "≤5%" or "≥95%" for reasons of confidentiality.

Student Transportation Considerations

- Students with disabilities receive transportation services if they are required as part of their Individualized Education Programs (IEPs) as a related service or if they are approved for specialized transportation due to some other status for the duration of each school's approved plan.

Proposed Surplus and Relocation of Lois T. Murray



	Current Lois T Murray Commutes	Lois T Murray Commutes to Walter P. Carter
Average	5.2 miles	4.6 miles
Minimum	0.73 miles	0.42 miles
Maximum	11 miles	9.2 miles

N

0 0.13 0.25 0.5 Miles

Date: 10/27/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facilities Information

Type: Separate Public Day School		State-rated capacity: 30
Grades served: Pre-kindergarten – 8		Building utilization rate: 147% (2019-20)
Address: 1600 Arlington Avenue, 21239 Planning area: N		
Date constructed: 1979		
Site size: 1.49 acres		
Building area: 20,725 sq. ft.		

Facilities Condition Assessment

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Lois T. Murray	Fair	Good	Fair	Fair	Fair	Fair	Poor	Fair	--	Good

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- Lois T. Murray Elementary/Middle School is a separate public day school whose funding is directed primarily to "locked" positions – i.e. personnel who are centrally placed and centrally funded. For the 2020-21 school year, Lois T. Murray's total funding is approximately $3.3 million.
- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the Lois T. Murray building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Recommendation to Relocate, Change Grade Configurations of School Program and Surplus Building

Sharp-Leadenhall Elementary School #314

150 W. West Street
Baltimore, MD 21230

Summary

- Sharp-Leadenhall Elementary School is a separate public day school serving students with disabilities in grades 1 to 5 whose needs cannot be met in a general education setting.
- Public separate day schools typically serve and specialize in a particular area for students with disabilities. Each separate public day school operates differently based on the unique needs of its student population. Sharp-Leadenhall serves students with behavior and emotional disabilities who need an LRE-F placement. The program is described by the school on the district's webpage, "We are a special education public day school for students with emotional and behavioral disabilities. We are fully committed to providing students with an appropriate balance of educational and therapeutic services. With the assistance as determined by collaboration among teachers, related service providers, and student families we service the students of Baltimore City.
- Due to the poor condition of the facility, and as a part of the 21st Century buildings plan, it is recommended that the Sharp-Leadenhall facility be vacated and that the school relocate to a specially designed space for the school located on a shared campus in the renovated Harford Heights facility.
- Due to the variability of age and developmental needs of students requiring an LRE-F placement, it is recommended that the grades served by Sharp-Leadenhall be reconfigured from an elementary school to an elementary/middle school to allow for additional placement options for this student group.

Recommendations

- Relocate the Sharp-Leadenhall Elementary School to the renovated Harford Heights 21st Century building for school year 2021-22.
- Reconfigure the grade bands of Sharp-Leadenhall from serving students only in grades 1through 5 to serving students in grades 1through 8 beginning in school year 2021-22.
- Surplus the Sharp-Leadenhall building to the city of Baltimore in summer 2021 when construction is complete, and the facility is no longer needed for educational use.

Opportunities / Potential Impact

- Relocating Sharp-Leadenhall to a specially designed 21st century building space optimizes student opportunities for success by enabling them to attend school in an environment that is specifically tailored to their educational needs.
- When practical, co-locating separate public day schools within specially designed campuses as co-locations with traditional schools with similar grade configurations, ensures all student groups are benefiting from the 21st Century School Buildings program and allows the district to address facility needs across school populations.

- Placement for middle grades depends on the unique needs of each individual student. With improved capacity in general education schools, more and more students are being able to complete middle grades in a general education setting. Still there remains a need for separate public day placements for students with emotional disabilities in middle grades. Expanding the grade bands served by Sharp-Leadenhall will allow students for whom remaining in an elementary/middle school setting for middle school is the most appropriate based on their needs and development, the opportunity to learn in this environment.

Reasons for Relocation

- The Sharp-Leadenhall Elementary School is recommended to relocate to the renovated 21st century Harford Heights building due to the poor condition of the Sharp-Leadenhall facility and to maximize the number of students who have access to 21st century learning environments.

School Data

For students in separate public day schools, progress is measured against IEP goals and toward readiness for life following high school. The school has a history of meeting IEP timelines and requirements.

The majority of students attending Sharp-Leadenhall take the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment. PARCC is aligned to Maryland's College and Career-Ready Standards and is administered in both Math and English Language Arts (ELA) in grades 3-8 and for students in Algebra I, Algebra II, and English 10. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each available year. These results are based on all students who tested and received a valid scale score. PARCC was to transition to the MCAP test in 2019-20 but was not administered to due COVID-19.

Additionally, a small number of students took the Maryland Multi-State Alternate Assessment (MSAA), which assesses skills in English language arts and mathematics for students with significant cognitive disabilities in grades 3 through 8 and 11. The MSAA is based on alternate achievement standards derived from and aligned to the Maryland College and Career-Ready Standards. The overall goal of the MSAA is to make sure all students achieve increasingly higher academic outcomes and leave high school ready for post-school options. Students who receive consistent 3s and 4s on this assessment should be reviewed by the IEP team to determine if the alternative framework continues to be appropriate. Per state reporting requirements, results are suppressed for reasons of confidentiality if a category or group of students has fewer than 10 test takers. Because of this, MSAA results for Sharp-Leadenhall students cannot be shared due to the small number of test takers in years 2016-17, 2017-18, and 2018-19. MSAA was not administered in 2019-20 due to COVID-19.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	**District**	School	**District**	School	**District**
Math (grades 3–5), meeting or exceeding expectations	<5%	**15.6%**	6.9%	**16.9%**	16.7%	**17.1%**
Math (grades 3–5), mean scale score	708	**716**	710	**716**	717	**717**
ELA (grades 3–5), meeting or exceeding expectations	<5%	**14.2%**	<5%	**16.5%**	8.3%	**17.9%**
ELA (grades 3–5), mean scale score	705	**712**	706	**714**	714	**715**

Note: Mean scale scores are displayed for grades 3–5 in aggregate for each available year. These results are based on all students who tested and received a valid scale score. When the percentage scores for a PARCC level are <5%, the exact percentages are not given, and the value is written as "<5%" for reasons of confidentiality.

School Climate	2015-16	2016-17	2017-18	2018-19	2019-20
Student attendance rate (%)	91.8%	91.9 %	92.2%	90.4%	89.4%*
# of Suspensions	19	17	<10	11	<10
# of Expulsions	<10	<10	<10	<10	<10

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file. *Attendance for 2019-20 is as of 3/13/20 due to COVID-19. For counts of suspensions and expulsions, for reasons of confidentiality, outcomes with fewer than 10 students are reported <10.*

Enrollment History

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21*
1	3	1	0	1	
2	5	2	3	0	
3	14	6	4	5	
4	7	12	6	6	
5	10	9	16	6	
Total	**39**	**30**	**29**	**18**	**27**

**Figure is unofficial September 30 enrollment used for 2020-21 funding adjustments, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2020.*

Educational Programs Affected

- Of the **30** staff members at Sharp-Leadenhall, **20** are in positions for delivery of instruction.
- There are 27 students with disabilities at the school. All students receive special education and related services for greater than 50% of the day. As a separate public day school, the program does not house programs for students without disabilities. *
- There are currently no pre-kindergarten programs at Sharp-Leadenhall.

**Sources: Unofficial September 30 Child Count as of 9/30/2020. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2021. Students enrolled in LRE Y and W are not included in the total. *For reasons of confidentiality, enrollment of fewer than 10 students is reported as "fewer than 10". Enrollment between 10 and 20 students is reported as "fewer than or equal to 20".*

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction

Sharp-Leadenhall serves students in grades 1 through 5 with emotional and behavioral disabilities. Sharp-Leadenhall follows the general education curriculum which is aligned with Maryland's state curriculum. Based on individual student needs, specialized instruction will be designed and offered to students. Sharp-Leadenhall conducts weekly multidisciplinary treatment team meetings which includes a behavioral pediatrician and psychiatrist to provide additional support to students and parents.

Extracurricular Activities/ Student Supports

- Family Focus Action Team Swimming
- Special Olympics Computer Program
- Verizon Breakfast Reading Club
- Verizon Math Club
- Drug Free Program Good Citizens Club

Student Relocation

- Students still requiring an LRE-F placement under their IEPs and placement in Sharp-Leadenhall will continue to attend or receive placements at Sharp-Leadenhall in its newly designed space co-located with Harford Heights Elementary School in the renovated Harford Heights building.

Racial Composition

- While both Sharp-Leadenhall Elementary School and Harford Heights Elementary School have a predominantly African American population, Sharp-Leadenhall has a higher proportion of white students.

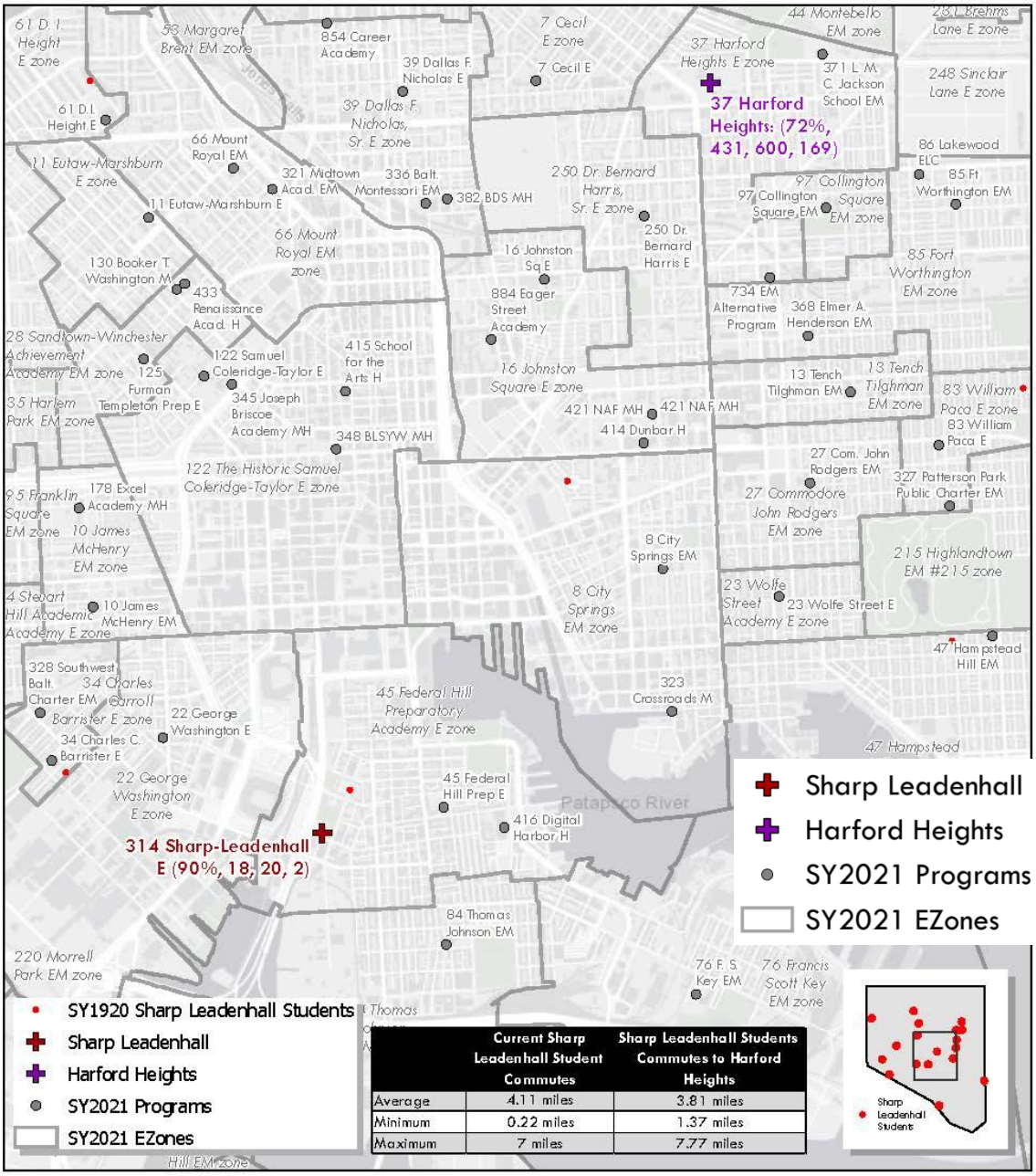
2019-20 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non-Hispanic Multi-racial
Sharp Leadenhall Elementary School	83.3%	11.1%	≤5%	≤5%	≤5%	≤5%
Harford Heights Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%

When proportions are "≤5%" or "≥95%" the exact percentages are not given, and the value is written as "≤5%" or "≥95%" for reasons of confidentiality.

Student Transportation Considerations

- Students with disabilities receive transportation services if they are required as part of their Individualized Education Programs (IEPs) as a related service or if they are approved for specialized transportation due to some other status for the duration of each student's approved plan.

Proposed Surplus and Relocation of Sharp-Leadenhall



Date: 10/26/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facilities Information

Type: Separate public day school		State-rated capacity: 20
Grades served: 1-5		Building utilization rate: 90%
Address: 150 W. West Street, 21230 Planning area: S		
Date constructed: 1979		
Site size: 1.5 acres		
Building area: 20,752 sq. ft.		

Facilities Condition Assessment

- Sharp-Leadenhall was not included in the Facility Condition Assessment because it is part of the 21st Century School Buildings program and on Exhibit 6 to be surplused to Baltimore City.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Sharp Leadenhall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- Sharp-Leadenhall is a separate public day school whose funding is directed primarily to "locked" positions – i.e. personnel who are centrally placed and centrally funded. For the 2020-21 school year, Sharp-Leadenhall's total funding is approximately $2.8 million.
- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the Sharp-Leadenhall building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Recommendations to Surplus Buildings

Harriet Tubman Building #138

1807 W. Harlem Avenue
Baltimore, MD 21217

Summary

- The Harriet Tubman building is located in west Baltimore. It originally housed the Harriet Tubman Elementary School which closed in 2009. After that it housed the Roots and Branches School, (a charter school serving elementary students) that closed in 2018-19. Since then, the facility has been used as swing space for Robert Coleman Elementary School while its facility was under construction as part of the 21st Century Schools Buildings Plan.
- Once Robert Coleman returns to its permanent facility the district will no longer have an educational use for the Harriet Tubman facility.

Recommendation

- Surplus the Harriet Tubman building to the city of Baltimore in summer 2021 after it is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Surplusing the Harriet Tubman building reduces excess district capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.
- Given the importance of this school name and desire to maintain the history of schools, staff is exploring ways to honor the history of schools named after important persons, particularly those rooted in the history of our students and Baltimore and/or Maryland, in our portfolio of schools.

Reasons for Surplus

- The Harriet Tubman building has been used as swing space for Robert Coleman Elementary School. Robert Coleman will be moving into its renovated 21st century building in summer 2021 and so the Harriet Tubman building will no longer be needed for educational purposes after SY 20-21.

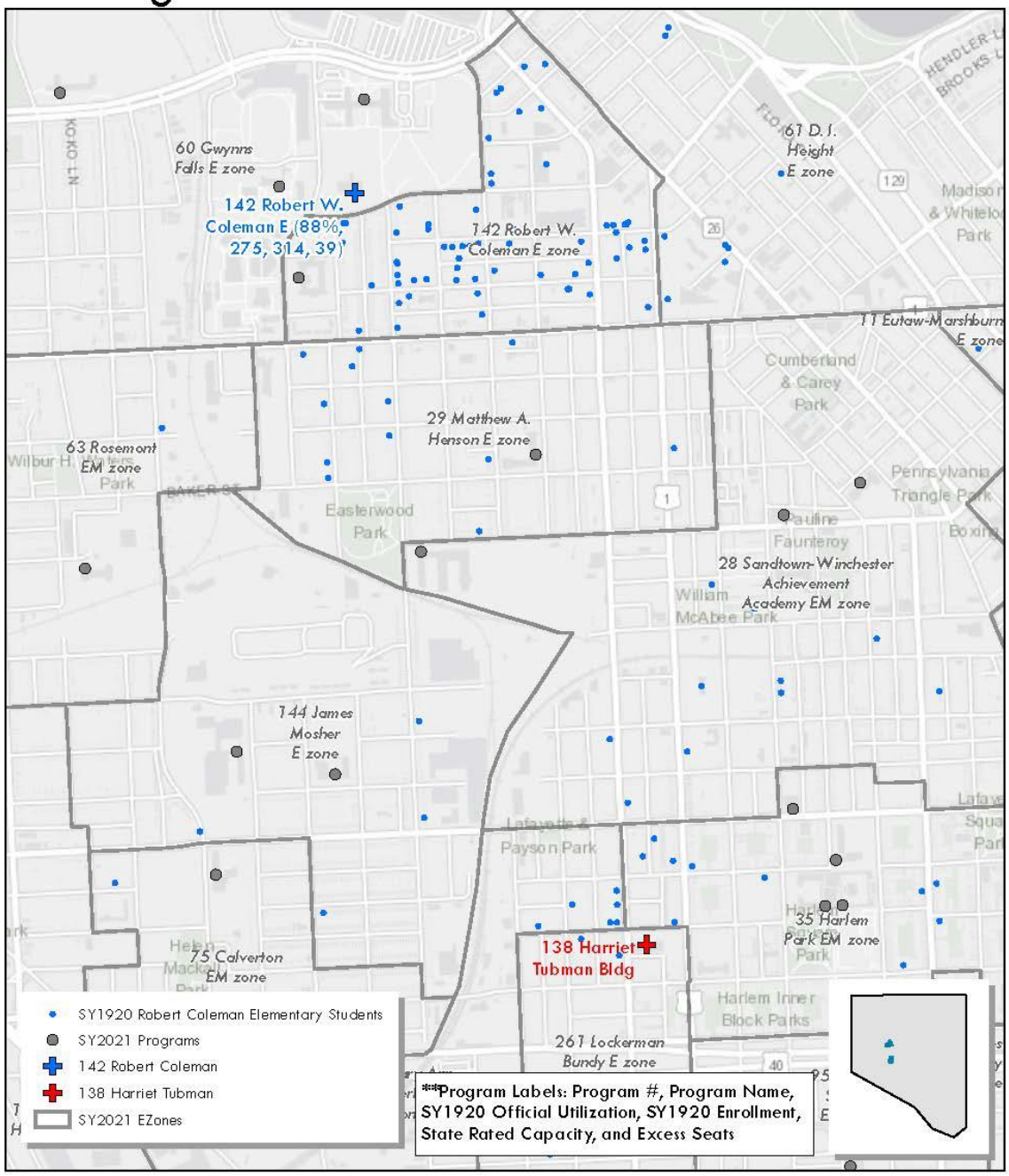
Educational Programs Affected

- Because the school program associated with the facility closed in years prior, and Robert Coleman will be moving into its renovated 21st century building in summer 2021, there are no educational programs affected.

Student Relocation

- Because the Harriet Tubman building is a temporary swing location and does not house its own program, the surplus of the facility does not create student relocation considerations. As a result, there are no changes to transportation implications, racial composition data, or available receiving school options to be considered.

Proposed Surplus of 138 Harriet Tubman Building



Date: 10/26/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facility Information

Type: Traditional elementary		State-rated capacity: 251
Grades served: Pre-kindergarten -5		Building utilization rate: SWING
Address: 1807 W. Harlem Avenue, 21217 Planning area: W		
Date constructed: 1976		
Site size: 1.12 acres		
Building area: 48,600 sq. ft.		

Facilities Condition Assessment

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Harriet Tubman	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the Harriet Tubman building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

West Baltimore Building #80

201 North Bend Road
Baltimore, MD 21229

Summary

- The West Baltimore building is located in southwest Baltimore. It originally housed the West Baltimore Middle School program until it closed in 2010. Since then the West Baltimore building has housed other programs and has been used as a swing location for several 21st Century schools, most recently Mary E. Rodman Elementary School and Calverton Elementary/Middle School. Mary E. Rodman moved into its renovated 21st century building in fall 2020, and Calverton will move into its renovated 21st century building in summer 2021.

- The building may need to be used as swing space during construction at North Bend Elementary School, so is recommended for surplus after school year 2021-22.
- Once Calverton returns to its permanent facility and construction is complete at North Bend, the district will no longer have an educational use for the West Baltimore Middle facility.

Recommendation

- Surplus the West Baltimore building in summer 2022 after it is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Surplusing the West Baltimore building reduces excess district capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.

Reasons for Surplus

- The building has been a swing location for several 21st Century schools, most recently Mary E. Rodman Elementary School and Calverton Elementary/Middle School. Mary E. Rodman moved into its renovated 21st century building in school year 2020-21, and Calverton will move into its renovated 21st century building in summer 2021. The building may be needed as a swing space for North Bend Elementary School during construction in that building scheduled to occur in school year 2021-22. After this, the building will no longer be needed as a swing location or for educational purposes.

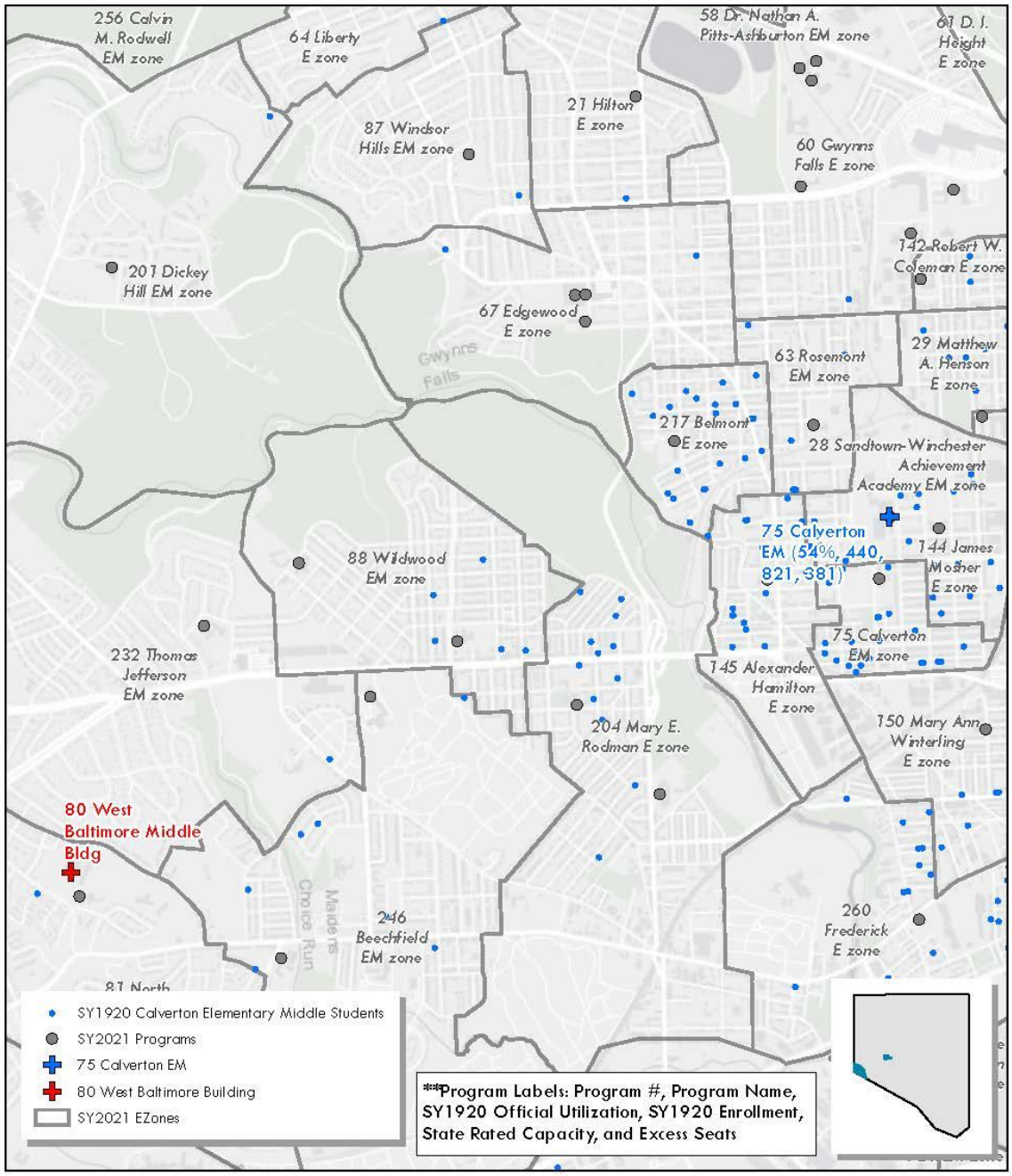
Educational Programs Affected

- Because West Baltimore Middle School closed in 2010, and Calverton Elementary/Middle School will be moving into its renovated 21st century building in summer 2021, there are no educational programs affected.

Student Relocation

- Because the West Baltimore building is a temporary swing location and does not house its own program, the surplus of the facility does not create student relocation considerations. As a result, there are no changes to transportation implications, racial composition data, or available receiving school options to be considered.

Proposed Surplus of West Baltimore Building #80



Date: 10/26/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facility Information

Type: Traditional elementary/middle		State-rated capacity: 1460
Grades served: Pre-kindergarten – 8		Building utilization rate: SWING
Address: 201 North Bend Road, 21229 Planning area: W		
Date constructed: 1963		
Site size: 27 acres		
Building area: 191,836 sq. ft.		

Facilities Condition Assessment

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing		Elevators	Fire
West Baltimore building	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the West Baltimore building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

William C. March Building #263

2050 N. Wolfe Street
Baltimore, MD 21213

Summary

- The William C. March building is located in east Baltimore. It originally housed William C. March Middle School which closed in 2013. Since then it has served as swing space, most recently for Fort Worthington Elementary/Middle School, and currently Harford Heights Elementary School while the Harford Heights building is renovated as a part of the 21st Century School Buildings plan. Harford Heights Elementary School will be

moving into its renovated building as a co-location with Sharp-Leadenhall in summer 2021.

- Once Harford Heights returns to its permanent facility the building will be demolished as the district will no longer have an educational use for the facility; however, per the 21st Century Buildings Plan, City Schools will retain the use of the land as a part of the Harford Heights campus.

Recommendation

- Surplus the William C. March building in summer 2021 after it is no longer needed for educational purposes and retain the land for use by the Harford Heights campus.

Opportunities/ Potential Impact

- Surplusing the William C. March building reduces excess district capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.
- Given the importance of this school name and desire to maintain the history of schools, staff is exploring ways to honor the history of schools named after important persons, particularly those rooted in the history of our students and Baltimore and/or Maryland, in our portfolio of schools.

Reasons for Surplus

- The William C. March building has been used as a swing space for Harford Heights Elementary School while the Harford Heights building is renovated as a part of the 21st Century School Buildings plan. Harford Heights Elementary School will be moving into its renovated 21st century building as a co-location with Sharp-Leadenhall Elementary School in summer 2021, after which, the William C. March building will no longer be needed for educational purposes. The land will be retained for use by the district as part of the Harford Heights campus that houses both Harford Heights Elementary School and Sharp-Leadenhall Elementary School.

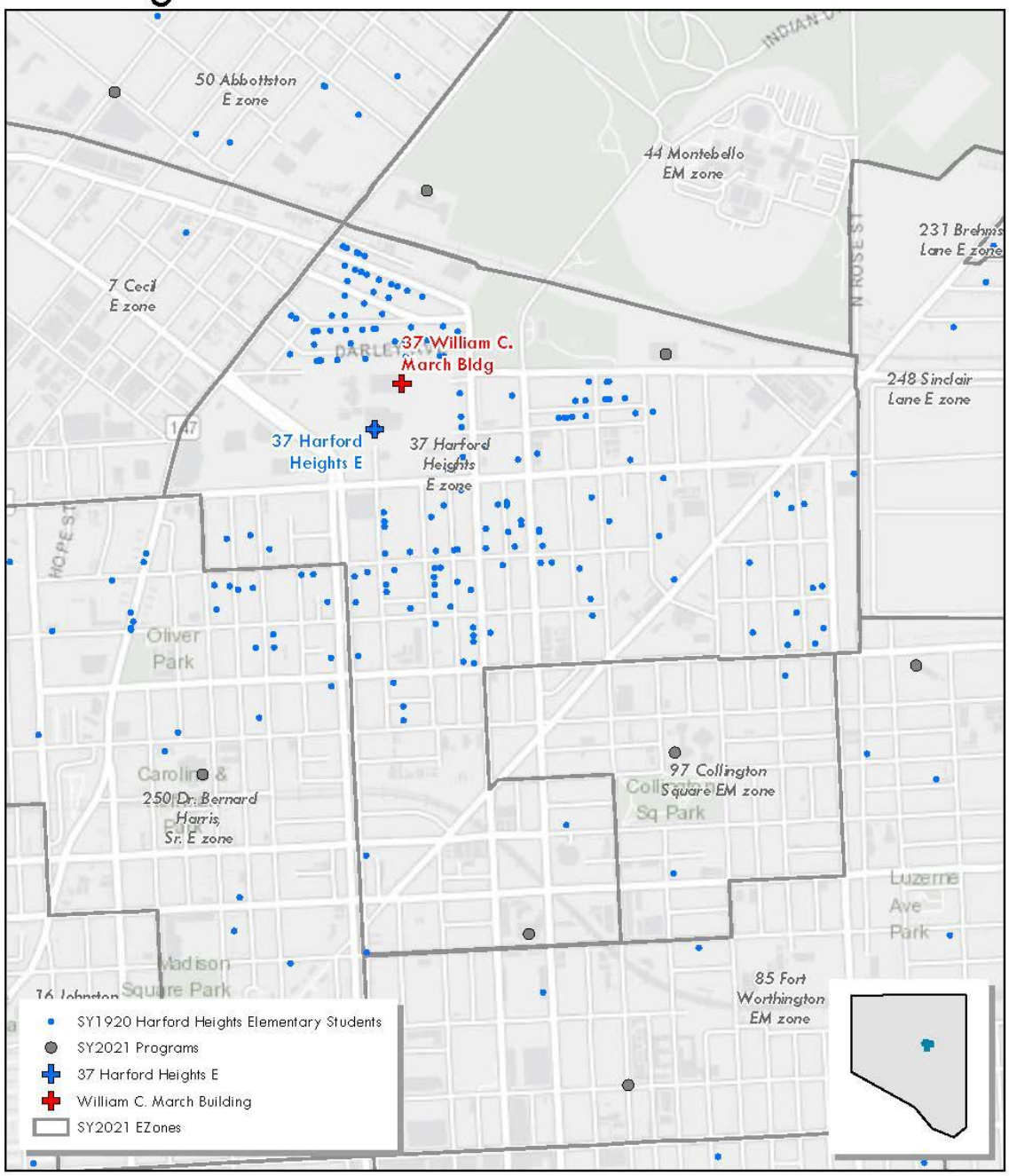
Educational Programs Affected

- Because the William C. March Middle School closed in 2013, and Harford Heights will be moving from the building into its renovated 21st century building in summer 2021, there are no educational programs affected.

Student Relocation

- Because the William C. March building is a temporary swing location and does not house its own program, the surplus of the facility does not create student relocation considerations. As a result, there are no changes to transportation implications, racial composition data, or available receiving school options to be considered.

Proposed Surplus of 37 William C. March Building



N

0 0.13 0.25 0.5 Miles

Date: 10/26/2020

BALTIMORE CITY PUBLIC SCHOOLS

Facility Information

Type: Traditional elementary /middle		State-rated capacity: 751
Grades served: Pre-kindergarten – 8		Building utilization rate: SWING
Address: 2050 N. Wolfe Street, 21213 Planning area: E		
Date constructed:		
Site size: acres		
Building area: 131,860 sq. ft.		

Facilities Condition Assessment

- The William C. March building was not included in the Facility Condition Assessment because it is part of the 21st Century School Buildings program and on Exhibit 6 to be surplused to Baltimore City.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
William C. March	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Summarized in the table above are the conditions of the **major building systems and components** that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is an asset inventory meant to capture information on all major building systems to the individual component level, including all components considered capital repair items. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.*

Financial Considerations

- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building.
- Once the William C. March building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Programs, Services, and Facilities at Proposed Receiving and Sending Schools

	Alexander Hamilton Elementary School #145	James Mosher Elementary School #144	Calverton Elementary/Middle School #75	Guilford Elementary/Middle School #214	Walter P. Carter Elementary/Middle School #134
Instructional Programs					
Visual Art (indicate yes or no)	Yes	Yes	Yes	Yes	No
Physical Education (indicate yes or no)	Yes	Yes	Yes	Yes	Yes
Music (indicate yes or no and type - vocal, instrumental, or general)	Yes	No	No	Yes	No
Dance (indicate yes or no)	No	No	No	No	Yes
Drama (indicate yes or no)	No	No	No	No	No
Gifted and Advanced Learning (indicate what the school offers for gifted and talented students)	None	None	Designated GAL lead and ancillary curricula materials to support GAL students in grades k-5.	None	None
CTE Programs (indicate specific courses offered)	n/a	n/a	n/a	n/a	n/a
Apex Online Credit Recovery	n/a	n/a	n/a	n/a	n/a
ESOL (indicate yes or no)	No	No	No	No	No
World Language	No	No	Foreign Language Exploration	Foreign Language Exploration	Spanish and Foreign Language Exploration
Math Intervention Course	No	No	No	No	No
Reading Intervention Course	No	No	No	No	No
Before/After Programs					
Before/After Programs (indicate yes or no)	Yes	Yes	Yes	Yes	Yes

	Alexander Hamilton Elementary School #145	James Mosher Elementary School #144	Calverton Elementary/Middle School #75	Guilford Elementary/Middle School #214	Walter P. Carter Elementary/Middle School #134
Community School (indicate yes or no)	Yes	Yes	Yes	Yes	Yes
Title I Program (indicate yes or no)	Yes	Yes	Yes	Yes	Yes
Personnel					
Classroom teacher	10	20.5	19	17	27
Paraeducator	1	11	3	4	8
Assistant Principal	0	0	1	0	1
Educational Associate/10mth	1	0	3	0	1
Educational Associate/12mth	0	0	0	0	0
IEP Team Associate	0	1	1	1	1
Social Worker	1	1	1	1	1
Guidance Counselor	0	0	0.5	0	0
School Psychologist	0.2	0.5	0.4	0.5	0.6
Library/Media Specialist	0	0	0	0	0
Speech Pathologist	0.4	1.6	0.6	0.6	1.6
Grand Total	**13.6**	**35.6**	**29.5**	**24**	**41.2**
Facilities (indicate yes or no for each area)					
Gymnasium	Yes	Yes	No	Yes	Yes
Auditorium/Multipurpose Room	No	Yes	Yes	No	No
Library Media Center	Yes	Yes	Yes	Yes	Yes

	Alexander Hamilton Elementary School #145	James Mosher Elementary School #144	Calverton Elementary/Middle School #75	Guilford Elementary/Middle School #214	Walter P. Carter Elementary/Middle School #134
Labs (indicate number of labs for each type)					
Designated Computer Lab (not incl CTE)	0	1	4	2	1
Science Lab	0	1	4	2	1
Other					
School Based Health Center (indicate yes or no)	No	No	No	No	No
Active Community/Business Partnerships	It Takes a Village, Inc.; Girl Scouts of Central MD; Rosemont Community Interfaith Coalition	Behavioral Health System Baltimore; Project Restore; The Movement Team; Kingdom Life Church	It Takes A Village, Inc; Port Discovery	Strong City Baltimore; Girl Scouts; Child First Authority; Towson University; Loyola University; Maryland Food Bank; Morgan State University	YMCA of Central Maryland
Citywide Special Education Programs		2 PAL classrooms		3 Life Skills classrooms	

	Lois T. Murray Elementary/Middle School #313	Sharp-Leadenhall Elementary School #314	Harford Heights Elementary School #37	Lockerman Bundy Elementary School #261	Mary Ann Winterling Elementary School at Bentalou
Instructional Programs					
Visual Art (indicate yes or no)	Yes	Yes	Yes	Yes	Yes
Physical Education (indicate yes or no)	Yes	Yes	Yes	Yes	Yes
Music (indicate yes or no and type - vocal, instrumental, or general)	Yes	Yes	Yes	Yes	Yes
Dance (indicate yes or no)	No	No	Yes	No	No
Drama (indicate yes or no)	No	No	Yes	No	No
Gifted and Advanced Learning (indicate what the school offers for gifted and advanced students)	None	None	Designated GAL lead and ancillary curricula materials to support GAL students in grades K-5	Designated GAL lead and ancillary curricula materials to support GAL students in grades K-5	Designated GAL lead and ancillary curricula materials to support GAL students in grades K-5
CTE Programs (indicate specific courses offered)	n/a	n/a	n/a	n/a	n/a
Apex Online Credit Recovery	n/a	n/a	n/a	n/a	n/a
ESOL (indicate yes or no)	No	No	No	No	NO
World Language	No	No	No	No	No
Math Intervention Course	No	No	No	No	No
Reading Intervention Course	No	No	No	No	No
Before/After Programs					
Before/After Programs (indicate yes or no)	No	No	Yes	Yes	Yes
Community School (indicate yes or no)	No	Yes	Yes	Yes	Yes

	Lois T. Murray Elementary/Middle School #313	Sharp-Leadenhall Elementary School #314	Harford Heights Elementary School #37	Lockerman Bundy Elementary School #261	Mary Ann Winterling Elementary School at Bentalou
Title I Program (indicate yes or no)	Yes	Yes	Yes	Yes	Yes
Personnel					
Classroom teacher	13	12	27.5	13	16
Paraeducator	12	8	7	2	2
Assistant Principal	1	1	1	0	1
Educational Associate/10mth	0	0	0	3	0
Educational Associate/12mth	0	0	0	0	0
IEP Team Associate	1	1	1	0.6	0.4
Social Worker	1	1	1	1	1
Guidance Counselor	0	0	0.5	0	0
School Psychologist	0.2	1	1.1	0.4	0.4
Speech Pathologist	2	0	1	0.4	1
Library/Media Specialist	0	0	0	0	0
Grand Total	**30.2**	**24**	**41.1**	**20.4**	**22.4**
Facilities (indicate yes or no for each area)					
Gymnasium	Yes	Yes	Yes	Yes	Yes
Auditorium/Multipurpose Room	No	No	Yes	No	Yes
Library Media Center	No	Yes	Yes	Yes	Yes
Labs (indicate number of labs for each type)					

	Lois T. Murray Elementary/Middle School #313	Sharp-Leadenhall Elementary School #314	Harford Heights Elementary School #37	Lockerman Bundy Elementary School #261	Mary Ann Winterling Elementary School at Bentalou
Designated Computer Lab (not incl CTE)	0	Part of library	1	1	1
Science Lab	0	No	0	0	0
Other					
School Based Health Center (indicate yes or no)	No	No	No	No	No
Active Community / Business Partnerships (list all partnerships)	Idlewilde U.M.C.; Maryland Academy of Dance, Rhythm Works; Motor Activity Training Program – Special Olympics; Morgan State University - Adaptive	Family Focus Action Team Swimming; Special Olympics Computer Program; Verizon Breakfast Reading Club; Verizon Math Club; Drug Free Program; Good Citizens Club	Head Start; Judy Center; Holistic Life Foundation; MD Food Bank; Child First Authority	Experience Corps; Bon Secours Community Works; MD Food Bank; Baltimore Symphony Orchestra OrchKids; Time Organization; Reading Partners; RBF Tutors; Baltimore Urban League; Port Discovery Children's Museum; Safeway Foundation	Baltimore Symphony Orchestra OrchKids, Villa Maria; Bon Secours Community Works; Ravens Foundation; Kaiser Permanente
Citywide Special Education Programs	Entire School is an LRE-F Separate Public Day School	Entire School is an LRE-F Separate Public Day School	2 PRIDE classrooms	None	None

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