School Closures, Building Surplusing, and School Relocations

Approved on January 12, 2021, by the Baltimore City Board of School Commissioners. Decision issued on February 11, 2021.
Baltimore City Public Schools (City Schools) is committed to ensuring 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. Each year, City Schools conducts a review of its schools to ensure that a range of school options exists in every area of the city and that all schools are able to do the best job possible of positioning students to succeed. This annual review includes 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 and ongoing evaluation of school buildings to guide renovation and replacement under the 21st Century School Buildings Plan.

In November 2020, following the annual school review conducted in spring through fall of 2020, the district recommended closing three traditional schools at the end of school year 2020-21 and surplusing the buildings in summer 2021; relocating one separate public day school at the end of school year 2020-21 and surplusing the building in summer 2021; relocating one separate public day school and expanding the grade bands served at the school effective for school year 2021-22, and surplusing the building in summer 2021; and surplusing three additional school buildings in summer 2021.1

In compliance with the Code of Maryland Regulations (COMAR), the decision to close schools and to dispose of school buildings requires time and community input. Community engagement is a pillar of City Schools’ work, and the district therefore urged the public to provide input to inform the decision-making process and to help make sure necessary steps were being taken to meet the needs of students, families, and school communities.

The following report presents the details of the recommended school closures and building surplusing; the public engagement process; and the Baltimore City Board of School Commissioners’ (the Board’s) decisions regarding the recommendations.

Summary of the Recommendations

Closures with Building Surplus

- Close Alexander Hamilton Elementary School at the end of the 2020-21 school year. 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

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1 After the report was published in November 2020, an additional building surplus recommendation was brought to the Board of Commissioners on January 12, 2021. The Board will vote on this recommendation on March 9, 2021. Additionally, the vote on the West Baltimore Building was postponed to March 9, 2021 so that the vote can include consideration of what portions of the land to surplus to ensure sufficient space for the elementary/middle program located on the campus. An additional surplus report will be created as an addendum to this report for these 2 buildings.
grades 3 through 8 to Calverton Elementary/Middle. Surplus the Alexander Hamilton building in summer 2021 when it is no longer needed for educational purposes.

- 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 in summer 2021 when it is no longer needed for educational purposes.

- Close 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. Starting in 2020-21, new students on the other side of Route 40 will be rezoned to Harlem Park Elementary/Middle School; existing students who live in this area and currently attend either Mary Ann Winterling or Lockerman Bundy may remain enrolled at Mary Ann Winterling. Surplus the Lockerman Bundy building in summer 2021 when it is no longer needed for educational purposes.²

Relocation with Building Surplus

- Relocate the Lois T. Murray program to its new specially designed space in the new 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.

Relocation with Grade Band Expansion and Building Surplus

- 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 1 through 5 to serving students in grades 1 through 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.

Additional Building Surplus

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

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

- 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.

Public Engagement

Beginning at a public meeting on November 10, 2020, when the Board received the district’s recommendations on school closures and building surplusing, the district encouraged the public to provide input to inform decision making and to help make sure City Schools continues to take the necessary steps to meet the needs of its students, families, and school communities.

Taking the Recommendations to the Community

² The recommendation has been modified since originally presented in November 2020 to clarify that new students on the other side of Route 40 would be rezoned to Harlem Park. This zone change will not affect current students at Lockerman Bundy or Mary Ann Winterling.
City Schools held at least one school-based meeting at each of the schools recommended for closure, relocation and/or surplus. These individual meetings, held between November 12 and 24, 2020, were designed to allow families, staff, and community members to provide feedback and ask questions of district staff regarding the closure of their school recommendation, relocation recommendation of their school and/or the surplusing of school buildings.

A formal, state-mandated public hearing on the recommendations was held on December 2, 2020, and a special Board session to hear public feedback was held on December 16, 2020. As City Schools continues to fight COVID-19, both meetings were held virtually with the link to join posted on the City Schools website and emailed to families, staff, and partners at affected schools; both were broadcast on the district’s cable television station (Education Channel 77, available through the Comcast cable service in Baltimore City) and streamed live on the Internet.

Prior to the community meetings at each school, City Schools released a report with its recommendations. Copies were provided to members of the Board and uploaded to the City Schools website with a link to the report on each individual school’s web page. The Mayor of Baltimore, along with city and state elected officials representing the districts of each affected school, were contacted about the recommendations. A printed copy of the report was provided to affected schools to be available for review by the public and links to the report were shared by email and at community meetings for affected school communities. Copies of the report were also available upon request from the district’s Office of New Initiatives.

In addition to the community meetings and the public hearings, school-based steering committees were created at each school proposed for closure or relocation, and each building proposed for surplus. Each of the steering committees met at least once and were charged with providing written comments to City Schools’ Chief Executive Officer (CEO) and staff regarding the proposed closure or relocation of the steering committee’s school. Members of the steering committees will continue to be engaged in the schools’ transitions in the coming months.

The Board also accepted written comment or data on the proposed closures, surplusing, and relocations until 5:00 p.m. on Friday, January 8, 2021. Stakeholders were advised to send their comments to the Board via postal or electronic mail.

Notice

To inform the community about the portfolio review process and to encourage feedback on its recommendations, City Schools employed a variety of communication methods. As noted above, the report with initial recommendations that was presented to the Board at its meeting on November 10, 2020, was also posted on City Schools’ website and linked on individual school webpages. The Board meeting itself was televised (on Education Channel 77) and streamed online.

Formal notice providing detailed information about the December 2 public hearing and December 16 special Board session were advertised in the November 11, 2020, editions of two local newspapers, The Baltimore Sun and The Daily Record. The notice also included information about submitting written comment.
Copies of the formal notice and letters notifying families of the proposed school closures, relocations, or surplusing, along with information about school-based meetings and opportunity to provide oral and written feedback, were emailed to families at affected schools with more than two weeks prior to the December 2 public hearing and linked on City Schools’ website. The notice was also available in the written recommendations report, which was made available online and at affected schools, as noted above. Finally, automated telephone calls were made and text messages were sent to families at all schools included in the recommendations to notify them of the special session and public hearing; email messages were sent to families for whom City Schools had working email addresses; information was provided via recorded message on the district’s automated telephone directory system; and notice was shared with steering committee members.

Recommendations Regarding Closures, Building Surplusing, and Relocations

Following are recommendations presented to the Board at its public meeting on November 10, 2020, as part of the Annual Review of Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Hamilton Elementary</td>
<td>Close at the end of the 2020-21 school year; surplus building in summer 2021</td>
</tr>
<tr>
<td>Guilford Elementary/Middle School</td>
<td>Close at the end of the 2020-21 school year; surplus building in summer 2021</td>
</tr>
<tr>
<td>Lockerman Bundy Elementary School</td>
<td>Close at the end of the 2020-21 school year; surplus building in summer 2021</td>
</tr>
<tr>
<td>Lois T. Murray Elementary/Middle School</td>
<td>Relocate program to renovated 21st Century Walter P. Carter building for school year 2021-22; surplus building in summer 2021</td>
</tr>
<tr>
<td>Sharp-Leadenhall Elementary School</td>
<td>Expand grade bands from grades 1 to 5 to 1 to 8 and relocate program to renovated 21st Century Harford Heights building for school year 2021-22; surplus building in summer 2021</td>
</tr>
<tr>
<td>Harriet Tubman Building</td>
<td>Surplus building in summer 2021</td>
</tr>
<tr>
<td>West Baltimore Building</td>
<td>Surplus building in summer 2022</td>
</tr>
<tr>
<td>William C. March Building</td>
<td>Surplus building in summer 2021; retain land</td>
</tr>
<tr>
<td>Northwestern Building</td>
<td>Change surplus date from 2021 to 2025</td>
</tr>
</tbody>
</table>

On January 12, 2021, the Board received a new recommendation to surplus the Winston building. The Board will vote on this recommendation on March 9, 2021. An additional surplus report will be created as an addendum to this report following the March 9, 2021 Board vote.
Board Vote

On January 12, 2021, beginning at 5:00 p.m., the Board held a public meeting at which it voted on the annual review recommendations. As City Schools continues to fight COVID-19, all Board meetings are held virtually at this time. In accordance with standard procedures, this meeting was televised on Education Channel 77 and was streamed online in real time.

Code of Maryland Regulations

As required by COMAR, the Board considered these factors when voting on whether the recommended schools should be closed, the recommended buildings should be surplused to the city, and the recommended schools should be relocated:

- Student enrollment trends
- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation
- Impact on community in geographic attendance area for school proposed to be closed and school or schools to which students would relocate

The Vote

Eight of the nine Board voting members attended the January 12, 2021 meeting (one member was having technical difficulties and was not present for the first two votes on Alexander Hamilton and Guilford). The Board votes on the recommendations are as follows.

<table>
<thead>
<tr>
<th>School</th>
<th>Recommendation</th>
<th>Board Action</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Hamilton Elementary</td>
<td>Close at the end of the 2020-21 school year; adjust the zone so pre-kindergarten to grade 2 students go to James Mosher Elementary School; students in grades 3 through 8 go to Calverton Elementary/Middle; and surplus building in summer 2021</td>
<td>Adopted</td>
<td>7-0</td>
</tr>
<tr>
<td>Guilford Elementary/Middle School</td>
<td>Close at the end of the 2020-21 school year; expand the Walter P. Carter Elementary/Middle School zone to include the</td>
<td>Adopted</td>
<td>7-0</td>
</tr>
<tr>
<td>Building/Program</td>
<td>Recommendation</td>
<td>Adoption Status</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Guilford zone; surplus building in summer 2021</strong></td>
<td>Close at the end of the 2020-21 school year; 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, new students on the other side of Route 40 will be rezoned to Harlem Park Elementary/Middle School; surplus building in summer 2021</td>
<td>Adopted 8-0</td>
<td></td>
</tr>
<tr>
<td><strong>Lockerman Bundy Elementary School</strong></td>
<td>Relocate program to renovated 21st Century Walter P. Carter Building for school year 2021-22; surplus Lois T. Murray building in summer 2021</td>
<td>Adopted 8-0</td>
<td></td>
</tr>
<tr>
<td><strong>Lois T. Murray Elementary/Middle School</strong></td>
<td>Expand grade bands from grades 1 to 5 to 1 to 8 and relocate program to renovated 21st Century Harford Heights building for school year 2021-22; surplus Sharp-Leadenhall building in summer 2021</td>
<td>Adopted 8-0</td>
<td></td>
</tr>
<tr>
<td><strong>Sharp-Leadenhall Elementary School</strong></td>
<td>Surplus building in summer 2021</td>
<td>Adopted 8-0</td>
<td></td>
</tr>
<tr>
<td><strong>Harriet Tubman building</strong></td>
<td>Surplus building in summer 2021</td>
<td>Vote postponed until March 9, 2021 Board meeting</td>
<td></td>
</tr>
<tr>
<td><strong>West Baltimore building</strong></td>
<td>Surplus building in summer 2022</td>
<td>Vote postponed until March 9, 2021 Board meeting</td>
<td></td>
</tr>
<tr>
<td><strong>William C. March building</strong></td>
<td>Surplus building in summer 2021; retain land per the 21st Century School Buildings Plan</td>
<td>Adopted 8-0</td>
<td></td>
</tr>
</tbody>
</table>

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3 The recommendation has been modified since originally presented in November 2020 to clarify that new students on the other side of Route 40 would be rezoned to Harlem Park. This zone change will not affect current students at Lockerman Bundy or Mary Ann Winterling.
Specific details regarding the recommendations, the Board’s decisions, and supporting rationale follow.

CLOSURES (with surpling where applicable)

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 8 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 21st century buildings, 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 paths 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.

Board Action
• On January 12, 2021, the Board voted in favor of the CEO’s recommendation to close Alexander Hamilton at the end of school year 2020-21, to adjust the Mosher and Calverton zones according to the recommendation and to surplus the Alexander Hamilton Building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

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.

<table>
<thead>
<tr>
<th>PARCC Results</th>
<th>School</th>
<th>District</th>
<th>School</th>
<th>District</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (grades 3–5), meeting or exceeding expectations</td>
<td>6.0%</td>
<td>15.6%</td>
<td>&lt;5%</td>
<td>16.9%</td>
<td>5.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Math (grades 3–5), mean scale score</td>
<td>704</td>
<td>716</td>
<td>702</td>
<td>716</td>
<td>705</td>
<td>717</td>
</tr>
<tr>
<td>ELA (grades 3–5), meeting or exceeding expectations</td>
<td>7.0%</td>
<td>14.2%</td>
<td>&lt;5%</td>
<td>16.5%</td>
<td>9.2%</td>
<td>17.9%</td>
</tr>
<tr>
<td>ELA (grades 3–5), mean scale score</td>
<td>702</td>
<td>712</td>
<td>701</td>
<td>714</td>
<td>699</td>
<td>715</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate (%)</td>
<td>95.0%</td>
<td>91.2%</td>
<td>87.7%</td>
<td>87.1%</td>
<td>89.2%*</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>35</td>
<td>21</td>
<td>&lt;10</td>
<td>11</td>
<td>&lt;10</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k</td>
<td>34</td>
<td>39</td>
<td>18</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>K</td>
<td>41</td>
<td>29</td>
<td>35</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>31</td>
<td>23</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>37</td>
<td>25</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
<td>29</td>
<td>31</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>26</td>
<td>21</td>
<td>34</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>34</td>
<td>25</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>254</td>
<td>225</td>
<td>178</td>
<td>160</td>
<td>156</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>2019-20 School Year</th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% American Indian</th>
<th>% Non-Hispanic Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Hamilton ES</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>James Mosher ES</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Calverton EMS</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

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

Date: 10/26/2020
Facility Data

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Hamilton</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
</tbody>
</table>

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 baltimorocityschools.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.

Community Feedback and Input, and District Response

- As the recommendation to close Alexander Hamilton Elementary School has been a part of the 21st Century School Buildings Plan, the school community has been engaged with the transition to merge with James Mosher Elementary School and Calverton Elementary/Middle School for a few years. As such, the community did not voice any concerns.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, Alexander Hamilton Elementary School will close at the end of school year 2020-21. The James Mosher and Calverton zones will merge into one zone and include the former Alexander Hamilton zone; students in pre-kindergarten to grade 2 students will be zoned to James Mosher Elementary School and
students in grades 3 through 8 will be rezoned to Calverton Elementary/Middle. The Alexander Hamilton building will be surplused in summer 2021.

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 new Walter P. Carter building. Walter P. Carter was selected as the facility to rebuild 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 a 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 costs.

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 Elementary/Middle will improve students’ opportunities for success by enabling them to attend a new 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 costs.
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.

Board Action

- On January 12, 2021, the Board voted in favor of the CEO’s recommendation to close Guilford Elementary/Middle School at the end of school year 2020-21, to expand the Walter P. Carter Elementary/Middle School zone to include the Guilford zone, and to surplus the Guilford building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

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.

<table>
<thead>
<tr>
<th>PARCC Results -</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (grades 3–5), meeting or exceeding expectations</td>
<td>6.2%</td>
<td>15.6%</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>Math (grades 3–5), mean scale score</td>
<td>710</td>
<td>716</td>
<td>703</td>
</tr>
<tr>
<td>ELA (grades 3–5), meeting or exceeding expectations</td>
<td>7.0%</td>
<td>14.2%</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>ELA (grades 3–5), mean scale score</td>
<td>707</td>
<td>712</td>
<td>706</td>
</tr>
<tr>
<td>Math (grades 6–8), meeting or exceeding expectations</td>
<td>&lt;5%</td>
<td>8.6%</td>
<td>&lt;5%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>School Climate</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate (%)</td>
<td>95.0%</td>
<td>89.9%</td>
<td>88.6%</td>
<td>88.6%</td>
<td>84.6%</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>17</td>
<td>51</td>
<td>12</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k</td>
<td>41</td>
<td>28</td>
<td>29</td>
<td>34</td>
<td>13</td>
</tr>
<tr>
<td>K</td>
<td>43</td>
<td>30</td>
<td>29</td>
<td>31</td>
<td>28</td>
</tr>
<tr>
<td>1</td>
<td>36</td>
<td>34</td>
<td>24</td>
<td>29</td>
<td>25</td>
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<tr>
<td>2</td>
<td>33</td>
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<td>3</td>
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<td>4</td>
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<td>16</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>32</td>
<td>34</td>
<td>31</td>
<td>35</td>
<td>34</td>
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<tr>
<td>8</td>
<td>32</td>
<td>34</td>
<td>32</td>
<td>39</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>311</td>
<td>275</td>
<td>305</td>
<td>262</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>2019-20 School Year</th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% American Indian</th>
<th>% Non-Hispanic Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guilford Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Walter P. Carter Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

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.
Facility Data

| 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

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guilford</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
</tbody>
</table>

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 $2,015,121 million 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.

Community Feedback and Input, and District Response

- Guilford community members had many questions about the future use of the Guilford building and the process for determining that use. Staff from Baltimore City Planning were present at the community meeting and shared the process for determining use once the building is returned to the City of Baltimore, and how the City engages with the community throughout that process.
- Guilford parents expressed excitement about the new Walter P. Carter building and conveyed a readiness for their children to have the opportunity to attend this school.
- Guilford staff were concerned about students understanding and being involved in the transition process, and resources to support the social-emotional well-being of students while going through this difficult transition at the same time they are experiencing challenges to their daily lives related to COVID-19. Staff shared that the school steering committee would continue to meet to identify needs and to support students and staff through the transition.

Summary of Board’s Final Decision

Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a
portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, Guilford Elementary/Middle School will close at the end of school year 2020-21, the Walter P. Carter Elementary/Middle School zone will expand to include the former Guilford zone and the Guilford building will be surplused in summer 2021.

Lockerman Bundy Elementary School
301 N. Pulaski St
Baltimore, MD 21223

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 and 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 Elementary at Bentalou 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 costs.

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. New 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.

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The recommendation has been modified since originally presented in November 2020 to clarify that new students on the other side of Route 40 would be rezoned to Harlem Park. This zone change will not affect current students at Lockerman Bundy or Mary Ann Winterling.
• 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.

Board Action
• On January 12, 2021, the Board voted in favor of the CEO’s recommendation to close Lockerman Bundy Elementary School at the end of school year 2020-21, to adjust the Mary Ann Winterling zone according to the recommendation and to surplus the Lockerman Bundy building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (grades 3–5), meeting or exceeding expectations</td>
<td>26.1%</td>
<td>22.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>Math (grades 3–5), mean scale score</td>
<td>725</td>
<td>724</td>
<td>715</td>
</tr>
<tr>
<td>ELA (grades 3–5), meeting or exceeding expectations</td>
<td>9.9%</td>
<td>15.7%</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
</tbody>
</table>
ELA (grades 3–5), mean scale score

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k</td>
<td>48</td>
<td>41</td>
<td>40</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>K</td>
<td>42</td>
<td>38</td>
<td>46</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>1</td>
<td>43</td>
<td>37</td>
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<td>5</td>
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<tr>
<td>Total</td>
<td>279</td>
<td>265</td>
<td>266</td>
<td>221</td>
<td>215</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate (%)</td>
<td>93.0%</td>
<td>90.8%</td>
<td>89.1%</td>
<td>88.6%</td>
<td>90.9%</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

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.

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, new 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 current students in this area, 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.

<table>
<thead>
<tr>
<th>2019-20 School Year</th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% American Indian</th>
<th>% Non-Hispanic Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockerman Bundy Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Mary Ann Winterling Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

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
Facility Information

<table>
<thead>
<tr>
<th>Type: Traditional elementary school</th>
<th>State-rated capacity: 255</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades served: Pre-kindergarten – 5</td>
<td>Building utilization rate: 87% (2019-20)</td>
</tr>
<tr>
<td>Address: 301 N. Pulaski Street, 21223</td>
<td></td>
</tr>
<tr>
<td>Planning area: W</td>
<td></td>
</tr>
<tr>
<td>Date constructed: 1978</td>
<td></td>
</tr>
<tr>
<td>Site size: .98 acres</td>
<td></td>
</tr>
<tr>
<td>Building area: 48,600 sq. ft.</td>
<td></td>
</tr>
</tbody>
</table>

Facilities Condition Assessment

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockerman Bundy</td>
<td>Fair</td>
<td>Fair</td>
<td>Poor</td>
<td>Fair</td>
<td>Fair</td>
<td>Poor</td>
<td>Fair</td>
<td>Fair</td>
<td>--</td>
<td>Poor</td>
</tr>
</tbody>
</table>

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.

Community Feedback and Input, and District Responses

- Lockerman Bundy parents, students, staff, and community members shared the importance of the relationships between staff, students, and families at Lockerman Bundy and the strong school culture. Preserving the relationships and strong sense of community of the school was the most important aspect expressed by the Lockerman Bundy community. One parent shared that this year especially it has become clearer that the school is so much more than the building. District staff shared that it is a goal of this transition to keep both schools as whole as possible, so that the close relationships formed between families and staff may continue in the merged school.
- Both the Lockerman Bundy school community and the Mary Ann Winterling school community were outspoken in their support for their school leaders. Both school communities had questions about the principal of the combined school and what that selection process will look like. Typically, when the district combines school communities, a community selection process starts that includes representative families, students and staff from both schools. If the recommendation is approved by the Board in January, more information will be shared on this process after that, prior to the budget process.
• A few members of the Lockerman Bundy community proposed alternative solutions to merging the two schools in the Mary Ann Winterling building. One solution proposed by the community was co-locating the two schools in the Mary Ann Winterling building rather than merging the two schools. This would not solve the financial challenges each school has had, as the enrollment of each school would still be too small. Additionally, the Mary Ann Winterling building is not suited for two schools to be co-located. The community also proposed turning Lockerman Bundy into an early learning site serving grades pre-k to 2, and Mary Ann Winterling into an upper elementary site, serving grades 3-5. This would not address the issue of ensuring enough funding to support programming at each school as the student populations would still be too small.

• The Lockerman Bundy school community expressed concern over the strong partnerships at the school and whether those would follow to the merged school. As indicated above, it is the goal of this transition to keep both schools as whole as possible, including partnerships. The ultimate decision about partnerships and programming will be determined by the school leader in conjunction with the community during the budget process for school year 2021-22.

Summary of Board’s Final Decision
• Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, Lockerman Bundy Elementary School will close at the end of school year 2020-21 and the Mary Ann Winterling zone will expand to include the former Lockerman Bundy zone as described in the recommendation. A portion of the zone as described in the recommendation will be absorbed by Harlem Park Elementary/Middle School for new students. The Lockerman Bundy building will be surplused in summer 2021.

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 new Walter P. Carter facility.

**Recommendations**

- Relocate the Lois T. Murray program to its new specially designed space in the new 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 new 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.

**Board Action**

- On January 12, 2021, the Board voted in favor of the CEO’s recommendation to relocate Lois T. Murray to its new specially designed 21st century building in summer 2021 and to surplus the building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  - Student enrollment trends
  - Age or condition of school buildings
  - Transportation
  - Educational programs
  - Racial composition of student body
  - Financial considerations
  - Student relocation
  - Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

**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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate (%)</td>
<td>92.7%</td>
<td>91.9%</td>
<td>88.4%</td>
<td>85.0%</td>
<td>87.7%*</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>46</td>
<td>48</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

Educational Programs Affected
- Of the 34 staff members at Lois T. Murray, 24 are in positions for delivery of instruction.
- There are 44 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.

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

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

**Program Labels and Program Names**: SY2020 Elementary Lois T. Murray; SY2020 Middle Lois T. Murray; Walter P. Carter Elementary/Middle; Lois T. Murray Elementary/Middle (Relocating); SY2021 EM zones.

**SY2020 Program**: Program Name, SY2020 Official Utilization, SY2020 Enrollment, State Rated Capacity, and Excess Seats.

**Program**: SY2021 Programs.

**SY2020 Elementary Lois T. Students**

**SY2020 Middle Lois T. Students**

**Walter P. Carter Elementary/Middle**

**Lois T. Murray Elementary/Middle (Relocating)**

**SY2021 EM zones**

**Legend**

- SY2021 Programs
- SY1920 Elementary Lois T. Students
- SY1920 Middle Lois T. Students
- Walter P. Carter Elementary/Middle
- Lois T. Murray Elementary/Middle (Relocating)
- SY2021 EM zones

**Table**

<table>
<thead>
<tr>
<th>Current Lois T. Murray Commutes</th>
<th>Lois T. Murray Commutes to Walter P. Carter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>5.2 miles</td>
</tr>
<tr>
<td>Minimum</td>
<td>0.73 miles</td>
</tr>
<tr>
<td>Maximum</td>
<td>11 miles</td>
</tr>
</tbody>
</table>

Date: 10/27/2020

Baltimore City Public Schools
Facilities Information

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

Facilities Condition Assessment

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lois T. Murray</td>
<td>Fair</td>
<td>Good</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Poor</td>
<td>Fair</td>
<td>--</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>

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.

Community Feedback and Input, and District Responses

- During the community engagement process around the recommendation, the Lois T. Murray community asked questions and offered feedback about the facility design and accommodations needed in the new building space for the Lois T. Murray student population.
- For example, community members were concerned about access to the library. District staff shared that both principals are working together to develop a collaborative use plan for both schools’ use of the large library in the Walter P. Carter Elementary/Middle school side of the building.
- Community members also expressed concerns about safety and wanted to know what safety features could be in place to address student elopement to areas like the playground, the pond and exits in the cafeteria. Community members wanted to know if barriers could be installed in front of exits. District staff shared that for certain spaces like the exit doors in the cafeteria, these are required for safe egress in emergency situations. However, these concerns will be addressed by a combination of staff monitoring plans...
and design features that could be added to certain spaces. These questions and community suggestions are being addressed at subsequent meetings between the school steering committee and school leadership, the Office of 21st Century School Buildings and the Office of Special Education.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, Lois T. Murray will relocate to its new specially designed space in the new 21st Century Walter P. Carter building in summer 2021. The Lois T. Murray building will be surplus to the City of Baltimore in summer 2021.

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.
- Separate public 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 its newly designed specialized space in 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 1 through 5 to serving students in grades 1 through 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.

Board Action
• On January 12, 2021, the Board voted in favor of the CEO’s recommendation to relocate Sharp-Leadenhall to its new specially designed 21st Century building in summer 2020-21, expand the grade bands served from 1 to 5 to 1 to 8, and to surplus the building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

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 due to 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (grades 3–5), meeting or exceeding expectations</td>
<td>&lt;5%</td>
<td>15.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Math (grades 3–5), mean scale score</td>
<td>708</td>
<td>716</td>
<td>710</td>
</tr>
<tr>
<td>ELA (grades 3–5), meeting or exceeding expectations</td>
<td>&lt;5%</td>
<td>14.2%</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>ELA (grades 3–5), mean scale score</td>
<td>705</td>
<td>712</td>
<td>706</td>
</tr>
</tbody>
</table>

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.
Student attendance rate (%)  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
--- | --- | --- | --- | --- | --- |
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>9</td>
<td>16</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>30</td>
<td>29</td>
<td>18</td>
<td>27</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% America Indian</th>
<th>% Non-Hispanic Multi-racial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019-20 School Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharp Leadenhall Elementary School</td>
<td>83.3%</td>
<td>11.1%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Harford Heights Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

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
Facilities Information

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

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.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharp Leadenhall</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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.

Community Feedback and Input, and District Responses

- Staff at Sharp-Leadenhall expressed overall concerns about the space in the building and having the appropriate space for both elementary aged students and middle grades students. These concerns include having enough classrooms to support the expansion of grade bands. The new Sharp-Leadenhall building has a State Rated Capacity (SRC) of 70. District staff shared a schematic of the building plan that shows there is enough space in the new building to accommodate both elementary and middle grades students in existing classroom spaces; additionally, the new facility has 1.5 intervention rooms that should be able to meet the needs of students based on enrollment.
- Staff at Sharp-Leadenhall expressed concerns about having enough staff at Sharp-Leadenhall specifically to serve the middle grades students and being assigned mixed-grade classes. As a separate public day school, the mixed grades approach is the standard approach across the district and state and is determined based on number of
students and appropriate allocation of staffing. The Office of Special Education will work with the school leadership during the budget process for school year 2021-22 to allocate the appropriate number of staff based on anticipated student needs.

- Staff at Sharp-Leadenhall expressed concerns about the decision-making process for determining placements for students matriculating out of 5th grade. Decisions about placements for students matriculating out of 5th grade will be based on individual student needs through the IEP process, which is driven by data and the expertise of the school-based team and includes parent input.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, Sharp-Leadenhall will relocate to its new specially designed space in the new Harford Heights building in summer 2021, with an expansion of the grade bands served from grades 1 through 5 to grades 1 through 8. The Sharp-Leadenhall building will be surplused to the City of Baltimore in summer 2021.

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.

Board Action
• On January 12, 2021, the Board voted in favor of the CEO’s recommendation to surplus the building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

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
Facility Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Traditional elementary</td>
</tr>
<tr>
<td>State-rated capacity</td>
<td>251</td>
</tr>
<tr>
<td>Grades served</td>
<td>Pre-kindergarten - 5</td>
</tr>
<tr>
<td>Building utilization rate</td>
<td>SWING</td>
</tr>
<tr>
<td>Address</td>
<td>1807 W. Harlem Avenue, 21217</td>
</tr>
<tr>
<td>Planning area</td>
<td>W</td>
</tr>
<tr>
<td>Date constructed</td>
<td>1976</td>
</tr>
<tr>
<td>Site size</td>
<td>1.12 acres</td>
</tr>
<tr>
<td>Building area</td>
<td>48,600 sq. ft.</td>
</tr>
</tbody>
</table>

Facilities Condition Assessment

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harriet Tubman</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
</tbody>
</table>

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.

Community Feedback and Input, and District Responses

- Members of the community surrounding the Harriet Tubman building had questions about the process for determining the use of the building, once the building has been returned to the City of Baltimore. Staff from Baltimore City Planning were present at the community meeting and shared the process for determining use once the building is returned to the City of Baltimore, and how the City engages with the community throughout that process.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, the Harriet Tubman building will be surplused to the City of Baltimore in summer 2021.

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.

Board Action

• On January 12, 2021, the Board voted in favor of the CEO’s recommendation to surplus the building in summer 2021. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

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

Date: 10/26/2020
Facility Information

<table>
<thead>
<tr>
<th>Type: Traditional elementary / middle</th>
<th>State-rated capacity: 751</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades served: Pre-kindergarten – 8</td>
<td>Building utilization rate: SWING</td>
</tr>
<tr>
<td>Address: 2050 N. Wolfe Street, 21213</td>
<td>Site size: acres</td>
</tr>
<tr>
<td>Planning area: E</td>
<td>Building area: 131,860 sq. ft.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>William C. March</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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.

Community Feedback and Input, and District Response

- Members of the community in the William C. March neighborhood had questions about the timeline for the demolition of the William C. March building and expressed concern that some residents in the neighborhood might not be aware of the demolition. District staff asked members of the school steering committee to share contact information for community partners that they should reach out to and shared the schedule of upcoming construction meetings. Updates on the demolition are included in regular construction updates provided by district staff to the community.
- Members of the William C. March community asked whether and how the name William C. March would be a part of the new Harford Heights building. District staff is working with the family of William C. March and the leadership of Harford Heights to find ways to honor the legacy of William C. March and the William C. March school program.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations (building a portfolio of schools) report, and the contents of the official record that includes various other documents, reports, and comments, the William C. March building will be surplused...
to the City of Baltimore in 2021, with City Schools retaining use of the land as a part of the Harford Heights campus as per the 21st Century School Buildings Plan.
Right to Appeal

An appeal may be taken to the Maryland State Board of Education within 30 calendar days of this written decision of the Baltimore City Board of School Commissioners. The Board issued this decision on February 11, 2021. The appeal should be sent to Office of the Attorney General, Maryland State Department of Education, Attn: Jackie La Fiandra/State Board Appeals, 200 St. Paul Place, 19th Floor, Baltimore, Maryland, 21202.

February 3, 2021

Date

Sonja Brookins Santelises, Ed.D.
Chief Executive Officer, Baltimore City Public School System, and Secretary, Baltimore City Board of School Commissioners

February 3, 2021

Date

Christian Gant, Esq.
Board Executive, Baltimore City Board of School Commissioners