

# SCHOOL TRANSFER IN BALTIMORE COUNTY

**A Report on the Feasibility of Establishing a School Transfer Pilot Program  
in Baltimore County**

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**December 2012**

**School Year 2012-2013**



**Prepared and Submitted by  
Baltimore County Public Schools  
and  
The Maryland State Department of Education**

# A Report on the Feasibility of Establishing a School Transfer Pilot Program In Baltimore County

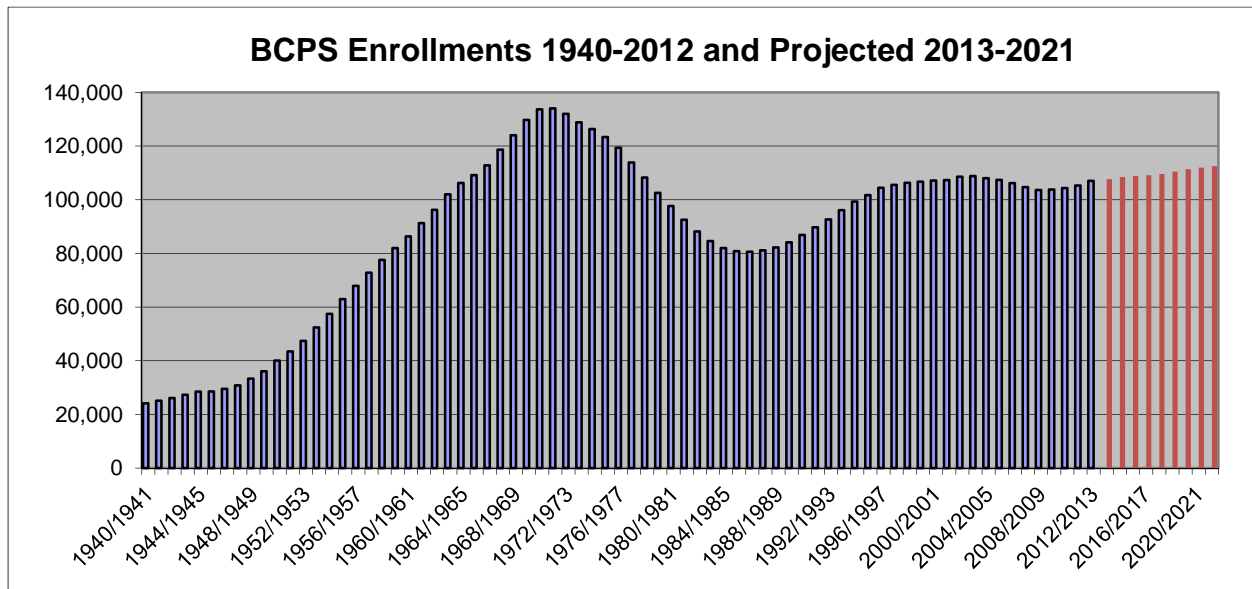
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## INTRODUCTION

Baltimore County Public Schools (BCPS) and the Maryland State Department of Education (MSDE) are pleased to submit this report on the feasibility of establishing a school transfer pilot program in Baltimore County. This report was prepared subsequent to a joint study conducted by MSDE and BCPS in response to Committee Narrative included in the 2012 Session Joint Chairmen’s “Report on the Fiscal 2013 State Operating Budget (SB 152) and the State Capital Budget (SB 151) and Related Recommendations.” The report requested that MSDE and BCPS study the feasibility of establishing a school transfer pilot program in BCPS.

BCPS is the twenty-sixth largest school system in the nation and the third largest in the state of Maryland. For school year 2012-2013, there are 174 schools, centers, and programs. The official September 30, 2012, student enrollment for BCPS is 107,033, which is an increase of 1,718 students above the official enrollment for September 30, 2011, of 105,315. Included in that student enrollment are 70,224 students who are transported by BCPS school buses.

Over the next ten years, BCPS’ enrollment is expected to increase to 112,530, which represents an increase of 7,215 students, or 6.9%, over ten years. The graph below depicts the enrollment in BCPS over the past 40 years with the projected enrollment shown in red.



Total full time equivalent enrollment at the elementary level (50,710) now exceeds all available state rated capacity (48,964) by 1,746 students (103.57%). Among individual schools, 60 elementary schools reached or exceed 100% capacity (up from 39 in 2010), and 14 exceed 120% capacity. Total enrollment at the middle school level (22,391) is at 79.22% of total capacity (28,264). Total enrollment at the high school level (30,573) is 89.73% of total capacity (34,072). Attachment I depicts the over capacity schools by level and by planning area in the BCPS

September 30 Enrollment, Projections, and Capacities Report which can be found on the BCPS Web site.

There are many variables that impact school capacity and enrollment. The dramatic change in school capacity in BCPS is a direct result of the transformation in the way school systems across the state deliver instruction and services to meet the expanding and evolving needs of students to prepare them for the twenty-first century. Changing enrollment is a factor of a number of variables in the county, including birth rates, availability and affordability of housing, residential development, neighborhood turnover, and parents making a conscious decision to send their children to public schools in Baltimore County.

BCPS uses a progressive series of strategies to provide relief to schools where enrollments approach or exceed state rated capacity. These options range from no cost to high cost, and simple to complex. Low cost and simple options are considered or exhausted before progressing to high cost options, such as capital construction requiring several years to secure planning, funding, and building (Attachment II). Relocatable classrooms are one strategy for providing additional classroom seats. For school year 2012-2013, BCPS utilized 164 relocatable classrooms at elementary schools, 8 at middle schools, and 50 at high schools.

Over the next two years, BCPS is adding 1,200 elementary classroom seats in the central area through additions to 2 elementary schools, and a new 700-seat elementary school in the Lutherville area. Even with these 1,200 additional seats, current full time equivalent elementary enrollments would exceed total elementary state rated capacity by 546 students.

Based on projected enrollment and the limited capacity of many existing school facilities, BCPS has an aggressive capital improvement program. For fiscal year 2014, BCPS has included a 700-seat elementary school in the Lutherville area, an addition to Hereford High School, an addition to Sparks Elementary School, and a new 700-seat elementary school in the northwest area of the county. Even if all of the capital requests for new classroom seats are funded, over the course of the next five years, additional seats will still be needed in the northwest, central, northeast, and southwest areas of the county. Attachment III is the BCPS Capital Planning Priorities and Recommended Timelines for FY 2014 – FY 2018.

### **OVERVIEW OF SCHOOL TRANSFER IN BALTIMORE COUNTY**

Legislation was introduced in the 2011 and 2012 General Assembly Sessions involving the issue of school transfers. HB 384 was introduced in the 2012 session, and a hearing was held by the House Ways and Means Committee on the Bill (the Bill was not passed in the session). HB 384 would have required only BCPS to allow a parent or guardian to enroll a public school student in any county school on a “space-available” basis beginning in the 2013-2014 school year. A similar bill, HB 977, introduced in the 2011 session (the Bill did not pass in the session), would have applied to all local school systems. Under HB 384, BCPS would have been required to annually publish a listing of available classroom seats for all schools in the county, and would be required to develop and implement a process to allow for this enrollment, including conducting a lottery in situations where the number of students applying to enroll exceeds the number of available classroom seats.

## CURRENT BCPS CHOICE OPTIONS

The Board of Education recognizes that circumstances may arise that would cause parents or guardians to request permission for a student to attend a school other than the school within the attendance area in which the student resides. Through Board of Education Policy and Superintendent's Rule 5140, *Special Permission Transfer*, the school system has a substantive process in place which allows a parent to request a special transfer for any of 9 different reasons, including: students in Grades 4, 7, or 11 who move and wish to complete the terminal grade in the school; students desiring to pursue a curricular program not offered in the home school; students demonstrating medical, emotional, or social adjustment issues; students who move during the school year and wish to complete the year at the school, or if a family plans to move into the area on or before November 1 and wants the student to begin the school year at the new school; students having a sibling enrolled in the requested school; when a family hardship makes it necessary for the student to live in another Baltimore County home; when the parent is a school system employee requesting enrollment in the school nearest the parent's work site; for childcare of elementary and middle school students; or for students eligible for the Title I Public School Transfer Option. This process is delineated in Board of Education Policy and Superintendent's Rule 5140, *Special Permission Transfer*. See Attachment IV.

Overcrowding in schools poses many challenges. While school enrollment figures reflect student enrollment on September 30 of the school year, individual school enrollment figures are dynamic. Throughout the school year, they change when families move into or from a neighborhood, transfer from private schools, or students have compelling reasons for special transfers in compliance with the Board of Education's Policy and Superintendent's Rule 5140, *Special Permission Transfer*. A school that may appear to have available seats today may be at capacity or overenrolled next week. Given some of the exceptional and unexpected hardships students and families face during the school year, it is not always possible to predict that a given school will have seats available for the enrollment of students selected in a manner determined by chance. Additionally, a school that is not overcrowded at the beginning of the school year and allows students to enter through open enrollment would then become overcrowded and stress the capacity for accepting children who move into the school's boundary.

While local school systems handle student transfers and school attendance in a variety of ways, there does not appear to be any local jurisdiction that provides for unconditional school choice for students. It appears that a number of larger school systems in Maryland rely upon a transfer process similar to BCPS' process containing various factors that provide a basis for consideration of a student's request to transfer to a school other than the residence-based assigned school. For example, Montgomery County Public Schools utilizes a Change of School Assignment process for student transfers; and Prince George's County Public Schools has a student transfer procedure. Each of these processes requires evidence in support of a specific reason to allow for approval of a requested transfer and availability of school capacity. Baltimore City has a student choice process for middle and high school students that appears to provide for opportunities that share similarities with various offerings that BCPS has in its magnet school programs (discussed below).

## STATE LAW REGARDING SCHOOL ATTENDANCE

In accordance with the Maryland Education Article, §7-101, children shall attend school in the county where they live with a parent or guardian. The specific school a child attends is determined based on a geographical attendance area established by the county board (Education Article §4-109). Attending a school outside of the geographical attendance area is not a right. The Court of Appeals of Maryland has established that, “Absent a claim of deprivation of equal educational opportunity or unconstitutional discrimination because of race or religion, there is no right to attend a particular school.” *Bernstein v. Board of Ed. of PG County*, 245 Md. 464 (1967).

The previously proposed legislation would allow a student to attend a school outside of his or her geographical attendance area in specific circumstances. As stated previously, procedures currently exist in Baltimore County Public Schools that allow students, under specific circumstances, to attend a school other than the school in their geographical attendance area, without the provision of transportation; therefore, legislation regarding related student choice would appear to be unnecessary.

In 1973, Board Policy and Superintendent’s Rule 5140 were adopted, and most recently revised on December 6, 2011. This special permission transfer process has been regularly used by parents, and has been effective in addressing substantive issues regarding school attendance matters. The policy and rule addresses circumstances that the previously proposed legislation envisions. Under Rule 5140, students may be allowed a special permission transfer under the following conditions:

1. Terminal Grade: Allows students to complete Grades 4, 7, or 11 if they move to an address out of the area within Baltimore County.
2. Program of Study: Allows students to pursue a program not available in their zoned school.
3. Medical/Student Adjustment: Allows students with a medical or emotional condition to attend a school outside their attendance area with a demonstrated hardship.
4. Change of Residence: Allows students who have moved from one attendance area to another within Baltimore County to complete the school year in the original school.
5. Sibling: Allows siblings in the same household to attend the requested school.
6. Family conditions: Allows students whose parents document a hardship that necessitates residence with another family within Baltimore County to attend the requested school.
7. Child of an Employee: Allows the child of an employee to attend the requested school.
8. Child Care: Allows students to attend the requested school for child care purposes.
9. Title I Transfer: Allows students eligible for a Title I Public School Transfer Option to attend the designated transfer school.

In addition, students who have met the eligibility requirements for magnet programs, as outlined in Board of Education Policy and Superintendent’s Rule 6400, *Magnet Schools and Programs*,

are provided with the opportunity to attend a school housing a magnet program of interties to the student. See Attachment V.

### **FISCAL IMPACT**

Enactment of a broad legislative change that would allow school choice could likely result in increases in BCPS enrollment beyond current projections. Increased attendance would result from students who are residents of Baltimore County who previously attended private schools ending that attendance by transferring to a BCPS school. It is estimated that the number of Baltimore County students attending private K-12 schools is in excess of 20,000 students.

An overall increase in students will result in the need for additional state and county funding in the year after the additional students first enroll in public school systems. Enrollment growth will also increase the maintenance of effort calculations that establish the minimum funding level that the county must provide in support of BCPS. In fiscal year 2013, BCPS will spend approximately \$12,928 per student. The actual impact, however, will vary depending on distribution of additional students (e.g., elementary, middle, high, special education, ESOL, and FARMS students) across the school system. In addition, since BCPS is reaching over capacity in many areas, finding empty seats for additional students is a challenge. The impact of an expanded transfer option on physical facilities is not included in this analysis.

It is also worth noting that, while BCPS has staffing and processes in place to handle transfers and enrollment outside of a student's attendance area in compliance with current board policies, a significant increase in the volume of transfers would add to the administrative workload of existing staff. Items that might increase in complexity include: staffing schools when parents can choose to move students annually; forecasting the number of seats available, which drives the capital budget process; processing an increased volume of transfer applications; and administering the lengthy appeal process.

A recently enacted state law (Senate Bill 362, Chapter 494) involving the age for compulsory education will raise the age of attendance to 17 in 2015-2016, and then increase it to the age of 18 for the school year 2017-2018. According to the state's fiscal note, this will have an increase in the high school enrollment. Based on their data, Baltimore County will see an increase of 905 16-year-old students in the first phase per year and 1,108 16- and 17-year-olds in the second phase in 2017-2018. This will be well above current projections.

<u>Year</u>	<u>Current Projections</u>	<u>With the 16- and 17-Year-Old Students</u>
2015	30,280	31,185
2016	30,245	32,090
2017	30,393	33,198

This will have impact on high schools and the overcrowding conditions in those schools, as this bubble of students grows to the 2,805 additional high school students in the third year. This does not take into account legal dropouts that are over the age of compulsory attendance (first two years at 17, and then at 18). The majority of current dropouts are at age 16.

In addition to facilities-related cost concerns, increased fiscal impact to the county would involve the need for greater direct and indirect student support services and could also result in greater transportation costs (although the proposed legislation could allow the local Board to require certain parents to agree to be responsible for transportation in a transfer situation) for students that must be provided transportation. Transporting students who live outside of a school's boundary is twice as costly as transporting students who live within the boundary. There are a number of factors that impact transportation cost. Among them are the number of students, the number of special education students with special needs requiring transportation, the length of the bus routes based on where the student lives and which school is selected via open enrollment, and the number of bus routes to accommodate the students.

Without definitive numbers of students, length of bus route, and number of bus routes, it is difficult to predict an actual or even an approximate cost. However, the costs that would be incurred at a minimum would include salary funding for bus drivers and bus attendants. Nonsalary costs would include additional buses, fuel, bus maintenance, and insurance.

With the seemingly infinite number of possible school combinations that may be chosen by students in an open enrollment pilot, there can be no guarantees for either the length of the route or the length of the bus ride for the student.

It should be noted that transportation is not provided for after-school activities. Therefore, students who attend a school that is not in close proximity to their residence would be unfairly disadvantaged in participation in extracurricular after-school activities

## **CONCLUSION**

Official enrollment and projection data are used across the school system in important forecasting and decision-making processes including establishing the school system budget and advancing the capital improvement program. The redistribution of children through a school choice process could lead to sudden and unplanned capacity pressures at schools. Further impact would require increased local funding. Additional workloads would be created because of the need to handle more transfer requests and the impact regularly shifting attendance would create.

Accordingly, *BCPS and MSDE do not recommend* establishing a school transfer pilot program for the following reasons:

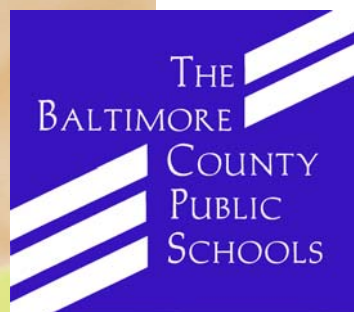
1. BCPS enrollment is currently increasing.
2. BCPS requires additional capacity, particularly at the elementary level.
3. BCPS currently has processes in place that allow parents to apply for a special permission transfer to a school other than the zoned school.
4. Potential significant increased costs resulting from the need to provide greater direct and indirect student support for more students, including the potential for greater facilities and student transportation costs.
5. Potential extended travel time for students before and after school.

# BCPS September 30, 2012 Enrollments, Projections, and Capacities Report



*"This is going to be a great school year.  
And we aren't going to wish it so.  
We are going to make it so.  
That is what 'deliberate excellence' is all about."*

**S. Dallas Dance, Superintendent**



**Prepared by the Baltimore County Public Schools  
Office of Strategic Planning  
November 2012**



# BALTIMORE COUNTY PUBLIC SCHOOLS

S. Dallas Dance, Ph.D., Superintendent

6901 Charles Street Towson, MD • 21204-3711

November 2012

Dear Educational Partners:

Baltimore County Public Schools is committed to building a culture of deliberate excellence through our focus on academics, safety, communications, and organizational effectiveness. The timely and transparent exchange of information with our community stakeholders is an essential part of this work.

The data contained in this *September 30, 2012 Enrollments, Projections, and Capacities Report* provides detailed information about current student population as well as population trends over the past five years. This data is used throughout the school year to inform and support critical decisions that impact the quality of education that we provide to the children of Baltimore County.

As we develop *Blueprint 2.0*, the strategic plan that will guide our students and schools to a future of opportunities, we will continue to cultivate and share data such as this with our community.

For additional information and an electronic version of this report, please visit the Baltimore County Public Schools Office of Strategic Planning Web site at

[http://www.bcps.org/offices/strategic\\_planning](http://www.bcps.org/offices/strategic_planning) or call 410-887-4216.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Dallas Dance', with a long horizontal flourish extending to the right.

S. Dallas Dance  
Superintendent

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## Frequently Asked Questions about Enrollments, Projections, and Capacities

### When are enrollments counted?

The official enrollments for all schools are calculated on September 30 in accordance with the Maryland State Department of Education (MSDE) policies.

### What is Full Time Equivalent Enrollment?

Full Time Equivalent (FTE) enrollment is an adjustment made to a school's total enrollment for the purpose of comparing enrollment to a school's official capacity. FTE enrollment factors 100 percent of students in grades kindergarten through grade five, and 50 percent of students in prekindergarten and preschool because they are half-day programs. No FTE conversion is required at secondary schools.

### How often are enrollment projections updated?

School system enrollment projections are updated annually to ensure that trend information is current and the latest data is available. BCPS shares updated ten-year projections every January.

### Are enrollment projections accurate?

In alignment with BCPS established performance standards, the target accuracy for systemwide projections is 99 percent. This goal has been met consistently for the past several years, including September 30, 2012 (99.86% accuracy). The target accuracy for individual schools is +/- 40 students.

### How is capacity calculated?

State Rated Capacity (SRC) is defined by MSDE and is calculated based on the number of teaching stations in the school and their utilization. SRC applies to the main building and permanent additions. SRC does not include relocatable units.

At the elementary level, SRC is calculated as follows:

- Regular classroom (Grades 1-5) 23 seats
- Self-contained special education classroom 10 seats
- Kindergarten classroom 22 seats
- Prekindergarten classroom 20 seats
- Zero-capacity allowances: cafeteria, gymnasium and multi-purpose rooms, computer lab, art, vocal music, instrumental music, reading resource, science storage and preparation rooms

At the secondary level, SRC is calculated as follows:

- Regular classroom/computer classroom (Grades 6-12) 25 seats x 85% utilization
- Career and technology education classroom 20 seats x 85% utilization
- Self-contained special education classroom 10 seats x 100% utilization
- Gymnasium (2 classrooms) 50 seats x 85% utilization
- Zero-capacity allowances: computer lab
- Teaching stations used for activity rooms, dance studios, weight rooms, science labs, art, music, technology education, family studies, and business classrooms all count as teaching stations (25 seats x 85% utilization)
- Teaching stations that can be separated by moveable walls or partitions (such as those in some designed auditoriums) also contribute to capacity (25 seats x 85% utilization)

**Frequently Asked Questions about Enrollments, Projections, and Capacities, continued**

**Why is capacity important?**

When FTE enrollments exceed 90 percent capacity at a school, the school system may consider implementing enrollment relief strategies.

**Why does capacity change?**

The SRC is recalculated and submitted for approval to the Maryland Department of Planning (MDP) when teaching station utilization changes occur within a school.

**Changes to the State Rated Capacity of Baltimore County Public Schools  
Approved by the Maryland Department of Planning August 27, 2012**

Elementary School	Former Capacity (2011-2012)	New Capacity (2012-2013)	Increase/Decrease
Carney ES	527	574	+47
Hernwood ES	428	415	-13
New Town ES	697	703	+6
Oakleigh ES	494	496	+2
Perry Hall ES	516	528	+12
Elementary School Total	2707	2689	+54

Middle School	Former Capacity (2011-2012)	New Capacity (2012-2013)	Increase/Decrease
General John Stricker MS	1249	1100	-149
Lansdowne MS	975	954	-21
Woodlawn MS	1015	953	-62
Middle School Total	3239	3007	-232

High School	Former Capacity (2011-2012)	New Capacity (2012-2013)	Increase/Decrease
Catonsville HS	1685	1750	+65
George Washington Carver Center	766	1028	+262
High School Total	2451	2778	+327

Special Education School	Former Capacity (2011-2012)	New Capacity (2012-2013)	Increase/Decrease
Battle Monument	140	150	+10
Special Education Total	140	150	+10

## Elementary Zone I Schools

School	Zone	9/30/12 Enroll	9/30/12 FTE Enroll	State Capacity 2012	Number Students +/- Capacity	% of Capacity	% Over/ Under Capacity
Arbutus Elementary	I	431	421	405	16	103.95%	3.95%
Baltimore Highlands Elementary	I	551	518	549	-31	94.35%	-5.65%
Battle Grove Elementary	I	336	310	377	-67	82.23%	-17.77%
Bear Creek Elementary	I	470	451	484	-33	93.18%	-6.82%
Bedford Elementary	I	279	279	309	-30	90.29%	-9.71%
Berkshire Elementary	I	467	432	428	4	100.93%	0.93%
Campfield Early Childhood Center	I	356	253	322	-69	78.57%	-21.43%
Carney Elementary	I	557	546	<b>551</b>	-5	99.09%	-0.91%
Carroll Manor Elementary	I	344	344	362	-18	95.03%	-4.97%
Catonsville Elementary	I	439	419	405	14	103.46%	3.46%
Cedarmere Elementary	I	473	456	474	-18	96.20%	-3.80%
Chadwick Elementary	I	468	448	408	40	109.80%	9.80%
Chapel Hill Elementary	I	705	705	636	69	110.85%	10.85%
Charlesmont Elementary	I	381	358	418	-60	85.65%	-14.35%
Chase Elementary	I	360	337	393	-56	85.75%	-14.25%
Chatsworth School	I	375	375	442	-67	84.84%	-15.16%
Chesapeake Terrace Elementary	I	284	274	292	-18	93.84%	-6.16%
Church Lane Elementary	I	503	494	476	18	103.78%	3.78%
Colgate Elementary	I	334	334	319	15	104.70%	4.70%
Cromwell Magnet Elementary	I	452	452	411	41	109.98%	9.98%
Deep Creek Elementary	I	363	363	368	-5	98.64%	-1.36%
Deer Park Elementary	I	425	404	451	-47	89.58%	-10.42%
Dogwood Elementary	I	625	604	612	-8	98.69%	-1.31%
Dundalk Elementary	I	683	646	590	56	109.49%	9.49%
Eastwood Elementary	I	191	180	197	-17	91.37%	-8.63%
Edgemere Elementary	I	490	471	523	-52	90.06%	-9.94%
Edmondson Heights Elementary	I	459	431	589	-158	73.17%	-26.83%
Elmwood Elementary	I	568	539	474	65	113.71%	13.71%
Essex Elementary	I	530	494	471	23	104.88%	4.88%
Featherbed Lane Elementary	I	574	538	654	-116	82.26%	-17.74%
Fifth District Elementary	I	290	290	274	16	105.84%	5.84%
Fort Garrison Elementary	I	455	455	431	24	105.57%	5.57%
Franklin Elementary	I	488	474	473	1	100.21%	0.21%
Fullerton Elementary	I	553	537	463	74	115.98%	15.98%
Glenmar Elementary	I	399	378	371	7	101.89%	1.89%
Glyndon Elementary	I	507	497	520	-23	95.58%	-4.42%
Battle Monument School *	I	78	78				

Capacities in **bold** have updated for the 2012/2013 school year.

Schools marked with \* do not reflect capacity due to program.

% Capacities with red shading reflect enrollment greater than 90.00% capacity.

% Capacities in a blue shading reflect enrollment less than 60.00% capacity.

## Elementary Zone II Schools

School	Zone	9/30/12 Enroll	9/30/12 FTE Enroll	State Capacity 2012	Number Students +/- Capacity	% of Capacity	% Over/ Under Capacity
Grange Elementary	II	416	399	385	14	103.64%	3.64%
Gunpowder Elementary	II	474	474	499	-25	94.99%	-5.01%
Halethorpe Elementary	II	482	454	392	62	115.82%	15.82%
Halstead Academy Elementary	II	457	430	565	-135	76.11%	-23.89%
Hampton Elementary	II	562	562	307	255	183.06%	83.06%
Harford Hills Elementary	II	403	393	323	70	121.67%	21.67%
Hawthorne Elementary	II	579	523	587	-64	89.10%	-10.90%
Hebbsville Elementary	II	384	360	540	-180	66.67%	-33.33%
Hernwood Elementary	II	415	398	<b>415</b>	-17	95.90%	-4.10%
Hillcrest Elementary	II	815	805	666	139	120.87%	20.87%
Jacksonville Elementary	II	627	627	637	-10	98.43%	-1.57%
Johnnycake Elementary	II	651	620	559	61	110.91%	10.91%
Joppa View Elementary	II	703	698	635	63	109.92%	9.92%
Kingsville Elementary	II	356	356	349	7	102.01%	2.01%
Lansdowne Elementary	II	453	419	313	106	133.87%	33.87%
Logan Elementary	II	534	513	517	-4	99.23%	-0.77%
Lutherville Laboratory	II	565	554	407	147	136.12%	36.12%
Mars Estates Elementary	II	407	383	431	-48	88.86%	-11.14%
Martin Boulevard Elementary	II	291	275	291	-16	94.50%	-5.50%
McCormick Elementary	II	426	381	380	1	100.26%	0.26%
Middleborough Elementary	II	378	363	326	37	111.35%	11.35%
Middlesex Elementary	II	498	470	517	-47	90.91%	-9.09%
Milbrook Elementary	II	381	381	319	62	119.44%	19.44%
New Town Elementary	II	893	893	<b>703</b>	190	127.03%	27.03%
Norwood Elementary	II	610	590	521	69	113.24%	13.24%
Oakleigh Elementary	II	579	554	<b>496</b>	58	111.69%	11.69%
Oliver Beach Elementary	II	257	249	265	-16	93.96%	-6.04%
Orems Elementary	II	348	323	313	10	103.19%	3.19%
Owings Mills Elementary	II	812	770	699	71	110.16%	10.16%
Padonia Elementary	II	461	423	311	112	136.01%	36.01%
Perry Hall Elementary	II	636	626	<b>528</b>	98	118.56%	18.56%
Pine Grove Elementary	II	516	497	497	0	100.00%	0.00%
Pinewood Elementary	II	608	602	566	36	106.36%	6.36%
Pleasant Plains Elementary	II	519	499	509	-10	98.04%	-1.96%
Pot Spring Elementary	II	657	638	477	161	133.75%	33.75%

Imagine Discovery Public Charter School *	II	566	566				
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Maiden Choice School *	II	107	107				
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## Elementary Zone III Schools

School	Zone	9/30/12 Enroll	9/30/12 FTE Enroll	State Capacity 2012	Number Students +/- Capacity	% of Capacity	% Over/ Under Capacity
Powhatan Elementary	III	300	283	313	-30	90.42%	-9.58%
Prettyboy Elementary	III	444	444	398	46	111.56%	11.56%
Randallstown Elementary	III	396	396	398	-2	99.50%	-0.50%
Red House Run Elementary	III	551	551	486	65	113.37%	13.37%
Reisterstown Elementary	III	518	496	450	46	110.22%	10.22%
Relay Elementary	III	544	535	415	120	128.92%	28.92%
Riderwood Elementary	III	508	508	463	45	109.72%	9.72%
Riverview Elementary	III	497	469	572	-103	81.99%	-18.01%
Rodgers Forge Elementary	III	447	447	396	51	112.88%	12.88%
Sandalwood Elementary	III	532	512	542	-30	94.46%	-5.54%
Sandy Plains Elementary	III	619	580	664	-84	87.35%	-12.65%
Scotts Branch Elementary	III	528	528	511	17	103.33%	3.33%
Seneca Elementary	III	437	418	409	9	102.20%	2.20%
Seven Oaks Elementary	III	396	380	428	-48	88.79%	-11.21%
Seventh District Elementary	III	416	409	461	-52	88.72%	-11.28%
Shady Spring Elementary	III	611	591	499	92	118.44%	18.44%
Sparks Elementary	III	566	566	410	156	138.05%	38.05%
Stoneleigh Elementary	III	696	696	499	197	139.48%	39.48%
Summit Park Elementary	III	447	442	336	106	131.55%	31.55%
Sussex Elementary	III	415	391	380	11	102.89%	2.89%
Timber Grove Elementary	III	594	584	600	-16	97.33%	-2.67%
Timonium Elementary	III	462	462	395	67	116.96%	16.96%
Victory Villa Elementary	III	398	377	326	51	115.64%	15.64%
Villa Cresta Elementary	III	630	602	637	-35	94.51%	-5.49%
Vincent Farm Elementary	III	675	657	699	-42	93.99%	-6.01%
Warren Elementary	III	449	433	395	38	109.62%	9.62%
Wellwood International Elementary	III	479	479	455	24	105.27%	5.27%
West Towson Elementary	III	543	543	451	92	120.40%	20.40%
Westchester Elementary	III	590	585	499	86	117.23%	17.23%
Westowne Elementary	III	574	532	503	29	105.77%	5.77%
Winand Elementary	III	565	515	583	-68	88.34%	-11.66%
Winfield Elementary	III	484	466	485	-19	96.08%	-3.92%
Woodbridge Elementary	III	429	418	432	-14	96.76%	-3.24%
Woodholme Elementary	III	882	882	676	206	130.47%	30.47%
Woodmoor Elementary	III	559	524	631	-107	83.04%	-16.96%

Ridge Ruxton School *	II	115	115				
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White Oak School *	II	86	86				
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Capacities in **bold** have updated for the 2012/2013 school year.

Schools marked with \* do not reflect capacity due to program.

% Capacities with red shading reflect enrollment greater than 90.00% capacity.

% Capacities in a blue shading reflect enrollment less than 60.00% capacity.

# 9/30/2012 BCPS Elementary Schools Over and Under Capacity

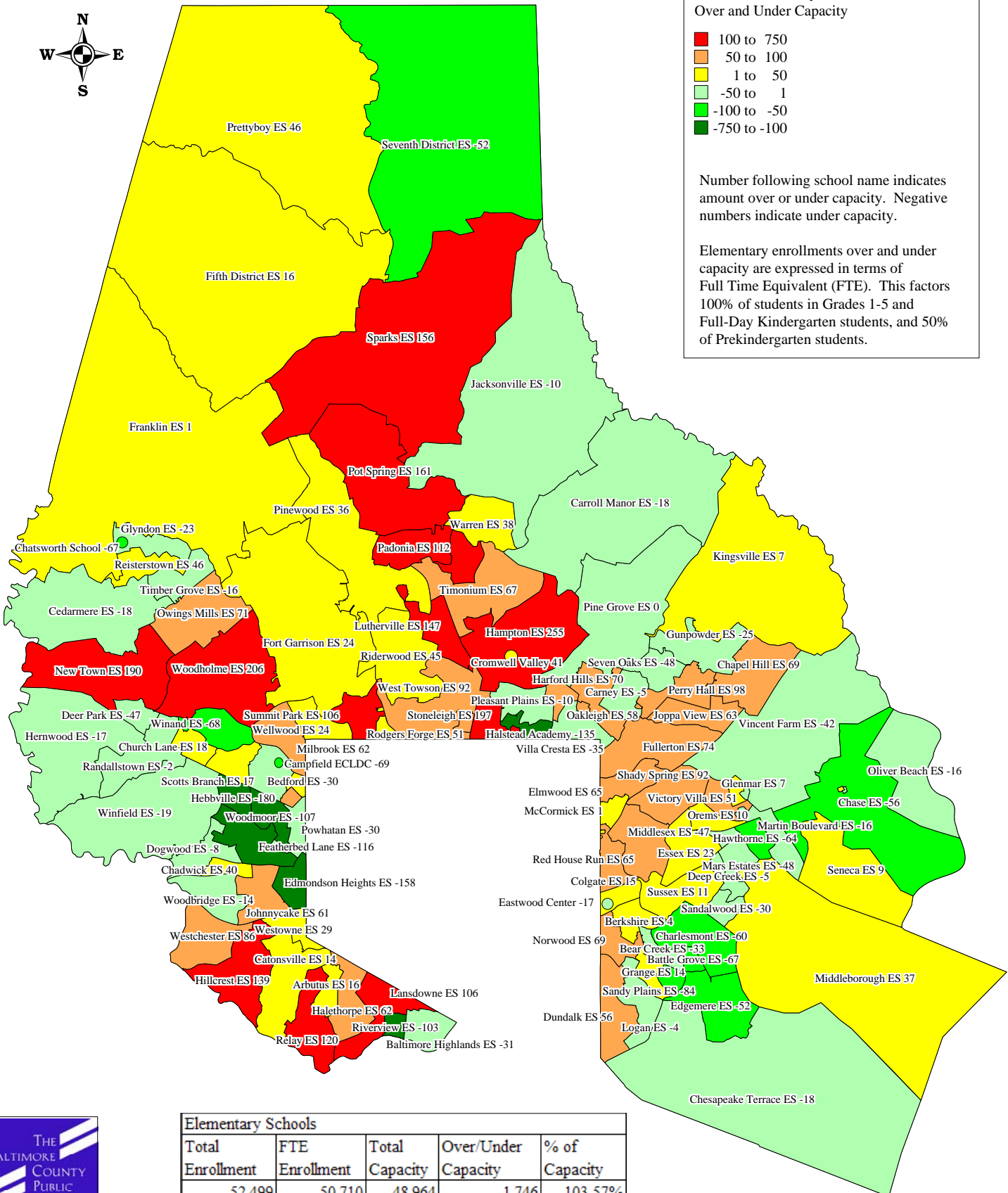


## BCPS Elementary Schools Over and Under Capacity

- 100 to 750
- 50 to 100
- 1 to 50
- -50 to 1
- -100 to -50
- -750 to -100

Number following school name indicates amount over or under capacity. Negative numbers indicate under capacity.

Elementary enrollments over and under capacity are expressed in terms of Full Time Equivalent (FTE). This factors 100% of students in Grades 1-5 and Full-Day Kindergarten students, and 50% of Prekindergarten students.



Elementary Schools				
Total Enrollment	FTE Enrollment	Total Capacity	Over/Under Capacity	% of Capacity
52,499	50,710	48,964	1,746	103.57%

Note: Does not include Special Education or Charter Schools.





## Middle Schools

School	Zone	9/30/12 Enroll	9/30/12 FTE Enroll	State Capacity 2012	Number Students +/- Capacity	% of Capacity	% Over/ Under Capacity
Arbutus Middle	M	755	755	1036	-281	72.88%	-27.12%
Catonsville Middle	M	774	774	774	0	100.00%	0.00%
Cockeysville Middle	M	735	735	1049	-314	70.07%	-29.93%
Deep Creek Middle	M	782	782	1113	-331	70.26%	-29.74%
Deer Park Middle	M	1226	1226	1368	-142	89.62%	-10.38%
Dumbarton Middle	M	932	932	1114	-182	83.66%	-16.34%
Dundalk Middle	M	459	459	814	-355	56.39%	-43.61%
Franklin Middle	M	1336	1336	1389	-53	96.18%	-3.82%
General John Stricker Middle	M	777	777	<b>1100</b>	-323	70.64%	-29.36%
Golden Ring Middle	M	610	610	849	-239	71.85%	-28.15%
Hereford Middle	M	936	936	1123	-187	83.35%	-16.65%
Holabird Middle	M	645	645	1028	-383	62.74%	-37.26%
Lansdowne Middle	M	674	674	<b>954</b>	-280	70.65%	-29.35%
Loch Raven Technical Academy	M	753	753	901	-148	83.57%	-16.43%
Middle River Middle	M	843	843	1007	-164	83.71%	-16.29%
Old Court Middle	M	573	573	983	-410	58.29%	-41.71%
Parkville Middle	M	1021	1021	1089	-68	93.76%	-6.24%
Perry Hall Middle	M	1563	1563	1643	-80	95.13%	-4.87%
Pikesville Middle	M	943	943	1006	-63	93.74%	-6.26%
Pine Grove Middle	M	892	892	1293	-401	68.99%	-31.01%
Ridgely Middle	M	1100	1100	1070	30	102.80%	2.80%
Southwest Academy Magnet School	M	729	729	1101	-372	66.21%	-33.79%
Sparrows Point Middle	M	512	512	573	-61	89.35%	-10.65%
Stemmers Run Middle	M	693	693	1154	-461	60.05%	-39.95%
Sudbrook Magnet Middle	M	1020	1020	1060	-40	96.23%	-3.77%
Windsor Mill Middle	M	473	473	720	-247	65.69%	-34.31%
Woodlawn Middle	M	635	635	<b>953</b>	-318	66.63%	-33.37%

Capacities in **bold** have updated for the 2012/2013 school year.

Schools marked with \* do not reflect capacity due to program.

% Capacities with red shading reflect enrollment greater than 90.00% capacity.

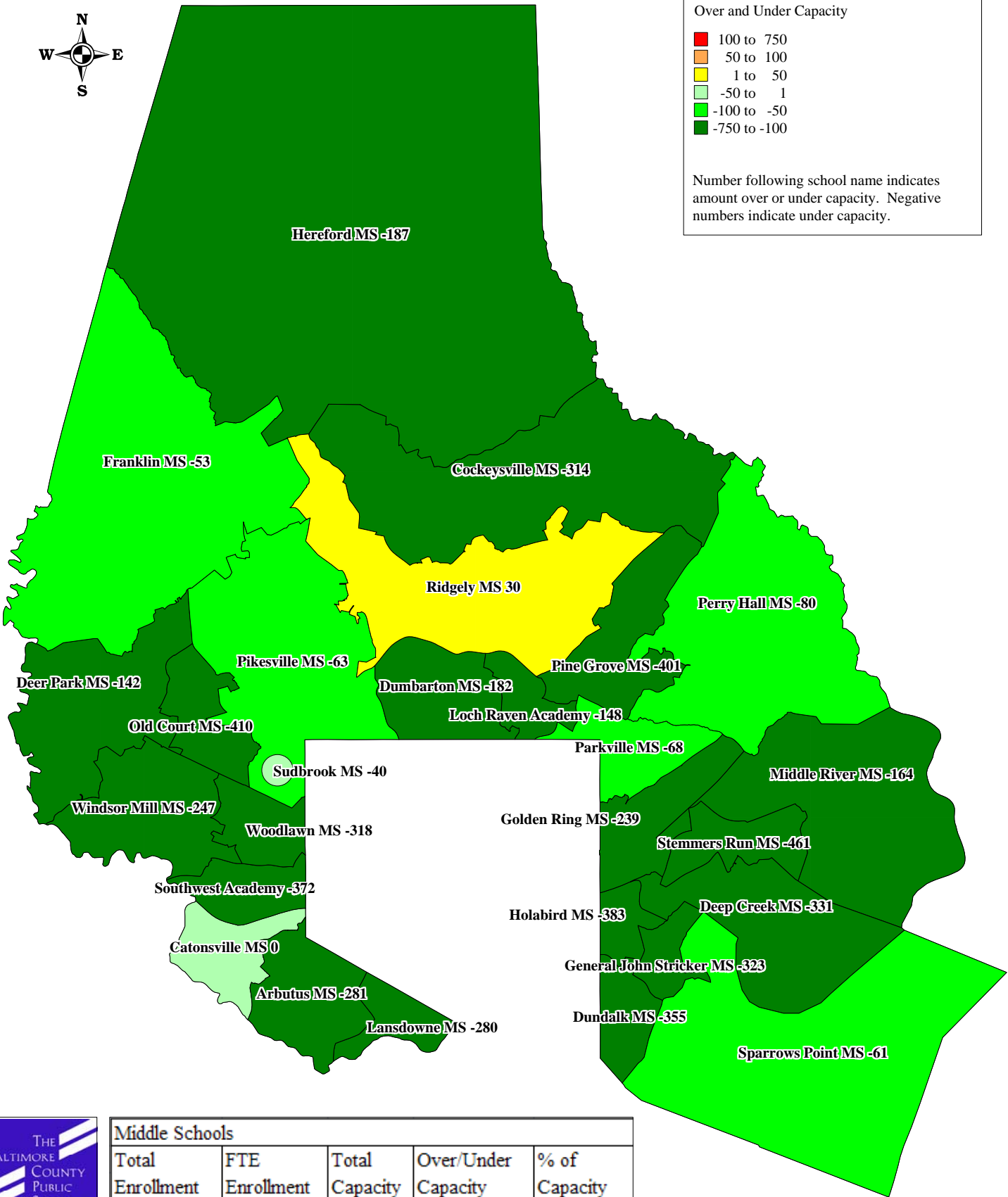
% Capacities in a blue shading reflect enrollment less than 60.00% capacity.



**BCPS Middle Schools  
Over and Under Capacity**

- 100 to 750
- 50 to 100
- 1 to 50
- 50 to 1
- 100 to -50
- 750 to -100

Number following school name indicates amount over or under capacity. Negative numbers indicate under capacity.



Middle Schools				
Total Enrollment	FTE Enrollment	Total Capacity	Over/Under Capacity	% of Capacity
22,391	22,391	28,264	-5,873	79.22%

## High Schools

School	Zone	9/30/12 Enroll	9/30/12 FTE Enroll	State Capacity 2012	Number Students +/- Capacity	% of Capacity	% Over/ Under Capacity
Catonsville High	H	1785	1785	<b>1729</b>	56	103.24%	3.24%
Chesapeake High	H	1082	1082	1019	63	106.18%	6.18%
Dulaney High	H	1875	1875	1984	-109	94.51%	-5.49%
Dundalk High	H	1252	1252	1538	-286	81.40%	-18.60%
Eastern Technical High	H	1198	1198	1380	-182	86.81%	-13.19%
Franklin High	H	1531	1531	1647	-116	92.96%	-7.04%
George Washington Carver Center	H	809	809	<b>1028</b>	-219	78.70%	-21.30%
Hereford High	H	1315	1315	1230	85	106.91%	6.91%
Kenwood High	H	1731	1731	1918	-187	90.25%	-9.75%
Lansdowne High	H	1218	1218	1420	-202	85.77%	-14.23%
Loch Raven High	H	944	944	975	-31	96.82%	-3.18%
Milford Mill Academy	H	1408	1408	1465	-57	96.11%	-3.89%
New Town High	H	894	894	1303	-409	68.61%	-31.39%
Overlea High	H	921	921	1230	-309	74.88%	-25.12%
Owings Mills High	H	962	962	1103	-141	87.22%	-12.78%
Parkville High	H	1493	1493	2037	-544	73.29%	-26.71%
Patapsco High School Center for the Arts	H	1473	1473	1302	171	113.13%	13.13%
Perry Hall High	H	2210	2210	2110	100	104.74%	4.74%
Pikesville High	H	896	896	1006	-110	89.07%	-10.93%
Randallstown High	H	1024	1024	1379	-355	74.26%	-25.74%
Sparrows Point High	H	765	765	871	-106	87.83%	-12.17%
Towson High	H	1429	1429	1260	169	113.41%	13.41%
Western School of Technology	H	926	926	1009	-83	91.77%	-8.23%
Woodlawn High	H	1432	1432	2129	-697	67.26%	-32.74%

Sollers Point Technical High School data is not included as students who participate in its technical programs are included in the enrollments of their home schools.

## Alternative Schools and Other Programs

School	Zone	9/30/12 Enroll	9/30/12 FTE Enroll	State Capacity 2012	Number Students +/- Capacity	% of Capacity	% Over/ Under Capacity
Afternoon Learning Center *	H	1	1				
Bridge Center *	H	15	15				
Catonsville Center for Alternative Studies *	H	61	61				
Crossroads Center *	H	225	225				
Detention Center *	H	4	4				
Evening High School *	H	109	109				
Home Assignment - Elementary *	H	3	3				
Home Assignment - Secondary *	H	26	26				
Meadowood Education Center	H	25	25				
Rosedale Center for Alternative Studies *	H	149	149				

Capacities in **bold** have updated for the 2012/2013 school year.

Schools marked with \* do not reflect capacity due to program.

% Capacities with red shading reflect enrollment greater than 90.00% capacity.

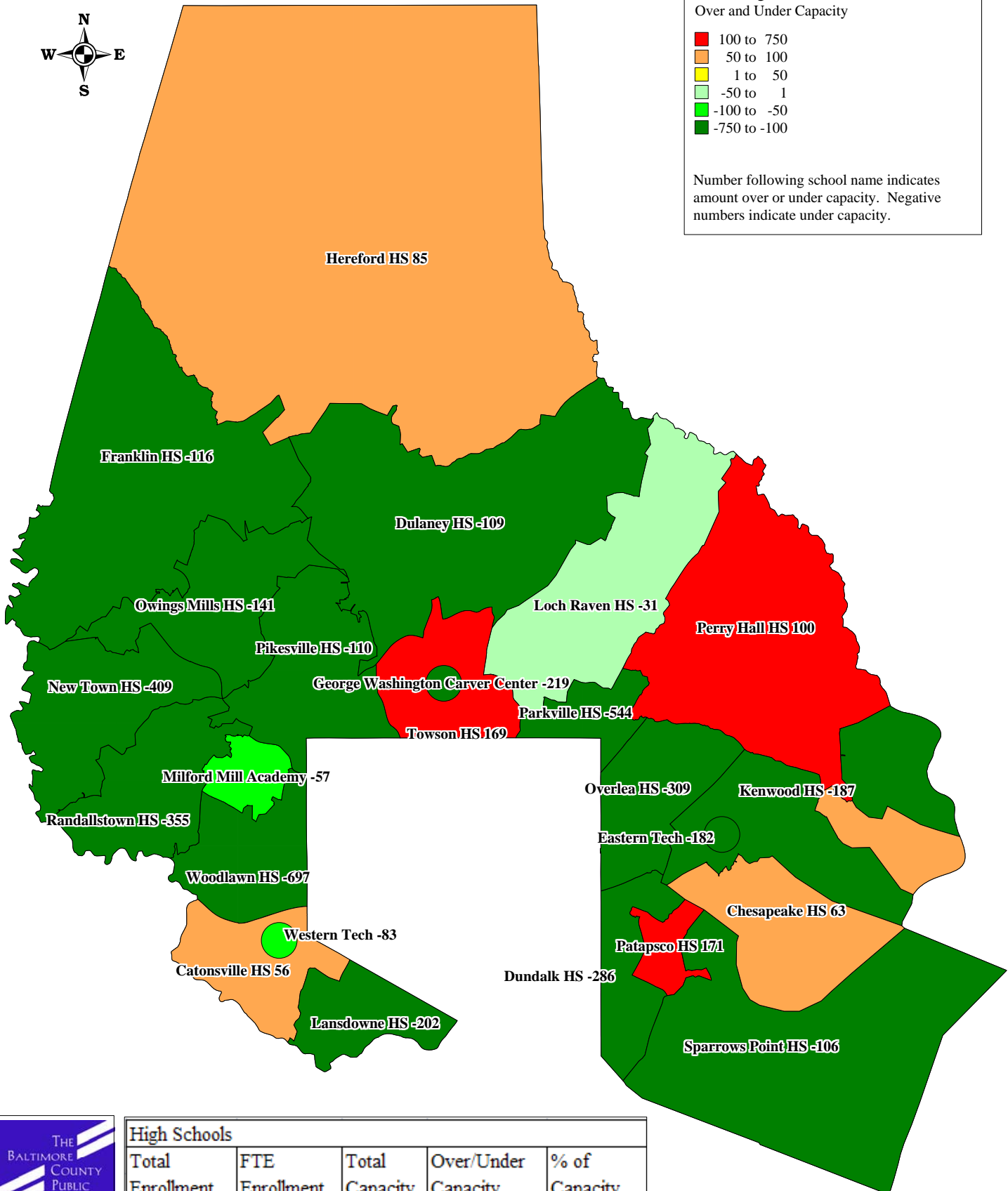
% Capacities in a blue shading reflect enrollment less than 60.00% capacity.



**BCPS High Schools  
Over and Under Capacity**

- 100 to 750
- 50 to 100
- 1 to 50
- 50 to 1
- 100 to -50
- 750 to -100

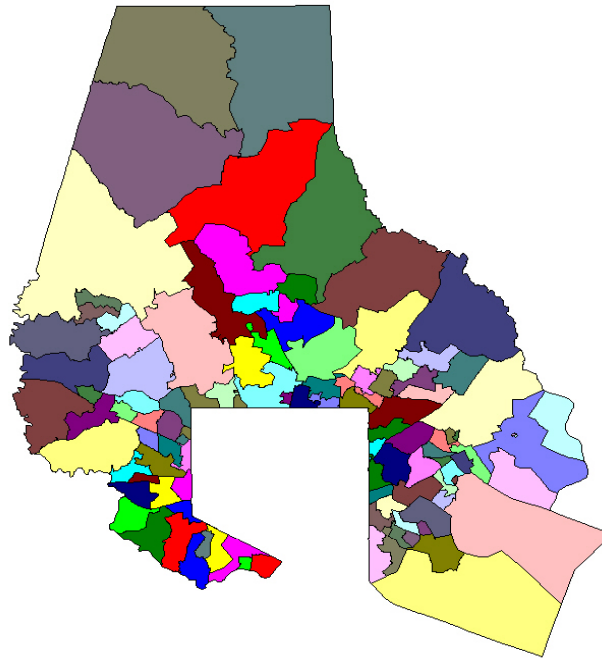
Number following school name indicates amount over or under capacity. Negative numbers indicate under capacity.



High Schools				
Total Enrollment	FTE Enrollment	Total Capacity	Over/Under Capacity	% of Capacity
30,573	30,573	34,072	-3,499	89.73%

# Baltimore County Public Schools 2008 - 2012 Enrollment Projections and Comparisons

Baltimore County Public Schools Office of Strategic Planning



The following charts display a 5 year history of projections and enrollments for the elementary, middle and high school zones of Baltimore County Public Schools.

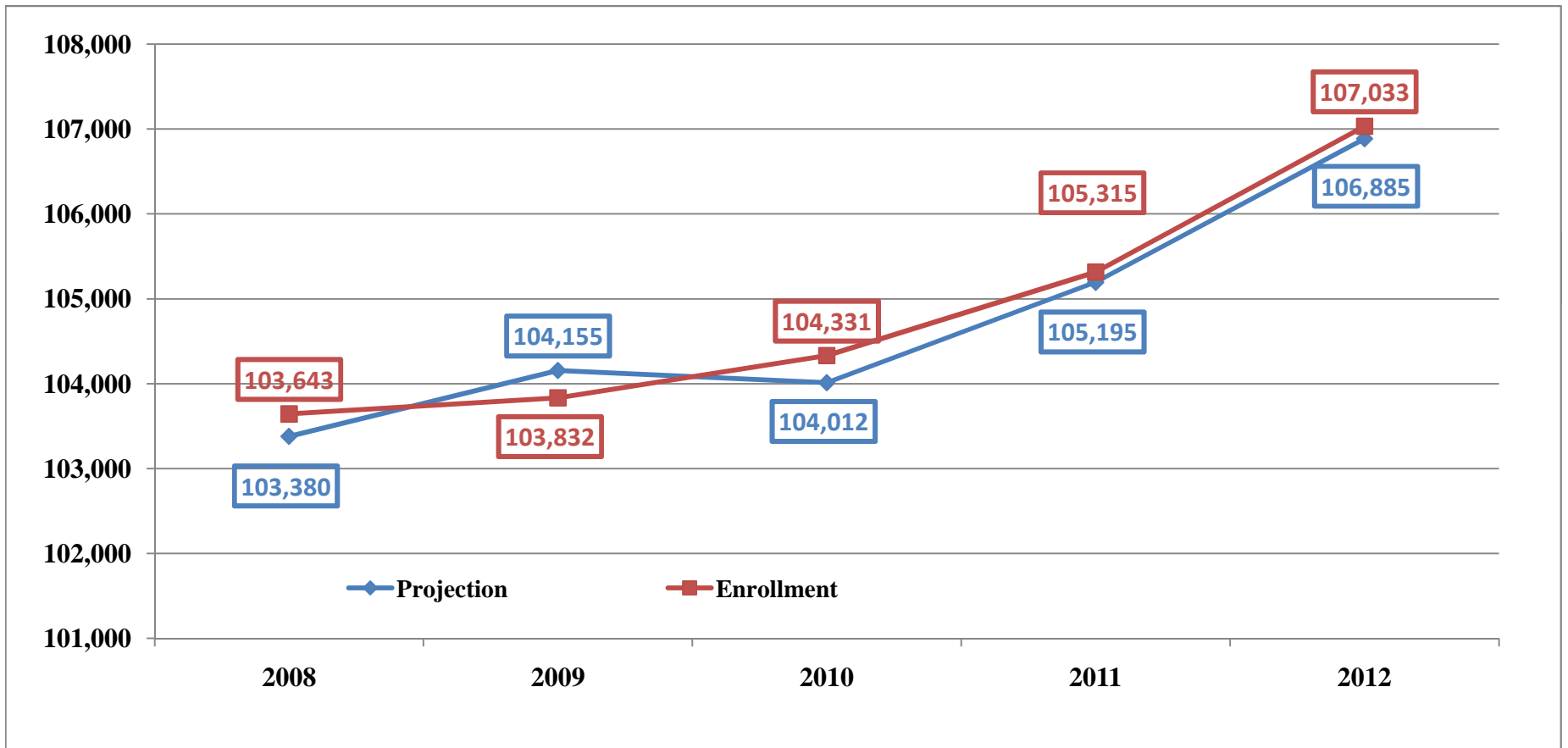
All projections and enrollments reflect a date of September 30 of the given year.

Differences highlighted in red note differences of greater than +/- 40 students, which is the projection goal for individual schools.

Revised 10/11/2012

### BCPS 1 Year Enrollment Projection Accuracy

Year	Projection	Official Enrollment	+/- Projection	Accuracy	99% Accuracy Goal Met?
2008	103,380	103,643	263	99.75%	yes
2009	104,155	103,832	-323	99.69%	yes
2010	104,012	104,331	319	99.69%	yes
2011	105,195	105,315	120	99.89%	yes
2012	106,885	107,033	148	99.86%	yes



**Baltimore County Public Schools, Projection vs Enrollment 2008-2012, Elementary School Zone I**

Elementary Zone I	2008				2009				2010				2011				2012			
	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc
Arbutus ES	318	333	15	104.72%	341	363	22	106.45%	382	408	26	106.81%	431	408	-23	94.66%	430	431	1	100.23%
Baltimore Highlands ES	515	512	-3	99.42%	519	528	9	101.73%	525	514	-11	97.90%	511	510	-1	99.80%	520	551	31	105.96%
Battle Grove ES	344	332	-12	96.51%	350	325	-25	92.86%	334	306	-28	91.62%	315	321	6	101.90%	322	336	14	104.35%
Bear Creek ES	413	453	40	109.69%	451	445	-6	98.67%	469	446	-23	95.10%	438	436	-2	99.54%	437	470	33	107.55%
Bedford ES	302	276	-26	91.39%	267	273	6	102.25%	273	277	4	101.47%	281	260	-21	92.53%	268	279	11	104.10%
Berkshire ES	347	385	38	110.95%	457	446	-11	97.59%	475	436	-39	91.79%	454	463	9	101.98%	492	467	-25	94.92%
Campfield Center	316	307	-9	97.15%	303	338	35	111.55%	323	302	-21	93.50%	317	370	53	116.72%	386	356	-30	92.23%
Carney ES	503	489	-14	97.22%	487	475	-12	97.54%	479	505	26	105.43%	524	538	14	102.67%	570	557	-13	97.72%
Carroll Manor ES	323	318	-5	98.45%	314	333	19	106.05%	350	338	-12	96.57%	337	339	2	100.59%	342	344	2	100.58%
Catonsville ES	402	413	11	102.74%	417	419	2	100.48%	456	446	-10	97.81%	458	436	-22	95.20%	431	439	8	101.86%
Cedarmere ES	453	459	6	101.32%	462	435	-27	94.16%	427	464	37	108.67%	472	473	1	100.21%	486	473	-13	97.33%
Chadwick ES	424	406	-18	95.75%	413	452	39	109.44%	459	454	-5	98.91%	455	452	-3	99.34%	464	468	4	100.86%
Chapel Hill ES	531	534	3	100.56%	562	577	15	102.67%	577	599	22	103.81%	630	645	15	102.38%	685	705	20	102.92%
Charlesmont ES	376	350	-26	93.09%	351	327	-24	93.16%	322	372	50	115.53%	402	381	-21	94.78%	397	381	-16	95.97%
Chase ES	321	323	2	100.62%	322	305	-17	94.72%	294	320	26	108.84%	330	342	12	103.64%	366	360	-6	98.36%
Chatsworth ES	380	390	10	102.63%	386	380	-6	98.45%	387	371	-16	95.87%	368	385	17	104.62%	393	375	-18	95.42%
Chesapeake Terrace ES	185	195	10	105.41%	254	263	9	103.54%	276	258	-18	93.48%	263	271	8	103.04%	288	284	-4	98.61%
Church Lane ES	494	463	-31	93.72%	470	483	13	102.77%	496	497	1	100.20%	513	487	-26	94.93%	503	503	0	100.00%
Colgate ES	343	331	-12	96.50%	338	328	-10	97.04%	336	312	-24	92.86%	325	330	5	101.54%	338	334	-4	98.82%
Cromwell ES	442	432	-10	97.74%	433	436	3	100.69%	435	439	4	100.92%	435	442	7	101.61%	445	452	7	101.57%
Deep Creek ES	434	386	-48	88.94%	386	384	-2	99.48%	380	405	25	106.58%	429	388	-41	90.44%	395	363	-32	91.90%
Deer Park ES	407	431	24	105.90%	414	416	2	100.48%	412	379	-33	91.99%	354	399	45	112.71%	425	425	0	100.00%
Dogwood ES	459	450	-9	98.04%	432	411	-21	95.14%	496	561	65	113.10%	570	618	48	108.42%	631	625	-6	99.05%
Dundalk ES	599	651	52	108.68%	660	636	-24	96.36%	642	627	-15	97.66%	625	651	26	104.16%	669	683	14	102.09%
Eastwood Center	198	208	10	105.05%	209	198	-11	94.74%	199	197	-2	98.99%	194	190	-4	97.94%	190	191	1	100.53%
Edgemere ES	551	513	-38	93.10%	449	468	19	104.23%	456	458	2	100.44%	456	479	23	105.04%	483	490	7	101.45%
Edmondson Heights ES	528	505	-23	95.64%	466	505	39	108.37%	492	498	6	101.22%	490	453	-37	92.45%	450	459	9	102.00%
Elmwood ES	491	548	57	111.61%	579	573	-6	98.96%	579	542	-37	93.61%	567	547	-20	96.47%	551	568	17	103.09%
Essex ES	471	461	-10	97.88%	460	474	14	103.04%	484	496	12	102.48%	513	497	-16	96.88%	514	530	16	103.11%
Featherbed Lane ES	705	691	-14	98.01%	689	678	-11	98.40%	560	572	12	102.14%	568	536	-32	94.37%	510	574	64	112.55%
Fifth District ES	282	285	3	101.06%	289	276	-13	95.50%	269	275	6	102.23%	285	281	-4	98.60%	276	290	14	105.07%
Fort Garrison ES	403	390	-13	96.77%	410	429	19	104.63%	450	451	1	100.22%	485	462	-23	95.26%	473	455	-18	96.19%
Franklin ES	531	512	-19	96.42%	550	528	-22	96.00%	531	514	-17	96.80%	534	505	-29	94.57%	512	488	-24	95.31%
Fullerton ES	521	525	4	100.77%	528	541	13	102.46%	551	551	0	100.00%	578	570	-8	98.62%	598	553	-45	92.47%
Glenmar ES	410	341	-69	83.17%	355	381	26	107.32%	393	375	-18	95.42%	381	382	1	100.26%	403	399	-4	99.01%
Glyndon ES	465	476	11	102.37%	481	476	-5	98.96%	483	476	-7	98.55%	479	480	1	100.21%	479	507	28	105.85%
Battle Monument School	49	53	4	108.16%	53	63	10	118.87%	73	70	-3	95.89%	70	79	9	112.86%	85	78	-7	91.76%

Cells with red highlight indicate where a school enrollment was greater than +/- 40 students from the one year projection.

**Baltimore County Public Schools, Projection vs Enrollment 2008-2012, Elementary School Zone II**

Elementary Zone II	2008				2009				2010				2011				2012			
	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc
Grange ES	365	364	-1	99.73%	388	404	16	104.12%	403	388	-15	96.28%	401	389	-12	97.01%	378	416	38	110.05%
Gunpowder ES	504	519	15	102.98%	550	518	-32	94.18%	518	517	-1	99.81%	507	505	-2	99.61%	508	474	-34	93.31%
Halethorpe ES	379	405	26	106.86%	409	418	9	102.20%	430	439	9	102.09%	467	451	-16	96.57%	451	482	31	106.87%
Halstead Academy	525	531	6	101.14%	536	500	-36	93.28%	486	458	-28	94.24%	458	433	-25	94.54%	434	457	23	105.30%
Hampton ES	420	406	-14	96.67%	432	451	19	104.40%	500	496	-4	99.20%	549	529	-20	96.36%	557	562	5	100.90%
Harford Hills ES	341	332	-9	97.36%	327	339	12	103.67%	327	331	4	101.22%	339	350	11	103.24%	361	403	42	111.63%
Hawthorne ES	589	600	11	101.87%	604	578	-26	95.70%	583	551	-32	94.51%	536	551	15	102.80%	568	579	11	101.94%
Hebbsville ES	461	438	-23	95.01%	414	404	-10	97.58%	379	367	-12	96.83%	368	357	-11	97.01%	346	384	38	110.98%
Hernwood ES	427	434	7	101.64%	438	411	-27	93.84%	396	394	-2	99.49%	365	372	7	101.92%	383	415	32	108.36%
Hillcrest ES	678	656	-22	96.76%	681	697	16	102.35%	698	708	10	101.43%	727	752	25	103.44%	775	815	40	105.16%
Jacksonville ES	568	533	-35	93.84%	558	588	30	105.38%	589	582	-7	98.81%	586	594	8	101.37%	625	627	2	100.32%
Johnnycake ES	636	584	-52	91.82%	587	593	6	101.02%	587	597	10	101.70%	600	657	57	109.50%	715	651	-64	91.05%
Joppa View ES	595	617	22	103.70%	646	628	-18	97.21%	650	623	-27	95.85%	637	652	15	102.35%	670	703	33	104.93%
Kingsville ES	353	343	-10	97.17%	364	353	-11	96.98%	353	341	-12	96.60%	330	341	11	103.33%	345	356	11	103.19%
Lansdowne ES	382	392	10	102.62%	401	410	9	102.24%	423	429	6	101.42%	431	436	5	101.16%	445	453	8	101.80%
Logan ES	496	512	16	103.23%	508	488	-20	96.06%	479	477	-2	99.58%	499	519	20	104.01%	530	534	4	100.75%
Lutherville ES	469	491	22	104.69%	512	501	-11	97.85%	498	536	38	107.63%	565	562	-3	99.47%	557	565	8	101.44%
Mars Estates ES	398	378	-20	94.97%	378	378	0	100.00%	384	403	19	104.95%	406	390	-16	96.06%	401	407	6	101.50%
Martin Blvd. ES	284	290	6	102.11%	286	276	-10	96.50%	261	287	26	109.96%	295	279	-16	94.58%	285	291	6	102.11%
McCormick ES	441	390	-51	88.44%	386	335	-51	86.79%	322	385	63	119.57%	401	470	69	117.21%	481	426	-55	88.57%
Middleborough ES	304	317	13	104.28%	319	319	0	100.00%	319	330	11	103.45%	360	334	-26	92.78%	355	378	23	106.48%
Middlesex ES	520	475	-45	91.35%	480	511	31	106.46%	518	525	7	101.35%	528	530	2	100.38%	521	498	-23	95.59%
Milbrook ES	342	341	-1	99.71%	342	335	-7	97.95%	319	356	37	111.60%	373	337	-36	90.35%	360	381	21	105.83%
New Town ES	710	709	-1	99.86%	734	745	11	101.50%	784	799	15	101.91%	866	892	26	103.00%	986	893	-93	90.57%
Norwood ES	652	584	-68	89.57%	510	595	85	116.67%	588	609	21	103.57%	623	601	-22	96.47%	601	610	9	101.50%
Oakleigh ES	471	499	28	105.94%	495	485	-10	97.98%	477	500	23	104.82%	522	537	15	102.87%	560	579	19	103.39%
Oliver Beach ES	269	258	-11	95.91%	258	272	14	105.43%	279	269	-10	96.42%	268	269	1	100.37%	273	257	-16	94.14%
Orems ES	335	349	14	104.18%	362	354	-8	97.79%	364	343	-21	94.23%	347	351	4	101.15%	359	348	-11	96.94%
Owings Mills ES	671	715	44	106.56%	728	758	30	104.12%	790	786	-4	99.49%	810	775	-35	95.68%	777	812	35	104.50%
Padonia Intl. ES	327	375	48	114.68%	411	411	0	100.00%	438	425	-13	97.03%	446	448	2	100.45%	465	461	-4	99.14%
Perry Hall ES	557	559	2	100.36%	563	552	-11	98.05%	554	584	30	105.42%	620	603	-17	97.26%	635	636	1	100.16%
Pine Grove ES	442	448	6	101.36%	442	501	59	113.35%	532	510	-22	95.86%	529	489	-40	92.44%	492	516	24	104.88%
Pinewood ES	539	532	-7	98.70%	543	545	2	100.37%	556	563	7	101.26%	575	586	11	101.91%	589	608	19	103.23%
Pleasant Plains ES	510	500	-10	98.04%	508	487	-21	95.87%	495	493	-2	99.60%	490	500	10	102.04%	515	519	4	100.78%
Pot Springs ES	580	540	-40	93.10%	544	574	30	105.51%	602	606	4	100.66%	633	610	-23	96.37%	631	657	26	104.12%
Imagine Discovery	0	465	465	NA	555	552	-3	99.46%	641	601	-40	93.76%	564	623	59	110.46%	642	566	-76	88.16%
Maiden Choice School	105	105	0	100.00%	105	112	7	106.67%	112	109	-3	97.32%	109	109	0	100.00%	109	107	-2	98.17%

Cells with red highlight indicate where a school enrollment was greater than +/- 40 students from the one year projection.



**Baltimore County Public Schools, Projection vs Enrollment 2008-2012, Elementary School Zone III**

Elementary Zone III	2008				2009				2010				2011				2012			
	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc
Powhatan ES	346	329	-17	95.09%	333	318	-15	95.50%	312	296	-16	94.87%	285	280	-5	98.25%	274	300	26	109.49%
Prettyboy ES	445	459	14	103.15%	495	484	-11	97.78%	489	450	-39	92.02%	444	442	-2	99.55%	452	444	-8	98.23%
Randallstown ES	383	389	6	101.57%	382	394	12	103.14%	400	378	-22	94.50%	369	387	18	104.88%	391	396	5	101.28%
Red House Run ES	510	524	14	102.75%	566	573	7	101.24%	591	562	-29	95.09%	582	545	-37	93.64%	563	551	-12	97.87%
Reisterstown ES	457	506	49	110.72%	513	539	26	105.07%	555	540	-15	97.30%	560	531	-29	94.82%	545	518	-27	95.05%
Relay ES	421	414	-7	98.34%	416	435	19	104.57%	453	469	16	103.53%	494	524	30	106.07%	548	544	-4	99.27%
Riderwood ES	544	518	-26	95.22%	544	542	-2	99.63%	490	528	38	107.76%	531	506	-25	95.29%	498	508	10	102.01%
Riverview ES	482	469	-13	97.30%	470	461	-9	98.09%	445	428	-17	96.18%	414	451	37	108.94%	471	497	26	105.52%
Rodgers Forge ES	695	709	14	102.01%	769	722	-47	93.89%	408	395	-13	96.81%	386	422	36	109.33%	466	447	-19	95.92%
Sandalwood ES	473	462	-11	97.67%	478	494	16	103.35%	509	486	-23	95.48%	496	504	8	101.61%	523	532	9	101.72%
Sandy Plains ES	561	597	36	106.42%	655	580	-75	88.55%	590	600	10	101.69%	590	596	6	101.02%	598	619	21	103.51%
Scotts Branch ES	471	512	41	108.70%	500	491	-9	98.20%	506	509	3	100.59%	500	554	54	110.80%	565	528	-37	93.45%
Seneca ES	415	392	-23	94.46%	356	356	0	100.00%	347	399	52	114.99%	392	406	14	103.57%	410	437	27	106.59%
Seven Oaks ES	379	407	28	107.39%	401	413	12	102.99%	412	394	-18	95.63%	397	406	9	102.27%	439	396	-43	90.21%
Seventh District ES	404	395	-9	97.77%	405	417	12	102.96%	416	404	-12	97.12%	404	420	16	103.96%	434	416	-18	95.85%
Shady Spring ES	572	595	23	104.02%	580	591	11	101.90%	604	620	16	102.65%	627	633	6	100.96%	675	611	-64	90.52%
Sparks ES	520	517	-3	99.42%	543	555	12	102.21%	561	556	-5	99.11%	570	574	4	100.70%	585	566	-19	96.75%
Stoneleigh ES	645	594	-51	92.09%	624	622	-2	99.68%	635	629	-6	99.06%	659	675	16	102.43%	689	696	7	101.02%
Summit Park ES	374	361	-13	96.52%	373	368	-5	98.66%	376	393	17	104.52%	416	432	16	103.85%	473	447	-26	94.50%
Sussex ES	339	363	24	107.08%	377	359	-18	95.23%	361	373	12	103.32%	410	391	-19	95.37%	412	415	3	100.73%
Timber Grove ES	563	601	38	106.75%	607	592	-15	97.53%	609	582	-27	95.57%	573	563	-10	98.25%	564	594	30	105.32%
Timonium ES	434	434	0	100.00%	439	438	-1	99.77%	460	436	-24	94.78%	445	449	4	100.90%	474	462	-12	97.47%
Victory Villa ES	312	310	-2	99.36%	317	315	-2	99.37%	330	337	7	102.12%	335	360	25	107.46%	375	398	23	106.13%
Villa Cresta ES	550	576	26	104.73%	611	586	-25	95.91%	583	602	19	103.26%	620	626	6	100.97%	645	630	-15	97.67%
Vincent Farm ES	417	500	83	119.90%	517	533	16	103.09%	552	570	18	103.26%	627	628	1	100.16%	690	675	-15	97.83%
Warren ES	354	358	4	101.13%	378	381	3	100.79%	381	403	22	105.77%	423	427	4	100.95%	441	449	8	101.81%
Wellwood ES	404	442	38	109.41%	445	441	-4	99.10%	446	413	-33	92.60%	416	462	46	111.06%	486	479	-7	98.56%
West Towson ES									422	437	15	103.55%	463	519	56	112.10%	591	543	-48	91.88%
Westchester ES	495	507	12	102.42%	519	534	15	102.89%	536	565	29	105.41%	594	584	-10	98.32%	600	590	-10	98.33%
Westowne ES	514	541	27	105.25%	547	548	1	100.18%	578	550	-28	95.16%	553	550	-3	99.46%	550	574	24	104.36%
Winand ES	439	465	26	105.92%	478	464	-14	97.07%	487	451	-36	92.61%	452	541	89	119.69%	562	565	3	100.53%
Winfield ES	480	437	-43	91.04%	434	460	26	105.99%	464	486	22	104.74%	513	460	-53	89.67%	469	484	15	103.20%
Woodbridge ES	386	357	-29	92.49%	347	348	1	100.29%	325	345	20	106.15%	337	423	86	125.52%	431	429	-2	99.54%
Woodholme ES	754	730	-24	96.82%	761	773	12	101.58%	795	820	25	103.14%	839	781	-58	93.09%	820	882	62	107.56%
Woodmoor ES	535	495	-40	92.52%	488	484	-4	99.18%	470	460	-10	97.87%	459	527	68	114.81%	563	559	-4	99.29%
Ridge Ruxton School	122	125	3	102.46%	125	112	-13	89.60%	112	110	-2	98.21%	110	111	1	100.91%	111	115	4	103.60%
White Oak School	123	149	26	121.14%	149	97	-52	65.10%	97	62	-35	63.92%	62	75	13	120.97%	75	86	11	114.67%

Cells with red highlight indicate where a school enrollment was greater than +/- 40 students from the one year projection.

Baltimore County Public Schools, Projection vs Enrollment 2008-2012, Middle School Zone

Middle School Zone	2008				2009				2010				2011				2012			
	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc
Arbutus Middle	784	798	14	101.79%	775	753	-22	97.16%	727	705	-22	96.97%	709	734	25	103.53%	749	755	6	100.80%
Catonsville Middle	667	667	0	100.00%	650	641	-9	98.62%	658	683	25	103.80%	700	721	21	103.00%	767	774	7	100.91%
Cockeysville Middle	834	813	-21	97.48%	786	754	-32	95.93%	749	768	19	102.54%	754	742	-12	98.41%	732	735	3	100.41%
Deep Creek Middle	831	793	-38	95.43%	777	767	-10	98.71%	795	793	-2	99.75%	813	803	-10	98.77%	794	782	-12	98.49%
Deer Park Middle	1098	1151	53	104.83%	1183	1114	-69	94.17%	1115	1176	61	105.47%	1197	1235	38	103.17%	1291	1226	-65	94.97%
Dumbarton Middle	969	944	-25	97.42%	1002	922	-80	92.02%	888	872	-16	98.20%	872	916	44	105.05%	933	932	-1	99.89%
Dundalk Middle	425	462	37	108.71%	478	447	-31	93.51%	469	467	-2	99.57%	475	463	-12	97.47%	464	459	-5	98.92%
Franklin Middle	1317	1297	-20	98.48%	1297	1328	31	102.39%	1310	1284	-26	98.02%	1306	1292	-14	98.93%	1270	1336	66	105.20%
General John Stricker Middle	748	794	46	106.15%	788	786	-2	99.75%	763	794	31	104.06%	819	792	-27	96.70%	787	777	-10	98.73%
Golden Ring Middle	665	661	-4	99.40%	640	637	-3	99.53%	612	647	35	105.72%	640	591	-49	92.34%	608	610	2	100.33%
Hereford Middle	1047	1008	-39	96.28%	975	966	-9	99.08%	949	948	-1	99.89%	954	926	-28	97.06%	932	936	4	100.43%
Holabird Middle	672	652	-20	97.02%	623	643	20	103.21%	653	640	-13	98.01%	647	652	5	100.77%	650	645	-5	99.23%
Lansdowne Middle	725	673	-52	92.83%	670	675	5	100.75%	667	610	-57	91.45%	618	635	17	102.75%	637	674	37	105.81%
Loch Raven Academy	584	584	0	100.00%	564	582	18	103.19%	608	669	61	110.03%	686	695	9	101.31%	720	753	33	104.58%
Middle River Middle	884	896	12	101.36%	895	910	15	101.68%	910	882	-28	96.92%	877	856	-21	97.61%	831	843	12	101.44%
Old Court Middle	476	556	80	116.81%	579	581	2	100.35%	571	590	19	103.33%	587	572	-15	97.44%	530	573	43	108.11%
Parkville Middle	1072	1042	-30	97.20%	1033	1030	-3	99.71%	1031	1040	9	100.87%	1036	1065	29	102.80%	1085	1021	-64	94.10%
Perry Hall Middle	1537	1521	-16	98.96%	1488	1519	31	102.08%	1551	1578	27	101.74%	1632	1607	-25	98.47%	1601	1563	-38	97.63%
Pikesville Middle	900	917	17	101.89%	927	975	48	105.18%	1005	976	-29	97.11%	985	1017	32	103.25%	1018	943	-75	92.63%
Pine Grove Middle	1021	1009	-12	98.82%	975	907	-68	93.03%	861	883	22	102.56%	887	898	11	101.24%	868	892	24	102.76%
Ridgely Middle	1046	1052	6	100.57%	1010	1011	1	100.10%	988	1034	46	104.66%	1067	1081	14	101.31%	1130	1100	-30	97.35%
Southwest Academy	719	727	8	101.11%	708	748	40	105.65%	720	729	9	101.25%	746	746	0	100.00%	744	729	-15	97.98%
Sparrows Point Middle	454	464	10	102.20%	450	458	8	101.78%	451	480	29	106.43%	488	507	19	103.89%	522	512	-10	98.08%
Stemmers Run Middle	722	703	-19	97.37%	688	709	21	103.05%	718	729	11	101.53%	713	681	-32	95.51%	676	693	17	102.51%
Sudbrook Middle	956	1007	51	105.33%	1007	1024	17	101.69%	1045	1037	-8	99.23%	1019	1015	-4	99.61%	1013	1020	7	100.69%
Windsor Mill Middle	620	618	-2	99.68%	620	605	-15	97.58%	589	624	35	105.94%	614	535	-79	87.13%	511	473	-38	92.56%
Woodlawn Middle	647	669	22	103.40%	666	642	-24	96.40%	593	634	41	106.91%	674	634	-40	94.07%	612	635	23	103.76%

Cells with red highlight indicate where a school enrollment was greater than +/- 40 students from the one year projection.

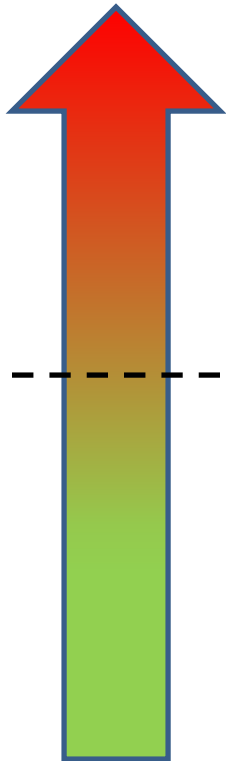
**Baltimore County Public Schools, Projection vs Enrollment 2008-2012, High School Zone**

High School Zone	2008				2009				2010				2011				2012			
	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc	Project	Enroll	+/-	% Acc
Catonsville High	1745	1756	11	100.63%	1699	1735	36	102.12%	1748	1795	47	102.69%	1802	1757	-45	97.50%	1753	1785	32	101.83%
Chesapeake High	1043	1062	19	101.82%	1061	1071	10	100.94%	1056	1108	52	104.92%	1112	1090	-22	98.02%	1053	1082	29	102.75%
Dulaney High	1901	1857	-44	97.69%	1839	1879	40	102.18%	1867	1866	-1	99.95%	1837	1858	21	101.14%	1888	1875	-13	99.31%
Dundalk High	1161	1223	62	105.34%	1259	1240	-19	98.49%	1213	1228	15	101.24%	1215	1223	8	100.66%	1226	1252	26	102.12%
Eastern Tech High	1215	1263	48	103.95%	1246	1283	37	102.97%	1287	1272	-15	98.83%	1297	1256	-41	96.84%	1228	1198	-30	97.56%
Franklin High	1570	1578	8	100.51%	1566	1546	-20	98.72%	1541	1575	34	102.21%	1532	1524	-8	99.48%	1507	1531	24	101.59%
George Washington Carver Center	725	736	11	101.52%	748	746	-2	99.73%	739	752	13	101.76%	764	757	-7	99.08%	809	809	0	100.00%
Hereford High	1381	1380	-1	99.93%	1379	1387	8	100.58%	1394	1415	21	101.51%	1417	1378	-39	97.25%	1323	1315	-8	99.40%
Kenwood High	1641	1755	114	106.95%	1818	1762	-56	96.92%	1763	1731	-32	98.18%	1692	1732	40	102.36%	1729	1731	2	100.12%
Lansdowne High	1328	1245	-83	93.75%	1221	1285	64	105.24%	1307	1249	-58	95.56%	1172	1175	3	100.26%	1183	1218	35	102.96%
Loch Raven High	955	1043	88	109.21%	1055	1027	-28	97.35%	1008	1002	-6	99.40%	973	942	-31	96.81%	951	944	-7	99.26%
Milford Mill Academy	1464	1405	-59	95.97%	1376	1289	-87	93.68%	1237	1359	122	109.86%	1356	1373	17	101.25%	1441	1408	-33	97.71%
New Town HS	864	981	117	113.54%	981	957	-24	97.55%	945	894	-51	94.60%	868	869	1	100.12%	810	894	84	110.37%
Overlea High	1248	1215	-33	97.36%	1245	1073	-172	86.18%	956	953	-3	99.69%	880	915	35	103.98%	888	921	33	103.72%
Owings Mills High	1036	1037	1	100.10%	1033	1015	-18	98.26%	1007	1015	8	100.79%	1003	968	-35	96.51%	945	962	17	101.80%
Parkville High	1789	1721	-68	96.20%	1732	1693	-39	97.75%	1582	1620	38	102.40%	1575	1494	-81	94.86%	1500	1493	-7	99.53%
Patapsco High	1446	1483	37	102.56%	1468	1462	-6	99.59%	1466	1471	5	100.34%	1482	1444	-38	97.44%	1414	1473	59	104.17%
Perry Hall High	2227	2192	-35	98.43%	2199	2265	66	103.00%	2300	2229	-71	96.91%	2228	2199	-29	98.70%	2207	2210	3	100.14%
Pikesville High	919	921	2	100.22%	922	913	-9	99.02%	919	873	-46	94.99%	857	898	41	104.78%	921	896	-25	97.29%
Randallstown High	1227	1231	4	100.33%	1192	1208	16	101.34%	1200	1111	-89	92.58%	1114	1095	-19	98.29%	1084	1024	-60	94.46%
Sparrows Point High	808	802	-6	99.26%	767	792	25	103.26%	760	765	5	100.66%	758	795	37	104.88%	791	765	-26	96.71%
Towson High	1425	1407	-18	98.74%	1397	1384	-13	99.07%	1396	1395	-1	99.93%	1386	1417	31	102.24%	1443	1429	-14	99.03%
Western Tech	903	885	-18	98.01%	860	873	13	101.51%	885	890	5	100.56%	885	891	6	100.68%	917	926	9	100.98%
Woodlawn High	1775	1767	-8	99.55%	1717	1641	-76	95.57%	1568	1634	66	104.21%	1570	1504	-66	95.80%	1453	1432	-21	98.55%

Cells with red highlight indicate where a school enrollment was greater than +/- 40 students from the one year projection.

# Relief Strategies/Managing Resources

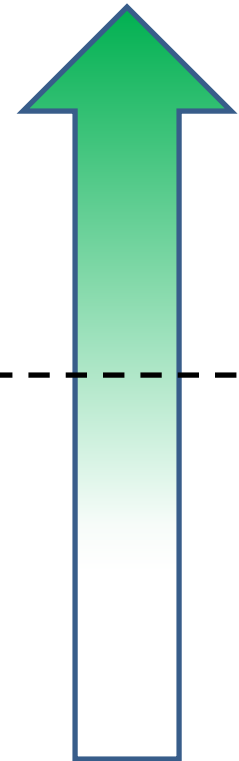
**Complex**



**Simple**

- Capital construction
- Permanent/Modular Addition
- Renovations
- Purchase additional relocatable units
- Enrollment caps/Annexing/Redistricting
- Use of existing relocatable units
- Room use recommendations
- Capacity analysis
- Policy review and analysis

**High Cost**



**No/Low Cost**

## Strategies For Providing Relief

### Capital Planning Priorities and Recommended Timelines FY 2014 - FY 2018

PLANNING REGION	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
SOUTHWEST					TBD Seats Hillcrest/ Westchester ES Cluster
NORTHWEST	700 Seats* NW Area ES (New Town/Woodholme ES Cluster)				
NORTHWEST		TBD Seats Summit Park/Milbrook ES Clusters	TBD Seats Summit Park/Milbrook ES Clusters		
NORTHWEST					TBD Seats Owings Mills ES Cluster
CENTRAL			TBD seats West Towson ES Cluster	TBD seats West Towson ES Cluster	
CENTRAL	700 seats Mays Chapel Site ES				
CENTRAL	200 seats Sparks ES				
CENTRAL	200 seats Hereford HS				
NORTHEAST			750 Seats Shady Spring ES Cluster	750 Seats Shady Spring ES Cluster	
SOUTHEAST					

<b>Project Phase</b>	<b>Notes:</b>
<b>Planning</b>	All Regions: Explore BCPS site bank property acquisitions.
<b>Funding</b>	Hillcrest/Westchester ES Cluster: Hillcrest ES, Westchester ES, Catonsville ES, Westowne ES  New Town/Woodholme ES Cluster: New Town ES, Woodholme ES, Deer Park ES *Estimate based on Jan 2012 enrollment projections.  Summit Park/Milbrook ES Clusters: Milbrook ES, Summit Park ES, Wellwood International School, Bedford ES, Campfield Early Childhood Learning and Development Center  Owings Mills ES Cluster: Cedarmere ES, Fort Garrison ES, Owings Mills ES, Timber Grove ES  Shady Spring ES Cluster: Elmwood ES, Fullerton ES, McCormick ES, Red House Run ES, and Shady Spring ES.  West Towson ES Cluster: West Towson ES, Rodgers Forge ES, Riderwood ES



## STUDENTS: Enrollment and Attendance

School Attendance Areas

## I. Policy Statement

- A. Maryland's Public School Law confers on the Board of Education of Baltimore County (Board) the responsibility to control educational matters that affect the county and promote the interests of the schools under its jurisdiction. The Board has established the Baltimore County Public School System (BCPS), which is maintained for the education of students who are domiciled with their parents in Baltimore County.
- B. The Board has established to avoid over utilization of some schools and the under utilization of others geographical attendance areas for each BCPS school. Students are assigned to schools in the school attendance areas where they are domiciled, unless approval is given in accordance with the applicable Board of Education policies and Superintendent's rules.

## II. Implementation

- A. The Board of Education recognizes that circumstances may arise which will cause parents or guardians to request permission for a student to attend a school other than the school within the attendance area in which the student resides. The Superintendent is directed to develop procedures and guidelines for the enrollment of students in schools outside of their assigned attendance areas.

Legal References: *Annotated Code of Maryland*, Education Article §4-101, *Control and Promotion of Education*  
*Annotated Code of Maryland*, Education Article §4-109, *Establishment of Public Schools*

Related Policies: Board of Education Policy 5110, *Admission*

Board of Education Policy 5150, *Residents and Nonresidents*

POLICY 5140  
Board of Education Policy 6400, *Magnet Schools and Programs*

Policy

Board of Education of Baltimore County

Adopted: 12/13/73

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STUDENTS: Enrollment and Attendance

Special Permission Transfer

I. Purpose

- A. To provide procedures and guidelines for student (K-12) special permission transfers in Baltimore County Public Schools (BCPS).
- B. In accordance with Board of Education Policy 5140, each Baltimore County public school will have a designated school attendance area. Students shall attend the school serving the school attendance area in which their parents have a bona fide domicile, unless an exception is granted in accordance with the procedures and guidelines provided herein.
- C. The Superintendent delegates the responsibility of determining whether a special permission transfer should be granted to the principal of the requested school. The receiving principal shall make his/her decision based on the criteria outlined herein.
- D. The Superintendent, in his/her sole discretion, has the authority to determine when a school or schools will be closed to special permission transfers. When a school is deemed a “closed school” under this rule, no students will be admitted to the school through the special permission transfer process.

II. Definitions

- A. *Business Day* – Any day that the central offices of the school system are open for business or as provided on the official school system calendar.
- B. *Child* – Any child who meets all state requirements for enrollment and who is not currently enrolled in a Baltimore County public school.
- C. *Child of an Employee* – A dependent child of a BCPS employee. This includes:
  - 1. A biological child.
  - 2. A legally adopted child.
  - 3. A child for whom the employee has legal guardianship.



4. A stepchild, when the employee's spouse resides with the employee and the employee's spouse is the child's natural or adoptive parent.
- D. *Closed School* – A school determined by the Superintendent to be closed to the special permission transfer process.
  - E. *Employee* – A certificated or non-certificated individual who is an employee for a least 9 months a year by BCPS and as defined by §6–404 and §6–501 of the Education Article of the *Annotated Code of Maryland*.
  - F. *Filed* – Means the delivery of documents to the appropriate school system office on or before the documents are due, or depositing the papers in the United States mail before the date the papers are due.
  - G. *Fraudulent Enrollment* – Refers to the intentional misrepresentation of documentation or material fact regarding domicile, providing false information on the special permission transfer application, and/or the failure to notify BCPS of a change in domicile or a change in hardship conditions for which the special permission transfer was approved. Any such change must be provided to the school principal within fifteen (15) business days of occurrence.
  - H. *Overcrowded* – Occurs when one or more of the following conditions exists:
    1. Current or projected student enrollment is equivalent to or exceeds state-approved building capacity.
    2. Average class size is equivalent to or exceeds Board-approved staffing guidelines.
    3. Enrollment is equivalent to or exceeds staffing allocation schoolwide or within specific programs, grade levels, or courses.
  - I. *Parent* – The biological or adoptive parent, legal guardian, or person acting in the absence of the parent or guardian.
  - J. *Receiving School* – The school where the student is seeking to be enrolled by special permission transfer.
  - K. *Sibling* – A brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child who is domiciled in Baltimore County in the same residence as the student applicant.
  - L. *Student* – A school-aged child who meets specified conditions for establishing domicile in Baltimore County and who is currently enrolled in a BCPS school.

- M. *Terminal Grade* – The last grade before transitioning to middle or high school.

III. Guidelines

- A. A student is expected to attend the school that serves his/her attendance area. However, a request for a special permission transfer may be approved by the principal of the receiving school, except as provided herein.
- B. Prekindergarten students are not eligible for special permission transfers.
- C. Special permission transfer requests related to application and admission to a magnet school must be made in accordance with Board of Education Policy and Superintendent’s Rule 6400, *Magnet Schools and Programs*.
- D. A special permission transfer will be approved when one of the following conditions exists:
  - 1. Terminal Grade
    - a. When a student in Grades 4, 7, or 11 moves to a different school attendance area after the completion of the school year wishes to complete the final year of elementary, middle, or high school.
  - 2. Program of Study
    - a. When a student desires to pursue a curricular, academic, or sequential program of study not offered in the student’s regularly assigned school.
    - b. The student must have met the stated prerequisites for the requested program.
    - c. Special permission transfer requests based on program of study will be denied if the requested school is overcrowded.
  - 3. Medical/Student Adjustment
    - a. When the student demonstrates exceptional hardship for reasons of medical, emotional, or social adjustment.
      - (1) Independent, detailed documentation substantiating the circumstances (e.g., from physicians, psychologists, social workers, or counselors) is required and must be attached to the *Application for Special Permission Transfer*.
    - b. Overcrowded conditions will not preclude approval under this section, unless the school has been deemed a closed school.
  - 4. Change of Residence

- a. When a student has moved from one school attendance area to a different school attendance area in Baltimore County during the regular school year, but wishes to continue attending his or her school in his or her previous attendance area until completion of the school year.
    - (1) The family must provide the principal of the school the student currently attends with proof of the new address.
  - b. When a student plans to move from one school attendance area to a different attendance area on or before November 1 of the current school year.
    - (1) A student must demonstrate definite plans to move to a different attendance area, as follows:
      - (a) Proof of purchase or rental must be provided with the application for student transfer.
      - (b) The new residence must be the primary permanent residence for the student and the student's family and must be located within the receiving school's attendance area.
      - (c) Additional documentation may be requested to establish that the new residence is a bona fide domicile for the student.
    - (2) If the student is not domiciled with his/her parent in the new attendance area by November 1, the student will be withdrawn at the end of the semester.
5. Siblings
- a. When a student whose sibling lives in the same household and is enrolled in the requested school.
    - (1) To qualify, the sibling of the student seeking special permission must be currently enrolled in the receiving school at the time of application for special permission transfer.
  - b. Overcrowding will not preclude approval under this section.
6. Family Conditions
- a. When a parent has demonstrated a hardship necessitates that a student lives in another home within Baltimore County.
  - b. Overcrowding will not preclude approval under this section, unless the school has been deemed a closed school.
7. Child of an Employee

- a. When the parent is a BCPS employee and is requesting a special permission transfer to the school where the parent is employed or to the school nearest the employee's primary work site.
    - (1) The employee's primary work site must be located within the attendance area of the receiving school.
    - (2) If the receiving school is overcrowded, the student will be given the option of applying for a special permission transfer to another school that is not overcrowded and whose boundary is adjacent to the employee's work site.
  - b. If the employee's primary work site and the requested school is a magnet school, the employee's child must qualify for admission in accordance with Board of Education Policy and Superintendent's Rule 6400, *Magnet Schools and Programs*. If the student qualified for admission into the magnet program, the student will be given priority placement, without entry into the lottery selection process.
  - c. Special permission transfer requests made under this section will be denied if the requested school is overcrowded.
8. Child Care
- a. When the parent of an elementary or middle school student demonstrates hardship in obtaining appropriate full-time before- and/or after-school supervision of the student within the boundaries of the school where the child is domiciled.
  - b. When a high school student is severely or profoundly disabled and the parent provides documentation of child care, and after consultation with the appropriate offices including, but not limited to, the Offices of Special Education, Health Services, and Transportation.
  - c. Special permission transfers requested for reasons of child care will be denied if the requested school is overcrowded.
9. Title I Transfer
- a. When a student attends a BCPS school that has been identified as eligible for the Title I Public School Transfer Option and the student has been declared eligible under applicable Title I federal guidelines.
  - b. Transfer requests under this section shall be filed with the Office of Title I and Grant Assistance in accordance with Title I Public School Transfer Option procedures.

IV. Application Procedure

- A. The following procedures shall be followed when a student is requesting special permission to attend a school outside his or her designated school attendance area.
- B. Student Transfer Application
  - 1. The parent must complete the *Application for Special Permission Transfer, K-12*, and submit the completed application form with requisite supporting documentation as provided herein to the principal of the receiving school. The *Application for Special Permission Transfer* is attached hereto as Rule 5140, Form A.
  - 2. Applications for the succeeding school year must be submitted between April 1 and June 1 of the current school year.
    - a. The deadline for application submission will be waived if documentation accompanies the application and substantiates one or more of the following conditions:
      - (1) The student is a new resident of Baltimore County.
      - (2) There is an emergency or event that could not have been foreseen and can be documented as such.
      - (3) Information or documentation supporting the transfer request was not available between April 1 and June 1.
  - 3. The student shall be enrolled in and attend the school serving his/her attendance area while the special permission transfer request is being processed.
- C. Receiving School Application Review Process
  - 1. The school will date and time stamp each application immediately upon receipt in the order in which it is received.
  - 2. The principal, or his/her designated administrator, will review the application and:
    - a. Consult with the home school principal, as appropriate.
    - b. Verify that the student is domiciled in Baltimore County or has been approved for enrollment as a nonresident student in accordance with Board of Education Policy and Superintendent's Rule 5150, *Residents and Nonresident Students*.
    - c. Forward documentation of a medical or emotional/social adjustment hardship for review:

- (1) Documentation demonstrating a medical hardship shall be forwarded to the coordinator of health services for evaluation and consultation.
    - (2) Documentation demonstrating an emotional or social adjustment hardship or documentation from mental health or medical professionals shall be forwarded to the Office of Psychological Services for evaluation and consultation.
  3. The principal may deny the application for one or more of the following reasons:
    - a. Overcrowding.
    - b. Reason for transfer is inconsistent with policy and rule.
    - c. Lack of appropriate documentation.
    - d. The application was not submitted within the required timeline and/or the parent provided no documentation to support the late filing.
    - e. The school is deemed a closed school.
- D. Notification
  1. The principal will make every effort to render a decision by no later than July 1, except as provided below:
    - a. Decisions concerning admission to kindergarten will be rendered before the beginning of the school year.
    - b. For applications filed for a transfer during the current school year, the principal will make every effort to issue a decision within ten (10) business days.
    - c. Schools identified for Title I transfers will not approve or deny applications until released to do so by the Title I Office.
  2. The principal will indicate his/her approval or denial of the application in the appropriate section of the application. If denied, the reason(s) for denial will be clearly marked. Copies of the application shall be forwarded as follows:
    - a. Original application will be returned to the parent.
    - b. A copy will be forwarded to the home school principal.
    - c. A copy will be maintained in the student's official school record.
- E. Contract for Special Permission Transfer Students

1. The child's enrollment shall be conditional upon completing and signing the *Student Contract: Nonresident Employee/Special Permission Transfer* (Rule 5140, Form B).
  - a. Students who have failed to meet the conditions of the *contract* may be withdrawn at the end of the school year for any one of the following reasons:
    - (1) Absences resulting in an attendance rate that is equal to or below the state mandated Adequate Yearly Progress (AYP) attendance rate, the attendance rate of the previous local school year, or the BCPS annual attendance rate, whichever is lower for any given marking period.
    - (2) An absence rate or tardiness rate resulting in an attendance referral to the pupil personnel worker (PPW) or to Project Attend, where applicable.
    - (3) Accumulated tardiness in excess of the school's per student average tardiness rate.
    - (4) Three (3) or more suspensions.
    - (5) Suspension to the Superintendent's designee resulting in disciplinary action.
    - (6) The student has received more failing final grades than passing final grades.
    - (7) There is a change in reason for which the transfer was granted. Siblings who were approved for enrollment under this rule will not be affected by the withdrawal of a student under this section.
  - b. Students who fail to meet the conditions of the *Contract for Special Permission Transfer Students* and who are approaching terminal-year status will be withdrawn by no later than June 15, and terminal-year status will not apply.

V. Conditions

- A. Any student who is granted a special permission transfer must maintain appropriate behavior, attend school regularly, and demonstrate academic progress.
- B. A special permission transfer is approved until the student completes the terminal grade of a school level, except when:
  1. A student voluntarily withdraws from the receiving school.

2. A student withdraws from the instructional program under which the transfer was granted.
  3. A student withdraws from a magnet program within a comprehensive school that is not his/her assigned school.
  4. A special permission transfer is granted for the purpose of *Change of Residence from Attendance Area* and is approved for one school year only.
- C. Any student who is granted a special permission transfer and who completes a terminal grade must attend the middle or high school serving the attendance area where the student is domiciled with his/her parent, unless a new special permission transfer application is approved.
- D. Parents are responsible for providing transportation to and from the newly assigned school unless the student can be accommodated by the existing bus routes and existing bus stops of that school. In such instances, the parents/guardians are responsible for providing transportation to and from the existing bus stop.

VI. Fraudulent Enrollment

- A. A parent shall notify the school of any change in domicile or change in reason for which the special permission was approved. Failure to notify the school within fifteen (15) business days of any change may result in the student being withdrawn from school.
- B. If non-residency or non-custody of an enrolled student is suspected, the matter will be referred to the Office of Pupil Personnel Services for investigation.
- C. If a student is found to be fraudulently enrolled in a BCPS school, the school will issue a letter notifying the parent that the student will be withdrawn in ten (10) business days; the letter will advise the parent of his/her right to appeal the finding.
- D. If a student is found to be fraudulently enrolled, he or she is precluded from applying for a special permission transfer to the same receiving school during the school year.

VII. Special Conditions

- A. Special permission transfers will not be accepted if one of the following conditions applies at the receiving school:



1. The school is a new school and is in its first school year of operation;
2. The school is in its first school year of a boundary change;
3. The Superintendent has declared that the school is a closed school.

## VIII. Appeal Process

### A. Appeal to the Executive Director

1. A decision of the principal to deny a special permission transfer application under this rule may be appealed to the Executive Director of Student Support Services (hereinafter, executive director).
2. The appeal must be made in writing and filed with the executive director **within fifteen (15) business days** of the date the application is denied.
3. The appeal must include the following:
  - a. The full name, mailing address, and telephone number for the person filing the appeal or that person's designated representative.
  - b. A copy of the application signed by the principal.
  - c. A concise statement of the issues presented and the facts about which the person is appealing.
4. The executive director, or his/her designee, will review the facts of the case and issue a final decision in writing.
  - a. The executive director, or his/her designee, will make every effort to issue a written decision within thirty (30) business days of the receipt of the written appeal.

### B. Appeal to the Superintendent

1. If the appeal is denied or the party is not satisfied with the decision rendered by the executive director, he/she may further appeal that decision by filing an appeal with the Superintendent.
2. The appeal must be made in writing and filed with the Superintendent **within ten (10) business days** of the date of the executive director's decision.
3. The Superintendent, or his/her designee, will review the facts of the case and issue a final decision in writing.
  - a. The Superintendent or designee will make every effort to issue a written decision within forty-five (45) business days of the receipt of the appeal.

- C. Appeal to the Board of Education
  - 1. A decision of the Superintendent, or his/her designee, regarding enrollment or withdrawal under this rule may be appealed to the Board of Education of Baltimore County.
  - 2. The appeal must be made in writing and filed with the Board of Education **within thirty (30) calendar days** of the date of the Superintendent's decision.
  - 3. The procedures for filing an appeal with the Board of Education are outlined in Board of Education Policy 8340, *Appeal Before the Board of Education*.
- D. For all appeals filed under this section, electronic transmittals will not be accepted.

Legal References: *Annotated Code of Maryland*, Education Article §4-205, *Powers and Duties of County Superintendent*  
*Annotated Code of Maryland*, Education Article §6-404, *Designation of Exclusive Representative for Employees; Specific Units*  
*Annotated Code of Maryland*, Education Article §6-501, *Definitions*  
*Annotated Code of Maryland*, Education Article §7-101, *Admission of Students; Location; Kindergarten Programs*

Related Policies: Board of Education Policy 5100, *Compulsory Attendance*  
Board of Education Policy 5110, *Admission*  
Board of Education Policy 5140, *School Attendance Areas*  
Board of Education Policy 5150, *Residents and Nonresidents*  
Board of Education Policy 6400, *Magnet Schools and Programs*  
Board of Education Policy 8340, *Appeal Before the Board of Education*  
Board of Education Policy 8341, *Appeal Before A Hearing Examiner*

Rule

Superintendent of Schools

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INSTRUCTION: Special Programs

Magnet Programs

I. Philosophy

- A. The Board of Education of Baltimore County (Board) is committed to providing educational choices for parents and students in Baltimore County and supports magnet programs as one tool for achieving this goal.
- B. The Board believes that magnet programs should offer unique educational opportunities; implement innovative instructional practices; and promote diversity within schools. As defined by the Board, diversity includes racial, ethnic, economic, gender, and special needs populations.

II. Implementation

- A. The Board directs the Superintendent to establish guidelines for the application, admission, and enrollment of students in magnet programs.

Legal Reference: *Annotated Code of Maryland*, Education Article, §4-109, *Establishment of Public Schools*

Related Policies: Board of Education Policy 5110, *Admission*  
Board of Education Policy 5140, *School Attendance Areas*  
Board of Education Policy 5150, *Residents and Nonresidents*

Policy Board of Education of Baltimore County  
Adopted: 04/20/99  
Revised: 04/17/12



INSTRUCTION: Special Programs

Magnet Programs

I. Purpose

- A. To establish clear guidelines governing the application, admission, and enrollment process for magnet programs in Baltimore County Public Schools (BCPS).

II. Definitions

As used in this rule, the following definitions will apply:

- A. *Bona Fide Domicile* – The place in which an individual has a settled connection for legal purposes and the place where a person has his/her true, fixed permanent home, habitation, and principal establishment, without any present intention of leaving. This does not include a temporary residence established for the purpose of free school attendance in the public schools.
- B. *Child* – Any individual who meets all state requirements for enrollment and who is not currently enrolled in a Baltimore County Public School.
- C. *Child of an Employee* – A dependent child of a BCPS employee. This includes:
  - 1. A biological child.
  - 2. A legally adopted child.
  - 3. A child for whom the employee has legal guardianship.
  - 4. A stepchild, when the employee’s spouse resides with the employee and the employee’s spouse is the child’s natural or adoptive parent.
- D. *Eligible Applicant* – Any child or student:
  - 1. Who meets requirements for enrollment in Baltimore County Public Schools at the time of application and meets the entry grade-level restrictions for the program(s) selected, and
  - 2. If applying to kindergarten, either:
    - a. Meets the age of entry requirement under Maryland law, or
    - b. Applies concurrently for, and is granted early admission to, kindergarten by the 31<sup>st</sup> of January following the magnet application deadline preceding the school year for which admission is sought.

- E. *Employee* – A certificated or non-certificated individual who is employed by BCPS for at least 9 months each year and as defined by §6–404 and §6–501 of the Education Article of the *Annotated Code of Maryland*.
- F. *Filed* – Means the delivery of documents to the appropriate school system office on or before the documents are due, or depositing the papers in the United States mail before the date the papers are due.
- G. *Parent* – The biological or adoptive parent, legal guardian, or person acting in the absence of the parent or guardian.
- H. *Magnet Programs* – Those programs, established at the recommendation of the superintendent and with the approval of the Board, with a specialized curriculum or those with an emphasis on instruction that is different from that generally offered in other schools in the school system.
- I. *Qualified Applicant* – Any child or student from whom a completed application was submitted to the Office of Magnet Programs by the application deadline and who meets the established criteria for admission to a specific magnet program.
- J. *Recruitment* – Activities that encourage parents to apply to magnet programs on behalf of their child. Recruitment efforts may target underrepresented groups of students, but do not create any priority or preference for admission.
- K. *Sibling* – A brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child living in the same household.
- L. *Student* – A school-aged child who meets specified conditions for establishing domicile in Baltimore County and who is currently enrolled in a public school in Baltimore County.
- M. *Terminal Grade* – The last grade before transitioning to middle or high school.
- N. *Zoned School* – The school serving the attendance area where the child resides with his/her parent who has established a bona fide domicile in Baltimore County.

### III. Accountability and Standards

- A. The Office of Magnet Programs will:
  - 1. Develop equitable recruitment strategies for magnet programs.
  - 2. Assist in the recruitment of a pool of applicants which reflects the diversity of the school system.

3. Establish the magnet application deadline for each school year.
  4. Make magnet applications and brochures available at all BCPS schools, at the Office of Magnet Programs, and on the school system's Web site.
  5. Ensure that magnet applications and brochures are distributed to those BCPS students enrolled in pre-kindergarten, Grade 5, and Grade 8.
- B. Annually, the Executive Director of Special Programs will:
1. Review and approve the admission criteria for each secondary magnet program to ensure that they are educationally related to the specialized curriculum or instructional strategy.
  2. Review and approve the number of available seats, by grade, for each magnet program for the following year.
  3. Assess the extent to which each magnet program's enrollment reflects the diversity of the school system.
  4. Set recruitment goals for groups that are underrepresented in magnet programs.

#### IV. Application

- A. The following procedures shall be followed when a student is applying to a magnet program.
- B. Application
1. The parent of an eligible applicant must submit a completed application to the Office of Magnet Programs by the application deadline.
    - a. An application will be deemed "completed" if the application is filled out in its entirety, signed by the parent of the applicant, and accompanied by all supporting documentation.
    - b. Incomplete applications will not be processed, and the application will not be considered.
  2. Applicants may only apply to 1 magnet program per school in up to 3 schools.
  3. Any change in a program selection must be made by submitting a new application by the application deadline.
- C. New Residents
1. Enrollment in any BCPS magnet program is limited to students who are eligible for enrollment in BCPS as defined in Board of Education Policy and Superintendent's Rule 5150, *Residents and Nonresidents*. A child who establishes a bona fide domicile in Baltimore County

after the application deadline, but before the first day of the school year for which the child seeks enrollment, may submit a letter of interest as outlined in procedures issued by the Office of Magnet Programs.

- a. The procedures for the new resident application process, the letter of interest, and supporting documentation will be made available to interested parents at the Office of Magnet Programs and on the school system's Web site.
2. If the magnet program(s) selected have available seats remaining, only then will new resident applicants, who meet the eligibility and qualifying criteria for the program(s) of interest, be considered for admission.

D. Application Deadlines

1. The application deadline is mandatory, except as outlined in Section IV.C.
2. An application will be accepted for consideration if the application is postmarked by the application deadline or hand-delivered to the Office of Magnet Programs by the close of business on the application deadline.
3. Applications will be deemed untimely filed and will not be considered when the application is postmarked after the application deadline, or the application is received after the application deadline without a legible postmark evidencing the date mailed.

E. Application Review

1. All applications will be reviewed by the Office of Magnet Programs to determine the eligibility of each applicant for each program selected.
2. The Office of Magnet Programs will notify parents in writing if the application is incomplete or if the applicant is ineligible for any or all of the programs selected.

V. Assessments and Admissions

A. Elementary Programs

1. Eligibility
  - a. BCPS does not employ any admissions criteria for elementary school magnet programs. All eligible applicants qualify for admission.
2. Admissions
  - a. If there are fewer qualified applicants than seats available for



any elementary program, all qualified applicants will be admitted to fill the available seats.

- b. If the number of qualified applicants exceeds the number of seats available, the selection of students will be made in the following sequence:
  - (1) Available seats will first be filled with priority placements.
  - (2) A random lottery will be conducted to fill all remaining available seats and to generate a wait list.

B. Secondary Programs

- 1. Academic Eligibility
  - a. Academic grades and other performance factors may be evaluated as part of the admissions criteria for secondary programs.
- 2. Assessments
  - a. Eligible applicants must attend and complete the assessment for each magnet program selected.
  - b. Failure to attend an assessment will disqualify the applicant and application for admission into the magnet program will be denied.
- 3. Documented Testing Accommodations
  - a. Eligible applicants with individualized educational plans (IEP) and/or receiving ESOL services that require testing modifications or accommodations will be accommodated as follows:
    - (1) For applicants who are currently enrolled in and attending a public school in Baltimore County, the Office of Magnet Programs will assist school-based magnet program staff in obtaining the educational plans. School-based staff will review the educational plans and provide the appropriate required accommodations.
    - (2) Applicants not currently attending a public school in Baltimore County shall submit documented testing accommodation requirements with the magnet school application. Upon receipt of the magnet school application and testing accommodation documentation, the Office of Magnet Programs will coordinate with school-based staff to review the educational plans and provide the appropriate required accommodations.
- 4. Admissions

- a. The Office of Magnet Programs, using the approved criteria, will determine which applicants qualify for admission.
- b. If there are fewer qualified applicants than seats available for any magnet program, all qualified applicants will be admitted to fill the available seats.
- c. If the number of qualified applicants exceeds the number of available seats, seats will be filled in the following sequence:
  - (1) Up to 20% of the available seats will first be filled by qualified applicants who show exceptional commitment and promise in the specialized program as evidenced by performance on the magnet assessment(s).
  - (2) A random lottery will be conducted to fill all remaining available seats and to generate a wait list.

## VI. Priority Placements

### A. Kindergarten Sibling Priority Placements

1. Kindergarten sibling priority placements are subject to repeal. As such, kindergarten priority placements will no longer be granted beginning with the 2015-2016 school year.
2. For the 2012-2013, 2013-2014, and 2014-2015 school years, kindergarten sibling priority placements will only be considered for kindergarten applicants who have an older sibling who is:
  - a. Currently enrolled in the same elementary magnet program; and
  - b. Continuing in the magnet program during the year for which the kindergarten applicant is seeking placement.

### B. Child of an Employee

1. If an employee's primary work site is a school with a magnet program and the employee's child applies to, and qualifies for, a magnet program in that school, the child will be given priority placement in the magnet program.

## VII. Notification

### A. The Office of Magnet Programs will provide each applicant written notice of the admission status.

#### 1. Offer of Admission

- a. If the applicant is offered admission into a magnet program, the applicant will be required to accept or decline the offer by

- a designated deadline.
  - b. Failure by the applicant to respond by the acceptance deadline will result in forfeiture of the seat.
- 2. Wait List
  - a. A wait list will be generated as a result of the random lottery selection process for each oversubscribed magnet program. The wait list will be maintained by the Office of Magnet Programs until the close of business on the last day of the first marking period; no students will be accepted into a magnet program after this date.
  - b. If a seat becomes available, applicants on the wait list will be notified by the Office of Magnet Programs and offered admission to the magnet program.
  - c. Applicants must accept or decline the offer of admission within 3 calendar days of the date of the offer.
    - (1) If the last day to accept the offer falls on a Saturday, Sunday, or a school system holiday, the period ends on the next day which is not a Saturday, Sunday, or school system holiday.
    - (2) Failure to respond by the deadline will result in forfeiture of the seat, and the offer will be extended to the next applicant on the wait list.
- 3. Denial
  - a. The Office of Magnet Programs will provide written notice to an applicant if admission to a magnet program is denied. Admission will be denied when the applicant:
    - (1) Does not meet the minimum-stated admission criteria for the program; or
    - (2) Is disqualified for failure to complete the application process.

VIII. Special Permission transfer

- A. The parent of an applicant who has accepted an offer of admission into a magnet program that is not in the applicant's zoned school must complete an application for special permission transfer.
- B. The guidelines for applying for a special permission transfer are outlined in Board of Education Policy and Superintendent's Rule 5140, *Special Permission Transfer*.
- C. The parent must submit the completed special permission transfer forms to

the principal of the student's zoned school. The principal will approve the special transfer request for all students who have been accepted to a magnet program.

IX. Transportation

- A. BCPS provides transportation services during the regular school day to students who reside in the established transportation zone of the magnet program.
  - 1. Transportation to magnet programs is provided from a limited number of pick-up points located at designated school sites.
  - 2. Parents are responsible for providing transportation for their child to and from their designated pick-up point.
- B. For those students who do not reside within the established transportation zone of the magnet program, parents are responsible for providing transportation to and from the magnet program, unless:
  - 1. The student can be accommodated by the existing bus routes and designated pick-up points; and
  - 2. The parent provides transportation for their child to and from the existing pick-up point.
- C. The provisions of this section will not act to limit the entitlement of any student who receives transportation services as a result of IEP accommodations, homelessness, or any other program that provides transportation services.

X. Continued Enrollment

- A. Once a student is admitted to a magnet program, the student may remain enrolled in that program until the student reaches the terminal grade level offered by that school, except when the student:
  - 1. Moves out of Baltimore County or fails to meet the requirements for enrollment in accordance with Board of Education policies and Superintendent's rules.
  - 2. Withdraws from BCPS to attend another school, public or private.
  - 3. Withdraws from the magnet program under which the application was granted.
- B. A parent may withdraw a student from a magnet program and return that student to his/her zones school at any time. Principals of the students' zoned school will not deny the enrollment of such students.

- C. A parent may request that a student be granted a temporary leave from a magnet program.
  - 1. A request for temporary leave from a magnet program must be approved, in writing and in advance of such leave of absence, by the principal of the magnet program.
  - 2. A leave of absence from the magnet program may be considered only under the following conditions:
    - a. If a student moves out of Baltimore County temporarily, that student may be granted a leave of absence for a maximum of 1 calendar year from the date of withdrawal. Failure of the student to re-enroll in the magnet program after the 1-year period will result in automatic withdrawal from the magnet program.
    - b. A student may be granted a leave of absence from the magnet program for medical reasons for the period of time necessary to complete treatment and/or recovery from treatment for any of the following reasons:
      - (1) A stay as a patient in a hospital or medical facility for an extended period of time; or
      - (2) Enrollment in a licensed full-time substance abuse treatment program.
  - 3. Requests which are based on medical, physical, or mental health reasons must be accompanied by documentation from a physician or mental health provider.
- D. Discipline
  - 1. Students are expected to follow the student code of conduct. Any student who violates the code of conduct is subject to suspension, assignment to an alternative program, or expulsion as provided in Board of Education Policy 5550, *Disruptive Behavior*.
  - 2. At the end of the expulsion period, the superintendent's designee, in consultation with the grade-level assistant superintendent, may either return the student to the magnet program from which he/she was expelled, or place the student in his/her zoned school or other appropriate placement.

XI. Withdrawal from Program

- A. A student may be withdrawn from the magnet program at the end of the school year for any one of the following reasons:
  - 1. Absences resulting in an attendance rate that is equal to or below the state mandated Adequate Yearly Progress (AYP) attendance rate, the

- attendance rate of the previous local school year, or the BCPS annual attendance rate, whichever is lower for any given marking period.
2. An absence rate or tardiness rate resulting in an attendance referral to the pupil personnel worker (PPW) or to Project Attend, where applicable.
  3. Accumulated tardiness in excess of the school's per student average tardiness rate.
  4. Three (3) or more suspensions.
  5. Suspension to the superintendent's designee resulting in disciplinary action.
  6. The student has received more failing final grades than passing final grades.
  7. The student fails one or more required courses in a magnet program.
- B. Counseling regarding the propriety of a student's continuation in magnet schools and programs will take place at the end of the school year.
- C. Any decision by the principal to withdraw a student from a magnet program because of academic failure in a required course shall be approved in advance by the Office of Magnet Programs.
- D. The principal will provide the student's parent with a written explanation of the basis for the withdrawal that includes the process for appealing the decision.
- E. A student who is withdrawn from a magnet program shall be enrolled in the student's zoned school, unless the parent has arranged for admission to another school.

## XII. Appeal Process

- A. The parent may appeal admission and withdrawal decisions made under this rule in accordance with this section.
- B. All appeals filed under this section must be made in writing; no electronic transmittals will be accepted.
- C. Appeal to the Executive Director of Special Programs (hereinafter, "executive director")
  1. Admission or withdraw decisions made under this rule may be appealed to the executive director.
  2. The appeal must be made in writing and filed with the executive director **within ten (10) calendar days** of:
    - a. The Office of Magnet Programs' admission decision; or

- b. The principal's decision to withdraw the student from the magnet program.
  3. The appeal must include the following:
    - a. The full name, mailing address, and telephone number for the person filing the appeal, or that the person's designated representative.
    - b. A copy of the decision from which the appeal is being taken.
    - c. A concise statement of the issues presented and the facts about which the person is appealing.
  4. The executive director, or his/her designee, will review the facts of the case and issue a final decision in writing.
    - a. The executive director, or his/her designee, will make every effort to issue a written decision within thirty (30) calendar days of the receipt of the written appeal.
- D. Appeal to the Superintendent
  1. If the appeal is denied or the party is not satisfied with the decision rendered by the executive director, he/she may further appeal that decision by filing an appeal with the superintendent.
  2. The appeal must be made in writing and filed with the superintendent **within ten (10) calendar days** of the date of the executive director's decision.
  3. The superintendent, or his/her designee, will review the facts of the case and issue a final decision in writing.
    - a. The superintendent of designee will make every effort to issue a written decision within thirty (30) calendar days of the receipt of the appeal.
- E. Appeal to the Board of Education
  1. A decision of the superintendent, or his/her designee, regarding enrollment or withdrawal under this rule may be appealed to the Board of Education of Baltimore County.
  2. The appeal must be made in writing and filed with the Board of Education **within thirty (30) calendar days** of the date of the superintendent's decision.
  3. The procedures for filing an appeal with the Board of Education are outlined in Board of Education Policy 8340, *Appeal Before the Board of Education*.

F. Enrollment during Appeal Process

1. If the student is currently enrolled in a magnet program, and the appeal has been timely filed, the student may remain in that magnet program until the earlier of one of the following:
  - a. The Board has issued its Opinion and Order.
  - b. All appeals have been exhausted.
  - c. The current school year has ended.

Legal References: *Annotated Code of Maryland, Education Article §4-205, Powers and Duties of County Superintendent*  
*Annotated Code of Maryland, Education Article §6-404, Designation of Exclusive Representative for Employees; Specific Units*  
*Annotated Code of Maryland, Education Article §6-501, Definitions*  
*Annotated Code of Maryland, Education Article §7-101, Admission of Students; Location; Kindergarten Programs*

Related Policies: Board of Education Policy 5110, *Admission*  
Board of Education Policy 5140, *School Attendance Areas*  
Board of Education Policy 5150, *Residents and Nonresidents*  
Board of Education Policy 5500, *Conduct*  
Board of Education Policy 5550, *Behavior*  
Board of Education Policy 6400, *Magnet Programs*  
Board of Education Policy 8340, *Appeal Before the Board of Education*  
Board of Education Policy 8341, *Appeal Before a Hearing Examiner*

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