

Revised: 01/30/2019





#### **Table of Contents**

Table of Contents	
Background and Scope of Work	1
FCPS Redistricting Study Factors	1
Redistricting Study Process	2
Phase 1. Data Collection	2
Phase 2. Data Analysis / Assimilation	2
Phase 3. Options Development	2
Phase 4. Committee and Public Engagement	3
Public Engagement	3
Roles and Responsibilities	3
Study Timeline	4
Map Analysis	
Mapping Conventions	5
Planning Blocks	5
Current Zone Mapping	6
Live-Attend Mapping	7

#### Appendices

Appendix A: Facility Information	9
Enrollment Projections	10
Appendix B: Maps	12
Appendix C: Live-Attend Analysis	36
Appendix D: Policies	39



#### FREDERICK COUNTY PUBLIC SCHOOLS, MD LINGANORE-OAKDALE-URBANA AREA REDISTRICTING STUDY: BACKGROUND REPORT



#### **Background and Scope of Work**

Sugarloaf Elementary, a new elementary school built in the Urbana North mixed-use development west of MD 355 and next to the older Urbana Community Park, has been constructed. This school is currently housing the Urbana Elementary staff and students while the new Urbana Elementary is being constructed. It will open as Sugarloaf Elementary in the fall of 2020. There is also a new east frederick county area elementary school, located in the Hamptons East neighborhood of the Lake Linganore community, scheduled to open in 2021.

The redistricting study is tasked with meeting the following key objectives:

- Create attendance boundaries for the two new elementary schools
- Balance the utilization of other elementary schools in the study area
- Evaluate middle and high schools for utilization concerns and align feeder patterns.

Guidance throughout the project will be provided by the Board of Education of Frederick County (BOE) Policy 200 *School Attendance Areas and Redistricting*, and FCPS Regulation 100-2 *Redistricting* (Both in Appendix D). Goals, as outlined in the BOE Strategic Plan, will also serve as direction to the staff with regards to community engagement and the preparation of recommendations to the BOE.

#### SCOPE OF WORK

The elementary school attendance areas that are included in the redistricting study are: Centerville, Deer Crossing, Green Valley, Kemptown, Liberty, New Market, Oakdale, Twin Ridge, Urbana and the portion of Spring Ridge attendance area east of the Monocacy River. The secondary school attendance areas included in the study are: New Market, Oakdale, Urbana and Windsor Knolls middle schools as well as the Governor Thomas Johnson Middle School attendance area east of the Monocacy River, and the Linganore, Oakdale and Urbana high school attendance areas.

The study will be led by FCPS facilities planning staff and include transportation, fiscal services, curriculum, and communication staff as well as school administration and staff. The redistricting study will be guided by Board of Education Policy 200 and Regulation 100-02. Both of which can be found in Appendix D of this report.

FCPS staff, with the assistance of consultants, will collect data and evaluate options. After an initial phase of data collection and discussions with the school communities, staff will develop a series of attendance boundary options that will be presented to the community for review and comment. Staff will present options to the Superintendent and prepare the Superintendent's recommendation. The Superintendent's recommendation will be presented to the Board of Education (BOE).

The redistricting study is expected to take 10-12 months to complete beginning in January 2019. Completion of the study by the end of 2019 will allow time for new bus routes to be created and school administration to adjust staffing in response to new attendance boundaries and enrollment projections. The new attendance boundaries will go into effect with the start of the 2020-21 school year but may be phased in over several years.

#### FCPS Redistricting Study Factors

The Board of Education Policy 200.2 establishes conditions under which school attendance boundary adjustments will be made. Within Policy 200.2 is a list of factors to be examined when making boundary adjustments. Policy 200 and the factors can be found in Appendix D of this report or on the FCPS web site at:

http://www.fcps.org/facilities/documents/200.pdf



#### FREDERICK COUNTY PUBLIC SCHOOLS, MD LINGANORE-OAKDALE-URBANA AREA REDISTRICTING STUDY: BACKGROUND REPORT



#### FCPS Factors

Per Policy 200.2, factors to consider that may guide the Study may include but may not be limited to:

- 1. Educational welfare of students.
- 2. Frequency of redistricting, with every attempt being made to limit individual student redistricting to not more than once every five years.
- 3. Proximity to schools, in order to maximize walkers and minimize distance or time of bus runs.
- 4. Student demographics.
- 5. Student academic performance.
- 6. Operating and capital costs.
- 7. Established feeder patterns.
- 8. Impact on neighborhoods and communities.
- 9. Impact on specialized school programs or a change to school capacity.
- 10. Instructional and operational capacity of involved schools.
- 11. Any other factor that is unique or pertinent to the proposed redistricting.

#### **Redistricting Study Process**

This process has four phases:

Phase 1. Data Collection

Phase 2. Data Assimilation

Phase 3. Background Report Development

Phase 4. Data Analysis and Options Development: FCPS Staff/Consultant Meetings and Public Engagement Sessions

#### Phase 1. Data Collection

Data availability and quality are central to boundary studies. Fortunately, Frederick County Public Schools, the City of Frederick, and Frederick County have provided a comprehensive collection of school system, Frederick city and county data, including:



- A wide array of GIS data,
- Student enrollment data (historic and current),
- Current & planned school facility data, and
- Pertinent FCPS policies and regulations.

Data collection efforts have been underway throughout the fall, and information will continue to be collected through the Study if it is deemed useful. Public input will be encouraged throughout the Study.

#### Phase 2. Data Assimilation

Once data is collected, it is necessary to integrate it into GIS to enable quick and efficient analysis and options development. A wide array of data has already been incorporated into maps and tables. Data assimilation is a continuous process, and will information that is deemed useful per ongoing study and public input will be created through the course of the study. For example, FCPS already has attendance boundaries developed in GIS format.

#### Phase 3. Background Report Development

This background report was completed in January 2019 so that it could be distributed to:

- FCPS staff
- School Administration and Community
- Members of the public via the FCPS website

The background report is not a static document, but it will be revised, updated, and grown as additional data becomes available. Revisions of this document will be published on the webpage as it becomes available. Additional documents and proposed attendance area maps will also be published on the webpage.

Cropper GIS





#### Phase 4. Data Analysis & Options Development: FCPS Staff/Consultant Meetings and Public Engagement Sessions

Noted in the timeline, FCPS Staff with the assistance of Cropper GIS will analyze data, review attendance boundaries, and develop boundary scenarios. The resulting work will be presented at public engagement sessions. Valuable information will also be gathered via community surveys that will take place after the public meeting.

#### Public Engagement

Throughout the entire project, FCPS will engage the school communities in meaningful activities that allow the community to fully participate in the redistricting study. There will be many opportunities for the school communities to provide input at key points throughout the study. In addition, at every stage of the redistricting study, staff will provide detailed information and regular updates via public meetings, project web page and social media. FCPS is committed to giving the stakeholders a voice in the redistricting study.

Our approach to community engagement is structured to not only effectively disseminate information to the affected stakeholders, but also to bring the community together to provide an opportunity to share their ideas and unique perspectives. A communication plan will be created that is designed to engage our stakeholders and create mechanisms for effective interaction. That, in turn, will help to make the school communities an integral part of the redistricting study.

The table below describes the roles and responsibilities of the stakeholders that will be involved in the redistricting study.

Roles and Respo	nsibilities
	School and central office staff
	Collaborates among departments, schools and county/city agencies
	Collects and analyzes data
FCPS Staff	Facilitates and supports community engagement
FCF5 Stall	Ensures transparent and equitable process
	Ensures compliance with Board policies and regulations
	Develops options for attendance area boundaries
	Presents recommendations to Superintendent and Board of Education
	Collects and analyzes data
Consultant	Prepares reports and maps
Consultant	Facilitates community engagement
	Prepares recommendations for Superintendent and Board of Education
	All members of the primary and secondary study area school communities
	Members of the general public
Community	Access and review reports and maps as published to the project web page
Community	Participate in community engagement activities
	Provide comments throughout study process by email, surveys, and in person at meetings, workshops and public hearings



#### Study Timeline

The schedule below presents the redistricting study timeline.

Linganore-Oakdale-Urbana	a Redis	tricting	; Study	Proces	s and T	Timelin	e				
	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.
	'19	'19	'19	'19	'19	'19	'19	'19	'19	'19	'19
	distric	ting S	tudy		n						
Data Collection											
Data Analysis / Assimilation				ļ		ļ	ļ		ļ		
Internal Logistics Planning with district											
Background Report Development						<u> </u>	<u> </u>	<u> </u>		<u> </u>	<u> </u>
Public Information Session #1: Present Project Process, Criteria, Timeline, and Redistricting Objectives to Community. Information meeting to public, without public comments.	1/29 1/31										
Evaluate Options		Feb - I	March								
Public Information Session #2: Present Preliminary Realignment Options to Community for Comment/Feedback			3/18 3/19 3/21								
<u>Revise Draft Options</u>				April	- May						
Public Information Session #3: Present Updated Realignment Options to Community for Comment/Feedback						6/4 6/5 6/6					
Prepare Recommendations/Implementation Plan						Jur	ne - Aug	gust			
Present Recommendations to the Board of Education									9/11		
Board of Education Public Hearing									Sept	- Oct	
Board of Education Workshop									Sept	- Oct	
Board of Education adopts Redistricting Plan											Nov

#### Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix B and are given brief analysis here. While this analysis is helpful, it is urged to closely analyze these maps and share this analysis with the other FCPS Staff. The local knowledge and personal insight that each individual brings to map analysis will add valuable perspective to this study.

#### Mapping Conventions

When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.



Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a "zoom" function to examine a small area of a map in detail. Each map will also

contain a North Arrow that will help the map viewers determine the direction.

Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (blue, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (red, in color copies). The two new schools are shown as blue circles. In addition to school location symbology, the legend also shows the color of each existing school attendance area in the map.

#### <u>Planning Blocks</u>

Planning blocks are shown on the map as a black and white outline, and were created to help obtain an understanding of the impact on moving an area. Planning blocks have been drafted by Cropper GIS, with help from FCPS staff. The planning blocks were developed with FCPS Policy 200.2 redistricting criteria in mind, and align with major roads and communities. The goal is to ensure that if a planning block moves, it is done without splitting a community up if possible, as well as being mindful of how school bus transportation will serve communities (like both sides of the road or down the center of the road). Planning blocks are considered DRAFT through the process, and public input and further ongoing study may result in additional changes/modifications to the planning blocks. A planning block change will be considered if it helps align closer to the Policy 200.2 criteria.





Cropper GIS







#### **Current Attendance Area Mapping**

Frederick County Public Schools, MD, LOU Area Redistricting Study, ES Attendance Boundaries 2018-19 Map

The image below depicts the current 2018-19 Frederick County Public Schools elementary school attendance areas. Detailed maps for each grade cohort may be found in Appendix B.



Cropper GIS

Revised: 01/30/2019



#### Live-Attend Mapping

Frederick County Public Schools, MD, LOU Area Redistricting Study, Centerville ES Planning Blocks

Live-Attend Mapping, also located in Appendix B, shows each Elementary School zone within the Linganore-Oakdale-Urbana Study Area, along with tables that describe the Live-Attend statistics of each school's student population. Here is an example guide for reading these tables:

Total Enrollment (K-5th) - number of K-5th students attending Centerville ES.

<u>Out of District</u> –number of students who live outside of the Frederick County Public Schools, yet attend this school.

<u>Out of Study Area</u> –number of students who live inside of the Frederick County Public Schools boundaries, but outside of the Linganore-Oakdale-Urbana Stud Area.

<u>Unmatched</u> - number of students whose addresses were not able to be located, and have not been placed on the map.

<u>Total Live-In</u> – number of students who live within the school's attendance zone, who are in the same grade cohort as the school. The grade cohort can change from school to school, depending on the population served. In this case, Centerville enrolls K through 5<sup>th</sup> grade students. Therefore, the 'total-live in' statistic here indicates there are 962 K-5<sup>th</sup> grade students living within the Centerville attendance boundary.

<u>Live and Attend-In</u> – number of students (K-5th grade) who live within the attendance zone, and also attend that school. In this example, 920 of 947 K-5<sup>th</sup> grade students who live within the Centerville attendance zone also attend Centerville ES.

<u>Live-Out, Attend-In</u> – The number of K-5<sup>th</sup> grade students who live outside of the Centerville ES attendance zone, but attend Centerville ES.

<u>Live-In, Attend-Out</u> – The number of K-5<sup>th</sup> grade students who live inside the Centerville ES attendance zone, yet attend a different Middle School.

The labels in the planning blocks depict both the planning block ID number (on top) and the number of K-5th grade students that live in the planning block and attend their zoned school (on bottom).



Cropper GIS
-------------

Centerville ES					
Total Enrollment (K-5th)	929				
Out of District	0				
Out of Study Area	5				
Unmatched	0				
Total Live-In (K-5th)	962				
Live and Attend In	920				
Live Out, Attend In	9				
Live In, Attend Out	42				



**Appendix A: Facility Information** 



#### **Facility Inventory**

The tables below show the facility information for elementary, middle, and high schools that are within the study area, including grade levels, total enrollment, equated enrollment, State Rated Capacity (SRC), and percent utilized. The SRC is calculated as the product of the number of teaching stations in a school and a state-determined student-to-classroom ratio.

#### Frederick County Public Schools

#### **Enrollments and Capacities**

### September 30<sup>th</sup>, 2018

Elementary Schools	Grades	Total Enrollment	Equated* Enrollment	State Rated Building Capacity (SRC)	Percent Utilization
Centerville Elem.	K-5th	929	929	675	138%
Deer Crossing Elem.	K-5th	789	789	587	134%
Green Valley Elem	K-5th	511	511	504	101%
Kemptown Elem.	K-5th	404	404	435	93%
Liberty Elem.	K-5th	262	262	364	72%
New Market Elem.	PK-5th	693	683	659	104%
Oakdale Elem.	K-5th	679	679	692	98%
Spring Ridge Elem.	PK-5th	476	447	577	77%
Twin Ridge Elem.	PK-5th	483	469	674	70%
Urbana Elem. At Sugarloaf	PK-5th	761	747	725	103%
Total Elementary		5987	5919	5892	100%

Middle Schools	Grades	Total Enrollment	Equated* Enrollment	State Rated Building Capacity (SRC)	Percent Utilization
Gov. Thomas Johnson Middle	6-8th	513	513	900	57%
New Market Middle	6-8th	552	552	881	63%
Oakdale Middle	6-8th	769	769	600	128%
Urbana Middle	6-8th	1003	1003	900	111%
Windsor Knolls Middle	6-8th	742	742	924	80%
Total Middle		3579	3579	4205	85%

High Schools	Grades	Total Enrollment	Equated* Enrollment	State Rated Building Capacity (SRC)	Percent Utilization
Linganore High	9-12th	1325	1325	1635	81%
Oakdale High	9-12th	1252	1252	1532	82%
Urbana High	9-12th	1786	1786	1636	109%
Total High		4363	4363	4803	<b>91</b> %

\* Equated Enrollments count Special Ed Pre-K, and Pre-K students as 1/2 a full time student.



# Frederick County Public Schools SEPTEMBER 30, 2019 ENROLLMENT PROJECTIONS December 16, 2018

	PROJECTED	PROJECTED			
	Sep-19	EQUATED	RATED	% OF	
ELEMENTARY SCHOOLS	<u>TOTAL</u>	<u>TOTAL</u>	<u>CAPACITY</u>	CAPACITY*	
Ballenger Creek Elementary	613	593	663	89%	
Brunswick Elementary	769	735	611	120%	Restricted
Butterfly Ridge Elementary	624	589	725	81%	
Carroll Creek Montessori (See Note 2)*	229	205	213	96%	
Carroll Manor Elementary	605	581	618	94%	
Centerville Elementary	940	940	675	139%	Restricted
Deer Crossing Elementary	822	822	587	140%	Restricted
Emmitsburg Elementary	234	224	316	71%	
Frederick Classical (See Note 2)	252	252	248	102%	
Glade Elementary	620	600	638	94%	
Green Valley Elementary	575	575	504	114%	Restricted
Hillcrest Elementary	739	654	670	98%	Restricted
Kemptown Elementary	422	422	435	97%	Restricted
Lewistown Elementary	184	177	242	73%	
Liberty Elementary	267	267	364	73%	
Lincoln Elementary	583	551	633	87%	
Middletown Elementary (See Note 1)	502	502	526	95%	Restricted
Middletown Primary (See Note 1)	485	460	482	95%	Restricted
Monocacy Elementary	642	612	567	108%	Restricted
Monocacy Valley Montessori (See Note 2)*	220	205	220	93%	
Myersville Elementary	396	396	458	86%	
New Market Elementary	686	676	659	103%	Restricted
New Midway/Woodsboro Elementary	296	286	340	84%	
North Frederick Elementary	664	634	679	93%	
Oakdale Elementary	720	720	692	104%	Restricted
Orchard Grove Elementary	606	576	639	90%	
Parkway Elementary	225	225	248	91%	
Sabillasville Elementary	86	86	160	54%	
Spring Ridge Elementary	475	445	577	77%	
Thurmont Elementary (See Note 1)	311	311	483	64%	
Thurmont Primary (See Note 1)	358	326	528	62%	
Tuscarora Elementary	662	662	662	100%	Restricted
Twin Ridge Elementary	472	457	674	68%	
Urbana Elementary @ Sugarloaf	803	784	725	108%	Restricted
Valley Elementary	496	486	504	96%	Restricted
Walkersville Elementary	690	675	662	102%	Restricted
Waverley Elementary	534	492	416	118%	Restricted
Whittier Elementary	668	624	671	93%	
Wolfsville Elementary	134	134	226	59%	
Yellow Springs Elementary	446	446	456	98%	Restricted
	20055	19407	20396	90 /8 95%	
	20033	13407	20330	33 /0	

Note: Equated enrollments count Pre-K students as .5

\* Carroll Creek and Monocacy Valley Montessori schools include preK-6 in elementary school program. However, 6th grade students are included in middle school table below.

	PROJECTED 2019 TOTAL	PROJECTED EQUATED TOTAL	STATE RATED CAPACITY	% OF CAPACITY*	
MIDDLE SCHOOLS					
Ballenger Creek Middle School	850	850	870	98%	Restricted
Brunswick Middle School	581	581	884	66%	
Carroll Creek Montessori (See Note 2)	90	90	90	100%	
Crestwood Middle School	719	719	600	120%	Restricted
Frederick Classical (See Note 2)	128	128	120	107%	
Gov. Thomas Johnson Middle School	541	541	900	60%	
Middletown Middle School	775	775	914	85%	
Monocacy Middle School	970	970	860	113%	Restricted
Monocacy Valley Montessori (See Note 2)	78	78	80	98%	
New Market Middle School	570	570	881	65%	
Oakdale Middle School	830	830	600	138%	Restricted
Thurmont Middle School	547	547	900	61%	
Urbana Middle School	1016	1016	900	113%	Restricted
Walkersville Middle School	886	886	1051	84%	
West Frederick Middle School	894	894	955	94%	
Windsor Knolls Middle School	751	751	924	81%	_
TOTAL MIDDLE	10226	10226	11529	89%	-

	PROJECTED 2019 <u>TOTAL</u>	PROJECTED EQUATED <u>TOTAL</u>	STATE RATED <u>CAPACITY</u>	% OF <u>CAPACITY*</u>	
HIGH SCHOOLS					
Brunswick High School	769	769	893	86%	
Catoctin High School	789	789	1135	70%	
Frederick High School	1385	1385	1826	76%	
Gov Thomas Johnson High School	1804	1804	2091	86%	
Linganore High School	1309	1309	1635	80%	
Middletown High School	1139	1139	1169	97%	Restricted
Oakdale High School	1249	1249	1532	82%	
Tuscarora High School	1639	1639	1606	102%	Restricted
Urbana High School	1859	1859	1636	114%	Restricted
Walkersville High School	1184	1184	1197	99%	Restricted
TOTAL HIGH	13126	13126	14720	89%	-

- Note 1: Middletown ES and Thurmont ES area grades 3, 4 and 5 only. Middletown Primary and Thurmont Primary are PK, K, 1 and 2 only.
- Note 2: The Monocacy Valley Montessori School is located in the former First Baptist church on Dill Avenue in Frederick City. The Carroll Creek Montessori School is located in leased space on Corporate Court. The Frederick Classical School is located on Spires Way. The capacity for the charter schools is based on program limitations.

Grade levels at some schools may be restricted due to class size. If you have questions regarding restricted schools, please contact Student Services at 301-644-5238



**Appendix B: Maps** 

















































**Appendix C: Live-Attend Analysis** 

#### FREDERICK COUNTY PUBLIC SCHOOLS, MD LINGANORE-OAKDALE-URBANA AREA REDISTRICTING STUDY: BACKGROUND REPORT



#### **Live Attend Matrix**

The table below gives details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the zones where students live are listed on the top line. This student data is from September 30<sup>th</sup>, 2018 Frederick County Public Schools 2018-19 student database.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at that school. The first row of numbers below the zones where students live represents the total number of students living inside of that zone. The green-colored numbers represent number of students who live in the zone and attend their zoned school. All other numbers represent students who attend school outside of the zone that they live in. The bottom row represents the number of students that "Live-In and Attend-Out" by school. The blue-colored cell shows the total number of students that "Live-in and Attend-Out". The farthest right column represents the number of students that "Live-Out and Attend-In" by school. The orange-colored cell shows the total number of students that "Live-Out and Attend-In".

Where K-5th Students Live

		6	anterville De	et Cross	siners siners val	Ley ES	nts perty to	ew Mar	et ES	Prine Price	Nege ES	ets panato	t of Study	Area United	Total Live Out, Men	dIn
	1	962	817	539	403	279	638	685	272	429	680	270	14	14	488	
Centerville Elementary Schoo	929	920	1	2							1	5			9	
Deer Crossing Elementary Schoo	1 789		760	3	1		4	1			2	13	5		29	
Green Valley Elementary Schoo	511	1	2	<b>489</b>	3	1	1		2	1	1	7	3		22	
Kemptown Elementary Schoo	404			9	381			1		1	1	5	1	5	23	
Liberty Elementary Schoo	262					243				4		12		3	19	
New Market Elementary Schoo	670		14	12	6	8	608	11	8	2				1	61	
Oakdale Elementary Schoo	679		2				2	648	5		3	16	1	2	31	
Spring Ridge Elementary Schoo	417		1		1	1	2	7	229			173	2	1	188	
Twin Ridge Elementary Schoo	454	1	3	10	2	3	12	1	2	415	1	3	1		39	
Urbana Elementary School @ Sugarloa	f 733	25	1	1		1					666	36	1	2	67	
Attending School out of Study Area	154	15	33	13	9	22	9	16	26	6	5					
Live In, Attend Out (K-5	345	42	57	50	22	36	30	37	43	14	14					

									Wh	ere 6	5-8th 9	Students Live
			/cs	Thomas Ino	nas John Mari	ison Mid Ret NS Ret NS Lite NS Lite NS Lite NS	de sales	pol pol nutsor	rols N.	B Area		2004 Aread In to B
			216	538	778	1007	748	354	10	4	420	
I	Gov. Thomas Johnson Middle School	513	193	2	1		1	315		1	320	
end	New Market Middle School	552	2	516	3	2	8	19	1	1	36	
Att	Oakdale Middle School	769	8	1	747	3	1	6	3		22	
nts	Urbana Middle School	1003	2			986	3	12			17	
der	Windsor Knolls Middle School	742		5	4	6	717	2	6	2	25	
Students Attend	Attending School out of Study Area	76	11	14	23	10	18					
	Live In, Attend Out (6-8)	128	23	22	31	21	31					

Cropper GIS

Where 6-8th

Revised: 01/30/2019

37



					V	Vhe	re 9-		Students Live
				/					2014 Atend In (9-12)
							Area		ondin
			ore	15 rette	216	. Sti	dy'	stric ched	AND ARE
			16911 Os	Harty	Danco	t of o	it Or	inatched	20
		1	1291			11	2	212	Í
Linganore High School	1325	1271	15	14	22	3		54	
Oakdale High School	1252	6	1219	5	19	2	1	33	
Urbana High School	1786	9	18	1661	91	6	1	125	
Attending School out of Study Area	85	26	39	20					
Live In, Attend Out (9-12)	152	41	72	39					

C	ropperG!5

Where 9-12th Students Attend



**Appendix D: Policies** 

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND					
SCHOOL ATTENDANCE AREAS AND REDISTRICTING POLICY 200						
200.0 Policy Statement 200.1 Attendance Areas 200.2 Redistricting 200.3 School Closing or 0	Consolidation					

#### 200.0 Policy Statement

The Board of Education (Board) believes in building collaborative relationships between the school system and the community. The Board acknowledges that schools are the foundation of the community and have a lasting impact on its citizens. However, there will be times of enrollment fluctuations and changes to the educational landscape that indicate the need to shift attendance areas, redistrict and even close schools. The Board has the unique responsibility to allocate resources based on various student needs and will consider strategies and solutions and seek high levels of communication and transparency with stakeholders.

#### 200.1 Attendance Areas

- A. The county shall be divided into appropriate school attendance areas by the Board. With the exception of some special programs, students are expected to attend the school assigned based on their primary residence. The Superintendent will prepare regulations concerning attendance areas. If the Superintendent of schools determines that the number of out-of-district students attending child care centers is a significant factor in causing enrollment pressures within a specific school attendance area, the Superintendent shall reassign those out-of-district students before moving students whose permanent residence is within the attendance area. The Superintendent is responsible for making recommendations for attendance area adjustment based on conditions set forth in Board policy and for coordinating community involvement and a communication plan.
- B. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions where:
  - 1. Attendance area boundary lines divide properties.
  - 2. Maps do not clearly define school assignments of current or future students.

Legal Reference	§ 4-115, Education Article, Annotated Code of Maryland							
	COMAR 13A.02.09 Closing of Schools							
Policy History	Reviewed: 2015, 2016	Adopted: 9/24/03	Revised: 7/13/16					

- 3. Maps may not accurately identify current school assignments due to unforeseen factors.
- C. The Chief Operating Officer will be responsible for updating attendance area maps annually to reflect any changes in boundary maps.
- D. The Board reserves the right to modify proposals, alternatives or recommendations presented by the Superintendent, Frederick County community members or during Board votes.

#### 200.2 Redistricting

Purpose: To establish conditions under which school attendance boundary adjustments will be developed as well as the procedural and community engagement guidelines the Board will use in decisions that impact attendance areas.

- A. The Board may consider school attendance area adjustments under one or more of the following conditions:
  - 1. A new school, addition or renovation that adds capacity.
  - 2. Closure or significant damage of an existing school facility.
  - 3. Changes to student enrollment numbers or projections that are significantly and consistently outside of state rated capacity.
  - 4. Program changes that impact a school's state rated capacity.
  - 5. Any situation that would compel an attendance boundary adjustment to promote student safety and well-being or enhance efficiencies.
- B. The annual presentation of the Educational Facilities Master Plan (EFMP) to the Board shall include a state rated capacity review that will guide Board decisions in regard to optimal usage of school system facilities. This will also include a status report of the Adequate Public Facilities Ordinance (APFO) and approved residential developments.
- C. The Board shall consider the following factors in developing school attendance area boundaries:
  - 1. Educational welfare of students.
  - 2. Frequency of redistricting, with every attempt being made to limit individual student redistricting to not more than once every five years.
  - 3. Proximity to schools, in order to maximize walkers and minimize distance or time of bus runs.
  - 4. Student demographics.
  - 5. Student academic performance.
  - 6. Operating and capital costs.
  - 7. Established feeder patterns.
  - 8. Impact on neighborhoods and communities.
  - 9. Impact on specialized school programs or a change to school capacity.
  - 10. Instructional and operational capacity of involved schools.
  - 11. Any other factor that is unique or pertinent to the proposed redistricting.

It is important to note that the above criteria are not in priority order. While the Board will take all factors into consideration, it may not be possible to incorporate each factor into all adjustments.

- D. Redistricting Study Process
  - 1. The Superintendent will provide a scope of work, including defined study area, process and schedule, as well as a community engagement plan for a proposed redistricting study to the Board for review, discussion and approval prior to the commencement of the study.
  - 2. The community engagement plan shall include a variety of engagement strategies emphasizing maximum community involvement and transparency.
  - 3. Following initial data collection, school system staff will engage the school communities involved in the redistricting to present the scope of work, schedule and community engagement plan. Collected data will also be presented to the school communities for review and discussion. Input will be gathered regarding questions and concerns about the proposed redistricting.
  - 4. School system staff will develop a variety of school attendance boundary options utilizing information gathered earlier and factors outlined in Board Policy 200.2(C) above. These options will be presented to the school communities, in accordance with the community engagement plan, for review and comment. The proposed options will be revised and presented to the school communities to prepare an appropriate recommendation for the Superintendent's consideration.
  - 5. The Superintendent will forward redistricting recommendation(s) to the Board, including all pertinent data, information, considered options and details of community engagement.
  - 6. The Board will hold a minimum of one work session and a minimum of one public hearing regarding the proposed school attendance area boundary adjustment(s). The Board acknowledges that public input is a priority.
  - 7. The Board may direct the Superintendent to provide additional information or develop alternative attendance boundary options for the Board's consideration.
  - 8. The Board will have a final public hearing and take final action at a public meeting.
  - 9. Consideration will be given to granting "grandfathering" status to students entering 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grades if space is available.

#### 200.3 School Closing or Consolidation

Purpose: To establish procedural and community engagement guidelines for reorganizing facilities and closing schools in accordance with Maryland law.<sup>1</sup>

When considering closing or consolidating a school, the Board shall direct the Superintendent to examine the feasibility of such action. The Superintendent shall prepare such reports as necessary to describe proposed closing or consolidation to and allow adequate public review and comment.

- A. At a minimum, the following shall be considered when evaluating criteria for closing a school:
  - 1. Student enrollment trends in relation to state rated capacity;
  - 2. Age and/or condition of school buildings;
  - 3. Transportation;
  - 4. Educational programs;
  - 5. Racial composition and levels of poverty of student body;
  - 6. Financial considerations;
  - 7. Student relocation;
  - 8. Impact on community in geographic attendance area for both the proposed closing school and schools impacted by relocating students; and
  - 9. Any other factors the Board deems relevant to rendering its decision.

Prior to acting on a decision to close a school, the Board may, in its discretion, appoint a committee to assist with evaluating the above criteria and making a recommendation to the Board.

- B. Procedures for Community Engagement
  - 1. Public Hearing

a. A public hearing <sup>2</sup> shall take place before any final decision by the Board to close a school.

b. Time limits on the submission of oral and written testimony and data shall be clearly defined in the notification of the public meeting.

2. Adequate Public Notification

a. In addition to regular electronic and written communication used by FCPS, written notification of all schools being considered for closure shall be advertised in at least two newspapers having general circulation in the geographic attendance areas for the school(s) impacted by closing or relocation of students.

b. The newspaper notification shall include the procedures to be used by the Board in making a final decision.

<sup>&</sup>lt;sup>1</sup> COMAR 13A.02.09

<sup>&</sup>lt;sup>2</sup> For purposes of this policy, public forum is defined as: "A forum provided to concerned citizens to submit their views, testimony, data and/or concerns to the Board by either commenting publicly or submitting statements in writing."

c. The newspaper notification will be placed at least two weeks prior to any public hearing held by the school system on the proposed closing.

C. The Board shall render its vote publicly and in writing.

1. The final written decision should include the rationale and basis used for a school closure.

2. The written decision shall address the impact of the proposed closing on the factors set forth in Maryland law.  $^{\rm 3}$ 

3. There shall be notification of the final decision by the Board to the community in the geographic attendance area of the school to be closed and the school(s) impacted by the relocation of students.

4. The final decision shall include notification of the right to appeal to the State Board of Education as identified in Maryland law <sup>4</sup> and Board Policy 105 *Appeal and Hearing Procedures*.