

Frederick County Public Schools Butterfly Ridge ES Redistricting Study Background Report

Revised 11/11/2016

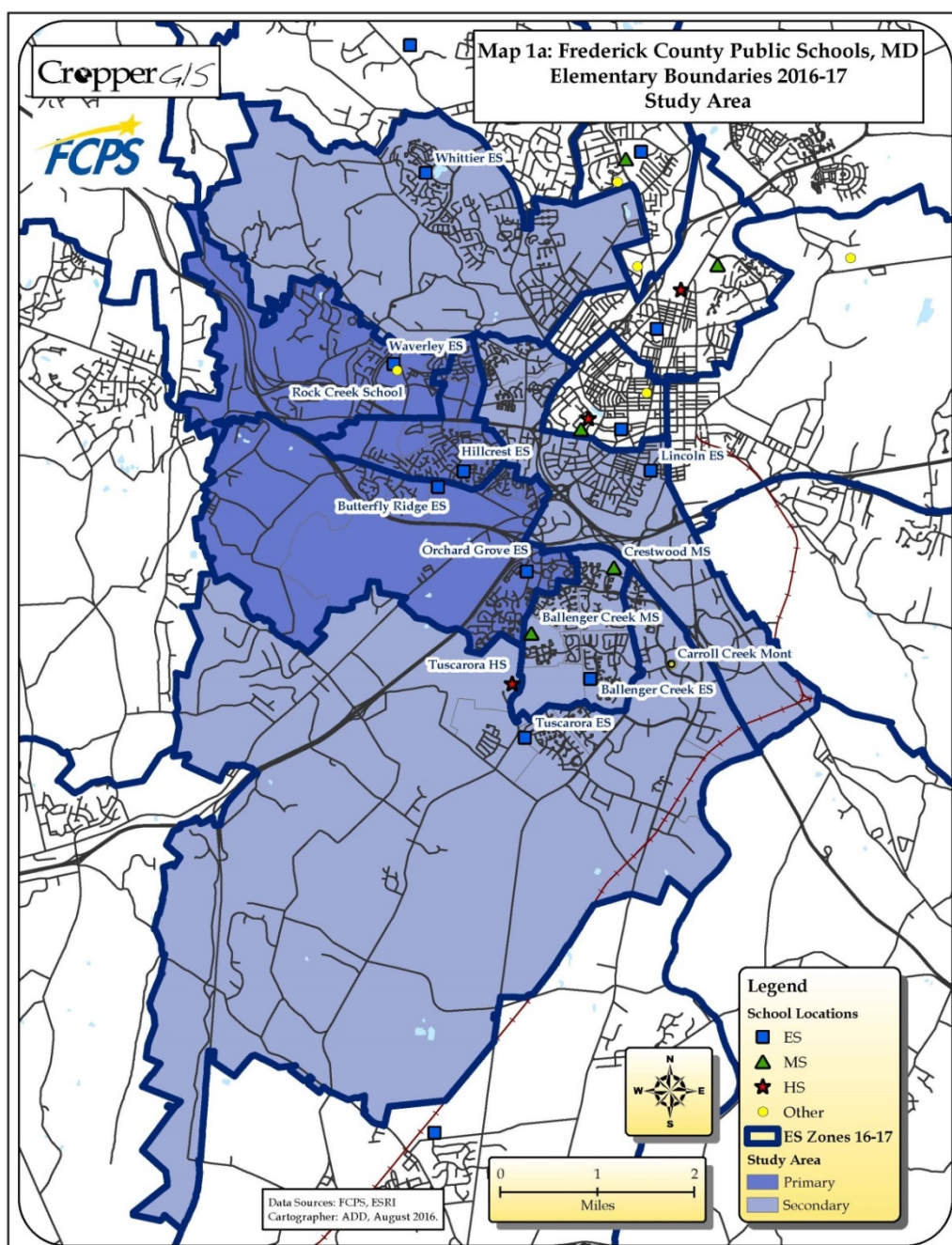


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Background and Scope of Work

Butterfly Ridge, a new elementary school to be located on Butterfly Lane in Frederick City, will begin construction in the spring of 2017 and open in the fall of 2018. This school is anticipated to primarily relieve the overcrowding at Hillcrest, Waverley and Orchard Grove elementary schools. For the 2016-17 school year, Hillcrest is projected to operate at 143% of state rated capacity (SRC) with 36 portable classrooms (including 24 classrooms in two “super pods”); Waverley at 144% of SRC with 17 portable classrooms; and Orchard Grove at 96% of SRC with 6 portable classrooms.

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

1. The purpose of the study is to establish a new attendance area for Butterfly Ridge Elementary School and to adjust middle and high school feeder patterns in response to the new elementary attendance areas.
2. The primary focus of the study will be the attendance areas of Hillcrest, Waverley and Orchard Grove. However, other adjoining elementary school attendance areas may also be included in the redistricting study as necessary to balance enrollments. Monocacy, Crestwood and West Frederick middle schools will be the focus of the middle school adjustments. Thomas Johnson, Frederick, and Tuscarora high schools will be the focus of high school adjustments. Other adjoining schools may also be included as necessary.
3. The study will be led by FCPS Facilities Planning staff and include Transportation, Fiscal Services, Curriculum, and Communication Services staff.
4. FCPS Facilities Planning staff, with the assistance of consultants, will collect data and evaluate options.
5. 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.
6. After review and presentation to school communities, staff will present options to the Superintendent and prepare the Superintendent’s recommendation. The Superintendent’s recommendation will be presented to the BOE. Workshops will be scheduled with the BOE to consider variations of the options and receive public comment.
7. Following final approval by the BOE of revised attendance boundaries, the new attendance boundary maps will be prepared.
8. The redistricting study is expected to take approximately 12 months to complete beginning in the summer of 2016. Completion of the study in summer of 2017 will allow a year for new bus routes to be created and school administration to adjust staffing in response to new enrollment projections. The new attendance boundaries will go into effect with the start of the 2018-19 school year.

FCPS Redistricting Study Factors

Frederick County Public Schools has developed rules to guide all attendance boundary adjustments, which FCPS refers to as Policy 200. Within Policy 200 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>

FCPS Factors

Per Policy 200, 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 summer, 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. Data assimilation was completed quickly and efficiently because FCPS already had some of the data in usable GIS formats. For example, FCPS already has attendance boundaries developed in GIS format.

Phase 3. Background Report Development

This background report was completed in September 2016 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.

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 a public engagement session. Valuable information will also be gathered via a community survey that will take place after the engagement session.

Public Engagement

Throughout the entire project, FCPS will engage the school communities in meaningful activities that allow the parents 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 Responsibilities	
FCPS Staff	<ul style="list-style-type: none"> School and central office staff Collaborates among departments, schools and county/city agencies Collects and analyzes data Facilitates and supports community engagement 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
Consultant	<ul style="list-style-type: none"> Copper GIS Collects and analyzes data Prepares reports and maps Facilitates community engagement Prepares recommendations for Superintendent and Board of Education
Community	<ul style="list-style-type: none"> All members of the primary and secondary study area school communities Members of the general public Access and review reports and maps as published to the project web page 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. FCPS Staff with the assistance of Cropper GIS will collect data, analyze data, evaluate and develop boundaries, and facilitate community engagement meetings. Following the development of boundary scenarios and community engagement sessions, FCPS staff will prepare a recommendation for the superintendent who will then present this recommendation to the BOE in the spring of 2017.

SCHEDULE

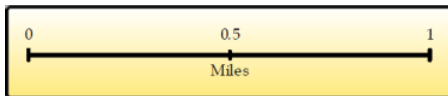
Task	July '16	Aug '16	Sept '16	Oct '16	Nov '16	Dec '16	Jan '17	Feb '17	Mar '17	April '17	May '17	June '17
Data Collection												
Data Development / Analysis												
Scenario Development												
Community Meetings												
Superintendents Recommendation												
BOE Workshops												
Public Hearing												
Board Vote												

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, members of the school communities are urged to analyze these maps and share their comments and questions with FCPS at community engagement meetings or by sending these comments to BRES.redistrict@fcps.org.

Mapping Conventions

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

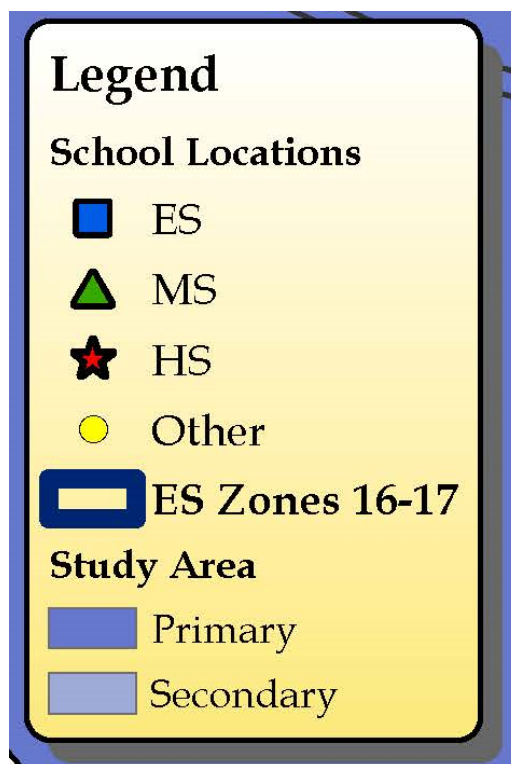


Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a “zoom” function to

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.



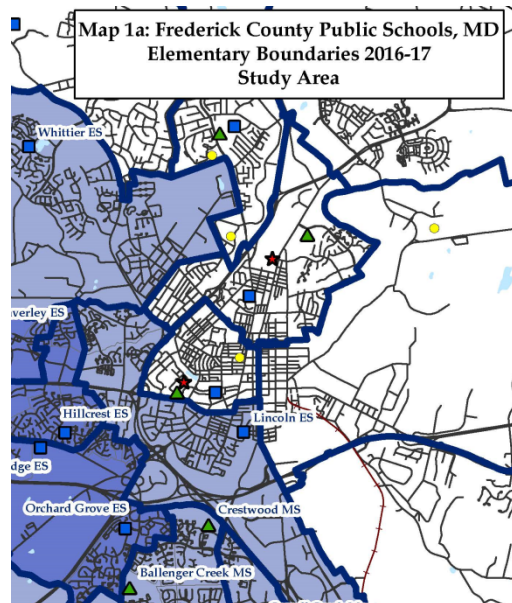
Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (blue, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (red, in color copies). In addition to school location symbology, the legend also shows the colors that represent Planning Blocks, Middle School boundaries, High School boundaries and the Study Area on the map.



Series 1: Overall Study Area Map

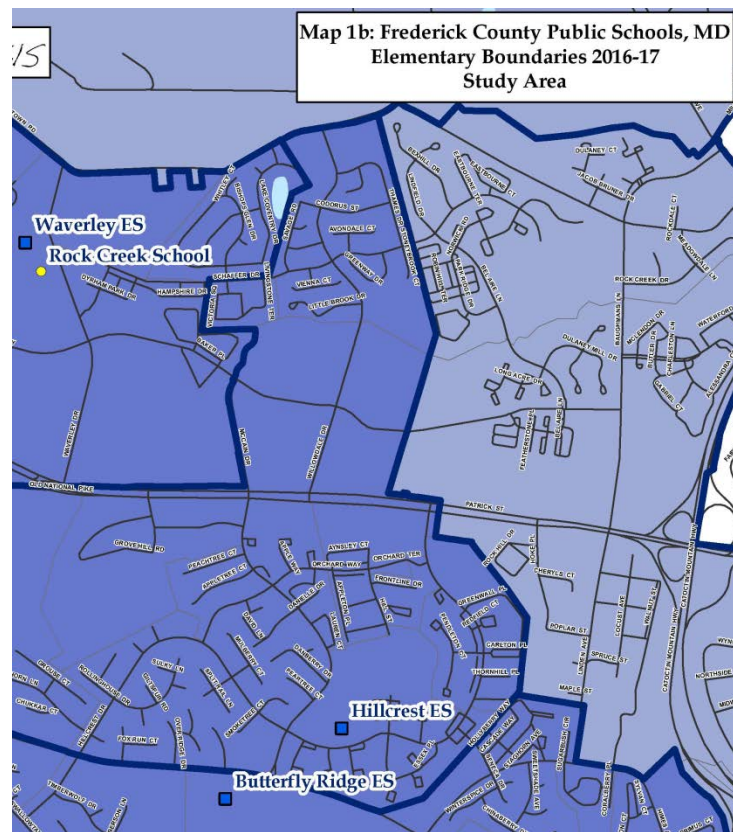
Map 1a: Frederick County Public Schools, MD, Elementary Boundaries 2016-17, Study Area

Map 1a can be found in Appendix B. This first map depicts the Study Area as a whole. The primary study area is shaded dark blue and the secondary is light blue. In addition, the school building locations are labeled.



Map 1b: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Study Area Planning Block IDs (ZOOMED)

Map 1b, which can be found in Appendix B, zooms in on the Primary Study Area to provide a detailed look of the streets and attendance area.

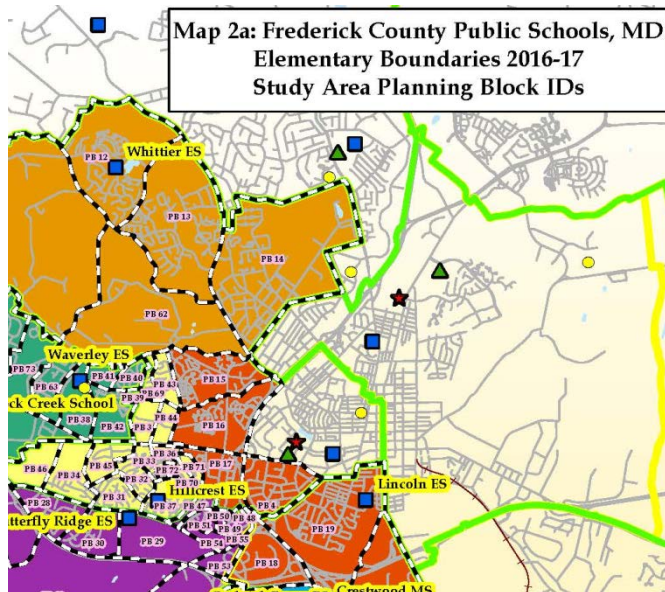


Series 2: Planning Block Mapping

Cropper GIS has divided the study area into small geographic areas termed “Planning Blocks.” When creating the planning blocks, all efforts are made to align the blocks with Policy 200 in mind. This includes creating block splits along major roads, and minimizing the division of neighborhoods or developments. Examining school attendance boundaries in this way will be greatly enhanced by studying planning blocks individually and by studying clusters of planning blocks. This method allows us to quickly and easily develop scenarios by combining clusters of planning blocks.

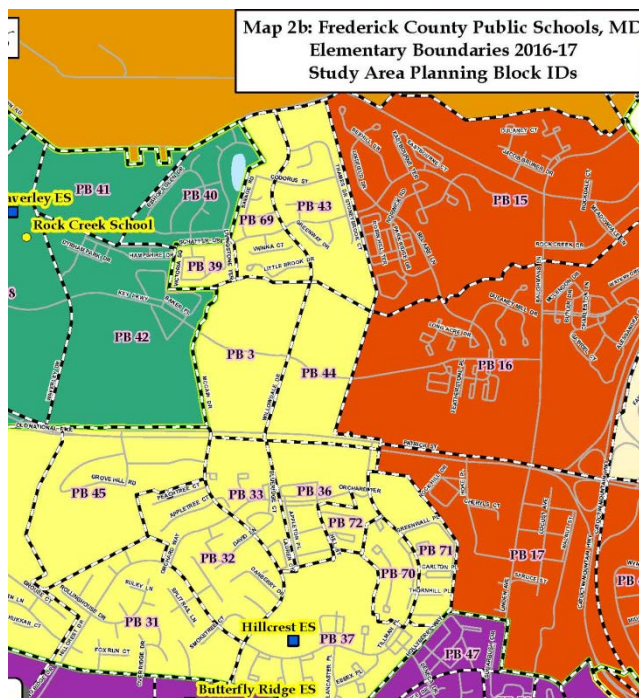
Map 2a: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Study Area Planning Block IDs

Map 2a, which can also be found in Appendix B, shows the draft planning blocks in the study area. Each label on the map represents the planning block ID. This can be used when there is a need to reference a specific area for discussion / review.



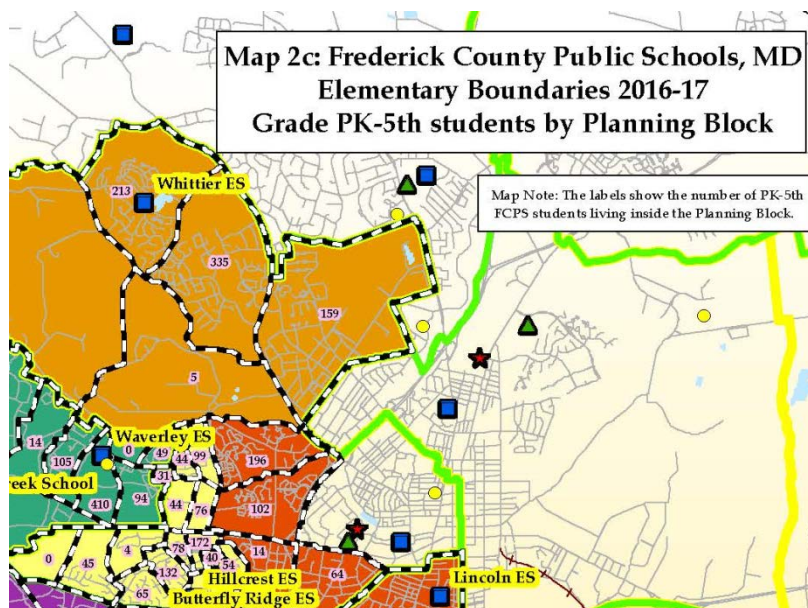
Map 2b: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Study Area Planning Block IDs

Map 2b, which can be found in Appendix B, shows the draft planning blocks with a focus on the Hillcrest/Butterfly Ridge area. The labeling on this map is the same as the overall map, but provides greater detail of streets and boundaries in the area immediately around Hillcrest and Butterfly Ridge ES.



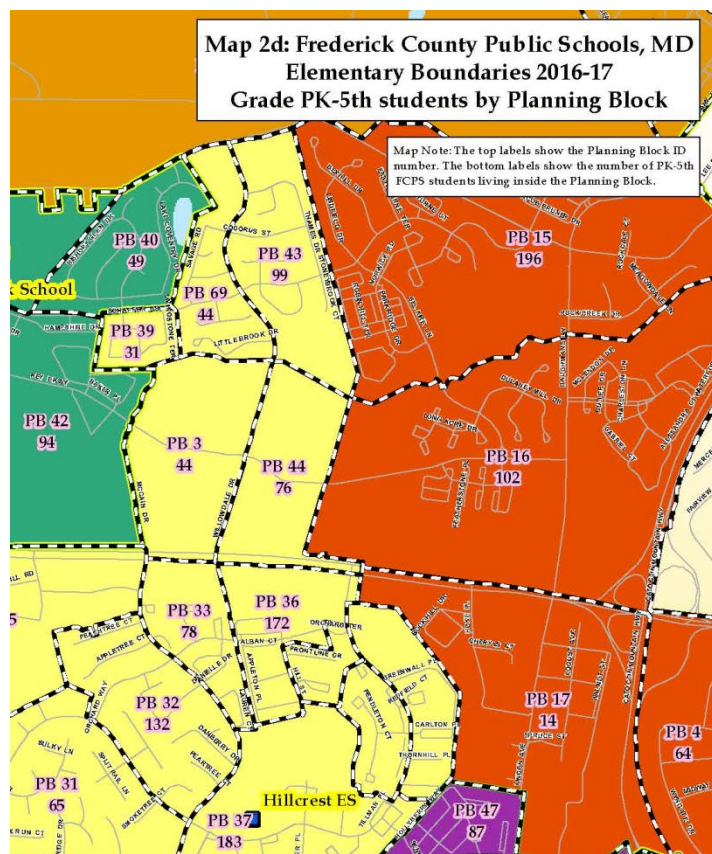
Map 2c: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Grade PK-5th students by Planning Block

Map 2c, which can be found in Appendix B, details the study area and planning blocks. The number found within the center of each planning block represents the total number of PK-5 students that live in the planning block. The student enrollment information is from the 2016-17 school year.



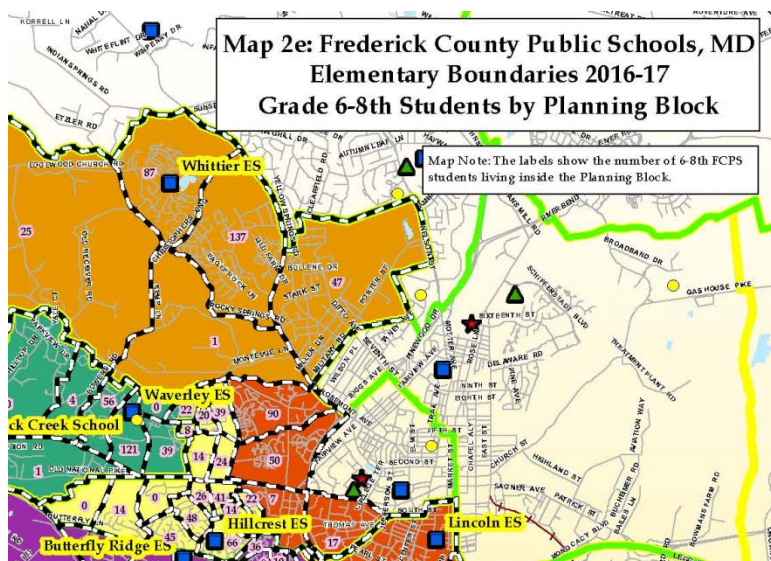
Map 2d: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Grade PK-5th students by Planning Block

Map 2d, which can be found in Appendix B, shows the same student enrollment numbers and features as the prior study area-wide map, but it is zoomed in on the Hillcrest and Butterfly Ridge Elementary School area to provide street and boundary detail. The number found within the center of each planning block represents the total number of grade PK-5th students that live in the planning block. The student enrollment information is from the 2016-17 school year.



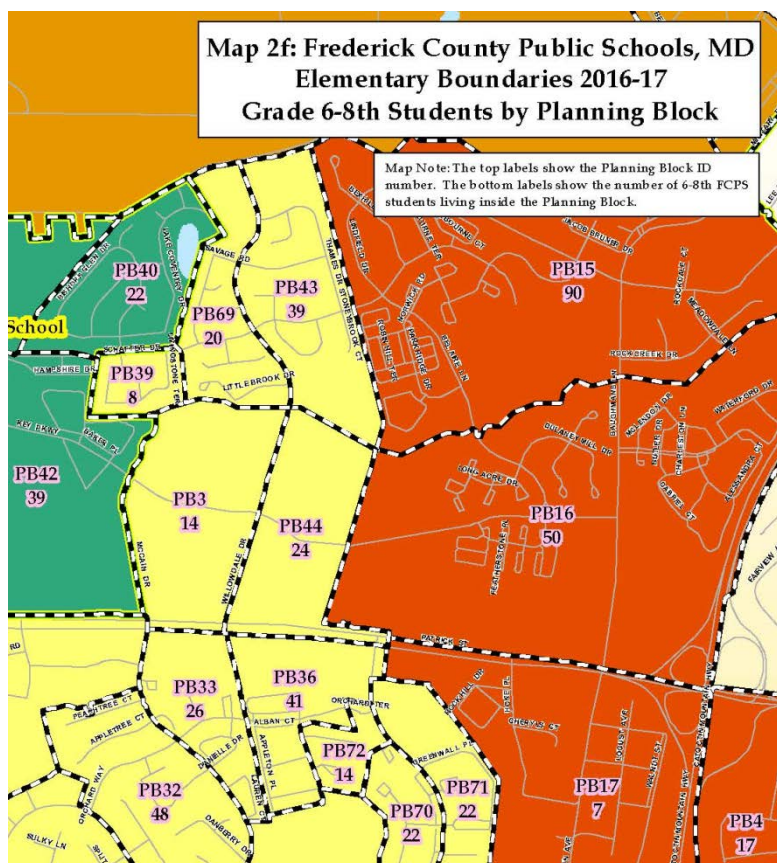
Map 2e: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Grade 6-8th Students by Planning Block

Map 2e, which can be found in Appendix B, details the study area and planning blocks. The number found within the center of each planning block represents the total number of grade 6-8th students that live in the planning block. The student enrollment information is from the 2016-17 school year.



Map 2f: Frederick County Public Schools, MD: Elementary Boundaries 2016-17, Grade 6-8th Students by Planning Block

Map 2f, which can be found in Appendix B, shows the same counts and features as the prior study area-wide map, but it is zoomed in on the Hillcrest and Butterfly Ridge Elementary School area in order to see more street and boundary detail. The number found within the center of each planning block represents the total number of grade 6-8th students that live in the planning block. The student enrollment information is from the 2016-17 school year.

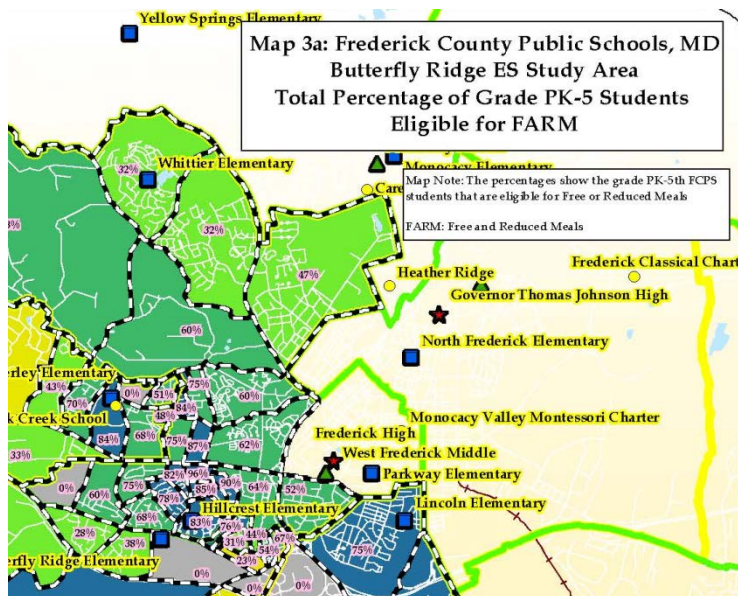


Series 3: Demographic Mapping

The following maps have been created to provide an understanding of the overall demographics of the study area.

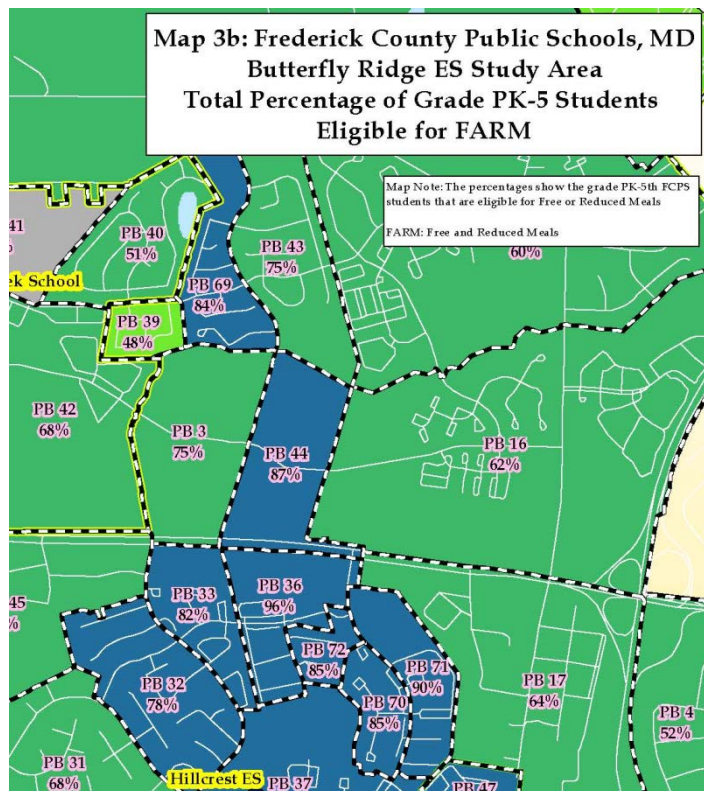
Map 3a: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Total Percentage of K-5 Students Eligible For FARM

Free And Reduced Meals (FARM) data is used to gain a better understanding of an area's socio-economic diversity. Map 3a, which can be found in Appendix B, shows the percent of grade K-5th students who are eligible for FARM by draft planning block.



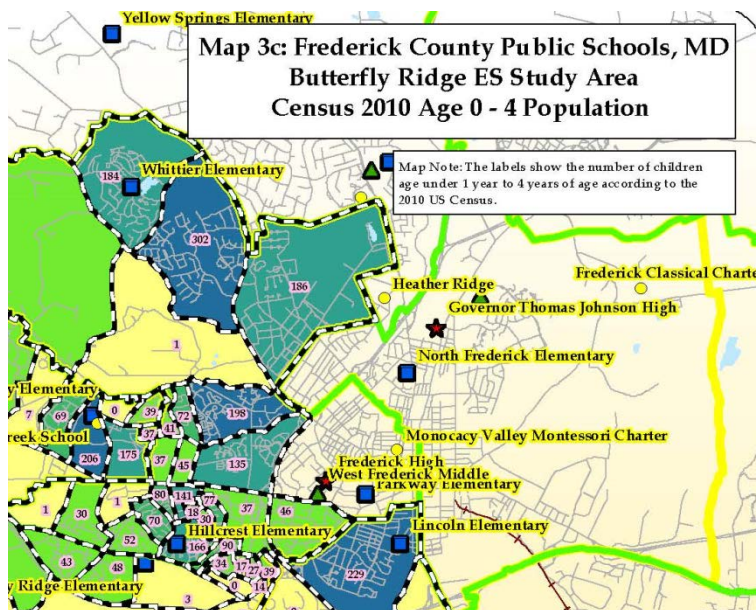
Map 3b: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Total Percentage of Grade K-5 Students

Map 3b, which can be found in Appendix B, again shows the percent of grade K-5th students who are eligible for FARM by draft planning block but is zoomed in further on the Hillcrest area to show more boundary and street details.



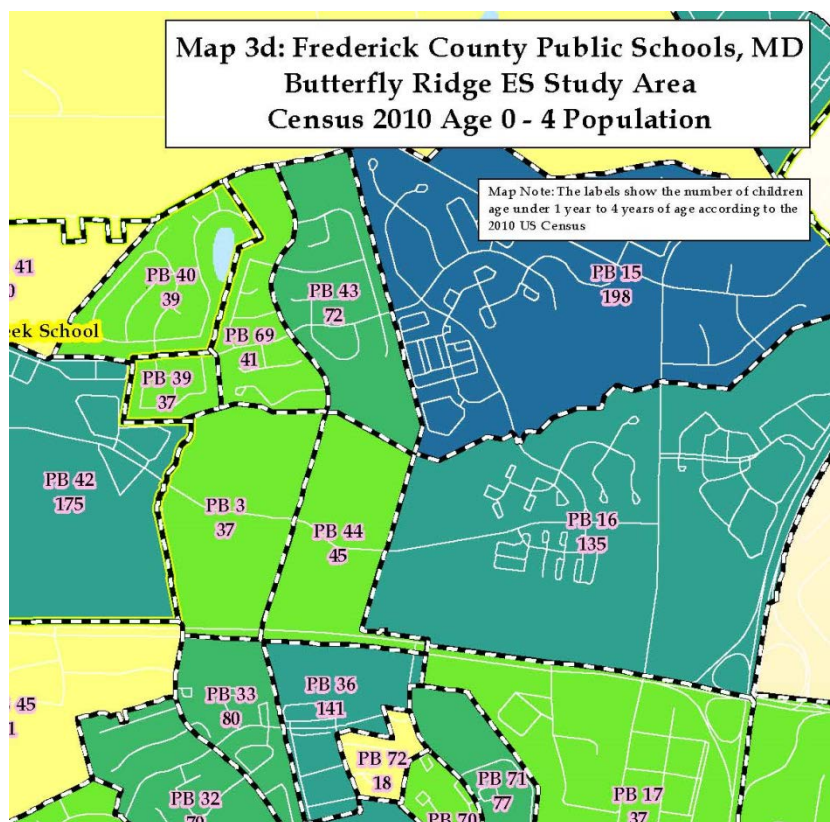
Map 3c: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Census 2010 Age 0-4 Population

Map 3c, included in Appendix B, shows the number of zero to four year olds living within each planning block as of the US Census 2010. This map helps to gain an understanding of the under-five population living within the study area.



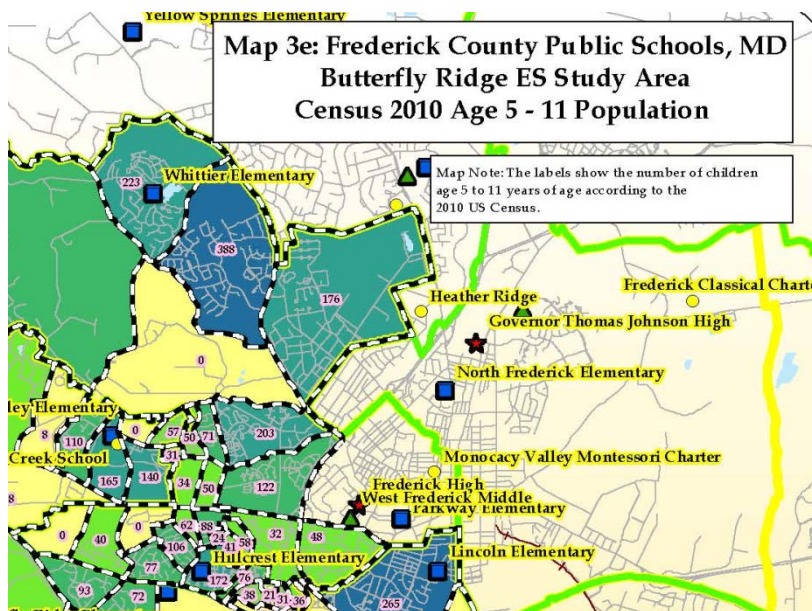
Map 3d: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Census 2010 Age 0-4 Population

Map 3d, included in Appendix B, shows the number of zero to four year olds living within each planning block as of the US Census 2010 but is zoomed in on the Hillcrest area to show more boundary and street details. This map helps to gain an understanding of the under-five population living within the study area.



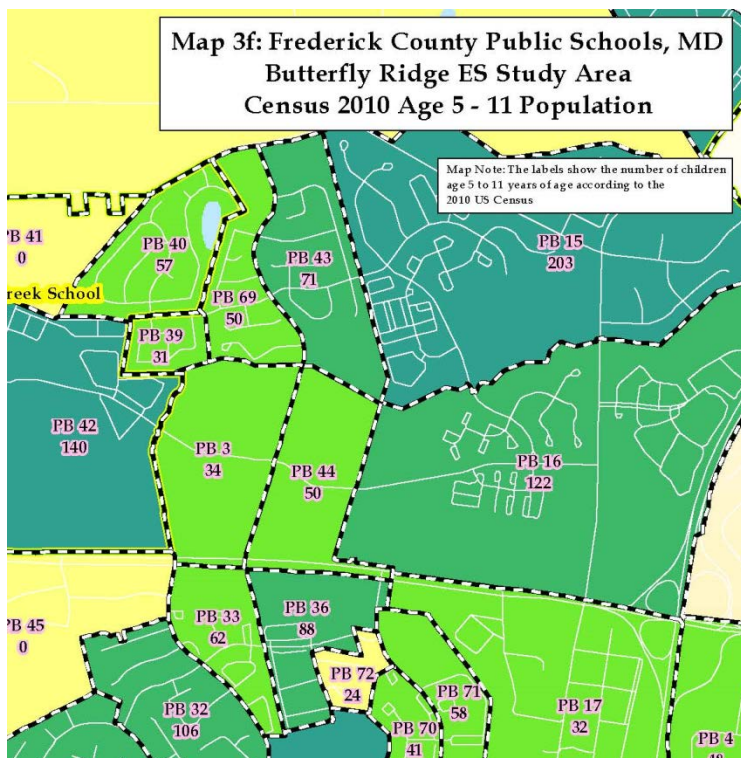
Map 3e: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Census 2010 Age 5-11 Population

Map 3e, included in Appendix B, shows the number of five to eleven year olds living within each planning block as of the US Census 2010. This map helps to gain an understanding of the elementary school age population living within the study area.



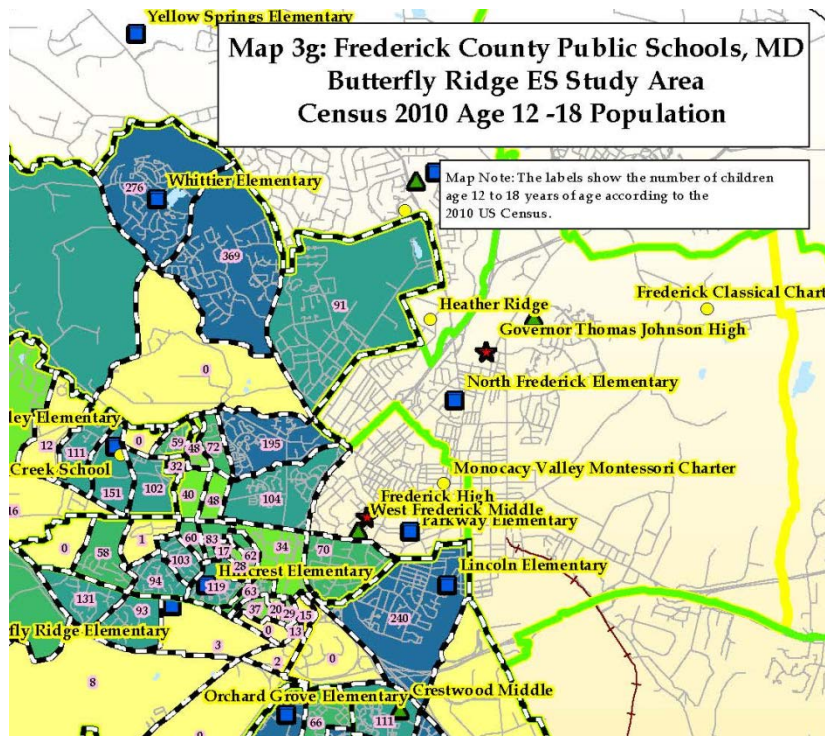
Map 3f: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Census 2010 Age 5-11 Population

Map 3f, included in Appendix B, shows the number of five to eleven year olds living within each planning block as of the US Census 2010 but is zoomed in on the Hillcrest area to show more boundary and street details. This map helps to gain an understanding of the elementary school age population living within the study area.



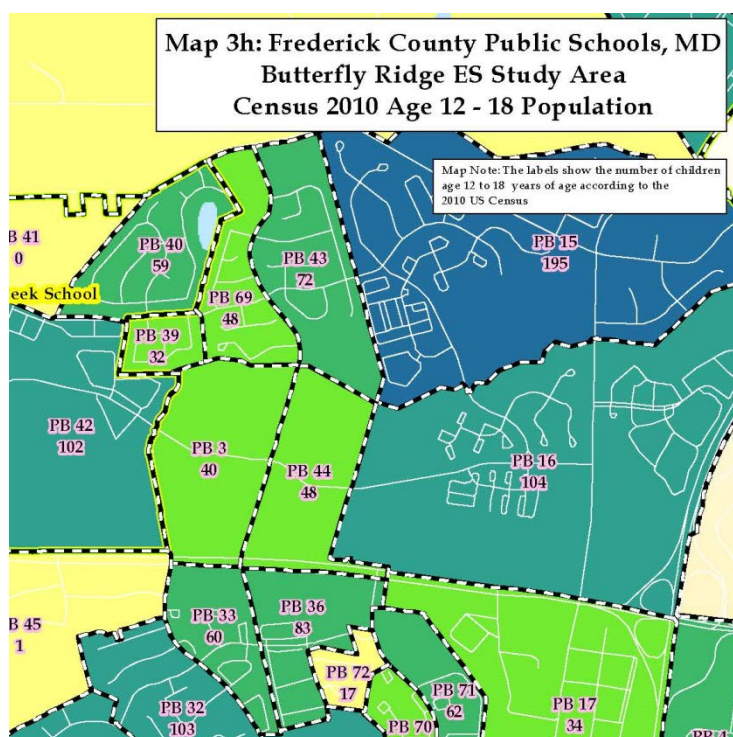
Map 3g: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Census 2010 Age 12-18 Population

Map 3g, included in Appendix B, shows the number of twelve to eighteen year olds living within each planning block as of the US Census 2010. This map helps to gain an understanding of the middle/high school age population living within the study area.



Map 3h: Frederick County Public Schools, MD: Butterfly Ridge ES Study Area, Census 2010 Age 12-18 Population

Map 3h, included in Appendix B, shows the number of twelve to eighteen year olds living within each planning block as of the US Census 2010 but is zoomed in on the Hillcrest area to show more boundary and street details. This map helps to gain an understanding of the middle/high school age population living within the study area.

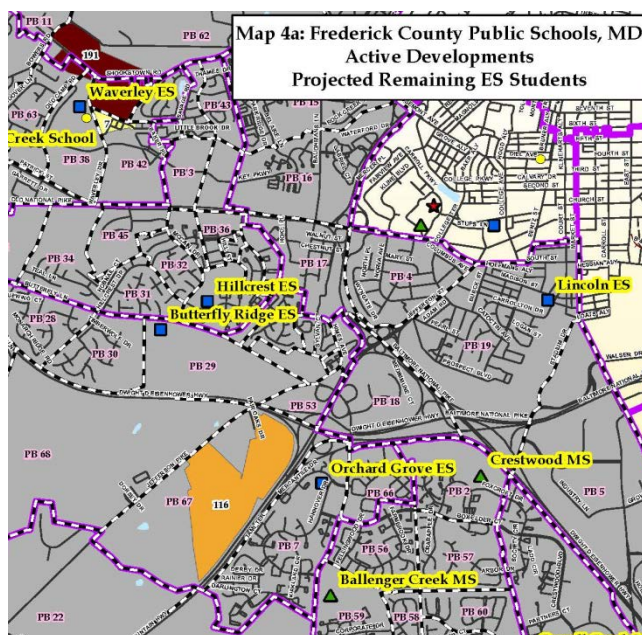


Series 4: Development Mapping

The following maps have been created to provide an understanding of the active and potential developments within the study area. This will help understand where there is a potential for additional elementary students to move into this study area based on active and potential developments.

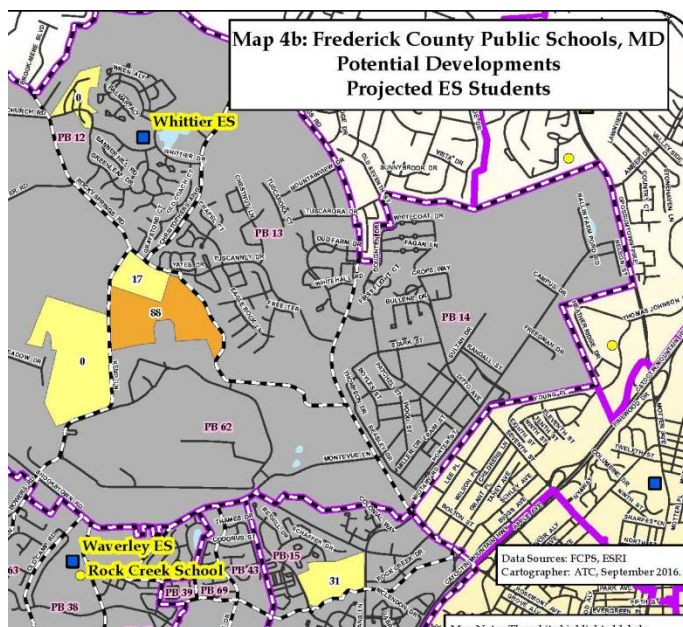
Map 4a: Frederick County Public Schools, MD: Active Developments, Projected Remaining ES Students

Active developments are those that have been approved by the county. Map 5a, included in Appendix B, shows the active developments within the study area, which helps to understand where there is a potential for additional elementary students. The white highlighted labels show the remaining number of ES students projected based on the remaining number of units to be built.



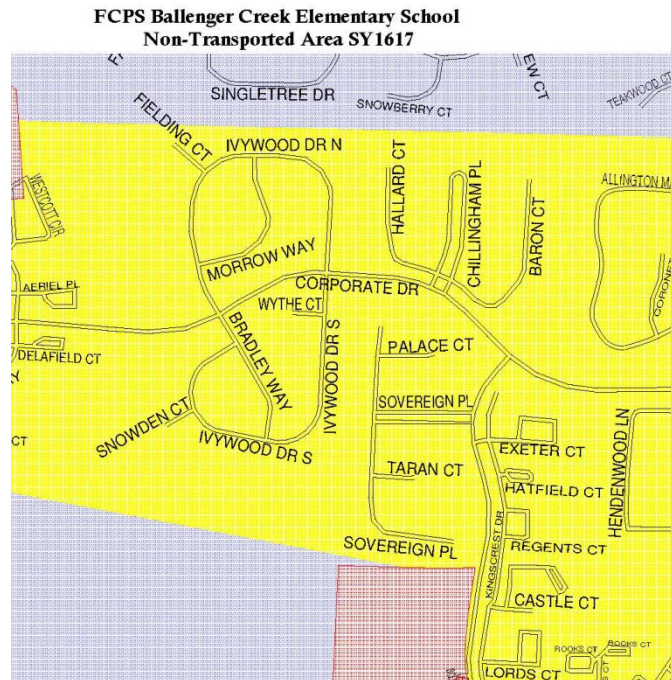
Map 4b: Frederick County Public Schools, MD: Potential Developments, Projected ES Students

Potential developments are those that have been identified and proposed for future residential development. Map 4b, included in Appendix B, shows the potential developments within the study area. The white highlighted labels show the number of ES students projected based on the remaining number of units that could potentially be built.



Series 5: Non Transport Area Mapping

The Non Transport Area maps in Appendix B have been created to provide an understanding of the areas that are classified as “Non-Transport”, meaning the students that live in these areas are not eligible for bussing to and from school.



Appendix A: Facility Inventory

Facility Inventory

The tables below show the detailed facility information for the schools that are within the primary and secondary study areas, including address, grade levels, SRC (State Rated Capacity), prior fall enrollment, percent utilized, acreage, current facility condition, and general comments. SRC is defined by the State of Maryland as the maximum number of students who can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. The SRC is calculated as the product of the number of teaching stations in a school and a state-determined student-to-classroom ratio.

Primary Study Area

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA SQ. FT.		Date	PHYSICAL CONDITION	COMMENTS		
			2015			A=Added R=Renovated				GENERAL	Portables	2015
Hillcrest Elementary 1285 Hillcrest Drive Frederick, MD 21702	Pre K-5	670	939	140%	12.7	Total 1988(Orig) 1990 A	62,305 55,970 6,335		Good	PFA*		30 + 1-4CR state owned unit
Orchard Grove Elem. 5898 Hanover Drive Frederick, MD 21701	Pre K-5	639	602	94%	15.68	1996(Orig)	70,142		Excellent	PFA*		3
Waverley Elem. 201 Waverley Drive Frederick, MD 21702	Pre K-5	416	568	137%	18.17	Total 1969(Orig) 2002 A	54,178 53,218 960		Good	PFA*		8

Secondary Study Area

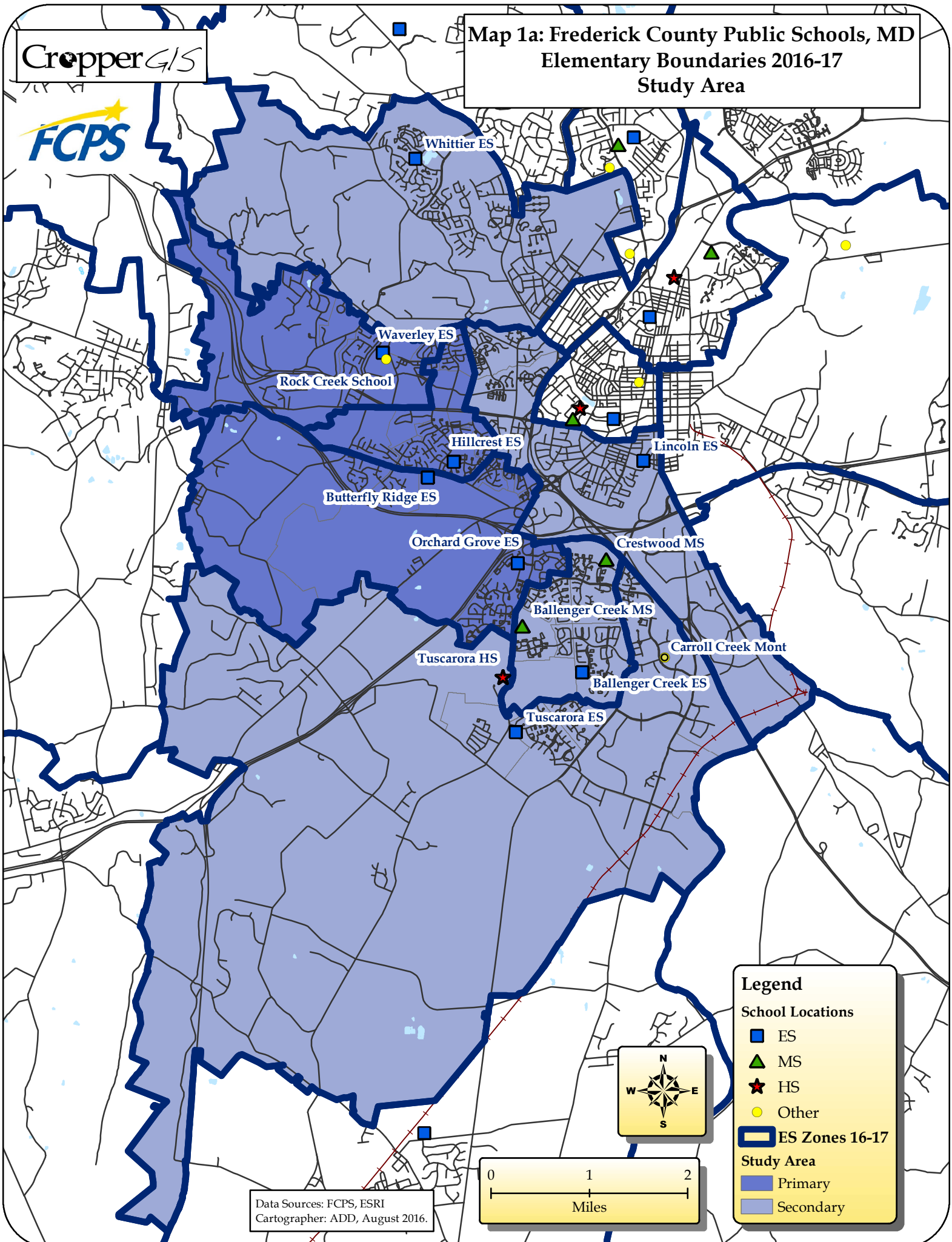
SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL	Percent Utilized	ACREAGE	BUILDING DATA SQ. FT.		Date	PHYSICAL CONDITION	COMMENTS		
			2015			A=Added R=Renovated				GENERAL	Portables	2015
Ballenger Creek Elem. 5250 Kingsbrook Drive Frederick, MD 21703	Pre K-5	663	636	96%	19.29	1991(Orig)	64,187		Excellent	PFA*		None
Lincoln Elementary 200 Madison Street Frederick, MD 21701	Pre K-5	633	539	85%	11	Total 2012 Replace 2012R	98,463 87,423 11,040		Excellent	PFA*		None
Tuscarora Elementary 6321 Lambert Drive Frederick, Maryland 21703	K-5	662	774	117%	13	2004(Orig)	86,938		Excellent	PFA*		7
Whittier Elementary 2400 Whittier Drive Frederick, MD 21702	Pre K-5	671	693	103%	10.126	1998(Orig)	81,244		Very Good	PFA*		8

* PFA = Priority Funding Area

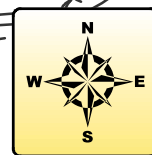
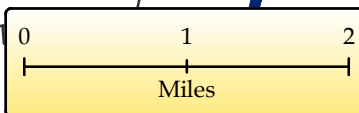
Source: FCPS Educational Facilities Master Plan Sept 2016.

Appendix B: Maps

Map 1a: Frederick County Public Schools, MD Elementary Boundaries 2016-17 Study Area



Data Sources: FCPS, ESRI
Cartographer: ADD, August 2016.



Legend

School Locations

- ES (Blue square)
- MS (Green triangle)
- HS (Red star)
- Other (Yellow circle)

ES Zones 16-17

Study Area

- Primary (Light blue fill)
- Secondary (Dark blue fill)

Waverley ES
Rock Creek School

Hillcrest ES

Butterfly Ridge ES

Legend

School Locations



ES



MS



HS



Other

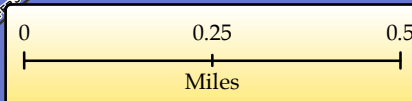
ES Zones 16-17

Study Area

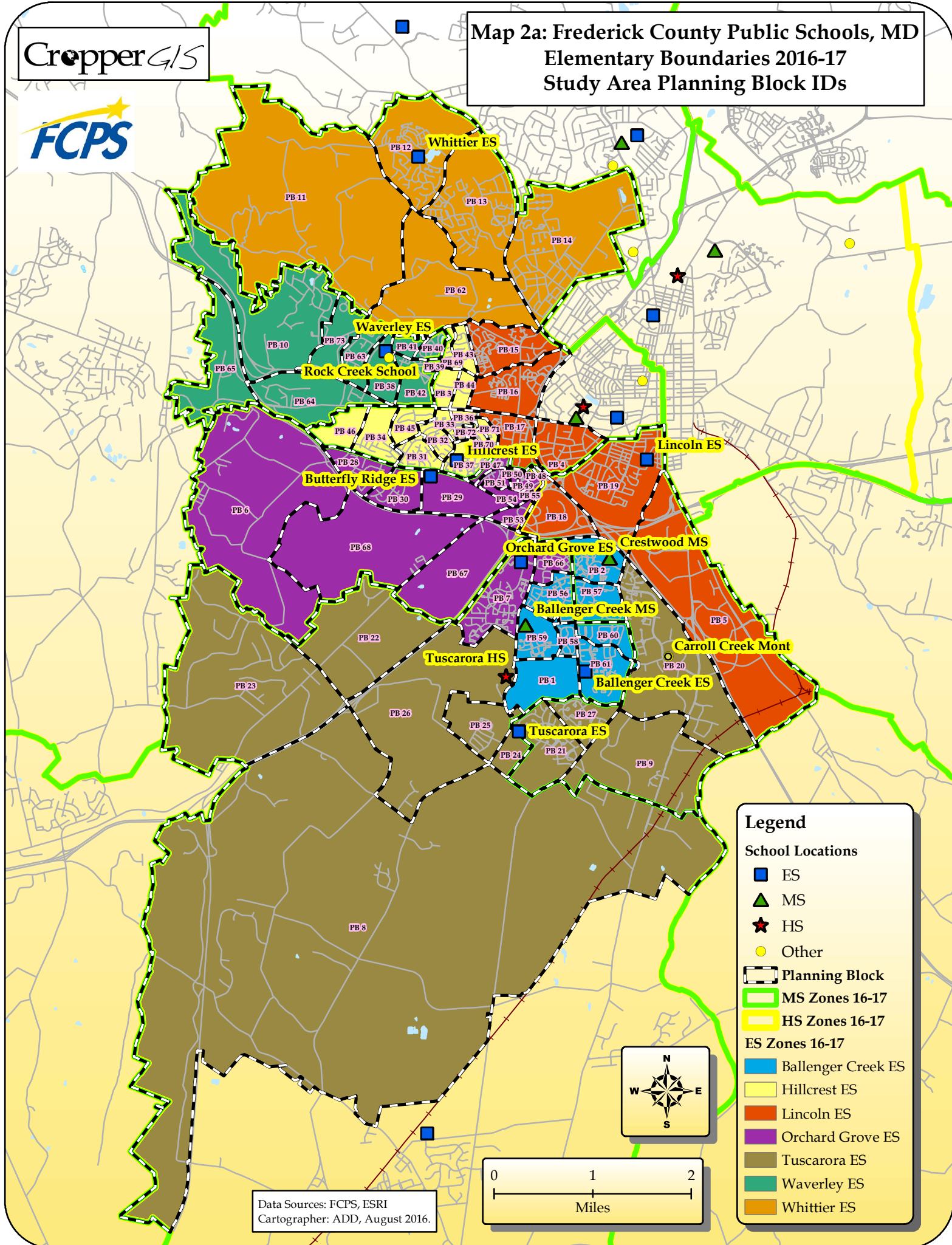
Primary

Secondary

Data Sources: FCPS, ESRI
Cartographer: ATC, September 2016.



Hard Grove ES



Data Sources: FCPS, ESRI
Cartographer: ADD, August 2016.

Legend

School Locations

- ES
- ▲ MS
- ★ HS
- Other

Planning Block

Planning Block

MS Zones 16-17

HS Zones 16-17

ES Zones 16-17

- Ballenger Creek ES
- Hillcrest ES
- Lincoln ES
- Orchard Grove ES
- Tuscarora ES
- Waverley ES
- Whittier ES

Map 2b: Frederick County Public Schools, MD
Elementary Boundaries 2016-17
Study Area Planning Block IDs

Legend

School Locations

- ES (Elementary School) - Blue square
- MS (Middle School) - Green triangle
- HS (High School) - Red star
- Other - Yellow circle

Planning Block

- MS Zones 16-17 (Green outline)
- HS Zones 16-17 (Yellow outline)

ES Zones 16-17

- Ballenger Creek ES (Blue)
- Hillcrest ES (Yellow)
- Lincoln ES (Orange)
- Orchard Grove ES (Purple)
- Tuscarora ES (Brown)
- Waverley ES (Teal)
- Whittier ES (Light Orange)

Map Features:

- Planning Blocks:** Labeled with IDs such as PB 3, PB 15, PB 30, PB 31, PB 32, PB 33, PB 34, PB 36, PB 37, PB 38, PB 39, PB 40, PB 41, PB 42, PB 43, PB 44, PB 45, PB 46, PB 47, PB 49, PB 50, PB 51, PB 53, PB 54, PB 55, PB 66, PB 67, PB 70, PB 71, PB 72.
- Schools:** Waverley ES, Rock Creek School, Hillcrest ES, Butterfly Ridge ES, Orchard Grove ES.
- Streets:** SHOOKSTOWN RD, ANDOVER LN, LONGFORD DR, PONDNETT LN, CLO CAMP RD, MELODIE CT, STONEGATE DR, APLE CREEK RD, ANDOVER CT, DYRHAMP PARK DR, HAMPSHIRE DR, SCHAFER DR, LINGSTONE TER, VIENNA CT, LITTLE BROOK DR, CODORUS ST, SAVAGE RD, TUNNERS DR, BEXHILL DR, EASTBOURNE CT, DULANEY CT, JACOB BRUNER DR, ROCKDALE CT, ROCK CREEK DR, DULANEY MILL DR, BAUGHMAN LN, MCLENDON DR, BUTLER DR, CHARLESTON LN, GABRIEL CT, ALEXANDRA CT, WATERFORD DR, FARMVIEW AVE, PATRICK ST, ROCKHILL DR, HOLE PL, CHERYL'S CT, LOCUST AVE, WALNUT ST, SPRUCE ST, LINEN AVE, CATOCTIN MOUNTAIN HWY, CATOCTIN MOUNTAIN HWY, WYNGATE DR, MIDWAY DR, THORNHILL PL, CARLTON PL, GREENWALL PL, ORCHARD TER, LAUREL CT, DANBERRY DR, SMOKETREE CT, FOX RUN CT, HILLCREST DR, CHUKKAR CT, HUNTING HORN LN, PARTRIDGE WAY, SAGE HEN WAY, TEAL LN, BUTTERFLY LN, MONARCH RD, MOYARCH RD, CRESCENT SPOT LN, REPERDOR ST, TIMBERWOLF DR, OVER RIDGE DR, DWIGHT D EISENHOWER HWY, PAROIS DR, SOLAREX CT, MERCANTILE DR, BALLENGER CREEK PIKE.

Scale: 0 to 0.5 Miles

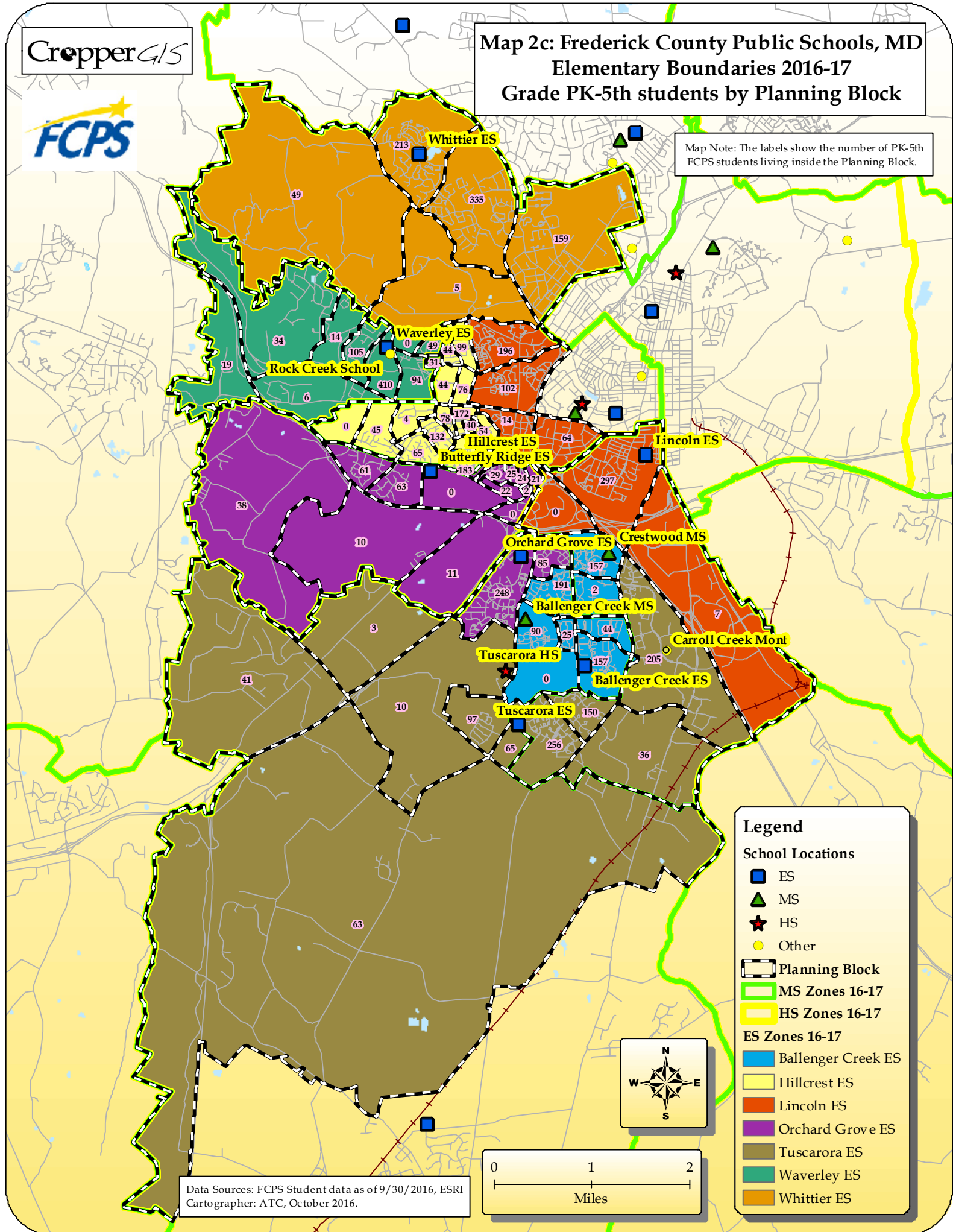
Data Sources: FCPS, ESRI
Cartographer: ADD, August 2016.

Data Sources: FCPS, ESRI
Cartographer: ADD, August 2016.

Orchard Grove ES

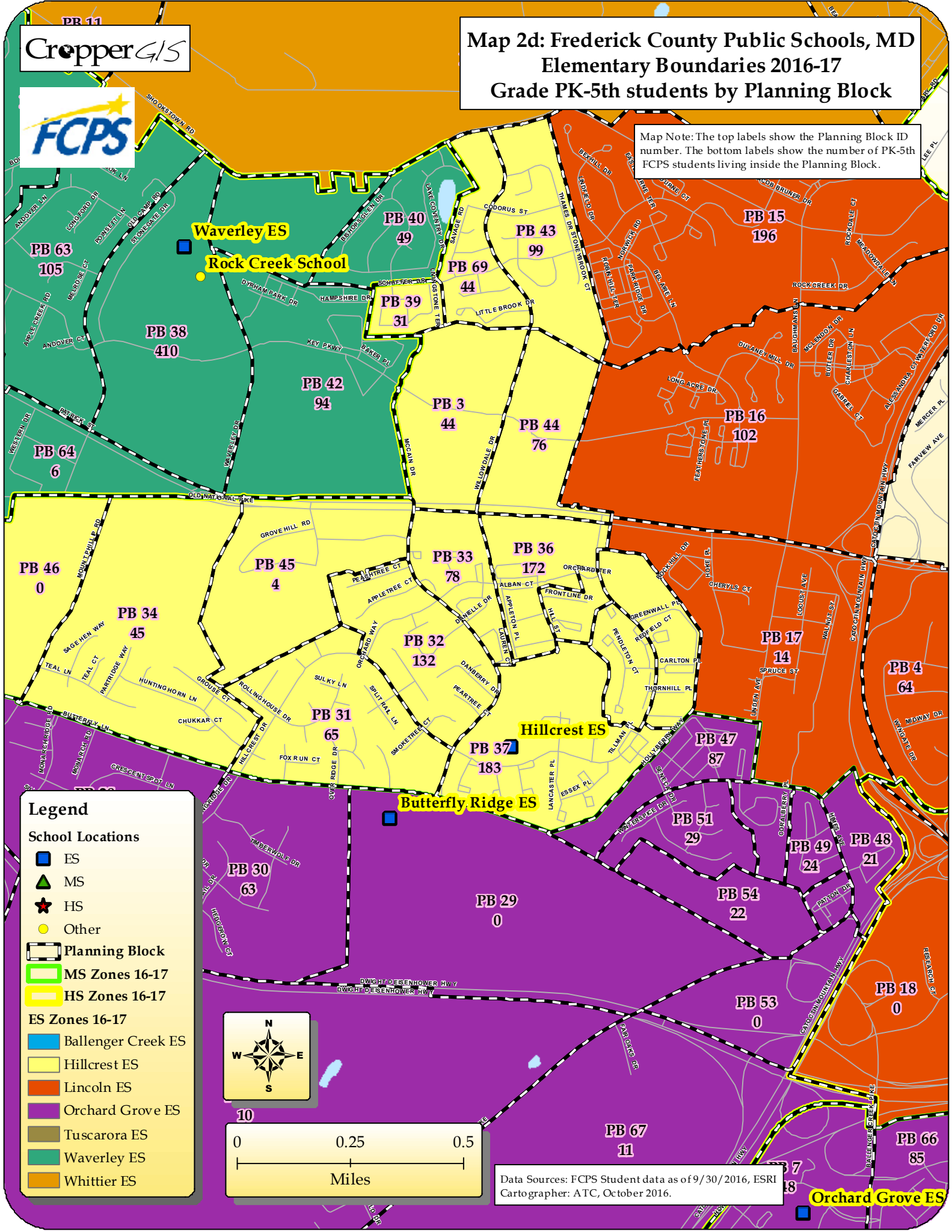
Map 2c: Frederick County Public Schools, MD Elementary Boundaries 2016-17 Grade PK-5th students by Planning Block

Map Note: The labels show the number of PK-5th FCPS students living inside the Planning Block.



Map 2d: Frederick County Public Schools, MD Elementary Boundaries 2016-17 Grade PK-5th students by Planning Block

Map Note: The top labels show the Planning Block ID number. The bottom labels show the number of PK-5th FCPS students living inside the Planning Block.



Legend

School Locations

- ES
- MS
- HS
- Other

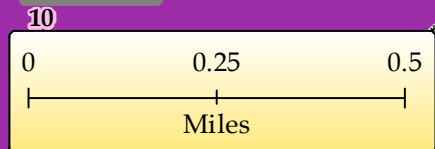
Planning Block

MS Zones 16-17

HS Zones 16-17

ES Zones 16-17

- Ballenger Creek ES
- Hillcrest ES
- Lincoln ES
- Orchard Grove ES
- Tuscarora ES
- Waverley ES
- Whittier ES

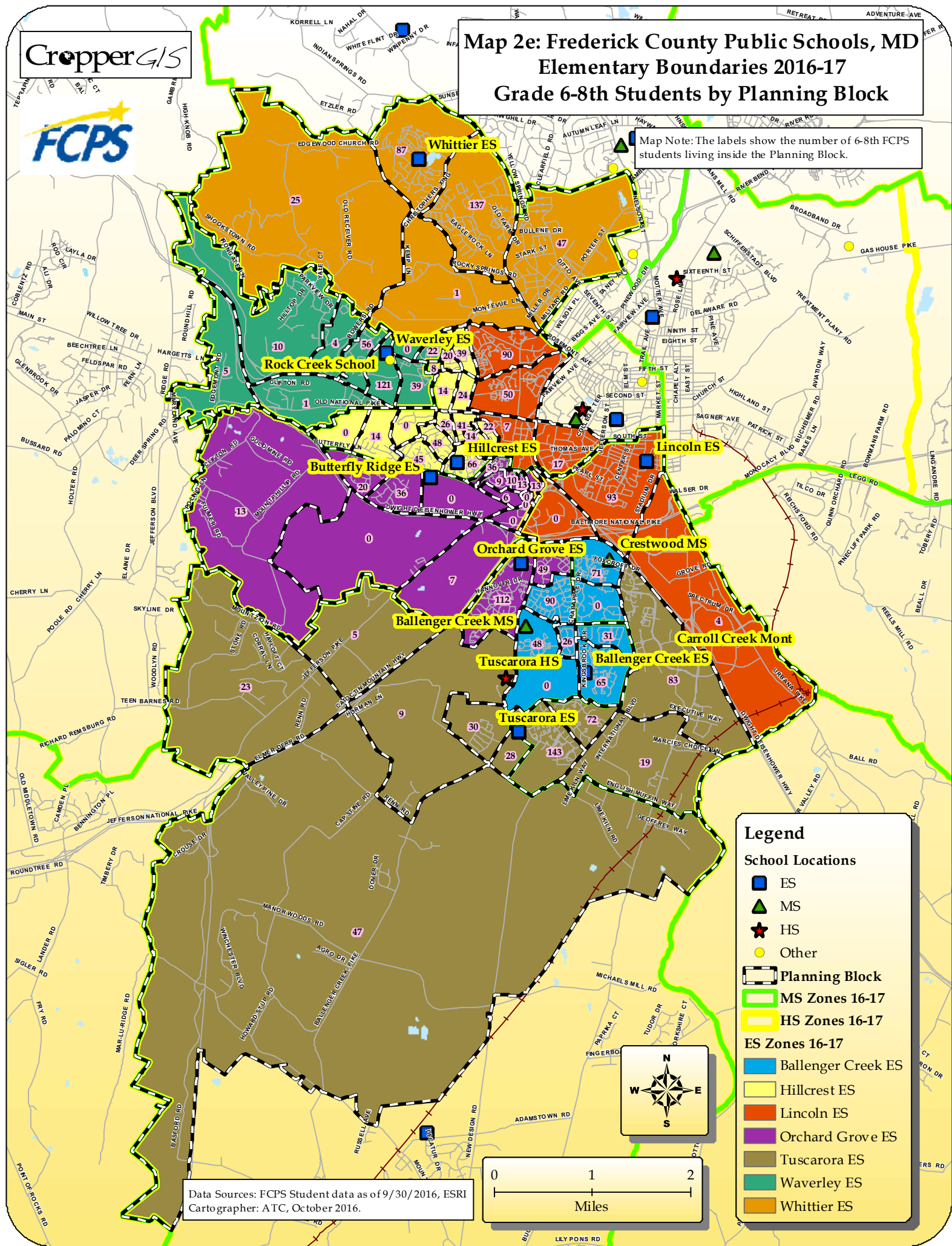


Data Sources: FCPS Student data as of 9/30/2016, ESRI
Cartographer: ATC, October 2016.

Orchard Grove ES

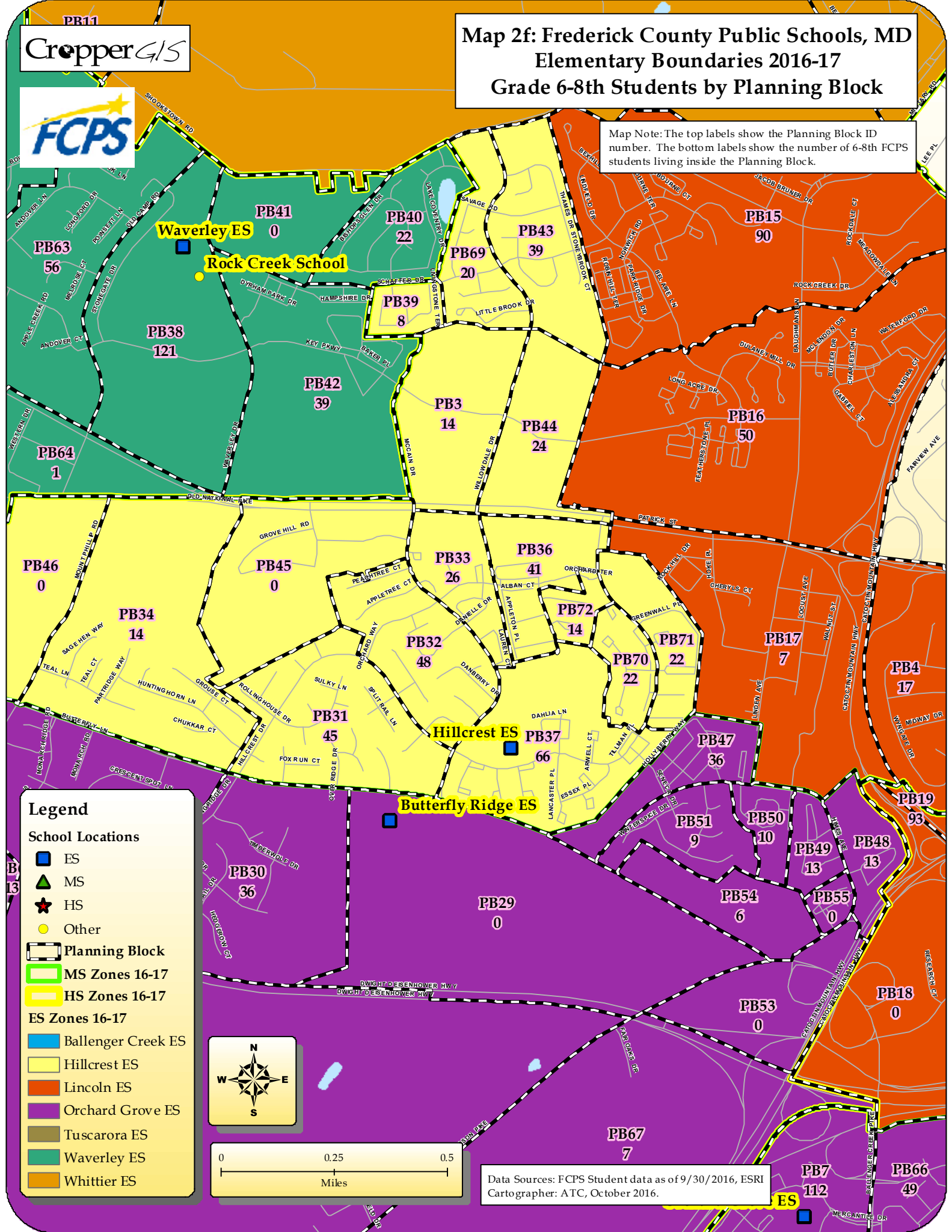
Map 2e: Frederick County Public Schools, MD Elementary Boundaries 2016-17 Grade 6-8th Students by Planning Block

Map Note: The labels show the number of 6-8th FCPS students living inside the Planning Block.



Map 2f: Frederick County Public Schools, MD Elementary Boundaries 2016-17 Grade 6-8th Students by Planning Block

Map Note: The top labels show the Planning Block ID number. The bottom labels show the number of 6-8th FCPS students living inside the Planning Block.



Legend

School Locations

- ES (Blue square)
- MS (Green triangle)
- HS (Black star)
- Other (Yellow circle)

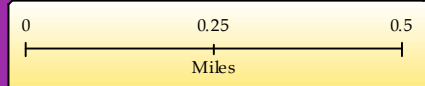
Planning Block (Dashed line)

MS Zones 16-17 (Green outline)

HS Zones 16-17 (Yellow outline)

ES Zones 16-17

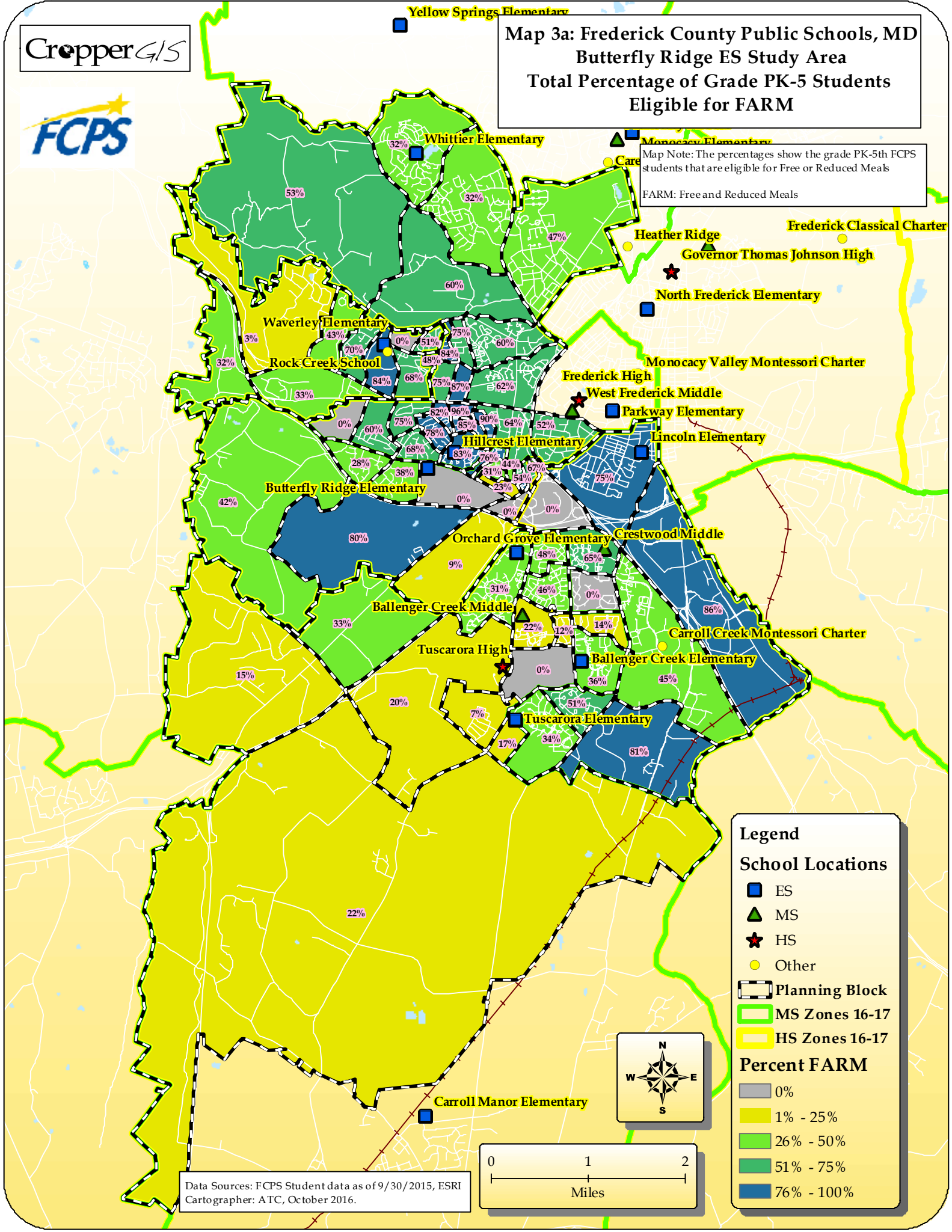
- Ballenger Creek ES (Blue)
- Hillcrest ES (Yellow)
- Lincoln ES (Orange)
- Orchard Grove ES (Purple)
- Tuscarora ES (Brown)
- Waverley ES (Teal)
- Whittier ES (Light Orange)



Data Sources: FCPS Student data as of 9/30/2016, ESRI
Cartographer: ATC, October 2016.

Map 3a: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Total Percentage of Grade PK-5 Students Eligible for FARM

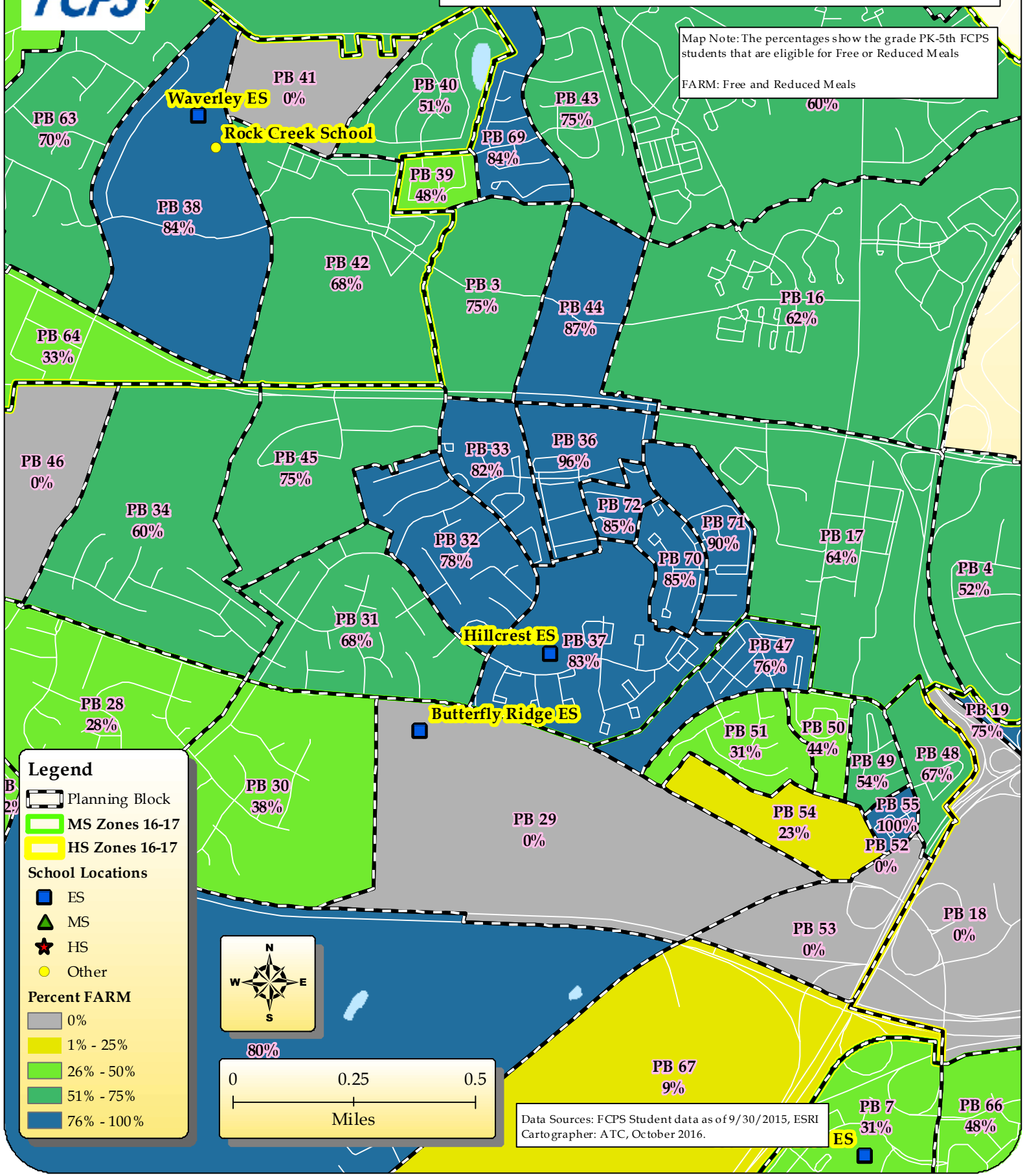
Map Note: The percentages show the grade PK-5th FCPS students that are eligible for Free or Reduced Meals
 FARM: Free and Reduced Meals



Map 3b: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Total Percentage of Grade PK-5 Students Eligible for FARM

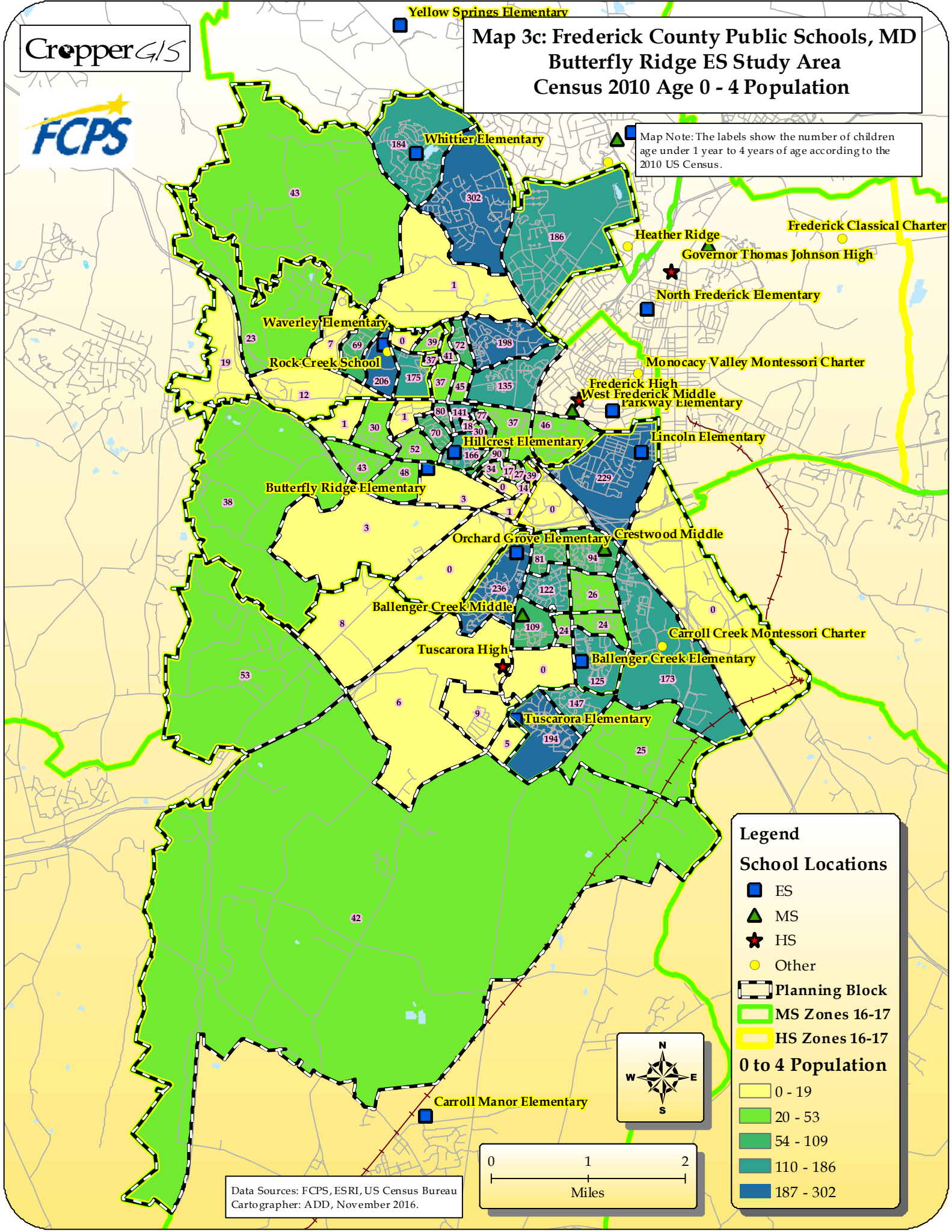
Map Note: The percentages show the grade PK-5th FCPS students that are eligible for Free or Reduced Meals

FARM: Free and Reduced Meals



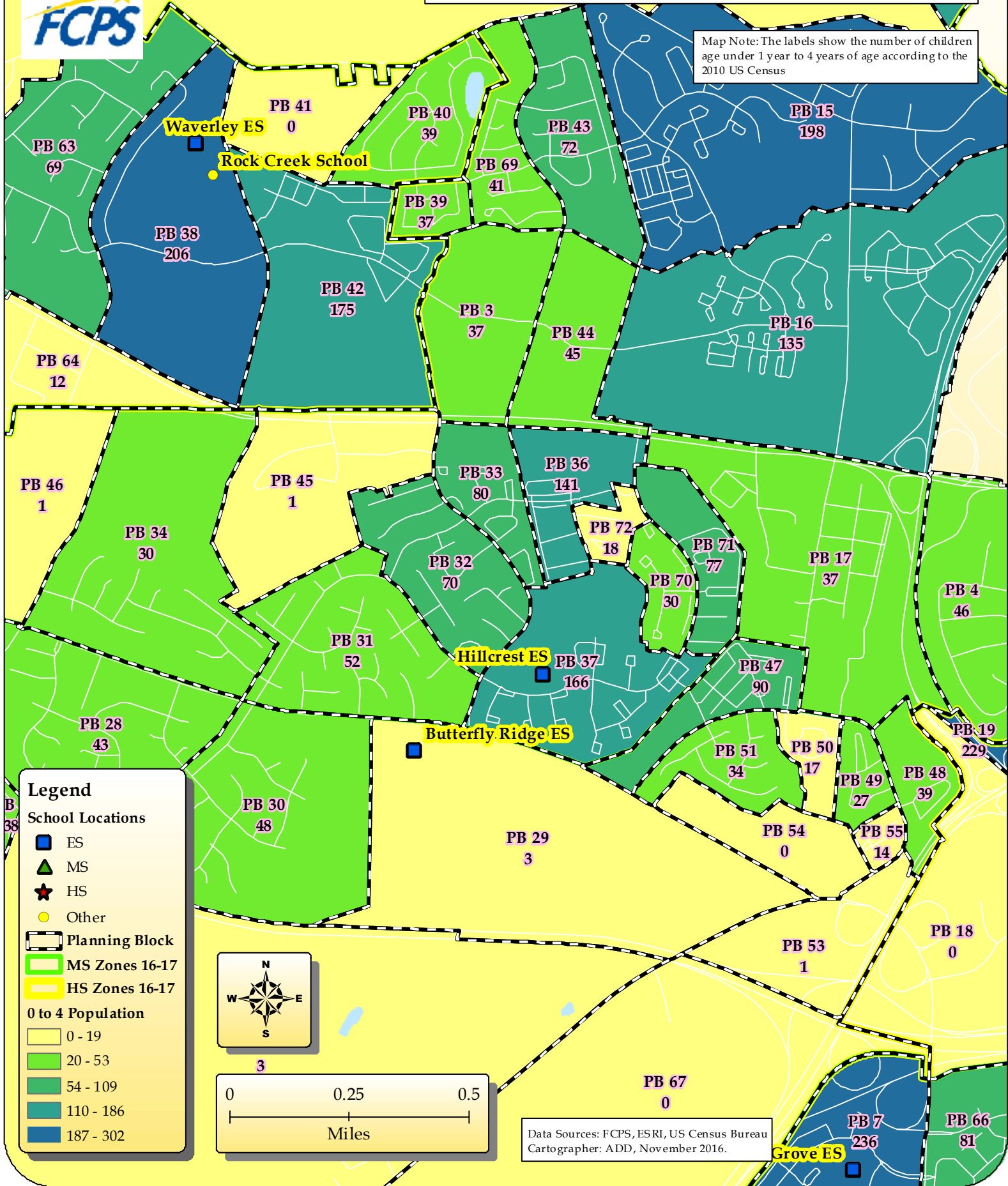
Map 3c: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Census 2010 Age 0 - 4 Population

Map Note: The labels show the number of children age under 1 year to 4 years of age according to the 2010 US Census.



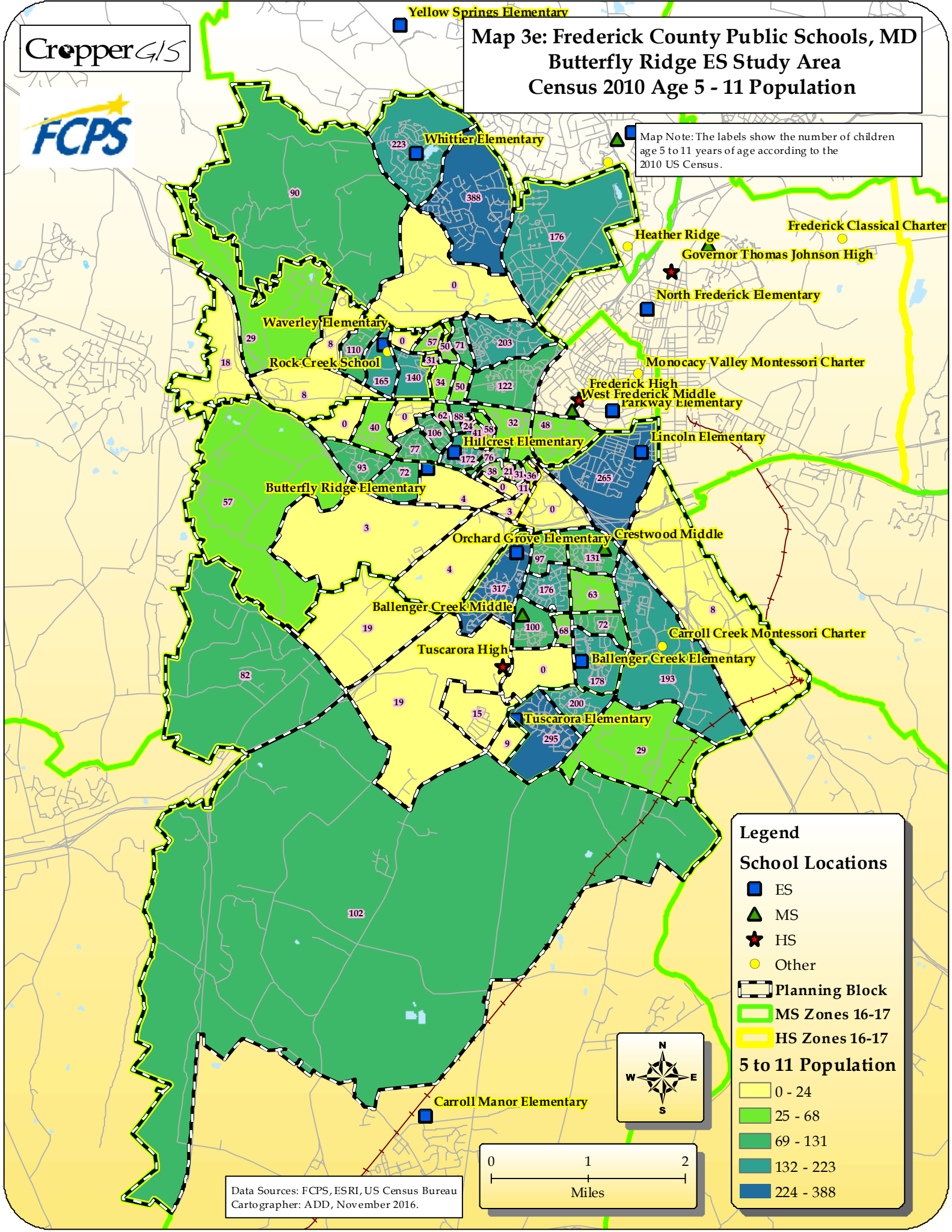
Map 3d: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Census 2010 Age 0 - 4 Population

Map Note: The labels show the number of children age under 1 year to 4 years of age according to the 2010 US Census



Map 3e: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Census 2010 Age 5 - 11 Population

Map Note: The labels show the number of children age 5 to 11 years of age according to the 2010 US Census.



Legend

School Locations

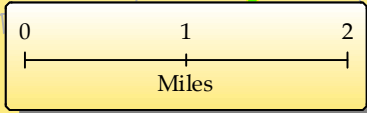
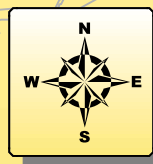
- ES
- MS
- HS
- Other

Planning Block

- MS Zones 16-17
- HS Zones 16-17

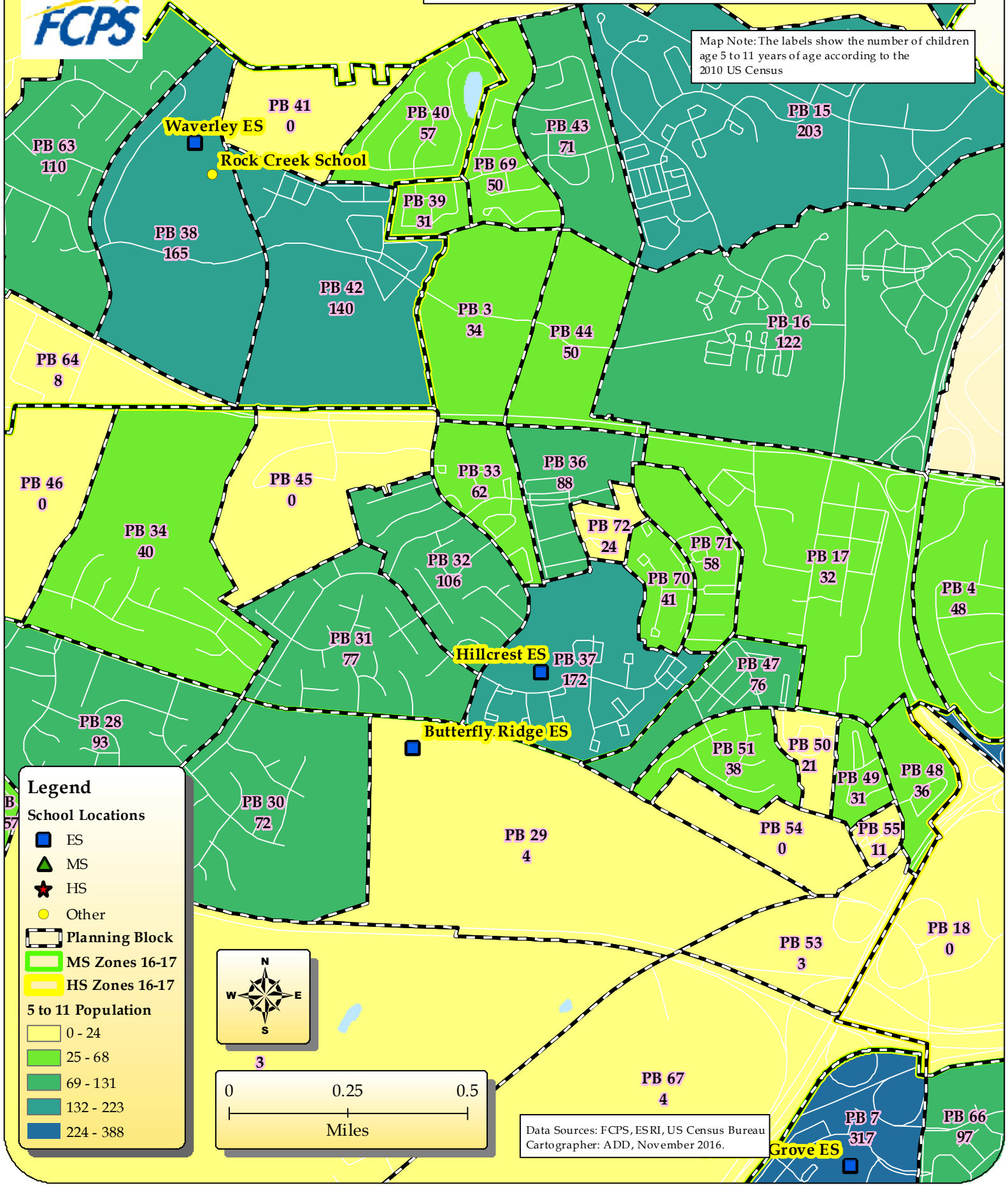
5 to 11 Population

- 0 - 24
- 25 - 68
- 69 - 131
- 132 - 223
- 224 - 388



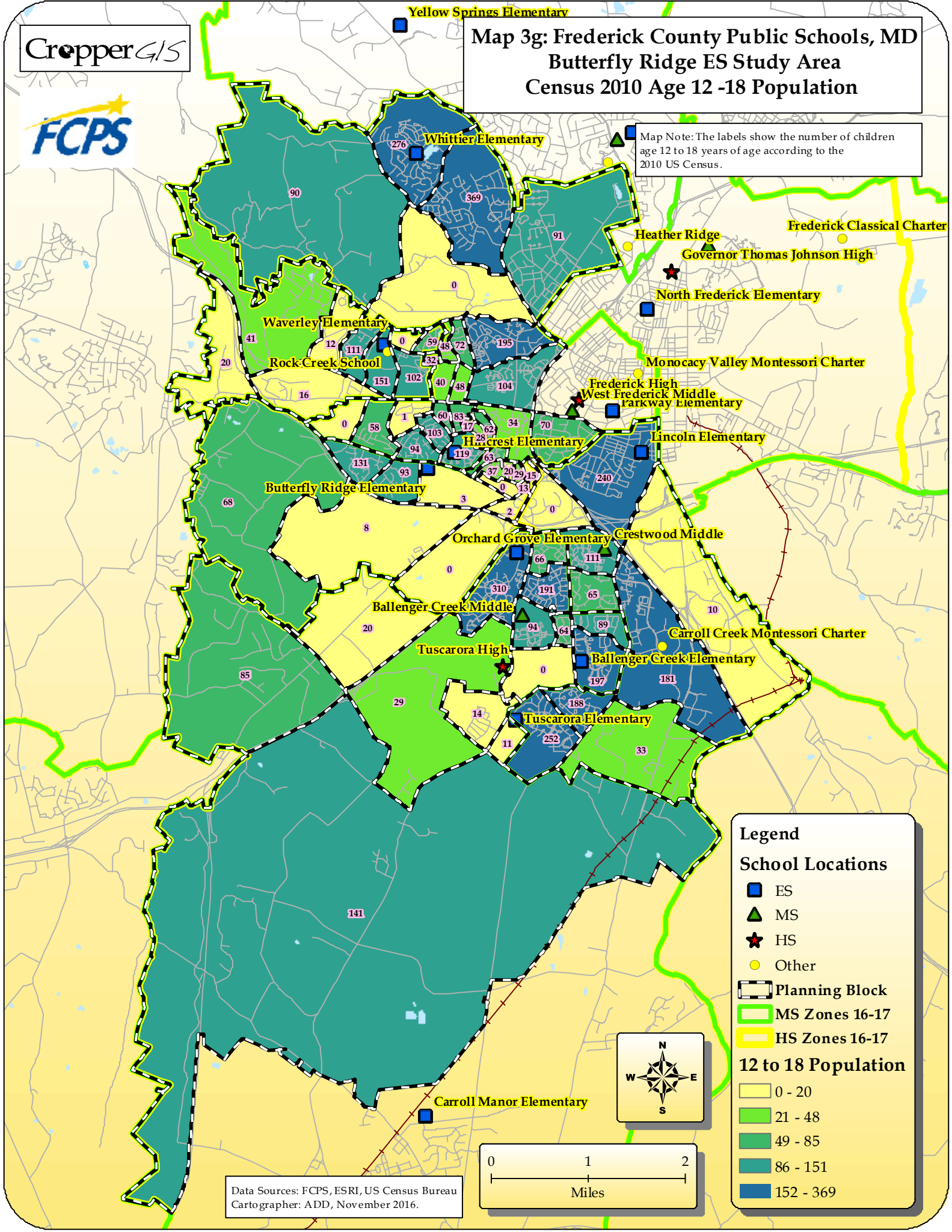
Map 3f: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Census 2010 Age 5 - 11 Population

Map Note: The labels show the number of children age 5 to 11 years of age according to the 2010 US Census



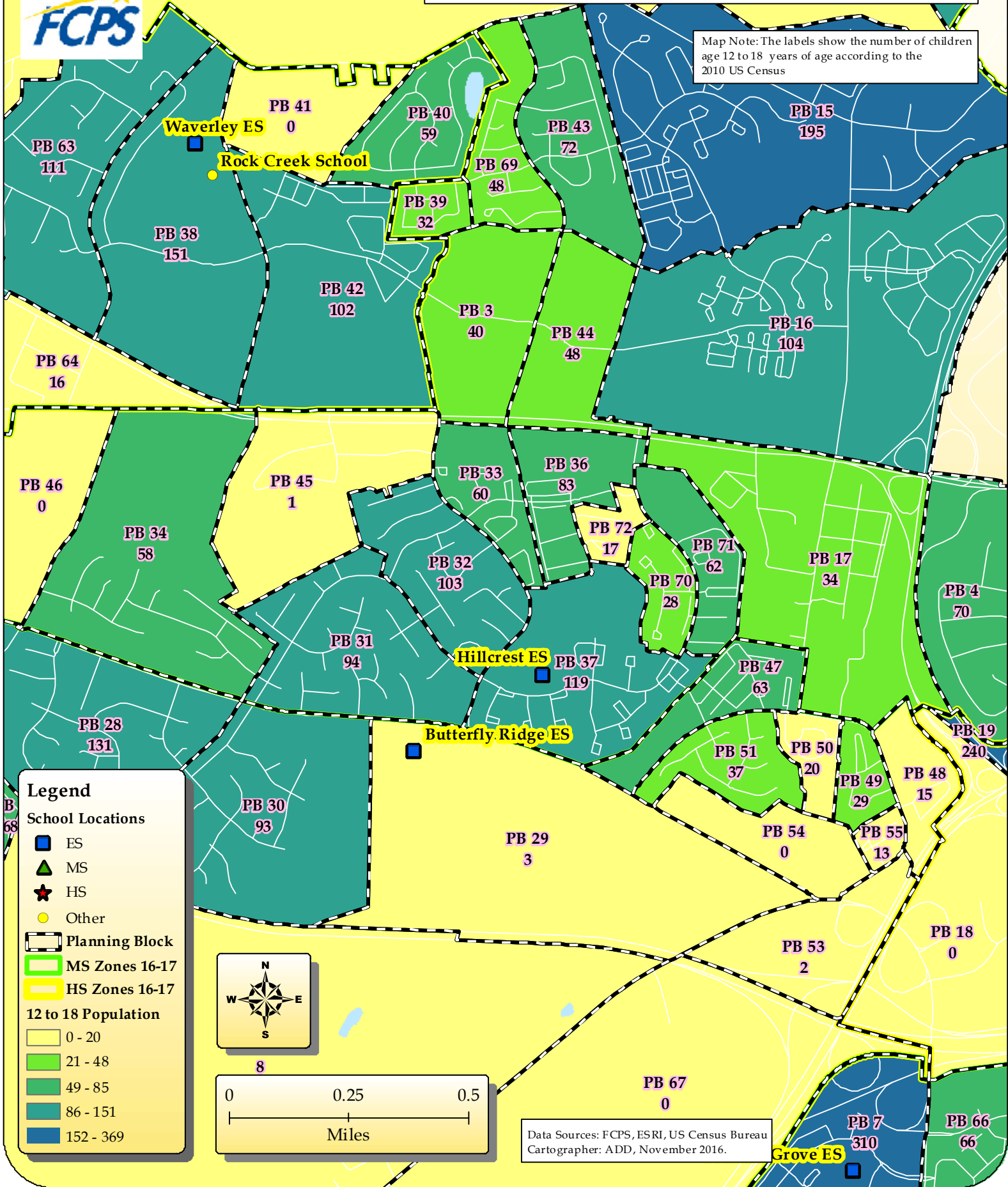
Map 3g: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Census 2010 Age 12 -18 Population

Map Note: The labels show the number of children age 12 to 18 years of age according to the 2010 US Census.



Map 3h: Frederick County Public Schools, MD Butterfly Ridge ES Study Area Census 2010 Age 12 - 18 Population

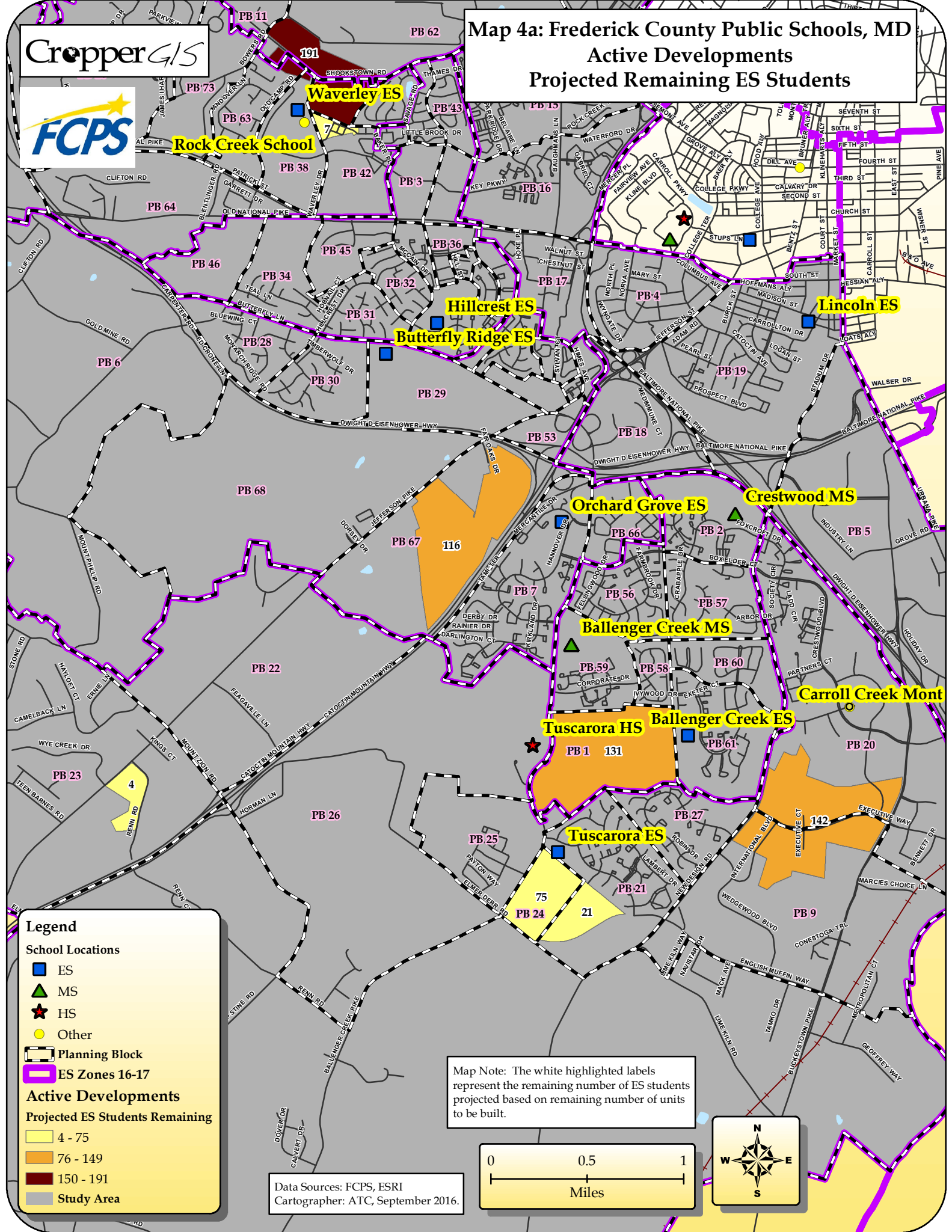
Map Note: The labels show the number of children age 12 to 18 years of age according to the 2010 US Census



CropperGIS



Map 4a: Frederick County Public Schools, MD Active Developments Projected Remaining ES Students



Legend

School Locations

- ES (Blue square)
- MS (Green triangle)
- HS (Red star)
- Other (Yellow circle)
- Planning Block (Black dashed line)
- ES Zones 16-17 (Purple dashed line)

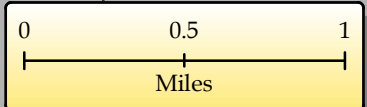
Active Developments

Projected ES Students Remaining

- 4 - 75 (Light yellow)
- 76 - 149 (Orange)
- 150 - 191 (Dark red)
- Study Area (Grey)

Map Note: The white highlighted labels represent the remaining number of ES students projected based on remaining number of units to be built.

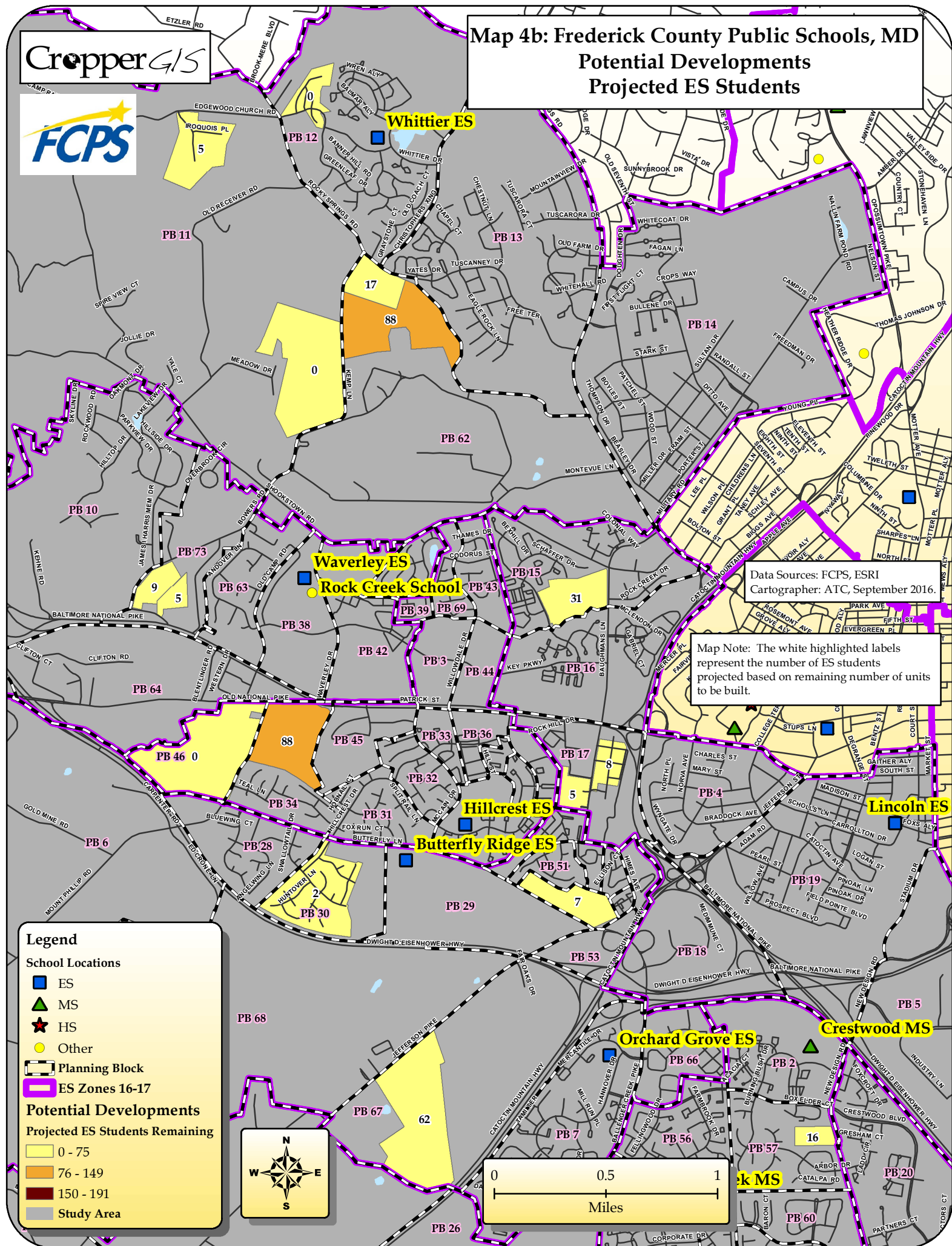
Data Sources: FCPS, ESRI
Cartographer: ATC, September 2016.



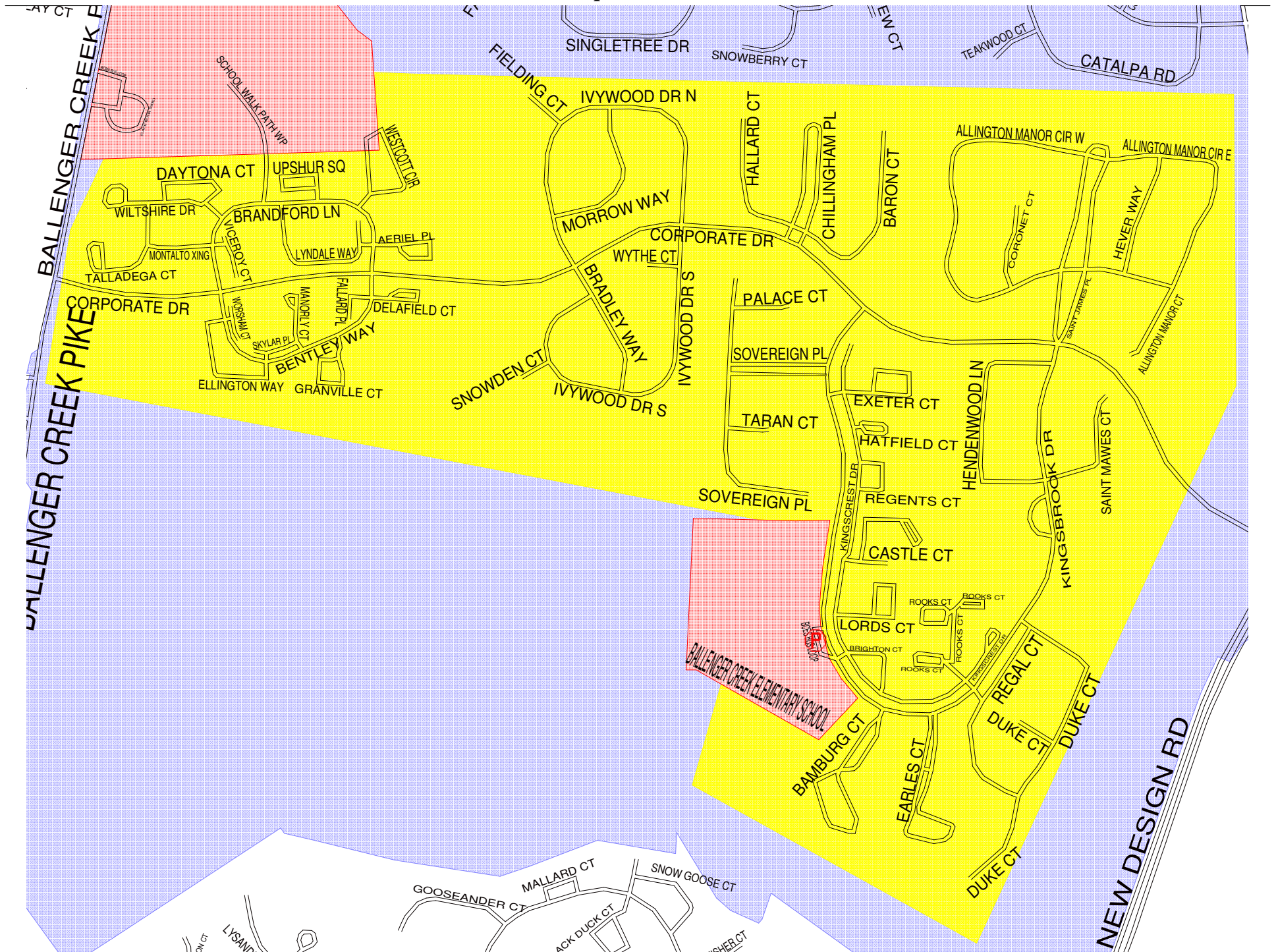
CropperGIS



Map 4b: Frederick County Public Schools, MD Potential Developments Projected ES Students



FCPS Ballenger Creek Elementary School Non-Transported Area SY1617



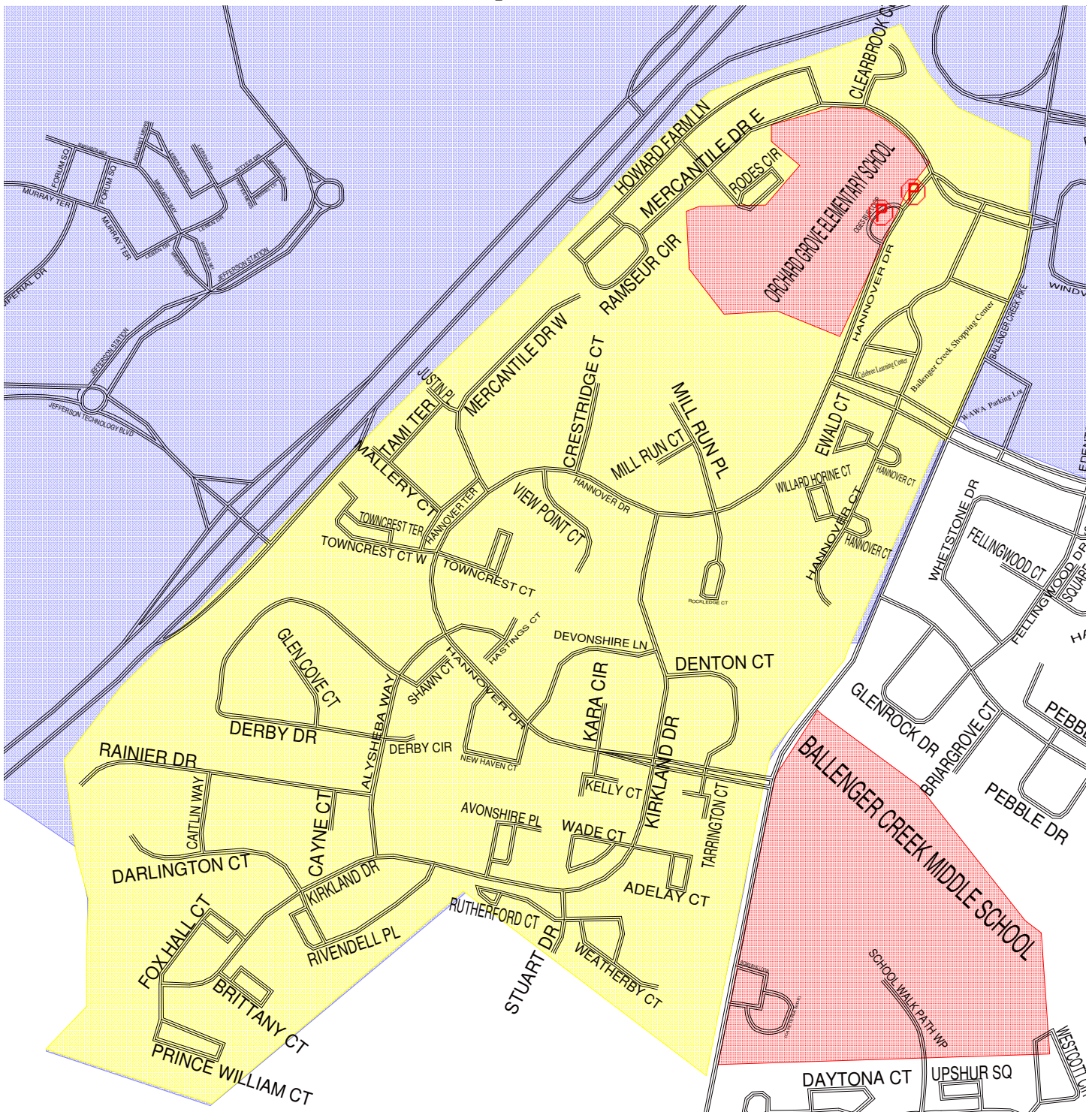
This is a detailed street map of a residential area in Rock Hill, South Carolina. The map features a network of streets, with a large yellow-shaded area covering the central and eastern portions. A red-shaded area, labeled 'Hillcrest Elementary', is located in the southeast. The map also shows a 'McDonalds Parking Lot' and 'Shopping Center Cut Thru'. Various street names are visible, including Mount Phillip Rd, S McCain Dr, Willowdale Dr, W Patricia Dr, Peachtree Ct, Apple Tree Ct, Orchard Way, and many others. The map is oriented with North at the top.

SCALE: 807 ft/inch.

This map shows the area around Lincoln Elementary School, which is located at 200 Madison St. The school is highlighted in pink. The map includes a grid of streets, with major roads like S Market St, S Jefferson St, and S Court St. Several bus stop locations are marked with red circles and labeled with numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. The map also shows the location of the school and the surrounding area, including the intersection of S Market St and S Court St.

SCALE: 810 ft/inch.

FCPS Orchard Grove Elementary School Non-Transported Area SY1617



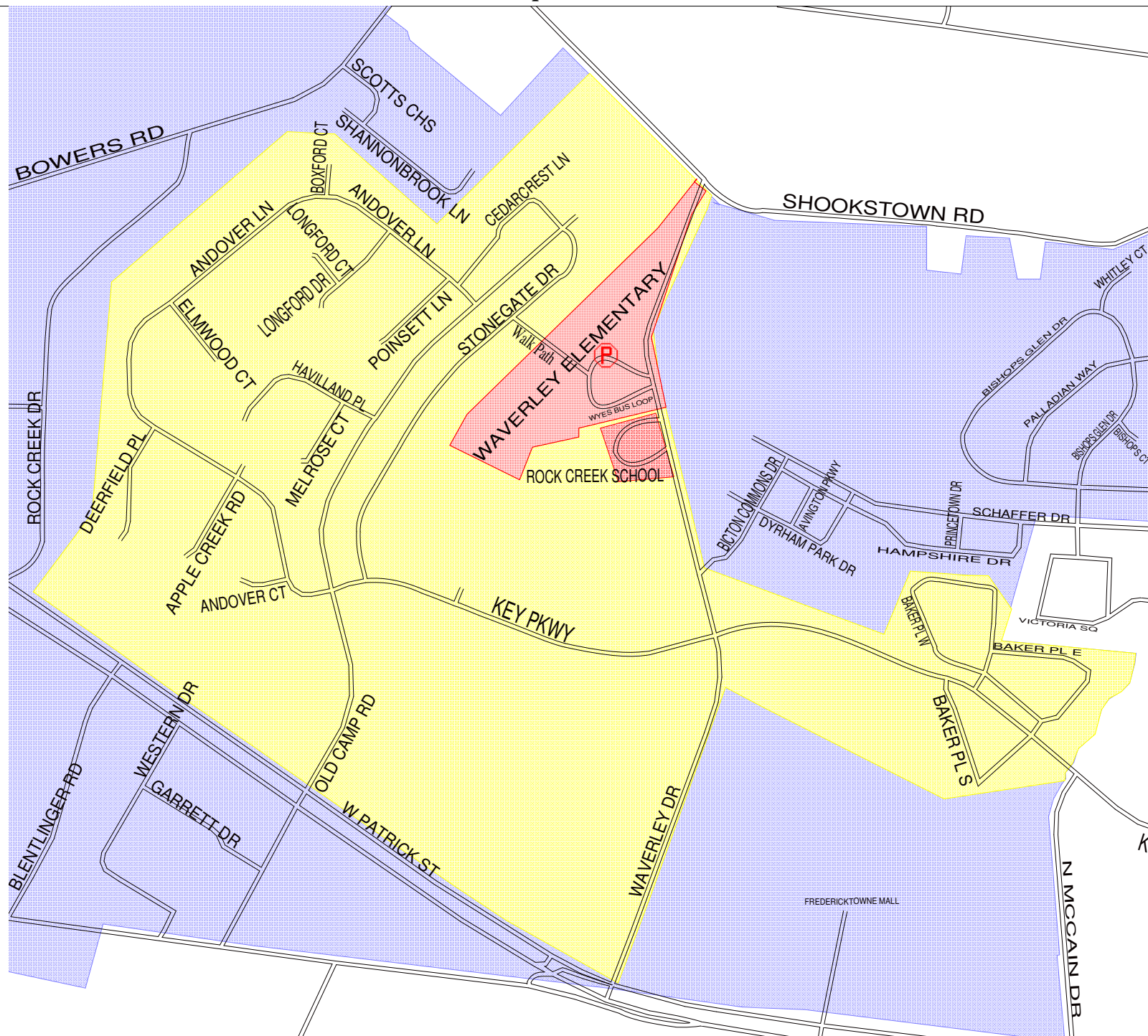
Yellow - Non-transported area
Blue - Eligible for Bus Transportation
Red Polygons - Schools

SCALE: 649 ft/inch.

A detailed map of the Tuscarora Elementary School area. The school building is highlighted in red and labeled "TUSCARORA ELEMENTARY SCHOOL". The surrounding area is shaded in yellow. The map shows a network of streets including Sutherland Dr, Sutter Dr, Edgeware Ct, Lysander Ct, Crovdon Ct, Reigate Ct, Dartmoor Ct, Charlington Ct, Tiverton Ct, Boscombe Ct, English Muffin Way, Elmer Derr Rd, Ballenger Creek Pike, Alan Linton Blvd, and Switzer Barn Ln. Other streets shown include Clarendon Dr, Marsden Ct, McLaren Ct, Tempondr, Duncan Pl, Tiverton Pl, Boscombe Pl, English Muffin Way, Elmer Derr Rd, Ballenger Creek Pike, Alan Linton Blvd, and Switzer Barn Ln. The map also shows the location of the school relative to the surrounding streets and the area of the school's service area.

SCALE: 713 ft/inch.

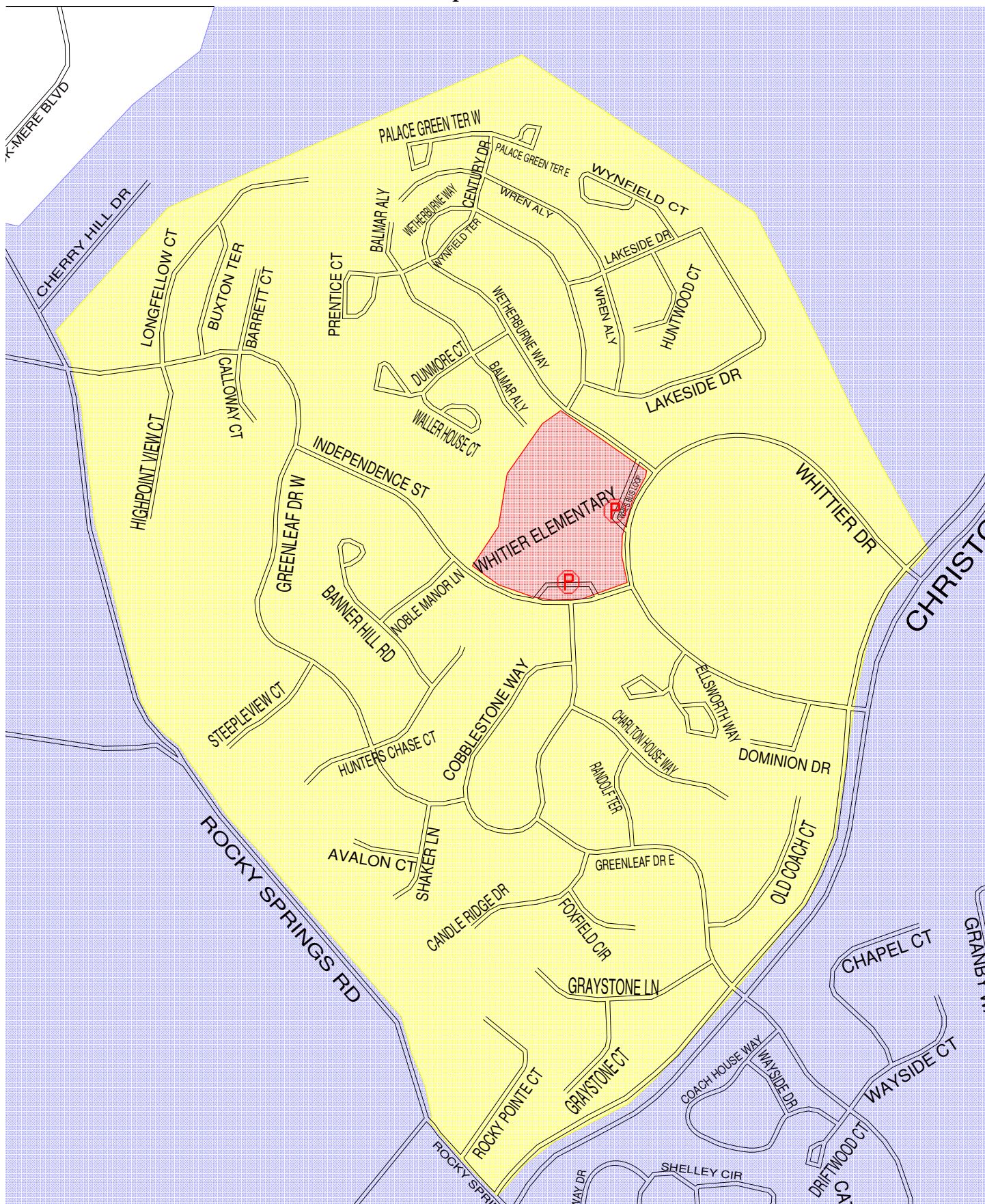
FCPS Waverley Elementary School Non-Transported Area SY1617



Yellow - Non-transported area
Blue - Eligible for Bus Transportation
Red Polygons - Schools

SCALE: 654 ft/inch.

FCPS Whittier Elementary School Non-Transported Area SY1617



Yellow - Non-transported area
Blue - Eligible for Bus Transportation
Red Polygons - Schools

SCALE: 587 ft/inch.

Appendix C: Live Attend Matrix

Live Attend Matrix:

In order to gain an understanding of where kids live versus where they attend, the matrix below was created. The matrix gives details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left from top to bottom, while the zones where students live are listed on the top line from left to right. The numbers highlighted in green are counts of students who attend the assigned schools for the zones where they live. For example, this matrix shows that 671 PK-5 students attend Ballenger Creek Elementary School, 583 live in the Ballenger zone and attend Ballenger, and 666 total K-5th students live in Ballenger Creek ES zone regardless of where they attend.

		Where PK-5 Students Live											
		Ballenger Creek ES	Hillcrest ES	Lincoln ES	Orchard Grove ES	Tuscarora ES	Waverley ES	Whittier ES	Out of Study Area	Other	Unmatched in GIS	Live Out, Attend In	
		666	1139	680	726	926	731	761	13772	45	37		
Where PK-5 Students Attend	Ballenger Creek Elementary School	671	583	16	11	12	11	8	3	15	6	6	82
	Hillcrest Elementary School	973	0	936	6	11	3	10	0	5	1	1	36
	Lincoln Elementary School	601	5	16	510	8	1	14	5	38	2	2	89
	Orchard Grove Elementary School	694	13	26	8	604	16	4	3	17	2	1	89
	Tuscarora Elementary School	781	3	0	2	2	769	0	2	2	1	0	12
	Waverley Elementary School	637	0	14	7	3	1	600	2	4	3	3	34
	Whittier Elementary School	757	4	10	5	6	3	5	640	80	3	1	116
	Brunswick Elementary School	648	0	0	0	0	1	1	0	646	0	0	
	Carroll Creek Montessori ES	220	8	13	9	13	14	17	8	136	1	1	
	Carroll Manor Elementary School	556	6	3	4	7	25	2	1	508	0	0	
	Centerville Elementary School	1001	0	0	0	0	1	0	0	1000	0	0	
	Deer Crossing Elementary School	737	0	1	0	0	0	2	1	731	2	0	
	Emmitsburg Elementary School	258	0	0	0	0	0	0	0	257	1	0	
	Frederick Classical Charter ES	241	5	13	7	16	15	3	29	150	1	2	
	Glade Elementary School	666	3	1	2	0	0	1	0	655	1	3	
	Green Valley Elementary School	367	0	0	0	2	3	1	1	359	1	0	
	Kempton Elementary School	386	2	0	1	1	0	0	0	373	1	8	
	Lewistown Elementary School	173	0	3	4	2	2	3	2	157	0	0	
	Liberty Elementary School	284	0	0	0	0	0	0	1	283	0	0	
	Middletown Elementary School	434	0	9	1	5	11	8	2	396	1	1	
	Middletown Primary School	494	2	5	3	3	2	14	5	459	1	0	
	Monocacy Elementary School	600	2	9	7	0	0	3	4	575	0	0	
	Monocacy Valley Montessori ES	216	10	16	24	6	12	7	18	122	0	1	
	Myersville Elementary School	340	0	0	0	2	0	3	1	334	0	0	
	New Market Elementary School	714	0	0	0	1	0	0	0	710	3	0	
	New Midway/Woodsboro Elementary School	314	0	0	4	0	1	0	0	309	0	0	
	North Frederick Elementary School	661	3	8	7	6	2	7	4	623	1	0	
	Oakdale Elementary School	631	3	4	4	2	4	3	4	603	4	0	
	Parkway Elementary School	212	2	6	33	0	4	7	9	149	0	2	
	Rock Creek School	24	0	2	1	0	3	0	0	18	0	0	
	Sabillasville Elementary School	122	0	0	0	0	0	0	0	122	0	0	
	Spring Ridge Elementary School	466	4	6	7	6	4	0	3	433	2	1	
	Thurmont Elementary School	301	0	0	0	0	0	0	0	301	0	0	
	Thurmont Primary School	369	0	0	0	0	1	0	0	368	0	0	
	Twin Ridge Elementary School	500	1	7	1	0	1	0	0	485	5	0	
	Urbana Elementary School	710	2	7	3	3	7	1	4	682	1	0	
	Valley Elementary School	399	5	2	5	2	8	1	0	374	1	1	
	Walkersville Elementary School	680	0	1	1	2	1	1	1	670	0	3	
	Wolfsville Elementary School	157	0	0	0	0	0	0	0	157	0	0	
	Yellow Springs Elementary School	488	0	5	3	1	0	5	8	466	0	0	
	Live In, Attend Out		83	203	170	122	157	131	121	0	0	0	

Appendix D: Policies

The Board of Education has established policies and procedures that govern changes to attendance areas. Board of Education Policy 200.2 lists factors that the Board of Education considers when establishing new attendance area boundaries and the guidelines for the redistricting study process. Regulation 100-02 establishes guidelines for redistricting attendance boundaries as well as the temporary changes to attendance boundaries. Policy 200.2 and Regulation 100-02 can be found on the following pages.

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 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, <i>Annotated Code of Maryland</i>		
	COMAR 13A.02.09 <i>Closing of Schools</i>		
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 5th, 8th and 12th 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.¹

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 hearing² 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.

¹ COMAR 13A.02.09

² 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.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 law⁴ and Board Policy 105 *Appeal and Hearing Procedures*.

³ COMAR 13A.02.09

⁴ COMAR 13A.02.09

FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 100-02
Subject: REDISTRICTING	Issued: 9/1/79
Preparing Office: Office of the Superintendent	Amended: 9/26/07

I. Policy 200

II. Procedures

A. Temporary measures shall be examined and considered prior to any permanent change in attendance areas.

1. The chief operating officer and the deputy superintendent may recommend to the Superintendent the need for temporary adjustments due to student enrollment. Consideration should be given to the following:
 - a. Use of old school facilities as buffers for crowded schools when feasible during periods of growth and where cost effective.
 - b. Use of portable classrooms.
 - c. Use of rental properties.
 - d. Change in grade structure.
 - e. Other arrangements as may be necessary.
2. The Superintendent may hold public meetings to provide an opportunity for affected citizens to react to recommendations for temporary adjustments for housing students.
3. The Superintendent implements temporary adjustments.

B. School attendance areas may need to be adjusted periodically as a result of current and/or projected enrollments to better utilize available classrooms and/or to establish attendance areas for new schools.

1. If the chief operating officer determines that the temporary adjustments utilized are inadequate to handle enrollments, he/she will consult with school principals, deputy superintendent and the Superintendent concerning a possible need for redistricting.
2. If a redistricting is judged necessary, the chief operating officer will be charged with developing a redistricting proposal including alternatives. The factors and priorities found in Board Policy 200.2 shall serve as guidance in this effort.
3. The chief operating officer will schedule public meetings to provide an opportunity for residents to be informed of and comment about proposed alternatives. Appropriate records will be kept of all public comments received and forwarded to the Superintendent and Board of Education for their consideration.

4. The chief operating officer will recommend to the Superintendent a proposed plan for redistricting, including a description of other alternatives considered but not selected.
 5. Following review of this recommendation, the Superintendent will recommend to the Board of Education a redistricting plan for appropriate action.
 6. The Board of Education will schedule hearings to receive public comments about the Superintendent's recommendation. The Board may approve, deny or modify the recommendation.
- C. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions where:
- Attendance area boundary lines divide properties.
 - Maps do not clearly define school assignments of current or future students.
 - Maps may not accurately identify current school assignments due to unforeseen factors.
1. Changes to attendance areas will be based on the recommendation of the chief operating officer following consultation with school principals, the FCPS Department of Transportation and the FCPS Department of Student Services.
 2. Changes to attendance areas that affect current students will be made with advanced written notification to the parents or guardian.
 3. The Division of Operations will be responsible for updating attendance area maps annually to reflect any changes in boundary maps.

Approved:

Original signed by

Linda D. Burgee
Superintendent