

2017 Attendance Area Committee

Meeting #1: Introduction and Welcome

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June 27, 2017



Meeting Agenda

- Outcomes and AAC participant responsibilities
- AAC Introductions
- Boundary adjustment review schedule
- Policy and Implementation
- Goal setting
- Next steps



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- Understand the HCPSS school boundary adjustment process
- Create alternative boundary adjustment scenarios
- Select alternative boundary adjustment scenario(s) to recommend to the Superintendent

Responsibilities



Familiarize yourself with the

- 2017 Feasibility Study
- Elementary school attendance boundary maps
- Middle school attendance boundary maps
- High school attendance boundary maps
- Planning polygon map
- Work Collaboratively with other AAC members to develop alternative scenarios



Expectations

Policy 1000 sets clear expectations for civil behavior that

support a **SAFE**, **ENGAGING** and **SUPPORTIVE ENVIRONMENT** on school property and at school-related activities.

- Ensure equity of voice.
- Begin/end on time.
- Respect difference of opinions.
- Listen with an open mind.
- All ideas are valid and should be heard.
- Be willing to support a team consensus by looking at both sides of an issue.



Communication Methods

- Committee material published on-line at <u>http://www.hcpss.org/school-planning/aac-process/</u>
 - PowerPoint
 - Summary
- Outreach
 - Online web surveys
 - Email & letters to boe@hcpss.org will not be tabulated
 - Engagement exercises



Yard Sale Introductions





Attendance Area Committee Schedule



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AAC & Boundary Adjustment Timeline

Summer 2017 Fall 2017

• Attendance Area Committee Meetings (Jun – Aug) schedule is posted on-line at <u>www.hcpss.org/school-planning</u> - Meetings are open to the public.

- Boundary Adjustment Community Meetings (9/12 & 9/13)
- Final Staff Plan Recommendation Presented to BOE (10/3)
- BOE Public Hearings (10/26, 11/7)
- BOE Work Sessions (11/1, 11/2, 11/9 & 11/14)
- Action (11/16)



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Office of School Planning

- Measure and project enrollment growth
- Monitor residential development
- Balance use of existing facilities
 - School boundary adjustments
 - Program location
- Capital planning needs
 - Additions/renovations
 - New school sites
 - New facilities



Policy Guidance

Policy 6010 – School Attendance Area

- Online at <u>www.hcpss.org/board/policies/6010.pdf</u>
- In AAC Binder at second tab
- School Attendance Area Process (decision process)
 - Staff analysis (Feasibility Study)
 - Public advice and comment (Regional meetings & AAC)
 - Superintendent recommendation
 - Board of Education decision



School Boundary 2017 Purpose

Policy 6010 – Standards A.

- A new school or addition is scheduled to open
- Enrollment projections are outside of target utilization (e.g., below 90% capacity or above 110% capacity



School Boundary Plan Considerations

- Policy 6010 Standards B.
- 1. Facility Utilization. Where reasonable, school attendance area utilization should stay within the target utilization for as long a period of time as possible through the consideration of:
 - a. Efficient use of available space. For example, maintain a building's program capacity utilization between 90% and 100%.
 - b. Long-range enrollment, capital plans and capacity needs of school infrastructures (e.g., cafeterias, restrooms and other shared core facilities).
 - c. Fiscal responsibility by minimizing capital and operating costs.
 - d. The number of students that walk or receive bus service and the distance and time bused students travel. e. Location of regional programs, maintaining an equitable distribution of programs across the county.



School Boundary Plan Considerations

- ▶ Policy 6010 Standards B.
- 2. Community Stability. Where reasonable, school attendance areas should promote a sense of community in both the geographic place (e.g., neighborhood or place in which a student lives) and the promotion of a student from each school level through the consideration of:
 - a. Feeds that encourage keeping students together from one school to the next. For example, avoiding feeds of less than 15% at the receiving school.
 - b. Areas that are made up of contiguous communities or neighborhoods.
 - c. Frequency with which any one student is reassigned, making every attempt to not move a student more than once at any school level or the same student more frequently than once every five years.



School Boundary Plan Considerations

- ▶ Policy 6010 Standards B.
- 3. Demographic Characteristics of Student Population. Where reasonable, school attendance areas should promote the creation of a diverse and inclusive student body at both the sending and receiving schools through the consideration of:
 - a. The racial/ethnic composition of the student population.
 - b. The socioeconomic composition of the school population as measured by participation in the federal FARMS program.
 - c. Academic performance of students in both the sending and receiving schools as measured by current standardized testing results in English Language Arts/Literacy and Mathematics.
 - d. The level of English learners as measured by enrollment in the English for Speakers of Other Languages (ESOL) program.
 - e. Number of students moved, taking into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. and the length of time those results are expected to be maintained.
 - f. Other reliable demographic indicators, when applicable.



- Feed The flow of students from one school level to the next.
 (Policy goal is 15% or better)
- Target Utilization Enrollment between 90% and 110% utilization of the program capacity of a school facility.
- Utilization The comparison of a facility's program capacity and its enrollment or projected future enrollment.



- Program Capacity The number of students that can be reasonably accommodated in a school, based on the permanent facility (relocatables are excluded) and the educational program offered.
 - Elementary schools: the product of the Board-approved student-toteacher ratio and the number of teaching stations identified in the capital budget.
 - Middle schools: 95% of the product of the Board-approved student-toteacher ratio and the number of teaching stations identified in the capital budget.
 - High schools: 80% or 85% of the product of the Board-approved studentto-teacher ratio and the number of teaching stations in the capital budget.



Policy Definitions

- Planning Region A geographic area of Howard County made up of one or more schools used by the HCPSS Office of School Planning for long-range planning purposes.
- School Attendance Area Geographic area from which a school's students are drawn.



Planning Considerations





Enrollment Projection

- Projection methodology is based on historic cohort survival
- ratios in addition to:
 - Live births
 - Apartment turnover
 - New construction
 - Regional Program Enrollment
 - Resale of existing housing



These variables are combined to project enrollment for each school for September 30 of each future year.



- http://www.hcpss.org/f/schoolplanning/2017-feasibility-study.pdf
- > Presents student enrollment projections for all levels
- Evaluates planning and enrollment trends
- Recommends school boundary adjustments in 2017 for the 2018 school year.
- Presents a long-range plan.



Long-Range Planning Considerations



Key: Changes from 2016 Feasibility Study

Bold text- new projects or number of seats changed



Estimated FY19 Long-Range Plan

- Consider increasing the educational specifications for the elementary school model to 788 seats
- Consider additional ES seats in the Northern region at the elementary school level when a renovation project comes available.
- Consider capital investment at WFES to help defer the need of a new school.
- Consider planning for additional seats at EMMS and DMS for 2021.
- Continue planning for a new ES (2023)
- Continue planning for a new HS (2024)

Elementary School Need – ES #42



<85%

85% - 90%

90% -110%

> 110%

2018 Elementary School Boundary Adjustment



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2018 Elementary School Utilization Post Measure



2018 Utilization



2018 Middle School Utilization



<85%

85% - 90%

90% -110%

> 110%

Without school boundary adjustment







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From: Harpers Choice MS To: Wilde Lake MS From: Clarksville MS o: Folly Quarter MS 1176 HICKORY RIDGE From: Clarksville MS To: Lime Kiln MS 108 From: Lake To: Oakland Mills MS From: Wilde Lake MS To: Clarksville MS From: Harpers Choice MS To: Wilde Lake MS From: Oakland Mills MS To: Lake Elkhorn MS From: Lake Elkhorn MS To: Oakland Mills MS From: Lime Kiln MS To: Clarksville MS From: Lime Kiln MS To: Clarksville MS Proposed Redistricting for 2018-19 School Year A Redistricting Proposed in These Areas Middle School

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<85%

2018 Middle School Utilization Post Measure





2018 High School Utilization





2018 High School Boundary Adjustment



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2018 High School Boundary Adjustment

liver Hill HS



From: Oakland Mills H From: Hammond H To: Oakland Mills HS rom: Long Read o: Oakland Mills From: Hammond HS From: Atholton HS Proposed Redistricting for 2018-19 School Year A Redistricting Proposed in These Areas High School

From: Oakland

Mills HS To: Atholton HS

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2018 High School Boundary Adjustment





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2018 High School Boundary Adjustment



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2018 High School Boundary Adjustment





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2018 High School Utilization Post Measure



<85%

85% - 90% 90% -110% > 110%



Plan Assessment

Plan's Strengths and Weaknesses

- Plan evaluation is based upon Policy 6010 Standards (VI.B.)
- Increases the number of schools that are projected to have improved capacity utilization in 2018.
- Reduces the number of schools with capacity utilization below 90%
- Mileage is assumed to change distance traveled and students' seat time
 - School bell time changes will alter the transportation impacts of any proposed attendance area adjustment
 - May create some bus riders out of walkers (potential new walk areas have not been assessed)
- Decreases the number of small feeds
- Eliminates one double small feed
- Decreases the non-contiguous attendance areas



School Boundary Method

- Planning polygons
 - Geographic units of 100 or fewer elementary students
 - Associate projection data to each polygon
- Scenarios are made by changing assignments of polygons
- Reports assess the effects of the scenario based upon the considerations in Policy 6010





- Policy 6010
- Feasibility Study
- Planning polygon summary
- Feasibility Study boundary maps
- Current attendance area maps
- Geographic Information System (GIS)
- Scenario testing software



AAC Goal Setting

- Set a goal for plan improvement
 - Identify (in small groups) the problem statement (e.g., school opening, addition, etc.)
 - Questions: what consideration is most important (see Policy 6010); what considerations are least important?
 - Identify any potential risks or benefits
 - Set strategic goals for the group
 - Present and discuss



- Review materials in binder
 - (focus on the 2017 Feasibility Study)
- Use resources to identify potential changes
- Return 7/11 at 7:00 p.m. with your ideas





Questions/Comments

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Survey Feedback: <u>http://arcg.is/10nKre</u>





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