

COMMUNITY RELATIONS: COMMUNITY INVOLVEMENT

BOUNDARY CHANGES

I. PURPOSE

IN ACCORDANCE WITH THE BOARD OF EDUCATION OF BALTIMORE COUNTY'S (BOARD) PHILOSOPHY, THE BOUNDARY STUDY PROCESS SHOULD BE A COLLABORATIVE MEANS OF INVOLVING SCHOOL AND COMMUNITY STAKEHOLDERS IN PROVIDING INPUT INTO THE DEVELOPMENT OF SCHOOL BOUNDARIES TO ENSURE EFFICIENT USE OF SPACE.

II. DEFINITIONS

- A. FULL TIME EQUIVALENT ENROLLMENT (FTE) IS DEFINED AS AN ADJUSTMENT MADE TO A SCHOOL'S TOTAL ENROLLMENT FOR PURPOSES OF COMPARISON TO A SCHOOL'S STATE RATED CAPACITY.
- B. STATE RATED CAPACITY (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.

III. BOUNDARY STUDY

- A. THE BOUNDARY STUDY PROCESS MAY BE INITIATED UPON APPROVAL OF THE SUPERINTENDENT.
 - 1. FOR CONSTRUCTION OF A NEW SCHOOL OR ADDITION TO AN EXISTING SCHOOL FOLLOWING FUNDING APPROVAL BY THE STATE AND/OR COUNTY;
 - 2. WHEN SCHOOL CLOSURES OR CONSOLIDATIONS ARE DEEMED APPROPRIATE BY THE SUPERINTENDENT.
 - 3. TO BALANCE ENROLLMENTS BETWEEN/AMONG SCHOOLS OVER/UNDER SRC.

- B. THE FOLLOWING FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN DEVELOPMENT OF SCHOOL BOUNDARIES.
 - 1. EFFICIENT USE OF AVAILABLE SPACE;
 - 2. COST CONTAINMENT;
 - 3. LONG-RANGE ENROLLMENT AND CAPACITY NEEDS;
 - 4. USE OF NATURAL BOUNDARIES, SUCH AS RAILROADS, CREEKS, MAJOR HIGHWAYS, ELECTION DISTRICTS, EXISTING SCHOOL BOUNDARIES, AND LOCATION OF FEEDER SCHOOLS;
 - 5. ELIMINATION OF EXISTING SATELLITE ZONES (AREAS DISTRICTED TO A SCHOOL THAT ARE OUTSIDE OF ITS BOUNDARY);
 - 6. MAINTAINING FEEDER SCHOOL PATTERNS FROM ELEMENTARY TO MIDDLE AND MIDDLE TO HIGH SCHOOL TO KEEP STUDENTS FROM THE SAME COMMUNITIES TOGETHER;
 - 7. MINIMIZING THE NUMBER OF TIMES ANY ONE STUDENT IS REASSIGNED;
 - 8. PHASING IN BOUNDARY CHANGES BY GRADE LEVEL FOR HIGH SCHOOLS;
 - 9. MAINTAINING DIVERSITY AMONG ALL INVOLVED SCHOOLS.

IV. RESPONSIBILITIES

- A. ASSISTANT SUPERINTENDENT (AS)
 - 1. ADVISE THE SUPERINTENDENT CONCERNING SCHOOLS WHICH MAY REQUIRE BOUNDARY ADJUSTMENTS;
 - 2. APPOINT THE CO-CHAIRPERSONS OF THE BOUNDARY STUDY COMMITTEE;
 - 3. RECOMMEND BOUNDARY STUDY COMMITTEE MEMBERS TO THE SUPERINTENDENT;
 - 4. ATTEND AND FACILITATE BOUNDARY STUDY COMMITTEE MEETINGS;
 - 5. COORDINATE COMMUNICATION THROUGHOUT THE BOUNDARY STUDY PROCESS;
 - 6. ATTEND AND FACILITATE THE PUBLIC FORUM;
 - 7. PRESENT THE FINAL BOUNDARY CHANGE OPTION TO THE SUPERINTENDENT.

- B. EXECUTIVE DIRECTOR OF THE DEPARTMENT OF PLANNING AND SUPPORT OPERATIONS (ED-DPSO)
 - 1. COORDINATE THE EXCHANGE OF DATA REGARDING THE IMPACT OF THE PROPOSED BOUNDARY STUDY OPTION TO ALL INVOLVED DEPARTMENTS AND OFFICES;
 - 2. SCHEDULE MEETINGS WITH THE AS, PRINCIPAL(S), AND OSP;
 - 3. PROVIDE ORIENTATION ABOUT THE BOUNDARY STUDY PROCESS;
 - 4. SCHEDULE, ATTEND, AND FACILITATE BOUNDARY STUDY COMMITTEE MEETINGS;
 - 5. CONDUCT THE PUBLIC FORUM.
- C. THE OFFICE OF STRATEGIC PLANNING (OSP)
 - 1. ESTABLISH PARAMETERS FOR THE BOUNDARY STUDY USING SYSTEM ENROLLMENT AND ENROLLMENT PROJECTIONS DATA;
 - 2. ORGANIZE AND REPORT RESULTS OF THE BOUNDARY STUDY AND THE PUBLIC FORUM;
 - 3. PROVIDE BOUNDARY CHANGE OPTIONS TO INTERESTED COMMUNITY MEMBERS AFTER THE PUBLIC FORUM.
- D. PRINCIPALS
 - 1. IDENTIFY PARENT(S) REPRESENTATIVES TO BE APPOINTED TO THE BOUNDARY STUDY COMMITTEE;
 - 2. IDENTIFY TEACHER REPRESENTATIVE(S) TO BE APPOINTED TO THE BOUNDARY STUDY COMMITTEE;
 - 3. SERVE ON THE BOUNDARY STUDY COMMITTEE AS NON-VOTING MEMBERS;
 - 4. SERVE AS LIAISON WITH THE SCHOOL COMMUNITY ON ANY BOUNDARY STUDY CONCERNS.
- E. BOUNDARY STUDY COMMITTEE
 - 1. SEEK INPUT FROM REPRESENTATIVES OF THE INVOLVED COMMUNITIES TO IDENTIFY CONCERNS AND PREFERENCES;
 - 2. RECEIVE AND REVIEW INFORMATION ON HOUSING DEVELOPMENTS AND NEIGHBORHOODS INCLUDED IN THE BOUNDARY STUDY AREA;
 - 3. IDENTIFY VARIOUS BOUNDARY OPTIONS;
 - 4. PLAN, ATTEND, AND FACILITATE THE PUBLIC FORUM.
 - 5. REVIEW THE INFORMATION OBTAINED AT THE PUBLIC FORUM;

6. PROVIDE THE AS WITH THE PROPOSED BOUNDARY OPTION(S).

V. PROCEDURE

- A. ANNUALLY, EACH OCTOBER, OSP WILL ANALYZE THE OFFICIAL ENROLLMENTS FOR SCHOOLS WHICH ARE CALCULATED ON SEPTEMBER 30 ENROLLMENT DATA.
- B. OSP WILL IDENTIFY THOSE SCHOOLS THAT ARE OVER/UNDER SRC BASED ON THEIR FTE.
- C. THE OSP WILL REPORT ITS FINDINGS TO THE ED-DPSO AND TO THE AS OF THE GRADE LEVELS/SCHOOLS INVOLVED.
- D. THE ED-DPSO, IN COLLABORATION WITH THE AS, WILL REQUEST APPROVAL FROM THE SUPERINTENDENT PRIOR TO INITIATING THE BOUNDARY STUDY PROCESS.

VI. BOUNDARY STUDY COMMITTEE

- A. THE BOUNDARY STUDY COMMITTEE WILL BE APPOINTED BY THE SUPERINTENDENT, UPON RECOMMENDATION BY THE AS RESPONSIBLE FOR A SCHOOL CONSIDERED FOR BOUNDARY CHANGE.
- B. THE BOUNDARY STUDY COMMITTEE MAY BE COMPOSED OF PARENTS, TEACHERS, ADMINISTRATORS, AND OTHER REPRESENTATIVES FROM THE SCHOOLS AND COMMUNITIES INVOLVED.
- C. THE BOUNDARY STUDY COMMITTEE WILL REVIEW INFORMATION PREPARED BY THE OSP, GATHER INPUT FROM THE COMMUNITY, AND DEVELOP SEVERAL BOUNDARY CHANGE PROPOSALS.
- D. ALL MEETINGS OF THE BOUNDARY STUDY COMMITTEE WILL BE PUBLICLY ADVERTISED AND OPEN TO THE PUBLIC.

VII. PUBLIC FORUM

- A. THE BOUNDARY STUDY COMMITTEE WILL CONVENE A PUBLIC FORUM FOR THE AFFECTED SCHOOL COMMUNITIES.
- B. THE PUBLIC FORUM WILL BE PUBLICLY ADVERTISED TEN CALENDAR DAYS PRIOR TO THE FORUM.

- C. ALL INFORMATION FROM THE PUBLIC FORUM WILL BE COLLECTED AND PROCESSED BY THE OSP FOR REVIEW BY THE BOUNDARY STUDY COMMITTEE.
- D. FOLLOWING THE PUBLIC FORUM, THE BOUNDARY STUDY COMMITTEE WILL CONVENE TO ANALYZE PUBLIC INPUT AND PROPOSE BOUNDARY CHANGE OPTION(S) TO THE ED-DOPS AND TO THE AS.
- E. THE ED-DOPS, IN COLLABORATION WITH THE AS, MAY REQUEST ADDITIONAL OPTIONS OR MOVE THE PROPOSED OPTION FORWARD TO THE SUPERINTENDENT FOR APPROVAL.

VIII. RECOMMENDATION

- A. THE SUPERINTENDENT WILL PRESENT TO THE BOARD IN AN OPEN BOARD MEETING SUCH BOUNDARY CHANGE RECOMMENDATIONS THE SUPERINTENDENT DEEMS EFFECTIVE.
- B. THE BOARD WILL BE PROVIDED WITH COPIES OF ALL PROPOSALS CONSIDERED BY THE BOUNDARY STUDY COMMITTEE, INCLUDING ANY RATIONALES FOR ACCEPTANCE OR REJECTION OF A PROPOSAL.
- C. THE PRESENTATION TO THE BOARD SHALL TAKE PLACE NO FEWER THAN TEN CALENDAR DAYS PRIOR TO THE BOARD'S PUBLIC HEARING ON THE BOUNDARY CHANGE.
- D. AFTER THE RECOMMENDATION HAS BEEN PRESENTED TO THE BOARD AND PRIOR TO THE PUBLIC HEARING, THE OSP WILL FORWARD COPIES OF THE SUPERINTENDENT'S BOUNDARY CHANGE RECOMMENDATION TO EACH SCHOOL AFFECTED BY THE BOUNDARY CHANGE AND TO ANY MEMBER OF THE PUBLIC WHO HAS REQUESTED A COPY.

VIX. PUBLIC HEARING

- A. AFTER RECEIVING THE SUPERINTENDENT'S RECOMMENDED PLAN OR PLANS, THE BOARD SHALL SCHEDULE AT LEAST ONE PUBLIC HEARING IN ORDER TO RECEIVE COMMENT FROM THE PUBLIC REGARDING THE RECOMMENDED PLAN OR PLANS.
- B. THE PUBLIC HEARING WILL BE HELD NO FEWER THAN TEN CALENDAR DAYS PRIOR TO FINAL ACTION BY THE BOARD.

X. APPROVAL

AFTER THE PUBLIC HEARING, THE BOARD WILL TAKE FINAL ACTION ON THE SUPERINTENDENT'S RECOMMENDATION IN OPEN SESSION AT A REGULARLY SCHEDULED MEETING OF THE BOARD.

XI. EMERGENCIES

EACH STEP IN THE BOUNDARY CHANGE PROCESS MAY BE CONDENSED OR CHANGED WHEN IMPLEMENTATION OF THE PLAN IS REQUIRED DUE TO EMERGENCY CIRCUMSTANCES.

RULE
ADOPTED: _____

SUPERINTENDENT OF SCHOOLS