

Board of Education

Direction for Redistricting and Facility Utilization Process and Timeline

Board of Education Work Session
July 25, 2017

Objectives

- To summarize information presented at previous work sessions;
- To provide an opportunities for additional discussion and questions; and
- To provide an opportunity for discussion and possible decision on next steps.

Prior Work Sessions

- Feb. 8, 2017 – Mission and Goals
- Feb. 8, 2017 – Pupil Transportation
- Feb. 22, 2017 – Grade Configuration
- May 17, 2017 – Joint Meeting on Population Growth and Planning
- June 21, 2017 - Special Programs and their Impact on Redistricting

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Mission

A redistricting and facilities plan that:

- Identifies the process and parameters needed to provide high quality educational facilities;
- Addresses the educational needs of all students; and
- Is consistent with the long-range planning needs of Carroll County.

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Goals

Five goals were developed and adopted:

- Create a facility utilization capacity consistent with sound educational practice;
- Create a facility utilization plan that considers the impact of facilities on educational programs;
- Create a facility utilization plan that operates within budget requirements;
- Create a facility utilization plan that is aligned with long-term strategic planning with county government; and
- Create a facility utilization plan whose process is driven by collaborative community engagement through public hearings, written comments, and Board of Education advisory committees.

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SUMMARY OF WORK SESSIONS



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Pupil Transportation

- Transportation system is tiered to maximize bus usage and capacity;
- Special programs are regionalized to maximize transportation efficiency;
- Changes will affect the efficiency and cost of transportation;
- Buses are redeployed to accommodate special programs; and
- Transportation of special education and homeless students is significantly more costly than regular education transportation.



Grade Configuration

- Instructional program should drive the configuration of the facility, not the other way around;
- There are many possible and successful grade level options for a building. CCPS buildings and curriculum are based on our current configurations.
- Reconfiguring grade levels in our schools will impact student access to programs, curriculum, staffing and facility utilization; and
- Alternative grade configurations options were discussed without any conclusions.



Population Growth and Planning

- Student population decline is projected to continue for the next 10 years;
- There are no projected areas of student growth across the county;
- We will reach a new baseline of a stable student population of between 23,500 to 24,000 students over the next 10 years;
- The County's plans do not project appreciable growth into the foreseeable future.

Special Programs

- Educational services for special programs in the county are designed for the individual needs of students;
- Special programs provide unique educational opportunities for identified students;
- Space needs for special programs are not captured in facility capacity figures;
- Special programs are located regional;
- Special programs affect transportation of the special program for both in and out of the county routing; and
- Board directed that capacity of schools include special programs in future enrollment reports.

Discussion

- Does the Board require additional information on any of the information presented at the work sessions?
- Is there any other information the Board needs to help with future decisions?

Next Steps

- The Board should consider the method of:
 - Defining parameters for redistricting and facility utilization;
 - Setting a process for how the recommendation will be developed.

Functional Capacity versus State Capacity in the Middle School

Assumptions Middle School - State Capacity

- Middle school capacity calculations are based on the same formula as high school capacity calculations. The calculations are based on the Secondary School formula included in the Code of Maryland Regulations (COMAR) 23.03.02.04
- Secondary school teaching stations are any space where regularly scheduled instruction takes place. These spaces include typical enclosed classrooms and the following:
 - All specialized classrooms such as: science labs, CTE rooms, ESOL rooms, distance learning rooms, business education rooms, computer labs, band and chorus rooms, art rooms, family and consumer science rooms, weight rooms, and wrestling rooms.
 - Gymnasiums (The number of teaching stations in a gymnasium is calculated by dividing the net square footage by 6,000 net square feet and multiplying by two)
 - Self-Contained special education classrooms: rooms that are used by students receiving special education services outside the general education setting for more than 60% of the school day
- The following spaces are not counted towards the State-rated Capacity (SRC):
 - Resource rooms. Resource rooms are used by different small groups of students for short periods of time during the school day
 - Media Center computer labs
 - Spaces used as classrooms that are smaller than 500 net square feet in floor area
 - Relocatable classrooms
- Capacity calculations are based on 25 students per teaching station and a 85% classroom utilization factor.
- Modified self-contained or special education classrooms are rated with a capacity of 10 students per room.

Assumptions Middle School - Functional Capacity

- Middle school students are organized in teams. The team is composed of 4 or 5 teachers and 125-150 students. The program consists of a core curriculum (English Language Arts (ELA), science, social studies, mathematics) and exploratory curriculum of physical education, art, music, band, technology education, family and consumer science, health, and foreign language.
- Capacity calculations are based on 25 students per teaching station for core curricular programs only.
- Modified self-contained or special education classrooms are rated with a capacity of 10 students per room.

Calculation of Capacity

Functional Capacity = (# of academic classes x 25 students) + (# of special education classes x 10 students)

Example:

845 Functional Capacity = (33 core classes x 25 students) + (2 special education classrooms x 10 students)

Oklahoma Road and Shiloh Middle Schools

State Capacity = ((# of teaching stations x 25) x .85) + (#special education classrooms x 10 students)

Example: 891 State Capacity = (41 teaching stations x 25 students x .85) + (2 special education classrooms x 10 students)

Oklahoma Road and Shiloh Middle Schools

Comparison of State and Functional Capacities	
<i>State</i>	<i>Functional</i>
Factors in all teaching stations	Only factors in core teaching stations
Includes related arts, P.E., computer labs, and activity rooms, as teaching stations	Does not calculate related arts, P.E., activity rooms, and computer rooms as teaching stations
Includes special education rooms	Includes special education rooms
Based on scheduling of students individually, not as a team.	Based on scheduling of students in groups (teams and/or entire grades)
Used by State to determine construction funding eligibility	Used by the BOE and County to determine middle school utilization
Factors in all teaching station use at 85%	Only counts core teaching stations in capacity calculations (similar to elementary formula)

Conclusion:

The difference between functional capacity and state capacity is not about the size of a building or the way in which a building is configured. Instead it reflects the difference between the high school academic schedule versus the middle school academic schedule. The Maryland Public School Construction Program (PSCP) recognizes such distinctions. In its Administrative Procedures Guide, the PSCP notes "the SRC is not intended to determine the size of classes. School system staffing varies widely depending on a number of factors determined by the school district."

The State Rated Capacity formula for secondary schools assumes that all teaching stations are scheduled in the same manner. This formula makes sense for a high school, where students are individually scheduled in classes across all teaching stations during the 4 mod day. However, this formula does not accurately reflect the capacity of a middle school due to the different manner in which students and staff are scheduled.

The middle school schedule is based around teams of students and not individual students. Due to the middle school schedule, the students are either in their core area classrooms or in the related arts classrooms. This is closer to an elementary school schedule than a high school schedule. Therefore, the formula for calculating middle school functional capacity is very similar to the formula for elementary school state rated capacity.