Deer Park Middle Magnet School Boundary Study
Committee Meeting 1
September 14, 2022

Presented by: Baltimore County Public Schools and Cropper GIS Consulting
K-12 school planning is our business and our passion. Our specialty is facilitating boundary change processes.

Cropper GIS works with K-12 school districts to:
- Develop redistricting plans
- Facilitate community engagement
- Research, map, and write demographic studies
- Prepare long-range facility master plans
- Conduct housing and pupil yield-factor studies

Matthew Cropper, Cropper GIS
- 20+ years experience providing GIS mapping and analysis services to school districts and other clients
- Facilitated boundary change study projects across the U.S.
- Published numerous times on topics related to K-12 facility and boundary change processes
Agenda

• 6:00 – 6:25  Introductions of Stakeholders
• 6:25 – 6:50  Review of Process & Timeline
• 6:50 – 7:30  Background Report/ Opportunities Analysis Exercise
• 7:30 – 7:55  Planning Block Exercise
• 7:55 – 8:00  Next Steps and Adjourn
Tonight’s Goals

• Familiarize committee with boundary process, timeline, accessibility, and engagement.
• Review background report, maps, and other tools.
• Establish and begin practicing norms for committee engagement.
• Review and agree on boundary study planning blocks.
Boundary Change Study Process

• Guided by Policy and Rule 1280
• Facilitated by independent consultant
• Driven by a community committee: principals, teachers, parents
• Objective examination of data, creation of options, collaboration and deliberation, engagement with greater community, recommendation provided to the Board for approval
The Boundary Study Committee

- Represents each school community- 21 Members (16 voting members)
  - 5 Principals (non-voting)
  - 5 Teacher/Staff representatives
  - 10 Parents (2 from each school)
  - 1 Area Educational Advisory Council Representative

- Suspends parochial interests
- Availability to attend all meetings
- Representative of the community
- Meets 6 times from September – December
- Collaborates exclusively with each other (public can observe)
- Presents recommendation to the BOE via Chief of Schools
Meeting attendance is critical: Contact BCPS if you are unable to attend any meeting.
Assuring Equity and Accessibility

- Translation of materials available upon request.
- Video recordings of committee meetings converted to YouTube; can be translated to other languages in closed captioning.
- Translators available at Public Information Session upon request.
- Online survey and survey instructions translated to multiple languages.
- All committee business and decisions conducted at scheduled committee meetings.
- Inclement weather days scheduled in calendar.
  - If schools are closed, all evening activities and meetings are canceled.
Stay Informed – Provide Feedback

• Visit the Boundary Study Web site at www.bcps.org, link can be found under the “Resource” at the bottom of the page.

• Submit Comments via the online Deer Park Middle Magnet School Boundary Study Comment Form
  ▪ Comments are logged verbatim to the website for public viewing

• Observe committee meetings virtually via BCPS Livestream

• Attend the Public Information Session on October 26, 2022

• Participate in an Online Survey from October 26 – November 14, 2022

• Attend the Board of Education public hearing on March 1, 2023
Rationale for conducting a boundary study

• As of September 30, 2021, Deer Park MS was overcapacity by 254 students (120%).
• Enrollment is projected to remain over capacity in the future.
• Consistent with Multi-year Improvement Plan for All Schools (MYIPAS) recommendation for capacity relief.
## Participating Schools

### Implementation: Fall 2023

<table>
<thead>
<tr>
<th>Target School (1)</th>
<th>Participating Schools (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park MS</td>
<td>Franklin MS</td>
</tr>
<tr>
<td></td>
<td>Northwest Academy</td>
</tr>
<tr>
<td></td>
<td>Pikesville MS</td>
</tr>
<tr>
<td></td>
<td>Windsor Mill MS</td>
</tr>
</tbody>
</table>

Baltimore County Public Schools, September 14, 2022
Boundary Study Objective

The community-based comprehensive boundary study is tasked with meeting the following key objectives:

- Reduce overcrowding at Deer Park Middle Magnet.
- Create viable successful boundaries that efficiently use capacity in participating schools.
- Maintain or increase the student diversity among participating schools to reflect the diversity of the region and the school system.
Primary considerations:

• Efficient use of capacity in affected schools.

• Maintaining or increasing the diversity among schools to reflect the diversity of the region and the school system.
Secondary considerations:

• Maintaining the continuity of neighborhoods.
• The impact of transportation and pedestrian patterns on students.
• Minimizing the number of times any individual students are reassigned.
• Long-term enrollment and capacity trends and future capital plans.
• Location of feeder school boundaries and continuity of feeder patterns.
• Phasing in boundary changes by grade level for high schools.
• Additional consideration:
  ▪ Use of geographic features, such as railroads, creeks and major highways
  ▪ Support ESOL strategic plan objective of returning students from ESOL centers to home schools.
## Enrollment and Utilization

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Current State Rated Capacity (SRC)</th>
<th>2021-22 (Sept 30th) 6-8th Grade Enrollment</th>
<th>2021-22 (Sept 30th) 6-8th Grade Enrollment Utilization</th>
<th>ESOL Program Movement</th>
<th>6-8th Grade Enrollment Post ESOL Moves</th>
<th>6-8th Grade Utilization Post ESOL Moves</th>
<th>6-8th Grade Live and Attend In</th>
<th>6-8th Grade Live Out Attend In</th>
<th>6-8th Grade Unmatched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park MS</td>
<td>1282</td>
<td>1536</td>
<td>+254 120%</td>
<td>77</td>
<td>1613</td>
<td>-331 126%</td>
<td>1234</td>
<td>302</td>
<td></td>
</tr>
<tr>
<td>Franklin MS</td>
<td>1422</td>
<td>1172</td>
<td>-250 82%</td>
<td>90</td>
<td>1262</td>
<td>-160 89%</td>
<td>1150</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Northwest Academy</td>
<td>1068</td>
<td>744</td>
<td>-324 70%</td>
<td>26</td>
<td>770</td>
<td>-296 72%</td>
<td>638</td>
<td>105</td>
<td>1</td>
</tr>
<tr>
<td>Pikesville MS</td>
<td>1029</td>
<td>952</td>
<td>-77 93%</td>
<td>76</td>
<td>1028</td>
<td>-100%</td>
<td>911</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Windsor Mill MS</td>
<td>710</td>
<td>681</td>
<td>-29 96%</td>
<td>14</td>
<td>695</td>
<td>-15 98%</td>
<td>516</td>
<td>164</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,511</strong></td>
<td><strong>5,085</strong></td>
<td><strong>-426 92%</strong></td>
<td><strong>283</strong></td>
<td><strong>5,368</strong></td>
<td><strong>-143 97%</strong></td>
<td><strong>4,449</strong></td>
<td><strong>634</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Counts based on Preliminary September 30, 2021 Enrollment

1 SRCs in yellow highlight are PENDING SRC approval. SRCs were reviewed/updated prior to study to provide best information for study process.

2 The estimated enrollment is calculated by adding the total 6-8th grade Live and Attend In students within each new DRAFT option zone, plus the 6-8th students that “Live Out and Attend In” a 2021-22 school, plus the total 6-8th students that were “Unmatched” for a 2021-22 school, plus the total number of 6-8th grade ESOL students moving back to their home school from Sudbrook MS within each new DRAFT option zone.

*Movement of students from ESOL centers to home schools anticipated within five years*
The Background Report Purpose:

- To expand the knowledge of each committee member.
- To help committee members share a message that is consistent and accurate.

Please be familiar with the entire report, and note some sections:

- Boundary study considerations (p. 1)
- Study Timeline (p. 4)
- School Facility Table and Live-Attend Enrollment tables (p. 8 & 17)
- Maps (p. 10)
Interpreting Maps

Mapping Conventions (p. 5)

**Legend** – Shows the common symbology used in the maps

**Scale Bar** – Shows the distance between features

**North Arrow** – helps determine the direction
Planning Blocks: small areas for examining student populations:

- Map titles and notes clarify what each planning block map represents.
- Labels within planning blocks represent one of the following:
  - Planning block ID (PB #).
  - Number of students living within a planning block that attend their home boundary school, plus the 6-8th grade ESOL program students currently attending Sudbrook MS but living within a planning block in the study area.
### Live-Attend Analysis (p.17)

#### Where 6-8 Students Live 2021-22

<table>
<thead>
<tr>
<th>School</th>
<th>Live In</th>
<th>Attend Out</th>
<th>Deer Park MS</th>
<th>Franklin MS</th>
<th>Northwest Academy</th>
<th>Pikesville MS</th>
<th>Windsor Mill MS</th>
<th>Out of Study Area</th>
<th>Out of County</th>
<th>Unmatched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park MS</td>
<td>1536</td>
<td>634</td>
<td>1392</td>
<td>1318</td>
<td>811</td>
<td>1040</td>
<td>578</td>
<td>213</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Franklin MS</td>
<td>1172</td>
<td>302</td>
<td>7</td>
<td>1150</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Northwest Academy</td>
<td>744</td>
<td>22</td>
<td>34</td>
<td>638</td>
<td>11</td>
<td>12</td>
<td>37</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
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<td>105</td>
<td>7</td>
<td>1150</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Windsor Mill MS</td>
<td>681</td>
<td>41</td>
<td>33</td>
<td>29</td>
<td>6</td>
<td>516</td>
<td>90</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sudbrook MS (ESOL)</td>
<td>283</td>
<td></td>
<td>77</td>
<td>26</td>
<td>76</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Live In, Attend Out</strong></td>
<td><strong>690</strong></td>
<td></td>
<td><strong>158</strong></td>
<td><strong>168</strong></td>
<td><strong>173</strong></td>
<td><strong>129</strong></td>
<td><strong>62</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1,536 students attend Deer Park MS
- 1,234 live and attend in Deer Park MS
- 7 live in the Franklin MS zone
- 73 live out of the study area
- 4 live outside the BCPS Boundary
- 0 student’s addresses were unable to be located in GIS and therefore left Unmatched
- 1,392 students live within the Deer Park MS zone
Effective Collaboration

Norms and Expectations

• Be inclusive by allowing each group member adequate time and space to voice ideas, opinions, and concerns. Allow for wait time between responses.

• Spend adequate time considering how each proposed change will impact diverse stakeholders.

• Be mindful of the Boundary Study Considerations (Slides 13 and 14) and use each as a guide in the collaborative process.

• If conflict arises, be mindful of tone and body language. Use “I” statements to avoid blame and to clarify points and/or feelings.

• Expect that there may be non-closure.
Opportunity Analysis, Format

Strengths-Limitations-Opportunities-Challenges

• The basis of the Opportunities Analysis is a simple four-cornered grid
• Supports conversation, investigation, and brainstorming
Opportunity Analysis, Exercise

Strengths-Limitations-Opportunities-Challenges

• Break into 3 small groups
• Consider and discuss the following:
  o What are the strengths and limitations of the current boundaries?
  o What are the opportunities and challenges as the committee creates new boundary options?
• Use the flip chart grid to record your groups input
• List any questions that arise
• Reconvene in 15 minutes to share with whole group
Roles and Responsibilities

- *Discussion Guide*- Keep discussion on track, makes sure all voices are included
- *Reporter*- Shares group’s findings
- *Scribe*- Records group’s discussion
- *Parking lot attendant*- Records unanswered questions
Review Planning Blocks

• Each group will have a large planning block map. Smaller planning block maps by school are also available in Appendix B of your Background Report.

• Groups will examine planning blocks, discuss boundary change considerations, and suggest adjustments if appropriate.

• Mark notes and observations directly on maps.

• After 15-20 minutes, groups will report thoughts/observations to whole group.
Upcoming Schedule

Wednesday, September 28, 2022
6 – 8 p.m.
Thank You!