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MEETING MINUTES  
Washington County Board of Education  
Facilities Enrollment Advisory Committee Meeting

**February 4, 2021**  
*Virtual Zoom Webinar*

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**Committee Members Present:**

Jennifer Ashbaugh, Co-Chair	Cory Moskowitz
Jennifer Bausman	Kent Niedzielski, Co-Chair
Patricia Felix	Lura Norris
Angela Fentress	Patricia Rhodes
Joseph Jefferson	Gail Stewart
Judith Kerns	

**Staff Members Present:**

Chad Criswell, Sr. Project Manager & Planning Supervisor  
Robert H. Rollins, Director Planning & Development  
Jeff Proulx, Chief Operating Officer  
Erin Anderson, Communications Officer  
Wendy Smith, Secretary Facilities Planning & Development

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*Summary of the Discussion of the Facilities and Enrollment Advisory Committee (FEAC):*

***I. Review of the Agenda***

***II. Welcome New Members / Discussion on FEAC Co-Chairpersons***

Staff welcomed returning members and introduced new members, Jennifer Bausman, Joseph Jefferson, Judith Kerns, and Gail Stewart to the FEAC. Jennifer Ashbaugh is currently the only remaining Co-Chairperson of the FEAC. The FEAC discussed whether any members were interested in filling the vacant Co-Chairperson position. A motion for Kent Niedzielski to fill the vacant Co-Chairperson position was made and seconded. The FEAC voted in favor of Kent Niedzielski assuming the roll of Co-Chairperson.

***III. Public Information – Procedures & Protocol***

Erin Anderson, Communications Officer reviewed Board of Education (BOE) procedures and protocols for FEAC meetings. All meetings will be accessible to the public either with in-person access or virtually. When a virtual meeting is scheduled a link will be provided on the FEAC webpage. Any emails received by the FEAC should be shared with the FEAC Co-Chairpersons and the FEAC Staff Liaison. The public can provide email comments to [FEAC@wcps.k12.md.us](mailto:FEAC@wcps.k12.md.us). All emails received will be compiled and shared with all members of the FEAC.

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#### ***IV. Review of Working Document #1***

Staff presented Working Document #1 to the FEAC (attached) which included information on the following:

Summary of the formal Charge to the FEAC from the BOE on January 19, 2021.

- Staff indicated that the Charge required the FEAC to review all WCPS facilities with current and projected enrollments of less than 60% of their respective State Rated Capacities (SRC) and determine recommendations on the continued use of each school.

Code of Maryland Regulations (COMAR)

13A.02.09.01 Procedures to Govern School Closings

- Staff indicated that the FEAC, in formulating its recommendations, is to consider the factors identified in the Charge (as stated in COMAR 13A.02.09.01).

List of facilities that meet the criteria of the BOE Charge to the FEAC which include:

- Cascade Elementary
- Clear Spring Middle
- Hancock Middle
- Clear Spring High
- Hancock High
- Marshall Street / Job Development Center

Official 2019 and 2020 Enrollment and Full-Time Equivalent (FTE) Enrollment Projections 2021-2029 for all schools (Charts in Working Document #1 attached)

Staff reviewed the following background information with the FEAC so that it could better understand the nature of each factor that would be under consideration:

- Full-Time Equivalent (FTE) Student Enrollment Projections 2021-2029 for all schools
- State-Rated Capacity (SRC)
- Local-Rated Capacity (LRC)
- Enrollment and Enrollment Projections
- Feeder Patterns
- Transportation – Student Travel Time and Cost
- Free and Reduced Meal (FARM) and Ethnic Demographic Information
- Educational Programs
- Attendance Zones

Staff advised that the FEAC will begin its review by considering the following factors as stated in COMAR 13A.02.09.01.

1. Student enrollment trends
2. Age or condition of school buildings
3. Transportation
4. Education programs;
5. Racial composition of student body;
6. Financial considerations;
7. Student relocation;
8. Impact on community in geographic attendance are for school proposed to be closed and school, or schools, to which student will be relocating.

It was noted that during the coming meetings representatives from the various departments at Washington County Public Schools (WCPS) will meet with the FEAC to present it with information related to the various factors listed above.

Staff began the review with Student Enrollment Trends for the facilities listed below that meet the criteria set for in the Charge from the BOE:

Hancock Middle High School  
Clear Spring High School

The meeting reached 8:00 p.m. before staff could review all of the facilities that met the criteria. Staff indicated that Working Document #2, and the next FEAC meeting would start with a continuation on the Student Enrollment Trends discussion.

During the review of Working Document #1, the FEAC members posed the following questions to Staff:

**Question:** While reviewing feeder patterns as background information, a FEAC member asked "...how Eastern Elementary or Ruth Ann Monroe Primary could both feed multiple middle and high schools?"

**Answer:** *Students from these particular schools eventually matriculate to North Hagerstown High, South Hagerstown High and Smithsburg High schools. However, it was noted that these facilities were not specifically identified based on the criteria of the Charge. Staff said that not all elementary boundaries match middle and high school boundaries, which can create split feeder patterns. It was*

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*noted that Ruth Ann Monroe Primary (grades Pre-K - 2) feeds to Eastern Elementary (grades 3-5). Because capacity and enrollment at many elementary schools are less than middle and high school capacities along with other geographical conditions, split feeder patterns can be created. Staff noted that this would be a component that could be considered during a future redistricting effort, and while not a "Factor" for this Charge, it would still provide the FEAC with information to consider.*

Question: For grades 1 – 12 can we determine approximately how many students “unenrolled” as a result of COVID from the schools that are under consideration?

*Answer: This information will be provided to the FEAC at the next meeting.*

Question: What is the longest student ride time at the current time?

*Answer: Staff responded that a representative from the Transportation Dept. will attend a future meeting and address this question during the Transportation Factor review.*

Question: Are there any legal considerations related to the length of student transportation time?

*Answer: Staff responded that a representative from the Transportation Dept. will attend a future meeting and address this question during Transportation Factor review. Staff discussed that Transportation is only one component of the factors to be considered.*

Question: A FEAC member indicated that they were concerned about the impact of transportation from the Hancock attendance zone to the Clear Spring attendance zone when the only route available to the western portion of the county is Interstate 70 from where it intersects with US 40 at Indian Spring to the east and MD144 at Hancock to the west.

*Answer: Staff responded that a representative from Transportation Dept. will attend a future meeting and address these concerns for review during the Transportation Factor review.*

Question: A FEAC member put forward that, based on the student enrollment information provided tonight for Clear Spring Middle and High and Hancock Middle-High schools, it seems that a logical solution might be to move Hancock to Clear Spring based on available capacity. Discussion ensued among FEAC members that the FEAC is only at the beginning of the review process and that all factors must be

considered before a recommendation to the BOE can be developed.

*Answer: It was noted by staff that information provided for some of the factors may indicate one solution, while others may indicate a different solution. Staff suggested the FEAC focus discussion on each individual factor, so members could determine or form their respective views for each. At the end of the process, each member will be able to vote based on their overall view of all of the factors, resulting in the FEAC's recommendation to the BOE.*

**Question:** Is it possible for this FEAC to recommend school closure and redistricting at the same time?

*Answer: Staff stated that the current Charge to the FEAC is narrowed to a review of all WCPS facilities with current and projected enrollments of less than 60% of their respective SRC to determine recommendations on the continued use of each school. The BOE will consider that recommendation and the BOE is solely responsible for a final decision on a school closing. A specific Charge to look at redistricting would have to be developed and approved by the BOE before redistricting can be considered by the FEAC. It was noted that a redistricting Charge may or may not be forthcoming regardless of any BOE action or recommendation with regard to this Charge. Staff noted that the FEAC, with assistance from staff, will make assumptions as to where any affected student population might attend school during this process in order to meet the requirements of the COMAR Factors. These assumptions will not reflect, or supersede a final future decision or vote from the BOE.*

**Question:** Why are the Hancock Middle-High, Clear Spring Middle and Clear Spring High School enrollment numbers dropping in recent years, and for future projections?

*Answer: Staff stated there are a very limited number of new developments (recently completed or planned) for either of the Clear Spring or Hancock areas in Washington County. Staff annually reviews Geographic Information System (GIS) information to determine future class sizes (for instance a 1<sup>st</sup> grade class at Clear Spring Elementary in 5 years will be a 6<sup>th</sup> grade class at Clear Spring Middle), and updates enrollment projections every year with this information. Between the lack of residential and commercial developments and the lowering County birthrates, the current enrollment projections are the best estimate of what is anticipated based on the information available. Staff indicated that even if new housing developments were identified in either area, it may or may not immediately have an impact on student enrollment. Staff stated that two large developments have been planned for over 14 years in the South County area, but*

*have yet to come to fruition.*

Question: A FEAC member asked if during this process the FEAC could consider the impact of building maintenance needs?

Answer: *Staff responded that this is one of the factors to be considered under either age or condition of school building or financial consideration and will be discussed at a future meeting.*

Question: A FEAC member asked if it would be possible to utilize one school building in Hancock for K – 12 instruction?

Answer: *Staff responded that this question would be considered at a future FEAC meeting, by the Educational Program staff.*

#### ***V. Discussion of Future FEAC Meetings, FEAC Members and Meeting Dates***

The FEAC members agreed that future meetings would be held on Thursdays. Future meeting dates are February 18<sup>th</sup>, March 4<sup>th</sup>, March 18<sup>th</sup>, and April 8<sup>th</sup>. The meeting on February 18<sup>th</sup> will be a “*Virtual Meeting*”. A determination at each of the following meetings will be made regarding the style of meetings (*Virtual or In-Person*) to be held for the upcoming meeting. Due to the volume of material to be covered the FEAC agreed to allow time for future meeting to potentially run from 6:30 pm to 8:30 pm should the need arise.

#### ***VI. Adjourn***

The meeting adjourned at 8:05 pm.

Submitted by: Wendy Smith, Secretary, Facilities Planning & Development

Attached: Working Document #1

In Accordance with the January 19, 2021 Charge from the Washington County Board of Education (WCBOE) to the Facilities and Enrollment Advisory Committee (FEAC)

# Considerations for Continuing Use or Closure of WCPS School Facilities

## Working Document 1

*For use at the February 4, 2021  
Facilities Enrollment Advisory Committee (FEAC) Meeting*

***THIS IS NOT A FINAL REPORT, OR RECOMMENDATION FROM THE FEAC.***

***This document and the information/considerations contained herein are intended as a preliminary investigation for use by the Facilities and Enrollment Advisory Committee (FEAC). This document contains various information that is subject to future revision, including but not limited to: draft enrollment projections, Free and Reduced Meal Student (FARMS) information, assumptions, and recommendations. All information may be revised prior to a final report.***

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## **I. Summary of the Formal Charge**

On January 19, 2021, the Washington County Board of Education (WCBOE) charged the Facilities and Enrollment Advisory Committee (FEAC) to conduct a review of specific school facilities to develop recommendations about their continued operation and the best utilization of all Washington County Public Schools' facilities. The WCBOE charged FEAC, in its advisory capacity, to:

- Review all WCPS facilities with current and projected enrollments of less than 60% of their respective State Rated Capacities and determine recommendations on the continued use of each school. Any recommendation for the closure of a school is to include a review of the impact to the school(s) that would most likely receive the students from that closed facility.

FEAC is to be guided by factors set forth in the Code of Maryland Regulations (COMAR) Title 13A.02.09.01 "Adoption of Procedures to Govern School Closings". The FEAC, in formulating its recommendations, is to consider the following factors as stated in COMAR 13A.02.09.01:

1. Student enrollment trends;
2. Age of condition of school buildings;
3. Transportation;
4. Educational programs;
5. Racial composition of student body;
6. Financial considerations;
7. Student relocation;
8. Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which student will be relocating.

While each of the factors listed above is to be considered, it may be impractical, in all cases, to reconcile any given closure recommendation with each and every factor.

## **II. Introduction**

The FEAC has been charged by the WCBOE to look at all WCPS Facilities with current and projected enrollments of less than 60% of their respective State-Rated Capacities and determine recommendations on the continued use of each school. WCPS Staff will assist the FEAC throughout this process. To help the committee with this task, the Background Information section of this document will define and explain various assumptions, definitions and/or terms that the FEAC may hear during the review of the identified factors listed in the Charge. In addition, various WCPS Departments will speak to the committee about the identified schools and answer questions the FEAC may have. For any school that meets the criteria of the Charge (current or projected enrollment of less than 60%), the FEAC (during this process) will prepare recommendations that will suggest the following actions:

- Continue to use the school as a school facility
- Close the school
- Other proposed use of the school (as recommended by the FEAC)

The meetings, documents (including this one), and final recommendations (in a report format) from the FEAC, will all be open to the public. Because a school closure may be a possible recommendation, it should be anticipated that individuals that attend, work at, or reside near any facility discussed by the FEAC may have strong opinions on what the committee should recommend to the WCBOE. The opinions or ideas that the committee may hear from the public are not wrong. With any change (school closure, redistricting, political office, etc.) there will be individuals that are not happy, and who wish things could

remain as they are. This committee is called to weigh the impact of both keeping things as they are and making changes. The recommendations from this committee are to address the factors of the Charge, and recommend to the WCBOE what is in the best interest of the County as a whole. That being said, the final vote from each committee member is their own. At the end of this process, the committee will give its recommendations to the WCBOE for it to consider. Please understand that the Board is not required to implement these recommendations. The WCBOE will seek the opinion of the Superintendent, and take action (or no action) based on the input it has received from the FEAC, the Superintendent, and the general public. The final decision is solely the WCBOE's.

The WCBOE is responsible for determining the most efficient utilization of its resources to provide the best educational opportunities in the most cost-efficient ways possible to the entire County. It's no different than what each of us do in our daily lives. We have a set amount of money we can utilize, we have expenses, and we continually determine what is the best use of our expenses. A similar example would be a couple that has two (2) cars with a limited income. As both cars age and require maintenance (tires/oil changes/misc. repairs/insurance/etc.), they must decide if they want to keep spending dollars on both cars, or if they can get by with a single vehicle. In some situations, a single vehicle might not be as convenient, especially since they are used to two (2). However, in other situations it may be more convenient. They could determine it's not financially realistic to keep both cars, or that maybe it is. Every situation/instance/issues that we face in our daily lives is different, and would result in different recommendations. Some of the issues that the Board is currently faced with include:

- Changing economic landscape for various geographic areas within the County (population growth/population decline)
- Aging existing infrastructure
- Declining county birth rates
- New developments
- COVID-19 pandemic
- Limited operating and capital funds that have been identified as being available to Washington County Public Schools in the near- and long-term future.

Because of these issues, the WCBOE is asking for the FEAC's recommendations on how to use its facilities more efficiently. From the prior example, would one car be better/more responsible than two? If the Superintendent and the Board decide to pursue closing a facility or facilities (whether it is a recommendation from this committee or not), it will go through a separate process that will not involve the FEAC. This Board's process will include meetings with the school(s), staff, community, public hearings, time for public comment, etc.

So what facilities are the FEAC going to review? The tables shown below (Table 1 and Table 2) have highlighted in pink the facilities that meet the criteria of the Charge of having a current or projected enrollment of less than 60% of State-Rated Capacity. Current and projected enrollments of all WCPS facilities are also shown in Table 1 and Table 2. The identified facilities include:

- **Cascade Elementary**
- **Clear Spring Middle**
- **Hancock Middle**
- **Clear Spring High**
- **Hancock High**
- **Marshall Street/Job Development Center**

Table 1 – Elementary Enrollment and Projections as a % of State-Rated Capacity

WASHINGTON COUNTY PUBLIC SCHOOLS												
2019 and 2020 Official Enrollment and Full-Time Equivalent (FTE) Student Enrollment Projections: 2021-2029												
As a Percentage of State-Rated Capacity												
Elementary Schools	State Rated Capacity	Sept. 30, 2019	Sept. 30, 2020	Projected 2021*	Projected 2022*	Projected 2023*	Projected 2024*	Projected 2025*	Projected 2026*	Projected 2027*	Projected 2028*	Projected 2029*
Bester ES	628	91%	78%	89%	92%	92%	91%	91%	91%	92%	91%	91%
Boonsboro ES	499	125%	98%	113%	115%	116%	121%	125%	127%	129%	132%	134%
Cascade ES	278	54%	47%	53%	52%	53%	53%	54%	54%	55%	56%	56%
Clear Spring ES	386	106%	90%	105%	102%	99%	102%	100%	101%	102%	103%	105%
Eastern ES	572	76%	73%	76%	77%	76%	76%	75%	76%	77%	78%	80%
Emma K. Doub ES	297	124%	118%	129%	128%	128%	129%	129%	132%	133%	136%	136%
Fountain Rock ES	271	106%	95%	113%	115%	115%	117%	116%	117%	117%	117%	118%
Fountaindale ES	365	108%	98%	108%	105%	105%	105%	104%	105%	104%	103%	103%
Greenbrier ES	274	78%	80%	85%	87%	86%	89%	91%	91%	91%	93%	95%
Hancock ES	295	78%	72%	75%	74%	73%	73%	73%	73%	74%	75%	75%
Hickory ES	268	109%	111%	115%	114%	113%	111%	112%	114%	116%	118%	119%
Jonathan Hager ES	471	82%	79%	89%	93%	97%	99%	102%	105%	108%	111%	118%
Lincolnshire ES	545	97%	86%	89%	86%	87%	87%	88%	90%	93%	95%	98%
Maugansville ES	755	99%	91%	99%	98%	100%	102%	102%	103%	105%	106%	107%
Old Forge ES	366	92%	81%	96%	94%	95%	96%	99%	100%	100%	100%	100%
Pangborn ES	745	99%	93%	99%	95%	94%	94%	94%	94%	95%	95%	96%
Paramount ES	408	101%	97%	109%	109%	112%	112%	113%	114%	114%	114%	114%
Pleasant Valley ES	225	116%	91%	106%	105%	104%	101%	106%	107%	107%	108%	108%
Potomac Heights ES	294	106%	110%	114%	113%	116%	119%	116%	116%	115%	115%	115%
Rockland Woods ES	751	87%	80%	88%	91%	93%	96%	98%	102%	105%	109%	111%
Ruth Ann Monroe PS	692	86%	80%	88%	86%	86%	87%	86%	87%	87%	88%	89%
Salem Ave. ES	722	107%	95%	109%	110%	112%	114%	114%	115%	117%	118%	120%
Sharpsburg ES**	471	99%	65%	77%	78%	79%	77%	76%	78%	79%	80%	81%
Smithsburg ES	431	88%	74%	88%	86%	87%	85%	86%	86%	86%	86%	87%
Williamsport ES	568	101%	91%	101%	102%	103%	102%	103%	104%	105%	105%	106%

\* Enrollment Projections from April 2020

\*\* Added 222 additional seats in the 2020-2021 school year

Table 2 – Middle and High Enrollment and Projections as a % of State-Rated Capacity

WASHINGTON COUNTY PUBLIC SCHOOLS												
2019 and 2020 Official Enrollment and Full-Time Equivalent (FTE) Student Enrollment Projections: 2021-2029												
As a Percentage of State-Rated Capacity												
	State Rated Capacity	Sept. 30, 2019	Sept. 30, 2020	Projected 2021*	Projected 2022*	Projected 2023*	Projected 2024*	Projected 2025*	Projected 2026*	Projected 2027*	Projected 2028*	Projected 2029*
<b>Middle Schools</b>												
Boonsboro MS	870	81%	73%	77%	80%	83%	84%	84%	84%	84%	88%	89%
Clear Spring MS	605	59%	56%	56%	57%	56%	54%	53%	53%	56%	55%	55%
E. Russell Hicks MS	841	102%	106%	97%	91%	88%	90%	95%	96%	96%	96%	98%
Hancock MS	234	51%	44%	46%	41%	40%	37%	36%	36%	36%	35%	35%
Northern MS	913	88%	89%	90%	93%	90%	93%	90%	93%	93%	92%	93%
Smithsburg MS	839	69%	67%	64%	68%	65%	65%	60%	62%	61%	63%	63%
Springfield MS	1096	79%	78%	74%	72%	71%	74%	75%	75%	74%	73%	74%
Western Heights MS	998	100%	95%	100%	99%	98%	95%	96%	99%	101%	102%	103%
<b>High Schools</b>												
Barbara Ingram-Vincent Rauth												
Groh Academic Center HS**	553	203%	60%	67%	67%	71%	71%	71%	72%	72%	72%	72%
Boonsboro HS	1,098	82%	80%	79%	73%	70%	70%	69%	73%	76%	74%	76%
Clear Spring HS	656	70%	72%	63%	60%	60%	56%	57%	58%	55%	56%	55%
Hancock HS	357	36%	37%	35%	37%	34%	31%	30%	27%	26%	25%	24%
North Hagerstown HS	1,423	92%	94%	98%	106%	111%	113%	115%	112%	113%	115%	113%
Smithsburg HS	897	84%	82%	80%	76%	72%	69%	68%	68%	68%	66%	63%
South Hagerstown HS	1,240	108%	111%	118%	124%	125%	125%	120%	116%	115%	118%	120%
Technical HS	642	95%	86%	93%	96%	95%	96%	96%	95%	95%	95%	95%
Williamsport HS	1094	83%	82%	86%	84%	84%	83%	80%	77%	80%	82%	82%
<b>Special Schools</b>												
Marshall St EC/Job Dev. Center	150	51%	50%	53%	53%	53%	53%	53%	53%	53%	53%	53%
* Enrollment Projections from April 2020												
** Added 404 additional seats in the 2020-2021 school year												

Note that 2020 enrollments have been depressed due to the impact of the COVID-19 pandemic and it is expected that enrollments will return to pre-pandemic levels in the coming years. Projected enrollments take this into account.

It should be noted that in Table 2, the Marshall Street Educational Center/Job Development Center is unlike the other facilities identified in that it does not have a specific attendance boundary. This educational facility houses two (2) programs that serve students from all of Washington County that have developmental, intellectual, or learning disabilities. The enrollment at this facility is dictated by the need/applications received and/or the availability of similar programs at other WCPS facilities.

Much like any decision or change that is enacted by an outside influence in life, it is very rare that the recommendations will provide solutions that result in all impacted parties being satisfied, or happy. During this process, the FEAC must remember that the ultimate goal is to provide the best and most logical solution for the entire student population, and school system of Washington County for the foreseeable future. As public comments are heard throughout the process, it is imperative to listen and consider what is being stated, and then determine whether the comments offer an improvement to the solution that has been proposed based on the information that is provided. A proposal that is dismissed because it is considered unpopular by a few individuals, may result in additional hardships brought on to more individuals (i.e. an entire school community) that have not been vocal during the process.

### **III. Tentative Schedule**

A final schedule will be determined by the FEAC, but a DRAFT schedule staff has put together to meet the Charge presented by the WCBOE is as follows (subject to future revisions by the FEAC):

February 4, 2021	FEAC Introductory Meeting ( <i>Virtual</i> )
February 17 or 18, 2021	FEAC Meeting #2
March 3 or 4, 2021	FEAC Meeting #3 – Complete Preliminary Recommendation (Possible Vote)
March 17 or 18, 2021	FEAC Meeting #4 (if necessary) (Possible Vote) or FEAC review of report/written Recommendations to the WCBOE
April 7 or 8, 2021	FEAC review of report/written Recommendations to the WCBOE
April 20, 2021	FEAC shall submit written Recommendations to WCBOE
May 26 or 27, 2021	Regular FEAC Meeting – Review of 2021 Educational Facilities Master Plan (EFMP)

The dates shown above are tentative except for the April 20, 2021 submission of written recommendations to the WCBOE required by the Charge. All meeting dates are open to the public as observers, not as participants, unless invited to speak by the chairperson or co-chairpersons. Tentative meeting dates shown above may be virtual pending the COVID-19 restrictions.

### **IV. Background Information**

This process requires the FEAC to consider the Factors from COMAR identified in the Charge. The following information and definitions are provided as background to help the FEAC understand the nature of each factor, and to serve as a starting point for the FEAC's consideration of the Charge.

**Full-Time Equivalent Students**

Full-time equivalent (FTE) students only becomes a point of discussion when reviewing pre-kindergarten enrollment. The Maryland Department of Planning (MDP) only considers kindergarten through grade 12 students in its enrollment reports and projections, because the pre-kindergarten program is not mandated by the State. However, as WCPS offers pre-kindergarten programs to better prepare our students, and these programs utilize space within the facilities, we must consider its impact on the enrollment. Full-time equivalent (FTE) enrollment reflects the total number of pre-kindergarten through grade 12 students that attend a school for the full day. For this Charge, the WCPS elementary facilities (Cascade, and Marshall Street/JDC) include full day pre-kindergarten programs. The adjacent school districts (Smithsburg Elementary and Old Forge Elementary) also include pre-kindergarten programs (see Table 3 below)

Sept. 30, 2020 Enrollment to MSDE			ENROLLMENT									
School	Gr.	Pre-K	Kdg.	1	2	3	4	5	Gr K-5 Total	FTE 2020	%SRC	
Cascade Elementary	Pre, K-5	8	17	22	23	19	20	21	122	130.0	47%	
Old Forge Elementary	Pre, K-5	19	45	35	48	47	58	46	279	298.0	81%	
Smithsburg Elementary	Pre, K-5	20	43	47	51	48	54	57	300	320.0	74%	

Table 3 – Full-Time Equivalent (FTE) Enrollment

A typical pre-kindergarten class typically has 20 pre-kindergarten students (this may vary by a few students (+/-)). It is important to note that pre-kindergarten students are enrolled on an application basis to fill the number of seats available. Because it is voluntary, and if parents can provide transportation for students, a pre-kindergarten student does NOT need to reside in a specific attendance zone to attend a school with a pre-kindergarten program. For example, a pre-kindergarten student from Clear Spring could be enrolled as a pre-kindergarten student in Sharpsburg, based upon availability.

**Why is this important? The recommendations from the FEAC may create, or limit space for additional pre-kindergarten programs.** During this process, the committee will discuss the appropriate way to view and account for this type of scenario.

**State-Rated Capacity (SRC)**

The enrollment capacity for each WCPS’ facility is determined through the use of state-mandated formulas as described in COMAR to derive the “State-Rated Capacity” (SRC). The SRC is defined in the COMAR reference as “...the number of students that the Interagency Commission on School Construction (IAC) or its designee determines that an individual school has the capacity to enroll.” The formulas differ for elementary and secondary schools, as well as technical schools and special and alternative education programs or facilities. For the purposes of this Charge, the focus will be on Elementary and Secondary facilities.

**Elementary School Capacity (Pre-Kindergarten through Grade 5):** The SRC for an elementary school is determined by multiplying the number of classrooms for each grade and/or program by the state approved classroom capacities for each grade and summing the products. State approved classroom capacities for elementary schools are as follows:

- Pre-Kindergarten classroom      20 students
- Kindergarten classroom            22 students

Grades 1 – 5 classroom	23 students
Special Education classroom	10 students

School rooms that are less than 550 square feet in area are excluded from these calculations, as are specialty classrooms such as art, music, science, cafeterias, media centers, gymnasiums, computer labs, administrative spaces, etc.

**Secondary School Capacity (Grades 6 through 12):** The SRC for a secondary school is determined by multiplying the number of assignable teaching stations which are larger in area than 500 square feet by 25 students per regular classroom (or 20 students per career and technology classroom), then multiplying that product by a factor of 0.85. The number of special education classrooms is multiplied by 10 students per classroom. The two products are then added to arrive at the school’s SRC. In secondary schools, in contrast to elementary schools, the formula calls for inclusion in the count, every assignable teaching station, including art, music, science, physical education, etc., but again excludes cafeterias and other administrative spaces.

This SRC calculation assumes that the educational delivery of all secondary school grades results in flexible schedules, where classrooms are in use for 85% of the instructional day. In Washington County, the educational delivery of grades 6 through 8 uses a team approach to scheduling, where core classes and encore classes are typically scheduled by grade, which results in classrooms being utilized approximately 75% of the instructional day. As a result, the functional or useable capacity of a middle school is lower, sometimes substantially, than the prescribed SRC that is currently recognized by the MSDE or the MDP. Because this functional capacity is not recognized or utilized in the calculation for state construction funding, middle school enrollment must far exceed the functional capacity before full state funding of an expansion project would be approved. This can result in capacity issues at middle schools even when enrollment less than SRCs indicate otherwise. The concern regarding how SRCs are calculated for middle schools has been shared with appropriate state staff members and is not unique to WCPS. WCPS has previously completed an informational review of the functional capacity of its middle school facilities and found that on average the total functional capacity is 9% less than the total SRC. Staff utilizes this information to make recommendations for attendance zone realignments, additional portable classrooms, modernizations, and renovations. **Staff would recommend that for the recommendations, the FEAC attempt to limit the enrollment change to any open middle school to remain below 91% of SRC, unless portable classrooms can be utilized.**

**Local-Rated Capacity (LRC)**

The Local-Rated Capacity (LRC) will not be used for the Recommendations associated with this Charge. The Local Rated Capacity for elementary schools is defined as 90% of the SRC in accordance with the Washington County Adequate Public Facilities Ordinance (APFO). For middle and high schools, the LRC is equal to 100% of the calculated SRC. The LRC is used within the APFO to determine whether an elementary school has adequate seat capacity.

**Enrollment**

Enrollment changes occur every day at a WCPS school facility. People move in and out of the county, and to different areas within the county all year. This means that students will come in to the system and schools, students will change schools, and students will leave schools and/or the system all year. Because it is constantly changing, the Maryland State Department of Education (MSDE), and the Maryland Department of Planning (MDP) count enrollment every year on (or about) September 30<sup>th</sup>. This enrollment count becomes the “Official Enrollment” for the schools, and the County. This is the

enrollment that the FEAC will utilize in its work. Staff will update the committee on any “extreme” changes to the enrollment at applicable facilities that may be experienced throughout the year. Because of the COVID-19 Pandemic, virtual learning, and the impact (lower) on the Official September 30, 2020 Official Enrollment, staff will provide the FEAC with both the 2019 and 2020 Official Enrollment. In Table 4 below, we are showing the Official Enrollments for the last 29 years of the conventional facilities impacted by this Charge. Pink boxes represent the lowest enrollment at that facility since 1992, and yellow indicate the highest. Because the Job Development Center has been in multiple locations over the past 29 years, and is now housed at Marshall Street School, those numbers have not been included in Table 4. Staff is happy to provide the historical data for these or any facility at the request of the FEAC.

<b>Official Enrollments - FTE Students</b>																	
<b>(1992-2007)</b>																	
<b>School</b>	SRC	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Cascade Elementary	278	373	350	361	363	342	235	168	181	179	179	175	150	146	151	153	134
Clear Spring Middle	605	373	359	336	357	382	395	429	406	403	410	428	450	439	419	409	412
Clear Spring High	656	435	445	433	441	412	342	334	406	435	439	437	476	524	554	552	547
Hancock Middle-Sr.	591	404	378	369	365	327	434	413	336	396	372	383	372	357	361	371	356

<b>(2008-2020)</b>																	
<b>School</b>	SRC	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	29 Yr Average	High	Low
Cascade Elementary	278	127	126	191*	189	201	194	183	191	177	170	163	149	130	201	373	126
Clear Spring Middle	605	430	430	417	441	423	412	396	416	405	376	348	356	340	400	450	336
Clear Spring High	656	521	502	510	507	506	501	528	514	479	471	462	460	470	470	554	334
Hancock Middle-Sr.	591	359	340	328	304	277	268	261	262	248	256	254	248	235	332	434	235

\*2010 Redistricting that reassigned area/students from Old Forge Elementary to Cascade Elementary

Table 4- Official FTE Enrollments - Historic

### **Enrollment Projections**

Enrollment projections for all WCPS facilities are generated annually. They can change year-to-year based on a lot of different reasons. For example, a recorded kindergarten enrollment that is higher than the projected kindergarten enrollment can create a long-term increase in the following year’s enrollment projections.

As an example, consider a “perfect attendance zone” where no one can move into or out of, and every year a class of 20 Kindergartners come to school, and a class of 20 5<sup>th</sup> graders leave. The enrollment projections would look something like this:

	K	1	2	3	4	5	Total
2019 Recorded Enrollment	20	20	20	20	20	20	120
2020 projections	20	20	20	20	20	20	120
2021 projections	20	20	20	20	20	20	120
2022 projections	20	20	20	20	20	20	120

Easy, right? Let’s say that the following year, something strange happens, a class of 60 kindergartners show up:

	K	1	2	3	4	5	Total
2020 Recorded Enrollment	60	20	20	20	20	20	160
2021 projections	20	60	20	20	20	20	160
2022 projections	20	20	60	20	20	20	160
2023 projections	20	20	20	60	20	20	160

As you can see, this single class of 60 will slowly migrate through grades K-5. If 20 students return the following year (and every year after that), eventually (by 2026), the school would return to its original population:

	K	1	2	3	4	5	Total
2021 Recorded Enrollment	20	60	20	20	20	20	160
2022 projections	20	20	60	20	20	20	160
2023 projections	20	20	20	60	20	20	160
2024 projections	20	20	20	20	60	20	160
2025 projections	20	20	20	20	20	60	160
2026 projections	20	20	20	20	20	20	120

But what if the people in this attendance zone started having more children or if a new residential development was constructed in this area? All of a sudden, the following year (and every year after that), another class of 60 Kindergartners showed up, it would really impact the enrollment projections:

	K	1	2	3	4	5	Total
2021 Recorded Enrollment	60	60	20	20	20	20	200
2022 projections	60	60	60	20	20	20	240
2023 projections	60	60	60	60	20	20	280
2024 projections	60	60	60	60	60	20	320

This type of scenario is reviewed annually for ALL enrollment projections that are generated. Staff reviews the birth rates within the County, and how they will impact enrollment projections 5 years later when those students show up for Kindergarten.

New developments (single-family homes, townhomes, apartments) within an attendance zone can also add additional students and have a significant impact on enrollment and enrollment projections. As an average, 100 new single-family homes will add approximately 43 elementary students. Similarly, 100 new townhomes will add approximately 32 elementary students, and 100 new apartments will add approximately 31 elementary students. Table 5 below shows the pupil generation rates by Elementary, Middle, and High School for the three (3) different types of dwellings. The decimals represent the average number of students generated by each individual dwelling type. These students could be in any/all of the elementary grade levels (i.e Grade 2, Grade 5, etc.). Typically you don't see 100 new homes opening at once in a development. They are typically sold (or rented) as they are built. That being said, apartments (or multi-family homes) are typically opened by building (which houses several apartments).

As adopted by the Board of County Commissioners on October 29, 2019 Per Resolution No. RS-2019-24 to the Alternate Mitigation Contribution (AMC) Formula and per Adequate Public Facilities Ordinance (APFO) Section 5.5, “Measuring for Available Capacity” for Housing Developments over five units.

	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>Single Family</b>	<b>.43</b>	<b>.22</b>	<b>.22</b>
<b>Town Home</b>	<b>.32</b>	<b>.11</b>	<b>.14</b>
<b>Multi-Family</b>	<b>.31</b>	<b>.12</b>	<b>.16</b>

Table 5 – Pupil Generation Rates

**So right about now, you’re probably thinking. “That’s interesting, but why is this background information important?”**

The most recent enrollment projections were finalized on April 20, 2020 and presented to the WCBOE on May 5 of 2020. A version of these enrollment projections (showing % of SRC) were shared in this Working Document 1 as Table 1 and Table 2. The projections were updated to show the Actual September 30, 2020 enrollment. These projections (for years 2021-2029) were created using September 30, 2019 enrollment data (official enrollment) and with Birth Rate/Development information that was current as of March 2020. Updated enrollment projections will not be fully developed until after the FEAC has been requested to complete the Charge, this process will use the enrollment projections created prior to the pandemic. **This is not a bad thing as the current COVID 19 Pandemic has resulted in a lower Official Enrollment for 2020. While it is anticipated that future /updated enrollment projections will slowly return to pre-pandemic levels, it may take a year or two for this to happen.** More simply stated, the enrollment projections that are prepared for 2021 (using September 2020 enrollment) may be slightly lower than the enrollment projections that the FEAC will review. Using the April 20, 2020 enrollment projections is beneficial as it will give the FEAC a more accurate view of facility enrollment, and projected available capacities than the 2021 enrollment projections would.

The April 20, 2020 enrollment projections will be utilized by the FEAC in the preparation of the Recommendation to the WCBOE. Based on the fluid nature of enrollment, enrollment projections, and programmatic factors, staff will alert the FEAC of any anticipated changes it is aware of. Should a future redistricting Charge be issued to the FEAC, different enrollment projections may be utilized at that time.

The April 20, 2020 enrollment projections for all WCPS facilities are provided in the Appendix at the end of Working Document 1.

During the Full-Time Equivalent (FTE) discussion, it was noted that pre-kindergarten students do not need to reside in the attendance zone of the school where the pre-kindergarten program is offered. For discussion about elementary school capacity, and enrollment projections, it is important to note that all facilities assume a full to nearly-full pre-kindergarten program. For the single elementary school that is

under review based on the criteria of the Charge, Cascade Elementary, and the two (2) adjacent schools, the April 20, 2020 FTE enrollment projections (updated with Sept. 30, 2020 enrollment) is as follows:

<b>WASHINGTON COUNTY PUBLIC SCHOOLS</b>												
<b>2019 and 2020 Official Enrollment and Full-Time Equivalent (FTE) Student Enrollment Projections: 2021-2029</b>												
	State Rated Capacity	Sept. 30, 2019	Sept. 30, 2020	Projected 2021*	Projected 2022*	Projected 2023*	Projected 2024*	Projected 2025*	Projected 2026*	Projected 2027*	Projected 2028*	Projected 2029
Cascade ES	278	150	130	147	145	148	146	149	150	152	155	156
Old Forge ES	366	335	298	351	343	349	352	364	365	365	366	366
Smithsburg ES	431	379	320	381	369	373	368	369	369	371	372	375

\* Enrollment Projections from April 2020

Table 6 – FTE Enrollment and Projections – Elementary Schools

The above enrollment projections assume that for years 2021-2029, the pre-kindergarten classes will be 20 students at Cascade Elementary, 35 students at Old Forge Elementary, and 40 students at Smithsburg Elementary. In Table 7 below, it is shown that the pre-kindergarten classes at these schools were not full in September of 2019 and 2020.

	Actual Pre-K enrollment		Projected Pre-K enrollment 2021-2029
	Sept. 30, 2019	Sept. 30, 2020	
Cascade ES	11	8	20
Old Forge ES	22	19	35
Smithsburg ES	33	20	40

Table 7 – 2019 and 2020 Pre-Kindergarten Enrollments and 2021-2029 Projected Pre-K Enrollment

Subtracting out the pre-kindergarten enrollment, and projected pre-kindergarten enrollment is shown in Table 8 below. The State-Rated capacity has been blacked out in the table below as it is calculated using pre-kindergarten program spaces.

<b>WASHINGTON COUNTY PUBLIC SCHOOLS</b>												
<b>2019 and 2020 Official K-5 Enrollment and K-5 Student Enrollment Projections: 2021-2029</b>												
	State Rated Capacity	K-5 Sept. 30, 2019	K-5 Sept. 30, 2020	Projected 2021*	Projected 2022*	Projected 2023*	Projected 2024*	Projected 2025*	Projected 2026*	Projected 2027*	Projected 2028*	Projected 2029*
Cascade ES		139	122	127	125	128	126	129	130	132	135	136
Old Forge ES		313	279	316	308	314	317	329	330	330	331	331
Smithsburg ES		346	300	341	329	333	328	329	329	331	332	335

\* Enrollment Projections from April 2020

Table 8- 2019 and 2020 K-5 Adjusted Enrollment and 2021-2029 Projected K-5 Adjusted Enrollment

### **Feeder Patterns**

The term “Feeder Pattern” represents the schools that a student will matriculate to once they have completed all of the grades at their current school. For example, a current student from Cascade Elementary that would graduate from 5<sup>th</sup> grade, would attend Smithsburg Middle School the following year for 6<sup>th</sup> grade. When that student graduated from 8<sup>th</sup> grade, they would then attend Smithsburg High School the year after that for 9<sup>th</sup> grade. A document that identifies the Feeder Patterns for all WCPS Schools is provided in the Appendix at the end of Document 1.

### **Transportation - Student Travel Time and Cost**

Another factor that the FEAC will consider during its work is the impact of the recommendations to Transportation. Transportation considerations will include student travel time, and will also be part of the financial considerations. Student travel time is most easily described as the time that a student spends on a bus using transportation services to and from school. This information will be provided from the WCPS Department of Transportation. It is important for the FEAC to understand that student travel time can change year to year, based on a large number of factors. The number of bus routes, available buses, number of stops on a route, etc. all can change year to year (with no school closures or attendance zone realignments). A student could have had a 15 minute travel time to school last year, and a 20 minute travel time this year because of additional student pick-ups (stops) required after the time that they boarded the bus. Travel times for different bus routes can vary significantly depending on the area of the county in which the student resides, and the school that they attend. All of these items can also change the cost to transport students to a school annually. In one year, routes could be set up to utilize only one bus that is full of 55 students. Where another year, based on changing student residences, a second bus may need to be utilized, which increases the cost of transporting students to a facility. Again, this happens regularly with no impact from school closures or attendance zone realignments.

Students that live within a specified walking distance to school are not transported by bus. Based on Board Policy EEA-R, Paragraph 1-“Non-Transported Areas,” elementary students who reside within a one (1) mile walk of the designated student entrance to the school are generally not eligible for transportation. These students are considered “walking” students. A recommendation that would add or decrease the number of “non-transported” students to a facility could have a significant financial impact to the school system, and would need to be considered as part of the recommendation.

The WCPS department of transportation will provide a range of travel times for each existing facility under consideration. In the case of a School Closure recommendation, a final Board approved redistricting solution may not be determined until later. In this instance, the department of transportation will provide estimates for anticipated travel times based on the closest redistricting scenario (i.e. Hancock MS to Clear Spring MS, or Clear Spring MS to Hancock MS). These estimates will indicate if the bus trip will be shorter or longer than the current route based on the best information available. The department of transportation may also recommend consideration of a change to school start/end times to better facilitate the transportation of students as efficiently as possible. The FEAC should understand that the projected travel times could vary in the future based on a number of continually changing conditions as described in this section.

### **Free and Reduced Meal (FARM) and Ethnic Demographic Information**

In November of 2020, the FY 2021 Free and Reduced Meal (FARM) student participation rates were released for all WCPS facilities. This percentage accounts for the number of students at that facility that receive free or reduced meals. A document that identifies the FY 2021 FARM data and compares it to the FY 2020 FARM data for all schools is provided in the Appendix at the end of Working Document 1. This document is publicly available on the WCPS website.

Schools with higher FARM percentages may be eligible to receive additional funding through the Title I Program. A recommendation that significantly increases or decreases a school’s FARM percentage could impact funding for that facility, and would be an important factor for the FEAC to consider. None of the facilities (attendance zones) under consideration for this Charge (or the immediate adjacent facilities/attendance zones) are currently eligible for Title I funding. Should a recommendation require

multiple future redistricting's (Tiered – Facility A to Facility B, Facility B to Facility C, Facility C to Facility D) to equitably distribute students, staff will alert the committee of potential impact to FARM percentages.

During this process, the FEAC will look at racial (ethnicity) demographic information for each facility/attendance zone. The ethnicity for a school changes year to year. Staff will provide the committee with the estimated impact of the various recommendations (i.e. significant increase/decrease, minor increase/decrease, no change, etc.) based on the best information available. Similar to the conditions described in the Transportation section, in the case of a School Closure recommendation, a final Board approved redistricting solution may not be determined until later.

**Please note that any specific requests from the FEAC on “finite” areas of an existing attendance zone, the FARMS and Ethnic data may have to be reviewed by WCPS's legal department to determine the best way to provide this information, while protecting confidentiality.**

### **Educational Programs**

Educational staff will speak to the committee about different educational classes and programs that are offered in various WCPS facilities. For instance, one school may offer a foreign language (i.e. Japanese) and another school may not. All of the conventional Washington County high schools have Career Technical Education (CTE) programs, but these programs may not match other WCPS high schools. In addition to the class offerings at each facility, if applicable, the FEAC will be provided with information regarding the school's athletics, boosters, arts (band/theater), clubs, and other programs that may or may not be offered to the students who attend.

Specialty Schools – Staff will provide information on the number of students that leave an attendance area or school to attend a specialty school (Washington County Technical High, Barbara Ingram School for the Arts) or a Magnet School. Washington County Technical High School is open to grade 11 and grade 12 students from the entire County. Barbara Ingram School for the Arts is open to grade 9 through grade 12 students. Both of these high school facilities are application based (meaning that not every student that applies to attend is accepted). The Magnet Programs are highly competitive gifted and talented programs for identified students. At the elementary school level, students are invited to apply to Magnet Programs, based on a screening and/or referral process. WCPS currently has four (4) Magnet elementary schools that allow academically qualified students from other elementary attendance zones to attend and participate at the Magnet school. These schools are Boonsboro Elementary, Emma K. Doub Elementary, Fountaindale Elementary and Williamsport Elementary. The elementary Magnet Program only accounts for one (1) additional class in each of the Magnet school's grade 2 through 5 levels. At the middle school level, there are five (5) Magnet schools. These schools are Boonsboro Middle, E.R. Hicks Middle, Northern Middle, Springfield Middle, and Western Heights Middle. Students who are selected for a Magnet Program and reside outside of the school attendance zone for the Magnet Program, are not eligible for bus transportation. Those students must have alternative transportation provided for them (parent, guardian, grandparent, etc.) to and from the school.

Special permission students are students that are allowed to attend a different school than where the student is physically assigned based on their geographic residence and associated attendance zone. Special permissions are administratively granted to students for a variety of reasons or situations, and are not always guaranteed year to year. Special permission students may attend a school one year, and the following year, may have to return to their school of residence. Staff will provide information on the number of special permission students that leave or come in to a school facility that is under consideration.

### **Attendance Zones**

A copy of the 2020 elementary, middle and high school attendance zones have been provided in the Appendix at the end of Working Document 1.

### **V. Questions/Thoughts/or Comments from the FEAC**

At this point, staff will ask the FEAC if they have any comments, ideas, thoughts, or questions that they would like to share, before beginning the process. This can be regarding anything.

### **VI. Guide to Starting the Process for the FEAC**

It is important to remember that in order to give stakeholders time to review, and the WCBOE time to conduct its prescribed due diligence, this recommendations document from the FEAC will need to be completed prior to the proposed April 20, 2021 date. As previously stated in this document projections and enrollments are fluid in nature. To try to compile a rational recommendation based on real-time data would be extremely costly, time consuming, and confusing to both the FEAC and the Public, and would result in a report that would be outdated the day after the final data update unless it was continually adjusted. In order to perform a logical analysis that can be followed by the FEAC and stakeholders of Washington County, the following process is suggested:

*Please note that this is only the suggested process, and the FEAC may choose a different method if that is the consensus of the Committee.*

Each school that meets the criteria of the charge should be considered and discussed by the FEAC. The following assumptions could be utilized by the FEAC to formulate initial recommendations for the Board to consider:

1. Student enrollment trends. The charge asks for consideration to be given to the current and projected enrollment. Based on the schedule from the Charge and as described in the Background Information (Enrollment/Enrollment Projections), the April 2020 enrollment projections will be utilized to ensure adequate numbers (prior to Pandemic) are provided in the consideration. The FEAC will be provided Official Enrollment data back through 1992 for consideration.
2. The total number of students in a geographic attendance area that are currently receiving special permission to attend schools in other attendance zones (magnet programs, special permissions, special schools) will be considered to be a similar total number in future enrollment projections.
3. The cumulative socio-economic and racial composition of a geographic area from September 2019/September 2020 will be the same as the cumulative socio-economic and racial composition of a geographic area in the future.
4. Known major residential developments in geographic areas under review will be presented to the FEAC for consideration. Planned major developments (more than seven (7) dwelling units) that do not have final plat approval from a governing body or have not been tested against applicable Adequate Public Facility Ordinance (APFO) calculations should be considered as a “possibility”, or a “strong possibility”, but not as “guaranteed to happen”. For commercial or

residential developments that do not have a final plat approval, the FEAC could stipulate a date where this milestone would need to be completed, that would necessitate an alternate recommendation, or additional consideration by the Board during the process. (For example: During the process, a school with enrollment of less than 60 % of SRC is being considered. A developer or governing body indicates that a 1,000 home development is planned. The FEAC could note that if final plat and/or actual permit applications are received prior to June 1, 2021, it may change the FEAC's recommendation... Or it may advise that the Board to re-evaluate or consider the recommendation.)

5. Known and projected birth rates for Washington County are taken into account for enrollment projections. There are no known major anomalies anticipated for future birthrates or anticipated "spikes" for specific geographic areas. These numbers are subject to FEAC input, but staff's initial recommendation is to consider the enrollment projections as accurate.
6. The FEAC should strongly consider the Charge where it indicates that "While each of the factors listed above is to be considered, it may be impractical, in all cases, to reconcile each closure recommendation with each and every factor."

The purpose of these assumptions is to provide a starting point for each school facility under consideration by the committee, and to streamline the process so that the completion date issued in the charge can be achieved. As previously identified, the identified facilities that the FEAC will review include:

- Cascade Elementary
- Clear Spring Middle
- Hancock Middle
- Clear Spring High
- Hancock High
- Marshall Street/Job Development Center

The basic process that the FEAC could choose to follow could go something like this:

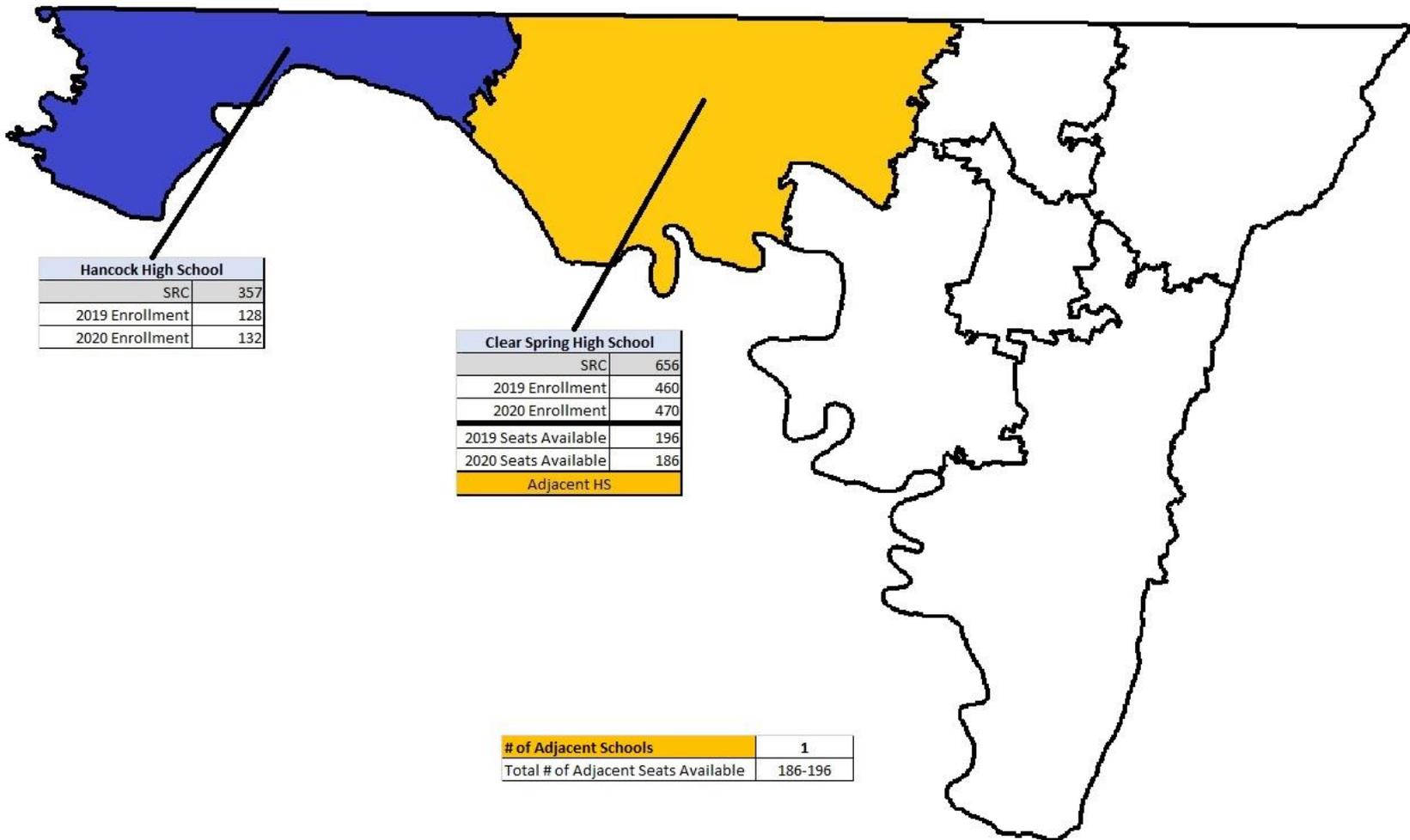
Start looking at each Factor of the Charge, and reviewing each facility. Upon completion of each Factor, and review of facilities, determine by consensus, which facilities the FEAC would like to continue to review. Determine by consensus if there are any facilities that the FEAC does not need to review further.

The FEAC, in formulating its recommendations, is to consider the following factors as stated in COMAR 13A.02.09.01:

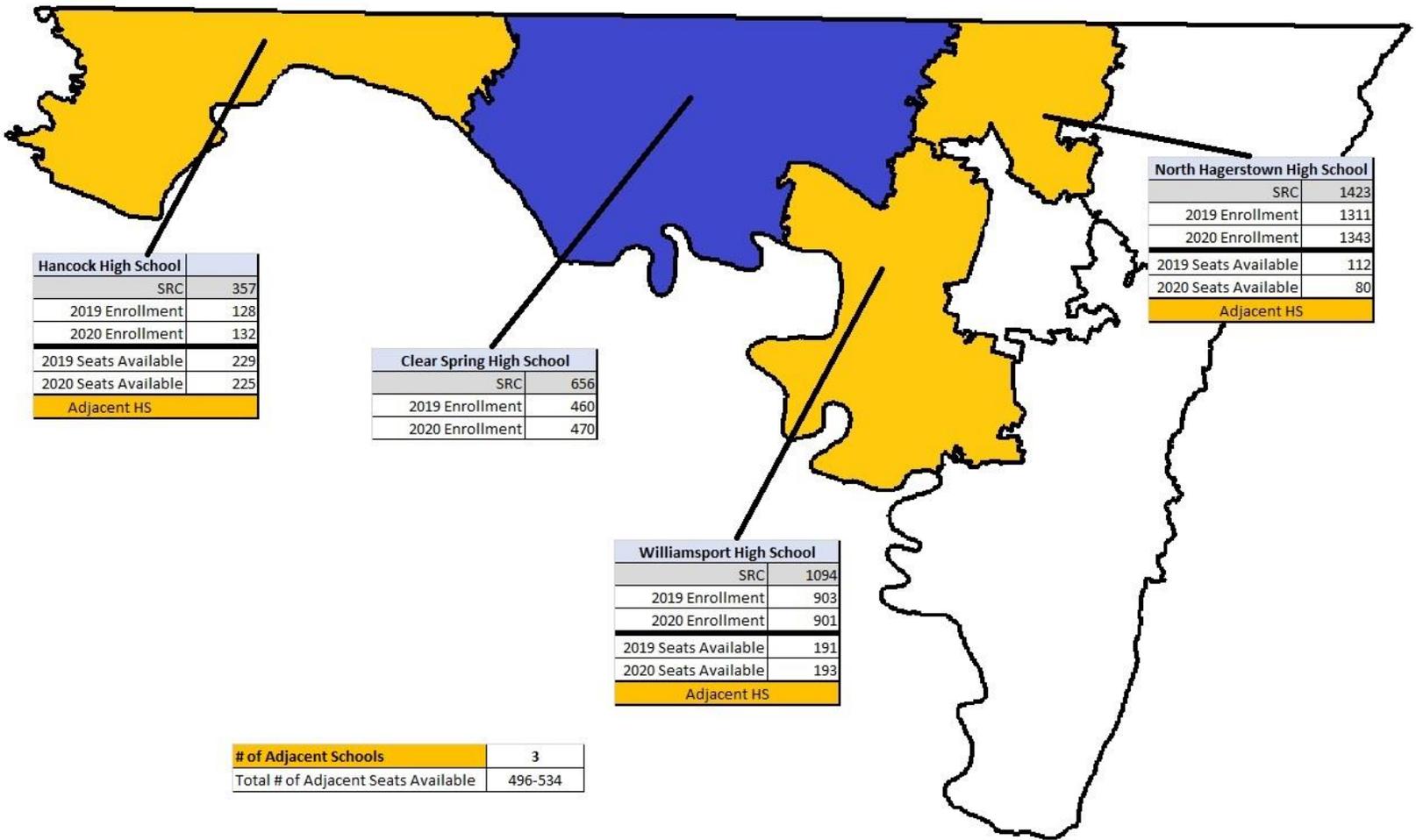
- 1. Student enrollment trends;**
2. Age of condition of school buildings;
3. Transportation;
4. Educational programs;
5. Racial composition of student body;
6. Financial considerations;
7. Student relocation;
8. Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which student will be relocating.

While each of the factors listed above is to be considered, it may be impractical, in all cases, to reconcile each closure recommendation with each and every factor.

Map 1 - Hancock High School Consideration



Map 2 - Clear Spring High School Consideration



## **Appendix**

### **January 19, 2021 Charge from the Board of Education**

WASHINGTON COUNTY BOARD OF EDUCATION  
CHARGE TO THE  
FACILITIES AND ENROLLMENT ADVISORY COMMITTEE  
ISSUED BY THE  
WASHINGTON COUNTY BOARD OF EDUCATION

January 19, 2021

**Background**

The Washington County Board of Education, with the advice of the Superintendent, is responsible for determining the most efficient utilization of its facilities and the assignment of its limited resources to each public school in the county. The current trend of declining enrollment at several school facilities necessitates a review of their utilization in order to provide the best educational opportunities in the most cost effective way possible. The urgency of this review is precipitated by the limited operating and capital funding that appears to be available to the school system in the near and long-term future.

The Board of Education is requesting that the Facilities and Enrollment Advisory Committee (FEAC) conduct a review of specific school facilities to develop recommendations about their continued operation and the best utilization of all Washington County Public Schools' facilities.

Based upon Board of Education's eventual action on FEAC's response to this charge, a future charge will be issued to recommend appropriate changes to school attendance zones.

FEAC is to be guided by factors set forth in the Code of Maryland Regulations (COMAR) Title 13A.02.09.01 "Adoption of Procedures to Govern School Closings" (see Appendix A).

**Facilities and Enrollment Advisory Committee**

The Board of Education has established various advisory committees to the Board, pursuant to Policy BDF and Administrative Regulation BDF-R, including the Facilities and Enrollment Advisory Committee ("FEAC" or "Committee") (see Appendix A). The purpose of the FEAC is to review enrollment data and facilities usage information and to offer recommendations to the Board of Education on the most efficient and educationally effective use of school facilities (see Exhibit BDF-E(6),

Appendix A). The Board of Education is vested with the authority to issue a charge to the FEAC setting forth the nature and scope of the Committee's assignment.

The Board of Education's charge to the FEAC is as follows:

### **The Nature and Scope of the Charge to the FEAC**

#### **Coordination of Activities**

The FEAC is, at all times, to:

- Coordinate its work with the Superintendent or his designee.
- Provide periodic progress reports to the Board of Education, Superintendent, and the Board of Education's Facilities Committee, as needed or requested.
- Utilize the services of the Communications Officer to coordinate progress reports to the school community on a regular basis.

#### **Scope of Work**

The FEAC, in its advisory capacity, is to:

- Review all WCPS facilities with current and projected enrollments of less than 60% of their respective State Rated Capacities and determine recommendations on the continued use of each school. Any recommendation for the closure of a school is to include a review of the impact to the school(s) that would most likely receive the students from that closed facility.

#### **Scope of Work – Guidelines**

The FEAC, in formulating its recommendations, is to consider the following factors as stated in COMAR 13A.02.09.01:

1. Student enrollment trends;
2. Age of condition of school buildings;
3. Transportation;
4. Educational programs;
5. Racial composition of student body;
6. Financial considerations;
7. Student relocation;
8. Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which student will be relocating.

While each of the factors listed above is to be considered, it may be impractical, in all cases, to reconcile each closure recommendation with each and every factor.

### Public Comment – Meetings and Deadlines

#### Public Comment

- The FEAC, in conjunction with the Superintendent or designee, may utilize the following measures, by way of example, to inform members of the public about the work of the FEAC and its recommendations: the Washington County Public Schools' (WCPS) website, social media, or other electronic communication avenues; written information to be placed in students' backpacks; WCPS' Connect5 system; Channel 99, radio and television announcements; and notices or news articles in a paper of general circulation in Washington County.
- The FEAC should seek and share information through appropriate channels. The WCPS' website will serve as the official communication tool to inform the school community about discussions and recommendations. The resources of the Public Information Office are available to support the FEAC in this effort.
- The FEAC may conduct community forums for the purpose of seeking comments from stakeholders. The location, length, and the procedures that govern such forums are to be determined by the FEAC and the Superintendent or designee.

#### Meetings

- Meetings of the FEAC are open to the public, as observers, not as participants, unless invited to speak by the chair.
- In keeping with current restrictions due to the COVID-19 pandemic, meetings may be held virtually.
- If necessary, meetings may be conducted at school locations in the communities that may be affected by the FEAC's recommendations.
- Meetings are to be scheduled as determined by the FEAC as necessary to comply with its charge.

#### Deadlines

- Recommendations shall be submitted in writing to the Board no later than April 20, 2021.
- Copies of the FEAC's report are to be provided to the Superintendent and the Chief Legal Counsel for formal review, prior to submission to the Board for consideration.

**The Charge**

The Washington County Board of Education hereby requests the FEAC to issue a written report(s) in accordance with this charge and the policies and regulations of the Washington County Board of Education.

**Certification**

On this 19<sup>th</sup> day of January, 2021, the Board of Education of Washington County, at its public business meeting, approved this charge to the Facilities and Enrollment Advisory Committee.

  
Dr. Boyd J. Michael, III  
Superintendent

  
Melissa A. Williams  
Board of Education President

## APPENDIX A

WASHINGTON COUNTY BOARD OF EDUCATION

CHARGE TO THE

FACILITIES AND ENROLLMENT ADVISORY COMMITTEE

ISSUED BY THE

WASHINGTON COUNTY BOARD OF EDUCATION

- 1) Code of Maryland Regulations Title 13A.02.09.01 - Adoption of Procedures to Govern School Closings
- 2) Policy JCA – *Establishment of School Attendance Areas*
- 3) Administrative Regulation JCA-R – *Establishment of School Attendance Areas Regulations*
- 4) Policy KD – *Opportunity for Public Comment at Board Business Meetings, Town Meetings, and Public Hearings and the Procedures Governing such Proceedings*
- 5) Policy BDF – *Advisory Committees to the Board of Education*
- 6) Administrative Regulation BDF-R – *Advisory Committees to the Board of Education*
- 7) Exhibit BDF-E(6) – *Facilities and Enrollment Advisory Committee*

*13A.02.09.01***.01 Adoption of Procedures to Govern School Closings.**

A. Each local board of education shall establish procedures to be used in making decisions on school closings.

B. The procedures shall ensure, at a minimum, that consideration is given to the impact of the proposed closing on the following factors:

(1) Student enrollment trends;

(2) Age or condition of school buildings;

(3) Transportation;

(4) Educational programs;

(5) Racial composition of student body;

(6) Financial considerations;

(7) Student relocation;

(8) Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which students will be relocating.

C. The procedures shall provide, at a minimum, for the following requirements:

(1) A public hearing to permit concerned citizens an opportunity to submit their views orally or to submit written testimony or data on a proposed school closing. This includes the following:

(a) The public hearing shall take place before any final decision by a local board of education to close a school;

(b) Time limits on the submission of oral or written testimony and data shall be clearly defined in the notification of the public meeting.

(2) Adequate notice to parents and guardians of students in attendance at all schools that are being considered for closure by the local board of education. The following apply:

(a) In addition to any regular means of notification used by a local school system, written notification of all schools that are under consideration for closing shall be advertised in at least two newspapers having general circulation in the geographic attendance area for the school or schools proposed to be closed, and the school or schools to which students will be relocating;

(b) The newspaper notification shall include the procedures that will be followed by the local board of education in making its final decision;

(c) The newspaper notification shall appear at least 2 weeks in advance of any public hearings held by the local school system on a proposed school closing.

D. The final decision of a local board of education to close a school shall be announced at a public session and shall be in writing. The following apply:

(1) The final decision shall include the rationale for the school closing and address the impact of the proposed closing on the factors set forth in Regulation .01B;

(2) There shall be notification of the final decision of the local board of education to the community in the geographic attendance area of the school proposed to be closed and school or schools to which students will be relocating;

(3) The final decision shall include notification of the right to appeal to the State Board of Education as set forth in Regulation .03.

## **ESTABLISHMENT OF SCHOOL ATTENDANCE AREAS**

The Washington County Board of Education is responsible for maintaining throughout Washington County a system of public schools that is designed to provide educational opportunities for all children.

The Washington County Board of Education shall have authority to establish public schools, subject to the bylaws, rules, and regulations of the Maryland State Board of Education. Upon approval by the State Superintendent of Schools, any elementary, middle, or senior high school, or any school or combination of grades thereof, so established, shall become a part of the State program of public education.

The Washington County Board of Education with the advice of the Superintendent is responsible for determining the geographical attendance area for each public school. The Washington County Board of Education will also consider recommendations made by the Facilities and Enrollment Advisory Committee.

The county shall be divided into appropriate school attendance areas by the Board. The Superintendent shall keep records of such attendance areas.

The Washington County Board of Education is committed to the use of long-range planning techniques to minimize the necessity for frequent boundary changes.

Considerations guiding the establishment or change of school attendance areas include

- the educational opportunity afforded to students in each school involved;
- long-range enrollment projections including consideration of anticipated future residential development/construction;
- state and local rated capacity of affected schools;
- the geographic location of each school in relationship to the surrounding population areas;
- current and projected student travel time;
- continuing of the feeder school patterns;
- the opening of a new school or, the necessity to close a school;
- the need to maintain racial balance in a school and/or the school system;
- socio-economic composition of affected schools;
- cost associated with the various options.

While each of the factors will be considered, it normally may be impractical to reconcile each and every boundary line alternative with each and every factor.

### Process to be Followed for Administrative Adjustments to School Attendance Areas

When, the placement of houses in new developments and/or the establishment of new roads, public, or private, or the creation of a new school requires interpretation and administrative adjustment to existing boundaries, the Superintendent, in consultation with appropriate staff, may formulate recommendations on administrative adjustments to existing boundaries. A public meeting will be scheduled by the Superintendent to provide an opportunity for parents and residents to be informed of and to offer comments on proposed administrative adjustments to boundaries. The Superintendent or his/her designee will determine the school district placements and advise staff, parents and residents as appropriate, with Board of Education review and approval.

### Process to be Followed With Regard to the Establishment of School Attendance Areas

The process to be followed with regard to the establishment of school attendance zones is set forth in JCA-R.

Legal Reference: Annotated Code of Maryland, Education Article, Sections 4-108, 4-109, and 4-120 ----2001

Policy adopted: December 17, 1974. Amended: February 4, 2003. Revised: October 3, 2006  
Board of Education of Washington County

## **ESTABLISHMENT OF SCHOOL ATTENDANCE AREAS REGULATIONS**

The Washington County Board of Education shall appoint a Facilities and Enrollment Advisory Committee comprised of representative parents, businesspersons, and community leaders who are interested in studying and recommending proposed resolutions to enrollment issues. The Board is also authorized to seek the advice of the Superintendent, school staff or consultants on the establishment of school attendance areas.

### Facilities and Enrollment Advisory Committee Responsibilities

The Committee shall review enrollment and facilities data to make recommendations to the Board for the efficient and educationally effective use of school facilities. The Committee shall be non-partisan.

In the event the Board requests the Facilities and Enrollment Advisory Committee to provide recommendations on the establishment of school attendance areas, the Board will develop the charge to the Facilities and Enrollment Advisory Committee. The charge will set forth the nature and scope of the Committee's assignment.

### Superintendent's Report

The Facilities and Enrollment Advisory Committee is to submit its proposed plan to the Board for its consideration. The Board will forward the proposed plan to the Superintendent. The Superintendent may accept the proposed plan or offer comments with respect to the recommendations of the Committee or may develop other recommendations after consideration of staff advice, the Facilities and Enrollment Advisory Committee report, and input from other organizations and individuals who provided comments. The Superintendent's report and/or Facilities and Enrollment Advisory Committee's proposed plan, will be disseminated to the schools involved in the change of attendance area(s) proposal, for distribution to parents/students affected by the proposed changes and to members of the Board of Education.

### Public Hearing

The Board will hold a public hearing to receive comments from parents and residents and reactions to the Superintendent's recommendation. The public hearing will be advertised and parents and residents will be notified in accordance with the existing Board of Education procedure (Ref. KD-R).

In the event that the Board agrees to accept a modification or an alternative plan containing elements that substantially differ, as determined by the Board, from those on which parents and residents had an opportunity to comment at the hearing, the Board agrees to receive written comments for a period of ten (10) days following the Board's acceptance of such a modification or alternative plan. The Board will encourage comments from parents and residents at the next scheduled Board meeting.

The change in attendance area(s) plan will be acted upon by the Board within sixty (60) days of the hearing unless the Board votes to solicit further input or to conduct additional hearings relative to this matter.

The Board vote for any change in attendance area(s) shall be made and announced at least ninety (90) days prior to the effective date of implementation (except in emergency or extenuating or other unforeseen circumstances), but not later than April 30<sup>th</sup> of the year preceding the proposed change(s). The Board reserves the authority to adjust the April 30<sup>th</sup> timeline.

Appeal Process

Within five (5) business days from the date the Board votes to accept a recommendation regarding change in attendance area(s) decision, any interested parent/resident may appeal, in writing, by a timely notice to the President of the Board. The parent/resident shall state in writing, specific objections to the Board's decision and the basis for such objections. The Board shall within five (5) business days of said written objection, respond in writing to such objections. Any further right to appeal will be to the State Board of Education as provided by §4-205(c) of the Education Article.

## **OPPORTUNITY FOR PUBLIC COMMENT AT BOARD BUSINESS MEETINGS, TOWN MEETINGS, AND PUBLIC HEARINGS AND THE PROCEDURES GOVERNING SUCH PROCEEDINGS**

### **I. Purpose**

The purpose of Policy KD is to set forth the procedures for offering public comment at Board of Education business meetings, town meetings, and public hearings.

### **II. Background**

The Board of Education supports and encourages public comment at regular Board of Education business meetings, town meetings, and public hearings.

A successful school system requires an involved and supportive community that provides comments on matters of interest or concern that will serve to improve the school system.

### **III. Policy Statement/Procedures**

With regard to business meetings, town meetings, and public hearings, speakers are to introduce themselves, identify whether they are speaking as individuals or on behalf of an organization, and may provide a written copy of their comments for future consideration by Board of Education members. For each type of meeting, speakers will each be given a limited time to speak.

#### **A. Procedures--Business Meetings**

At each public business meeting of the Board of Education, an opportunity will be provided for individuals to speak to matters relating to Washington County Public Schools. This opportunity, under the agenda title of "Public Comment," will follow the Approval of Minutes.

1. Each person wishing to address the Board of Education is encouraged, but not required, to sign up prior to the meeting and may address any topic concerning Washington County Public Schools, except personnel or student matters which clearly identify an individual or individuals. Each speaker may speak for up to five (5) minutes. The Chairperson reserves the right to limit the number of speakers on any particular topic provided the issue in question has been presented and further comments would simply be repetitious. Following a speaker's presentation, the Superintendent may designate a staff member to address that individual's concern, or may ask the speaker to contact a particular department or a particular staff member at an appropriate time.
2. During the agenda item entitled Board Member Response to Public Comment, which immediately follows Public Comment, Board of Education members may elect to offer their own comments concerning topics presented by the public. Each Board member will be given three (3) minutes to speak and may not transfer his or her time to another Board member. A member who chooses to address a speaker's comments will refrain from initiating a dialogue. Any Board member may indicate his or her intention to follow up with a speaker at a later time as an individual Board member but not as a representative of the entire Board.

#### **B. Procedures--Town Meetings**

A town meeting is a two-hour public meeting in which information on a specified topic is presented and where dialogue may occur with the Board of Education. The meeting will end prior to the two-hour time limit if all individuals present have had the opportunity to speak. After two hours of dialogue, the Superintendent will announce that the meeting will be

continued at a later date, clearly stating the date, time, and location of the continued meeting. Speakers still wishing to address the Board will be permitted to make their presentations in the order in which they signed up for the original meeting. Those wishing to speak are encouraged, but not required, to register beginning thirty (30) minutes prior to the meeting. In the interest of providing opportunities for as many persons to speak as possible, each speaker will be limited to five (5) minutes.

### C. Procedures--Public Hearings

Recognizing that certain contemplated actions of the Board of Education have significant public impact or are of widespread public concern, the Board of Education may from time to time designate certain dates and locations for the purpose of public hearings on such announced topics.

1. Persons desiring to speak at such public hearings are encouraged, but not required, to register through the Superintendent's office prior to the date of the meeting or register at the location of the meeting up to one-half hour in advance of the commencement of the hearing. Persons speaking as individuals will be allotted three (3) minutes; those representing an organization will be allotted five (5) minutes. No presenter may waive all or a portion of his or her allotted time to permit someone who has not properly registered to speak.
2. Public hearings shall be for a period of up to 2 1/2 hours. The hearing will end prior to the 2 1/2 hours' time limit if all individuals present have had the opportunity to speak. After 2 1/2 hours of testimony, the Superintendent will announce that the hearing will be continued at a later date, clearly stating the date, time, and location of the continued hearing. Speakers still wishing to address the Board of Education, will be permitted to make their presentations in the order in which they signed up for the original hearing. It shall be noted that each request is logged by date and time, and the order of speakers shall follow that sequence. Speakers are encouraged to provide a minimum of nine (9) copies of their testimony to the Board of Education.
3. A public hearing is intended to provide the public with an opportunity to share their ideas, reactions, and support concerning the announced topic. Board of Education members and/or the Superintendent will only be recognized by the presiding officer to correct misinformation, to add context information that the speaker may not have provided, or to ask for clarification. Following a speaker's presentation, the Superintendent may designate a staff member to address that individual's concern, or may ask the speaker to contact a particular department or a particular staff member at an appropriate time.

See also: Policy BD: "Types and Notification of Meetings"  
Policy BEDD: "Rules of Order for Meetings (Regular Session)"  
Exhibit BEDD-E: "Rules of Order for Meetings (Regular Session)"

Policy Adopted: October 2, 2012. Amended: April 19, 2016.  
Board of Education of Washington County

## ADVISORY COMMITTEES TO THE BOARD OF EDUCATION

### I. Purpose

The purpose of Policy BDF is to establish advisory committees to the Board of Education.

### II. Background

Advisory committees to the Board of Education exist for the purpose of providing community input and rendering advice on a variety of topics that impact students and the school system. The Board reviews the committees' findings, explores options on the issues and action requests submitted by the committees, and assures compliance with state laws and regulations while basing its decisions on what is in the best interest of students and the mission of the school system.

### III. Policy Statement/Procedures

#### A. Advisory Committees to the Board of Education

1. Advisory committees have only the authority vested in them through a given charge provided by the Board of Education, or as may otherwise be provided by State law. They report only to the authority which established them and serve at the pleasure of this authority, within the limits of their specific charge.
2. Advisory committees, depending on their generic purpose, can be either major (i.e., county-wide in scope) or minor (i.e., localized in scope), and, as such, take one of two forms:
  - a. Ad hoc—short-term in nature and ceasing when their specific purpose is accomplished; or
  - b. Standing—having an on-going status in accordance with the charge provided by the Board of Education.
3. Committee members are Board of Education appointed based upon information provided by interested parties on the "Application for Advisory Committees to the Board of Education" which is available on the Washington County Public Schools website.
4. The term of office may vary by type of committee and/or specific topic.
  - a. Individuals may be appointed to a term of office of between one (1) and five (5) years.
  - b. The terms of office may be staggered to allow for the rotation of up to half ( $\frac{1}{2}$ ) of the membership of an advisory committee every five (5) years.
  - c. All appointments and re-appointments to all advisory committees are to be made by the Board of Education. Input may be sought from the Superintendent or appropriate staff members.
5. A charge will be given that is appropriate to the advisory committee's purpose and will include:
  - a. a statement that the committee is advisory only;

- b. a statement of the specific purpose, goals, and objectives;
- c. a statement establishing a schedule for interim and/or final reports; and
- d. other related information as relevant.

B. Compliance with Maryland's Open Meetings Act ("Act")

1. Open Meetings

- a. All meetings of an advisory committee are to be open to the public unless the chair of the committee receives prior approval from the President and Vice President of the Board of Education and counsel to the Board to conduct a closed meeting.
- b. If a closed meeting is authorized, the chair of the advisory committee is responsible for making certain all provisions of the Act are followed.

2. Public Notice of the Meeting and the Agenda of the Meeting

- a. Before an advisory committee conducts a meeting, the staff liaison is to provide reasonable advance public notice of the meeting.
- b. The notice is to be in writing; include the date, time, and place of the meeting; and if appropriate, include a statement that a part or all of a meeting may be conducted in closed session.
- c. The notice is to be delivered electronically to representatives of the news media who regularly report on meetings of the Board of Education and by posting the notice on the website(s) ordinarily used by the Board of Education to provide information to the public.
- d. A notice shall be kept for at least five (5) years.
- e. The staff liaison is responsible for making the agenda of the meeting available at the same time as notice of the meeting is provided.

3. Agenda Preparation

- a. The staff liaison, in consultation with the chair of the advisory committee, is to prepare the agenda for an advisory committee meeting.
- b. The agenda is to contain known items of business or topics to be discussed at the meeting.

C. Advisory Committee Meeting Minutes

- a. The staff liaison is to prepare the minutes as soon as practicable after the advisory committee meeting.
- b. The minutes shall reflect each item that the advisory committee considered; the action that the advisory committee took on each item; and each vote that was recorded.
- c. The staff liaison shall electronically circulate the draft meeting minutes to the members of the advisory committee and provide the committee members a time period in which to

offer comments. The minutes will be considered approved after the time period passes and will then be issued by the staff liaison.

- d. The approved minutes are to be forwarded promptly by the staff liaison to the Board of Education, Superintendent, and the members of the advisory committee.
- e. The staff liaison will arrange to have the advisory committee's approved minutes posted on BoardDocs.
- f. The staff liaison shall keep a copy of the minutes of each meeting for at least five (5) years after the date of the meeting.

D. Standing Advisory Committees to the Board of Education

The following committees are designated as standing advisory committees to the Board of Education:

- 1. Washington County Board of Education Budget Advocacy and Review Advisory Committee
- 2. Washington County Board of Education Calendar Advisory Committee
- 3. Washington County Board of Education County Citizens' Advisory Council
- 4. Washington County Board of Education District Technology Planning Advisory Committee
- 5. Washington County Board of Education Ethics Advisory Panel
- 6. Washington County Board of Education Facilities and Enrollment Advisory Committee
- 7. Washington County Board of Education Family Life Advisory Committee
- 8. Washington County Board of Education Finance and Audit Review Advisory Committee
- 9. Washington County Board of Education Safe Schools Advisory Committee

- E. An administrative regulations will be developed to serve as general guidelines for all advisory committees to the Board of Education.

Legal Reference: Annotated Code of Maryland, General Provisions Article, Title 3, Open Meetings Act

Policy adopted: July 6, 1999. Revised: November 21, 2006. Amended: January 3, 2012. Amended: December 4, 2013. Revised: June 4, 2019.  
Board of Education of Washington County

## ADVISORY COMMITTEES TO THE BOARD OF EDUCATION

- I. Purpose of Advisory Committees to the Board of Education
  - A. An advisory committee is a duly established body composed of representative membership, which is charged with the execution of specific educational tasks for the purpose of rendering advice and recommendations to the Board of Education based upon what is in the best overall interest of students and the mission of the school system.
  - B. At the time of its establishment, and as the need arises, an advisory committee will be given a specific written charge stating its purpose, authority, duration, and other conditions governing its function.
- II. Appointment to Advisory Committee and Selection of Chairperson
  - A. The Board of Education will announce openings on advisory committees to the Board of Education and utilize internal and external communications in an effort to seek candidates for such openings.
  - B. Interested candidates must complete applications to be considered for an appointment to an advisory committee.
  - C. The Superintendent will recommend to the Board of Education qualified candidates for appointment to an advisory committee.
  - D. Candidates are selected for appointment to an advisory committee by the Board of Education.
  - E. The Board of Education shall, at its discretion, select the chairperson; in the absence of such selection, the advisory committee shall select the chairperson from among its members. In the event of a vacancy in the position of chairperson, the appointment will be made by the Board of Education.
- III. Composition of Advisory Committee to the Board of Education
  - A. The composition of an advisory committee shall vary according to its charge. Potential members should possess three minimum characteristics:
    1. Be knowledgeable about the issue under consideration by virtue of training or experience;
    2. Possess the time and the interest necessary for regular participation throughout the assignment; and
    3. Typify a significant aspect or point-of-view on the issue.
  - B. Advisory committees created for general matters should have predominantly lay representation; advisory bodies established for technical matters may have predominantly professional representatives.
  - C. The broader the charge, the broader should be the representations of the advisory body.
  - D. The size of the advisory committee should be commensurate with the charge.
- IV. Term of Office – Standing Advisory Committee and Ad Hoc Advisory Committee
  - A. Standing Advisory Committee – In the case of standing advisory committees, the terms of office of individual members end on the date specified when they are appointed; the life of the advisory committee itself continues until the appointing authority determines that its charge is accomplished.

- B. Ad Hoc Committee to the Board – The term of office of the ad hoc advisory committee should be clearly delineated in the charge, allowing adequate time for the orderly execution of the charge. Normally, the term of office of the ad hoc advisory committee expires with the acceptance of the report by the Board of Education unless duly extended.
- C. In the event a member of a standing advisory committee or an ad hoc committee files for elective office, the Ethics Advisory Panel will be requested to review the matter to determine whether the member's continuation on the committee constitutes a conflict of interest.

V. Functions of Advisory Committee

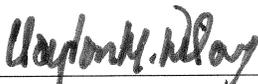
The three functions that are common to all advisory committees, which are to be exercised in accordance with the committee's charge, are as follows:

- A. Finding facts
- B. Deriving conclusions
- C. Presenting recommendations

VI. General Operating Procedures

- A. Each advisory committee shall meet within 30 days of formal establishment. The time, place, and manner of such meetings shall be determined by the rules of the advisory body or by the committee chairperson in accordance with the charge.
- B. Meetings shall be open to the public except when confidentiality is required and are to be held in Washington County Public Schools facilities or other public institutions.
- C. If a committee member misses any two of the most recent three committee meetings, his/her membership is subject to automatic termination. The Board of Education may, upon a showing of good cause, waive the automatic termination of such committee member.
- D. Each advisory committee shall be provided with a school system staff member who will serve as liaison to the committee. Subject to prior written approval of the Superintendent, the committee liaison may authorize the services of such professional, technical, and clerical personnel as are necessary to carry out the committee's charge.
- E. The Board of Education policy on advisory committees to the Board of Education and these Administrative Regulations shall be provided to each advisory committee member appointed by the Board of Education.

Approved\*:



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Clayton M. Wilcox, Ed.D.  
Superintendent  
Date: November 15, 2013

\*The approval of this administrative regulation also includes the approval of Exhibits BDF-E(1) – (9), which are a part of this administrative regulation.

Regulation adopted: November 21, 2006. Revised: February 6, 2007. Revised: March 20, 2012. Amended: November 15, 2013.  
Washington County Board of Education

## **WASHINGTON COUNTY BOARD OF EDUCATION FACILITIES AND ENROLLMENT ADVISORY COMMITTEE**

### **STATEMENT OF PURPOSE**

To involve the public in the resolution of facilities and enrollment issues, the Board of Education has created a standing Board of Education advisory committee, known as the Facilities and Enrollment Advisory Committee ("Committee"). The Committee shall be comprised of representative parents, businesspersons, and community leaders who are interested in studying facilities and enrollment issues.

### **THE CHARGE TO THE FACILITIES AND ENROLLMENT ADVISORY COMMITTEE**

1. Review enrollment data and facilities usage information to make recommendations on the most efficient and educationally effective use of school facilities.
2. Review enrollment projections, county population data, and facilities capacity information to determine areas of potential overcrowding in the county school system.
3. When charged by the Board of Education, develop a proposal to implement the required changes to school attendance zones in accordance with the guidelines established in Board of Education Administrative Regulation JCA-R.

### **MEMBERSHIP SPECIFICATIONS**

Membership on the Facilities and Enrollment Committee shall be limited to no fewer than seven (7) members, and no more than 20 members of the community. Membership must also include a minimum of one (1) citizen resident adult from each of the geographically defined high school attendance zones. An individual's geographical residency and community involvement will also be considered when making appointments to the Committee. The Committee shall select a chair and vice chair.

### **OPERATIONAL SPECIFICATIONS**

1. The Committee will report to the Board of Education when requested.
2. The reports to the Board of Education shall focus on the following criteria of review if appropriate:
  - a. Findings on areas of potential overcrowding.
  - b. Recommendations on school facilities usage as related to daily operational use by students and staff.
  - c. Recommendations on any attendance area adjustments.
3. The Director of Facilities Planning & Development or his/her designee shall serve as liaison to the Committee.

Exhibit adopted: September 7, 1999. Amended: February 4, 2003. Revised: November 21, 2006. Revised: March 20, 2012. Revised: June 4, 2019.

Washington County Board of Education

## **Appendix**

### **Enrollment Projections (April 20, 2020)**

## WASHINGTON COUNTY PUBLIC SCHOOLS

Full-Time Equivalent (FTE) Student Enrollment Projections: 2020-2029

April 20, 2020

	State Rated Capacity	Local Capacity 90%	Sept. 30, 2019*	Projected 2020*	Projected 2021*	Projected 2022*	Projected 2023*	Projected 2024*	Projected 2025*	Projected 2026*	Projected 2027*	Projected 2028*	Projected 2029*
Bester ES	628	565	570	557	559	575	578	574	572	573	577	573	573
Boonsboro ES	499	449	622	551	565	572	580	604	626	633	644	659	670
Cascade ES	278	250	150	147	147	145	148	146	149	150	152	155	156
Clear Spring ES	386	347	411	405	407	394	383	393	387	389	393	398	404
Eastern ES	572	515	434	433	434	440	436	433	431	435	442	449	458
Emma K. Doub ES**	297	267	368	376	382	379	380	384	384	392	396	403	404
Fountain Rock ES	271	244	286	292	307	313	312	316	315	316	316	318	321
Fountaindale ES	365	329	394	395	393	382	382	384	381	382	380	375	375
Funkstown ES***	180	162	0	0	0	0	0	0	0	0	0	0	0
Greenbrier ES**	274	247	215	238	233	239	237	243	248	250	250	254	259
Hancock ES	295	266	229	228	222	218	216	216	216	216	218	220	221
Hickory ES	268	241	293	307	308	305	304	298	300	306	311	316	319
Jonathan Hager ES	471	424	385	412	419	440	457	467	481	496	510	523	558
Lincolnshire ES	545	491	529	521	484	471	472	476	482	492	505	520	536
Maugansville ES	755	680	749	752	746	741	758	772	770	781	791	799	808
Old Forge ES	366	329	335	341	351	343	349	352	364	365	365	366	366
Pangborn ES	745	671	739	744	737	710	704	700	700	702	706	710	718
Paramount ES	408	367	411	433	444	444	455	456	463	467	467	466	467
Pleasant Valley ES	225	203	262	231	238	236	234	228	239	241	241	243	243
Potomac Heights ES	294	265	311	312	336	331	342	349	341	342	339	338	338
Rockland Woods ES	751	676	652	646	664	685	701	721	737	763	792	818	833
Ruth Ann Monroe PS**	692	623	596	601	607	593	597	601	597	599	600	607	615
Salem Ave. ES	722	650	772	796	790	796	809	821	822	831	842	854	867
Sharpsburg ES***	471	424	248	373	361	366	371	365	360	366	372	376	382
Smithsburg ES	431	388	379	393	381	369	373	368	369	369	371	372	375
Williamsport ES	568	511	572	568	575	579	585	581	587	591	594	598	602
<b>Elementary School Total</b>	<b>11,757</b>	<b>10,584</b>	<b>10,912</b>	<b>11,052</b>	<b>11,090</b>	<b>11,066</b>	<b>11,163</b>	<b>11,248</b>	<b>11,321</b>	<b>11,447</b>	<b>11,574</b>	<b>11,710</b>	<b>11,868</b>

\* Enrollment includes FTE pre-k students where two half-day pre-k students are counted as one FTE.

\*\* Reflects new pre-k program , or pre-k program change starting in 2020. Projections assume no additional program changes through 2029.

\*\*\* In 2020, Funkstown Elementary will be closed. This school had no physical attendance zone and served as pre-k program support to WCPS elementary facilities.

\*\*\*\* The new Sharpsburg Elementary facility will open in August of 2020.

Note: These projections assume residential building activity will be approximately 275 homes per year through 2022, and gradually increase over the subsequent 7 years.

## WASHINGTON COUNTY PUBLIC SCHOOLS

Full-Time Equivalent (FTE) Student Enrollment Projections: 2020-2029

April 20, 2020

	State Rated Capacity	Sept. 30, 2019*	Projected 2020*	Projected 2021*	Projected 2022*	Projected 2023*	Projected 2024*	Projected 2025*	Projected 2026*	Projected 2027*	Projected 2028*	Projected 2029*
Boonsboro MS	870	702	672	668	697	726	731	729	730	734	762	770
Clear Spring MS	605	356	350	336	345	339	329	322	322	336	330	330
E. Russell Hicks MS	841	861	898	815	769	744	757	801	806	811	805	820
Hancock MS	234	120	110	107	95	93	87	85	84	84	82	81
Northern MS	913	799	848	825	846	823	846	826	849	850	843	847
Smithsburg MS	839	582	563	540	569	544	547	507	518	509	527	527
Springfield MS	1096	866	839	813	785	778	809	819	826	811	805	812
Western Heights MS	998	1001	992	994	984	974	946	956	989	1012	1016	1029
<b>Middle School Total</b>	<b>6,396</b>	<b>5,287</b>	<b>5,272</b>	<b>5,098</b>	<b>5,090</b>	<b>5,021</b>	<b>5,052</b>	<b>5,045</b>	<b>5,124</b>	<b>5,147</b>	<b>5,170</b>	<b>5,216</b>
Barbara Ingram-Vincent Rauth Groh Academic Center HS*	553	303	400	373	369	395	395	395	397	398	399	399
Boonsboro HS	1,098	902	880	865	801	767	765	758	806	832	815	836
Clear Spring HS	656	460	458	415	394	393	370	377	379	361	370	359
Hancock HS	357	128	130	124	132	120	111	106	95	94	91	87
North Hagerstown HS	1,423	1,311	1,336	1,401	1,508	1,578	1,609	1,639	1,594	1,603	1,630	1,602
Smithsburg HS	897	753	740	722	678	647	620	611	612	610	588	564
South Hagerstown HS	1,240	1,345	1,374	1,463	1,542	1,554	1,548	1,482	1,443	1,430	1,467	1,493
Technical HS	642	613	540	598	618	608	618	618	610	610	612	612
Williamsport HS	1094	903	894	936	924	924	909	876	843	872	892	893
<b>High School Total</b>	<b>7,960</b>	<b>6,718</b>	<b>6,752</b>	<b>6,897</b>	<b>6,966</b>	<b>6,986</b>	<b>6,945</b>	<b>6,862</b>	<b>6,779</b>	<b>6,810</b>	<b>6,864</b>	<b>6,845</b>
<b>Special Schools</b>												
Marshall St EC/Job Dev. Center	150	76	80	80	80	80	80	80	80	80	80	80
<b>Total Pre-K-12 (FTE)</b>	<b>26,263</b>	<b>22,993</b>	<b>23,156</b>	<b>23,165</b>	<b>23,202</b>	<b>23,250</b>	<b>23,325</b>	<b>23,308</b>	<b>23,430</b>	<b>23,611</b>	<b>23,824</b>	<b>24,009</b>

\*The new Vincent Rauth Groh Academic Center (VRGAC) will open in August 2020, and it will expand the current Barbara Ingram School for the Arts State Rated Capacity.

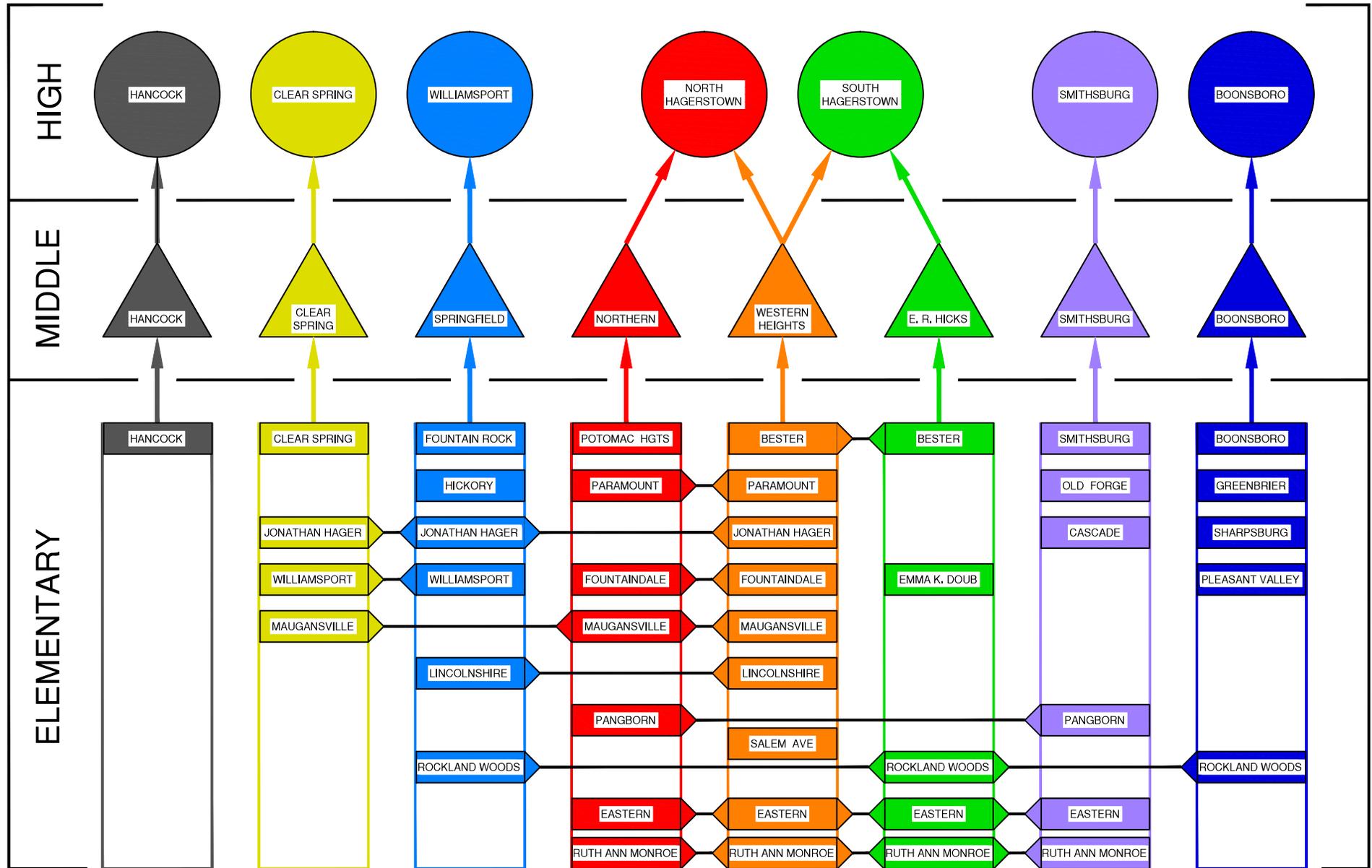
Note: These projections assume residential building activity will be approximately 275 homes per year through 2022, and gradually increase over the subsequent 7 years.

**Appendix**

**School Feeder Patterns**

# Washington County Public Schools

## School Feeder Pattern



## **Appendix**

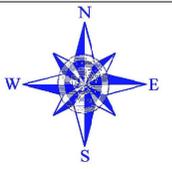
### **FY 2021 Free and Reduced Meal Eligibility by School**

**Free and Reduced Meals Eligibility By School  
For Compensatory Education Funding  
October 31, 2020**

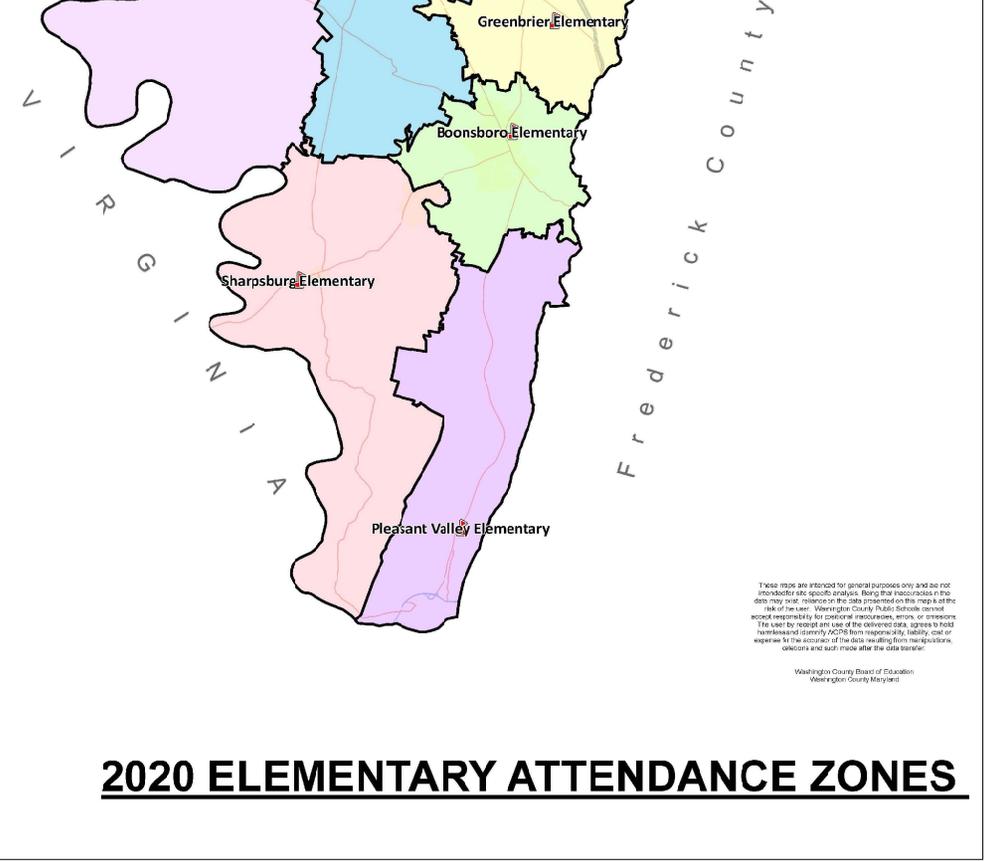
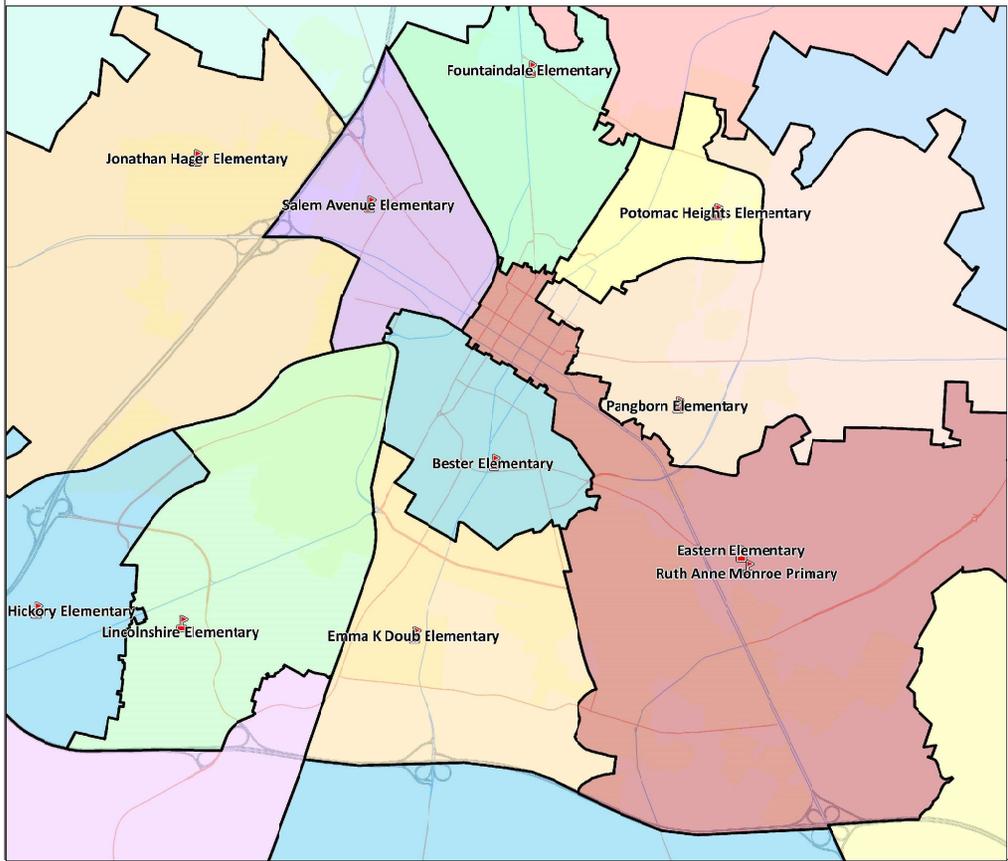
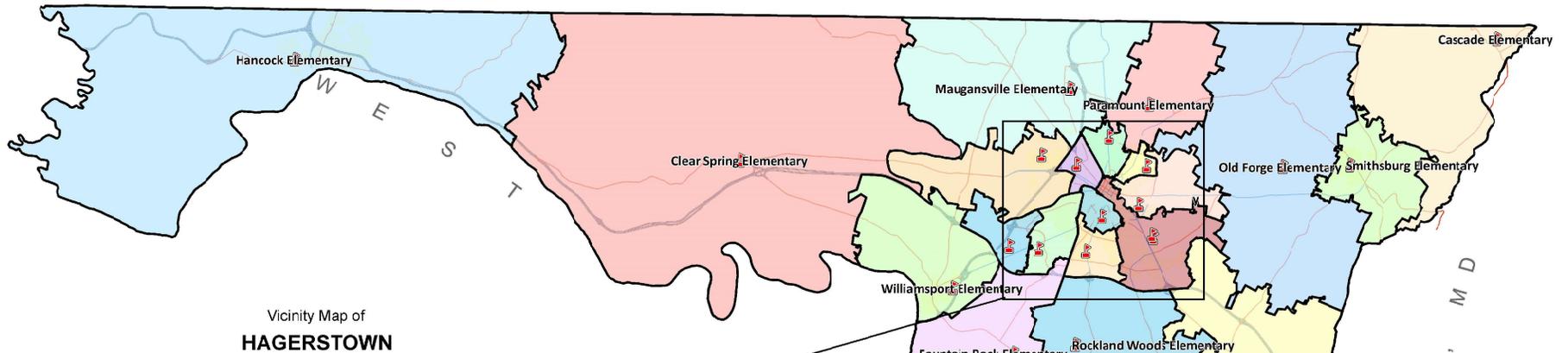
School Name	K-12 Enroll	K-12 Free	K-12 Red.	K-12 FAR	FY 2021 FAR %	FY 2020 FAR %	FY 2020 Variance
BESTER ELEMENTARY	478	399	0	399	83.5%	83.4%	0.1%
BOONSBORO ELEMENTARY	451	58	6	64	14.2%	17.1%	-2.9%
BOONSBORO MIDDLE	633	139	25	164	25.9%	21.9%	4.0%
BOONSBORO HIGH	866	150	30	180	20.8%	19.2%	1.6%
BARBARA INGRAM HIGH	333	61	14	75	22.5%	20.5%	2.0%
CASCADE ELEMENTARY	125	41	11	52	41.6%	37.7%	3.9%
CLEAR SPRING ELEMENTARY	325	91	19	110	33.8%	35.4%	-1.6%
CLEAR SPRING MIDDLE	341	102	24	126	37.0%	36.3%	0.7%
CLEAR SPRING HIGH	461	97	17	114	24.7%	26.5%	-1.8%
EASTERN ELEMENTARY	431	343	0	343	79.6%	79.6%	0.0%
FOUNTAINDALE ELEMENTARY	329	109	17	126	38.3%	39.4%	-1.1%
FOUNTAIN ROCK ELEMENTARY	226	64	6	70	31.0%	38.8%	-7.8%
MARSHALL STREET CENTER	44	29	0	29	65.9%	65.9%	0.0%
JOB DEVELOPMENT CENTER	33	13	0	13	39.4%	41.2%	-1.8%
HANCOCK ELEMENTARY	196	82	11	93	47.4%	59.7%	-12.3%
HANCOCK MIDDLE/HIGH	231	95	15	110	47.6%	47.9%	-0.3%
HICKORY ELEMENTARY	268	229	0	229	85.4%	85.2%	0.2%
E.RUSSELL HICKS MIDDLE	886	451	77	528	59.6%	58.8%	0.8%
EMMA K. DOUB ELEMENTARY	317	177	0	177	55.8%	56.0%	-0.2%
JONATHAN HAGER ELEMENTARY	362	250	0	250	69.1%	69.3%	-0.2%
LINCOLNSHIRE ELEMENTARY	451	325	0	325	72.1%	71.9%	0.2%
MAUGANSVILLE ELEMENTARY.	624	248	23	271	43.4%	48.3%	-4.9%
GREENBRIER ELEMENTARY	195	35	6	41	21.0%	23.0%	-2.0%
NORTH HAG. HIGH	1317	552	93	645	49.0%	46.9%	2.1%
NORTHERN MIDDLE	812	405	33	438	53.9%	56.2%	-2.3%
OLD FORGE ELEMENTARY	283	67	17	84	29.7%	29.7%	0.0%
PANGBORN BLVD. ELEMENTARY	629	469	0	469	74.6%	74.6%	0.0%
PARAMOUNT ELEMENTARY	363	99	3	102	28.1%	32.6%	-4.5%
PLEASANT VALLEY ELEMENTARY	176	46	5	51	29.0%	28.9%	0.1%
POTOMAC HGTS ELEMENTARY	297	151	11	162	54.5%	52.3%	2.2%
ROCKLAND WOOD ELEMENTARY	549	155	14	169	30.8%	31.2%	-0.4%
RUTH ANN MONROE PRIMARY	470	346	0	346	73.6%	73.7%	-0.1%
SALEM AVE. ELEMENTARY	539	416	0	416	77.2%	77.1%	0.1%
SHARPSBURG ELEMENTARY	287	57	11	68	23.7%	27.1%	-3.4%
SMITHSBURG ELEMENTARY	302	78	4	82	27.2%	26.6%	0.6%
SMITHSBURG HIGH	731	172	25	197	26.9%	28.9%	-2.0%
SMITHSBURG MIDDLE	569	193	35	228	40.1%	40.0%	0.1%
SOUTH HAG. HIGH	1376	780	114	894	65.0%	61.2%	3.8%
TECHNICAL HIGH SCHOOL	556	117	42	159	28.6%	40.4%	-11.8%
WESTERN HGTS. MIDDLE	948	540	47	587	61.9%	58.8%	3.1%
WILLIAMSPORT ELEMENTARY	482	205	22	227	47.1%	52.0%	-4.9%
SPRINGFIELD MIDDLE	847	373	32	405	47.8%	46.7%	1.1%
WILLIAMSPORT HIGH	899	312	48	360	40.0%	38.3%	1.7%
ANTIETAM ACADEMY	89	78	0	78	87.6%	87.4%	0.2%
FAMILY CENTER	9	6	0	6	66.7%	73.7%	-7.0%
<b>Totals</b>	<b>21136</b>	<b>9205</b>	<b>857</b>	<b>10062</b>	<b>47.6%</b>	<b>47.8%</b>	<b>-0.2%</b>

**Appendix**

**School Attendance Zones**



P E N N S Y L V A N I A

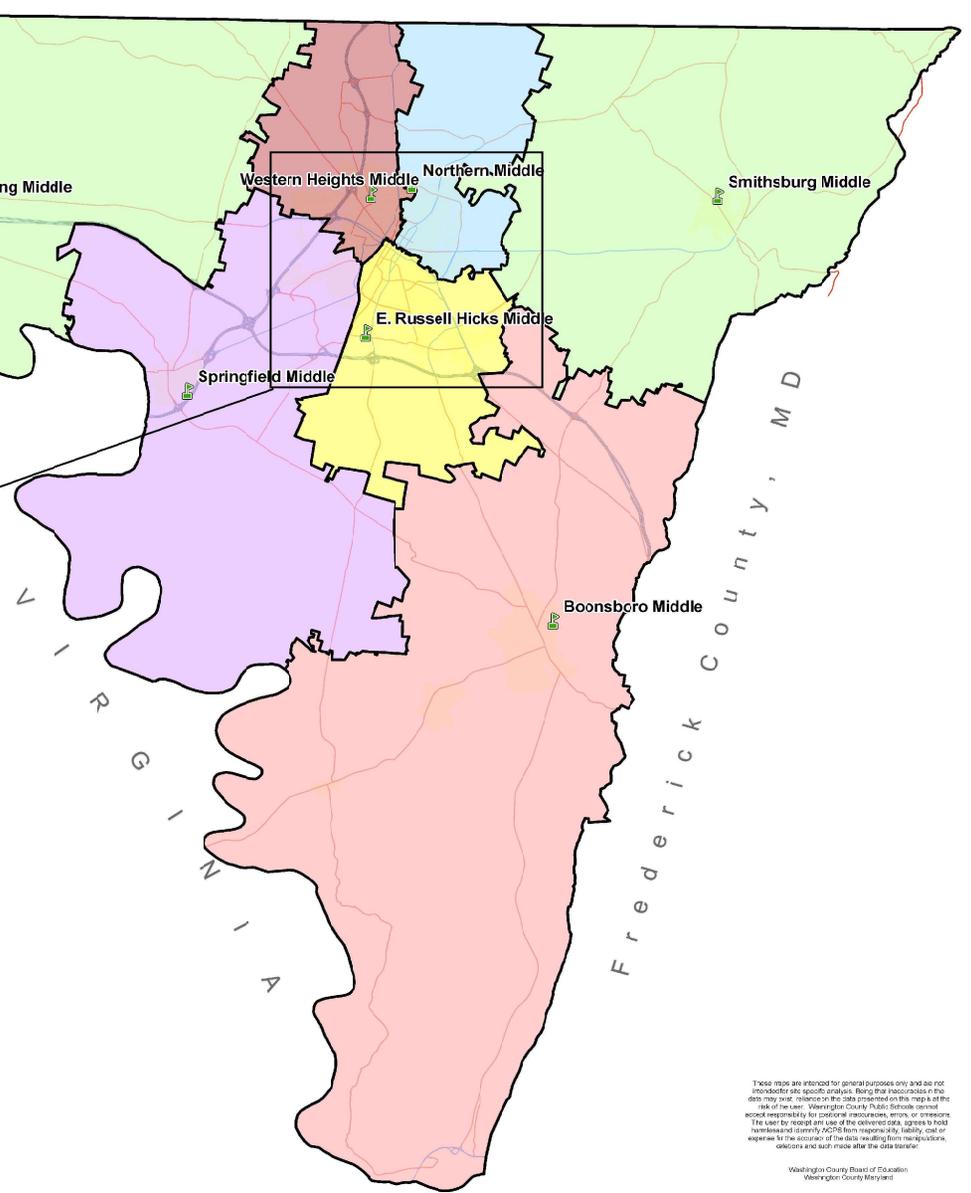
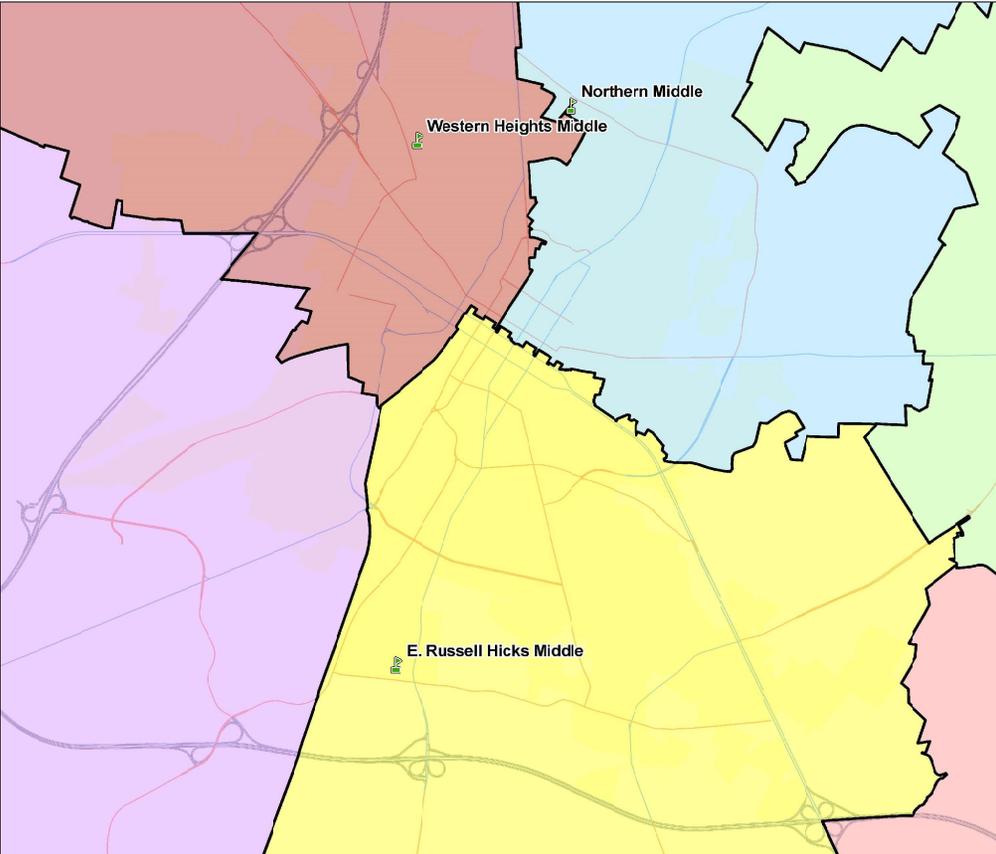
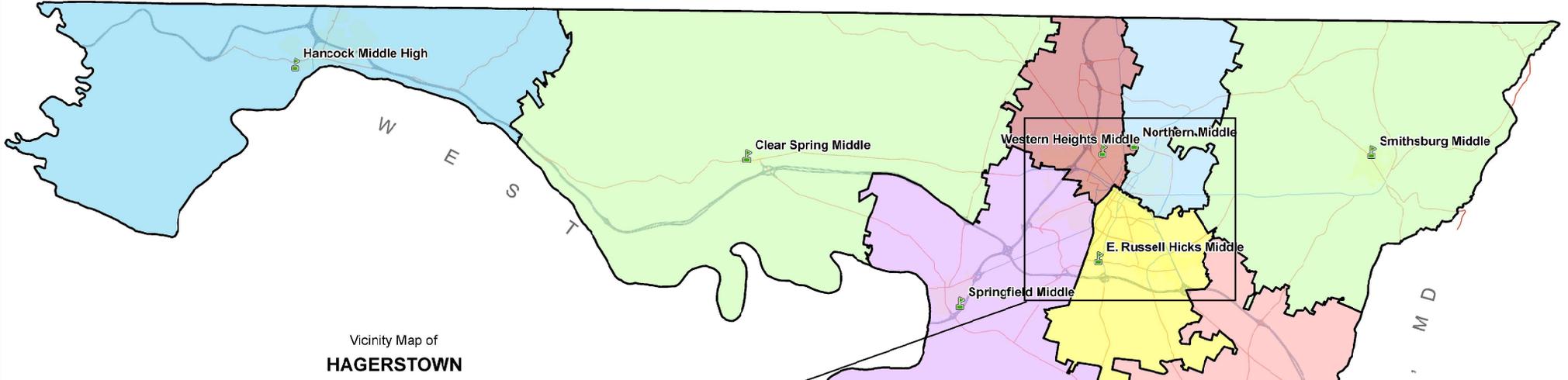


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**2020 ELEMENTARY ATTENDANCE ZONES**

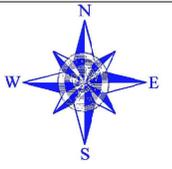


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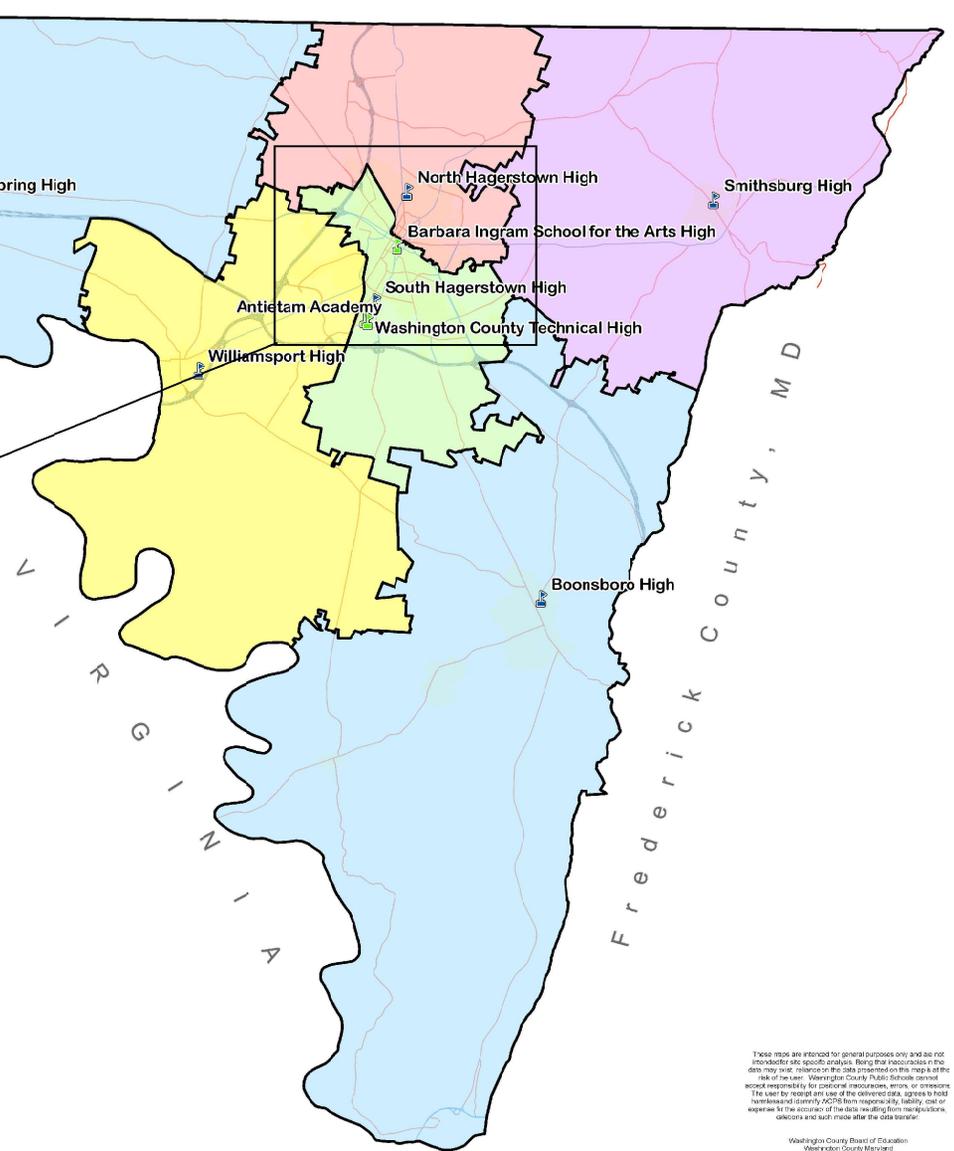
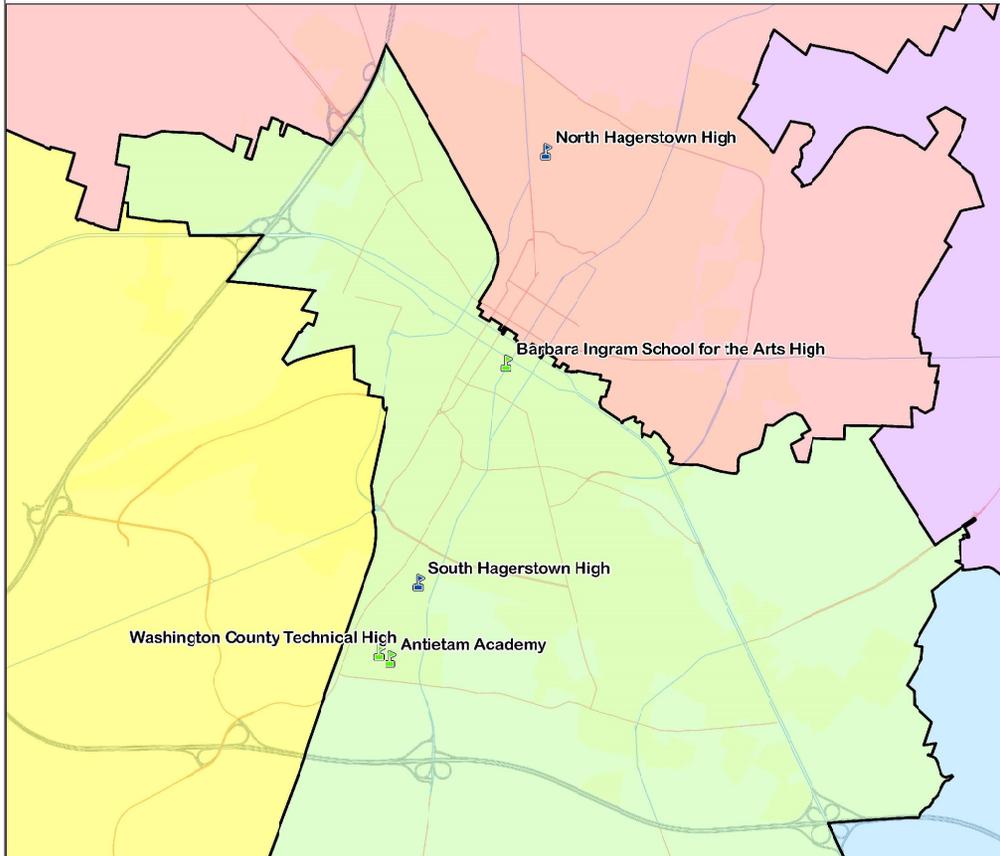
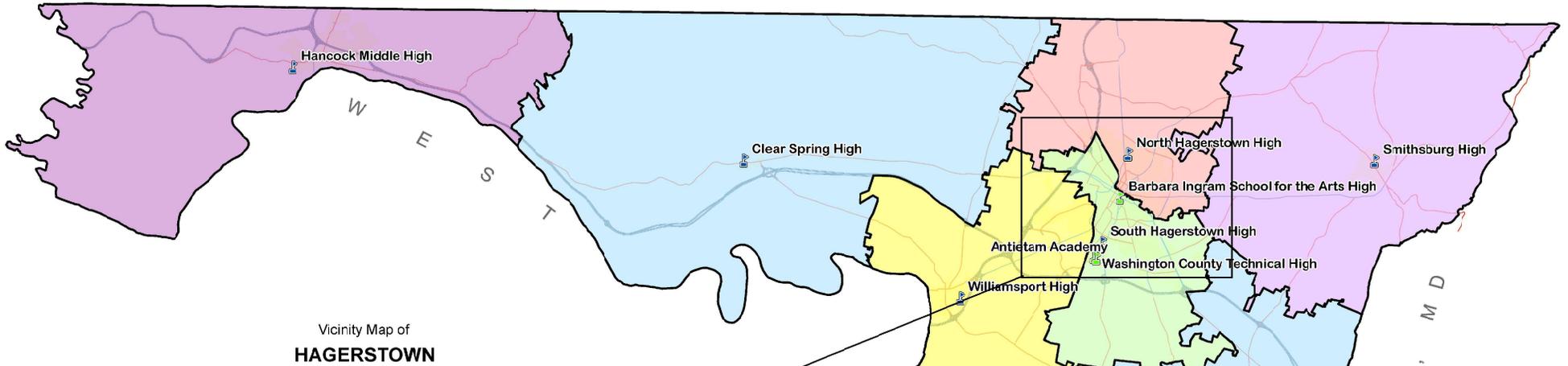


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## 2020 MIDDLE ATTENDANCE ZONES



P E N N S Y L V A N I A



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Washington County Board of Education  
Washington County Maryland

## **2020 HIGH ATTENDANCE ZONES**

-  Conventional high school
-  Specialized high school without attendance zone