

**East Silver Spring/Sligo Creek/Takoma Park/Piney Branch  
Elementary Schools**

**Boundary Advisory Committee – Agenda Meeting #1**

March 12, 2008

[www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Boundary.htm](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary.htm)

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**History of Activities and Board of Education (BOE) Actions  
East Silver Spring/Sligo Creek/Takoma Park/Piney Branch  
Elementary Schools  
March 12, 2009**

January 1995	Advisory Committee explored options for incorporating the outcome of the City of Takoma Park referendum in November 1995 (Takoma Park unified in Montgomery County in 1997).
March 1996	Board of Education (BOE) action to open a new school to accommodate the City of Takoma Park students (Sligo Creek Elementary School)
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November 1997	BOE action to operate two separate schools, one elementary (Sligo Creek ES) and one middle (Silver Spring International MS), former Blair HS on Wayne Avenue; and locate the French Immersion program at the elementary school. beginning in September 1999.
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Dec. 1997–Jan. 1998	Blair Cluster Boundary Advisory Committee formed to evaluate options for elementary and middle school boundaries in the Blair Cluster when the new elementary and middle school opened.
March 1998	BOE action to establish boundaries for Sligo Creek ES and Silver Spring International MS at the Wayne Avenue facility. <ul style="list-style-type: none"><li>• Neighborhoods from East Silver Spring, Highland View, and Rolling Terrace elementary schools were reassigned to Sligo Creek ES.</li><li>• Some areas of the City of Takoma Park Unification area were assigned to Sligo Creek ES (others were assigned to Takoma Park/Piney Branch elementary schools).</li></ul>
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Feb. 2002–Oct. 2003	In response to community and staff questions regarding the articulation of East Silver Spring, Takoma Park, and Piney Branch elementary schools, the superintendent convened a roundtable discussion group to explore changes to the articulation patterns of the three schools.
March 2004	BOE action to change the articulation pattern for East Silver Spring ES from grades K–3 to grades K–2.  Implementation of new articulation for East Silver Spring ES occurred in August 2004
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**History of Activities and Board of Education (BOE) Actions  
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Elementary Schools  
March 12, 2009**

Dec. 2005–Feb. 2006 A roundtable discussion group was convened to explore long-range approaches to provide additional capacity for Sligo Creek and Takoma Park elementary schools. Since Takoma Park ES (Grades K–2) is paired with Piney Branch ES (Grades 3–5) and Piney Branch ES also is paired with East Silver Spring ES (Grades K–2), Piney Branch and East Silver Spring elementary schools were invited to participate in the process of reviewing long-range approaches to address the facility concerns for all of four these schools.

March 2006 BOE action to provide additional capacity for Sligo Creek and Takoma Park elementary schools.

- Reorganize East Silver Spring ES for Grades pre-K–5 beginning in August 2009 with Grade 3.
  - Construct classroom additions at East Silver Spring and Takoma Park elementary schools.
  - Conduct a boundary study in spring 2009 to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools.
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# East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park Elementary Boundary Study

March 25, 2009

## Enrollment Projections and Demographics for Schools in Scope of Study

Schools	Capacity	Official Enrollment 2008–2009	Projected Enrollment						Demographics, 2008–09						
			2009–10	2010–11	2011–12	2012–13	2103–14	2014–15	% Afri.- Amer.	% Asian- Amer.	% Hispanic	% White	% FARMS	% ESOL	
<b>East Silver Spring ES</b> <i>space</i>	<b>354</b> 541	<b>228</b> 126	<b>296</b> 58	<b>363</b> 178	<b>435</b> 106	<b>450</b> 91	<b>460</b> 81	<b>470</b> 71		55.7%	7.9%	21.9%	14.5%	63.6%	49.6%
<b>Takoma Park ES</b> <i>space</i>	<b>290</b> 562	<b>399</b> -109	<b>400</b> -110	<b>419</b> 143	<b>421</b> 141	<b>424</b> 138	<b>425</b> 137	<b>428</b> 134		36.3%	7.3%	8.5%	47.6%	22.6%	18.5%
<b>Piney Branch ES</b> <i>space</i>	<b>565</b>	<b>483</b> 82	<b>478</b> 87	<b>460</b> 105	<b>429</b> 136	<b>445</b> 120	<b>452</b> 113	<b>454</b> 111		46.0%	6.9%	15.4%	31.7%	33.3%	8.5%
<b>Sligo Creek ES (all enrollment)</b> <i>space</i>	<b>532</b>	<b>615</b> -83	<b>622</b> -90	<b>628</b> -96	<b>630</b> -98	<b>648</b> -116	<b>645</b> -113	<b>640</b> -108		28.0%	6.5%	15.6%	49.3%	22.6%	9.3%
<b>Sligo Creek ES (French Immersion)</b>		<b>282</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>		15.9%	6.7%	4.6%	72.7%	5.0%	0.0%
<b>Sligo Creek ES (Academy Program)</b>		<b>333</b>	<b>322</b>	<b>328</b>	<b>330</b>	<b>348</b>	<b>345</b>	<b>340</b>		38.2%	6.3%	24.9%	29.4%	37.5%	17.1%
<b>TOTAL</b>	<b>1741</b> 2200	<b>1725</b> 16	<b>1796</b> -55	<b>1870</b> 330	<b>1915</b> 285	<b>1967</b> 233	<b>1982</b> 218	<b>1992</b> 208							
<b>Silver Spring Int'l MS</b> <i>space</i>	<b>1029</b>	<b>728</b> 301	<b>744</b> 285	<b>718</b> 311	<b>738</b> 291	<b>757</b> 272	<b>821</b> 208	<b>858</b> 171		30.6%	7.6%	37.5%	24.3%	44.5%	8.1%
<b>Takoma Park MS</b> <i>space</i>	<b>863</b>	<b>834</b> 29	<b>840</b> 23	<b>803</b> 60	<b>834</b> 29	<b>833</b> 30	<b>820</b> 43	<b>792</b> 71		29.9%	20.3%	15.7%	33.9%	25.5%	4.1%
<b>Takoma Park MS (Magnet)</b>		<b>313</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>		10.9%	45.2%	4.2%	39.7%	7.0%	0.0%
<b>Takoma Park MS (Regular Program)</b>		<b>521</b>	<b>540</b>	<b>503</b>	<b>534</b>	<b>533</b>	<b>520</b>	<b>492</b>		41.4%	5.4%	22.6%	30.6%	36.7%	6.5%

Note: Official enrollment for 2008-09 is as of September 30th. Enrollment projections for 2009-10 reflect March 2, 2009 revision.  
 Additions at East Silver Spring ES (new capacity 541) and Takoma Park ES (new capacity 562) open in August 2010.

# **East Silver Spring, Piney Branch, Sligo Creek and Takoma Park Elementary Schools Boundary Advisory Committee (BAC) Charge March 12, 2009**

## **Background**

On November 20, 2008, the Board of Education authorized a boundary study to review the boundaries for East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools, and their attendant middle schools—Silver Spring International and Takoma Park middle schools. Current enrollment at Sligo Creek and Takoma Park elementary schools exceeds capacity, and these schools are projected to remain over capacity for the next six years.

In winter 2006, a roundtable discussion group explored options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from the four schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to construct an 8-room addition at East Silver Spring Elementary School so that it can reorganize to Grades Pre-K–5 beginning in August 2009 with Grade 3. The plan also includes a 16-room addition to Takoma Park Elementary School to relieve overutilization at Takoma Park Elementary School and to provide capacity to accommodate students from Sligo Creek Elementary School.

## **Scope and Phasing of the Boundary Study**

The Board of Education established the scope of the boundary study to include East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools; and Silver Spring International and Takoma Park middle schools. The two middle schools are included in the study because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School, while Sligo Creek Elementary School articulates to Silver Spring International Middle School. Elementary school and middle school assignments will be considered in the boundary study. This boundary study, as with all boundary studies, will consist of three phases: phase 1, from March 2009 to June 2009, will be the BAC review; phase 2, from June 2009 to October 2009, will be the superintendent's review and recommendation; and phase 3, in November 2009, will be the Board of Education work session, public hearing, and decision. Adopted boundary changes will be implemented in August 2010 when the additions at East Silver Spring and Takoma Park elementary schools open.

## **Desired Outcome of the BAC Phase**

The desired outcome of the BAC phase is an evaluation of MCPS staff-developed elementary school boundary options, related middle school boundary options, and identification of community concerns and issues. At the conclusion of the BAC process, a report to the superintendent will be submitted from the BAC that will include an evaluation of options by advisory committee members and PTA position papers. The report to the superintendent is due by June 10, 2009.

## **Community Representation for the BAC Phase**

Representatives from each of the potentially affected schools—East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools and Silver Spring International and Takoma Park middle schools—will serve on the committee. In addition, the cluster coordinators for the Montgomery Blair and Northwood clusters will serve on the committee. The role of committee members is to represent the issues and concerns of their schools. Committee members will assist in the development of committee criteria that will be used by MCPS staff to develop boundary options. Committee members will evaluate boundary options using the committee criteria. Committee members also serve as liaisons to the communities they represent—informing their respective communities of committee progress and boundary options as they develop. Committee members, in turn, are responsible for bringing input received from their communities to the committee.

## **Meeting Schedule for the BAC Phase**

The BAC will meet on the following dates: March 12 and 25, 2009; April 22, 2009; May 6, 2009; and if needed, May 20, 2009 and June 3, 2009. All meetings will be held in Takoma Park Middle School Media Center, from 7:30 p.m. to 9:00 p.m. In addition to committee meetings, there will be two public information meetings held—one at the outset of the process on February 24, 2009, to explain the process; and one near the end of the process on May 27, 2009, to review all options developed for the committee by MCPS staff. The public information meetings will be held in the cafeteria of Takoma Park Middle School, from 7:30 p.m. to 9:00 p.m.

As boundary study materials become available, they will be posted on:

[www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Boundary.htm](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary.htm)

**East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park Elementary Schools**  
**Boundary Advisory Committee**  
**Process Outline**

<u>Meeting #</u>	<u>Date</u>	<u>Topic</u>
-	2/24/2009	Community-wide meeting to present process and timeline
1	3/12/2009	Committee charge, overview of process, timeline, review of zones to build options, development of criteria to evaluate options
2	3/25/2009	Staff presents first set of options
3	4/22/2009	Feedback on first set of options
4	5/6/2009	If needed, staff presents a second set of options. If second set of options is not needed than committee members review report and submit option evaluations and PTA position papers
5	5/20/2009	Feedback on second set of options and draft committee report (if needed)
-	5/27/2009	Community-wide meeting to present options and get feedback
6	6/3/2009	Committee members submit option evaluations and schools submit PTA position papers (if needed)
-	6/10/2009	Committee report (option evaluations and position papers) due to superintendent
Mid-Oct. 2009		Superintendent's recommendation to the Board of Education
Early Nov. 2009		Board of Education boundary work session
Mid Nov. 2009		Board of Education boundary and Capital Improvements Program (CIP) public hearing
End of Nov. 2009		Board of Education action on boundaries and CIP items
August 2010		Boundary changes implemented with opening of additions at East Silver Spring and Takoma Park elementary schools

- \* PTA monthly meetings are coordinated with the boundary committee process schedule.
- \* All committee meetings will be held from 7:30 to 9:00 p.m. at Takoma Park Middle School in the media center.
- \* The two public information meetings will be held from 7:30 to 9:00 p.m. at Takoma Park Middle School in the cafeteria.
- \* Information regarding the boundary study is posted on the MCPS Web site as it becomes available on:

**[www.montgomeryschoolsmd.org/departments/planning/CommunityInfo\\_Boundary.htm](http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary.htm)**

# Montgomery County Public Schools

## Boundary Study Process

### Community Involvement Process

#### Purpose of the Process

The purpose of community involvement in school boundary studies is to solicit community input for the superintendent to review prior to making a boundary change recommendation to the Board of Education. The process also provides community input for the Board of Education to consider before it makes a final decision. The process is guided by the Board of Education Long-range Educational Facilities Policy (FAA) and Regulation FAA RA.

#### Community Representation

Cluster coordinators work with their PTA leaders to identify representatives to serve on a boundary advisory committee. In addition, high school student representatives may serve on high school boundary studies. Principals are charged with identifying these student representatives. There is a degree of flexibility in terms of boundary advisory committee size and number of representatives per school. The composition of the committee is determined in consultation with cluster coordinators and Division of Long-range Planning (DLRP) staff.

#### Committee Responsibilities

The role of boundary advisory committees is primarily to advise the superintendent on community issues and desires regarding boundary changes. Representatives on these committees are responsible for participating in committee discussions, sharing committee activities with the communities they represent, fairly representing the views of their communities during the process, evaluating staff-developed options, and transmitting a report on the committee work at the end of the process to the superintendent and the Board of Education. School PTAs also may attach position papers to the committee report.

#### DLRP Staff Responsibilities

DLRP staff conducts public information meetings at the beginning and near the end of the process. DLRP staff facilitates committee meetings, responds to requests for information, develops boundary options, and assists the committee in compiling its report to the superintendent.

#### Public Information Meetings

DLRP staff conducts two public information meetings for the community. The first meeting occurs before the first committee meeting and is intended to provide information on why a boundary change process is needed, how it will be conducted, and what the timeline for decision-making will be. The second meeting occurs near the end of the committee process to advise the broader community of the options developed and to gather community feedback on option preferences.

#### Committee Meetings

The boundary advisory committee process is conducted over the course of four to six structured meetings. Committee meetings are usually scheduled every other week. This schedule allows time for committee members to get back to their constituents through PTA meetings and special community meetings. In some cases, more frequent committee meetings may be necessary. A description of the activities for each committee meeting follows.

## **Committee Meeting #1**

At the first committee meeting, ground rules are established, committee member roles and staff member roles are clearly defined, an explanation of the process and timeline for meetings is discussed, and data on enrollment trends and facility utilization is provided. DLRP staff then facilitates a discussion of the criteria that are important to committee members in redrawing school boundaries. The committee criteria are used by staff in developing boundary options, and by the committee in evaluating boundary options. The committee also reviews a map showing zones used for the development of options.

## **Committee Meeting #2**

At the second committee meeting, DLRP staff presents the first round of boundary options and discusses how each option addresses the committee criteria. Three to five options are usually presented at this meeting. Following the second committee meeting, representatives are urged to conduct PTA meetings to solicit feedback on the pros and cons of the first round of boundary options.

## **Committee Meeting #3**

At the third committee meeting, DLRP staff facilitates a discussion on the first round of boundary options by asking committee members to discuss the pros and cons for the options in terms of how well each option addresses the committee criteria. At the close of the discussion, the committee is asked whether it feels a second round of options is needed to better address committee criteria. A maximum of ten options may be developed throughout the process. If no second round of boundary options is requested, then meetings 4 and 5 may be cancelled.

## **Committee Meeting #4 (if needed)**

If a second round of boundary options is requested, DLRP staff presents these options in the same manner as the first round of boundary options. At the close of the meeting, committee members are urged to seek community input on the second round, as they did on the first round, and be prepared at the next meeting to discuss pros and cons of each option.

## **Committee Meeting #5 (if needed)**

If a second round of options has been developed, committee members repeat the process of presenting pros and cons as was done for the third meeting.

## **Committee Meeting #6**

A draft committee report is prepared by the DLRP staff to present a neutral discussion of the committee process and concerns raised by the committee members. At this meeting, the committee report is finalized and member evaluation forms for all options are collected. In addition to committee evaluation of options, school PTAs may submit position papers for inclusion in the report.

## **Superintendent and Board of Education Process**

Most boundary advisory committees meet in the spring. After reviewing the boundary options and committee input with staff, the superintendent prepares a recommendation to the Board of Education for boundary changes in mid-October as part of the CIP process. The Board of Education conducts a work session in early November during which Board of Education members may request that alternatives to the superintendent's recommendation be developed for consideration. To be officially considered, a Board member requested alternative must receive a majority vote of Board members. The Board work session is followed in mid-November by a public hearing on the superintendent's recommendation and any Board of Education requested alternatives. After the public hearing, the Board of Education takes action on boundary changes in late November. In most cases, adopted boundary changes are implemented the following school year. If the boundary advisory committee meets in the winter, then the superintendent issues a recommendation in February, and the Board of Education action occurs in March.

# **Boundary Advisory Committee**

## **Committee Role**

### **The role of the committee is:**

- to generate the committee criteria that will be used by staff to develop boundary options and for the committee to evaluate boundary options,
- to share information with school PTAs and the general community as committee criteria and options are presented,
- to evaluate staff developed options using the committee generated priorities and perform a written narrative evaluation of each option,

### **And, if necessary after reviewing the first round of options:**

- to ask staff to develop a second round of options. A maximum of ten options may be developed over the course of the two rounds of option development, in efforts to best meet the committee criteria.

### **The committee as a body will not develop, vote on, or rank options.**

The committee report will contain the individual committee member's evaluations of all options developed by staff along with optional reports from PTAs, to be included in the appendix of the report.

Individual community members will be given the opportunity to comment and provide feedback on options at the community information meeting.

## **Staff Role**

- Facilitate committee meetings
- Develop boundary options
- Provide information requested by the committee

# **Boundary Advisory Committee**

## **Ground Rules**

1. Be true to the charge
2. Share openly
3. Participate enthusiastically
4. Give and receive constructive feedback
5. Appreciate everyone's ideas
6. Suspend judgment
7. Limit discussions to the topic
8. Do homework and be prepared
9. Abide by decisions made by the facilitator
10. Cell phones—turn off, vibrate, or answer on first ring
11. Start and end meetings on time

# Criteria for Boundary Advisory Process

**Definition:** A standard on which an evaluation or analysis may be based.

## Areas of Focus for Boundary Studies

(Board of Education Regulation FAA-RA pp. 9–11)

1. Facility
  - a. Utilization of building
  - b. Fiscally responsible plan to minimize capital and operating costs
2. Population
  - a. Socioeconomic
  - b. ESOL
  - c. Racial/Ethnic compositions
3. Geography
  - a. Plans should be limited to the high school cluster area
  - b. As much as possible, service areas should be contiguous communities surrounding school
  - c. Walking access to school should be maximized
  - d. Transportation distances should be minimized
4. Stability
  - a. Plans should result in as long a period as possible
  - b. Consideration of recent boundary changes that may affect the same students

## Examples

- All schools within capacity
- Minimize transportation distances
- Promote comparable demographic school profiles
- Provide stable boundaries for the future

**The Committee will develop its own criteria**