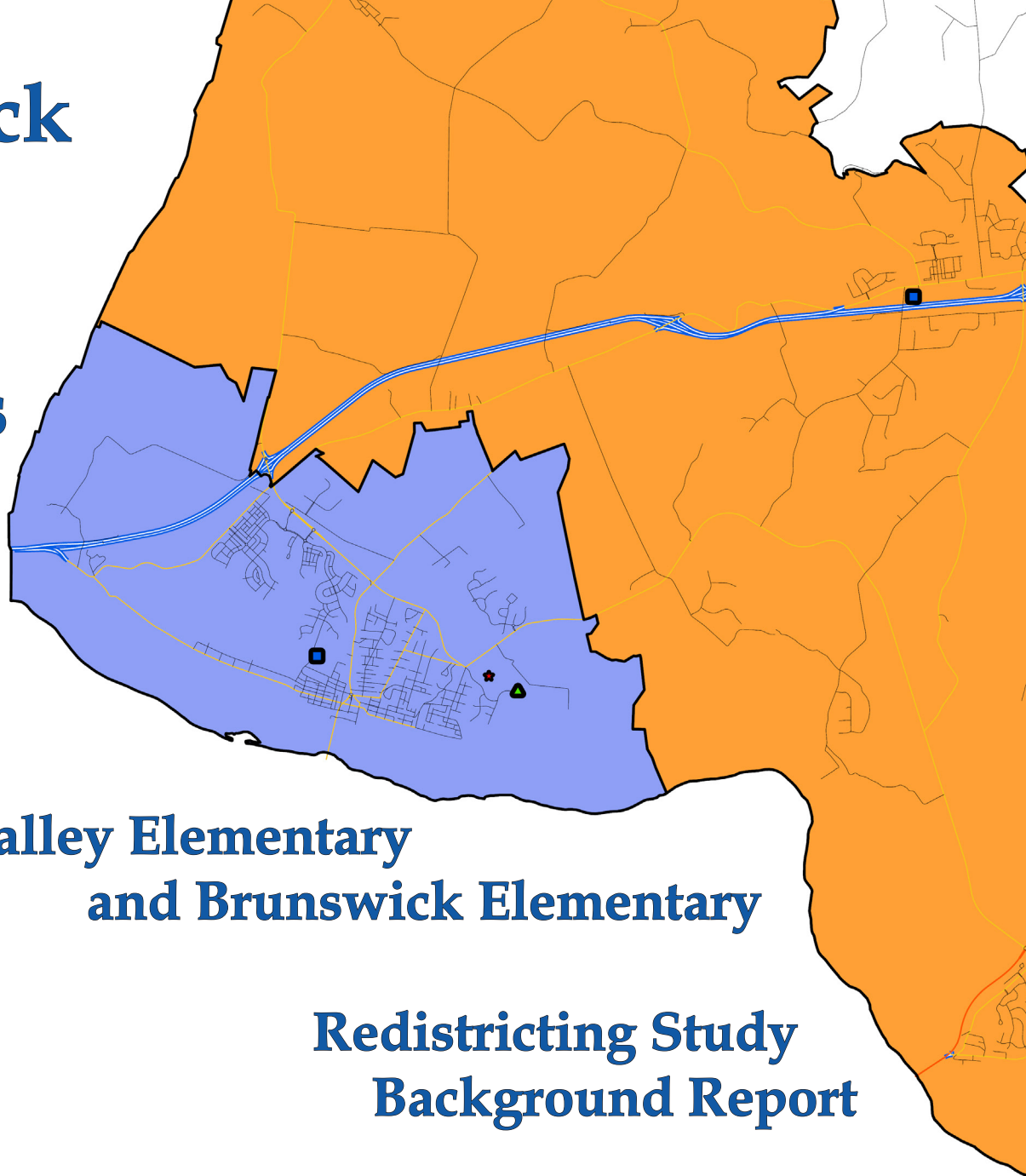


# Frederick County Public Schools



**Valley Elementary  
and Brunswick Elementary**

**Redistricting Study  
Background Report**

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## **Background and Scope of Work**

A replacement for Valley Elementary school will open at the beginning of the Fall 2025-26 school year, with an additional 246 seats. Brunswick Elementary school is currently operating at 110% capacity and projected to be 109% by 2025. Valley is projected to open at 73% of capacity. The focus of this redistricting process will be to study the attendance boundaries for Valley and Brunswick Elementary schools and adjust to balance utilization between the two schools. Only Valley and Brunswick Elementary Schools are part of the study area, and no other schools are anticipated to be impacted with the redistricting recommendation. There will be no Middle or High School boundary adjustments as a result of this process since both schools feed to Brunswick Middle and High schools.

The redistricting study is tasked with meeting the following key objective:

- Balance the utilization of elementary schools in the study area

Guidance throughout the project will be provided by the Board of Education of Frederick County (BOE) Policy 200 School Attendance Areas and Redistricting, and FCPS Regulation 200-01 Redistricting (Both in Appendix D). Goals, as outlined in the BOE Strategic Plan, will also serve as direction to the staff with regards to community engagement and the preparation of recommendations to the BOE.

### ***Scope of Work***

Brunswick Elementary and Valley Elementary are the only school attendance areas that are included in the redistricting study.

The study will be led by Cropper GIS with support from FCPS, fiscal services, curriculum, and communication staff as well as school administration and staff. The redistricting study will be guided by Board of Education Policy 200 and Regulation 200-01. Both of which can be found in Appendix D of this report.

Cropper GIS, with assistance from FCPS Staff, will collect data and evaluate options. After an initial phase of data collection and discussion with the school communities, Cropper GIS will develop a draft options that will be presented to the BOE. Following presentation to the Board of Education, Cropper GIS will present these draft options to the communities for comment. Comments can also be shared by completing the survey or by filling out a comment sheet on the project webpage. The BOE will hold a workshop in December to review community comments and provide direction for finalizing new attendance boundaries.

The redistricting study is expected to take 7 months to complete beginning in August 2024. Completion of the study by February 2025 will allow time for new bus routes to be created and school administration to adjust staffing in response to new attendance boundaries and enrollment projections. The new attendance boundaries will go into effect with the start of the 2025-26 school year.

### **FCPS Redistricting Study Factors**

The Board of Education Policy 200 establishes conditions under which school attendance boundary adjustments will be made. Within Policy 200 is a list of factors to be examined when making boundary adjustments. Policy 200 and the factors can be found in Appendix D of this report or on the FCPS web site at:

<https://apps.fcps.org/legal/documents/200>

### **FCPS Factors**

- i. Efficient use of available capacity across the district;
- ii. Long-range enrollment projections, capacity needs, and planned capital projects;
- iii. Fiscal responsibility to minimize capital and operating costs whenever feasible;
- iv. Proximity to schools in order to maximize walkers and minimize distance or time of bus routes;
- v. Establish areas that are, as much as practical, made up of contiguous communities;
- vi. Student demographic characteristics; specifically, socioeconomic composition of each school's student population, number of multilingual learners, and students receiving special education supports. This data is used to help ensure the needed supports are available to students once revised attendance boundaries are enacted;
- vii. Creating boundaries that keep groups of students together from one school to the next. (e.g., avoid split feeders of less than 15% at the receiving school).

### Redistricting Study Process

This process has four phases:

Phase 1. Data Collection

Phase 2. Data Assimilation

Phase 3. Background Report Development

Phase 4. Data Analysis and Options Development: FCPS Staff/Consultant Meetings and Public Engagement Sessions

#### *Phase 1. Data Collection*

Data availability and quality are central to boundary studies. Fortunately, Frederick County Public Schools, and Frederick County have provided a comprehensive collection of school system, and county data, including:

- A wide array of GIS data,
- Student enrollment data (historic and current),
- Current & planned school facility data, and
- Pertinent FCPS policies and regulations.

Data collection efforts have been underway throughout the summer, and information will continue to be collected through the study as deemed necessary. Public input will be encouraged throughout the study.

#### *Phase 2. Data Assimilation*

Once data is collected, it is necessary to integrate it into GIS to enable quick and efficient analysis and options development. A wide array of data has already been incorporated into maps and tables. Data will be aggregated into what is referred to as 'planning blocks'. More information about planning blocks can be found on page 5, in the Map Analysis section. Data assimilation is a continuous process, and more information that is deemed useful per ongoing study and public input will be created through the course of the study.

#### *Phase 3. Background Report Development*

This background report was completed in August 2024 so that it could be distributed to:

- FCPS staff
- School Administration and Community
- Members of the public via community engagement meeting and the FCPS website

The background report is not a static document, but it will be revised, updated, and grown as additional data becomes available. Revisions of this document will be published on the webpage as it becomes available. Additional documents and proposed attendance area maps will also be published on the webpage.

#### *Phase 4. Data Analysis & Options Development: FCPS Staff/Consultant Meetings and Public Engagement Sessions*

Noted in the timeline, Cropper GIS, in collaboration with FCPS staff, will analyze data, review attendance boundaries, and develop boundary scenarios. The resulting work will be presented at public engagement sessions. Valuable information will also be gathered via community surveys that will take place after the public meeting.

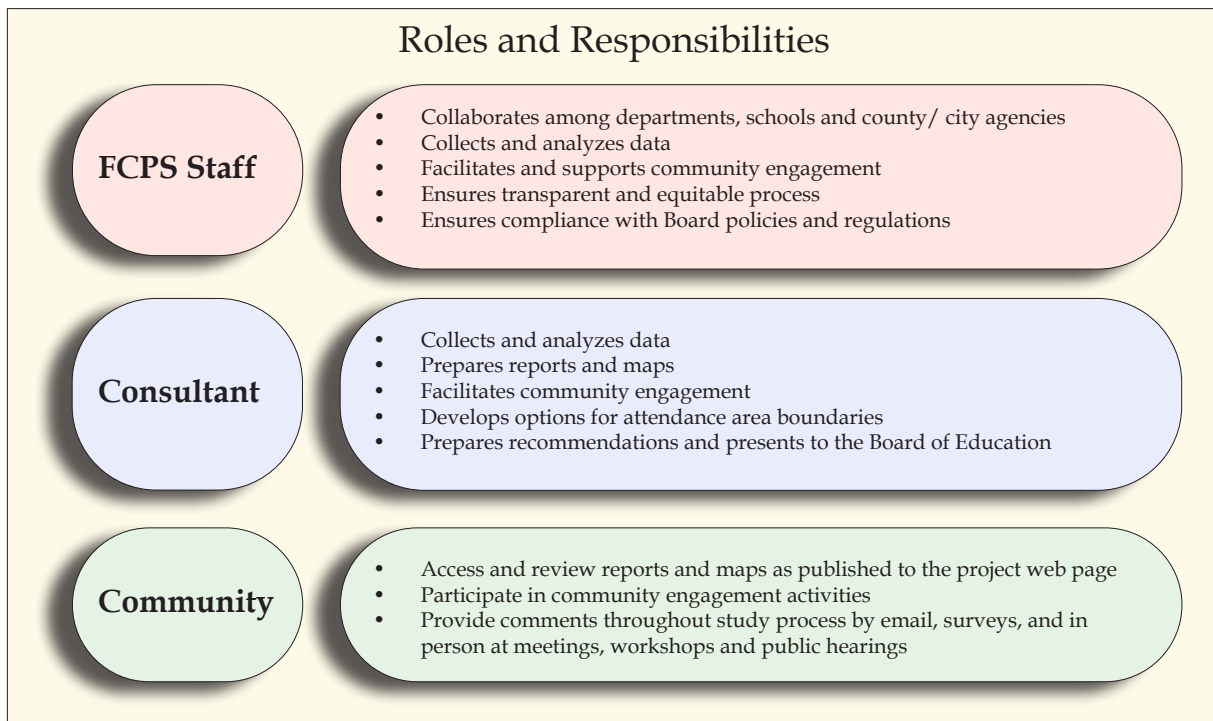


**Community Engagement**

Throughout the entire project, FCPS will engage the school communities in meaningful activities that allow the community to fully participate in the redistricting study. There will be many opportunities for the school communities to provide input at key points throughout the study. In addition, at every stage of the redistricting study, Cropper GIS and FCPS staff will provide detailed information and regular updates via public meetings, project web page and social media. FCPS is committed to giving the stakeholders a voice in the redistricting study.

Our approach to community engagement is structured to not only effectively disseminate information to the affected stakeholders, but also to bring the community together to provide an opportunity to share their ideas and unique perspectives. A communication plan has been created that is designed to engage our stakeholders and create mechanisms for effective interaction. That, in turn, will help to make the school communities an integral part of the redistricting study.

The table below describes the roles and responsibilities of the stakeholders that will be involved in the redistricting study.





**Study Timeline**

The schedule below presents the redistricting study timeline.

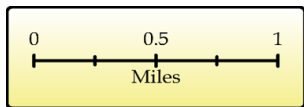
<b>Process &amp; Timeline for Valley Elementary and Brunswick Elementary Redistricting</b>	<b>July 2024</b>	<b>Aug. 2024</b>	<b>Sept. 2024</b>	<b>Oct. 2024</b>	<b>Nov. 2024</b>	<b>Dec. 2024</b>	<b>Jan. 2025</b>	<b>Feb. 2025</b>	
<i>Presentation of Redistricting Scope of Work, Study Area, Process, Schedule, and Community Engagement Plan to the Board of Education (Policy 200.D.3.a)</i>		8/7							
<i>Data Collection</i>									
<i>Options Development / Modification (School System Staff and Consultant) (Policy 200.D.3.e)</i>									
<i>Public Information Session #1 (In-Person) : Present Scope of Work, Schedule, and Community Engagement Plan to Community. No Options shared at this point. Two meetings. One virtual and one in-person. (Policy 200.D.3.d)</i>		8/28							
<i>Presentation of a proposed DRAFT Option to the Board of Education (Policy 200.D.3.e)</i>				10/9					
<i>Public Information Session #2 (In-Person) : Present proposed DRAFT Option to General Public for review and comment. Two meetings. One virtual and one in-person. (Policy 200.D.3.e)</i>				10/17					
<i>BOE Work Session on Public Input Regarding Modifications to the proposed DRAFT Option (Policy 200.D.3.f-g)</i>						12/11			
<i>BOE Public Hearing (Policy 200.D.3.f-g)</i>							1/22		
<i>BOE Vote on Redistricting Plan (Policy 200.D.3.h)</i>								2/12	

### Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix B and are given brief analysis here. While this analysis is helpful, it is urged to closely analyze these maps and share this analysis with FCPS Staff. The local knowledge and personal insight that each individual brings to map analysis will add valuable perspective to this study.

### Mapping Conventions

When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.



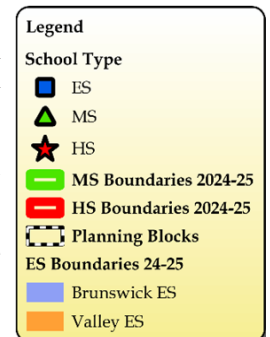
Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a “zoom” function to examine a small area of a map in detail. Each map will also contain a North Arrow that will help the map viewers determine the direction.



Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (blue, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (red, in color copies). In addition to school location symbology, the legend also shows the color of each existing school attendance area in the map.

### Planning Blocks

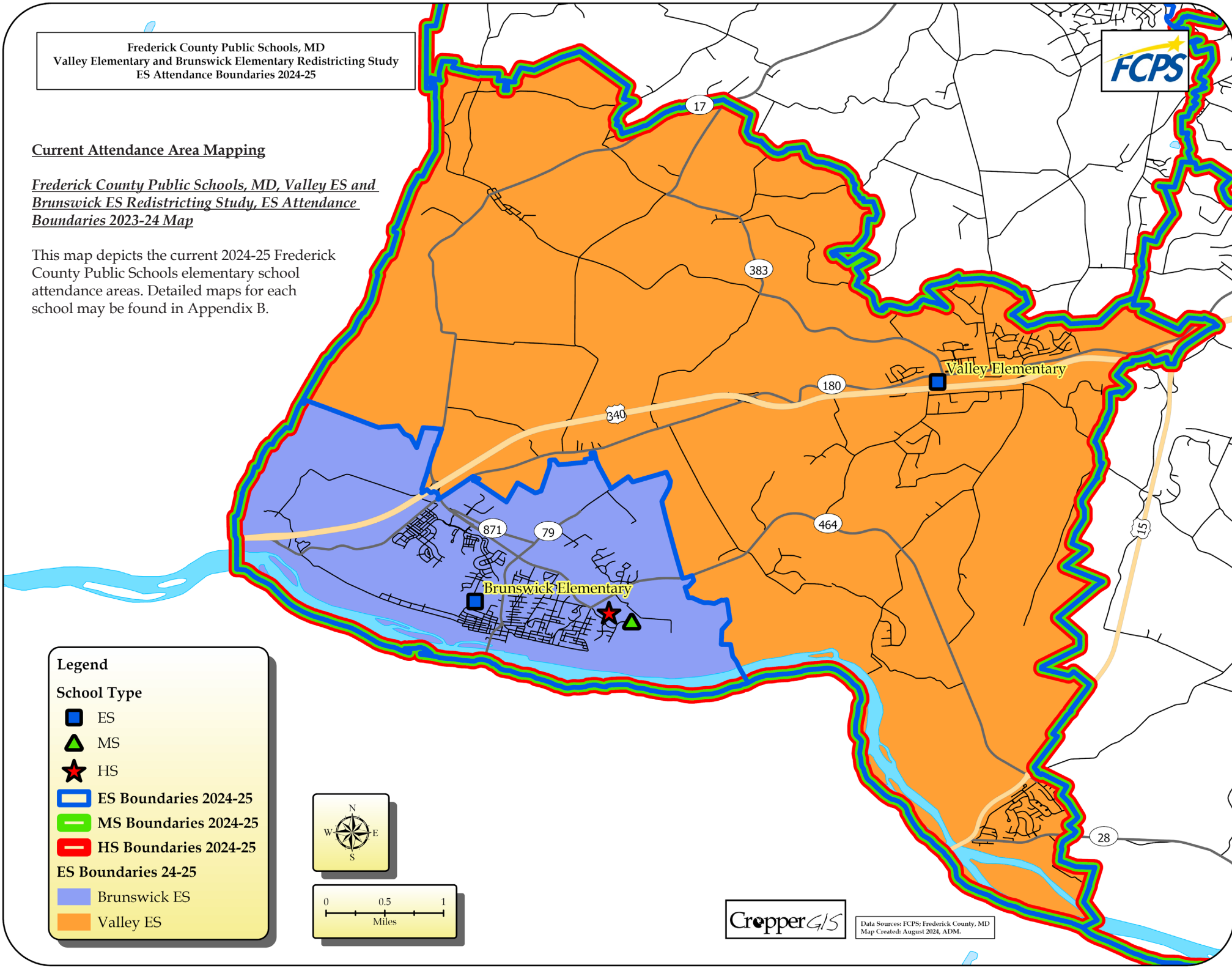
Planning blocks are shown on the map as a black and white outline, and were created to help obtain an understanding of the impact on moving an area. Planning blocks have been drafted by Cropper GIS, with help from FCPS staff. The planning blocks were developed with FCPS Policy 200 redistricting criteria in mind, and align with major roads and communities. The goal is to ensure that if a planning block moves, it is done without splitting a community up if possible, as well as being mindful of how school bus transportation will serve communities (like both sides of the road or down the center of the road). Planning blocks are considered DRAFT through the process, and public input and further ongoing study may result in additional changes/modifications to the planning blocks. A planning block change will be considered if it helps align closer to the Policy 200 criteria.



**Current Attendance Area Mapping**

***Frederick County Public Schools, MD, Valley ES and Brunswick ES Redistricting Study, ES Attendance Boundaries 2023-24 Map***

This map depicts the current 2024-25 Frederick County Public Schools elementary school attendance areas. Detailed maps for each school may be found in Appendix B.



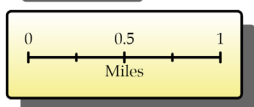
**Legend**

**School Type**

- ES (Blue square)
- MS (Green triangle)
- HS (Red star)

**ES Boundaries 2024-25**

- Brunswick ES (Blue outline)
- Valley ES (Orange outline)





**Live-Attend Mapping**

*Frederick County Public Schools, MD, Valley ES and Brunswick ES Redistricting Study, Brunswick ES Planning Blocks*

Live-Attend Mapping, also located in Appendix B, shows Valley Elementary and Brunswick Elementary, along with tables that describe the Live-Attend statistics of each school’s student population. Here is an example guide for reading these tables:

Total Enrollment (K-5th) – The number of K-5<sup>th</sup> students attending Brunswick ES.

Total Live-In – The number of elementary (K-5<sup>th</sup>) students who live within the school’s attendance area. Therefore, the ‘total-live in’ statistic here indicates there are 775 K-5th grade students living within the Brunswick attendance boundary.

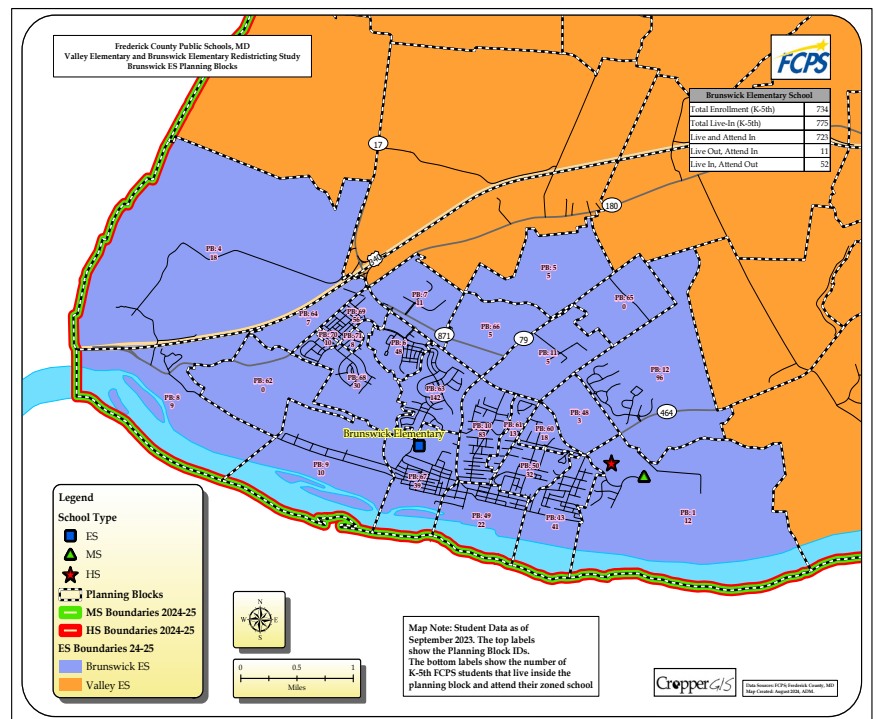
Live and Attend-In – The number of students (K-5<sup>th</sup> grade) who live within the attendance area, and also attend that school. In this example, 723 of 775 K-5<sup>th</sup> grade students who live within the Brunswick attendance zone also attend Brunswick ES.

Live-Out, Attend-In – The number of K-5<sup>th</sup> grade students who live outside of the Brunswick ES attendance area, but attend Brunswick ES.

Live-In, Attend-Out – The number of K-5<sup>th</sup> grade students who live inside the Brunswick ES attendance area, yet attend a different Elementary School.

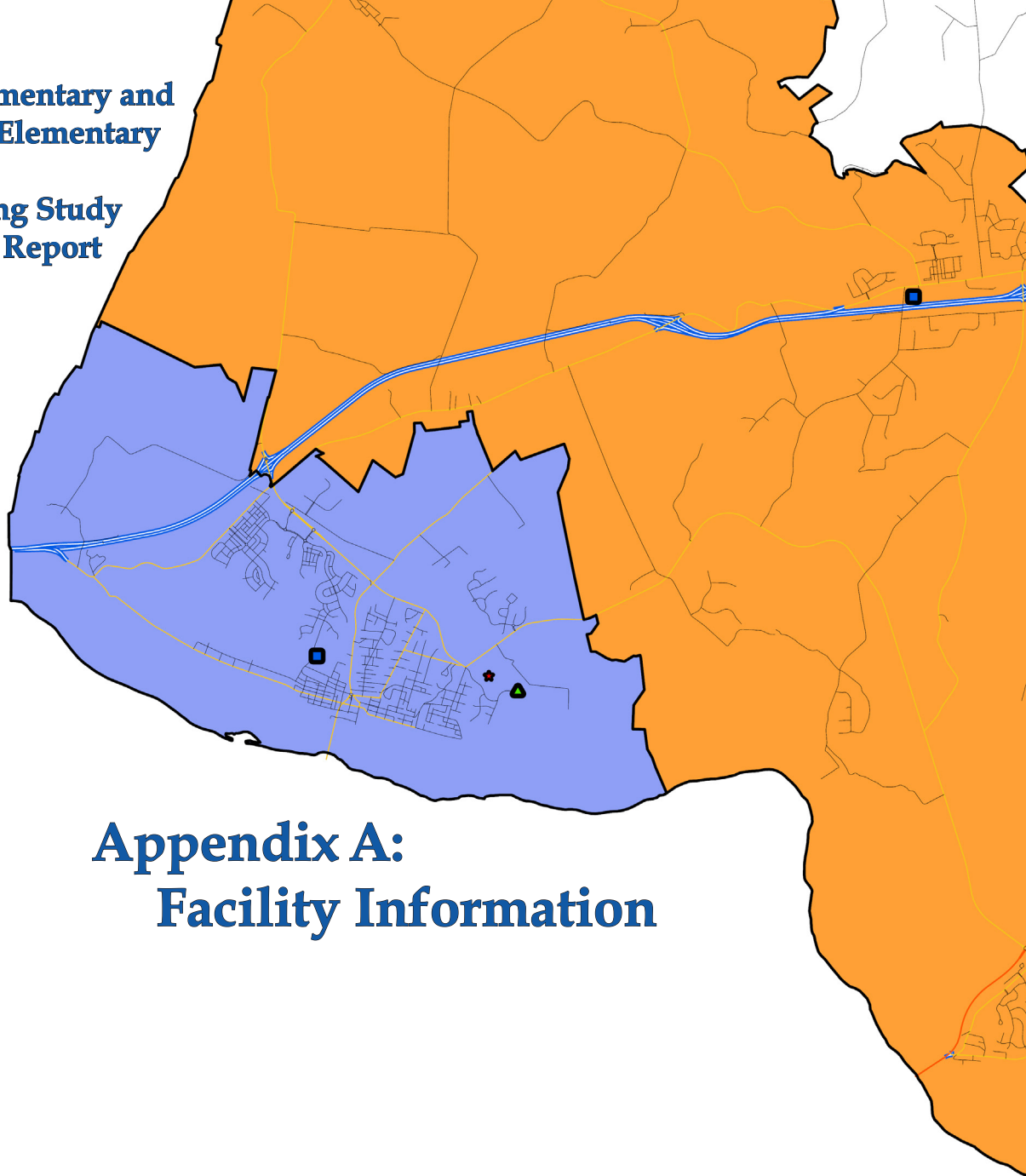
Brunswick Elementary School	
Total Enrollment (K-5th)	734
Total Live-In (K-5th)	775
Live and Attend In	723
Live Out, Attend In	11
Live In, Attend Out	52

The labels inside the planning blocks depict both the planning block ID number (on top) and the number of K-5th grade students that live in the planning block and attend their zoned school (on bottom).



**Valley Elementary and  
Brunswick Elementary**

**Redistricting Study  
Background Report**



## **Appendix A: Facility Information**



**Facility Inventory**

The tables below show the facility information for elementary, middle, and high schools that are within the study area, including grade levels, total enrollment, equated enrollment, State Rated Capacity (SRC), and percent utilized. The SRC is calculated as the product of the number of teaching stations in a school and a state-determined student-to-classroom ratio.

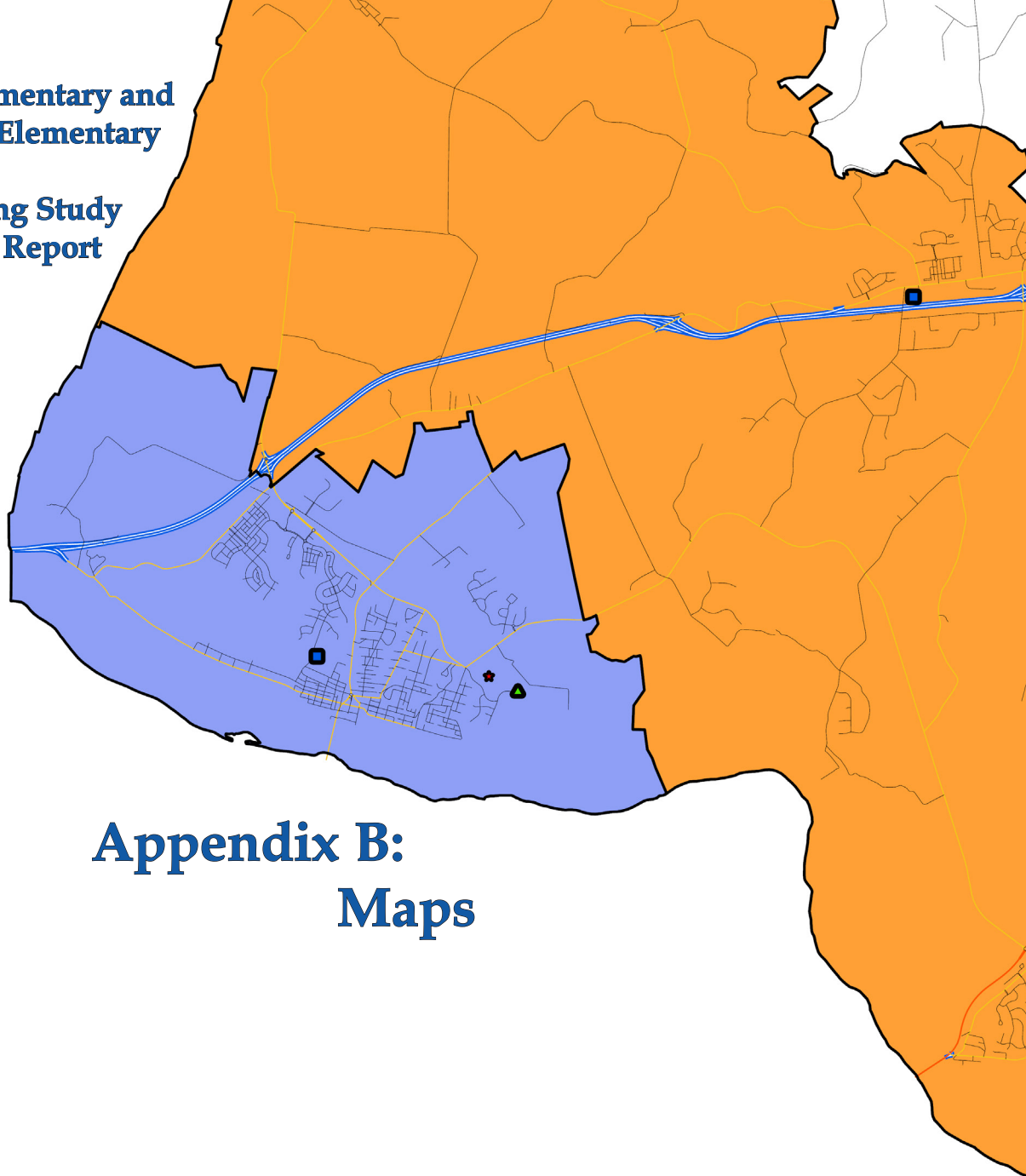
School	State Rated Capacity (SRC)	2023-24 Enrolled Utilization									
		PK	K	1	2	3	4	5	Total Enrollment	Equated Enrollment	Utilization
Brunswick Elementary School	702	38	128	119	102	128	130	127	772	772	110%
Valley Elementary School	499	18	81	80	84	88	78	75	504	504	101%
<b>Total</b>	<b>1201</b>	<b>56</b>	<b>209</b>	<b>199</b>	<b>186</b>	<b>216</b>	<b>208</b>	<b>202</b>	<b>1276</b>	<b>1276</b>	<b>106%</b>

School	K-5 Live-In	K-5 Live and Attend-In	Live-Out and Attend-In
Brunswick Elementary School	775	723	7
Valley Elementary School	495	464	17
<b>Total</b>	<b>1270</b>	<b>1187</b>	<b>24</b>

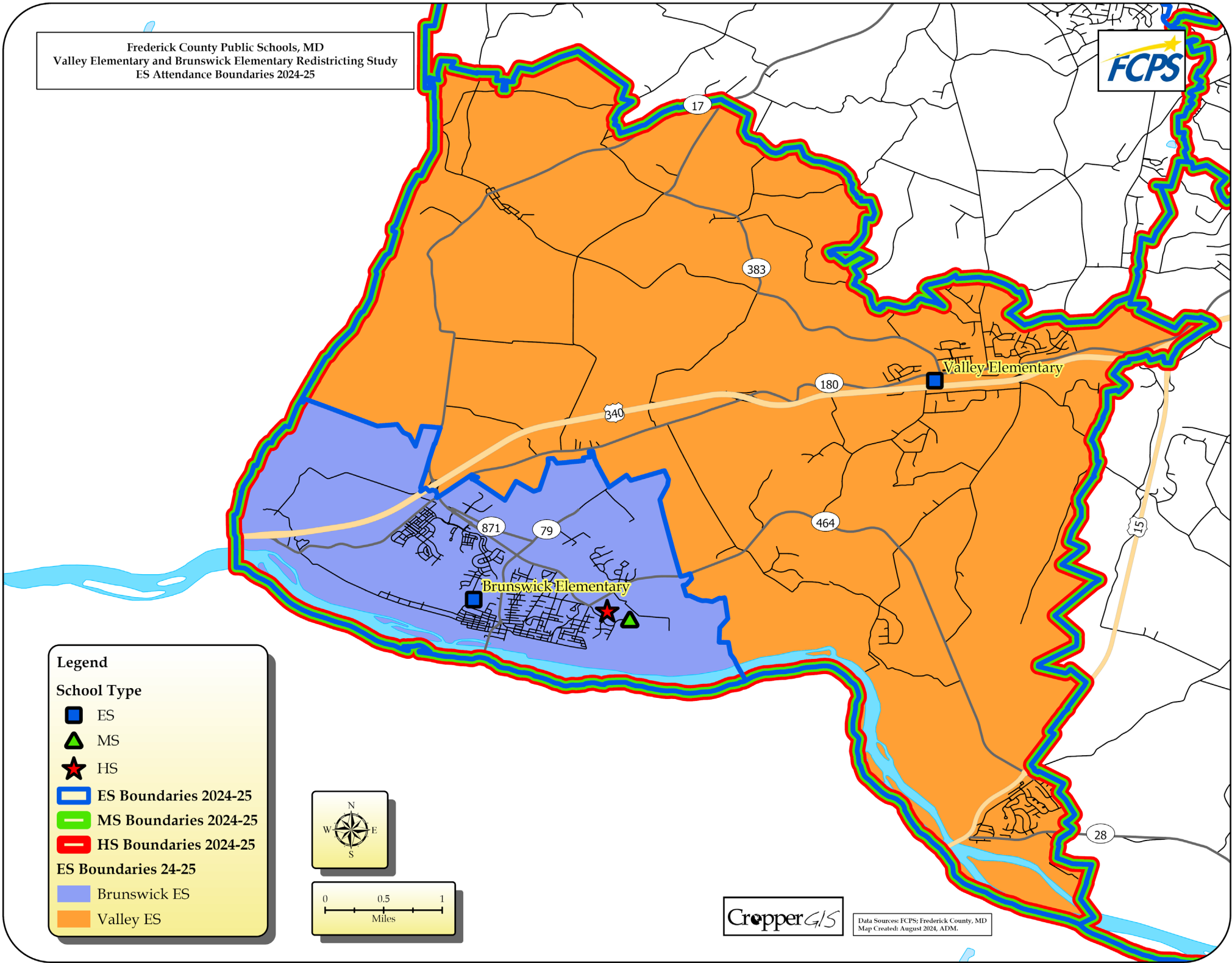
School	Free And Reduced Meals		Multi-Lingual		Special Education	
	Yes %	No %	Yes %	No %	Yes %	No %
Brunswick Elementary School	29%	71%	4%	96%	15%	85%
Valley Elementary School	29%	71%	8%	92%	12%	88%
<b>Total</b>	<b>29%</b>	<b>71%</b>	<b>5%</b>	<b>95%</b>	<b>14%</b>	<b>86%</b>

**Valley Elementary and  
Brunswick Elementary**

**Redistricting Study  
Background Report**



## **Appendix B: Maps**



**Legend**

**School Type**



ES



MS



HS

ES Boundaries 2024-25

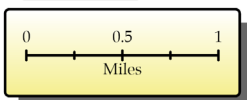
MS Boundaries 2024-25

HS Boundaries 2024-25

**ES Boundaries 24-25**

Brunswick ES

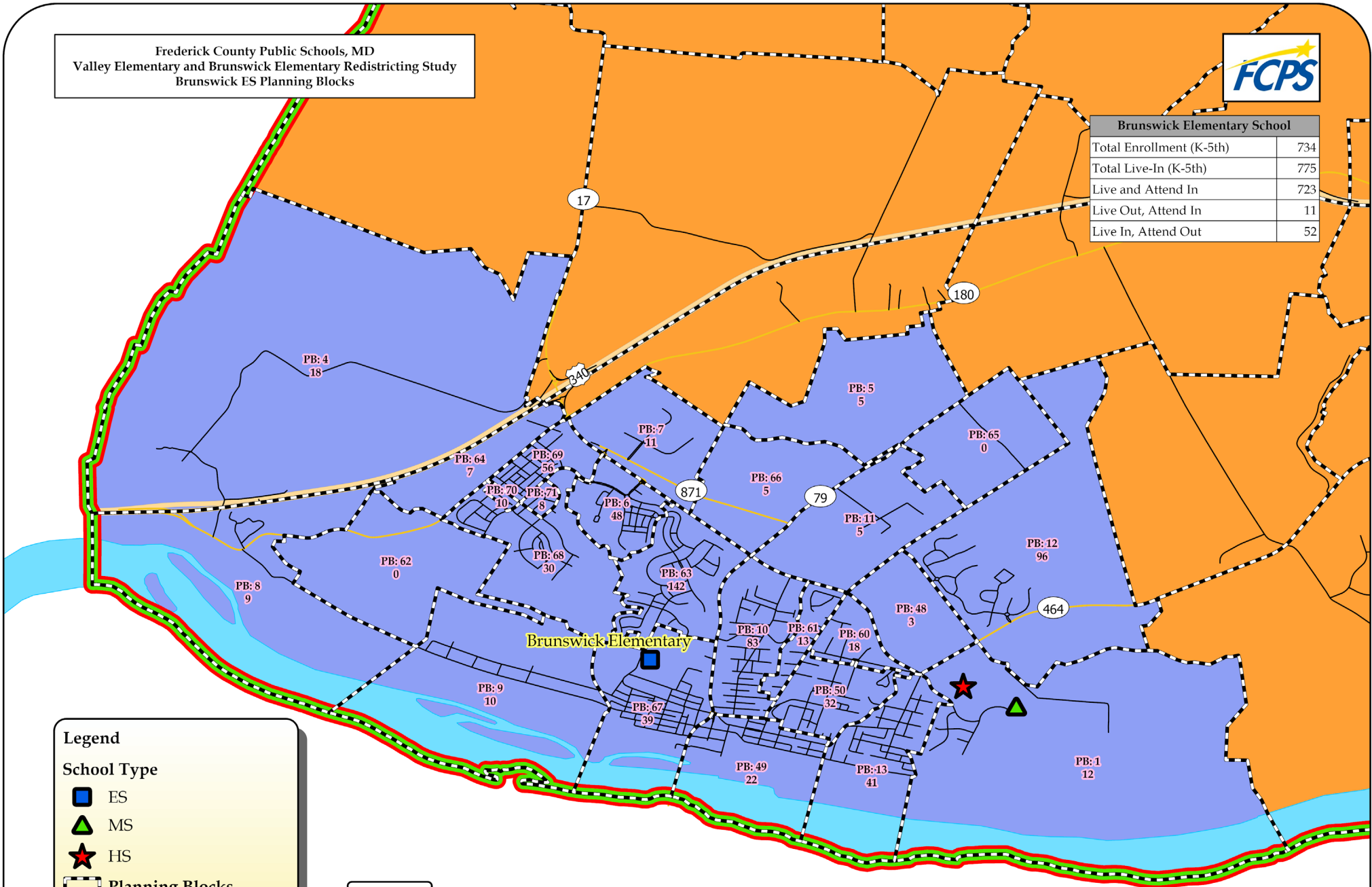
Valley ES



Frederick County Public Schools, MD  
 Valley Elementary and Brunswick Elementary Redistricting Study  
 Brunswick ES Planning Blocks



Brunswick Elementary School	
Total Enrollment (K-5th)	734
Total Live-In (K-5th)	775
Live and Attend In	723
Live Out, Attend In	11
Live In, Attend Out	52



**Legend**

**School Type**

- ES
- ▲ MS
- ★ HS
- Planning Blocks
- MS Boundaries 2024-25
- HS Boundaries 2024-25

**ES Boundaries 24-25**

- Brunswick ES
- Valley ES

Map Note: Student Data as of September 2023. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th FCPS students that live inside the planning block and attend their zoned school

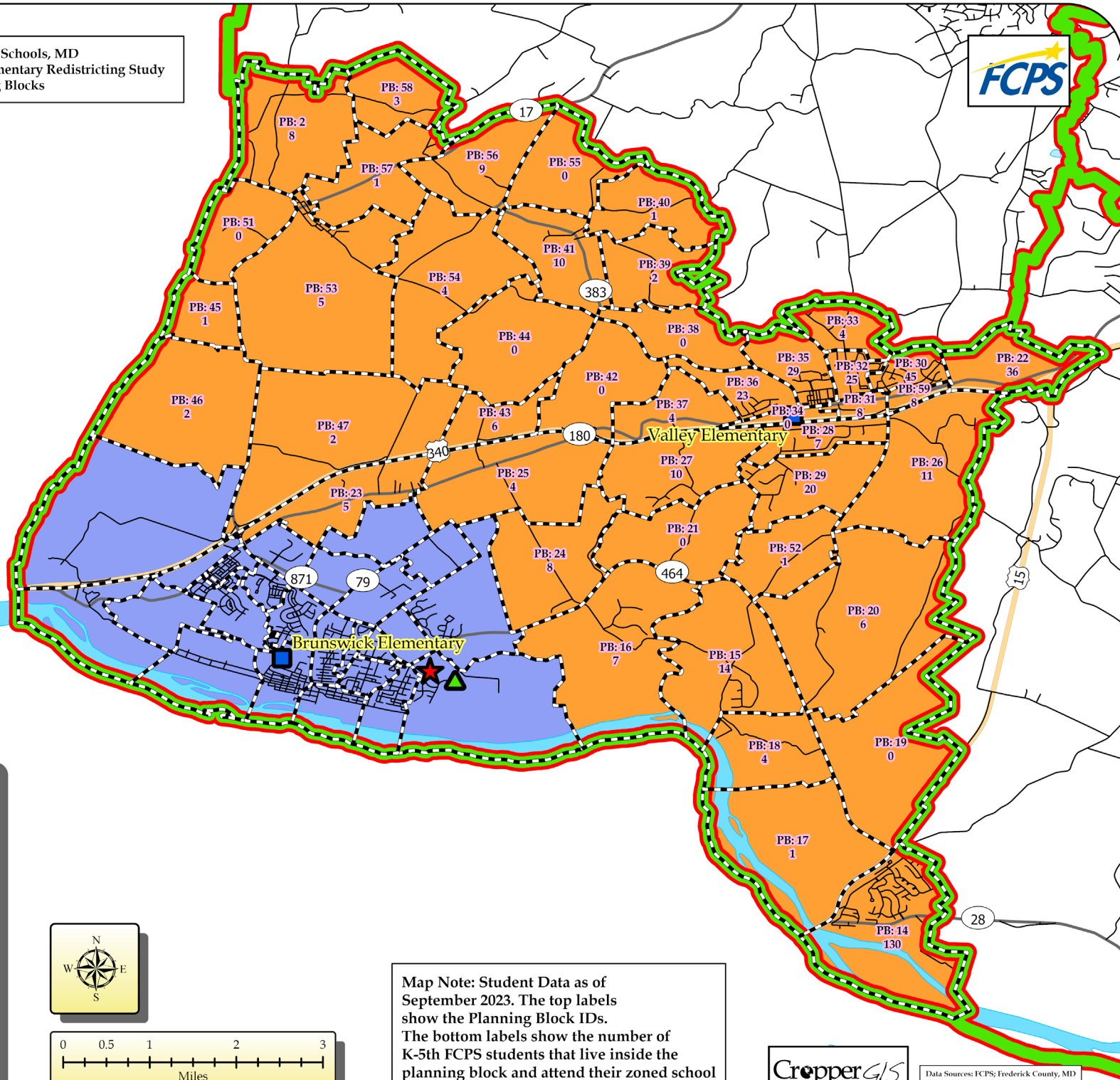


Data Sources: FCPS; Frederick County, MD  
 Map Created: August 2024, ADM.

Frederick County Public Schools, MD  
 Valley Elementary and Brunswick Elementary Redistricting Study  
 Valley ES Planning Blocks



Valley Elementary School	
Total Enrollment (K-5th)	486
Total Live-In (K-5th)	495
Live and Attend In	464
Live Out, Attend In	22
Live In, Attend Out	31



**Legend**

**School Type**

- ES
- MS
- HS

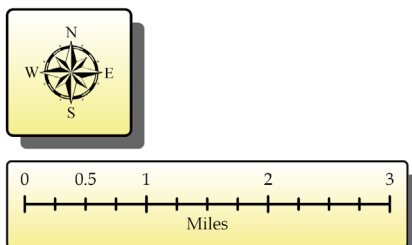
Planning Blocks

MS Boundaries 2024-25

HS Boundaries 2024-25

**ES Boundaries 24-25**

- Brunswick ES
- Valley ES



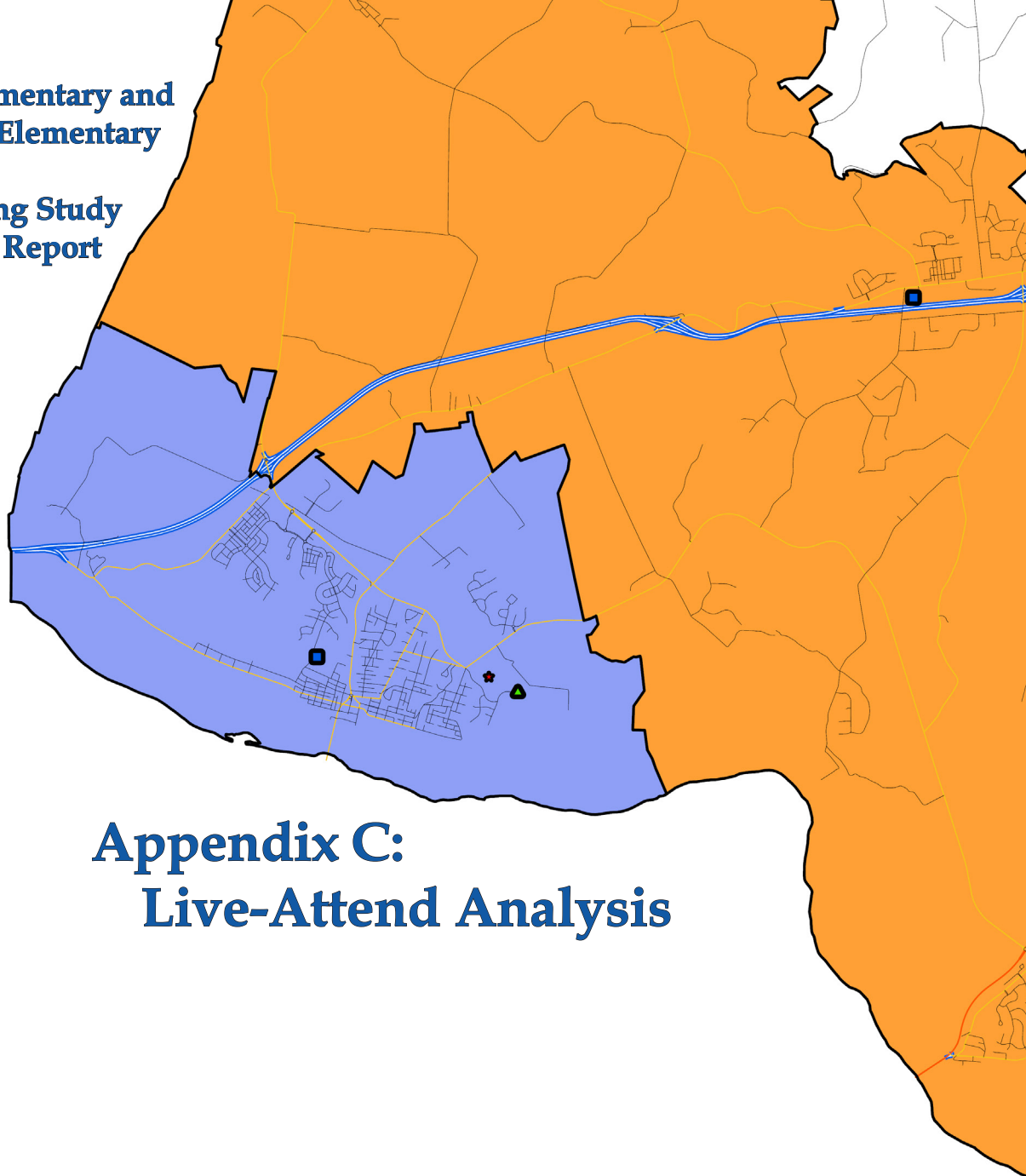
Map Note: Student Data as of September 2023. The top labels show the Planning Block IDs. The bottom labels show the number of K-5th FCPS students that live inside the planning block and attend their zoned school



Data Sources: FCPS; Frederick County, MD  
 Map Created: August 2024, ADM.

**Valley Elementary and  
Brunswick Elementary**

**Redistricting Study  
Background Report**



## **Appendix C: Live-Attend Analysis**





**Live-Attend Matrix**

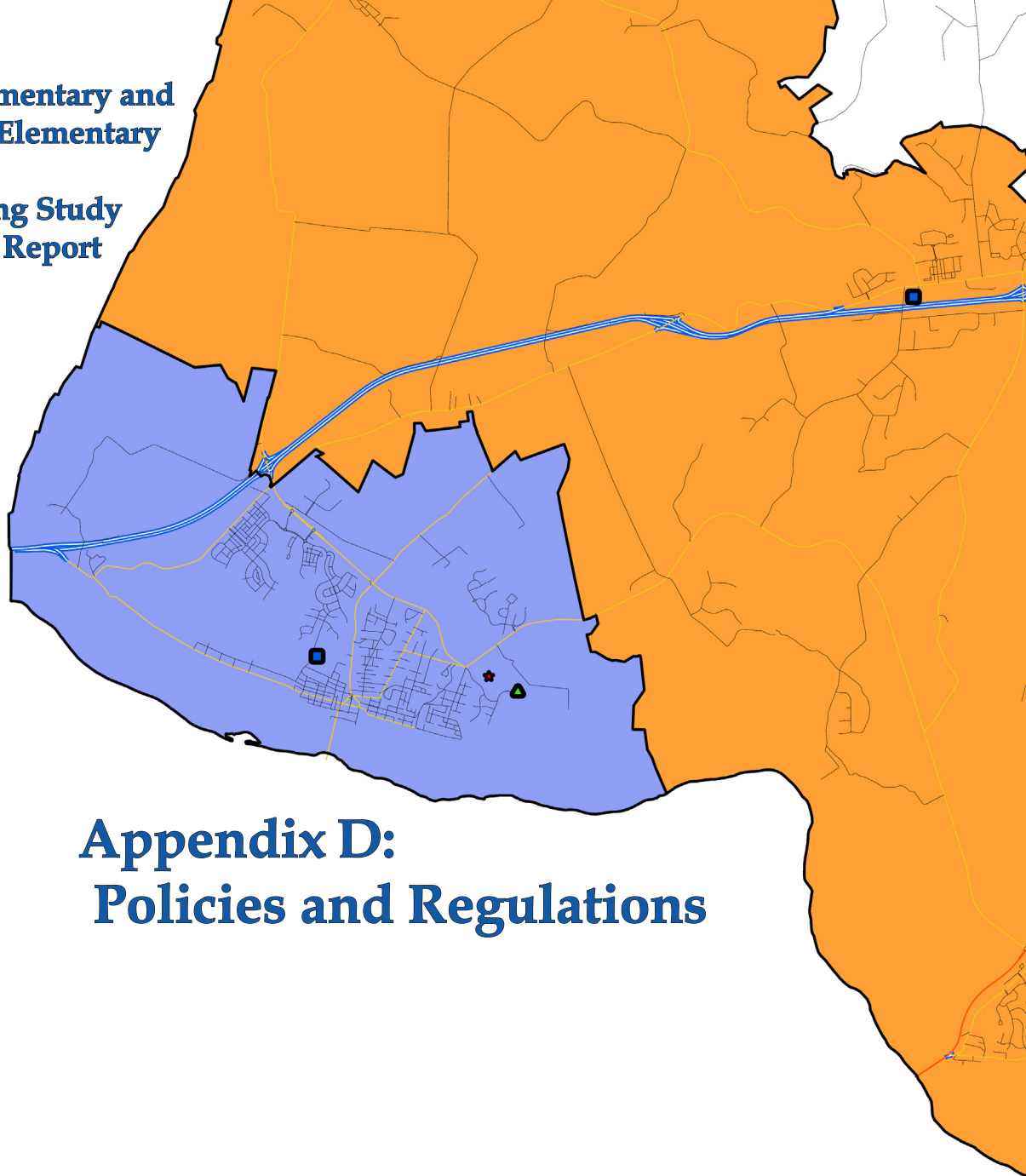
The table below gives details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the zones where students live are listed on the top line. This student data is from September 30th, 2023 Frederick County Public Schools 2023-24 student database.

The numbers in the first column are the total number of students enrolled at Brunswick and Valley Elementary Schools. The numbers in the second column are the number of students who live within the Brunswick Elementary attendance area, and attend the school identified in that row. The numbers in the third column are the number students who live within the Valley Elementary school attendance area, and attend the school identified in that row. The numbers in the fourth column are the number of students who live outside of Brunswick and Valley attendance areas and attend either Brunswick or Valley Elementary Schools.

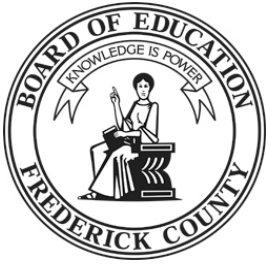
		Where K-5th Grade Students Live		
		Brunswick ES	Valley ES	Live Out, Attend In (K-5)
Where K-5th Grade Students Attend	Brunswick Elementary School	738	723	4
	Valley Elementary School	495	9	464
	Blue Heron Elementary School		2	
	Butterfly Ridge Elementary School		1	1
	Carroll Creek Montessori Elementary School		13	1
	Carroll Manor Elementary School		3	7
	Centerville Elementary School		2	1
	Frederick Classical Charter School ES		4	3
	Middletown Elementary School		1	
	Middletown Primary School			4
	Monocacy Valley Montessori School ES		4	2
	Oakdale Elementary School		2	
	Orchard Grove Elementary School		4	1
	Parkway Elementary School		1	
	Remote Virtual Program Elementary		1	2
	Rock Creek School		2	1
	Spring Ridge Elementary School		2	1
	Thurmont Elementary School		1	
	Urbana Elementary School			3
	<b>Total Live In, Attend Out (K-5)</b>		52	31
<b>Total Live Out, Attend In (K-5)</b>			33	
<b>Total Live and Attend-In (K-5)</b>		723	464	
<b>Total Live-In (K-5)</b>		775	495	

**Valley Elementary and  
Brunswick Elementary**

**Redistricting Study  
Background Report**



## **Appendix D: Policies and Regulations**



**Frederick County Public Schools**  
**Board of Education**  
**SCHOOL ATTENDANCE AREAS AND REDISTRICTING**  
**Policy 200**

---

**A. Policy Purpose**

To define the conditions and process by which school attendance areas will be developed, adjusted, and adopted, and to outline the process for closing or consolidating schools.

**B. Definitions**

1. “Child care center”, for the purposes of this Policy, is defined to mean a facility run by an individual, an agency, or an organization that offers child care services for part or all of any day, at least two (2) days a week.
2. “Specialized programs”, for the purposes of this Policy, is defined to mean programs for students with disabilities whose placements are made through the County Individualized Education Program (IEP) process. These programs include self-contained special education classrooms that are housed in a number of comprehensive school buildings throughout the County.

**C. Policy Statement**

1. The Board of Education (Board) recognizes the need for an orderly and public process for the determination of school attendance areas. Feedback from the community during the process is essential to providing qualitative data for analysis and evaluation.
2. The Board has a primary responsibility to provide school facilities that address the need of students and sustain high quality educational programs. There will be times of population growth, enrollment fluctuations, opening or closing of schools, and changes to the educational landscape that indicate the need to adjust attendance areas, redistrict, or even close schools. The Board believes in establishing collaborative relationships between the school system and the community to address capacity and utilization impacts across the district.
3. Rooted at the center of any redistricting study conducted by Frederick County Public Schools (FCPS) is a focus and emphasis on student well-being. To this end, the Board is committed to ensuring that each and every student is provided a world class education, and empowered to take ownership of their learning so they are ready to achieve a positive impact in the local and global communities. The Board’s commitment also relies on nurturing relationships with families and the community. These relationships support a shared responsibility for and pride in student success and our school system.
4. The Board recognizes redistricting decisions are complicated and difficult, and must be centered on meeting the needs of all students throughout the district.

5. The Board recognizes the value of diverse and inclusive school populations when establishing school attendance areas. To this end, the Board is committed to ensuring students have access to educational excellence and equity and a safe, secure teaching and learning environments at each and every school.

## **D. Implementation**

### **1. Attendance Areas**

- a. The county shall be divided into appropriate school attendance areas by the Board. With the exception of some specialized programs, students are expected to attend the school assigned based on their primary residence.
- b. The Superintendent will prepare regulations concerning attendance areas.
- c. If the Superintendent determines that the number of out-of-district students attending child care centers is a significant factor in causing enrollment pressures within a specific school attendance area, the Superintendent shall reassign those out-of-district students before moving students whose permanent residence is within the attendance area.
- d. The Superintendent is responsible for making recommendations for attendance area adjustment based on conditions set forth in Board policy and for coordinating community involvement and a communication plan.
- e. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions where:
  - i. Attendance area boundary lines divide properties.
  - ii. Maps do not clearly define school assignments of current or future students.
  - iii. Maps may not accurately identify current school assignments due to unforeseen factors.
- f. The Chief Operating Officer will be responsible for updating attendance area maps annually to reflect any changes in boundary maps.
- g. The Board reserves the right to modify proposals, alternatives or recommendations presented by the Superintendent, Frederick County community members, or during Board votes.
- h. Requests for enrollment outside of a designated attendance area may be considered in accordance with [FCPS Regulation 400-15](#), *Out-of-District Enrollment*.

### **2. Redistricting Process**

- a. The Board may consider school attendance area adjustments under one or more of the following conditions:
  - i. Construction of a new school, an addition to, or renovation of an existing school building.
  - ii. Closure or significant damage of an existing school facility.
  - iii. Changes to student enrollment numbers or projections that are outside of the target capacity utilization range of 100-110%.
  - iv. Program changes that impact a school's state rated capacity.

- v. Any situation that would compel an attendance boundary adjustment to promote student safety and well-being, enhance efficiencies, or adapt to shifts in program delivery requirements.
- b. The annual presentation of the Educational Facilities Master Plan (EFMP) to the Board shall include a state rated capacity review that will guide Board decisions in regard to optimal usage of school system facilities. This will also include a status report of the Adequate Public Facilities Ordinance (APFO) and approved residential developments.
- c. The Board shall consider the following non-exhaustive list of factors (presented in no particular order of importance) evaluated analytically in developing school attendance area boundaries:
  - i. Efficient use of available capacity across the district;
  - ii. Long-range enrollment projections, capacity needs, and planned capital projects;
  - iii. Fiscal responsibility to minimize capital and operating costs whenever feasible;
  - iv. Proximity to schools in order to maximize walkers and minimize distance or time of bus routes;
  - v. Establish areas that are, as much as practical, made up of contiguous communities;
  - vi. Student demographic characteristics; specifically, socioeconomic composition of each school's student population, number of multilingual learners, and students receiving special education supports. This data is used to help ensure the needed supports are available to students once revised attendance boundaries are enacted;
  - vii. Creating boundaries that keep groups of students together from one school to the next. (e.g., avoid split feeders of less than 15% at the receiving school).

### 3. **Redistricting Study Process**

- a. The Superintendent will provide a scope of work, including defined study area, process and schedule, as well as a community engagement plan for a proposed redistricting study to the Board for review, discussion and approval prior to the commencement of the study.
- b. No two redistricting processes are identical, and the community engagement plan should be tailored to meet the needs of the schools in the study area. At a minimum, the community engagement plan will outline the study process, timelines, and planned activities with the community throughout the redistricting process. The community engagement plan may include a variety of engagement strategies emphasizing maximum community involvement and transparency, such as community forums, online presentations, virtual forums, and online surveys. The engagement strategy(ies) to be employed will depend on the particular needs of a redistricting study, which may include strategies not listed here.
- c. A communication concerning the proposed redistricting study and the community engagement plan will be disseminated to the Frederick County community via a Find Out First notification.
- d. Following initial data collection and before an option is developed, school system staff will engage the school communities involved in the redistricting to present the scope of work, schedule and community engagement plan. Collected data will also be presented to the school communities for review and discussion. Feedback will be gathered regarding questions and concerns about the proposed redistricting.

- e. School system staff will then develop a school attendance boundary option utilizing information and data gathered and the factors outlined above. A proposed option for consideration by the superintendent will be finalized, approved, and presented to the Board. This option, with any directed revisions from the Board, will then be presented to the school communities as a discussion starting point, in accordance with the community engagement plan, for review and comment.
- f. The Board will hold a minimum of one work session and a minimum of one public hearing regarding the proposed school attendance area boundary adjustment(s). The Board acknowledges that public input is a priority.
- g. The Board may direct the Superintendent to provide additional information or develop an alternative attendance boundary option for the Board's consideration.
- h. The Board will have a final public hearing and take final action at a public meeting.
- i. Consideration will be given to granting exemptions to the redistricting decision to students entering 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades if space and staffing is available. Schools that are over capacity may remain restricted from exemptions.

#### 4. **School Closing or Consolidation**

- a. If the superintendent recommends the closing or consolidation of a school, the Board will receive a list of multiple measures for schools for review such as: (1) enrollment, (2) actual square feet per student, (3) facility cost per student, (4) students per staff, and (5) percentage above or below Every Student Succeeds Act (ESSA) average per level. If the Board wants to consider closing or consolidating a school, the Board shall direct the Superintendent to examine the feasibility of such action. The Superintendent shall prepare such reports as necessary to describe proposed closing or consolidation to and allow adequate public review and comment.
- b. At a minimum, the following shall be considered when evaluating criteria for closing a school:
  - i. Student enrollment trends in relation to state rated capacity;
  - ii. Age and/or condition of school buildings;
  - iii. Transportation;
  - iv. Educational programs;
  - v. Racial composition and levels of poverty of student body;
  - vi. Financial considerations;
  - vii. Student relocation;
  - viii. Impact on community in geographic attendance area for both the proposed closing school and schools impacted by relocating students; and
  - ix. Any other factors the Board deems relevant to rendering its decision.
- c. Prior to acting on a decision to close a school, the Board may, in its discretion, appoint a committee to assist with evaluating the above criteria and making a recommendation to the Board.
- d. **Procedures for Community Engagement**
  - i. **Public Hearing**
    - 1. A public hearing shall take place before any final decision by the Board to close a school.
    - 2. Time limits on the submission of oral and written testimony and data shall be clearly defined in the notification of the public meeting.

- ii. Adequate Public Notification
  - 1. In addition to regular electronic and written communication used by FCPS, written notification of all schools being considered for closure shall be advertised in at least two newspapers having general circulation in the geographic attendance areas for the school(s) impacted by closing or relocation of students
  - 2. The newspaper notification shall include the procedures to be used by the Board in making a final decision.
  - 3. The newspaper notification will be placed at least two weeks prior to any public hearing held by the school system on the proposed closing.
  - 4. Staff will also alert the community through Find Out First notifications, and any appropriate social media platforms identified by staff.
- iii. The Board shall render its vote publicly and in writing.
  - 1. Except in emergency circumstances, the decision to close a school shall be announced at least 90 days before the date the school is scheduled to be closed, but not later than April 30 of any school year. An emergency circumstance is one where the decision to close a school because of unforeseen circumstances cannot be announced at least 90 days before the date a school is scheduled to close or before April 30 of any school year.
  - 2. The final written decision should include the rationale and basis used for a school closure.
  - 3. The written decision shall address the impact of the proposed closing on the factors set forth in Maryland law.
  - 4. There shall be notification of the final decision by the Board to the community in the geographic attendance area of the school to be closed and the school(s) impacted by the relocation of students.
  - 5. The final decision shall include notification of the right to appeal to the State Board of Education as identified in Maryland law and [Board Policy 105](#), *Appeal and Hearing Procedures*.

## **E. Related Information**

- 1. **Board Policy**
  - a. [Policy 102](#), *Meetings*
  - b. [Policy 105](#), *Appeal and Hearing Procedures*
  - c. [Policy 108](#), *Unused School System Property*
  - d. [Policy 202](#), *Construction, Renovation and Maintenance*
  - e. [Policy 430](#), *Attendance at Schools*
  - f. [Policy 444](#), *Educational Equity and Excellence*
- 2. **Code of Maryland Regulations (COMAR)**
  - a. [COMAR 13A.01.05](#), *Appeals to the State Board of Education*
  - b. [COMAR 13A.02.09](#), *Closing of Schools*
  - c. [COMAR 13A.16.01.02](#), *Child Care Centers, Definitions*
- 3. **FCPS Regulations**
  - a. [Regulation 100-02](#), *Redistricting*

- b. [Regulation 400-07](#), *Enrollment Residency Requirements*
- c. [Regulation 400-15](#), *Out-of-District Enrollment*
- d. [Regulation 444-01](#), *Educational Equity and Excellence*

4. **FCPS Resources**

- a. [FCPS Enrollment Website](#)
- b. [Find Your Feeder Area Website](#)
- c. [Out of District \(Attendance\) Area Application Form](#)
- d. [Schools Closed to Out of District Transfers List](#)

5. **Maryland Statutes**

- a. Md. Code Ann., Educ. § 4-109, *Public Schools and Attendance Areas*
- b. Md. Code Ann., Educ. § 4-115, *Land, School Sites, or Buildings Used for School Purposes*

**F. Policy History** (Maintained by Legal Services)

<i>Responsible Office</i>	Chief Operating Officer
Adoption Dates	09/24/03
Review Dates	2015, 2016, 2020, 2021, 2023, 2024
Revision Dates	09/26/07, 07/13/16, 03/24/21, 03/27/24





Frederick County Public Schools  
*Reach. Challenge. Prepare.*

Frederick County Public Schools  
**Regulation**  
**REDISTRICTING**  
**Regulation 200-01 (formerly 100-02)**

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**A. Purpose**

To provide guidance and expectations to Frederick County Public School (FCPS) staff regarding the process by which school attendance areas will be developed, adjusted, and adopted.

**B. Background**

School attendance areas boundaries may need to be adjusted periodically due to current and/or projected enrollments to better utilize available classrooms, establish attendance area boundaries for new schools, or adjust attendance area boundaries when a school is closed.

**C. Definitions**

1. “Parent” is defined to mean a biological or adoptive parent, a court-appointed custodian or guardian, a foster parent, or a caregiver (as defined by the Education Article of the Maryland Annotated Code or as designated by the United States Department of Health and Human Services, Office of Refugee Resettlement).

**D. Procedures**

1. **Temporary Adjustments.** Temporary measures shall be examined and considered prior to any permanent change in attendance areas.
  - a. The Chief Operating Officer and the Deputy Superintendent may recommend to the Superintendent the need for temporary adjustments due to student enrollment. Consideration should be given to the following:
    - i. Use of old school facilities as buffers for crowded schools when feasible during periods of growth and where cost effective.
    - ii. Use of portable classrooms.
    - iii. Use of rental properties.
    - iv. Change in grade structure.
    - v. Other arrangements as may be necessary.
  - b. The Superintendent may hold public meetings to provide an opportunity for affected citizens to react to recommendations for temporary adjustments for housing students.
  - c. The Superintendent implements temporary adjustments.
2. **Redistricting Approval Process**
  - a. If the Chief Operating Officer determines that the temporary adjustments will be inadequate to handle enrollments, they will consult with Department of System Accountability and School Administration (SASA) leadership, the Deputy Superintendent, and the Superintendent concerning a possible need for redistricting.
  - b. If a redistricting is judged necessary, the Chief Operating Officer will develop a redistricting proposal to be approved by the Board of Education of Frederick County (Board) prior to the start of the redistricting study. The redistricting study shall be

conducted in accordance with the process and factors found in [Board Policy 200, School Attendance and Redistricting](#).

- c. The Chief Operating Officer will ensure that relevant records of all public comments are maintained and forwarded to the Superintendent and the Board for their consideration.
- d. The Deputy Superintendent and the Chief of Schools and Accountability are responsible for implementing the new attendance boundaries as approved by the Board.
- e. Parents of current students will be provided with written notification of any changes to school attendance boundaries.

**3. Minor Adjustments**

- a. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions:
  - i. Attendance area boundary lines divide properties.
  - ii. Maps do not clearly define school assignments for current or future students.
  - iii. Maps may not accurately represent current school assignments due to unforeseen factors.
- b. Changes to attendance areas will be based on the Chief Operating Officer's recommendation, following consultation with school principals, the Transportation Department, and the Department of Special Education and Student Services.
- c. Changes to attendance areas that affect current students will be made with advanced written notification to parents.
- d. The Division of Operations is responsible for updating attendance area maps annually to reflect any changes in boundary maps.

**E. Related Information**

**1. Board Policy**

- a. [Policy 200, School Attendance and Redistricting](#)

**2. Maryland Statutes**

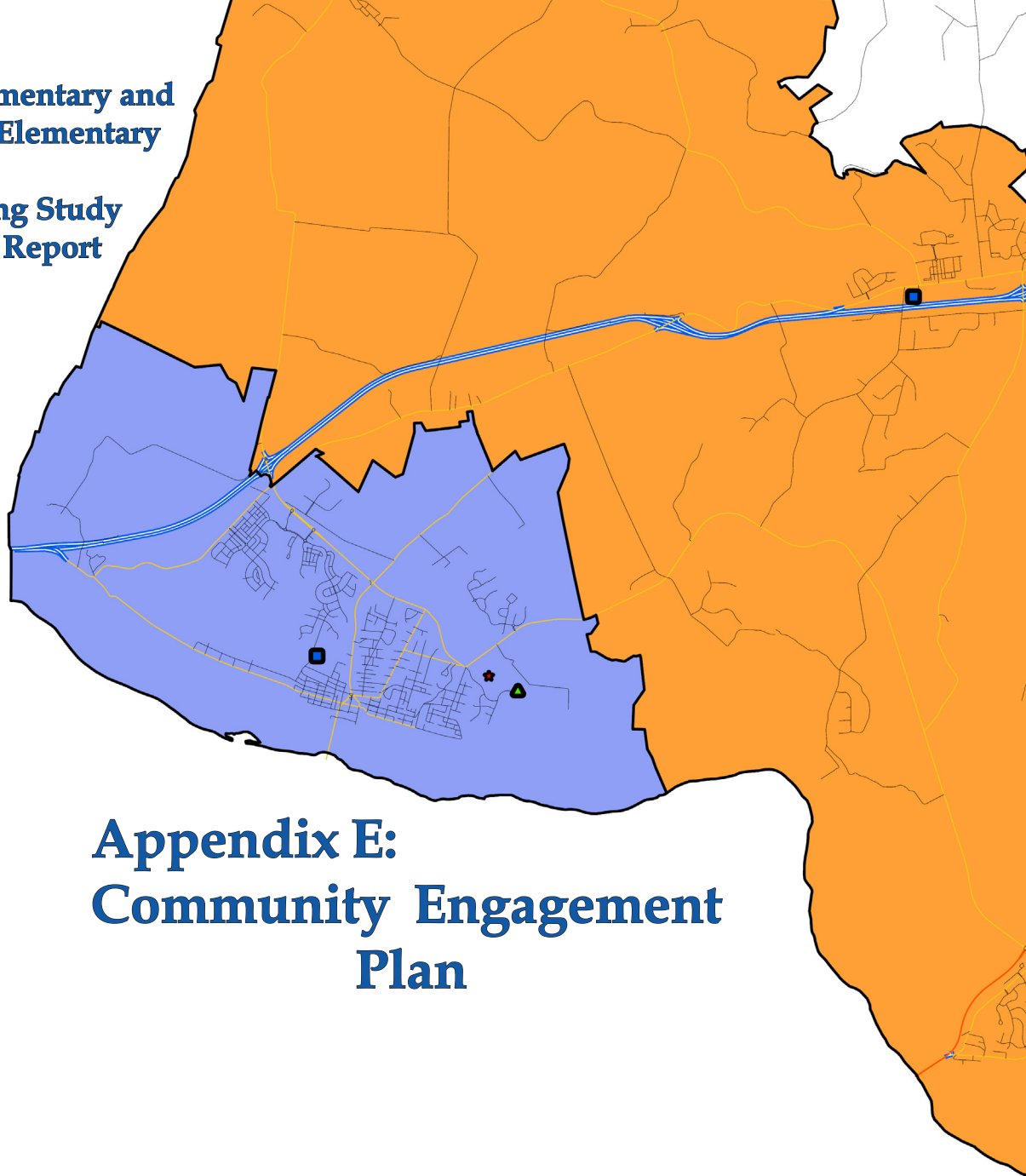
- a. [Md. Code Ann., Educ § 7-101\(c\)](#)

**F. Regulation History** (Maintained by Legal Services)

<i>Responsible Office</i>	Division of Operations
Adoption Dates	09/01/79
Review Dates	
Revision Dates	09/26/07; 08/23/24

**Valley Elementary and  
Brunswick Elementary**

**Redistricting Study  
Background Report**



## **Appendix E: Community Engagement Plan**

### Scope of Work and Study Area

The Frederick County Public Schools, MD (FCPS) is beginning to establish a plan to redistrict attendance boundaries for Fall 2025 and has hired Cropper GIS Consulting (**Cropper**) to facilitate the project. This effort is triggered by the opening of a replacement Valley Elementary school in the beginning of the Fall 2025-26 school year, with an additional 246 seats. Brunswick Elementary school is currently operating at 107% capacity and projected to be 109% by 2025.

The focus of this redistricting process will be to study the attendance boundaries for Valley and Brunswick Elementary schools and adjust to balance utilization between the two schools. Only Valley and Brunswick Elementary Schools are part of the study area, and no other schools are anticipated to be impacted with the redistricting recommendation. There will be no Middle or High School boundary adjustments as a result of this process.

Per School Board Policy 200.D.2.C, The Board shall consider the following non-exhaustive list of factors (presented in no particular order of importance) evaluated analytically in developing school attendance area boundaries:

- i. Efficient use of available capacity across FCPS;
- ii. Long-range enrollment projections, capacity needs, and planned capital projects;
- iii. Fiscal responsibility to minimize capital and operating costs whenever feasible;
- iv. Proximity to schools in order to maximize walkers and minimize distance or time of bus routes;
- v. Establish areas that are, as much as practical, made up of contiguous communities;
- vi. Student demographic characteristics; specifically, socioeconomic composition of each school's student population, number of multilingual learners, and students receiving special education supports. This data is used to help ensure the needed supports are available to students once revised attendance boundaries are enacted;
- vii. Creating boundaries that keep groups of students together from one school to the next. (e.g., avoid split feeders of less than 15% at the receiving school).

Any redistricting considerations will be focused on overall adherence to the factors approved by the Board.

**Process and Schedule**

The following table outlines the proposed process and schedule for the upcoming Valley Elementary / Brunswick Elementary Redistricting Study. The process aligns with School Board Policy 200.D.3 for the Redistricting Study Process. The schedule includes key dates for interaction between the School Board and members of the public and allows for maximum public input and participation. The timeline reflects that the process will officially begin on August 7, 2024, and finalized on February 12, 2025 for a Fall 2025 implementation.

**Process & Timeline for Valley Elementary / Brunswick Elementary Redistricting Study**

	July 2024	Aug. 2024	Sept. 2024	Oct. 2024	Nov. 2024	Dec. 2024	Jan. 2025	Feb. 2025
<i>Presentation of Redistricting Scope of Work, Study Area, Process, Schedule, and Community Engagement Plan to the Board of Education (Policy 200.D.3.a)</i>		8/7						
<i>Data Collection</i>								
<i>Options Development/Modification (School System Staff and Consultant) (Policy 200.D.3.e)</i>								
<i>Community Engagement Session #1: Present Scope of Work, Schedule, and Community Engagement Plan to Community. No Options shared at this point. Two meetings. One virtual and one in-person. (Policy 200.D.3.d)</i>		8/28						
<i>Presentation of a proposed DRAFT Option to the Board of Education (Policy 200.D.3.e)</i>				10/9				
<i>Community Engagement Session #2: Present a proposed DRAFT Option to General Public for review and comment. Two meetings. One virtual and one in-person. (Policy 200.D.3.e)</i>				10/17				
<i>BOE Work Session on Public Input Regarding Modifications to a proposed DRAFT Option (Policy 200.D.3.f-g)</i>						12/11		
<i>BOE Public Hearing (Policy 200.D.3.f-g)</i>							1/22	
<i>BOE Vote on Redistricting Plan (Policy 200.D.3.h)</i>								2/12

## Community Engagement Plan

School Board Policy 200.D.3.b-c outlines parameters for a community engagement plan. The policy states that at a minimum, the community engagement plan will outline the study process, timelines, and planned activities with the community throughout the redistricting process. The community engagement plan may include a variety of engagement strategies emphasizing maximum community involvement and transparency, such as community forums, online presentations, virtual forums, and online surveys. The engagement strategy(ies) to be employed will depend on the particular needs of a redistricting study, which may include strategies not listed here. A communication concerning the proposed redistricting study and the community engagement plan will be disseminated to the Frederick County community via 'School Messenger', newsletters, and social media, as appropriate.

The following pages will detail the community engagement plan steps to ensure the policy is adhered to, and that public involvement/participation is maximized.

### General Preparations to Enable Transparency and Public Input

**Cropper will build and host a website that is dedicated to the redistricting study process.** The site will be prominently placed on the FCPS website. When a user clicks on the link on the FCPS site, they will be redirected to the study area site that is managed by **Cropper**. This website will contain all pertinent information for the public to review and study related to the redistricting process. Several resources will be built for the public to enable them to clearly understand important data related to the process, how they may be affected, and how they can provide feedback. These resources include:

- Background Report:
  - The background report will serve as a reference guide for all stakeholders and will contain key information related to the redistricting study. This includes an overview of the scope of work, study area, process, schedule, and community engagement plan.
  - School Board Policy 200 will be referenced to detail the redistricting study factors that will be considered when evaluating any attendance boundary change consideration.
  - Facility information regarding school enrollment, state rated capacity, utilization, and demographic information will be included in the Background Report.
  - Maps showing the study area, planning blocks, schools, attendance boundaries, and geographic features will be included in the report.
  - A live/attend report will also be included to give an understanding of the number of students that attend school from outside of their attendance boundary and the study area.

General Preparations to Enable Transparency and Public Input Continued

- Online Interactive Map
  - The online interactive map will be an essential tool for all stakeholders to see details about the shapes of attendance boundaries and other geographic features such as school locations, man-made features (roads, railroads), and natural features (rivers, water bodies).
  - The user can type in an address and determine what school they are currently zoned for.
  - Each attendance zone will be divided into many parts called 'Planning Blocks', which helps the user to understand the number of students that live within smaller areas throughout the study area. These planning blocks will be the building blocks for boundary changes, and input from the public will be welcomed regarding any concerns they have regarding how planning blocks are formatted. Public input could drive changes/modifications to the planning blocks if it helps to better adhere to the redistricting factors established by the board.
    - Once a redistricting option is presented to the School Board, the option will be posted on the online interactive map. The user can click on an area on the map or type an address, and a notification / popup will detail their current and the option school assignment and if they are impacted by the option.
- Project Maps
  - The site will include a general section with project specific maps in case the user does not wish to utilize the online interactive map.
- General Feedback Form
  - A general feedback form will be made available for the public to provide feedback regarding any aspect of the project. The feedback form will be monitored and checked regularly, and any input provided that helps to better adhere to the redistricting study factors established by the Board will be considered.
  - The feedback form will also have a contact person/ mailing address at FCPS if any member of the public wishes to mail any materials (i.e. petitions, documents) to FCPS for consideration.
- Ongoing updates with new information.
  - As the process matures, information that is shared with the Board will be posted on the redistricting website for the public's benefit. This includes any presentations that have been made and links to recorded sessions with the Board and/or public.

**Community Engagement Session 1: August 28, 2024**

Following Board approval of the scope of work, study area, process, schedule, and community engagement plan, the first opportunity to engage with the public regarding the redistricting effort will occur at the first community engagement session in August 2024. The following information will be prepared and shared with the public at this information session:

- The community engagement session will be recorded and hosted virtually via Facebook Live during the day, and an evening presentation will be provided at Brunswick Elementary School. The recorded session will be saved and shared on the redistricting website.
- As listed in the Board Policy, FCPS will issue communication to the families within the study area about the upcoming process. This includes details on how to access the Facebook Live presentation during the day and the date/time of the community engagement session #1 at Brunswick Elementary will be shared to maximize participation.
- Presentation of scope of work, study area, process, and schedule
  - **Cropper** will develop a PowerPoint presentation to be presented to the public at this first community engagement session. The presentation will outline the details of the work and help to give an understanding of the expertise / background of the consultants that are facilitating the process, the scope of work, how the work will be done, milestones in the timeline for them to focus on, and ways that they can provide input and participate.
- Orientation on Redistricting Study Website and Resources
  - General Feedback Form
  - Background Report
  - Online Interactive Map
  - Project Maps
- The public will have the opportunity to ask questions to be answered by **Cropper** and FCPS staff, as well as provide questions/comments at any time via the General Feedback Form.
- This community engagement session is intended to inform the public about the process and to answer initial questions. No options for new attendance boundaries will have been developed at this point.

**Presentation of the proposed DRAFT Option to the Board of Education: October 9, 2024**

This will be the first time that the public has seen the DRAFT proposed Option that is being presented to the Board of Education. FCPS will notify the community in advance about this board meeting to maximize participation. This option will be formally shared with the public at community engagement session #2 on October 17, 2024. **This option is a discussion starting point for review and comment with the community.**

As always, comments will be allowed at the beginning of the board meeting per policy, but comments will not be taken during the Board's discussion during this agenda item.



### Community Engagement Session 2: October 17, 2024

The second community engagement session will be held on October 17, 2024. This will be the session that previews the proposed DRAFT Option that was shared with the Board of Education on October 9th, and the session is intended to listen to the public and consider their thoughts and observations regarding the proposed DRAFT Option.

- The community engagement session will be recorded and hosted virtually via Facebook Live during the day, and an evening presentation will be provided at Brunswick Elementary School.
- As listed in the School Board Policy, FCPS will issue communication to the families within the study area about the session. This includes details on how to access the Facebook Live presentation during the day and the time of the community engagement session 2 in the evening (held at Brunswick Elementary School).
- Presentation of proposed DRAFT Option
  - **Cropper** will develop a PowerPoint presentation for this second community engagement session. The presentation will outline the details of the work and help to give an understanding of the expertise / background of the consultants that are facilitating the process, the scope of work, how the work will be done, milestones in the timeline for them to focus on, and ways that they can provide input and participate.
  - The proposed DRAFT Option will be reviewed and explained to the public. The proposed attendance boundary changes will be highlighted, and the estimated enrollment and demographics will also be presented.
- Following the presentation, the public will be invited to ask questions and provide comments to the Consultant and FCPS staff.
- Once the Q/A process is complete, the public will be invited to view the proposed DRAFT Option map and statistics via a gallery walk format. Depending on the expected size of the audience, multiple copies of the maps and statistics will be placed on easels/walls to enable the public to review the map and discuss their thoughts with consultants and staff.
- A custom survey will be developed to solicit more feedback regarding the proposed DRAFT Option, and the public will be oriented on how to access the survey. This survey will be developed specifically for the second community engagement session, and questions will be asked to gain more input in relation to how they are adhering to the Redistricting Study Factors established by the Board.
  - The survey will run from October 17<sup>th</sup> through November 17, 2024. Once the survey period ends, the data will be summarized into a report in preparation for the Board work session on December 12, 2024.

### Board Work Session: December 12, 2024

FCPS will issue communication to families within the study area about the upcoming Board work session. A summary of the public input along with all comments received will be delivered to the Board at their December 12<sup>th</sup> work session. The Board will consider the proposed DRAFT Option formally presented on October 9<sup>th</sup> along with the survey results and community comments.

The Board of Education will provide direction to **Cropper** and FCPS staff on any changes to the proposed DRAFT Option. If no edits are requested by the Board during this work session, the Board will hold a Public Hearing on January 22, 2025 to get further input from the public. They will then vote at their February 12, 2025 Board meeting. If edits to the proposed option are requested from the Board at the December 12 work session, the schedule will be modified to account for the time needed to create the additional option.