

FCPS Community Meetings to Discuss School Boundaries

All in-person community meetings

This document summarizes the key questions that community members raised under Question 4 regarding school boundary changes, along with direct excerpts from their discussions.

Question 4:

What questions do you have about the next steps in this boundary review process?

Transparency and Decision-Making Process

Many community members expressed concerns about the transparency of the boundary review process. They want clear communication about how decisions will be made, who is involved, and what data is being used. There is a strong desire for more open discussions and explanations from officials to ensure trust in the process.

- "How will FCPS ensure transparency in this process? What meetings beyond these 'data collection' meetings will discuss the findings?"
- "Explain how decisions are actually being made? How is 'equity' being defined?"
- "How will criteria be weighted?"
- "Who is prioritizing this and how? What is the top priority? (core criteria + weight)."
- "Why wasn't this process more transparent?"
- "Will the suggested boundaries be open for discussion?"
- "We would like transparency on the methodology used to create the scenarios."
- "Eager to see public data on how decisions are made."

Timeline and Implementation

Parents and community members want to know when changes will take effect and how they will be rolled out. Many are concerned about whether there will be a phased approach or an immediate implementation. There is a strong demand for clarity on the transition plan to minimize disruptions to students and families.

- "When does this actually take effect? When would boundaries be redrawn & how will this be phased in?"
- "How gradually is rollout? Phase-in?"

- "What is the timeline for execution in the plan? Are students grandfathered in?"
- "Why is FCPS not taking a more phased approach? Can we not be more effective looking at fixing attendance islands first?"
- "Is the entire county impacted by this review?"
- "Will the changes be implemented in shifts or piecemeal? Or will they be made all at once?"
- "Will and how many opportunities will there be for revision after they provide the draft scenarios?"
- "In spring 2025 will we have a real draft? Will it be shared?"

Community Engagement and Input

Community members want more opportunities to provide input and be involved in the decision-making process. There is concern that only a small segment of the population is being consulted and that feedback from parents, students, and property owners is not being fully considered. They want assurances that their voices will be heard and valued in shaping the final decisions.

- "How is feedback being elicited/consulted from parties (i.e., residents, property owners, etc.) who do not have kids in FCPS (property value impacts, etc.)?"
- "How can people get involved in the actual decision-making? Who are the people? Is it true they had to sign an NDA?"
- "How and when is data shared?"
- "Opportunities for feedback when data shared."
- "What opportunities will there be to provide additional feedback?"
- "Who is seeing the data? Are there any consulting groups brought in?"
- "Are they effectively gathering community feedback?"
- "How will all of this feedback be synthesized and shared?"

Impact on Special Programs and Student Needs

Many community members worry about how boundary changes will impact special education, language immersion, and gifted programs. They want to know if programs will move with students or if students will need to transfer to access the same resources. There are also concerns about ensuring continuity for students with special needs and providing appropriate support.

- "How will this affect special education kids and services?"

- "How/what services will be implemented to help kids (with and without IEPs) adjust to change?"
- "Will programs move with students? If my student goes from a school with AAP, or a basketball team, will those programs be available there?"
- "How will this affect language immersion classes?"
- "Ensure that ESOL students and special education programs are evenly distributed."
- "Are students with high test scores being migrated intentionally to schools with low test scores?"
- "What does equitable access actually mean?"
- "How will FCPS mitigate mental health needs of our students?"

Access to Data and Analysis

There is a strong demand for access to the data used in making boundary decisions. Community members want to see enrollment projections, capacity reports, and analyses of potential impacts. They also want assurances that data is being collected and interpreted objectively, without bias.

- "Will the community see the data?"
- "Decision criteria made available."
- "Where/how is data being utilized in reworking school zones?"
- "Will public have access to data collected/dashboard to view?"
- "What are the methods of how they're analyzing data?"
- "Would you provide a transparent review of the data collected and allow for an independent review before making recommendations?"
- "Why are community surveys not occurring before data analysis?"
- "How is FCPS calculating enrollment projections? Accounting for development/planned approvals?"