

## Graphic Organizer for Note Taker

As your group discusses each question, please take notes in this graphic organizer. There is a main page for each question and an additional page if you need extra space. Please write as neatly as possible so that the notes can be transcribed. At the end of the breakout group share-out, leave these notes on your table, and we will collect them.

<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. <u>Transportation Challenges</u> - What is an acceptable distance for commute? Shortest travel time to school Kids sleep, Bus Driver <del>school</del> costs, # of buses, pollution/traffic congestion</li><li>2. <u>Academic opportunities</u> - Every school should have AAP capability</li><li>3. <u>Enrollment Capacity</u> - how many students should be in a classroom for optimal teaching. Student: Teacher Ratio Matters Are there currently enough classrooms as FCPS currently exists to comfortably teach our kids &amp; the best opportunities.</li><li>4. <u>Community Engagement</u> - how close you live = ↑ engagement &amp; the school</li><li>5. Equality in Funding across all teachers/schools based on student ratios which is also important for teacher retention</li><li>6. Global warming/traffic concerns</li></ol>
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## Question 2:

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

## Information to Include in Boundary Review

1. What is an optimal travel time - will more bus drivers/buses be hired to limit travel times?
2. Performance outcomes - is there a connection between school attended + outcomes in life after college / what does life look like  $\bar{p}$  high school for all high schools
3. How can you measure "impact" if boundaries change 95 years  
Be specific on outcomes data + how it is measured
4. What data are you looking at now to assess school boundaries - be specific
5. What past data was used to determine current boundaries
6. Demographic data - how many lower SEC / ESL students per school  $\rightarrow$  what biases exist in school ranking if lower socioeconomic or ESL students are higher.
7. Can we really rely on census data to predict over/under crowding. Where are you collecting future student ratios
8. What are you spending your Billion dollar budget on? Why is there a problem adequately funding all schools?

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Improved Student : <sup>teacher</sup> ratio
2. Eliminate split feeders + attendance islands
3. Curriculum across all schools should be advanced. Clubs, Sports, AP/Honors equal at all schools - Trade opportunities available to all
4. Elevate the opportunities for All students instead of lowering standards to meet the lowest common denominator
5. Teacher retention / Salary Matters - Provide more funding
6. What / How do we measure success for our kids
7. Learning standards improved for improved Mental health → smaller student:teacher ratios should ↑ access to teachers for questions
8. Greater Community Engagement - what does parent engagement look like for all classes of parents within PCPS - Increased language support based

10. Reduced travel, congestion on roads, pollution

11. Less drive time =

on schools population.

9. Safety of school is very important / a challenge

12. Quantitative in depth sharing of data not just qualitative

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. Does the school board have final veto power or do they need to look at majority community opinion
2. Why can't more schools just be built?
3. Are multiple scenarios being designed + then the superintendent has final decision making
4. Data collection needs to be local
5. Why is community meeting + community surveys taking place in the summer when people are gone + memory regarding the challenges/achievements DURING school year
6. If this is implemented - will there be grandfathering  
How generous will you be with grandfathering - does where siblings attend high school matter for grandfather
7. How are you accounting for property value depreciation if boundary change takes place
8. How are you accounting for federal funding with different Federal administrations + their appropriation of funds -

~~Transport~~  
Transparency with Budget -  
Feels like moving kids around to "fit" when there is a billion dollars + that can be spent wisely  
What are the build plans?

10. When it goes to the superintendent for review - is all the data + suggestions being made available to the public?

11. What is an "appropriate" class size?

9. If grandfathered, will transportation be provided?

Additional Note Space for Question 4

Top Root causes = Class sizes too large/overcrowding and schools too far

Reduce  
Distance to  
School

- Sleep impact  
Mental health
- Strengthen  
Community
- Transportation  
costs  
(bus drivers)
- Congestion / pollution

+ Balanced /  
Reduced  
Class Sizes

- teacher retention
- academic outcomes
- trailers ⊖
- mental health ↑

= ↑ Community health  
Mental health  
Academic outcomes

⊕ Elevate the standards

⊕ teacher pay

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### Priorities

- Access to Programming
- enrollment capacity
- proximity
- transportation

### Question 1:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?

### General challenges:

1. Preserve community that has roots,
2. If it is not a split feeder do not disrupt
3. Not taking into account new dense developments in your data → current attendance projected in 5 years without taking into account new dense developments  
IS bad data
4. Proximity + Safety - don't cross major arterieles like Rt. 7, Rt. 50 + 495 !!
- 5.
- 6.

**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Don't break existing single feeder systems
2. Surveys of PTA boards and Community associations and School administration for additional/real data
3. ↓ What are the considerations for how you define equitable programming.
4. General Policy agreements/  
Historical data that has not been followed through with → 80's Mantua was prioritized for renovation and never followed through
- 5.
6. Is giving choice to families apart of consideration if not, why?
7. When you move students from a #10 school to a #110 school what is impact on students who move (ranked by FCPS)
8. How do you back fill the gap of less ~~or~~?

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. They allocate funds to do renewals that they promised in 80's so schools can keep up with our community renovate
2. → you promised to ~~make~~ Mantua ES and never did
3. Transparency of process, decision making, accountability → how much does this process cost?
4. ↓  
that we follow through on decisions made
- 5.
- 6.
- 7.
- 8.



**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. Who are the people making decisions and what are they doing?
2. How are you getting boots on ground in the communities you are focusing on? Are
3. You meeting with community leaders, PTA teachers
4. We want to speak in front of the decisions makers - share our impact stories that ~~aren't~~ don't fit in boxes!
5. Advisory groups had to sign NDAs → WHY??
6. How can you anonymously share data in a transparent way (remove student identifiers) so we can see student data
- 7.
8. let us share impact statements

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### Question 1:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?

### General challenges:

1. **Transportation.** Too much time on the bus is a waste of time. Parents need to take the student to school.
2. **Attendance Islands.** Want to get a better idea of where their children will go.
3. **Putting kids in the schools based on having access to AAP or strong programs in STEM.**
4. **W/ Cadence of reviews in relation to ongoing construction and expansion of the schools.**
- 5.
- 6.

**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. School start times at the different levels. Elem. and middle school start at different times.
2. Family and childcare considerations. Differing start/end times can cause issues.
3. Enrollment data projections
4. Capacity of schools
5. Construction and renovation timelines
6. Disruption of current students and social circles.
- 7.
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Academic interests of students should match the school they go to.
2. Access to foreign language and STEAM courses. Also, gymnastics, arts.
3. Shorter ~~than~~ commutes.
4. Even distribution of the student population.
- 5.
- 6.
- 7.
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. How will <sup>long</sup> implementation take?
2. How are the schools going to address changing needs?  
How will students and schools be supported?
3. Mandatory?
4. Confidence in understanding what to expect. Feels like mass disrystie every
5. <sup>Syrs</sup>  
If every Syrs feels too often and makes a lot of things more unpredictable.
- 6.
- 7.
- 8.

# Glasgow Table 2

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review** ★ Teacher/Staff input ★

1. commute times and safe path ways
2. capacity levels, whether trailers are included
3. what are the split feeders - community was not very aware
4. Budget (per child enrolled) (per teacher)  
average PTA contributions per year
5. Investment in housing based on school district!
6. Renovation Queue - when are which buildings slated for upgrades
7. parents closing private school over sending to their assigned middle/high school
8. Standard Test scores? Graduation rates
9. optimal teacher to student ratio

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Lesser overcrowding to reduce friction / lower incidents and increase safety
2. Pareto efficiency - make people better off w/o making anyone worse off
3. Limit changes that impact parent's decision to buy a home in a particular school pyramid.
4. Increase equity / access to programs
5. Consistency for reasonable time periods  
Every five years may seem too often.
6. Attention to facilities - renovation, expansions
7. Proximity - Kids going to school near their community, please
- 8.



**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. what tools will be available for community to process / understand potential options
2. Is splitting FCPS into two or more counties possible? why so LARGE??
3. what about teacher pay?
4. what else is being considered?
5. will kids be grandparented into existing school pyramids?
6. will there be an exception request process for children to stay w/ friends/neighbors?
7. Are we only discussing current school bldgs, considering new bldgs?
8. will crosswalks / traffic calming measures be added where need to improve safety for walkers / students?

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Programming (Immersion, AAP, etc)  
- can drive school choice.
2. Review budget allocation to ensure spent best.  
equitable?
3. crowding rates
4. Deep dive of housing and transportation in each zone.
5. Tracking family size vs. housing (duplex, apts vs. single fam homes)  
- census review
6. \$ of PTA funds by school/zone
- 7.
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Improved quality of life for students - ~~small~~ small class sizes
2. Flexibility for family choice
3. Equitable access to resources (programming)
4. Good instruction w/ low travel time
5. Efficient Allocation of all resources
6. Data integrity and embracing (considering) marginalized communities?
- 7.
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. When will there be a boundary draft for the community to review?
2. How will the changes be implemented?  
Rollout will be significant to children.
3. The committee will recommend a draft but the board will make the final decision - what
4. measures will be put in place to ensure equitable? Integrity of the change / outside influences
- 5.
- 6.
- 7.
- 8.

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Projected population growth
2. School upgrade timing & order of priority
3. Current & future facilities & plans for use to meet projected population growth
4. Auxillary classroom (modular) use as a ratio to standard classrooms
5. Hallway congestion (safety concerns)
6. Student:teacher ratios
7. Redistricting implications of Title I funding
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Retention Rates within FCPS (vs. loss to private schools) - largely due to safety (overcrowding concerns) and access to programming
- 2.
3. Efficiencies of scale - resourcing, budgeting, facilities, ~~at~~ transportation, etc.
- \*4. Longer term plans, that are ~~flexible~~ flexible enough to accommodate projected population changes
5. Meeting the needs of our students & <sup>diverse</sup> community members
6. Stronger base elementary schools that offer IB & AAP
- 7.
- 8.



**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. level of communication throughout the process → more is better! (even if there is no update)
2. How specific will the proposed changes be (e.g. can you look up your address to see where you will go?)
3. What is a realistic timeline for implementation?
4. Will there be a phased approach to implementation?
5. To what extent will the District school board Reps be involved in the decision?
6. Will all Regions be implementing the plans at the same time? If not, how will the order be determined?
- 7.
- 8.

# Group 4.

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Lack of the definition of Equity</li><li>2. Need a thoroughly understanding of the present boundary. Then find the pro and cons of the present boundaries as a starting point</li><li>3. Least disruption for family and students.</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Need accurate data for households
2. Need a validation process of the physical address → to address overcrowding and under population  
↓ Also the land available for expansion
3. Should be taken into consideration.
4. Balancing of capacity when there is an imbalance at elementary, middle and high school
5. Concern on the contractor qualification/experience to competently carry out assessment
6. Distance of students to get to school
- 7.
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Accurate data.
2. Minimal disruption for student.
3. 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> in one school. Middle school  
or 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> } group of 3 grades
4. Talk to student to get their input and insights
5. Manageable school population and teacher student ratio.
6. Consistency of programs so students do not have to be based into other areas
7. Question the applicability and relevance of the programs of the IB and AP Programs
8. Reduction of outflow of students to particular schools for specific programs.

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. How is the weight being given to each factor?
2. - If boundaries changes continue every 5 years, is FEPS still going to be attractive to family?
3. Have very transparent sharing of data.
4. Does Thru have access to student personal information?
5. Are educators going to be brought into the process and in what way?
6. New government policies affect certain school population
- 7.
- 8.

# Table 13

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. ~~Physical environment~~ Previously focus of Glasgow - transportation is the biggest barrier. kids need to walk to school - how many roads near schools ~~have~~ sidewalks/crosswalks/streetlights
2. Improving projections for student population size
  - ① Building multiple households
  - ② single family homes here to multiple households
  - ③ limits in contraceptive access = more households
3. Students in 5+ years. Inference by zone/covenant/income
  - ↳ implications of special programs (e.g. language immersion) on feeder/capacity
4. Cost for adding special programming across pyram
- 5.
- 6.
- 7.
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. No more trailers! Medium-longer term solutions

2. <sup>Sustained</sup> Funding can support full implementation of plan.

3. Priorities are met - equitable access & capacity gaining

4. Sustainable growth plan - accurate modeling for all of growth  
School Board & Board of Supervisors align planning  
Fair tax (county) & Capital Improvement Plan.

5.

6.

7.

8.



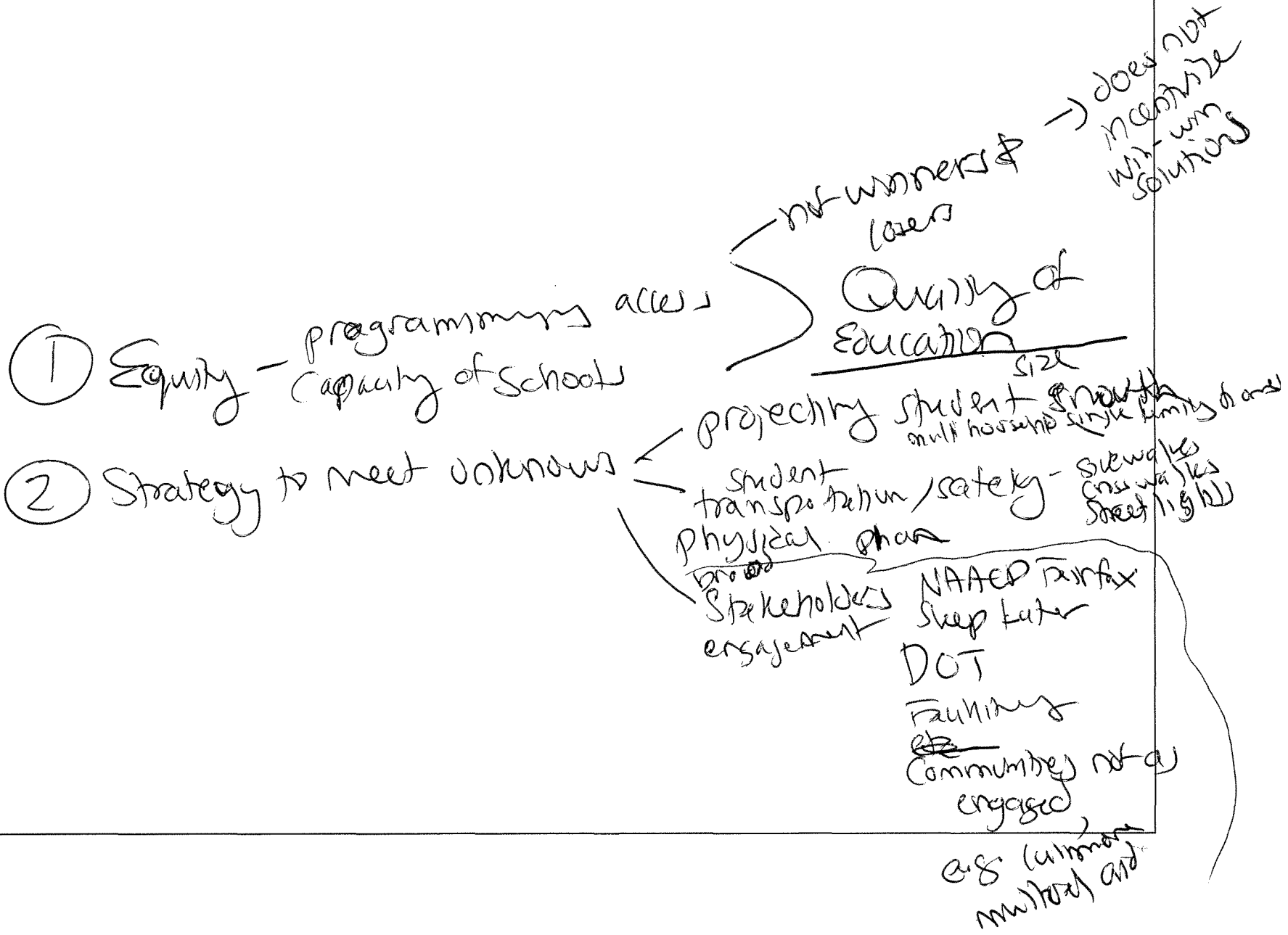
**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. Does development talk to housing talk to FCRS
2. How can transportation, facilities, security work better together (or at all) in support of KMI plan?
3. How will organizations/stakeholders be engaged for their expertise?
- 4.
- 5.
- 6.
- 7.
- 8.

are the models siloed or interact? they impact one another!

Additional Note Space for Question 4



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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Don't take ~~out~~ property values into account
2. Demographics on recent arrivals (immigrants)
3. Exposure to variety of socioeconomic ~~for~~ students
4. Similarity of test scores across schools - college readiness - (not a consensus at the table)
- 5.
- 6.
- 7.
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Keep neighborhoods together
2. Proximity to schools
3. Fairness / logical boundaries
4. Equitability in programs
5. ~~Not~~ Actually follow through on the plans that are made
6. Better teacher retention - find out the source of them moving
7. Limit of how long kids are on the bus
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. Implementation of rezoning - is it phased or all at once?
2. Information about the partners using this data - info on the company
3. All kids are at the same college-readiness level at the end
4. Will they try to look at walkability & bus times
5. Future economic development
- 6.
- 7.
- 8.

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Stability and Consistency for students.
2. Increase the number of walkers and decrease travel times.
3. Advanced Academics should be available in all schools. Specifically level 4 availability.
4. Reducing Split Feeders
5. Income inequality in close neighboring schools.
6. Transportation to schools - driver shortages, buses not arriving on time
- 7.
- 8.



**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Less income segregation.
2. Consistent academic structures across the county (6-7-8) in middle school
3. Language immersion, AP, Art, Music, Technology
4. Increase PTA \ PTO involvement
5. Increase after-school programs
6. Increase walkability to community schools.
7. Safe alternatives to get to school (work together as a community)
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. Increase transparency for those who are unable to attend meetings, make sure that it is accounted for during the whole
2. Process, Impact of community input and algorithms. Is there a balance? what is the feedback loop
3. Be clear ~~and~~ and simple in questions.
4. Which School Year would these be implemented?
5. ~~And~~ How are these going to be implemented? (All schools at once)
6. Who is this going to effect? Only incoming (new) students?
- 7.
- 8.

~~6:40am~~ school starts @ ~~7:30am~~

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Proximity - 12-15 mins is lengthy; try to keep it under 10 (12 mins w/traffic).</li> <li>2. Redistributing capacity. Not just consider current, but also what is to come. Some schools are crowded / others are under-crowded.</li> <li>3. Programming. Under capacity - causing less programs availability.</li> <li>4. Over capacity - too many kids to teach in the classroom (kids not needs not being met.) - All schools offer equitable programs to students.</li> <li>5. Review for magnet schools so that other kids are able utilize offered programs.</li> <li>6.</li> </ol>
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Not enough sports classes offered etc.

13 criteria list for child to attend out of school zone. (special academics, special language, etc.)

**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

- \* 1. To get advanced academics at every school. Level 4. Ans. possibly lack of qualified teachers?
- 2. Building a sense of community around the school.
- \* 3. Be proactive and think ahead. If you don't re-zone the school will crowd due to increase of population.
- 4. Need surveys for projection of student population, to prevent crowding (lunches up to 1:30pm).
- 5. Data sources: consulting w/ an urban developer?
- 6. that may help project.
- 7. Busing?
- \* 8. ~~But~~ Once a decision is made will they give preference to the kids that already attend the school. "Grandfathered in?"

CIP. does every year ~~every~~ (4 yrs. projection)  
not all. some areas project after 25 yrs.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. ~~\*~~ Building the capacity; builds <sup>strengthens</sup> community
2. Providing more programs at schools will also help w/ busing and staffing.
3. Shut down schools w/ low capacity?
4. Not only low population (children do not choose to go to school.)
5. Staffing? Offer more AAP programs to under capacity to schools.
6. ~~\*~~ Not socially healthy for kids to split up when you have whole Islands that attend the same schools but later
7. split when moving on to high or middle.
- 8.

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. where is this data analysis being collected from?
2. How transparent is the data collected going to be? before making a decision?
3. Quality profile for each school provided?
4. Progress monitoring between data collection?
5. Communication w/ the public...
6. Who is involved that influences the decision making? we need someone advocating for ~~the~~ parents / community?
8. Is there an option to close down schools or open new schools to meet / fix capacity needs / sit. in the over pop. schools.

quest. #2 →

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Balance socio-academics
2. Inconsistencies in academic/language programs in schools
3. Survey should be qualitative and quantitative
4. Impact of boundaries on school budgets
- 5.
- 6.
- 7.
- 8.



**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. No overcrowding, access to programs in schools -- quality education and equal opportunity
2. Equity of facilities, funding to schools
3. Transportation in decision-making (based on data)
4. School boundaries that reduce travel times
5. All voices need to be heard (economic & academic equity)
- 6.
- 7.
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. How will surveys be created?
2. Will we have access to the collected data?
3. Data collection should also be a part of the process (including survey period)
4. Access to meeting (time) may prevent participation from some communities (equity)
- 5.
- 6.
- 7.
- 8.

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How does that impact boundaries??

## Question 2:

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

IB vs.  
AP

## Information to Include in Boundary Review

1. Access to Programming - Pockets - ie- you are closest to TGHS but can't get in so child goes 20-25 mi. away
2. Must assume things will change; how ~~are~~ is the County forecasting?
3. more level of onsite @ each base school vs. sending kids away to magnet programs; already overcrowded schools getting more kids; some for special needs
4. Resources
5. Kids at different schools - major challenge
6. Grandfathering - what will the plan be?
7. Focus on neighborhoods and communities - keeping together
8. Teacher/Student Ratios

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Reducing overcrowding; Reducing Centralization  
All programs at all schools
2. Stronger sense of community; staying with peers through educational journey
3. more common sense/intuitive
4. overcoming stereotypes - school ratings
- 5.
- 6.
- 7.
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. What is the effect on Title I Schools?
2. Is there a plan for new schools? Renovations?
3. What is under-enrollment?
4. Construction plans can't keep up with pace on growth - ie - Justice HS construction planned so long ago ... now it's not enough? Packlawn - all the
5. portables ... how do we plan for what we don't know?
6. Grandfathering? How does that work, if at all
7. Aug '26 implementation?
8. Cost of redistricting? Every 5 years?

# Table ~~6~~ SIX - Glasgow - November 18 2024

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Capacity vs. actual enrollment;  
program capacity vs enrollment
2. Data on Modular use; how many students are being taught in Modulares
3. Housing development, zoning, age + demographics of home owners to understand future capacity.
4. Staff turnover (teachers, principal etc.) vs. enrollment + capacity
5. Community / neighborhood ~~issues~~ physical boundaries.
6. Staffing as it relates to capacity; are teachers avoiding / leaving over-crowded schools
- 7.
- 8.



**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Glasgow needs to be right-sized; Fast-track Glasgow if the super intendant has authority to do an emergency adjustment.
2. Appropriate class size
3. Eliminate AAP centers
- 4.
- 5.
- 6.
- 7.
- 8.

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

2. How will FCPS maximize responses to surveys? Ensure maximum participation
3. What data will be included in survey to get useable results
4. What data will the ~~superintendent~~ superintendent consider in final decision? ~~survey~~
4. How will you prioritize the schools that need an adjustment the most?  
\* Will you prioritize schools that are currently suffering from over-crowding
- 5.
- 6.
7. Are we <sup>gathering and</sup> including student feedback?
8. Will you consider "grandfathering" w/ any changes, especially High School

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Additional Note Space for Question 1:

- Programming should fit needs of kids
- Sense of community, wellbeing, especially post-covid, uprooting kids, esp. every 5 years
- Standardizing K-6, middle school starting at 7th
- concerns about data & how its being used for this study

**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Long term construction plans
2. Survey communities  
Would you rather - /prefer to have expanded school or be moved
3. Ask schools /communities to rate concerns, can boundaries change these concerns?
4. Boundaries need to be justified beyond capacity what has FCPS done to prioritize this?
5. FCPS needs to be accountable for these decisions
6. Historical data that impacts today's decisions  
Accountability
7. More emphasis on community insights than numerical data
8. Want to know data on programmatic demands  
transparency & use of data for things like languages, IB programs etc  
Base schools vs. other schools data  
what are programming demands

Additional Note Space for Question 2:

- ° Balancing title 1 across geographic areas
- ° AP access - equitable access

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. us versus ~~them~~ across pyramids - get better at that
2. <sup>↑</sup> opposite - pyramid itself is all split up and not cohesive - cohesion within pyramid
3. ~~3.~~ Fair, transparent & clear data is explained
4. Balance shared resources and priorities
5. Better comms and awareness of offerings at schools
6. offerings should be relatively the same across schools so moving them wouldn't be as big a deal
7. Proximity & transportation not raised as big concerns for anyone
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. Communication plan - how will we learn details
2. concerns over next round of consulting  
concerns over these large regional mtgs
3. How are we making sure every school is represented?
4. Do we get to see data before decision made?  
Show us data along the way
5. Is new HS /schools a consideration today?
6. Is there a post boundary analysis to see how its going?
7. How are you going to prioritize or weight each factor?  
Ex: transportation vs. capacity - if data is conflicting  
how will you decide what  
is weighted more?
- 8.



#### Additional Note Space for Question 4

- How are FCPS Board members going to be held accountable?
- Want to know that Board members have serious input into decisions rather than consulting firm
- Metrics for success?  
Nothing like this for other FCPS initiatives

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**Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. bus route specifics - lengths
2. neighborhoods kept together - into same feeders
3. population projections - from multiple sources
4. home/community values
5. expanded school capabilities in various programs
6. how do we make these changes equitable?
7. standardized grade levels by school type
  - ex - all elem coding grade 5 or 6
  - how is this throwing off feeders?
- 8.

**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. equitable opportunities for all students  
- school resources → programs
2. neighborhoods kept together and follow the same feeder's from elem → high
3. standardized grade levels by school type
4. not breaking up families based on program availability
5. smaller classroom sizes
- 6.
- 7.
- 8.

**Question 4:** What questions do you have about the next steps in this boundary review process?

**Questions about the Process:**

1. how weighted is the community voice in the drafts?
2. will the community see the data breakdown?  
Transparency of data allocation?
3. what will the implementation in 2024 look like to ↓ disruption for students as much as possible?
- 4.
- 5.
- 6.
- 7.
- 8.