Challenges

- Quality of life
- Social and Emotional concerns
- Excessive travel time (transportation)

Data Insights (Programs)

- Adding capacity vs. $ cost benefit
- Transportation
- over crowding / Redevelopment
- Census Data

Outcomes

- Flexibility
- Equitable Access
- Resources - Efficient Allocation

Questions

- Will we see a draft?
- How to communicate/gain access to the Pyramid.?
- How will it be implemented?
- Roll out?
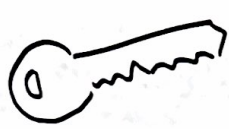- Maintaining and protecting marginalized people/communities, How?

Table 7 Key Takeaways

Top Boundary Priorities #Ranked!

1. uneven distribution
2. numerous split feeders
3. suboptimal instructional program locations
4. increased travel times
5. Lack of space
6. Longer facility renovation wait times

Data to Consider

bus route lengths

equitable redistribution

neighborhood
- values
- community

Local/ebase school programs
- AAP
- immersion
- spec. ed

standardized grade levels by school type elem/mid/high

① ②
④ ③

Questions about Next Steps

How weighted is community voice in the drafts?

Will the community see the data breakdown? #transparency

What will implementation look like? How will disruption for students be minimized?

Desired Outcomes

equitable opportunity for all

neighborhoods kept together

standardized grade levels by school type

smaller class sizes!

not breaking up families due to specialized programming

① Top Boundary Priorities

- Implications for AAP
    base vs. center school selection

- Split Feeder Schools

- Uneven distribution of students
    safety
    teacher/student ratio
    facilities (# of auxillary
                    classrooms)

≠ Transportation (Low priority)

② Data and Insights to Consider

- Projected population growth

- Upgrade timing + order

- Current + future facilities +
    plans for use to meet proj
                        pop.
                        growth
- Auxillary classroom use

③ Desired Outcomes

- ~~Retention~~ ↑ Retention rates (loss to private
    schools)

- Efficiencies of scale (resourcing,
    budgeting, facilities, transportation..)

* Longer term plans - flexible to
    accomodate projected population
    changes

- stronger base elementary schools
    that offer IB + AAP

④ Questions about the Next Steps

- Level of communication thru out
    process → more is better!

- How specific will proposed Δs be
    lookup address?

- Phased approach?

- How involved are District Board Reps?

- All regions at same time?

1. Which of these challenges do you think should be prioritized when creating new boundary scenarios?

- Overcrowding
  - proper classrooms vs. trailers
- Split boundaries
  - Community programs split between schools
  - boundaries split on roads & not win neighborhoods
- Bus transportation reduction
  - walkability
- Grandfathering in current attendance/siblings.
- Not allowing the "Bigger" voices to overshadow and push their own agendas.

- Pyramids having: (All)
  - AAP center schools (Annandale only school w/o AAP center)
  - Immersion Programs
  - Special Ed. CSS cites
  - Standardize
    - K-6 vs. K-5
    - middle 6-8/7-8 grades
  - after school programming
- Program Continuity

and language/multilingual learner services for after school programming

2. What data or insights should we incorporate in this boundary review?

- Program Continuity (Foreign Languages)
- Public Surveys
  - academic programming
  - transportation
  - representative of community
- Equity → quantitative & qualitative → represented back to the community w/ full transparency
- Socio-economic equality in every Pyramid
- Access to all program FCPS offers at all high schools

- Attendance zones
  - how many schools kids pass to get to their school.
- Impact of proposed boundaries on school budgets.

3. What outcomes do you hope to see from this boundary review process? How might this process positively impact our community?

- Balance of programs (& access w/o disrupting base school access)
- Transparency in a timely manner for all decision making.
- Equity while maintaining a sense of community
- Equitable funding of all schools

Eliminate Islands
- attendance
- academic
- athletic

4. Do you have any questions about the next steps in this boundary review process?

- How will the process ensure that there is an equitable voice heard from all demographics. Not giving more weight to those who are backed w/ their education & socioeconomic status, drowning out the smaller voices w/ equally legitimate concerns.
- Timely transparency at every step
- Community Surveys should be in phase 1 also to go along w/ Data Collection.
  → only having evening meetings limits access to certain communities who work in the evenings
- Hold meetings specifically in peoples native & languages so they are comfortable attending & interacting.

1 Challenges related to current school boundaries.

* keeping communities together - don't split up ~~smare~~

- crossing major arteries - 495 / 50 / 7

2 Important data or insights to consider

* Survey of PTA Boards, community associations, school administration

- Don't break existing single feeder systems

* How does equity work - when moving students from a #10 to a #110 school? RANKED BY FCPS

How backfill the gap of loss?

3 Outcomes of boundary review Process. Positively impact our community

- Full transparency of process, decision making and accountability

4 Questions about next steps.

data → using current attendance not accounting for new dense development

* Transparency of the process - WHO are the people chosen Advisory committee? ~~WHY are they signing NDAs?~~

* When will there be an opportunity for us to share our statements?

① Boundary challenges/priorities

All were discussed as equally critical —

Ep. include safety for transportation

Specific request for measurable criteria for these challenges.

② Data insights

- Neighborhood boundaries and major hubs — divided by major arteries
- commute times and pathways
- transparency and accessibility of data as its ongoing
- consider current splits ~~cover~~
- Budget transparency $ as a whole, programming, funding sources
- Consider homebuyers who buy into a particular pyramid
- Data point: how will this influence community resources provided by the school

③ Hopes for outcome/positive prospects

Safety > less incidences of violence

Equity/ Parady among schools

Insight into sentiments of community will be very clear to decision-makers.

④ Questions

How does this relate to ~~impact~~ rennovation and grandfathering?

Why are some schools considered "good" and others are not.

Will teachers get the opportunity for a forum as well?

Can we find a way to measure change in "brain" drain" from public to private

Top priorities

(✻) Equitable program access

Enrollment equity — including
capacity   diversity
            size

Data / Insights

Consider where sidewalks exist for walkers
- collect data

Consider how development impacts capacity

Consider enrollment impacts   → concentrated in areas
based on special programs (lang.   → collect data from
immersion)   county / developers

Questions
~~~
How
What does the model for
development interact with the
school district growth plan?

Hopes

Funding to build facilities
for capacity
Transparency

Priorities are met

Make it make sense

1

overcrowding/capacity
↳ monitoring guidelines

transportation
↳ distance
↳ common sense efficiency
↳ passing schools on the way

Split-feeding - eliminate if possible
especially MS→HS

* Pick a model
↳ 6→8 or 7→8

2

* Population growth
↳ better projecting - more buy-in

Impact of centers/special programs
on surrounding community +
distance to assigned school

Grandfather clause - splitting families,
splitting community/neighborhoods +
activities from schools

* Decentralizing special services
- have at each school

Teacher to student ratio

3

reducing overcrowding
    "   fragmenting
   $ * decentralization
            ↳ all programs at all
                schools

More intuitive - transparent

Overcoming stereotypes of
schools which impacts
neighborhoods, values of
property

* Maintain sense of community
↳ common sense planning

4

Is the focus on diversity or
maximizing efficiency of
resources?

What are the options? New schools?
Bigger schools? or neither?

How do you determine under- vs
over-enrollment? Is it only capacity
of building?

How do we plan for what we don't
know is coming?

How do we account for projections
when it is a 10yr plus timeline from
planning to development?

① - Inequality
  - History of previous neighborhoods
  - Proximity
  - Access to Programs
    ↳ Equity

② - Bus Routes (Double Rou shortages
  - Stability b/w Level for changes
  - Percentage of those switching
  - Percentage of Walkers
  - Distance of Travel
  - AAP in every school
  - Split Feeders
  - Income Levels Inequality (Title I

③ - AAP Level IV in
  - every school
  - 6th Grade in middle (consistency - Also countyy. wide) income.
  - Resolve some inequality
  - Better access to programs (Immersion, Special Ed, AAP) Montessori)
  - Reduce Segregation
  - Even out PTO/PTA
  - More Kids Walking
    - Building Community

Schools In Boundary its.
Safe Alternative Ways to get to School.

④ - How Will Transparency be ensured through the entire process
    - Specifically "Gap" between Phase 1/
  - How is Balancing Computer between Human Component
  - When would new boundaries Start
  - Clarity (Simplicity) in questions?

What's the roll out plan exactly?
What else are you doing to fix
    problems: renovations, teacher issues?

How many different optional scenarios
    will be presented and how
        flexible are they going to be about them?

Will community members be able
    to make their own models.

Can we break up FCPS? 2 counties?
What about the 200 Rooms for SACC + Headstart/maximize real estate?

How will teacher pay be impacted?
Why are you only having 2 STAC
community members per region?

How can all of this be effectively
    completed in 2 years, every 5 years?

Will this be comprehensive every 5 years
and tweaked in between; or will it be static?

Are there considerations of new buildings
and locations?
Why not move to virtual learning?

Table 6 Key Takeaways

Top Boundary Priorities

- Over capacity / enrollment in schools
- Physical neighborhood boundaries
- ~~Splitting schools~~
  ~~feeder~~
- Reduce splitting feeder schools

Data and Insights

- Capacity vs. Actual
- Data around modular use
- Housing development data
- Staff turnover and relation to capacity
- Identify critical schools

Desired Outcomes

- Glasgow
- Appropriate class sizes

Questions

- How will schools be prioritized?
  - What ~~data~~ will be taken into consideration?
  - Will it take ~~t f~~ the full 2 years?
- What data will Dr. Reid consider?
- Will student feedback be included?

Table 4 Key Takeaway Notes

① * Lack of the definition of equity.

* The least disruption to students education to achieve equitable boundaries.

* Student MS being moved do to overcrowded/undercrowded

* Access to different academics

③ * Minimal disruption to the students

* 6-8 (3 years) grade for all Middle Schools

* Accurate data to make equitable decisions

* Consistent programs across the county.

② * Validating addresses across the county to ensure correct number enrollment

* Accurate school projection number data.

* Identifying misalignment of M.S. capacity to High School

* Distance for student commute (drive & walking)

* Numbers of students leaving schools for specific programs

④ * How are these four factors being weighed compared to others?

* Does Thru have access to students Personal Information (P.I.I)

* Will/How will educators be brought into the process

* How will "grandfathering" look like at the conclusion?

* How new government policies may affect student populations in the county?

Question

① Well being / community / continuity
   ↓
   Capacity

· Programming ⟹ balancing Title 1 needs across boundaries

② Long term Considerations ⟹ work through solutions c̄
· All data   long term plan + explain
   + Capacity   + rational + how data was
   - prioritize   used + how problem actually
                         Solved
· How many kids   - Transparancy + use of data
                            for kids outside of their
                            base school + reason for
                         Δ from base
③ split feeder   ⟹ can that be addres.
   ↑ community engagment   other ways

Transparency of results, data
used decision process
   ⟹ Find other solutions to solve
     issues not improved by Δ to boundaries
        →improve access in programing
        at every school to ↓ issues c̄
        boundary Δ
        →more consistency across county for programming

⟹ MAKE All Middle Schools 7 & 8 Grade!

Questions

* ① How will data be ~~shared~~ available v / shared along
the way ⑤ ⑨

② How are all impacted schools able to share
concerns | part = concern that committees
too. big miss info

③ ~~Δ to boundaries impact~~

* How will you prioritizing priorities ex. trans.,
capacity, programs
   - When not every need can be met eq.

④ Impact of Δ in boundaries to plans for new schools

⑤ Accountability of SB to being able to give input /
advocate for their students

⑥ Metrics / measures for outcomes of these Δ

⑦ How are families able to plan long term if Δ is
frequent

1

* Commute time
* Attendance Islands
* Equitable Access
* Review cadence/timeline

2

* school schedules
  -childcare
* Enrollment/capacity
* Construction timeline
* Disruption - current
  students

3

* Shorter commute
* Even distribution of
  student population
* Equitable access

4

* Implementation time
* Support for schools &
  students
* Mandatory for all
  students?

Table 12 Key Takeaways

Top Boundary Priorities

- transportation – proximity – not zoned for schools closest
- special programming – more broadly accessible
- over capacity
  → teacher quality
- grandfathering + implementation

Data and Insights to Consider

• similarity in college readiness – access+ across school

- How are we assessing access to programming?
- Academically challenging curriculum available to student
- awareness of main roadblock: – zone protection
- list of schools being remodeled (facilities)
- demographics – recent arrivals
- maximize socio-economic + racial

Desired Outcomes

- How are we assessing access to programming? → set a shorter commute time for students
  – How is this measurable?
- Better academics for all students
- Proximity – HS closer to home
- More diversity in community – diff ways → more than racial diversity
- include a process to review boundaries more frequently
- Fairness → logical review of locations
- Keep neighborhood groups together

Questions about the Next Steps

- Ensure follow through of community engagement sessions' feedback
- Increase teacher retention + teacher satisfaction
- Will there be a phase-in process? What are implementation details?
- Can we get more information about the company partnering with FCPS to collect/analyze data?
- Is there money in the budget to hire more teachers?

How will future development and growth impact the future of rezoning?

What does the partnership between transportation, developments surrounding neighborhoods look like?