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1. Keeping Kids in Pyramids.
2. Will boundary changes happen every 5 years?
Impact on Kids - consistency.
 - Grandfathering families?
 - Keeping siblings together.
3. Access to same programs at different schools.
4. Resolve attendance islands.
5. Should be a longer implementation period after proposals approved.
6. How much input will parents have after proposals made?

TABLE 38

① Relationship between housing development + school boundaries needs to be considered, esp. for high + medium density development

② Why is there no pre-draft ~~scenarios~~ scenario community input with data? We will not see what is being used to develop scenarios prior to them being developed.

③ Put resources towards ensuring students actually reside in FC PS + don't commute from MD, etc.

Process

- transparency in process/feedback
- equitable ^{programming}
- Consideration of data points
(attendance, academics, impact on transition, bus routes, early childhood intervention)

Policy

- minimize disruption/stability
- transportation (how are you defining proximity?)

Proximity

Resources for individual schools:

- * New school construction

Low impact on current students

Q1 • Equitable access to all programs & high quality education
regardless of boundaries / pyramid

* Proximity of Access to
RESOURCES

* ^{Reduction in} TRANSPORTATION TIMES

* Schools Should Be
EPICENTER OF Community

Q2
Pupil PLACEMENT Policy

AVAILABLE FUNDING

* TEST SCORES AND GRADUATION RATES
College ENTRANCE | GRADUATION FROM RATE FROM college

Q3 EQUAL ACCESS TO SUPPORT AND RESOURCES

Q4

Question One:

Our group's top priority is "Access to Programming"

Boundary changes can involve perceptions of "weak"/"strong" school changes. What mitigating efforts will be taken to make sure that such change will strengthen "weak" school so as to prevent property value loss, loss to available academic programs (e.g. IB vs AP), or other negative impacts (safety).
"Purple Star Programs"

Our second priority is enrollment/capacity. Other factors have unstated metrics.

Question Two:

Insights include safety of school environments involved. Traffic and pedestrian safety along with bus times are factors that need to be considered. How will change in boundaries be tracked over time through monitoring of test scores and other measures of student performance — teacher-student ratios, availability of specialized programs, Grandfathering of students in last year of program.

Question Three:

Positive outcome would be that all involved schools would be improved, and not just ~~at~~ the "overall" perspective. Each family needs to feel that their opportunities have not been diminished.
Resource allocation: budgets/student-teacher ratios?

Question Four:

Will reviews occur more frequently in the future (2-5 years)?
What assumptions are being made about population growth? What about new, unexpected developments? Would new schools be considered as ~~part~~ part of solution

Table 39

① Proximity (build community, reduce commute)

② Building stronger neighborhoods (minimize disruption, both to middle? walkability)

③ Outcome reflects community input (keep schools open, no change, better program distribution)

④

Resources

- staffing
- facilities + playgrounds
+ sport
- materials
- transportation

Offerings / Programs

Data

• Transparency

↳ Data

↳ Roll-out / grandfather

↳

• Access to programming
throughout the region

• Least amount of disruption

Table 20

① Community

- a) proximity to school (+ neighborhood)
- b) established community is recognized as potential challenge / need for resources
- c) access to enrichment
- d) transportation → attendance

② Transparency

- a) clear 5Ws every step of the way
- b) previous lack of trust
- c) clear, early, makes sense

★ Please check in frequently
and put more weight on
the voices of the community

- schedule more dates
- share outline of plan - accept feedback!

★ minimize disruption to current
communities

- mental health of kids
- keep siblings together
- consideration of special programs

Table 34

- 1) Equitable access to programs which means increased budgets for the programs - connection between equitable access to programs and the boundary issues
- 2) Class size is a top priority
- 3) Community stability
- 4) Community input after plan is released
- 5) Data driven process

Take Aways

① Minimal changes / make diploma options more equitable at schools
(Edison (STEM) / West Po - Art & Mt. Vernon (IB))

② Eliminate island schools populations /
How is FCPS working with the county depts of transportation, planning / zoning (too many siloes). Best to think about the file

③ Transparency desired to see all data before decisions are made.

Table #43

1) Census Survey Per Home
To calculate # of Students
Per Area.

- Apartments
- Houses
- Mobile Homes

2) Equitably Divide the Economic Status of each Family per zones / district.

3) Equitable # of ESOL Students
Per School.

- IEP
- AAP
- ESOL

1) Logical Proximity #44
to schools.

~~2~~³) We care about the
transition plan — least
disruptive for kids.

↳ what data is being used?

1/3) Equitable access to
programs, tech, teachers.

GROUP 35

1. - BUDGET / RESOURCE ISSUES
 - MINIMIZING DISRUPTIONS TO STUDENTS
2. - FAMILIES CHOOSE WHERE TO LIVE BASED ON SCHOOLS
 - IMPACT ON INDIVIDUAL STUDENTS / SIBLINGS
 - DIVERSITY / EQUITY + ACCESS TO RESOURCES
3. STRATEGY - NOT JUST TACTICS
 - CAN'T SOLVE 40 YEARS' PROBLEMS IN 18 MONTHS

MEASURING
OUTCOMES
AND TRACKING
OVER TIME

FOCUS GROUPS
+
QUALITATIVE
FEEDBACK

*** ADDRESS SPLIT FEEDERS + ISLANDS FIRST ***

4. HOW MUCH WILL COMMUNITY FEEDBACK
ACTUALLY MATTER?

WILL COMMUNITY FEEDBACK AND DATA USED
IN THE PROCESS BE SHARED TO INCREASE
TRANSPARENCY + TRUST?

TEACHER
INPUT
IS
ESSENTIAL

* Implementation

Plan - one size grandfather
clause does not fit all

* Proximity to School

* Before & After care
- improved opportunity regardless of school

Q1: Proximity - get rid of Islands
(Whittier)
Capacity - Teacher: student ratio

Q2: Teacher student ratio
Property Values
Time on bus (not mileage)
Grandfathering of siblings/families
Walkable/Bikeability
Teacher retention rates
Social Emotional wellbeing of students

Q3: Improved outcomes for students
Improved Teacher retention
Stronger Communities w/ walkable schools
Equitable access to resources that removes stigmas (negative)

Q4: - When are hard deliverables? When do new maps come out?

- How long is phase 3 (roll out)

~~With students~~ - Can a new school be built?

- Will drafts have guidelines for exemptions + Grandfathering

- How will families be notified?

- How will school start times be a factor?

- How will Social, Emotional Learning of students be considered?

IF QUALITY FCPS Pride in #18 all schools
 Resources Materials Instruction Facilities Access
 are equally attractive

EXAMPLES DATA ON PARENT PARTICIPATION
 "Transparent" people

what does this really mean?
 "They" were invited but the barriers to attendance are transportation

NON-REACTIVE

EARLY CHILDHOOD

Community School hub for families learning growth healthy environment
 epicenter of community

OR AND Specialized incentivized programs

Attracts families to that area
 Requires schools to REQUIRE transportation

CAPACITY

Student-teacher ratio better learning environment
 trailers classrooms programs
 Expanded schools

Are parents aware of ALL options?
 Who are the voices?
 Noticing FCPS demographics
 Do our voices get heard?
 its not technically available but because of life barriers how many are still working now?
 How many businesses go to the meeting?

if not walkable depriving families and students of the experience of school as a community

STUDENT-CENTERED
 Attendance Zones
 can my grown up get to meetings easily?
 Students and parents walking and biking to school - access to after school programs, extracurriculars, mentoring opportunities.

pride in EVERY school
 Every school seen as attractive

can we walk to school?
 Safety Health outcomes



"A lot of" elem schools are neighborhood-centric BUT what about those that are not?
 Transportation Friendly? long boundaries?

Military Family Choice

~2016?
 Transportation is NOT provided so... not an equitable division for who is accessing it.

More School time
 less bus time
 long bus rides / early hours / less time in school
 parents without cars taking multiple busses to pick up a sick child

HOW DO WE STAY TRUE TO THIS? EQUITABLE EDUCATION FOR ALL
 Read Write Think

~~Top~~
ENROLLMENT / CAPACITY > Access to Prog.
+ Transportation
Proximity

DATA
TITLE 1, Housing, Health, Safety, Crime Data
① Demographics, Parent Participation.

③ STUDENT VOICES, Transparency DATA Collected.
INCREASED social, Racial, Academic equity (Shared Humanity)
Adjust periods (Not penalized), Access in Equity Manner
Eng. Marginalized in this process (Various Ways for input)

④ Method - How? ^{Equity} Lens? Who?
Process →
By Pyramid - Thoutout - Disaggregated
Student voice in ~~dec~~ ~~dec~~ Decision
How are they planning for BACKLIST

△ Enrollment Capacity

△ Avoid moving families
that want to stay

△ Equal access to
Programming

△ Measuring success of
Boundary change - surveys

id.

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1111

1) $\frac{1}{x^2} = x^{-2}$

2) $\frac{1}{x^3} = x^{-3}$

3) $\frac{1}{x^4} = x^{-4}$

4) $\frac{1}{x^5} = x^{-5}$

Table 24

from the list of know I (E)

- ① • Whit man (schools sitting as Islands)
 - Bus routes - Passing other schools
 - Be with community
 - Military - able to transfer w/ primary registration
 - don't stay w/ why they transferred
 - Center Schools

② • Expand IB (explain), AP & more Course offerings

- Equitability - languages, special economic
- Cost of living Challenges
 - ↳ Teacher incentives to stay

Make sure schools have academies or similar
MHS - pushes out

③ I want to stay at my
Current location

Equitable at all schools
→ AAP

Transportation challenges
improve - could save \$

④ How will the transition
be implemented?

Transparency

↳ options on how to
implement

Have school Board members run
on their Boundary Position

1) STUDENT SAFETY

2) ACCESS TO PROGRAMS

→ MAKING IT FAIR, CONSISTENT,
EQUAL ACROSS THE COUNTY

3) PLAIN LANGUAGE +
VISUAL REPRESENTATION
OF IMPACT TO OUR STUDENTS,
FAMILIES, AND COMMUNITY

- Equity of ^{resources} programs between Northern and Southern parts of the County

- The Route 1 expansion and development project will greatly affect ALL REGIONS SCHOOLS

- If the high school boundaries are not enforced (meaningless) what is the point of a boundary?

FCPS Administrators must hold accountability

- MAintaining the DIVERSITY + INCLUSIVITY that current boundaries afford
- Access to all resources and programming that other regions enjoy
- Ensuring the least disruptive transition for students and families
- Ensuring staff retention + support
(including bus drivers)
- Utilizing this review as a starting point for a lasting
Community involvement + engagement
 - increase in outreach initiatives to the community

Table #10 Key Takeaways

1). A fair, transparent, inclusive process ~~is~~ that minimizes changes to existing zoning is an enabler to process success.

2). Key concern: Process for current students in current zones vs. future zones and will there be an appeal process?

Areas for Answers:

- a). Considering 10 yr future population planning
- b). Data driven analysis
- c). Family continuity + maintaining student current schools?
- d). How will plans be shared and how will dissent + dissatisfaction be dealt with?
- e).