

1)

CURRENT REVIEW SHOULD BE STRINGENT/ DETAILED SO THAT WE DON'T NEED SUCH A DETAILED PROCESS EVERY 5 YRS

2)

DETAILED REVIEW BEFORE IMPLEMENTATION STARTS TAKING ALL INPUTS INTO CONSIDERATION

3) IS THIS THE ONLY WAY TO ACHIEVE THE LISTED GOALS? CAN ~~ALL IN~~ A BIGGER BUDGET HELP?

- Q1:
1. Uneven distribution of students
 2. Numerous split feeder schools & attendance islands

Q2: access to programs & adding more programs w/in pyramids
disruptions to students

Q3: Keeping communities together
less crowded schools/bus
Equity

Q4: Who makes up the advisory board?
What other data is being collected/feedback process?
What is the basis for the starting point for scenarios?
What other expansion projects?

1. Striking right balance of class size
Study why some schools underutilized, why people send kids to schools outside where they live - ~~are~~ study if more AAP schools needed (or other programs)

2. Study sq ft per child - do have facilities
Share results of all data analysis w/ community

3. ~~Safe~~ Safe environment

1. DATA COLLECTION SHOULD REACH MAXIMUM
STAKEHOLDERS (SURVEYS)

2. CONTINUITY OF PROGRAMS

3. TRANSPORTATION CONCERNS

4. SCHOOL PERFORMANCE

Table 25

- ① Limiting disruptions to the kids
- ② Increase AAP options to home schools - this will keep the neighborhoods intact and reduce extra bussing and is cost effective
- ③ Reduce/eliminate split feeder - elementary schools into middle schools

Reduce split-feeders

Reduce travel time

Are you really going to listen?

table 63

Transparency

- How was the SAG chosen?
 - why is there an NDA?
 - extent of NDA?
 - what is their role?

Equity

- If things need to change then the budgetary support needs to be there
 - health + mental support for children
 - equal access to programs at new/changed schools

Proximity

1. Additional ⁺ Priority

Continuity of opportunity

Anchoring in current assignment

2. Stronger Link between community
planning data + school projections

3. Focus on areas of concern rather than
entire system.

4. Move surveys earlier in process, prior
to COA development.

- ~~Split Feeder Schools~~
 - ~~Travel/Transportation~~
 - ~~Stability/Continuity of Programming~~
 - Mental Health
-

- ~~Can't make~~ ^{Outside}
 - Need to look for Consistency of Community
 - Mental Health of student
 - Stability
 - Availability
-

Status quo

Choices we made for our children are not compromised.

~~Also~~

Non zoned kids

Enforce existing school zones.

Audit attendance

Clear from the Hayfield scandal

Do NO Harm!

Grandfathering.

- Move in
- 6th Grade
- Chantilly/Whitman
- NDAs only for P1s Region 3 + 5
- Taking w/realtor,

1. How will this impact our families (both in positive and negative ways)?
2. What is the reasoning behind the two-year timeline? It feels rushed - we are already 6 months in.
3. Why isn't FCPS focusing on under-performing schools now? This would likely ease tensions in communities who don't want a boundary change.

① Consistency
- NH4 Integrity

② Neighborhood
~~border~~ boundaries
• Population

③ Kenney IRAN + Davenport
Neighborhood

④ TRANSFERENCE of
Selection of • Counselor

Adding SF is a problem

Homeless Kids, Locations
US Capacity
ie [Hayfield]

X

Concerns
• Org from Out of Community

• Preserve Communities:

- Protect student well-being, capture student voice, provide predictability in their futures
- Prioritize school proximity / walkability (don't cross major interstates)
- Support military families
- Don't split families (siblings); friend groups

• Collecting valid and complete data:

- How accurate? How collected? Make it transparent!
- Does the data demonstrate a real problem? Is the "problem" impacting students?
Are parents communicating there is a problem? Move up community ~~now~~ surveys
- Collect data on whether other solutions have been used and failed
- How certain a change will solve the "problem". → ~~Does it~~ Does it solve the root problem?
- Conduct a benefit / risk assessment on each boundary change.
- Be very clear on how priorities are being further specified and ranked.
(how weighted?)

Key Points:

- Travel time & traffic impact.
- Negative impact on the "community".
- Negative impact on property values
- Negative impact on property values
- Maintain the Highschool Pyramids
- Not make any ^{blinding} Board decisions
- School
- Not make any Board decisions

Q1

1. Don't want the kids to be split out of their ~~care~~ group.

1. Proximity Stability

3. Stability in boundaries.

~~2.~~ Boundary should be predictable.

3. Community

Q3

1. More ~~predictable~~ ^{predictable} stable boundaries.

2. Expand programs instead of changing boundaries

3. Minimal changes on boundaries.

Q2

1. Don't use ten years cancer data.

2. Don't only use attendance data.

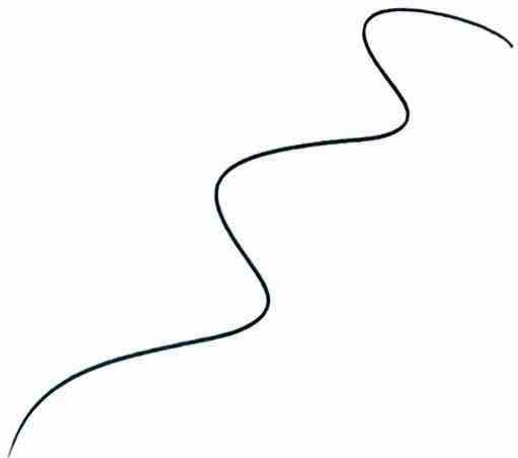
3. ~~What happens~~ How this will impact the special programs & mental health through boundary change.

Q4

1. Why aren't you take a phase approach.

2. How are you going to incorporate community survey into draft scenarios

3. How do you plan to address the negative impact? Transparency is important.



Q1: Maintaining Cohesion for Military Families

- ★ Stability / predictability
- Enrollment of education
- Quality of education
- Programming access

Q2: Access to programs / availability

- Curriculum continuity
- Walkability based on planning demographic projections
- Stability of grandfathers in phased implementation
- 2nd + 3rd order impacts

Q3: Base community's views / desires for

- ★ Don't use social engineering process
- ★ Address root causes of disparity in programming

★ Let us vote on Realignment!!

#74

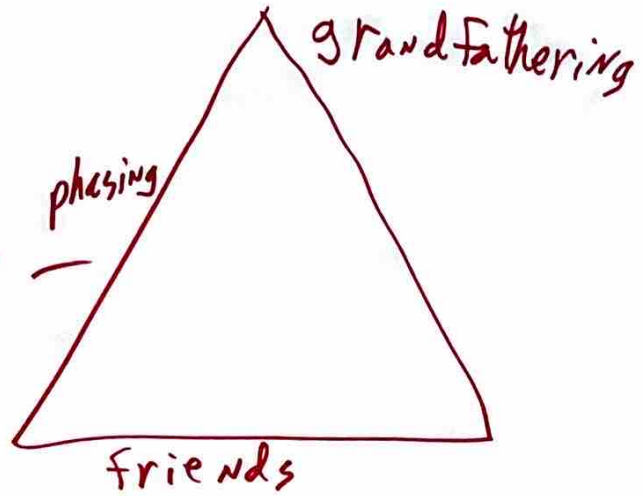
- How will the District Show transparency
i.e., will this parent / Stakeholder feedback
be made public?
- Will District prioritize neighborhood
Stability over time?

Key Takeaways

Table 20

- There is a lack of clarity/specificity in regards to where these "problems" are occurring, leading to a lot of confusion, speculation, + anxiety in the community.
 - How can boundary committee engage + represent community if they have signed NDAs?
 - FCPS is collecting tons of data, but no feedback to address the answers from the community.
 - This boundary review policy will only be a positive thing if it is done in a way that renews our faith in the school board.
- Equitable programs should happen across schools to eliminate people pleasing.
- "Attendance Islands" shouldn't be a consideration of the review.
 - Don't shuffle students to mask problems, figure out cause of problem
 - make programs equitable at each school.
- Traffic Patterns for new (High School) drivers as well as community continuity should be considered. (No crossing major intersections if possible)

#1: Continuity



#2: Transparency - Data
- Decisions

Avoid
Split Feeder
Schools

Student-Teacher
Ratio

Planned/Potential
Housing Developments
($\&$ Housing Costs/Property
Value)

Publish Data $\&$
Community Response

TRANSIT

Walkability

No changes until we can vote on the board!

Direct Community ties with our pyramid

Mental health and well-being

CONFIDENCE IN THE WATER SYSTEMS OVERALL IS

Neighborhoods/schools have been brought into

TABLE #30 Region 4 12/3/24 LBSS

① Keep communities together.

- Eliminate split feeders and attendance islands.
- Limit transportation footprint around elementary and middle schools.

② Options and flexibility to implement new/adjusted boundaries. "Grandfathering" in students not in transition years (7th/9th grades).

#1

- Not split feeder schools, and no attendance islands.
- Increased travel time/proximity, transportation.

#2

- Data is wrong. Current projections are not accurate. Collaborate w/ urban planners and 3rd parties.
- Children of the same family in different school pyramids disrupts family life significantly.

#3

- Be Transparent. Publish decision-making process.
- Prioritize the 4 priorities. Share rationale.
- What programming do people want, where?, why? (survey)

#4

- Are you going to post draft boundary changes to the public?
- Are you going to grandfather in students?
- Can the boundary implementation take a phased approach?

1) While addressing split feeders & attendance islands, minimize boundary changes to other students throughout county

2) Transparency will minimize mental health challenges
ie Frustration over
Process

3) Achieve equity by allocating resources to schools that lack opportunities rather than whole sale redistricting

4) The affected communities need special meetings & an effective way to be heard & seen

WHAT PROBLEM(S)

ARE WE TRYING TO
SOLVE?

HAVE THE PROBLEMS BEEN
SPECIFICALLY DEFINED?

HAVE ALTERNATIVE SOLUTIONS
BEEN CONSIDERED?

IF NOT, WHY NOT?

IF SO, WHAT WERE THE RESULTS?

1. Siblings should attend the same school. (Full progression to graduation)

2. People choose homes & schools based on many specific reasons. (ex.) Community, Special Needs Programs, Military Families, Day Care & peer relationships.)

3. ~~Parent~~ If a neighborhood is effected by future boundary changes. That neighborhood should be guaranteed no further changes until those children are graduated.

4. Grandfathering 7th - 12th graders into currently slated schools to avoid disrupting their educational experience & crucial peer support systems.

• Boundary review is being asked to sign NDAs. Superintendent says it's to access confidential info, such as home values. Home values are public record. What specifically are they going to see & discuss, that the public can't have access to? Is it student test scores and/or academic performance data by address?

- Proximity to school; lessen number of split feeders & attendance island
- how will the current enrollment data be shared in an easily digestible format
- will there be a "grandfather" policy
- Community members purchased homes based on neighborhood schools (scores, reports, etc.)
- timeline feasibility if process is on a 5-year cycle
- Specialty programs at all levels (arts & sciences, ^{dual language} immersion, ~~level~~ AAP services, IB/AP, academies)
Shift in placement of these programs and transportation to (HS student driving, ^{transportation} parent driver)

Key Takeaways

① Transparency is needed.

- Report out summaries of key data acquired in the Community Meetings, Boundary Review Advisory Committee Meetings, etc.
- Report out metrics used in the analysis and how that criteria is weighted.

② Consider slower ~~the~~ implementation of change

- Continuity, To avoid disruption, Support community + family needs
- Be sensitive to fact that the current boundaries have been critical to families long-term planning (military, special needs, etc.)

Equitable Access

Improving Student Well-being

Consistent attendance zone
fewer disruption for the students
moving from one zone to another.

Consider students well being in
the change of boundary affecting
their social, education status (Anxiety over changing
boundary)

Consider students that will be affected by the
boundary change in the middle of starting
middle school, high school (not to make a move in
the middle of / or before they finish)

Keeping siblings together

Question 1 -

1. Safe transportation
2. ACCESS TO PROGRAMS
3. GRANDFATHER - implementer of program

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Question 2 -

1. ACCESS TO PROGRAMS
at pyramidal level
2. Transparent measurements with
community input

Question 3

1. IMPACT ON SOCIAL ED students

Question 4

1. EXPANDING INPUT change to include students & teachers
2. LOCAL INPUT ON REVIEW PROCESSES

Consider:

— Social emotional health of pre-teens and teens.

— Eliminate split feeders and islands

— Transparency of data and reasons for changes

- 1) Our top priority is addressing enrollment and capacity.
Our next priorities are access to programming and proximity.

2) How can we keep everyone moving forward regardless of student need?

3) We hope an outcome is education about the schools, family engagement, and involvement in child's education.

4) What is the implementation timeline? How will data be shared

Table #32

- Minimize movement of our children (time on bus, friends' groups & pyramid of schools)
- Access ~~to~~ with equity to "extras" @ schools (languages, DE, IB, AP, AAP)
- Unify community w/shared goals while being transparent.
- Stability for current high school students.

1) Will the process take into account the whole child?

- Mental well-being
- Educational Continuity
- School Activities, specialities afforded
- Grandfathering Students

2) Negative Impact

- prioritize ~~existing~~ home owners
- property value
- students, families, community members
-

(Challenges)

concern over placing at schools w/ race of minorities

①

IEPs / Real Estate Concerns

Splitting of Friend Groups/Com. that have been together entire school ~~time~~
Proximity is Key!

②

Overly broad - Why can't we focus on the zones/schools that are the most problematic?
- can't be one size fits all

③

Transparency - Is this decision already been made? We feel like it already has given into out there - Share if already know / Need time to consider options

④

Social engineering - can't create artificial communities ~~of~~ splitting up communities to ~~be~~ from to new schools destroys naturally built community.

⑤

People who don't live in these communities should not be making the decisions - nope - slow down
hope to see meaningful feedback/consideration
what is the off-ramp where FCPS says stop

Why are we continuing this out instead of using civil Subchallenger?

Table 4

- Respecting families choices in specific neighborhoods/pyramids based on current boundaries
- Uniformity \neq Equity
 - make sure students have resources they (e.g. specialized programs)
 - not impacting program without talking to people w/in programs.

Table 3, Region 4

* We want all kids to feel they attend a great school.

• Equitable access to programming then impacts transportation & everything else.
↳ minimizing transportation time.

→ special ed, AAP, AP/IB, etc.

* Maximizing continuity & community, minimizing disruptions

• Again, equitable access impacts all of it

* Demonstrate the value of ~~any~~ changes made

- where does money saved then go?
- TRANSPARENCY THROUGHOUT

- What does success look like?
- How will FCPS build (back) trust with the community?
- Keeping our communities intact and stable is a main priority.

- Some view need for changes especially to address use of modulars and excessive bus times.

- Some are concerned about how changes may impact kids especially without a phased-in approach to allow broad grand fathering of a given child. Tough to decide where line drawn if starts from elementary.

- Broad support for keeping changes within a given high school pyramid.

The onus should NOT be on students, families, & property owners to fix the failures in planning. That is the JOB of the county & FCPS!!

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1. Why is this situation being handled with a Boundary Review first ~~vs.~~ v.s.

- allocating funds, expanding infrastructure, building new schools, redistributing class offerings

2. Military Family Concerns

3. Minimize changes to protect the wellbeing of students, removed from policy 8130

-If we are such a huge military community, why are you showing us you don't care ~~about~~ by removing said protection?

1. Keep Neighborhoods together
2. School Distance by AVOIDING islands that negatively impact transportation
3. Proximity to school to Build Community while Balancing Resources
4. Show the Public the proposed Boundary Plan and give the Community a chance to input

Neighborhood integrity / community

~~Integration~~

Implementation -

- indirect direction - to students, families, & community
- Facilitate integration - it - way or create community
-

① What school year does FCPS anticipate boundary changes going into effect?

② What is the plan for high school students who have already settled in to school programs, teams, bands, and clubs etc. And also at younger levels AAP and special education students.?

③ What precautions/plans will be put into place to monitor and protect the mental health of students affected by the boundary changes?

• Proximity + avoiding split feeders main focus

• Transparency + Data + Decision process

- Justification for decisions

- Decision making methods/prioritization

• Community + family experience

- shared experience

- Purple star communities

Consider one region at a time

No change

Minimum disturbance

Measure against other mitigation efforts

Boundary changes should be the last resort

Evidence of community support

Phased approach - slow, measured
rollout over time and regions

Consider one region at a time

Consider the trauma to the kids -
moving schools can be traumatic

- Transparency: Can we see the capacity of individual buildings countywide?
- Eliminating split feeder schools.
 - *keeping communities together.
- Will some students be grandfathered in to stay at their school?

1. NONE - Minimizing student disruption
- continuity (grandfathering)
- Distance
* Keeping and building our communities
to Transparency re: process

2. What does the community actually want? RUN A SURVEY
↳ formal online scientific

3. Reassure students ~~want to be~~
- This is already having an impact

4. What alternatives to boundary changes are you considering?



- Are you ^{really} considering no change and/or the various reasons to not change borders?

Lake Braddock
Dec. 3, 2024
Table 13

①[☆] Least of disruption
to students ☆
student well-being

② Reduce Disparity in
Athletics btw schools

③ Reduce Split Feeders to promote
Continuity i student well-being

④ Promote Walkability

⑤ Make decisions w/o influence ~~by~~ by
politicians or special interest groups

1. Proximity, keep neighborhoods together

- walkability

- programming to bring all schools on the same level

2. - pyramids (keep kids within same pyramids)

- walkability - don't start bussing walkable communities

- bussing - don't bus kids to new pyramids who can otherwise walk

- housing developments

- military data - provide stability for military family-dense areas

3. - keeping kids close to their communities / proximity ^{common-sense}

- a better balance of programming

4. - are we going to have smaller-group interactions w/ Reid/School Board in the community engagement process

- programming equity - how ~~good~~ will this be carried out

- * Maintain the pyramids current structure.
- * Ensure access to equitable programming across schools.

Q 1: Proximity: community kids grow up in/neighborhood

Transportation: traffic patterns influence travel time; Teenage drivers ~parking/driving time

Access to Programming: daycare/before after school/SACC
course offerings- preestablishing course track offerings
clubs/interest groups/teams
special education

Enrollment/Capacity: How do you verify addresses

Q 2: ~ Before/After school care - do you have to change SACC list? Older kids have longer bus rides; now care for siblings is affected

~ Emotional/Mental Health - high school students; being forced to move
~ Military families who move frequently; asked to move again

~ Driving times - distance decreases access to school/community activities
parental support/involvement
driving routes: traffic patterns to pick up kids
new drivers (teenage drivers)

Q 3: ^{Hope is to} ① Decrease split feeders, and maintain community. Provide continuity with special programs.

② The review process has brought up questions/discussion about equity

③ Any plans/evaluate moving 6th grade to middle school?
exposure to language or classes

Q 4: We are reporting to you, how will you share all these comments?
what is your plan to maintain capacity? How do these changes affect teachers?

Will you verify enrollment addresses regularly? Is overcapacity caused by lack of verification?
show the details; data for boundary decisions - share all data - be transparent

TABLE 18

1. IS BOUNDARY REDISTRICTING A CURE WORSE THAN THE PROBLEMS IT'S TRYING TO SOLVE?
2. RECOMMEND INDIVIDUAL/HOUSEHOLD LEVEL SURVEY TO CAPTURE OPINION ON MAKING A CHANGE VS. STATUS QUO IN PHASE 1
3. KEEPING NEIGHBORHOODS AND COMMUNITIES TOGETHER AND ALLOW GRANDFATHERING OF EXISTING STUDENTS

table 17

Community cohesion / proximity to school

Access to programs

Limited disruption to households / the transition

1) Proximity is our top priority -

- leads to better attendance
- we already have access to programs important to us.
- Proximity also helps with transportation issues.
- Bought homes because of schools for the neighborhood.

Don't want students taken out of pyramids, especially ^{for} families with children of multiple ages.

2) Important Data/Insights

- Why are some of these schools experiencing overcrowding when there has been any new construction.
- Birthrate is down where are they coming from?
- What are reasons/other factors for overcrowding.

2 cont.) Is the push coming from a need for kids or adults.

Families expressed kids not complaining or feeling that the overcrowding is affecting them.

Who is being negatively impacted? Teachers

3) Hopes for Outcomes affecting positively -

* Do enough research to understand the why and make changes lasting.

- Community wants to see the data

* Disrupt the least # of families. Keep families in schools near homes.

- If this is a good solution, then SOL scores should go up and taxes should go down. If we don't know these things will happen... what's the point / purpose.

* Eliminate islands - hopefully w/o disrupting everyone

4) What weight is equity being assigned to the importance of the data.

- Who is on the super's advisory comm., is it only FCPS staff?

- Why are the next community mtgs during the summer? Most people are traveling / busy.

① Equitable Programming / Access to AP / Honors Classes

② Keeping communities together / Support programs
.eg. military connected family support

③ Homes selected based on school system / property value

grandfather
students (current school)

bus rides

access

maps

Fairness

data

equity

Property value

special programs

numbers

transparency

minimize student +
teacher disruptions

- 1) MINIMAL DISRUPTION AT THE MIDDLE AND HIGH SCHOOL LEVELS
- 2) INCREASING RESOURCES TO UNDERPERFORMING SCHOOLS TO ~~LEVEL~~ INCREASE PERFORMANCE AND BALANCE COMPARED TO HIGHER PERFORMANCE/RATED SCHOOLS
- 3) TRANSPARENCY IN THE DATA COLLECTION, ANALYSIS, AND MODEL DEVELOPMENT
- 4) Eradicate all parents using false addresses to enroll kids
- 5) Middle School 6th ~ 8th
High School 9th - 12th

TABLE 56

1. DON'T INCREASE BUSSING TIMES FOR STUDENTS.
2. PRIORITIZE WALKABILITY.
3. MAINTAIN NEIGHBORHOOD / PYRAMID CONTINUITY.
4. STUDENT'S MENTAL HEALTH - MAINTAIN PREDICTABILITY FOR STUDENTS THROUGH THEIR EDUCATIONAL CAREERS.
5. CONSIDER OTHER IMPACTS -
 - FUTURE PLANNED DEVELOPMENTS
 - MOVING SPECIAL PROGRAMS AROUND
 - POSSIBILITY THIS IS A TEMPORARY / SHORT TERM BUBBLE IMPACTING CROWDING.

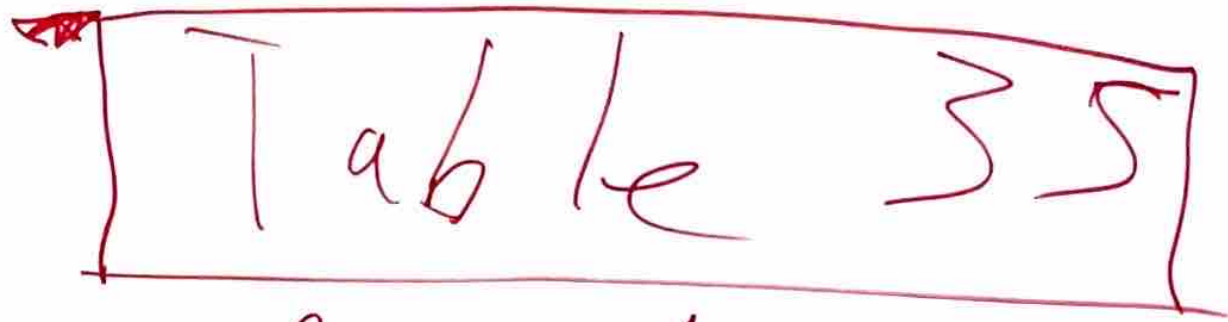
Table 58 - Late Braddock Night

(#1) Going to school where you live is important for developing a sense of community, helps w/ bussing (distance) & keeping friendships (for both students & parents)

(#2) Would want lots of thought to go into how students are (or are not) grandfathered into their school pyramids

▣ Kings Park

▣ Twain +
Springfield
Estate



Region 4

▣ Hunt
Valley

▣ ~~Si.~~
Sangar

▣ Irvine

- Access to Programming

- School Board coordination

w/ county BOS on ~~the~~ housing
(Board of
Supervisors)

(re zoning + new development)

Please keep our boundaries where they are!

Big Questions

* Knowing that new build residential communities are focused on density, how is the school board collaborating w/ planning & zoning to ensure reasonable growth expectations.

* What datapoints are you pulling from? Who is analyzing them?

- Repurposing empty structures?
- New builds?
- Plan for growth?

- i.e. traffic patterns, population growth, current school stats

advisory comm or 3rd party
- outside company?
- who will be hired?

the committee

Please print double-sided or next time for handouts or us a QR code

Oak View + Kings Glen
Robinson + Lake Braddock

Table

- Top Priorities: **Stability, consistency**
- We already chose school pyramids
- Concerns that the school hasn't thought through secondary effects
- Feels Rushed.
- Change unnecessary.
- Boundary changes hurt student well-being and achievement.

- Paternalistic to impose transportation constraints
- Parents already chose houses to optimize commutes
- Equity is ill-defined.
- Data, especially projection data is very wrong.
- About to change Middle School start times will impact the analysis
- Transportation costs are trivial
- Nobody wants their kids moved.
- Boundary changes will cause MASSIVE Disruption.
- ~~Consultant~~ **selection (No-Bid)** was very questionable

- Disruption to AAP will be immense.
 - To Iterate, **NO ONE AT OUR TABLE**
 WANTS BOUNDARY CHANGES

- Create fast implementation.
- Changes should come with **LIBERAL GRANDPATERING**
- Lack of stability.
- Process feels **SECRETIVE**
- It feels like the school Board **ISN'T LISTENING** to parents
- Instability for kids, especially after COVID.
- Negative impact on teachers and teacher Recruitment.

- We don't want **ANY** changes.
- We are all side of change.
- Concerns about sharing ALL student data with consultant.
- Boundary changes are **INCREDIBLY DISRUPTIVE**
- Big changes at a time of **MASSIVE** change.
- Not considering housing developments.
- TRANSPORTATION is not just bus/transportation files.
- FEES not talking to county developers infrastructure development
- Data important, but lacking.
- This should be done considering the Renovation Queue too.
- concern that so many parents/families are here tonight, but that the SB won't listen.
- Planned Development needs to be considered.
- **TRANSPARENCY.**
- **UNIFIED OPPOSITION TO BOUNDARY CHANGES** →

CHILDREN ARE NOT FAIRLY COUNTY PUBLIC SCHOOL'S RESOURCE.

- DENYING of new PAA of not required
- PROGRAM EQUITY HARD TO NAIL DOWN.
- EQUITY DEFINED. HOW MANY ADDITIONAL STAFF
- RESIDENT FAVORED? (not fair)

- PRIORITY SHOULD BE RAISING OF schools to spend to spend
- PEOPLE WILL MOVE IF NEGATIVELY IMPACTED

- IMPROVE PROGRAMS. DON'T RE-ROUTE STAFFING OF STAFFS
- THE STUDENT IS NOT THE RESOURCE.

- TRANSPORTATION is a RED HERRING
- COMMON TIES ARE BUILT AROUND CURRENT SCHOOL PYRAMIDS

- WHY THE RUSH? (to spend to spend)
- BOUNDARY CHANGES create way more problems
- NO ONE EVEN KNOWS WHAT WE ARE TRYING TO SOLVE.
- MISALIGNMENT OF MIDDLE/HIGH SCHOOL CAPACITY
- WHAT IS THE STATUS OF WESTERN HIGH SCHOOL.

2300 HOURS OF PRACTICES OF NOT RECOGNIZING

- LAST THING TO CHANGE IS BOUNDARIES.
- OTHER CHANGES IN WORK MAY SOLVE ANY PROBLEMS.
- BRAC COMMITTEE MEMBERS? WE DON'T EVEN KNOW WHO THEY ARE!
- WHAT IS THE BRAC MANDATE? (side)
- ARE THE MEETINGS PUBLIC? (side)

- COULD GET MOVED 3x/4 times as a student.
- BOUNDARY CHANGES SHOULD SOLVE SPECIFIC PROBLEMS.

- LOW BUDGET - LAW PROHIBITS HOW SPENDING PROBLEMS

- GROWING IN STAFF NOTIFYING ALLIANCE, STAFF
- JOINT LOOKS LIKE A BLEMISH
- JOINT AND GOVT TRADING WITH

- SWISSAM (side) (side) (side)
- (side) (side) (side) (side) (side)

side of the mountain