

1. What nearby schools should be considered for the boundary adjustment?

"to Oakton: 4811, 4812, 4825, 4826, 4829; to Jackson: 5001, 5002, 5107; to Poe: 5024, 6002, 6006, 6014, 6016, 7108; to Holmes: 7204."

"Jackson, Poe"

"All three because there are many student at Glasgow."

"Schools selected for the study are sufficient, eliminate Jackson."

"Nearby schools to consider criteria: 6-8 breakdown, Programs, Programming impact AAP/IB/Autism, Flexible-Broader? (Select optins?), Proximity, Contiguousness, Demographics/diversity, Capacity."

"POE, HOLMES, and LUTHER JACKSON should be included with GMS for boundary study + high schools like Justice"

"No Jackson - longer distance + highest capacity"

Is there another IB AAP Center for middle school that starts at 6th grade in FCPS? If so, can you list them. Are those schools close enough to consider in the plan? Thanks.

For question #1, I was expecting to see a list of elementary schools that would be potential candidates to switch. We also need to factor high school capacities as I would want my child (or any kid) to go from MS to HS with all the same kids.

Due to the most capacity availability being at Poe, students in the adjacent areas to the Poe Glasgow boundary should be incorporated into Poe. These areas are SPA: 6006 and SPA:6002 and SPA:6014.

2. What are the strengths of changing the boundary?

"Less kids, more control. Easy transportation (shorter, less travel time). More attention on students."

"1. Later bus pickup."

"Strengths of changing boundary: solves for challenges, other schools can qualify for more"

"Opportunity to increase equality"

"Reduce GMS size"

"Balance Poe + Holmes"

"Increased student safety/better student/teacher ratio"

3. What are the challenges of changing the boundary?

"Change is positive!"

"Students who have close school connections will move to a different school."

"Restricted by 6/7/8 pilot!"

"Maintaining programs, Teachers/staff impact, AAP/IB, Spanish immersion, Band, Autism, SPED, Bussing (sp?), Funding Title 1?"

"Limitations around existing space here and at other schools."

"High school pyramid -> moving MS boundaries affecting HS capacities."

"Bus transportation"

I just want to make sure that there will be an AAP center available for children who have a home school outside of the Glasgow border. I am concerned that the county will use this as an opportunity to "trial a new model" with the AAP students going to a non-center in their home school. These students should not be "a trial". The county already did this with the elementary model being k-5 (not 6). This was then never adopted by the rest of the county.

As a parent from Belvedere I am also concerned about the AAP IB pyraming being disrupted.

Is there a reason that the Belvedere AAP/IB program currently pulls from elementary schools that straddle multiple pyramids? That seems to create an interesting capacity challenge as kids at Belvedere track to Glasgow; and if left by neighborhood, some of those kids would go to different middle schools. It seems part of the problem may be in the way that AAP kids track up from elementary through Glasgow?

4. What else would you like FCPS to know?

"8/29/23: Just concerning about transportation I see kids waiting a bus more than 45 minutes outside if you just fix that issues I don't have a problem my son goes to here. I am happy with Glasgow to continue and then goes to Justice."

"We will feel safer with the changes."

"2. Do not change schools that are close to Glasgow. 3. Phase in grades starting at 6th."

"Glasgow is a place where our kids feel safe - thanks for doing a wonderful job!!!"

"Consider 6th @ elem level, consider new middle school."
"Single most important thing? Safety, experience, quality of education, quality of life."
"We serve the students, not real estate"
"I don't want to change the boundary!"
"We need more sport place - like soccer"
"Get the students out of modular buildings."
"Follow-up/accountability for threats of violence"
"Better conditions and improved/higher security on the buses and in the schools (including the bathrooms)."
"Introduce AEP Level 4/IB programs at other schools."
"Students should be allowed to attend the most proximal school."
"Zero tolerance around bullying especially of sixth graders."
"GMS should be smaller (fewer students)"
"Increased anti-bullying training for teachers."
"Concerns around students bringing/using drugs in school."
"I would like the FCPS know to considered to live around the school. Who lives student in area."

Questions/Feedback
"If you move kids to Poe or Holmes, eg. from SPA 6014, 6015, 6103, 6117, 6118, 7204, would those kids then go to Annandale HS or Justice?"
"What about AAP Level 4? There is no AAP Level 4 @ Holmes or Poe. I understand its a limited number of kids, but wonder if there would be any impact if Poe or Holmes offered AAP Level 4?"
"Since Luther Jackson only has 7-8th grades (not 6th), how could students now districted for Glasgow go to Luther Jackson? Is there a plan to add 6th grade to Luther Jackson also? Or to the elementary schools?"
Map annotations: SPA 6009 is circled. SPAs 6002, 6105, 6014, 6016, and 7108 are marked with dots. A dashed line was used to mark a new hypothetical boundary switching SPAs 5910, 5903, 5909, 5912, 5914, 5915, 6001 from Jackson MS to Poe MS.
Map annotations: The boundary between Jackson MS+Falls Church HS and Glasgow MS+Justice HS is circled and a line is drawn to show a new potential boundary. Glasgow MS, Holmes MS, and Annandale HS have their capacity utilization written in.
Map annotations: A new boundary line is drawn to shift SPA 6001 out of Jackson MS and into Poe MS. Another line is drawn to shift SPAs 6016, 7108, 7111 from Holmes MS to Poe MS.
Map annotations: A new boundary line is drawn to shift SPA 6001 out of Jackson MS and into Poe MS.
Map annotations: New boundary zones are drawn using new boundary lines and colored lines for shading the new zones. Poe MS's boundaries are expanded to include parts of Holmes, Jackson, and Glasgow MS. Holmes MS takes a small part of Glasgow MS. Jackson MS takes a part of Glasgow MS.
"As far as the schools nearby how would that look? for our kids to go to those school"
"In changing the boundary what do that look like for the kids?"
"How do emergency placement play in the boundary?"
"The schools around us (Glasgow) don't grade as high - so how would that change? (for the children)"
"As a parent how can we help, what can we do for Glasgow!"
"When will changing the boundary go into affect?"
"How will FCPS make sure that all students can access the same programs if the boundaries change?"
"Please consider how to balance students across the schools (not just numbers)."
"Phased approach. Questions - Pyramids? Siblings allow for relationship to elementary schools? high schools. Right size for Glasgow? Safety. Support teachers. Building capacity. Student experience/teacher experience."
"Plan for phasing? What is the optimal? What are the core Glasgow offerings & which are currently elsewhere? What is the long term facilities plan? What is the rationale for current boundaries (whole county!)"
"What about ES schools that go to grade 5 vs grade 6"
"How will this affect feeder schools?"
"How will this impact SPED students?"
"What about community matters, such as length of travel for families w/ limited transporation?"
"Why we needed to change? I understand the population is over"
"Why don't we add new rooms?"
"Why don't we renovation Inside 495!"
"Add temporary new modular"

"Replace modular with a real building for 6th grade"
"Build better parts - Roundtree"
"How can we include Luther Jackson in this if they don't offer the same grades as Glasgow, Holmes + Poe?"
"What about AAP? There is no AAP at Holmes or Poe. While it is only a limited number, would there be any impact if Poe or Holmes offered AAP Level 4?"
"If you move kids to Poe or Holmes, eg. from SPA 6014, 6015, 6103, 6117, 6118, would those kids then go to Annandale HS?"
"How will we ensure students who attend Glasgow still get to access the same programs? (AAP, Spanish immersion, SPED, etc.)"
"We want to hear more positive things about Glasgow - we know it is happening - we just don't hear about it. Hearing more positive will make families feel more comfortable."
"What will happen to students in families who want their students to remain at Glasgow even if zoned for another school?"
"Where do the projections come from? How does it address development? Audited?"
"How reliable are estimates? They have been wrong"
"Please include visible street overlay in maps."
"Can they add more capacity?"
"What happens if we don't do anything?"
"Do things like special ed programs affect numbers?"
"How does a change impact high school?"
"What impact would moving kids to Poe have?"
If my student is at Glasgow, will she be able to continue (be grandfathered in)?
Will Glasgow continue to be the AAP center?
What is the plan for students in the AAP program?
What is split between lev 4 and below students at Glasgow? Is over capacity due to population distribution or lack of level 4 elsewhere?
At the June meeting I thought the Superintendent indicated that she would be asking for a boundary study for the entire county. Is that no longer the case and could any decisions made for GMS this year change in a couple of years due to a larger study?
Based on the information provided, any boundary adjustment would only be for middle school and then the students would attend Justice HS if that is their currently assigned HS? If so, that seems shortsighted given the capacity challenges at Justice. If changes are made to the middle school boundaries, the high school boundaries should change as well.
what portion of the Glasgow student body is AAP actual numbers please
Would high school boundaries also change so that middle school students are moving to the same school as their peers to high school?
If we indicate that a nearby school should be considered for a boundary adjustment, does that automatically implicate elementary schools that feed up through it
Por qué se ha permitido que haya una sobrepoblación?
If siblings are at Glasgow would they be sent to different schools? Also what does this mean for the high school pyramid?
If boundaries were to be changed, would students currently at Glasgow be allowed to stay put rather than go to a different school? We are a military family, just retired and purposely chose a civilian job/neighborhood to stay within the Justice pyramid. My kids have been through so many different schools; they should not be subjected to an arbitrary change that we did not sign up for!
What is the potential impact on actual student numbers at Glasgow, if a boundary study determines that fewer students should attend Glasgow? if the number is much lower than current, does that impact FFX Co funding, and federal Title I funding?
Can we have a breakdown of the population of students in each neighborhood? I would hope we don't move boundaries with little change in the population of students
How often will the boundaries need to be adjusted? As the District continues to grow and housing stock is increased, is a new middle school location being considered?
I'd like to hear some information about what considerations are being made for the AAP program if there is redistricting. Would students currently in elementary AAP program will have to be bussed much further from home?

Will you put the questions and answers from the in person meeting on your website as well?
how do the temporary classrooms for holmes and poe ms effect their capacity?
How will you ensure strong AAP for middle schools other than Glasgow, especially the first year?
Is any consideration being given long term to building a new middle school?
When one reviews the current capacity at several of the other middle schools, it leads one to wonder if we should also be discussing adding a new middle school in addition to this boundary changing discussion.
Could the map have the ES with numbers of students at each?
If we indicate that a nearby school should be considered for boundary adjustments, does that automatically implicate the possibility that certain elementary schools may need to "track" differently up through pyramids (I am just not sure what it means to change just a middle school boundary but not talk about the feeder elementary schools as well)?
When you review the capacity for the other middle schools, it begs the question is changing a boundary enough? It looks like we should be adding a middle school as well as changing a boundary.
Hi! I came here to learn more about this issue and what the possible solutions are. I do not feel that the maps and tables are enough info for me to suggest proposals. Will more information be shared in this presentation? Can you share the questions & answers from the in person session? I'd really like more information on what's going on, not 15 minutes to fill out oan online form.
Do we have a breakdown of how many kids from different neighborhoods attend each middle school. Maybe we could pick the smallest areas with the greatest impaxts
For the boundary map, it would be helpful to show where each elementary school is located.
I thought this was going to be a deeper conversation. Sorry to see it's just an online entry presentation. Thanks.
If we indicate that a nearby school should be considered for a boundary adjustment, does that automatically implicate elementary schools that feed up through it