

Henrico County Public Schools, VA Redistricting Project

Public Information Session Committee Survey Report

March 2020 Committee Survey Results

Introduction

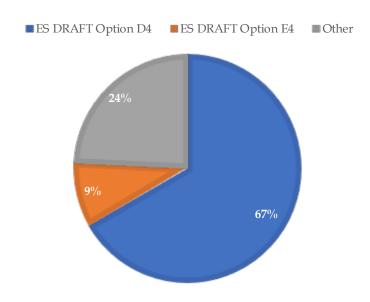
An online survey was given to all HCPS Redistricting Committee members to complete between March 6 and March 22. The committee survey was designed to gather results of key public feedback received during the March Public Information Sessions, to learn about what the committee believes next steps are in order to make a recommendation to the Board of Education, and to gain insight into the committee's opinions about key redistricting issues and options. Of the 65 committee members, 37 completed the survey. Participation in this survey was voluntary and no question was mandatory.

Below is a summary of the results of the survey.

DRAFT Option D4 vs. DRAFT Option E4

Each committee member was asked to select either DRAFT Option D4 or DRAFT Option E4 as the superior option at each cohort level (Elementary, Middle School, High School). Committee members were given the option to write a short alternative answer if they were dissatisfied with both options.

Which ES DRAFT Option do you think best adheres to the project objectives and guidelines? 33 Responses



Other Responses

I think it's possible for the elementary committee to come to a consensus and have just one map. Then the two options are just different ways to feed those into middle and high schools.

D4 with changes

Not really sure

They both have issues.

I did not work with the elementary committee on their maps. I was not included in conversations and discussions on how the maps came about.

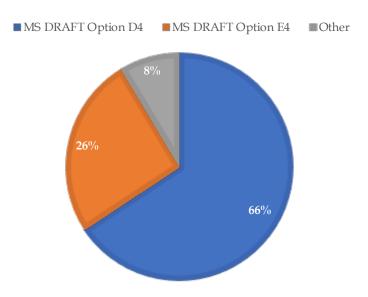
ES D4 but here are a few sticking points that will be left to school board.

no preference

No answer - my focus has been Secondary Committee and discussions at public meetings were MS/HS focused (mostly HS)



Which MS DRAFT Option do you think best adheres to the project objectives and guidelines? 35 Responses



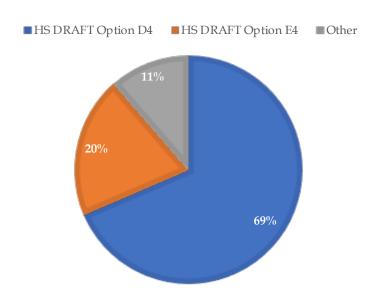
Other Responses

a new map or D4 with changes

They both have issues.

E4 modified to address some of the "natural boundary issues" - ie, no back yards, feeder splits and socio-economic diversity where it can happen.

Which HS DRAFT Option do you think best adheres to the project objectives and guidelines? 35 Responses



Other Responses

a new map or D4 with changes

They both have issues.

D4 modified to improve socioeconomic diversity and consideration to maintain continuity of community with the Springfield Corridor.

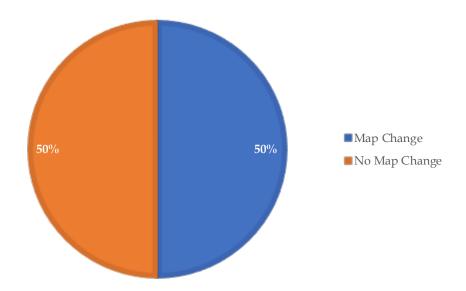
I think the D4 high school map best adheres to the project objectives. Although I would like to see a minor change made to the Glen Allen and Tucker zones near the area of Springfield Park Elementary. It did seem odd when a parent pointed out that we would me moving over 225 students for a total net change of 75 students to overall enrollment.

14 Areas of Consideration

Committee members were asked to consider 14 outstanding issues related to the redistricting project, and to determine if further work (adjustment to existing maps) might be required to address each issue.

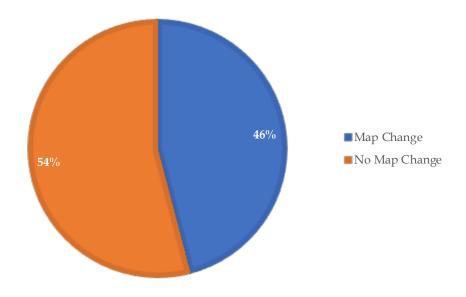
1. Is there enough relief for River's Edge ES and are feeder splits viable?

36 Responses



2. Should the differences in the layout of Colonial Trail/Kaechle/Twin Hickory in the D4 and E4 maps be resolved?

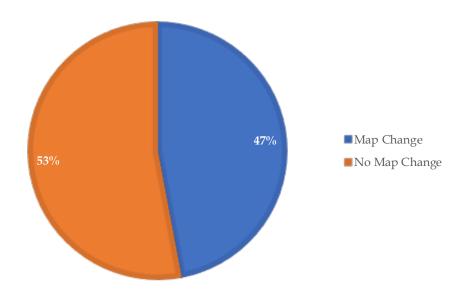
37 Responses





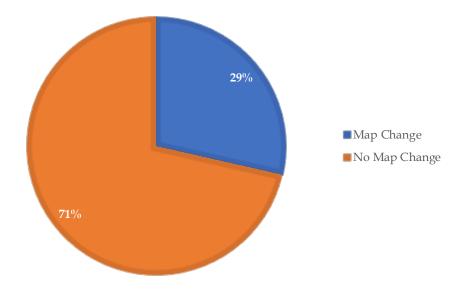
3. In MS D4, should Holman MS have more students assigned in order to account for the end of grandfathering?

34 Responses



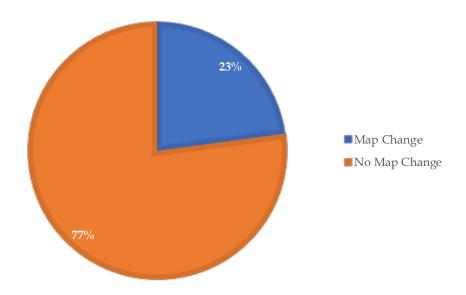
4. In HS E4, can communities on the east end of Godwin HS remain without making Godwin's utilization too high?

35 Responses



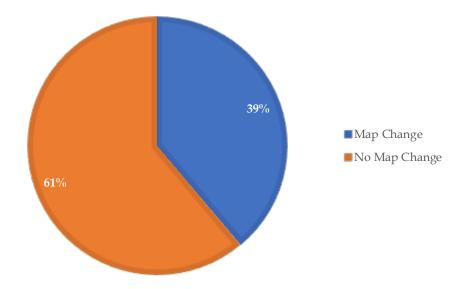
5. Can the Pemberton Corridor go to Godwin HS without making Godwin's utilization too high?

35 Responses

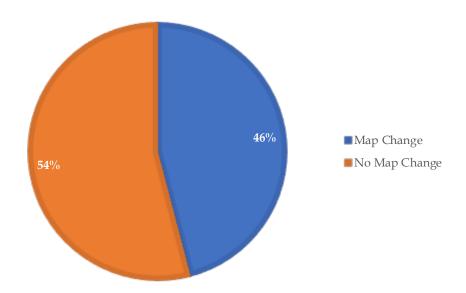


6. Can Crestview remain at Freeman in D4?

36 Responses

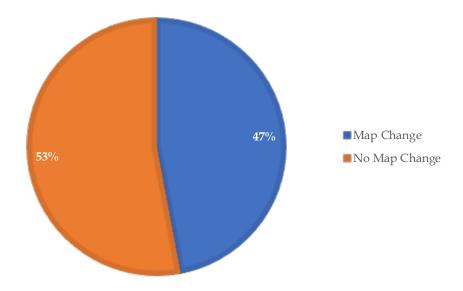


7. Can the east area of Pocahontas MS remain at Pocahontas MS in option E4? 37 Responses

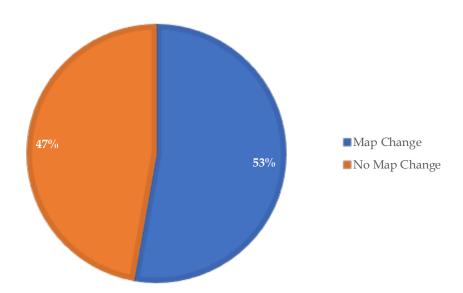


8. Should there be any changes to Davis ES feeder patterns? Specifically, the MS to HS feeder pattern for Davis ES for ES DRAFT Option D4?

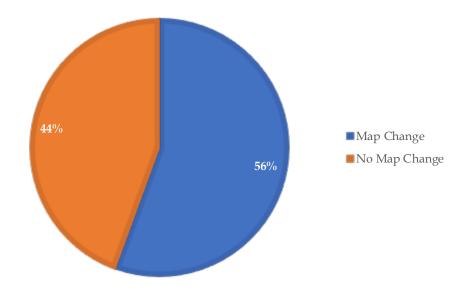
34 Responses



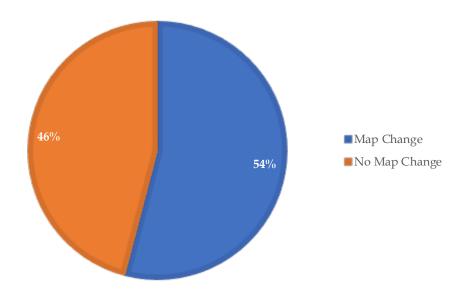
9. In MS D4, is there a way to reduce utilization at Tuckahoe MS? ³⁶ Responses



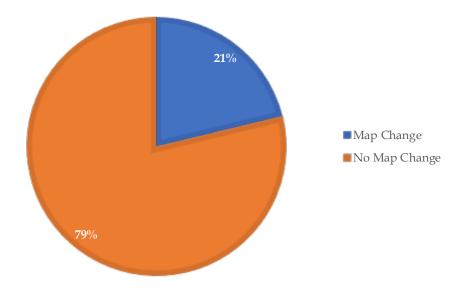
10. In MS E4, can Maybeury ES have a 100% feeder pattern to the MS level? $_{\rm 36\,Responses}$



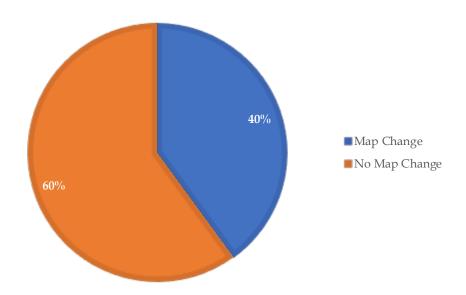
11. Can the concentration of poverty at Ridge ES be reduced? 37 Responses



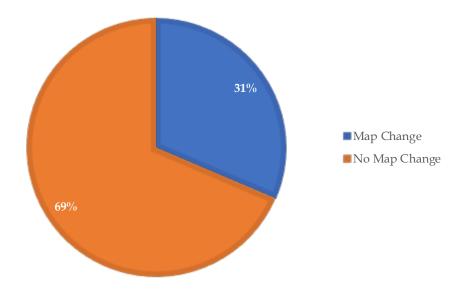
12. Is there a way to resolve the number of schools that feed into Brookland MS? 33 Responses



13. In HS E4, can all of Greenwood ES go to HCMS and GAHS? 35 Responses



14. Should River Mill and Magnolia Ridge be zoned for Brookland MS and Hermitage HS? 35 Responses



REDISTRICTING PROJECT FOR 2021: PUBLIC INFORMATION SESSION COMMITTEE SURVEY REPORT

Public Engagement

Committee members were asked to write short responses related to feedback received directly from members of the public:

What new information did you receive, if any, from the last Public Information Session?

The central themes of the expressed concerns where consistent with those expressed in prior Public Hearings.

I was unable to attend

Ridge ES - census tract of 42 provides a lot of financial/social support for ESL families

Pinchbeck/Gayton/Carver - consider moving census tract of 24 to Gayton (separate from other neighborhoods)

Overwhelming support of option D4. Additional Request for new map option differing from what we have outside the box.

After attending both Public Information Sessions on March 4 and 5, the following issues need to be resolved at our next meeting. E4 Map Issues:

- 1. Feeder pattern split for the Sadler Road corridor. Rivers Edge -->Short Pump MS -->Glen Allen HS. This is the only Short Pump MS --> Glen Allen HS split. Needs to be corrected.
- 2. Westmoor neighborhood is split into two different middle schools. Westmoor north --> Quioccasin MS. Westmoor south --> Tuckahoe MS. This is one neighborhood and needs to be put back together.
- 3. Steveson neighborhood (census tract 24) --> move to Gayton ES. Relieves Carver ES while not overtaxing Gayton ES. This also needs to be fixed in the D4 map.
- 4. Examine ways to provide relief for Highland Springs ES. The committee was relunctant to do anything with Highland Springs ES, but after speaking with a teacher from Ashe ES, there is a Ashe zoned apartment complex that would benefit from the Achievable Dream Academy. This also needs to be addressed in the D4 map.
- 5. Cenus tract numbers for large tract in the Rivers Edge zone. Are there numbers for each of the neighborhoods in that tract specificically for Holloway at Wyndham Forest (Opaca Road east north of Nuckols Road). Also needs to be addressed in the D4 map.
- 6. Church Run is split from Windsor Place West in the middle and high school maps. Needs to be put back together. These neighborhoods share walking trails and a pool.

D4 Map Issues:

- 1. Ridge ES proposed zone pulling the tract from Ridge --> Tuckahoe ES. While it brings relief to the school, it creates a new problem. That tract is instrumental in providing much needed supplies for the school community.
- 2. Examine ways to provide relief for Highland Springs ES. The committee was relunctant to do anything with Highland Springs ES, but after speaking with a teacher from Ashe ES, there is a Ashe zoned apartment complex that would benefit from the Achievable Dream Academy. This also needs to be addressed in the E4 map.
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- 4. Cenus tract numbers for large tract in the Rivers Edge zone. Are there numbers for each of the neighborhoods in that tract specificically for Holloway at Wyndham Forest (Opaca Road east north of Nuckols Road). Also needs to be addressed in the E4 map.

I spoke with several community members from the Maybeury Elementary area. They were upset that their school is being divided between Godwin and Freeman High schools in the E4 maps. They wanted to keep their school together and although they would prefer to stay at Freeman, their biggest concern is staying together. They also pointed out that the portion being moved to Godwin would create a transportation issue because there was no direct route to the school.

Another concern was a portion of Springfield Park that is going to be rezoned to Tucker High School in the D4 map. There is an adjacent area that is currently zoned for Tucker that is being rezoned for Glen Allen. They wondered why we were flipping both groups for not a significant change in either school. There question was why can't each section stay in their current school.

Several other groups were concerned with the splitting of neighborhoods along Church Road and the Pemberton Road areas in the E4 map. They felt these were small neighborhoods that were being split. They also pointed out that the purposed changes will put them in their third high school in 10 years.

Finally, there was concern about a portion of Rivers Edge Elementary that is being rezoned from Holman to Short Pump Middle in map E4. This will create a small feeder pattern split as well as an even smaller split to high school when they are pulled away from Short Pump Middle to go to Glen Allen High School.

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I think we have split a neighborhood along a ditch rather than a road. I don't have my notes with me but I'll bring it to the next meeting.

I was not able to attend the most recent Public Information Session

Concerns about traffic for Crestview to go to Tucker rather than Freeman

1) That taking the students who live right behind Ridge elementary school out of Freeman and sending to Tucker is decreasing the concentrations of poverty at Freeman

I didn't attend

Concerns about students driving on highways for some of the new MS to HS feeders; continued concern about removing 42 families who are not economically disadvantaged out of Ridge. The community would MUCH prefer to stay at 95% capacity than to see a higher percentage of economically disadvantaged students in this school. Option E has the lower percentage of economically disadvantaged students and Ridge families prefer it. I also received positive feedback on some moves around Longan ES that are on both maps from community members in census tract 16309. Kudos to the committee:).

Major concerns from the communities in and around Church Run and Windsor about map E4. The county is investing in a sidewalk that will allow students to walk to Pocahontas (some do already) and map E4 puts kids on buses and in cars for a much longer distance, eliminating walking and biking options that will soon be available. Concern on the E4 map about a neighborhood near Deep Run Park that on D4 is Short Pump/Pocahontas/Godwin which is fine. On E4, they are moved to Quioccasin and Tucker. Families have major concerns about traffic patterns. These neighborhoods have limited exit points and turning left onto Ridgefield Parkway is a challenge and already has lots of accidents. as students begin driving, the neighborhood is concerned about more and more accidents if they have to head out towards these schools that are east of the park....the park creates a situation where the only exits from the neighborhoods are towards the west. Concern about the small % of students splitting from Short Pump middle to Glen Allen HS (13%).

Continued to hear concerns from every corner of the neighborhoods impacted by changes away from Freeman High School.

I also heard a lot of concern about property values dropping due to some of these changes.

N/A. I was unable to attend the last Public Information Sessions.

- 1. A representative from Springtree subdivision shared her concern about traveling to Tucker High School including crossing Pemberton Road.
- 2. A representative from Maybeury presented concerns about Map E4 dividing the area through the feeder pattern. She was in favor of Map D4

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- 3. An individual expressed discontent regarding the "Tucker Grab" on Map D4. The section of the Tucker boundary that goes into Glen Allen and was formally Glen Allen
- 4. Crestview Zone problem with D4/ explained they are a Freeman Community
- 5. Representative from Lakeside presented concerns about the splitting of the Lakeside neighborhood on High School Map E4

The same people go to the public sessions. And they tend to be highly opinionated as to what the maps should look like.



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From the public info sessions:

- Pinchbeck ES disadvantage rates go UP in both D4 and E4. Representatives of that community seem very concerned about the changes to their ES.
- Pemberton Corridor was just rezoned 10 years ago from Tuckahoe MS to Byrd MS (WMS) and Godwin to Freeman. Tucker would be there 3rd HS in 10 years.
- From Maybeury, Church Run, Pemberton, Stonegate/Covered Bridge support for D4. Per these communities, in E4, it is unfair to the students who are newly split between middle schools at Short Pump ES and Maybeury ES to accommodate Crestview ES staying at Freeman. Ultimately, 426 HS kids are separated from their current communities and moved to a new HS (679 ES kids get diverted to different HS. Pemberton 300 kids ends up at 3 different high schools. When Crestview gets to stay all together while moving to another HS in D4.
- Crestview's traffic concerns seem unfounded by the Transportation Director (Church Rd corridor to Tucker in E4 faces greater traffic concerns on 64 moving with morning traffic into towards the city.)
- Freeman will remain economically diverse in D4. Crestview diversity concerns seem unfounded as Maybuery has a larger number of disadvantaged students than Crestview speaking with public attendees.
- From my conversations there was MAJORITY support for D4 from many areas of the MS/HS communities. There were also ONLY A FEW E4 secondary members present to address public concerns with that map. I support the D4 plan so I am not looking to improve the E4 map but who is going to address the publics feedback and traffic concerns with that map if not the creators of the E4 map?
- Maybeury ES folks all seem to support D4 and a whole school move in E4 to QMS, but the move to GODWIN HS is still a big concern. Families feel strongly about staying part of the diverse community at Freeman HS vs. Godwin in E4.
- CONCERN: A lot of the committee questions from our last JOINT meeting seemed to have been posed by a particular secondary Committee contingent that supports Crestview but none of the changes are concerns or feedback I heard in public feedback from those communities or at the two public sessions! (Q: 5, 6,7,8,9 all address moving other schools out of the Freeman HS or INTO TUCKER HS feeder pattern by addressing it from the ES and MS levels (so as not to look like Tucker Feeder changes and to help Crestview stay at Freeman high school in both options). They seem like no brainer NO's looking at the utilization numbers as well. I feel the process has become politicized and needs to move to the BOARD OF EDUCATION to be more fair! I am one person and I do not know how I can address all of this to the committee to unearth what I see happening. I also don't think voicing this at the JOINT meetings would be appropriate or helpful at problem solving which is why I raise it here.

14 AREAS of Consideration:

- 1. Rivers Edge Modification send 57 students to Twin Hickory ES YES, This works at the ES level.
- 2. Colonial Trail/Kaechele/Twin Hickory ES-Public input seems to support D4. YES.
- 3. Holman MS- Support D4 map, keep census tracks (48,30, 40 and 0,0,0) at Holman MS and Glen Allen HS. If this section goes to Short Pump MS (LIKE IN E4) then they are the only small sliver going to Glen Allen HS from Short Pump MS.
- 4. Godwin HS Area (EAST)- Communities east end of Godwin HS can remain without making Godwin's utilization too high in E4 if Crestview goes to Tucker and we put all those communities in the C-curve back together (or just approve map D).
- 5. Pemberton Corridor- No and they aren't asking to make this change, they were changed in the last 10 years from Godwin to Freeman. They want to stay at Freeman as in D4 which can accommodate them. This is Crestview looking to make room for themselves in D4. WHICH LEADS US TO #6!
- 6. Crestview can not be accommodated at Freeman in D4. They are already accommodated in E4. Let the Board of Education work through a suitable solution for the county.
- 7. Pocahontas MS Area East- If you have the east area of Pocahontas MS remain in Option E4 they would be the only students at Tucker at the HS level creating a small split of another school. This community voiced at the Public Info session that they support D4 but request that Nucklos Farm ES which in D4 feeds into Deep Run HS should be moved back to Short Pump MS instead of Pocohantas. They are a small group of students moved to PMS and then switched to a high school where none of their Middle School peers go.
- 8. Davis ES- In D4 Davis ES is split at the HS transition but this is what they currently do and they are okay with it staying the same. 9 Tuckahoe MS- We can reduce utilization at Tuckahoe MS in D4 by moving Johnson ES to Moody MS and Hermitage HS.
- 10. Maybeury ES- Yes to the changes recommended by Cropper Consulting in E4, moving all of the Maybeury students to QMS and the community seems behind that to keep their ES together in E4. However Maybeury ES want to stay at Freeman in E4- it's been proposed that they SPLIT later in High School. The balance of socioeconomic mix is a concern moving from Maybeury/QMS to Godwin. The community at Maybeury has clearly stated if they make a move for the good of the county in middle school as a whole school than Crestview can make the same whole school move in HS to Tucker. We all make some changes to help the county as a whole.
- 11. Ridge ES- Unsure, Ridge has been clear they don't want any changes. Is this decision better for the Board of Education to make for that school? Is there a better area for us to move to help that school?

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12. Brookland MS-D does a better job.



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13. Greenwood- Can all of Greenwood ES go to HCMS and GAHS? Yes move 78 taken from Tucker back to Tucker to fit Greenwood. Per the School Boards Feedback there is a community removed from Tucker that would like to stay at Tucker.

14. River Mill and Magnolia Ridge- I feel horrible for these communities that purchased property and built under one perception and are being dealt a change before their community has even been built up. Is there a way to hold them in their current feeder patterns (grandfather all grades) until build out/capacity is 50% complete? What other options has Cropper Consulting seen to address this in the past?

There are a couple of small neighborhood concerns that we could still address. Residents from some areas are willing to insult other areas if they think it will help them get what they want and if they're worried about their property values.

The parents of Marberry ES do not object to a change in secondary zoning, they would like for the entire school to stay together. I attended the Hermitage HS Public Session. Every person who approached me had major concerns with MAP E4 package (elementary, middle and high school). Every person I spoke with had positive feedback for Map D4 package. I did not speak to one person advocating for Map E4. I was handed many print outs with written explanations and map diagrams explaining major flaws with Map E4. The public was prepared and wanted to make sure they were heard.

On another note: I also had several people express concern and ask, "Is this all really worth it? Or does the School Board already have their minds made up and this is all for show?"

Valid concerns regarding continuity of community and using boundaries that make sense but may not align with census tracts. Specifically, I was provided a graphic that has the E4 HS boundary at Stone Gate along a lot line, not a road or other natural boundary. These should be reconsidered and not merely selected to make "numbers" work.

Likewise, there is a planned Woodman Road Extension that may make a better natural boundary than the train tracks in the northern area of the District.

the information brought to the meeting by the public was a continued re-hashing of what the concerns have been all along.

New Information about Pemberton Corridor and some information regarding the neighborhood adjacent to River Mill. The mom was concerned that we are moving a total of 10 kids to new school.

None

Nothing new. The people I spoke with thanked me for the work done. One guy (can't remember area) had a concern. The concern was nothing new.

A few constituents seemed to be confused about where option E4 came from (I think).

Parents/community members do not seem concerned about capacity/over crowding for the Freeman area.

I was ill and missed it.

Families are still concerned about poverty levels are not being addressed. Families and community members feel that minority voices are not being heard.

I was unable to attend either session due to child care issues.

I was not present at the last session

public didn't seem to understand the guiding principles and were using other metrics (e.g. their perception of safety, VDOT traffic) to make decisions

N/A

The following communities prefer Option D4: Pemberton Corridor, Church Run, Maybeury

The following communities prefer Option E4: Stonegate, Springfield Corridor

The following community is open to either option with some modifications: Michael Road (not using a residential street to split HS boundries)

- Groups for various areas handed out flyers of why they should stay in a particular school or why a certain Map Option was better choice or a worse choice. Most of if it I had read before on the "Comments from the public" files that had already been sent to the committee.

Nothing that hasn't already been said 100 times.



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What major themes did you discuss with members of the public at the last Public Information Session?

Concerns about the following: Communities being split (not Subdivisions); concerns about rezoning result in further distances to zone schools (fr. <1 mile to 3 to 5 miles)

Overwhelming support for Map D4.

Keep communities together (natural boundaries)

Regular frustration with E4 map, breaking up k-12 continuum, disregard for neighborhood boundaries from those not familiar with the area.

Small feeder pattern splits. There are many overlooked splits in the E4 map that need to be addressed.

The biggest concerns I heard were from the E4 map. Families were concerned with the number of students being moved and the number of neighborhoods being split. It was also discussed that the economic diversity changes were not significant as pointed out by community members based on the charts. Someone did ask what percentage change would be significant. For example, one school will either go up by 3% or go down by 3%. This person asked if this was significant. I wasn't sure what would be considered statistically significant.

The public seems to like the D4 option best. The public still seems confused by the "concentration of poverty" guideline. They think we are going to be able to address issues of poverty through the redistricting process. I wish this were made more clear to them.

I was not able to attend the most recent Public Information Session

Mostly sharing utilization statistics for high schools - primarily Freeman and Glen Allen being so over utilized and Tucker underutilized.

To remember that we are tasked with looking all of the goals equally and not giving unequal weight to one goal over another.

Pemberton corridor and Crestview wants to remain in Freeman

I didn't attend

I discussed how we assess priorities and data, in relation to the above. For example, I let members of the public know that we don't have or use data on property values but we do examine capacity, % economically disadvantaged, feeder pattern splits, etc.

N/A. I was unable to attend the last Public Information Sessions

- 1. Ridge Elementary distribution of poverty/wealth based on new zones
- 2. Springfield Road homes property value

n/a

most folks preferred D4 on the ES and MS/HS. How the last meetings focused on feeder patterns and realizing both joint meeting was a great thing.

Major Themes- The public does seem most concerned with keeping existing K-12 feeder arc patterns where possible AND splitting earlier in the process so kids stay with familiar students at each level of school. If change is necessary make it earlier in the process so 100% ES can move to MS together.

D4 had the most support but there are still some schools that need help figuring out small sections that get moved to a completely new HS from the rest of their MS. We need to avoid changes that start to create more small neighborhood splits.

Concerns about community.

The public preferred map D. The community that created Map Z feels that is better than any option we have provided.

Major flaws in Map E4.

Positive attributes of Map D4.

Concern that Map E4 could actually go through.

Many "thank you" comments for the committee's time and efforts.

While the committee was tasked with working towards equal weighting of each of the goals, the ones most readily addressed have been utilization with consideration of the impact to the other goals (community, safety, socio-economic equity). There are some shifts that did not objectively consider the socio-economic equity element, which is evident by one option having a 1-pt better metric than the current lines and one having 1-pt worse. Make sure we don't have a overload in one area if it can be mitigated.

The same issues with the Godwin/Tucker changes mostly. As well as the middle school changes that affect that same area.

Distance, percentage of kids being moved and safety

Impact on children who have already been through a redistricting change before; travel distances to/from newly proposed school when current school is closer to home

The people who I spoke with were friendly and I just reiterated that our four goals governed the choices we made.

Ridge ES is still a big discussion topic

Capacity, transportation, continuity

Diversity, inclusion, more transparency

Did not attend last session.

Unfortunately I was not present for this



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guiding principles;

N/A

I mainly listened to the public, wrote down their suggestions/concerns, and collected the information/handouts they provided.

- How the census tracts work in conjunction with the percentage of kids attending a school.
- Many groups discussed which option they preferred. The majority that I talked to like the D Option Maps. However, only two groups Crestview Elementary and Springfield Elementary were the groups that I talked to that preferred the E High School map only because they stayed at the high school they preferred.
- Ways that an individual could let the School Board know which Map Option they preferred.
- How the maps developed, in particular the E map -- which I wasn't able to answer very well as I did not work on the E map.
- Ways to keep feeder patterns at 100% for schools that are being split.

Everyone hates option E, except for Crestview.



Revised: 03/25/2020

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What do you feel is needed at the next three meetings for you to be able to finalize a recommendation (i.e., information, activities, etc.)?

Discussion on how to prevent Rezoning for area that have previously impacted 3+ times.

I think all we need is a little more time as a complete committee. So, I believe that we should be able to finish in the allotted time.

Need to make some revisions to existing maps to incorporate feedback/analysis

An ability to create an all new option as a comparison to D4 (with edits)

We need a detailed, focused agenda to resolve the very specific issues identified at the community meetings. Committee members cannot be allowed to hijack the meeting with extended comments and discussion resulting in no resolution.

The 14 areas of consideration questions need a comment field. In some cases, a yes/no answer is not enough.

I think we can make a few minor changes to the maps to put forth a good option with community support.

I would like at least one more elementary only meeting. I don't think more information is necessary, I think some deep conversations are required.

Clear directive of the objectives and precisely which objectives are priority for the School Board.

I think we should do an anonymous vote first to see how the committee is leaning - my guess is there is a lot more consensus around D4. If we knew that and then just tweaked D4, I think that would simplify the process. (Oh look - the next questions! Thanks! So sharing these stats, I think would be helpful.)

Some clear guidance as to whether or not we are supposed to present one map to the school board or whether we present two. If that guidance is that we are supposed to choose one map, some guidance as to whether we fix the maps of D4 and E4 so that they merge into one map or do we just choose that one of those options is better than the other.

Committee members thinking about all children not just their own and their neighborhoods. I think we need information on how the options we choose impact the schools and how they align to the goals.

First and foremost, I'd like committee members to be more respectful. I've witnessed and heard about too many incidents where committee members are clearly frustrated with one another and/or the public, and it isn't healthy for anyone. also, I'd like the Board to provide information on priorities. For example, at Ridge, is it more important to have lower capacity or a lower percentage of economically disadvantaged students? In this case, research clearly would suggest lower % ED, btw, so it seems like a no-brainer to leave the 42 kids at Ridge to keep a lower % of economically disadvantaged kids in the school. also, for the # of students moved, while county wide the numbers are similar, they are very different at the different grade levels. Is this relevant? I'd like the Board to help us assess priorities in relation to the data we have. I also think it would be helpful to see utilization numbers that account for the growth from development. I remain concerned about several schools' capacity to handle the changes within just a few years and Cropper has the data that enable us to make this assessment.

I'd like us to consider ways to move some of the kids who are south of Broad, census tracts 617 and 627, out of Colonial Trail in a final map. As many in the public have commented, having kids who live at the corner of Three Chopt and Cox head north of Broad to CTES makes no sense for CTES or the families living south of broad. Further, it will reduce the overcrowding that is already there or in the works with families moving into new homes every day. This may result in major shifts in the maps, but I think its worth it. We should have had a goal to keep students who live south of Broad at schools south of Broad. This would result in maps that are consistent with two of our priorities, Major roads and natural boundaries will be used when feasible to define attendance zones; • All reasonable efforts should be made to ensure contiguous geographic zones which minimize division of clearly identifiable community components (e.g. apartment units, residential subdivisions).

I'd like to understand why both new options have an increase in % economically disadvantaged at Greenwood and Holladay, and to see if we can change that reality. When you have nearly 50% of the kids economically disadvantaged, these increases have consequences, and for these two schools, the issue should be solvable.

Let Elementary vote on the elementary maps and Secondary vote on their maps.

Working with zoned areas - west end, east end, central west, central east

I want to be able to look at the proposed changes and really dig in and score the 4 principles. I am VERY concerned that the loudest, wealthiest and most influential areas are getting the most attention. Some routes are treacherous and need to be considered. school board input on the areas of contention.

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REDISTRICTING PROJECT FOR 2021: PUBLIC INFORMATION SESSION COMMITTEE SURVEY REPORT

I feel that the E4 team needs to make changes to address PUBLIC CONCERNS which may be hard since most of them were not at either session.

On D4, I would love to see expert options/suggestions/clarifications from Cropper Consulting that improve the utilization at Tuckahoe MS (99%) and Godwin HS (99%) WHICH INCLUDE NUMBERS ADJUSTED FOR 9th/10th Grade BUBBLE. Is there a need to make changes after these adjustments if we are looking at 10 years out? There is very little development in this area and we would hate to move students if trends are going down. We heard at info sessions: "If you use the current junior and senior class sizes to calculate utilization in place of the freshman and sophmore class bubble that is a better representation of the downward trend in class size we see all the way down to current kindergartners. In this model, Freeman projections go from 1823 to 1648 and utilization goes from 103% to 93%. If you apply this method to Godwin in D4 it brings it down to 95%." IS THIS CORRECT?

Look at every change compared to current maps, check them against redistricting priorities and guidelines. Make sure students aren't being moved unnecessarily.

I feel the committee should be divided into smaller groups of 7-10 people. These groups are to work on different zoning complications & stay with that area for their work.

I would like to relook at one area (Springfield Park Elem and it's feeder pattern to high schools) and see if we can tweak it for Map D4. Other than that, I feel very confident moving forward with Map D4 and recommending it. I do not feel confident in recommending Map E4, especially after hearing the community expressing the same concerns we have discussed at our committee meetings. The concerns match up and we should be listening to people who have taken the time to fill out surveys and attend the public sessions. If we use our time wisely, I don't see the need for 3 more work sessions. If Mr. Cropper actually listens to the public feedback and the what the committee is recommending, we can achieve the goals set out for us.

- 1) Socio-Economic data presented in a manner to understand the impacts heat map.
- 2) Identification of "undesirable" feeder pattern splits which ones really should be reviewed and highlight them on the map.
- 3) An understanding of the "population bubble" to confirm utilization trends and are there schools that the utilization can be "pushed" to limit student impact but improve socio-economic diversity.

Information for me what are the future plans for the county. Other than that I think we are at a good place to present some plans to the School Board

Re-evaluation of our goals - are we checking the boxes? Are all potentially impacted students being moved for the greater good and to achieve these goals?

I am comfortable with making a recommendation.

a whole group consensus/discussion/vote on changes to the 2 proposed maps. Better note taking/discussion of rational for changes. I understand breaking into 2 groups to work but at the end of a meeting, I feel like we come up with very different ideas. Additionally, the the next time we come together, I am occasionally surprised by the new maps created based on the last meeting - I often can't remember/don't understand the rationale behind some changes.

Especially given the current circumstances oh, I think we have all the information we need.

Definitely joint meetings, which has already been decided.

The sub team break outs are very helpful as we tackle areas of concern and concentration. The info from the public comments also give necessary information, even if it is biased or self serving, it still provides us the "voice" of that specific community. moving away from maps that we have unanimously addressed or voted on helps to have a forward mobility towards reaching a decision.

stated rationale behind the changes that we are making

Committee member feedback

Taking time to really look at the maps to make sure residential streets are not being used as boundaries, look at utilization amounts, take time to look at legit concerns from the community

- Keep the D group and E group working in their independent groups.
- Feeder patterns all the way through from Elementary to Middle School to High School (i.e., percentage of kids in a given elementary that attend the same Middle School and that attend the same High School)

That the committee actually listen to the school board's requests. The committee member that said the school board needs to stay out of it and let us "do our job" is 100% wrong. We work for the school board. They are the ones we elect to run our school system. Whatever they want to see, we should do it.

Conclusion

This survey was designed to gather direct commentary from the public via committee members, and to gauge committee members' opinions on the current options and outstanding issues related to the current options. It was not intended to be a final vote, was not mandatory, and was not completed by every committee member. All of these factors must be considered when reviewing this summary report. This survey was intended just one more tool to help guide the committee during this process.

