

Follow up to 7/16 community meeting with Superintendent Reid.

How do we make sure any future plans regarding Bucknell ES include and involve families, staff, teachers, and school admin?

BACKGROUND

FCPS has identified Bucknell ES as experiencing significant under-enrollment, which means our school has significantly fewer students than what it is built for (program and design capacity, meaning total number of students as well as number of classrooms). Bucknell is under-enrolled for many reasons, including changes in birth rates and increases in cost of living.

FCPS has started looking into ways to increase our enrollment, which is why the Montessori Magnet proposal, no longer applicable to Bucknell, was submitted on our behalf.

A majority of parents, families, staff, and teachers at Bucknell ES did not welcome the Montessori proposal, because it left the Bucknell community out of the conversation. We were not able to provide our input and build change we want to see.

A working group of school administrators, staff, parents, and community members has come together to support the communication, feedback, and input process. You are welcome to join the working group! Please contact Nelda Brown, Staff Aide to School Board Member Mateo Dunne, at nnbrown@fcps.edu.

GOING FORWARD

The challenge—Bucknell ES is currently under-enrolled.

The opportunity—Bucknell ES can now introduce new programming. Bucknell is soliciting feedback from parents, families, teachers, students, and staff to determine which options have the greatest interest and support.

OUR COMMUNITY COMMITMENT

- As a school community, we can ensure that we lose none of Bucknell's existing strengths.
- We can ensure no undue burden is placed on families, staff, or teachers due to new programming.
- Bucknell ES will prioritize community conversations with staff, as well as parents in the community, to ensure any decisions regarding new programs at our school are based on input provided by members of this community.
- Ensure this working group accurately reflects the demographics of our school and families to ensure these conversations remain equitable.
- Build general agreement on why change is needed. As parents and family members, we need to provide input on which type of program would benefit our kids the most, and what types of approaches or language to avoid, in order to remain inclusive.
- Regular communication with our school community, and regular opportunities for the community to provide feedback and input is necessary.